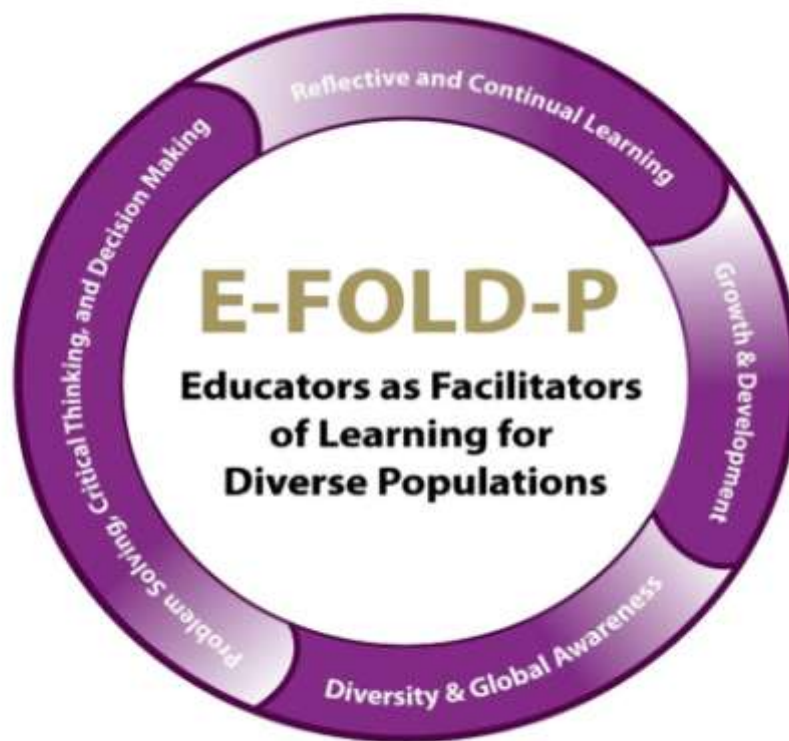


Prairie View A&M University Whitlow R. Green College of Education

Student Teaching Handbook



Permission granted from Western Oregon University to adapt circular design of conceptual framework for Prairie View A&M University, Whitlow R. Green College of Education.

Whitlowe R. Green College of Education

STUDENT TEACHING

HANDBOOK

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Preface

This handbook has been developed to acquaint the personnel of Prairie View A&M University and area schools with the student teaching program as it is currently in operation at Prairie View A&M University. The program represents the cooperative efforts of Region IV Education Service Center and the following independent school districts: Aldine, Bellville, Brenham, Bryan, Burton, Conroe, Cypress-Fairbanks, Hempstead, Houston, Katy, Klein, Magnolia, Montgomery, Navasota, North Forest, Spring, Royal, Sealy, Spring Branch, Waller, and Somerville. The assistance given by the Local Cooperative Teacher Education Center Advisory Board and the University Teacher Education Advisory Council is of immense value to the education of teachers at Prairie View A&M University. It is through a joint effort that goals for improving teacher education can be realized.

This handbook has been developed to help the school administrator, the university supervisor, the cooperating teacher, and the student teacher to understand their functions and responsibilities. Members of the Local Cooperative Teacher Education Center Advisory Board, and University Teacher Education Council participated in the planning of this handbook. The views of these groups have been integrated into both the practices and the principles herein presented.

It is hoped that this handbook will serve as one of the avenues or vehicles for developing a better understanding and appreciation of the mutual roles of the cooperating schools and Prairie View A&M University have in the success of student teachers. It is intended to both guide and inspire. Included in its contents are simple, yet practical, indicators to help those concerned to manage the student teaching experience.

A quality student teaching program is a key factor in preparing teachers. Therefore, the cooperation of all persons involved in the program is necessary, and the guidelines presented must be adhered to by all. The University appreciates their willingness to participate.

Patricia A. Smith

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Interim Director

Student Teaching and Field Experiences

Purpose

The primary purpose of the Student Teaching program at Prairie View A&M University is to provide a planned and carefully supervised learning experience for candidates enrolled in student teaching. In this program the candidates demonstrate abilities as teachers in an actual school setting and develop their own teaching style under the direction of a master teacher. Having been previously prepared academically, the candidate should see this experience as the beginning of a fulfilling career. It is hoped that the student teaching experience will be a challenging yet, relevant, useful and pleasing encounter in his/her college education.

Objectives

Student teaching both challenges and prepares the student teacher to function in the role of a professional teacher. By accepting this challenge, the student teacher will be given an opportunity to apply what has been learned theoretically to an actual classroom situation. The objectives listed below have been established to aid in the accomplishment of this goal.

As a beginning teacher, the student teacher will:

1. guide students in a teaching-learning situation;
2. effectively plan, write and implement unit and daily lessons;
3. have an overview and depth of subject matter along with a working knowledge of varied subject areas;
4. display the ability to use a variety of teaching techniques successfully;
5. gain poise, confidence and self direction as a teacher; and
6. have sensitivity to human needs and social problems.

As a member of the profession, the student teacher will:

1. gain insights through meaningful observations of learners and teaching techniques;
2. have an awareness through participation of the total school program;
3. gain a better insight into the operation and function of the public school system and understand the proper role of the teacher; and
4. clarify further his/her own philosophy of education in relation to that of other educators

As a member of the community, the student teacher will:

1. be aware of the educational needs of the community; and
2. further develop the ability to work with parents, other teachers, administrators, and patrons of education in the community.

With achievement of these goals, the student teacher will have developed a realistic concept of the rewards and satisfactions of the teaching profession, in addition to a greater understanding of the range of activities in which a teacher participates.

Matriculation into the Student Teacher Program

Candidates are eligible for admission to student teaching after the following requirements have been met:

1. Admission to teacher education.
2. Completion of the respective EC-6, EC-12, 4-8, or 8-12 major requirements with a minimum 2.50 grade point average. Only grades of C or above will be accepted.
3. Completion of the professional development requirements with a minimum 2.50 grade point average. Only grades of "C" or above will be accepted.
4. Documentation of 12 hours (minimal) of TExES Preparation. (6 hours content/6 hours PPR)
5. Pass both the Representative Pedagogy and Professional Responsibilities and Representative Content Examinations with an 80%;
6. Attempt official TExES Examinations;
7. Pass criminal history background check;
8. Completion of graduation application, signed by an academic advisor and department head submitted electronically.
9. Copy of validation forms, documenting completion of 60 hours of field experiences;
10. Degree Audit signed by academic advisor and department head.
11. Copy of TB test results, completed within the last 30 days
12. Professional resume
13. Banner Registration Form, documenting student teaching course number, and signed by an academic advisor.
14. Degree Program Approval for Student Teaching Form (Signed by the candidate's advisor, department head, and the Director of Student Teaching) to include your GPA for each program area.

The application for student teaching can be obtained from the Whitlowe R. Green College of Education website prior to the semester planned for student teaching. The Committee for Admission to Student Teaching reviews all applications. Upon approval (or disapproval) by the committee, the chair of the Committee will notify candidates by letter.

Student Teacher Placement: Student Teachers are placed in a local school district within a sixty-mile radius of Prairie View A&M University. Student teachers will not be placed outside the sixty-mile radius.

The candidate is cautioned not to contact a school district in an attempt to gain placement for student teaching. The placement of students for this experience is the responsibility of the appropriate school district and the Whitlowe R. Green College of Education, and only the Director or designee will make such contacts.

Appeal and Grievance Process

A candidate may appeal the decision made by the Committee for Admission to Teacher Education when denied either admission to teacher education, admission to

student teaching, or student teacher placement. The student may submit a formal appeal to the University Teacher Education Council. The following steps are to be completed:

1. Confer with the head of the Department of Curriculum and Instruction or the Director of Student Teaching and Field Experiences to determine the factors upon which the decision was based.
2. Confer with the faculty advisor to determine if there is evidence that may be presented to the University Teacher Education Council to support the appeal.
3. Prepare the evidence and a letter that states the request for a review and the rationale for such a request.
4. Present the materials to the Dean of the College of Education who will confer with the chairperson of the University Teacher Education Council about the request for a hearing.
5. Await notification of a hearing date by the office of the Dean of the College of Education.
6. Await written statement of the University Teacher Education Council's decision.

Role of the Cooperating Teacher

Introduction

The cooperating teacher is the most important person in the training of the student teacher. The success of the student teaching program and the quality of the experiences of the student teacher depends largely upon the understanding, assistance, and enthusiasm of the cooperating teacher.

More specifically, the cooperating teacher is given the responsibility of guiding the growth and activities of a novice and of contributing to the continuous improvement of the teacher education program. At the same time the cooperating teacher must remember that his/her first responsibility is the tutelage of the pupils in the classroom.

The role of the cooperating teacher can be divided into the following general categories:

1. preparation prior to the arrival of the student teacher,
2. working as a team,
3. providing a good motivational atmosphere through effective orientation,
4. arranging for progressive induction through directed observation and participation in classroom activities,
5. promoting growth through demonstration teaching,
6. planning for teaching,
7. providing assistance in developing teaching and evaluation techniques, and
8. promoting growth through continuous and cooperative evaluation.

Preparation Prior to the arrival of the Student Teacher

A student teacher should begin the day's teaching assignment with a keen desire to succeed. This desire may be enhanced or diminished during the early phases of the student teaching experience. Careful preparation on the part of the cooperating teacher prior to the arrival of the student teacher is most important.

The cooperating teacher should arrange to meet with the student teacher a few days prior to the first teaching day. Such a meeting should help the student relax and get acquainted with the cooperating teacher in a relaxed, less pressured type of environment.

At this meeting the cooperating teacher and the student teacher should confer about such items as the student's college preparation, major and minor fields, special interests, and the preparation and planning expected of the student teacher by the cooperating teacher. The student teacher should be given a copy of the textbook and shown areas of instruction to be covered. The student teacher's information sheet should be given to the cooperating teacher by the student teacher upon reporting for the first day of student teaching.

