Mentor Teacher Handbook

Educators as Guides for Engaged Learners

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OBJECTIVES OF THE STUDENT TEACHING EXPERIENCE

- To be immersed in teaching experiences that allow for a smooth transition from the role of a student at UNT to the role of a classroom teacher
- To demonstrate competence in all job responsibilities in the student teaching setting
- To communicate, collaborate, and consult with teachers, students, administrators, and parents clearly and effectively in the educational process
- To observe the behavior and learning styles of students in a world of diverse cultures and expectations
- To strengthen skills required for creating, selecting, and using formal and informal assessment strategies to evaluate student progress and to improve teaching and learning
- To learn how to create and use effective lesson plans for instruction
- To establish and maintain a purposeful learning environment that promotes social interaction, active engagement in learning, and self-motivation
- To effectively integrate technology for instruction and communication
- To engage in reflective evaluation and professional goal setting

STUDENT TEACHING OVERVIEW

Student teaching is defined as a full time, school-based experience that is supervised by both a certified cooperating teacher and a university supervisor. The primary objective of student teaching is to provide the opportunity for acquisition and demonstration of instructional competence by beginning professional educators. The student teaching experience has been carefully designed to be as realistic and intensive as actual teaching. This involves placing student teachers in schools with carefully selected and qualified cooperating teachers. The student teacher's ability to assume full class responsibilities rest upon the mutual agreement of the student teacher, the cooperating teacher, and the university supervisor, who make up the Student Teaching Triad.

The basic role of the triad is to work as a team through constant communication to support, enhance, and prepare the student teacher to become a reflective professional. Each member has a conceptual understanding of their respective roles that will influence the actions and events during the student teaching semester. Likewise, each member of this triad has expectations for the other members. It is required that all three participants in the process meet in the first weeks of the semester to collaboratively develop and plan a program of activities which meets the student teacher's needs. All participants will meet at the mid-point to review the student teacher's progress.

STUDENT TEACHING POLICIES

LENGTH OF SEMESTER
The student teaching semester has been designated as fourteen weeks.

ATTENDANCE
Student teachers are expected to be in attendance at their cooperating school every day of student teaching. Leaving the school campus during the school day is not permitted without prior approval. It is the responsibility of the student teacher to inform the cooperating teacher, university supervisor, and school office as early as possible in case of an illness or forced absence. All absences must be made up by the student teacher. Excessive absences may result in removal from student teaching.

HOLIDAYS AND STAFF DEVELOPMENT DAYS
Student teachers follow the calendar of the assigned school regardless of the holidays observed by the University of North Texas. Student teachers are expected to be at school on staff development days and to participate in any professional development programs when appropriate.

CAREER DAY
A one day absence is permitted for the purpose of interviews or Education Career Day with prior approval from both the university supervisor and cooperating teacher. Education Career Day is held on the University of North Texas campus in the spring semester and Texas Women's University campus in the fall semester.

RELATIONSHIPS WITH STUDENTS
Student teachers should exercise extreme caution against becoming too familiar with students under their direction. It is not appropriate to socialize in any way with students within the district to which the student teacher is assigned without the presence of the cooperating teacher or other appropriate certified personnel.

SEMINAR ATTENDANCE
Professional development seminars conducted by university supervisors/cadre coordinators are mandatory for all student teachers.

SUBSTITUTE TEACHING

Student teachers may be used as a substitute teacher for <u>only one day</u> during the student teaching field experience. A student teacher may not be paid for any service during the student teaching experience.

CORPORAL PUNISHMENT

Corporal punishment is a sensitive issue in many schools and student teachers must not resort to this method of behavior control. If corporal punishment is recommended, it is to be administered by the cooperating teacher or other appropriate certified personnel.

WORK/COURSES

Student teaching is considered a full academic load. Additional course work is not allowed during the student teaching semester without prior approval. Employment during student teaching is not advisable due to the tremendous time commitment expected for preparation.