Working as a team

Since working with a student teacher differs from working independently in a classroom, it is necessary that the cooperating teacher plan to work with the student teacher and carefully monitor the student teacher's performance. The following suggestions will aid in cooperative teamwork:

1. Plan to work cooperatively with your student teacher from the beginning.
2. Plan to have the student teacher work with you in preparing and organizing teaching materials.
3. Plan to work with the student teacher in the interests of the pupils.
4. Plan to have many conferences with the student teacher, since to function as an efficient team, you and the student teacher must keep well informed as to each other's ideas, criticisms, and problems.
5. Plan to have conferences in which the student teacher, the university supervisor and you, the cooperating teacher, can share information and discuss the student teacher's performance.
6. Inform the student teacher regarding school policies and activities, and prepare to share responsibilities concerning these policies and activities with the student teacher. It is important that the student teacher become aware of all phases of the teaching profession, including such things as cafeteria, bus, and other duties, the use of the teachers' lounge, keeping attendance records, etc.
7. Prepare the pupils for a new personality and a "team" of teachers prior to the arrival of the student teacher.

Providing a good motivational atmosphere through effective orientation

The following suggestions should help maintain a good motivational atmosphere for the student teacher. More important than a list of suggestions for providing a good motivational atmosphere are ENTHUSIASM and INTEREST on the part of the cooperating teacher. A high degree of motivation is likely to be maintained if the student teacher feels the cooperating teacher is enthusiastic about assuming the role of a cooperating teacher and is genuinely interested in the student as a person and as a developing teacher. The following suggestions may help to maintain a good motivational atmosphere for the student teacher:

1. Arrange an introductory conference. You may want to discuss personal backgrounds, school policies, objectives, and classroom procedure.
2. Familiarize the student teacher with the school plant (library, classrooms, lunchroom, lounge, restrooms, offices, parking area, fire exit procedures, workroom, media center, audio visual materials, and equipment that is available).

3. Arrange for the student teacher to meet the principal.
4. Introduce the student teacher to faculty members and other personnel.
5. Discuss the student teacher's responsibilities and the method of reporting when absent. (Exchange home phone numbers).
6. Introduce the student teacher to the class. Explain to the class the responsibilities of the student teacher.

Arranging for progressive induction through directed observation and participation in classroom activities

An important phase of the student teaching experience is a combination of two special skills: directed observation and participation. These two skills involve the act of perceiving certain predetermined activities for a specific reason or purpose. The following suggestions will aid in directing observation and participation.

1. Generally allow about 3 weeks of observation time, gradually giving the student teacher more responsibility for the assumption of the actual teaching tasks. Give the student teacher guidance before he or she is allowed to take over the teaching of any class. Guidance may be provided by allowing the student teacher the opportunity to aid in the presentation of lectures or class discussions, to work in small groups, to set up demonstrations, etc. Such experiences also provide an opportunity for both you and the student teacher to assess teaching strengths and weaknesses.
2. Suggest that the student teacher take notes during the observation periods. Certain recorded ideas can serve as points for discussion during planned conferences.
3. Work closely with the student teacher so that maximum use can be made of observation periods.
4. Set specific goals for each observation. What is to be observed should be arranged ahead of time.
5. Allocate time for the purpose of allowing the student teacher to examine the cumulative records of the pupils. The cooperating teacher should arrange time for the student teachers to visit the various service areas of the school such as administrative, guidance, library, audio-visual, health, etc.
6. Give the student teacher a guide that lists specific items that may be needed during the teaching experience. The following are suggested:
 - a. Patterns of interactions among pupils and between the teachers and pupils.
 - b. The cooperating teacher's techniques for asking and answering questions, for administering praise, and/or for handling disciplinary problems.
 - c. The cooperating teacher's lists of rules and routines.
 - d. Behavioral problems and causes
 - e. Use of technology/visual materials
 - f. Taking care of the physical environment.
 - g. Providing for focal points upon which the student can center attention
7. Be at your best as the cooperating teacher during the observation period so that the student teacher can view an example of polished teaching techniques and effective ways of handling various problems which arise in the classroom and within the school environment.
8. Share background information and relevant experiences with the student teacher.
9. Do not give the student teacher "busy" work. The most important experiences that the student teacher should have consist of preparing lessons, presenting the lessons to the class and evaluating each student's progress.

10. Allow the student teacher to teach three classes. The rest of the student teacher's school day should be spent planning, teacher aid activities, attending to duties, reports, etc.
11. Do not point out the student teacher's mistake in the presence of the pupil. If a crisis does arise, a prearranged plan should enable the cooperating teacher to step into the situation without embarrassment to the student teacher.
12. Do not leave the student teacher alone in the classroom until adequate strength in classroom control has been demonstrated by the student teacher.
13. Reinforce the cooperating teacher is legally responsible for whatever happens in the classroom. Therefore, it is most important to impress upon the student teacher that he or she never take any action in the classroom which may have legal implications.
14. Inform the student teacher as to where you can be located in case you have to leave the room. The cooperating teacher should always be available in the near vicinity of the classroom.
15. Encourage the student teacher to be firm but fair in his or her approach to pupils. Caution the student teacher against making threats which are unreasonable and which cannot be carried out.
16. Contact the principal and the university supervisor immediately if the student teacher is having major problems.
17. Allow the student teacher to accompany you to pupil and parent conferences.

Promoting growth through demonstration teaching

Directed observation is valuable to the extent that it allows the student teacher opportunity to observe a variety of effective teaching procedures. The cooperating teacher serves as a model teacher during the student teaching experience. Although no specific techniques or strategies are prescribed by the university, it is hoped that the cooperating teacher will demonstrate varied teaching methods and confer with the student about the intended learning outcomes of each method.

Planning for teaching

Good planning is essential to good teaching; therefore, the cooperating teacher should guide the student teacher in preparing plans. Preparation should include not only the planning but execution of the plans and an evaluation of the results.

As a cooperating teacher, your expertise may be of particular importance if the student teacher experiences difficulty in planning. The main problem may lie in the fact that many student teachers have made unit and lesson plans in preparatory courses for student teaching, but the student teacher has not tested these plans in actual practice. Your guidance and assistance in planning will be needed by the student teacher until he or she demonstrates planning competence for successful learning experiences.

The cooperating teacher may assist the student teacher in his/her initial attempts for effective planning by using the following suggestions:

1. Give the student teacher an overview of the goals of each class and discuss the present status of each class.
2. Provide related materials and resource for the student teacher to read.
3. Acquaint the student teacher with available teaching aids and resources.
4. Provide an outline of the year's work:
 - a. Indicate what part of the outline already has been covered.

- b. Indicate the approximate time to be spent on each of the units in the outline.
 - c. Discuss the outline prior to the development of unit plans.
5. Provide an outline of a unit previously taught or currently being taught.
 - a. Encourage the study and use of several different methods of developing units of work.
 - b. Encourage the study of a unit outline prior to having the student teacher develop one.
6. Request that the student teacher make an extra copy of each lesson plan that is to be reviewed by the cooperating teacher. The cooperating teacher should review the plans and make suggestions prior to the presentation of the lesson by the student teacher. Provide a model daily lesson plan and unit plan for the teacher.

In making lesson plans to be used in the classroom, the student teacher and the cooperating teacher should be aware of the need to include: (1) objectives, (2) content, (3) pupil activities, (4) teacher activities, and (5) procedures for pupil evaluation. Through cooperative analysis of the planned activities, many potential difficulties may be resolved before the student teacher implements the lesson. Favorable results will be obtained through earnest cooperative planning and hard work. Frequent conferences are recommended to ensure that the overall objectives of the courses are being achieved and that students in the classroom are benefiting at an optimum level.

Providing assistance in developing teaching and evaluation techniques

One of the functions of the teacher is to create a democratic setting for learning. In creating this setting, a teacher may use a variety of methods in a given learning situation, keeping in mind that one learns best by doing; therefore pupils need to be involved mentally and physically in the learning experiences no matter which methods are used.

Some approaches which may be used singly or jointly in presentation are: (1) lecture method, (2) recitation method, (3) socialized recitation, (4) problem solving, (5) laboratory techniques, (6) education television, (7) individualized instruction, (8) learning center approach, (9) micro-teaching, (10) non-grading, (11) inquiry approach, and (12) programmed instruction.

A major objective of the student teaching program is to help the student teacher develop an effective personal teaching style. If this objective is to be achieved, several conditions for growth should be provided. The following are suggested:

1. The student teacher should have a great many opportunities to teach. It is through adequate experience in actual teaching that a teaching style is developed.
2. The student teacher should have opportunities to observe and to experiment with a variety of teaching strategies and materials. Rigid teaching patterns should be avoided. The student teacher and cooperating teacher should feel free to learn from each other.
3. The student teacher should be encouraged to test the workability of an idea(s) and to show initiative in implementing ideas. Experimental ideas or teaching strategies should not detract from the learning situation.
4. The student teacher should be assisted in his or her attempts to perceive the classroom situation realistically. An ability to realistically perceive the total environment is sometimes limited, particularly when one is a novice teacher. The cooperating teacher then can be of great assistance in helping the student teacher analyze personal teaching behaviors and determine their influence on the total learning situation. The student teacher is more likely to develop an effective teaching style if he or she has accurate knowledge about

the pupils. How the pupils perceive the student teacher as well as the student teacher's perception of self are also influential factors linked to the development of an effective teaching style.

5. The student teacher who has gained confidence in his ability as a teacher usually will not feel a need to adhere to prescribed teaching methods or textbooks and other external materials. Spontaneity should be encouraged. The ability to be flexible, to depart from predetermined plans, and to make independent judgments in the classroom are important elements in developing a classroom personality and a personal teaching style.
6. It is important to remember that the student teacher is learning to teach. The student teacher is expected to make some mistakes. During this crucial period of the beginning teacher's professional life, the cooperating teacher can be of great assistance in contributing to the student teacher's sense of security and success. When mistakes are made, encourage the student teacher to try different approaches in an attempt to resolve a problem.

Promotion growth through continuous and cooperative evaluation

The cooperating teacher should assess the progress of the student teacher on a daily basis. This assessment serves as a basis for conferences. In an effort to help the student teacher conduct a self appraisal, both strong and weak points should be noted (a positive approach with strong points given first is suggested).

Anything that is short of the cooperating teacher's expectations should not come as a surprise at mid-term evaluation but should be discussed with the student as soon as it is noticed. No final grade should be unsatisfactory unless it has been brought to the attention of the university supervisor and the student teacher prior to the mid-term evaluation.

The general description evaluation, consisting of personality, loyalty and cooperation, professional zeal, social qualities, voice and speech, and use of oral and written English, gives the cooperating teacher opportunity to set an example for the student teacher.

Role of the Student Teacher

The most significant professional experience of college students preparing to be teachers is their student teaching. Although many candidates have had some experience in observation, presentation, and participation, this new experience of full-time student teaching carries with it many additional responsibilities. The public school to which the student teacher will be assigned will provide the best possible learning environment and experience. The cooperating teachers, the school principal, other personnel of the school, and the university supervisor will all do their best to make the student teaching experience successful. Nevertheless, each candidate should approach student teaching with an honest and sincere desire to learn and to show the utmost responsibility to the teaching profession.

The moment a student teacher enters a public school, he/she is no longer just a college student, but is a teacher, especially in the eyes of the pupils, the parents and community. Thus every student teacher must understand his/her duties, responsibilities and relations with the various members of the professional staff with whom he/she works as a member of the student teaching team in the cooperating school.

The following suggestions and recommendations will assist the student teacher to have a profitable professional experience:

1. Enter student teaching with an honest desire to learn.
2. Reduce other activities to a minimum while doing student teaching as it requires time for preparation and evaluation.
3. Have a positive, professional, and ethical attitude.
4. Keep all records and reports up-to-date.
5. Be punctual and plan all activities carefully.
6. Develop the ability to work with others.

The public school is cooperating because most professions take their responsibility to train members entering the profession. Student teachers are advised to recognize their responsibilities and are expected to respond in an appropriate manner.

The responsibilities of the student teacher to the cooperating school

1. Learn immediately about the school plant (location of special offices, cafeteria, building entrance, exits, lavatories, auditorium, etc.)
2. Become acquainted with the people with school personnel (principal, counselors, program directors, cooperating teacher, secretary, nurse, custodians, and other teachers, etc.)
3. Maintain an ethical, professional and positive attitude toward all members of the school community (avoid gossiping about anyone, particularly school staff).
4. Become acquainted with rules, regulations, policies, and curriculum at the assigned school.
5. Maintain high standards at the school including personal appearance, modes of dress, manners, speech, moral character, and professional ethics.
6. Report ahead of time any absences or irregularities in the daily schedule.
7. Begin immediate observation of the school program and become familiar with the activities of the whole school.
8. Learn the proper use and care of all school equipment and facilities.

The cooperating teacher has volunteered to accept the extra responsibility of having a teacher observe and teach in his/her classroom. The student teacher should recognize that the cooperating teacher has a right to expect certain duties from his/her student teacher. The student teacher should make every effort to understand the responsibilities and work with the cooperating teacher.

The responsibilities of the student teacher to the cooperating teacher

1. Have a positive and courteous relationship with the cooperating teacher.
2. Carry out all responsibilities agreed upon with the cooperating teacher.
3. Observe carefully the cooperating teacher's demonstration lessons and analyze them with the teacher.
4. Confer on a regular basis, make instructional plans and establish criteria to insure a continuity of learning experiences for the students.
5. Hand in and discuss unit plans with the cooperating teacher about the lesson that is being taught.
6. Talk to the cooperating teacher about utilizing special talents, abilities and interests.
7. Be willing to plan and use creative teaching strategies.
8. Discuss deviations from standard procedures in advance.
9. Be prompt and regular for class and conference periods.

Notify the cooperating teacher when illness or an unavoidable absence occurs (All absences must be made up. The prescribed period for student teaching must be honored.).

- a. Assist in keeping the register, grade book, cumulative records, attendance records, and planning parent conference records.
- b. Assist in grading papers, scoring test, making reports and graphing students' progress.
- c. Confer weekly with the cooperating teacher for guidance and suggestions. Be objective and present a positive attitude during the conferences.
- d. Work toward overcoming weaknesses and profit from constructive criticism.
- e. Understand that the professional and legal responsibilities of the classroom remain in the hands of the regular classroom teacher.
- f. Avoid unscheduled and unsupervised conferences or discussions with parents.
- g. Convey a sincere desire to learn, willingness to cooperate, and an appreciative attitude toward suggestions and criticisms.
- h. Realize that cooperating teachers are human and extend frequent and genuine expressions of appreciation for the help given.
- i. Assume more responsibility as the semester progresses.
- j. Attend at least one parent conference.

Classroom management, control, order and discipline are all interrelated and they act and interact upon each other. Your responsibility as a student teacher should seek to eliminate many problems before they arise. To be a successful teacher one should be able to inspire the students and create interest in the subject that order and learning will result.

The responsibilities of the student teacher to the students in the classroom

1. Show enthusiasm for knowledge of the subject matter.
2. Assist pupils who need special help and participate in routine duties.
3. Accept responsibility for the classroom environment-proper lighting, temperature, ventilation, housekeeping, bulletin boards, seating arrangements, etc.)
4. Realize that each pupil or student is an individual with a unique growth and developmental pattern.
5. Become acquainted with pupils by discussing with the cooperating teacher the home background, problems and abilities of the pupils.
6. Be discreet in using records and other pupil data and avoid divulging any confidential information.
7. Learn the names of the students quickly and establish rapport with them.
8. Try not to be a "regular guy" with the students before winning their respect.
9. Become acquainted with the work (homework, class work, etc.)
 - a. Become familiar with school and classroom policies concerning discipline.
 - b. Accept the responsibility for classroom control (The pattern of discipline set up by the cooperating teacher should be followed.).
 - c. Make every effort to provide for individual differences and to respect the personality of each pupil.
 - d. Prepare and plan thoroughly before assuming classroom teaching responsibilities.
 - e. Develop procedures for motivating students to want to learn (visual materials, demonstrations, bulletin board displays, etc.).
 - f. Practice correct usage of English grammar, good sentence structure, accurate spelling and legible penmanship.

- g. Develop an outline for the work with time allocations (topical outline, guiding questions, materials and equipment, seating of pupils on the basis of individual or group work, etc.).
- h. Avoid the threat of a test as motivation. Discuss with the cooperating teacher any alternative you wish to try in place of paper and pencil tests that are intended to be used to evaluate the students' performance.
- i. Avoid engaging in personal arguments and emotional discussions with students.

It is important to remember that the student teacher in a cooperating school is looked upon by the pupils, parents and community as a teacher. Since the student teacher is dealing with the public as a professional person, he/she should be acquainted with his responsibilities based on the Code of Ethics for the teaching profession.

The responsibilities of the student teacher to the community

1. Become aware of educational needs of the community.
2. Become familiar with the educational resources in the community.
3. Become aware of community expectations and social behavior of the community.
4. Participate in community-school related activities and keep documentation for your teacher work sample.
5. Show professional dignity and behave in a manner consistent with the ethics of the profession.
6. Maintain good grooming, manners, speech and moral character.

The university supervisor assumes the major responsibility for the general welfare of the student teacher and serves as the liaison between the school system to which the student is assigned and the university. He/she works closely with the student teacher, the school and the cooperating teacher so as to ensure that the interests and responsibilities of each are being satisfied.

The responsibilities of the student teacher to the university supervisor/content supervisor

1. Help the university supervisor arrange an observation schedule by providing copies of both college and class schedules.
2. Comply with requests for seminars, records, resource files, and notebooks.
3. Arrange for the necessary introduction of the cooperating teacher and school staff.
4. Provide a copy of unit plans to assist the university supervisor in his/her observation. Arrange with the cooperating teacher a time and place for a conference, with whom after the university supervisor's observation.
5. Seek to understand constructive designs to improve the instructional proficiency of the student teacher.
6. Keep the university supervisor informed of schedule irregularities or other difficulties.

The responsibilities of the student teacher to the university

1. Demonstrate high ethical and professional conduct.
2. Follow the dress codes rules and regulations of the University and of the cooperating school.
3. Avoid any gossip or the making of comparisons with other student teaching situations.
4. Comply with the rules and regulations set forth by the University and fulfill all the requirements for student teaching.

5. Attend teachers' meetings, workshops and orientation programs at the request of the school, cooperating teacher, university supervisor or the University.

Records and reports

Each student teacher is required to keep accurate, up-to-date records including a weekly schedule. The schedule should contain activities scheduled for each period of each day of the week. A copy of this schedule should be made available to the cooperating teacher, university supervisor and the Director of Student Teaching in advance.

Significant learning experiences of student teaching

Student teaching is a supervised learning experience which allows the student teacher to use, in a real school setting, the methods he or she has been studying. Student teachers can achieve the objectives of the program by utilizing several types of learning experiences.

Learning through observation. The student teacher uses observation as a learning tool. Observation will deepen the meaning of ideas and principles of education as well as help the student teacher become oriented to the teaching situation and needs of the students. Through observation, the student teacher will be able to assess techniques, analyze strengths and weaknesses, and examine ways to improve teaching effectiveness.

Learning through participation. The role of the teacher involves many activities and responsibilities other than the daily activities usually thought of as "teaching." Participating in some of these activities, as well as in actual classroom activities, can be an important learning experience.

It is assumed that the student teacher will begin early to participate in teaching activities. However, if the student teacher is not ready to begin teaching during the earliest part of the laboratory experience, he or she can become involved in some of the routine tasks by participating with the cooperating teacher in various extracurricular activities, such as club meetings, hall duty, bus duty, and other similar activities.