EVALUATION

Evaluation should be a continuous process in which the student teacher is informed of progress several times during the student teaching experience. The university will observe and evaluate the student teacher a minimum of four times during the student teaching experience. The university supervisor will provide a final evaluation at the conclusion of the student teaching semester. The final grade will be Pass/No Pass. In order to pass the course, student teachers must achieve a mean score of 3.0 or higher on the portfolio. Student teachers must also receive an average score 4 or higher in each domain of the NTACT Final Evaluation to pass the student teaching courses.

ACCOMODATION AND ACCESS

The Department of Teacher Education and Administration is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the department will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course.

If you have a disability, it is your responsibility to obtain verifying information from the Office of Disability Accommodation (ODA) and to inform the Field Experience Office of your need for an accommodation. Requests for accommodation must be given to the Field Experience Office no later than the first week of classes for students registered with the ODA as of the beginning of the current semester. If you register with the ODA after the first week of classes, your accommodation requests will be considered after this deadline. Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNT Policy 18.1.14, at , and by visiting the ODA in Room 321 of the University Union or phoning the ODA at 940.565.4323.

The College of Education does not discriminate on the basis of disability in the recruitment and employment of faculty and staff, the operation of any of its programs and activities, as specified by federal laws and regulations. Copies of the College of Education ADA Compliance Document are available in the Dean's Office, Matthews Hall 214. Dr. James Laney is the contact person in Teacher Education and Administration.

CHEATING AND PLAGIARISM POLICY

The UNT Code of Student Conduct and Discipline provides penalties for misconduct by students, including academic dishonesty. Academic dishonesty includes cheating and plagiarism. The term "cheating" includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; and (3) the acquisition, without permission, of tests or academic material belonging to a faculty or staff member of the university. The term "plagiarism" includes, but is not limited to, the use of the published or unpublished work of

another person, by paraphrase or direct quotation, without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. If a student engages in academic dishonesty related to this class, the student will receive a failing grade on the test or assignment and a failing grade in the course. In addition, the case will be referred to the Dean of Students for appropriate disciplinary action.

COLLECTION OF STUDENT WORK SAMPLES POLICY
In order to monitor students' achievement and improve its instructional programs, the Department of Teacher Education and Administration collects random, anonymous student work samples to be analyzed by internal and external reviewers.

COMPREHENSIVE ARTS PROGRAM POLICY
The Elementary Education program area supports a comprehensive arts program to assist preservice and inservice teachers in designing and implementing curricular and instructional activities that infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

EAGLE CONNECT
All students should activate and regularly check their Eagle Connect (e-mail) account. Eagle Connect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via Eagle Connect. For information about Eagle Connect, including how to activate an account and how to have Eagle Connect forwarded to another e-mail address, visit http://eagleconnect.unt.edu/.

ETHICAL BEHAVIOR AND CODE OF ETHICS
The Teacher Education and Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

NATIONAL COUNCIL FOR THE ACCREDITATION OF TEACHER EDUCATION (NCATE)

UNT is an NCATE-accredited institution. The "educator as an agent of engaged learning" summarizes the conceptual framework of UNT's basic and advanced programs. The program of educator preparation at UNT is based on the following key goals: (1) content and curricular knowledge, (2) knowledge of teaching and assessment, (3) promotion of equity for all learners, (4) encouragement of diversity, (5) professional communication, and (6) engaged professional learning.

TECHNOLOGY INTEGRATION POLICY

The Elementary, Middle, Secondary, All-Level and Curriculum and Instruction program areas support technology integration to assist preservice and inservice teachers in designing and implementing curricular and instructional activities that infuse technology throughout the K-12 curriculum.

Tk20

Some undergraduate and graduate education courses require assignments that must be uploaded and assessed in the UNT Tk20 Assessment System. This requires a one-time purchase of Tk20. Student subscriptions will be effective for seven years from the date of purchase. Key assignments must be uploaded into the Tk20 system for instructors to assess. Please go to the following link for directions on how to purchase TK20: http://www.coe.unt.edu/tk20 and for relevant announcements.

SETE

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available at the end of the semester. It provides a chance to comment on the effectiveness of the university supervisor. The College of Education is very interested in the feedback it gets from students, as we work to continually improve instruction. The SETE is an important part of your participation in the student teaching class.

STUDENT TEACHING COMPONENTS

The following components are sequential in the student teacher's development.