An active participation program helps the student teacher feel part of the classroom and helps the pupils view him/her as a teacher. It also helps the student teacher to view himself/herself as a teacher and helps prevent boredom if he/she is ready to assume responsibilities. Therefore, the student teacher should not wait for the cooperating teacher to assign the responsibilities. The student teacher is expected to show willingness to take an active part in the activities beginning with the outset of the teaching assignment.

Learning by planning. Careful planning is necessary for good teaching. In fact, the best learning is derived from the best planning. This planning should be a cooperative endeavor between the student teacher and the cooperating teacher.

Long-term objectives should be kept in mind and referred to often. Short-term objectives should be sought daily or weekly.

The student teacher should prepare a written plan for each teaching activity. The plans should be submitted to the cooperating teacher for approval.

The teacher should use a variety of methods to present the materials, and should plan to help individual students. This should result in more time allotment for slow learners or other special needs students to achieve goals and for worthwhile enrichment activities for the brighter students.

Learning by teaching. Through student teaching, the student teacher will develop a personal teaching style. A variety of teaching approaches is encouraged. The following approaches may be considered for use by student teachers:

1. Individualized instruction
2. Questioning techniques
3. Educational television
4. Motivational techniques
5. Technological/Audio-visual techniques
6. Inquiry approach
7. Learning center approach
8. Reinforcement techniques
9. Making transitions from one activity to another

Since each teacher has unique abilities and talents, everyone will utilize these techniques differently. The following guidelines may be helpful in choosing a particular teaching method:

1. The technique must ensure that objectives of the lesson are achieved.
2. The student teacher should avoid overuse of a teacher-centered approach.
3. The student teacher should experiment with a variety of strategies and behaviors.
4. The method chosen should incorporate sound principles of psychology and learning.
5. The student teacher should learn to choose the most appropriate methods for the desired learning outcomes.
6. The student teacher should develop the ability to self evaluate and determine how effectively he or she is able to use specific teaching techniques.

Learning through evaluation. The student teacher's progress should be evaluated continuously through self evaluation as well as by the cooperating teacher, the university supervisor, and the pupils. The student teacher's attitude should be an attitude that encourages constructive criticism and suggestions.

One of the most useful techniques for evaluation is the conference. The type and structure of the formal conference will probably be decided on by the cooperating teacher, but the student teacher should be able to initiate informal or impromptu conferences when necessary.

Through the conference, the student teacher can learn about the background of the pupils, the progress of the classes, the behavior of the pupils, and the classroom materials that are available. After the student teacher has become familiar with the pupils and the classroom, the conference period may be used for discussing lesson plans and for evaluating the student teacher. The student teacher and cooperating teacher should understand that time must be planned for the conferences.

Self-evaluation is perhaps the most important part of the evaluation process. Continued growth of any teacher requires the cultivation of an ability to evaluate individual teaching

behavior. The student teaching experience can help the beginning teacher to develop this skill of self-evaluation in the following ways:

1. Use suggestions from the cooperating teacher concerning planning procedures, empathy with students, and personal characteristics.
2. Use technology to help students engage in self evaluation.
3. Use a personal daily log to record immediate reactions or impression of personal teaching behaviors.
4. Use reactions or comments taken from the observations of other student teachers.
5. Use pupil comments concerning teaching effectiveness.

Principles of evaluation

The student teacher and the cooperating teacher should review and agree upon the interpretation of the following principles of evaluation:

1. The fundamental purpose of evaluation is to promote growth.
2. Evaluation is a cooperative process in which the learner and the standards for competence are observed.
3. Evaluation should be objective, focusing on activity rather than on the person.
4. Evaluation should be based on both quantitative and on qualitative evidence and employ a variety of techniques for recording and interpreting behavior.
5. Evaluation should be engaged in a cooperative manner by the learner.
6. Evaluation, an integral and important part of the learning process, should be continuous.
7. Effective evaluation focuses on the concern for student progress and improvement.
8. Evaluation should prepare the pupil to engage in self evaluation.
9. Areas of achievement, as well as those that need improvement, should be identified.

Principles of conferences

1. Conferences should be arranged when the cooperating teacher is free from other duties.
2. Conferences should be thought of as meetings between a master teacher (cooperating teacher) and a professional novice (student teacher).
3. Conferences should relate to the student teacher's concerns and purposes.
4. Conferences should allow opportunity for the student teacher to become acquainted with the school's rules and regulations, the school's philosophy, and other matters of general orientation.
5. Conferences should take into account the student teacher's special interests, abilities and needs.
6. Conferences should deal with specific teaching techniques.
7. Conferences should allow the student teacher to share in the planning and to be actively involved in the work conducted during conferences.
8. Conferences should be held prior to the first day of student teaching, at the end of the first week of student teaching, and before any written evaluation of the student teacher. Other conferences should be scheduled and held periodically.
9. Conferences should include the discussion of the following topics: (1) expectations, (2) self-evaluation, (3) all available evaluation forms.

Final Evaluation

The final evaluation is a summing up of all that has been done during the student teaching experience. To arrive at the final evaluation, there is need for specific, objective, and cumulative evidence based on observation of the student teacher at work while planning, teaching and any other related responsibilities. If evaluation has been a continuous and cooperative process and conferences have been held so that the student teacher is aware of strengths and weaknesses, the final evaluation should not pose a great threat to anyone. The final grade should indicate "total growth" and not merely an averaging of check marks on an evaluation sheet. The cooperating teacher may make recommendations for the final grade; however, the student teacher's university supervisor has official responsibility for the student teacher's final grade.

Summary of Evaluation

In summary, the evaluation of a student teacher involves more than just a grade. The evaluation is a continuous process beginning with the induction of the student teacher into the classroom. Evaluation is accomplished through the cooperative efforts of the university supervisor, cooperating teacher, and the student teacher. These three people are guided by specific principles which will eventually lead to the student teacher becoming an effective classroom teacher.

It is the responsibility of the university/content supervisor and the cooperating teacher to confer with the student teacher throughout the practicum experience. In turn, the student teacher should evaluate himself in regard to his preparation, teaching skills, and attitudes toward the school and the children.

Finally, at the end of the period, the cooperating teacher will complete specific evaluation forms concerning the progress of the student teacher. The university supervisor, after a careful study of the evaluation forms and after consulting with the cooperating teacher, will give the student teacher his/her final evaluation—a grade.

Roles of others involved in the Experience of Student Teaching

Director of Student Teaching

1. To coordinate the student teaching program with the entire program of teacher education.
2. To coordinate pre-student teaching laboratory experiences.
3. To coordinate the assignment of student teachers to public schools.
4. To confer with public school officials in regard to student teaching policies and programs.
5. To determine eligibility of student teaching applicants.
6. To advise students about matters concerning their student teaching experience.
7. To coordinate the assignments and activities of the supervisory staff.
8. To serve as a consultant to all personnel involved in the student teaching program.
9. To develop forms and materials that facilitate administration of the student teaching program.
 - a. To receive reports from university/content supervisors and cooperating teachers.
 - b. To plan, coordinate, and conduct student teaching seminars.
 - c. To provide effective student teaching orientation experiences.
 - d. To improve university-school relations through visitations and effective communications.

- e. To develop and conduct research to provide a basis for improvement of the student teaching program.

Role of the Content Supervisor/University Supervisor

It is the responsibility of the content supervisor to assist and work closely with the cooperating teacher and the university supervisors to establish the most desirable educational experiences possible for student teachers. He or she may establish special requirements for assigned student teachers but will, in all cases, respect the planning of the cooperating teacher and the policies of the school. The following tasks are the responsibilities of the university supervisor:

1. To set the stage for the get-acquainted meeting prior to student teaching.
2. To help student teachers plan experiences in which they will wish to participate during the semester in order to realize their objectives.
3. To give the student teacher a preview of the experiences that might be expected during student teaching.
4. To serve as a liaison officer between the university and the school.
5. To observe the student teacher while teaching in the classroom for a minimum of 5 clock hours.
6. To distribute the mid-term and final evaluation forms to the cooperating teacher and return them to the student teaching office.
7. To assist in developing a comprehensive evaluation of each student teacher.
8. To determine the final grade for the student teacher by negotiations between the college supervisor and the cooperating teacher.
9. To hold periodic conferences with student teachers to discuss their problems and their progress.
 - a. To help student teacher develop desirable standards of conduct while in the school.
 - b. To discuss with student teachers appropriate dress and grooming.
 - c. To serve as consultant to the staff at the school on such problems as they may wish assistance.
 - d. To complete four (4) evaluations of student teacher. Each evaluation must be at least 45 minutes.

Role of the Principal

The principal is an important member of the student teaching team. While in the school, the student teacher is responsible to the principal in a similar manner as is the regular teacher. Therefore, the principal should assume the following responsibilities:

1. Provide the leadership necessary for the professional growth of both the cooperating teacher and the student teacher.
2. Share in the responsibility of selecting cooperating teachers and in the placement of student teachers.
3. Provide orientation for the student teacher by discussing the basic philosophy of the school, cafeteria policies, and curriculum offerings.
4. Directly administer the student teaching program in his/her school.
5. Serve as a liaison and resource person who communicates freely with the student teacher, the cooperating teacher, and the university/content supervisor.

Prairie View A&M University – Whitlowe R. Green College of Education

Teacher Work Sample (TWS) Cover Page

Date Submitted (i.e. Fall 2012)

Assemble and submit your Teacher Work Sample in a professionally bound form (absolutely no binders)

Name

8-digit* TWS Scoring Identification Number:

*Last 4 digits of PVAMU ID + birth month & year in MMY format

TWS ID Number

Permanent Address

*Certification (i.e., EC-4)

*Specialization/Teaching Field
(i.e. ESL, RLA, History, etc.)

University Supervisor

Content Supervisor

Student Teaching Campus

School District

TWS classroom - grade level(s)

TWS subject(s) taught

I agree and testify that all materials included in this Teacher Work Sample were completed by me. I understand that submission of materials identical to those of another teacher education student constitutes academic dishonesty and may lead to dismissal from the teacher education

program. I also grant permission for my TWS to be used for faculty research and as an example for future education students.

Signature: _____
Teacher Candidate

Date: _____

Signature: _____

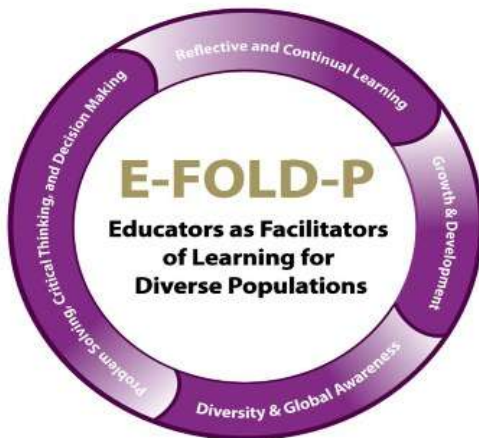
Date: _____

Cooperating Teacher

Prairie View A&M University

Whitlowe R. Green College of Education

Teacher Work Sample: Overview



A completed TWS is one of several culminating activities leading to a degree from The Whitlowe R. Green College of Education. Concepts and terms from the TWS are embedded into every CUIN course, and portions of the TWS are completed by teacher candidates throughout education curricula, across specialties. A well-conceived, fully implemented TWS is an integral component of the electronic portfolio submitted by every student teacher.

Teaching Process	Goals for Candidate Performance
Section 1 Learning Context	The candidate describes a specific learning context, including community, school, classroom, teacher, and student characteristics, which might affect student learning. •Pictorial Representation
Section 2 Learning Goal Objectives	The candidate sets a learning goal and multiple learning objectives that offer variety and are appropriate to the learning context, challenging to students, and aligned with Texas Essential Knowledge and Skills (TEKS). •Picture optional
Section 3 Assessment Plan	The candidate plans appropriate assessment strategies for each learning objective to evaluate student learning before, during, and after instruction. •Pictorial Representation
Section 4 Design for Instruction	The candidate designs instruction for specific learning objectives, taking into account the entire learning context.
Section 6 Instructional Decisions	The candidate makes instructional decisions based on analysis of her or his teaching, student learning, and the learning context. •Picture/Graph
Section 7 Analysis of Student Learning	The candidate uses assessment results to profile student learning and presents an analysis of student progress for each learning

	objective. •Graph Required
Section 8 Reflections & Self Evaluation	The candidate reflects on his or her instruction and student learning to improve teaching practice.
Section 9 Competent Communication	The candidate communicates about his or her teaching through the TWS that reflects clarity of thought and competence in written English.

Format

Your Teacher Work Sample should reflect your knowledge and skills in teaching as well as in communicating about your teaching, through written expression. Follow the guidelines presented in the *Publication Manual of the American Psychological Association, Sixth Edition* (2009) for the mechanics of writing, abbreviations, headings, series, quotations, footnotes, and references. Use 11-12 font and one inch margins and tabs, and since this document is not being prepared for publication, single space the lines.

Write your TWS clearly and concisely in Standard English and attend closely to your concept development, grammar, and mechanics. Concept development includes thesis, coherence, clarity, support, and transitions. Grammar includes parallelism, agreement, verb tense, and word choice. Mechanics include spelling, punctuation, and capitalization. Using your computer software to check spelling and grammar is a necessary yet not sufficient step to accomplish this objective. Print, proofread, and edit a hard draft, and then enter the edits into the soft draft on your computer before you submit your final TWS in your electronic portfolio. You will find American Psychological Association *Publication Manual* as an excellent resource for many aspects of writing.

Section 1: Learning Context

Goals for Candidate Performance: Learning Context

The candidate describes a specific learning context, including community, school, classroom, teacher, and student characteristics that might affect student learning.

Objectives & Scoring Guide: Learning Context

<i>Objective for Candidate Performance</i>
The candidate describes specific community characteristics that might affect student learning.
The candidate describes specific school characteristics that might affect student learning.
The candidate describes specific classroom characteristics that might affect student learning.
The candidate describes characteristics of the classroom teacher and herself or himself that might affect student learning.

The candidate describes specific student characteristics that might affect student learning.
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The candidate documents literary support of <u>two</u> of the specific, context characteristics predicted to affect student learning during this unit of activities.
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Guidelines: Learning Context

Instructional Implications of the Community

Describe community characteristics that might affect your teaching and your students' learning during this unit. Consider the community's geographic characteristics, size, population, ethnic percentages, socioeconomic profiles, stability, educational resources, culture, and political climate. How does the community support your school? Make certain that your information is correct and current, so as to avoid biases and over-generalizations. When you quote facts or statistics, cite your source. Helpful sources might include state, county and city web sites, as well as a visitors bureau. Analyze clearly the specific ways you predict these community characteristics will affect your teaching and student learning, during this unit of instruction.

Instructional Implications of the School

Describe the school, including its age and physical appearance; number of students; number of teachers; support personnel; administration; student to teacher ratio; media and educational resources (e.g., computer lab, library, teacher resource room); parent involvement; enrichment activities; sports; and extracurricular activities. Helpful sources might include the schools web site and the district school board, as well as school staff, administrators, and your classroom teacher. Analyze clearly the specific ways you predict these school characteristics will affect your teaching and student learning, during this unit of instruction.

Instructional Implications of the Classroom

Describe the physical classroom, including room size, arrangement, graphics, light, temperature, and educational resources. Then, describe management factors such as schedules and routines, rules, and grouping practices. Analyze clearly the specific ways you predict these classroom characteristics will affect your teaching and student learning, during this unit of instruction.

Instructional Implications of the Classroom Teacher and Teacher Candidate

Describe the classroom teacher and yourself, including genders, ethnic groups, and approximate ages, teaching experience, and teaching styles. Analyze clearly the specific ways you predict these instructor characteristics will affect your teaching and student learning, during this unit of instruction.

Instructional Implications of the Students

Provide the number of students, grade level, as well as basic, student demographics (e.g., gender, ethnicity, age). Then, discuss your students' cultures, primary languages, interests, achievement levels, and learning styles. Make certain to include any special needs you have noted, whether or not students qualify for special services, and explain any and all instructional modifications needed. Describe your students' prior learning in the units academic area and

other related areas, which will prepare them for this unit of instruction. Analyze clearly the specific ways you predict these student characteristics will affect your teaching and student learning, during this unit of instruction. Provide evidence of how prior knowledge was determined.

Literary Support

Choose one context characteristic from each of two context categories and support your assertion that the context characteristics might affect student learning. Site your literary source. For example, if you predict that community support will positively affect student learning in this activity, support your prediction with evidence that community support affects student learning. If you plan to rearrange your classroom for this unit, cite your source(s) for the benefits of the changes. If you predict that gender will affect learning in this activity, provide support for your prediction.

Section 2: Learning Goal and Objectives

Goal for Candidate Performance: Learning Goals and Objectives

The candidate sets a learning goal and multiple learning objectives that offer variety and are appropriate to the learning context, challenging to students, and aligned with Texas Essential Knowledge and Skills (TEKS).

Objectives & Scoring Guide: Learning Goals and Objectives

<i>Objective for Candidate Performance</i>
The candidate sets a learning goal that identifies levels and areas of learning that address the grade-level curriculum and your specific students.
The candidate sets multiple learning objectives that will lead the students to meet the learning goal.
The candidate sets learning objectives that describe areas and levels of learning that are appropriate to the students.
The candidate sets learning objectives, each of which could be met by a variety of learning activities.
The candidate aligns each learning objective with the <i>Texas Essential Knowledge and Skills (TEKS)</i> .

Guidelines: Learning Goals and Objectives

Appropriate Learning Goal

Contemplate the big picture and determine the overall goal you want your students to meet through their participation in this unit of activity. State the goal in clear terms that avoid educational jargon and would be understood easily by your students. Explain how this goal addresses one or more crucial components of the curriculum and how it is appropriate, in terms of your students learning levels.

Multiple Objectives Lead to the Goal

Determine what your students will need to know and do to reach the goal you have set. State each type of knowledge or skill as a separate objective.

Objectives Match Learner Context

Consider each aspect of the learning context you described in Section I to assure that each objective is appropriate for your specific community, school, classroom, classroom teacher, and students. Pay particular attention to the achievement levels, prior knowledge, and learning styles of your students.

Objectives Suggest Multiple Learning Activities

Make certain that your objectives describe learning outcomes rather than specific activities. Each objective should be attainable through a variety of interesting activities that would address the different characteristics of your students.

Objectives Align with Texas Essential Knowledge and Skills (TEKS)

Show the alignment of each objective with *Texas Essential Knowledge and Skills (TEKS)*. Write the code and the Core Content indicator directly below each objective.

Section 3: Assessment Plan

Goal for Candidate Performance: Assessment Plan

The teacher candidate plans appropriate assessments for each learning objective to evaluate student learning before, during, and after instruction.

Objectives & Scoring Guide: Assessment Plan

<i>Objective for Candidate Performance</i>
The candidate plans and implements an appropriate pre-assessment and presents the results in a table and chart.
The candidate uses pre-assessment results to plan, select, or design appropriate formative assessment and post-assessment strategies for assessing <u>each</u> learning objective.
The candidate develops <u>reliable</u> assessment strategies to evaluate the learner's performance on each learning objective.
The candidate plans assessment and scoring procedures that will yield <u>valid</u> results for determining progress toward the learning objectives.
The candidate plans adaptations in assessment procedures to meet the needs of each student.

Guidelines: Assessment Plan

Pre-assessment

Develop a pre-assessment strategy that is aligned with your unit goal and objectives. Administer the pre-assessment well in advance of implementing your instructional unit. Develop a table and chart that reflect the pre-assessment results.