<u>ORIENTATION</u>

Orientation to the school community is critical to the student teacher's confidence and ultimate success in student teaching. Ongoing communication through orientation and observation establishes the foundation for success in the student teaching experience.

Classroom Policies
- ❖ Classroom rules and management plan (discipline referral procedures)
- ❖ Recording absent and tardy students
- ❖ Hall passes

School Policies and Procedures
- ❖ Student Handbook
- ❖ Teacher handbook (classroom policies regarding discipline, attendance, grading, passes, emergency procedures, etc.)

Teaching Responsibilities
- ❖ Parents nights, open houses, faculty meetings, department meetings, committee meetings
- ❖ Duties (bus, hallway supervision, lunch supervision)
- ❖ Computer accounts, lunch accounts, parking information

Instructional Resources
- ❖ Media center, computer labs, and technology coordinators
- ❖ Computer/technology use expectations
- ❖ District and school websites
- ❖ TEKS for course or grade level
- ❖ Appropriate instructional materials
- ❖ Lesson plan expectations
- ❖ Community resources to enhance instruction

Community and Student Needs
- ❖ Specific health/participation restrictions of any students (allergies, diabetes, etc.)
- ❖ General socioeconomic and cultural background of student population
- ❖ Responsibilities to students with special needs
- ❖ After school activities and opportunities for student teacher involvement
- ❖ Parent involvement in the school, expectations to communicate and work with parents

OBSERVATION

Much of the first week of student teaching will be spent in observation of the classroom environment, instructional strategies, and interpersonal communications and relationships. As the student teacher observes, it is helpful to take reflective notes for the purpose of asking questions of the cooperating teacher regarding reasons for his/her interactions and instructional methods. Frequently asking questions of "why" and "how" will provide the student teacher with a knowledge base for choosing methods for instruction and management.

ASSISTING

After a short period of observation time, the student teacher will be ready to become more involved with the students. The student teacher will begin working collaboratively with the cooperating teacher. The cooperating teacher may give specific suggestions for activities that will help you to become involved. For example:

- ❖ Monitor student work at their desks to give one-on-one assistance
- ❖ Distribute papers or materials
- ❖ Preparing resources
- ❖ Check attendance
- ❖ Assist student with make-up work/tutorials
- ❖ Grade papers

TEAMING

To initiate the teaching experience in the class, the student teacher may begin by co-planning and co-teaching a selected lesson. This may be done in any number of ways.

- ❖ Divide the class into two groups with the cooperating teacher and student teacher each taking a group for instruction.
- ❖ Divide the instructional time – one person does the introduction and presentation of skills, while the other person carries out the independent practice and evaluation segments of the lesson.
- ❖ One person may present the lesson content while the other one supervises the cooperative group work
- ❖ Teaming allows the student teacher to gain some initial experience in front of the class with support from the cooperating teacher. It also allows the students to observe the cooperative relationship of the student teacher and cooperating teacher.

INSTRUCTION

After the cooperating teacher models the preparation for and teaching of the lesson plans, the student teacher will assume some of the responsibility for planning and teaching. Initially, the lesson plan should be written and submitted to the cooperating teacher at least **two days** prior to teaching the lesson in order to gain constructive feedback for revisions and ultimate success.

FULL RESPONSIBILITY

Full instructional responsibility demands total commitment on the part of both the student teacher and cooperating teacher. This means that for consecutive days, the student teacher has the full responsibility of planning and teaching the whole school day as if he/she were the regular classroom teacher. All other responsibilities that the teacher has during this time will also be assumed by the student teacher.

STUDENT TEACHER/INTERN RESPONSIBILITIES

RESPONSIBILITY TO THE STUDENTS
- Create and maintain a positive learning environment by demonstrating respect for each student.
- Maintain a professional relationship with each student.
- Be aware of students' social and emotional needs.
- Be discreet with any confidential information.
- Observe the behavior and learning styles of students in a world of diverse cultures in order to create a classroom atmosphere that fosters multicultural understanding.