Assessment Plan Overview

Develop a table that will reflect an overview of the assessment plan. Include four columns in the table with these headings: Learning Objective(s), Type of Assessment, Assessment Format, and Adaptations. The purpose of the first two columns is to depict the alignment between the learning objectives and the planned assessments. The format column should summarize the type of assessment (e.g., objective test, essay response, authentic performance, checklist, running record, project) to be used to assess the learning objectives. The adaptations column should explain any procedures that will be used to meet the individual needs of the learners in the administration of the assessment(s). Make certain that the planned assessments are appropriate for the level of objective intended to be assessed. For example, knowledge objectives might best be assessed by questions which require the learner to respond with the correct knowledge; whereas, skills objectives might best be measured by requiring the learner to practice or demonstrate the learned skill; and thinking skills, such as analyzing or evaluating, might best be assessed through some writing activity that requires that thinking process.

Reliable Assessment

Describe each of the assessment strategies (pre-assessment, formative assessments, post-assessment) that you will use to evaluate learning along each of the learning objectives. Verify your judgments by collaborating with a colleague.

1. Justify why you are choosing each of the assessment strategies.
2. If the pre-assessment and post-assessment are not the same, explain how each assesses the same knowledge or skills.
3. Make sure to plan enough items or procedures to reliably assess each learning objective.
4. Explain how the assessment items or procedures will reliably assess the stated learning objectives they are designed to measure.
5. Select one of the formative assessment strategies you plan to use for each learning objective and explain its purpose and implementation.

Valid Assessment and Scoring Procedures

Describe the scoring procedures for each of the assessment strategies. Explain how you will use assessment results to draw valid conclusions about each learners progress. State the criteria you will use to determine learner progress. The criteria may be include a mastery scale, rubric, raw scores, percentage scores, gain scores, performance rating scale, observation checklist, anecdotal record, or a combination of any of these. Regardless of the chosen criteria, be sure to determine in advance of the pre-assessment how you will measure the students learning progress. You will use a form for recording learner responses (e.g., rubric, checklist,

rating scale), include it in the appendices and explain its use in the description of this section. Next, select two (2) subgroups (e.g., males vs. females, learners with IEPs vs. typical learners, high vs. low performers) that you wish to compare for learning progress. You will present the results of this comparison later, in the Analysis of Student Learning section.

Adaptations in Assessment Administration Procedures

Based on the learning context for differences in student learning characteristics, describe any and all planned adaptations for the administration of each of the assessments. If you plan to use a different procedure for some of the learners, describe precisely what adaptation will be made for those learners and why the adaptations are necessary.

Section 4: Design for Instruction

Goals for Candidate Performance: Design for Instruction

The candidate designs instruction for specific learning objectives, taking into account the entire learning context.

Objectives & Scoring Guide: Design for Instruction

Objectives for Candidate Performance
The candidate clearly describes how pre-assessment data inform content level and choice of key teaching/learning activities.
The candidate utilizes relevant professional literature to plan for instruction that aligns with learning objectives and utilizes a variety of teaching strategies and resources to facilitate student learning.
The candidate discusses how most of the salient context characteristics will impact instruction and student learning.
The candidate integrates appropriate technology and highlights how it will enable teaching and learning or provides a clear rationale for not using technology.

Guidelines: Design for Instruction

Interpretation and Application of Pre-assessment Data

Discuss what the pre-assessment data suggest or reveal about students strengths and weaknesses in relation to the learning objectives. Then show how the inferences you draw from the pre-assessment data guide you to select appropriate level(s) of content and learning strategies.

Plan for Instruction

Draw upon your knowledge of professional theories, principles, best practices, and research to design a block plan that shows the topic of each learning activity and the learning objective(s) addressed. Be certain that your plan includes a variety of teaching strategies and resources. Then, write a narrative that explains the block plan by presenting the scope and sequence (the flow) of the activities and provides clear rationales for your choices of activities. Explain how your plan reflects the contributions of relevant authorities and/or professional literature, citing your sources.

Impact of Learning Context

Identify the contextual characteristics you are addressing, as you plan for instruction. Describe the possible impact of each identified characteristic and how your instructional plan deals with it.

Use of Technology

Explain how you will use technology during instruction. Discuss how it will contribute to teaching and learning. If you cannot use technology, provide justification.

Section 5: Instructional Decisions

Goals for Candidate Performance: Instructional Decisions

The candidate makes instructional decisions based on analysis of her or his teaching, student learning, and the learning context.

Objectives & Scoring Guide: Instructional Decisions

<i>Objective for Candidate Performance</i>
The candidate makes sound instructional decisions/modifications to address individual student or group performance.
The candidate connects instructional decisions/modifications to achievement of the learning objective(s).
The candidate presents evidence that clearly demonstrates the impact of the learning on student attitudes and/or behavior in the classroom resulting from the overall instructional unit or any specific learning activity or lesson(s).

Guidelines: Instructional Decisions

Instructional Decisions Informed by Student Performance

Discuss two modifications you made in terms of content level, pacing, sequencing, instructional strategy, classroom management, etc., in response to individual student or group performance, as indicated by formative assessment data or instructional feedback during instruction. Were the modifications effective? Discuss the impact of the modifications.

Instructional Decisions and Learning Goals

Discuss how each of the instructional decisions/modifications contributed to the realization of any of the unit learning objectives.

Instructional Impact on Student Attitudes and/or Behavior

Describe changes in student attitudes and/or behavior that occurred during or after the instruction of the unit. These may be either positive or negative in nature. Did any students become more active participants in the learning process as the unit progressed or did they become less active and seem to lose interest as the instruction progressed? Was there any observable increase or decrease in desire to learn by any student(s)? Did any student(s) demonstrate more problem behaviors, as the unit progressed? Identify possible reasons for any of the changes in student attitudes and/or behavior that you identify.

Section 6: Analysis of Student Learning

Goals for Candidate Performance: Analysis of Student Learning

The candidate uses assessment results to profile student learning and presents an analysis of student progress for each learning objective.

Objectives & Scoring Guide: Analysis of Student Learning

<i>Objectives for Candidate Performance</i>
The candidate graphically presents the results of the assessments clearly and accurately for each learning objective, comparing the pre-assessment data and the post-assessment data.
The candidate analyzes assessment results from the data for both the whole class and two subgroups, using the criteria identified in the Assessment Plan.
The candidate interprets and draws meaningful and appropriate conclusions that are based upon analysis and interpretation of assessment results.
The candidate presents evidence that clearly demonstrates the impact of the learning on student behavior resulting from the overall instructional unit or any segment thereof.

Guidelines: Analysis of Student Learning

Graphic Presentation of Assessment Results

To analyze the progress of your whole class, create a table using computer technology that shows pre- and post-assessment data on every student on each of the learning objectives. Then create a graphic (chart) summary that shows the extent to which your students made progress (from pre- to post-) toward the learning criterion that you identified for each learning objective, in the Assessment Plan section.

Analysis of Student Learning

Whole Group. Using the assessment data, analyze and describe student progress for the whole class, along each learning objective, according to the criteria you identified in the Assessment Plan section. For example, if your criterion for one or more of your objectives was a rubric, how many of the students showed learning progress to the higher levels of the rubric? If you used a mastery, partial mastery, no mastery scale, how many of the students increased their mastery of the criterion set for each objective?

Sub-Groups. Remind the reader of the two (or more) sub-groups you decided, during your planning, to compare for progress on each learning objective. Describe group similarities and differences in achieving the criterion set for each objective. Did one of the sub-groups do better than the other(s) on any objective? Explain possible reasons for similarities and differences.

Interpretation of Assessment Results

Pull back from the details of your assessment results and discuss what your students learned during this unit of instruction. How well did they accomplish your learning objectives? What new knowledge and skills did they demonstrate?

Section 7: Reflection and Self-Evaluation

Goal for Candidate Performance: Reflection and Self-Evaluation

The candidate reflects on his or her instruction and student learning to improve teaching practice.

Objectives & Scoring Guide: Reflection and Self-Evaluation

Objectives for Candidate Performance in Reflection and Self-Evaluation
The candidate reflects on the need for changes in the learning objectives, instruction, and assessments to improve student learning.
The candidate reflects on implications for professional development resulting from the experience of planning and teaching this unit of instruction (the TWS).

Guidelines: Reflection and Self-Evaluation

Reflection on Modifications to the Unit of Instruction

Reflect back over the entire unit, both the planning process and the actual instruction, and discuss any changes that you now believe would improve student learning. These modifications may relate to the learning objectives, assessments (pre-, formative, or post-), or the instruction and/or planned learning activities.

Reflection on Implications for Professional Development

What has the planning and implementation of this unit of instruction revealed to you about yourself? Consider these questions as you reflect on this issue: What strengths and/or weaknesses emerged with regards to:

1. Your planning skills and abilities for a lengthy unit of instruction?
2. Your knowledge of assessment and developing assessment criteria?
3. Your knowledge of the subject area covered by this unit?
4. Your ability to select effective learning activities related to specific learning objectives?
5. Your teaching skills for affecting learning?
6. Your ability to attend to the attitudes and behaviors of the students during instruction?
7. Your ability to meaningfully analyze and interpret assessment results to determine student learning?

8. Your ability to manage the learning environment (classroom management skills) to keep learning on track?

Identify any three of these areas of consideration and present evidence for your personal need for improvement in these areas that emerged from this unit planning and instruction. Finally, describe specific steps you would take to meet the goal of improving in these areas.

Texas Administrative Code

<u>TITLE 19</u>	EDUCATION
<u>PART 7</u>	STATE BOARD FOR EDUCATOR CERTIFICATION
<u>CHAPTER 247</u>	EDUCATORS' CODE OF ETHICS
<u>RULE §247.2</u>	Code of Ethics and Standard Practices for Texas Educators

Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

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

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

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

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

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

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

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

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

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

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

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

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

(M) Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.

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

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

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

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

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

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

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

(3) Ethical Conduct Toward Students.