RESPONSIBILITY TO THE HOST SCHOOL/ COOPERATING TEACHER
- Be familiar with school policies and procedures.
- Keep the same daily schedule of the cooperating teacher. Report to school on time and remain until the end of the designated day.
- Notify the school and the cooperating teacher as soon as possible if absence due to illness is necessary.
- Wear appropriate professional attire in compliance with school policy dress code.
- Provide the cooperating teacher with written lesson plans well in advance of teaching.
- Prepare in advance all teaching materials/technology to avoid misuse of time and misbehavior of students.
- Plan for the most efficient methods of carrying out classroom procedures and lesson transitions.
- Know and understand the major principles and concepts of the materials to ensure high levels of teaching competence.
- Incorporate a variety of teaching strategies to provide for individual learning styles and to better develop inquiry and problem-solving skills.
- Develop critical thinking through the use of thought-provoking questions.
- Choose a variety of assessment tools and teach students to use self-evaluation.
- Provide lesson activities that require cooperation and teamwork.
- Participate in school-wide events such as teacher meetings, open houses, and other school-based activities.
- Actively seek feedback from the cooperating teacher, communicate proactively, and honestly.
- Actively participate in the midterm and final evaluation process.
- Establish professional relationships by interacting with school personnel (administrators, faculty, support staff), students and parents.

RESPONSIBILITY TO THE UNIVERSITY SUPERVISOR/CADRE COORDINATOR

- ➤ Turn in a weekly teaching schedule to your university supervisor as designated by him/her. Notify your supervisor immediately if changes occur to this schedule.
- ➤ Notify the university supervisor if absence due to illness is necessary.
- ➤ Attend all seminar meetings.
- ➤ Welcome constructive suggestions and incorporate them in subsequent planning and teaching.
- ➤ Contact your supervisor/cadre coordinator with question or concerns.

COOPERATING TEACHER/MENTOR RESPONSIBILITIES

RESPONSIBILITY TO THE STUDENT TEACHER
- ➢ Prepare the classroom students to receive the student teacher as a professional co-worker.
- ➢ Prepare a workspace for the student teacher.
- ➢ Orient the student teacher to the students, the school calendar and daily schedule, the building facilities and resources, the personnel-administrators, faculty, and staff, school policies and procedures, the nature of the community, and professional opportunities.
- ➢ Provide a gradual induction to the teaching process by modeling appropriate planning and teaching.
- ➢ Demonstrate methods and resources for creating daily lesson plans that are sequential and integrated.
- ➢ Demonstrate the use of curriculum guides, teachers' manuals, and other resources for your grade/subject level.
- ➢ Explain the philosophy of classroom management, the specific techniques that are to be used, and how management is to occur when the cooperating teacher and student teacher are both in the classroom.
- ➢ Ensure that playground duty is done in the company of the cooperating teacher or with a district designated personnel in the immediate area.
- ➢ Choose a specific time for planning on a daily/weekly basis.
- ➢ Guide the student teacher toward effectiveness by:
    - ◆ monitoring effective use of time,
    - ◆ requiring written lesson plans two days in advance of teaching,
    - ◆ creating a climate that encourages questioning and self-reflection,
    - ◆ praising and encouraging
    - ◆ keeping interactive lines of communication open and discuss problems frankly, one at a time,
    - ◆ sharing professional experiences and materials,
    - ◆ encouraging the use of alternative instructional and management strategies, and
    - ◆ guiding the acceptance of varied school duties and tasks which represent the teacher's workload.
- ➢ Explain the methods of record keeping for attendance, tardiness, grades, conduct, etc.
- ➢ Discuss emergency and health procedures such as fire drills, lockdowns, illness, fighting, etc.
- ➢ Allow the student teacher to assume all responsibility of classroom instruction and management.
- ➢ Give specific instruction on how to set up a classroom for the beginning of the year.
- ➢ Provide weekly feedback to the student teacher.

- ➢ Provide daily interactive discussions that encourage reflective thinking about the strengths and weaknesses of the student teacher's effectiveness in the planning/teaching process.
- ➢ Assist the student teacher in implementing recommendations received during the daily evaluation sessions.
- ➢ Accept each student teacher as an individual and refrain from comparison of him/her with previous student teachers.
- ➢ Allow the student teacher to attend all required seminars/meetings which are part of the field experience.
- ➢ Leave the student teacher alone in the classroom (see pacing guide, p. 23-24) so that he/she can have a feeling of independence and an opportunity to learn from his/her mistakes.
- ➢ Introduce the student teacher to professional journals, resources, and organizations.
- ➢ Invite the student teacher to faculty/curriculum meetings, parent meetings, and parent/teacher conferences when appropriate.