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

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

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

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

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

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

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

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

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

whether the communication is inappropriate include, but are not limited to:

- (i) the nature, purpose, timing, and amount of the communication;
 - (ii) the subject matter of the communication;
 - (iii) whether the communication was made openly or the educator attempted to conceal the communication;
 - (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
 - (v) whether the communication was sexually explicit; and
 - (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.
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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

**STANDARDS OF PROFESSIONAL CONDUCT
FOR STUDENTS IN FIELD EXPERIENCES
AND STUDENT TEACHING**

Prairie View A&M University

Teachers have a responsibility for professional behavior and conduct at all times. The public schools and the Teacher Education Program at Prairie View A&M University expect high standards of professional conduct during teacher preparation training and field-based experiences. The following categories describe, in general, the expected professionalism.

I. Attendance and Punctuality

Attendance and punctuality are required for all classes, tests, seminars, group meetings, small and large group collaboration, and for all field-based experiences.

II. Professional Attitude

The teacher candidate's maturity and commitment to the profession of teaching will be reflected by his/her positive attitude. Keeping a positive, professional attitude is crucially important to one's course work and field experiences.

III. Professional Communication Skills

Professionalism in the teacher candidate's interactions with public school and university personnel and other teacher candidates implies (1) active listening, (2) thoughtful responses, and (3) active participation in class and field-based experiences. Assuming full professional responsibility also means contributing to small and large group interactions, planning sessions, and assuming an active role in one's professional development.

The teacher candidate's professional reputation and that of the University rests in one's field experiences. Professional behaviors will communicate the student's integrity and character. These professional behaviors include how well one articulates his/her ideas and beliefs in facilitating instruction, the speech they use, interactions with their peers, regard for school district dress and appearance guidelines, and the highest respect for teacher-student relationships.

It is extremely important to respect and honor the confidentiality of all interactions with school districts, administrators, teachers, and students during field experience.

IV. Honesty and Ethical Behavior Reflecting Good Character

It is imperative, of course, that the teacher candidate's actions communicate personal and professional integrity. For any assignments and examinations, students in field experiences and student teaching will adhere to the University policy of personal responsibility for one's own work and uphold the Pedagogy and Professional Responsibilities Standard IV., "The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession."

I have carefully read and agree to abide by these guidelines for professionalism and ethical behavior. I further agree that I am responsible for information related to my field experience that is posted on the Office of Student Teaching and Field Experiences website.

Name (please print)

Signature

Date

Prairie View A&M University
Standards for Teacher Candidates
Student Teaching Pedagogy Evaluation
(Based on the Professional Development and Appraisal System)

Domain I: Active, Successful Student Participation in the Learning Process

Evaluation Dimensions:

- a. Quantity and quality of active student participation in the learning process is evident.
- b. Students are challenged by instruction and make connections to work and life applications, both within the discipline and with other disciplines.

Domain II: Learner-Centered Instruction

Evaluation Dimensions:

- a. The instructional content is based on appropriate goals and objectives.
- b. The instructional content includes basic knowledge and skills, as well as central themes and concepts, both within the discipline and with other disciplines.
- c. The instructional strategies are aligned with learning objectives and activities, student needs, and work and life applications, both within the discipline and with other disciplines.
- d. The instructional strategies promote application of learning through critical thinking and problem solving.
- e. The student teacher uses appropriate motivational and instructional strategies which successfully and actively engage students in the learning process.

Domain III: Evaluation and Feedback on Student Progress

Evaluation Dimensions:

- a. The student teacher aligns assessment and feedback with goals and objectives and instructional strategies.
- b. The student teacher uses a variety of evaluation and feedback strategies which are appropriate to the varied characteristics of the students.

Domain IV: Management of Student Discipline, Instructional Strategies, Time, and Materials

Evaluation Dimensions:

- a. The student teacher effectively implements the discipline-management procedures approved by the district.
- b. The student teacher establishes a classroom environment which promotes and encourages self-discipline and self-directed learning.
- c. The student teacher selects instructional materials which are equitable and acknowledge the varied characteristics of all students.
- d. The student teacher effectively and efficiently manages time and materials.

Prairie View A&M University
Whitlowe R. Green College of Education
Dispositions Assessment

Evaluator: (Check one and enter your name)

__ PVAMU Faculty: __ Cooperating Teacher: __ Supervisor __ Educator Candidate

Name: _____

Date: _____

Candidate: _____ **Student ID** _____ **Program:** _____

Directions: For each of the twelve (12) dispositions for educator candidates, rate each student using the scale to the right. The behavioral indicators below each disposition are included to assist you in determining the different behaviors expected of the educator candidate. For example, if the educator candidate has progressed in most or all of the behaviors, the rating would be high. If the educator candidate has progressed in few or none of the expected behaviors, the rating would be low.

1 = Unacceptable

2 = Acceptable

3 = Target

	Candidates Disposition	Scale	Comments
1	Uses self reflection on previous experiences to refine personal and professional practices <ul style="list-style-type: none"> Practices meaningful reflective self-assessment Applies reflective thinking to improve student learning Seeks feedback from colleagues and supervisors for improvement of professional skills Responds proactively to assessments by supervisors to address areas of concern 	1 2 3	
2	Understands student learning is the goal and the teacher or administrator's role is to maximize growth, development, and learning opportunities for each student <ul style="list-style-type: none"> Encourages classroom interaction; has high expectations for all students; treats students with dignity and respect at all times Arrives prepared and on time; creates and maintains a safe learning environment 	1 2 3	
3	Understands and demonstrates the use of instructional strategies including, motivational techniques to successfully and actively engage students in the learning process <ul style="list-style-type: none"> Is a thoughtful and responsive listener Uses a variety of strategies to optimize student learning; sensitive to student differences Understands students have needs that must be met before learning can take place 	1 2 3	
4	Acknowledges the varied characteristics of all students and the need for instructional materials, which are developmentally appropriate <ul style="list-style-type: none"> Exhibits a caring attitude toward students and others Accepts and adapts to differences in learning styles, intelligence, and behaviors of others Is open to consideration of alternative ideas Adapts teaching to accommodate the needs of exceptional learners Treats others with diverse values, languages, cultures, and traditions with respect. 	1 2 3	

5	Possesses a strong academic knowledge base in the subject area, across disciplines, and in life applications. <ul style="list-style-type: none"> Creates connections to subject matter that are meaningful to students Collaborates with others in implementing a common curriculum Initiates research when content and pedagogical knowledge is insufficient Work indicates engagement in course content and process 	1 2 3		
6	Understands the use of on-going assessments to identify P-12 students' strengths and challenges <ul style="list-style-type: none"> Is familiar with, and uses different kinds of assessments Applies assessments before, during, and after the instructional process to evaluate learning progress Knows how to prepare and use authentic assessments to measure performance-based learning tasks Understands norm-referenced testing and its application to instruction Uses evaluation and assessment to guide instruction Creates and uses scoring guides/rubrics to guide assessments 	1 2 3		
7	Understands and demonstrates appropriate use of technology as part of the learning process <ul style="list-style-type: none"> Provides different and alternate approaches to learning Stays abreast of educational technology innovations Uses technology to communicate effectively with students, parents, and peers 	1 2 3		
8	Is persistent in seeking different and varied methodologies, strategies, and technologies to address the needs of diverse learners through culturally relevant and sensitive curricula and pedagogies <ul style="list-style-type: none"> Demonstrates equitable treatment and respect for all individuals Adjusts and revises plans to meet student needs Demonstrates a commitment to equity in learning 	1 2 3		
9	Understands the role and importance of parents, staff, community members and other professionals in the learning process for students <ul style="list-style-type: none"> Communicates effectively with colleagues, parents, and students Respects the opinions and contribution of others Participates in group assignments, projects, or activities Makes significant contributions to group projects Serves as leader in group projects and workshop activities Designs and uses instructional collaborative activities and assignments. 	1 2 3		
10	Demonstrates ethical behavior in personal and professional relationships <ul style="list-style-type: none"> Complies with all legal requirements of the education profession Demonstrates academic and professional integrity Uses professional language to address students, peers and instructors Respects the ethical and moral values of the school and community Abides by the strictest standards of confidentiality with student records, parent communication, and collegial personal information Maintains appropriate professional appearance 	1 2 3		

11	Seeks research and professionally based information to improve his/her educational practices <ul style="list-style-type: none"> • Is committed to study and self-discipline to gain knowledge • Seeks the most current thought and modes of practice in the field of education • Maintains an open mind to new ideas • Demonstrates a willingness to learn 	1 2 3	
12	Acts in a manner that shows a belief that that all children can learn, and demonstrates dedication, enthusiasm and respect for the profession <ul style="list-style-type: none"> • Believes that all children can learn • Embraces positive attitudes and a commitment to quality education • Builds working relationships with others in the profession • Participates in professional organizations • Approaches professional tasks energetically • Develops positive skills of leadership 	1 2 3	

Alignment Matrix of the Conceptual Framework, Unit Core Values, Candidates Disposition

At Prairie View A & M University, we believe that dispositions are patterns of behaviors shown toward students, families, colleagues, and other members of learning communities. These dispositions impact student learning, motivation, and development in addition to having an impact on the candidate's professional growth. All candidates in the College of Education both at the initial and advanced levels are expected to demonstrate these dispositions. In addition to disposition-related standards already assessed via programmatic key assessments, the unit has agreed upon twelve professional dispositions as reflected in the core values of the Unit. These core values are directly mapped on to the Conceptual framework of the unit. The unit's conceptual framework clearly articulates its professional commitments to knowledge, teaching, competence, and student learning, and the matrix depicting the relationship between the core values and conceptual framework is shown in the following table. The Professional Dispositions Rubric has been approved by faculty at the Departmental level, and the Unit level, in conjunction with the professional community and is used across the unit for the formative and summative assessment of candidate dispositions.

Conceptual Framework	Unit Core Values	Dispositions
Student Growth and Development	All human beings grow, develop, and learn throughout their lifetime	Uses self-reflection on previous experiences to refine personal and professional practices.
Student Growth and Development	Student learning is the goal; the teacher's role is to maximize growth, development, and learning opportunities for each individual.	Understands student learning is the goal and the teacher's role is to maximize growth, development, and learning opportunities for each student.
Student Growth and Development	Active engagement of students in the learning process is central to effective teaching	Understands and demonstrates the use of instructional strategies including, motivational techniques to successfully and actively engage students in the learning process.
Student Growth and Development	Educational opportunities must be developmentally appropriate	Acknowledges the varied characteristics of all students and the need for instructional materials which are developmentally appropriate
Student Growth and Development	Effective teachers possess a strong academic knowledge base	Possesses a strong academic knowledge base in the subject area, across disciplines, and in life applications.
Student Growth and Development	Accountability is an essential part of the teaching/learning process	Understands the use of on-going assessments to identify P-12 students' strengths and challenges.
Integration of Technology	The effective use of technology can greatly enhance classroom-learning opportunities	Understands and demonstrates appropriate use of technology as part of the learning process.
Human Diversity and Global Awareness	Diversity must be valued within the teaching/learning process	Is persistent in seeking different and varied methodologies, strategies, and technologies to address the needs of diverse learners through culturally relevant and sensitive curricula and pedagogies.
Human Diversity and Global Awareness	Parents and community are essential to the teaching/learning process	Understands the role and importance of parents, staff, community members, and other professionals in the learning process for students.
Reflective and Continual Learner	Professional educators must be committed to high levels of moral and ethical behavior	Demonstrates ethical behavior in personal and professional relationships.
Reflective and Continual Learner	Professional educators must be committed to a lifetime of continuous learning focused on outcomes	Seeks research and professionally based information to improve his/her educational practices.
Reflective and Continual Learner	A positive attitude influences success, and attitude is a choice	Acts in a manner that shows a belief that all children can learn, and demonstrates dedication, enthusiasm and respect for the profession.

Texas Administrative Code

TITLE 19

EDUCATION

PART 7

STATE BOARD FOR EDUCATOR CERTIFICATION

CHAPTER 228

REQUIREMENTS FOR EDUCATOR PREPARATION PROGRAMS

RULE §228.35

Preparation Program Coursework and/or Training

(a) Coursework and/or Training for Candidates Seeking Initial Certification.

(1) An educator preparation program shall provide coursework and/or training to ensure the educator is effective in the classroom.

(2) Professional development should be sustained, intensive, and classroom focused.

(3) An educator preparation program shall provide each candidate with a minimum of 300 clock-hours of coursework and/or training that includes the following:

(A) a minimum of 30 clock-hours of field-based experience to be completed prior to student teaching, clinical teaching, or internship. Up to 15 clock-hours of field-based experience may be provided by use of electronic transmission, or other video or technology-based method;

(B) 80 clock-hours of coursework and/or training prior to student teaching, clinical teaching, or internship; and

(C) six clock-hours of explicit test preparation that is not embedded in other curriculum elements.

(4) All coursework and/or training shall be completed prior to educator preparation program completion and standard certification.

(5) With appropriate documentation such as certificate of attendance, sign-in sheet, or other written school district verification, 50 clock-hours of training may be provided by a school district and/or campus that is an approved Texas Education Agency (TEA) continuing professional education provider.

(6) Each educator preparation program must develop and implement specific criteria and procedures that allow candidates to substitute prior or ongoing experience and/or professional training for part of the educator preparation requirements, provided that the experience or training is not also counted as a part of the internship, clinical teaching, student teaching, or practicum requirements, and is directly related to the certificate being sought.

(b) Coursework and/or Training for Professional Certification (i.e. superintendent, principal, school counselor, school librarian, educational diagnostician, reading specialist, and/or master teacher). An educator preparation program shall provide coursework and/or training to ensure that the educator is effective in the professional assignment. An educator preparation program shall provide a candidate with a minimum of 200 clock-hours of coursework and/or training that is directly aligned to the state standards for the applicable certification field.

(c) Late Hires. A late hire for a teaching position shall complete 30 clock-hours of field-based experience as well as 80 clock-hours of initial training within 90 school days of assignment. Up to 15 clock-hours of field-based experience may be provided by use of electronic transmission, or other video or technology-based method.

(d) Educator Preparation Program Delivery. An educator preparation program shall provide evidence of on-going and relevant field-based experiences throughout the educator preparation program, as determined by the advisory committee as specified in §228.20 of this title (relating to Governance of Educator Preparation Programs), in a variety of educational settings with diverse student populations, including observation, modeling, and demonstration of effective

practices to improve student learning.

(1) For initial certification, each educator preparation program shall provide field-based experiences, as defined in §228.2 of this title (relating to Definitions), for a minimum of 30 clock-hours. The field-based experiences must be completed prior to assignment in an internship, student teaching, or clinical teaching. Up to 15 clock-hours of field-based experience may be provided by use of electronic transmission, or other video or technology-based method.

(2) For initial certification, each educator preparation program shall also provide one of the following:

(A) student teaching, as defined in §228.2 of this title, for a minimum of 12 weeks;

(B) clinical teaching, as defined in §228.2 of this title, for a minimum of 12 weeks; or

(C) internship, as defined in §228.2 of this title, for a minimum of one academic year (or 180 school days) for the assignment that matches the certification field for which the individual is accepted into the educator preparation program. The individual would hold a probationary certificate and be classified as a "teacher" as reported on the campus Public Education Information Management System (PEIMS) data. An educator preparation program may permit an internship of up to 30 school days less than the minimum if due to maternity leave, military leave, illness, or late hire date.

(i) An internship, student teaching, or clinical teaching for an Early Childhood-Grade 4 and Early Childhood-Grade 6 candidate may be completed at a Head Start Program with the following stipulations:

(I) a certified teacher is available as a trained mentor;

(II) the Head Start program is affiliated with the federal Head Start program and approved by the TEA;

(III) the Head Start program teaches three and four-year-old students; and

(IV) the state's pre-kindergarten curriculum guidelines are being implemented.

(ii) An internship, student teaching, clinical teaching, or practicum experience must take place in an actual school setting rather than a distance learning lab or virtual school setting.

(3) For candidates seeking professional certification as a superintendent, principal, school counselor, school librarian, or an educational diagnostician, each educator preparation program shall provide a practicum, as defined in §228.2 of this title, for a minimum of 160 clock-hours.

(4) Subject to all the requirements of this section, the TEA may approve a school that is not a public school accredited by the TEA as a site for field-based experience, internship, student teaching, clinical teaching, and/or practicum.

(A) All Department of Defense Education Activity (DoDEA) schools, wherever located, and all schools accredited by the Texas Private School Accreditation Commission (TEPSAC) are approved by the TEA for purposes of field-based experience, internship, student teaching, clinical teaching, and/or practicum.

(B) An educator preparation program may file an application with the TEA for approval, subject to periodic review, of a public school, a private school, or a school system located within any state or territory of the United States, as a site for field-based experience, or for video or other technology-based depiction of a school setting. The application shall be in a form developed by the TEA staff and shall include, at a minimum, evidence showing that the instructional standards of the school or school system align with those of the applicable Texas Essential Knowledge and Skills (TEKS) and State Board for Educator Certification (SBEC) certification standards. To prevent unnecessary duplication of such applications, the TEA shall maintain a list of the schools, school systems, videos, and other technology-based transmissions that have been approved by the TEA for field-based experience.

(C) An educator preparation program may file an application with the TEA for approval, subject to periodic review, of a public or private school located within any state or territory of the United States, as a site for an internship, student teaching, clinical teaching, and/or practicum

required by this chapter. The application shall be in a form developed by the TEA staff and shall include, at a minimum:

- (i) the accreditation(s) held by the school;
- (ii) a crosswalk comparison of the alignment of the instructional standards of the school with those of the applicable TEKS and SBEC certification standards;
- (iii) the certification, credentials, and training of the field supervisor(s) who will supervise candidates in the school; and
- (iv) the measures that will be taken by the educator preparation program to ensure that the candidate's experience will be equivalent to that of a candidate in a Texas public school accredited by the TEA.

(D) An educator preparation program may file an application with the SBEC for approval, subject to periodic review, of a public or private school located outside the United States, as a site for student teaching or clinical teaching required by this chapter. The application shall be in a form developed by the TEA staff and shall include, at a minimum, the same elements required in subparagraph (C) of this paragraph for schools located within any state or territory of the United States, with the addition of a description of the on-site program personnel and program support that will be provided and a description of the school's recognition by the U.S. State Department Office of Overseas Schools.

(e) Campus Mentors and Cooperating Teachers. In order to support a new educator and to increase teacher retention, an educator preparation program shall collaborate with the campus administrator to assign each candidate a campus mentor during his or her internship or assign a cooperating teacher during the candidate's student teaching or clinical teaching experience. The educator preparation program is responsible for providing mentor and/or cooperating teacher training that relies on scientifically-based research, but the program may allow the training to be provided by a school district, if properly documented.

(f) On-Going Educator Preparation Program Support. Supervision of each candidate shall be conducted with the structured guidance and regular ongoing support of an experienced educator who has been trained as a field supervisor. The initial contact, which may be made by telephone, email, or other electronic communication, with the assigned candidate must occur within the first three weeks of assignment. The field supervisor shall document instructional practices observed, provide written feedback through an interactive conference with the candidate, and provide a copy of the written feedback to the candidate's campus administrator. Informal observations and coaching shall be provided by the field supervisor as appropriate.

(1) Each observation must be at least 45 minutes in duration and must be conducted by the field supervisor.

(2) An educator preparation program must provide the first observation within the first six weeks of all assignments.

(3) For an internship, an educator preparation program must provide a minimum of two formal observations during the first semester and one formal observation during the second semester.

(4) For student teaching and clinical teaching, an educator preparation program must provide a minimum of three observations during the assignment, which is a minimum of 12 weeks.

(5) For a practicum, an educator preparation program must provide a minimum of three observations during the term of the practicum.

(g) Exemption. Under the Texas Education Code (TEC), §21.050(c), a candidate who receives a baccalaureate degree required for a teaching certificate on the basis of higher education coursework completed while receiving an exemption from tuition and fees under the TEC, §54.214, is exempt from the requirements of this chapter relating to field-based experience or internship consisting of student teaching.