RESPONSIBILITY TO THE SUPERVISOR/CADRE COORDINATOR
- ➢ Confer with the university supervisor on a continuing basis. Performance problems should be identified and discussed as early as possible. Use a Growth Plan (p. 28) whenever necessary to encourage timely change.
- ➢ Participate in a three-way evaluation conference with the student teacher and supervisor at the mid-point and final evaluation.
- ➢ Submit final evaluation online through Tk20.
- ➢ Contact the university supervisor/cadre coordinator with questions or concerns.

RECOMMENDATION FOR OBSERVATION OF CLASSROOM
PROCEDURES, INSTRUCTION AND MANAGEMENT

These questions are designed to help you focus on important classroom procedures and utilize your observation time wisely.

CLASSROOM ROUTINE
1. Starting Procedures
   What does the teacher do as students arrive in the classroom?
   Does the teacher have instructions on the board or activities for engagement?
   How are class roll, lunch count, etc. conducted?
2. Material Distribution
   Are instructional materials ready for use?
   What are the student responsibilities regarding materials?
3. Restroom Procedures
   May students leave for the restroom freely?
   Are passes available to use under certain guidelines?
   Must the teacher give permission before a student may be excused?
4. Lunch Procedures
   How are students dismissed at the end of each period, for lunch, for special circumstances, etc.?
   How are the elementary students taken to the cafeteria and picked up?

RECORD KEEPING
1. Attendance
   Are the students allowed to assist?
2. Grading
   Does the teacher use different types of evaluation symbols? (100%, ✓+, ☺)
   How is the grade book set up? (electronic, paper copy, etc.)
3. Referrals
   How are disciplinary actions and follow-up procedures handled?
   How are other referrals handled? (speech, SPED, counselor, etc.)

CLASSROM MANAGEMENT
1. Discipline Plan
   What are the rules?
   How were they chosen?
   How are they enforced? (praise, consequence)

2. Tardy Policy

    How is the policy enforced?

    What is the school policy for acceptable excuses for tardies?

3. Seating Arrangements

    How does the teacher determine seating? (alphabetical, discipline, ability levels)

    Can students move at different times or do they need to stay in their seat for the entire period?

4. Grouping

    Are students grouped for projects, reading, etc.?

    How does the teacher determine this grouping?

TEACHING PROCEDURES

1. Lesson
    a. Introduction and teaching

       How is the purpose of the lesson set?

       How does the teacher motivate students' interest?

       How does the teacher relate lesson content to the students' prior knowledge?

       What type of questioning is used to determine student understanding?
    b. Student activities

       How are students monitored for degree of understanding?

       How does the teacher produce a smooth transition from teaching procedures to student practice?

       How are students kept on task?
    c. Enrich/Re-teach activities

       What creative opportunities are provided to extend the understanding of those who successfully complete the lesson?

       What modifications and re-teach opportunities are provided for those who have not mastered the objective?
    d. Closure

       How does the teacher involve the students in a brief review of the lesson objective?
2. Homework/Make-up work/Late work/Tutorials
    a. How does the teacher grade homework?
    b. What is the policy for late work?
    c. What is the policy for students who have been absent?
    d. What is the policy for helping students before, during, and after school?

3. <u>Transition techniques/Fillers</u>
   a. What special devices or techniques does the teacher use to connect the subjects and move into the next learning activity?
   b. If the teacher has time, how does he/she keep students involved, motivated, and keep them on task?

STUDENT/TEACHER INTERACTION & MANAGEMENT TECHNIQUES

How are students recognized during classroom discussion? How do students gain the teacher's attention?

How does the teacher bring all students into the learning environment and keep them on-task?

How does the teacher redirect off-task behaviors?

How is the classroom discipline plan implemented?

How are appropriate behaviors reinforced?

How are students moved from whole group to small group and vice-versa?
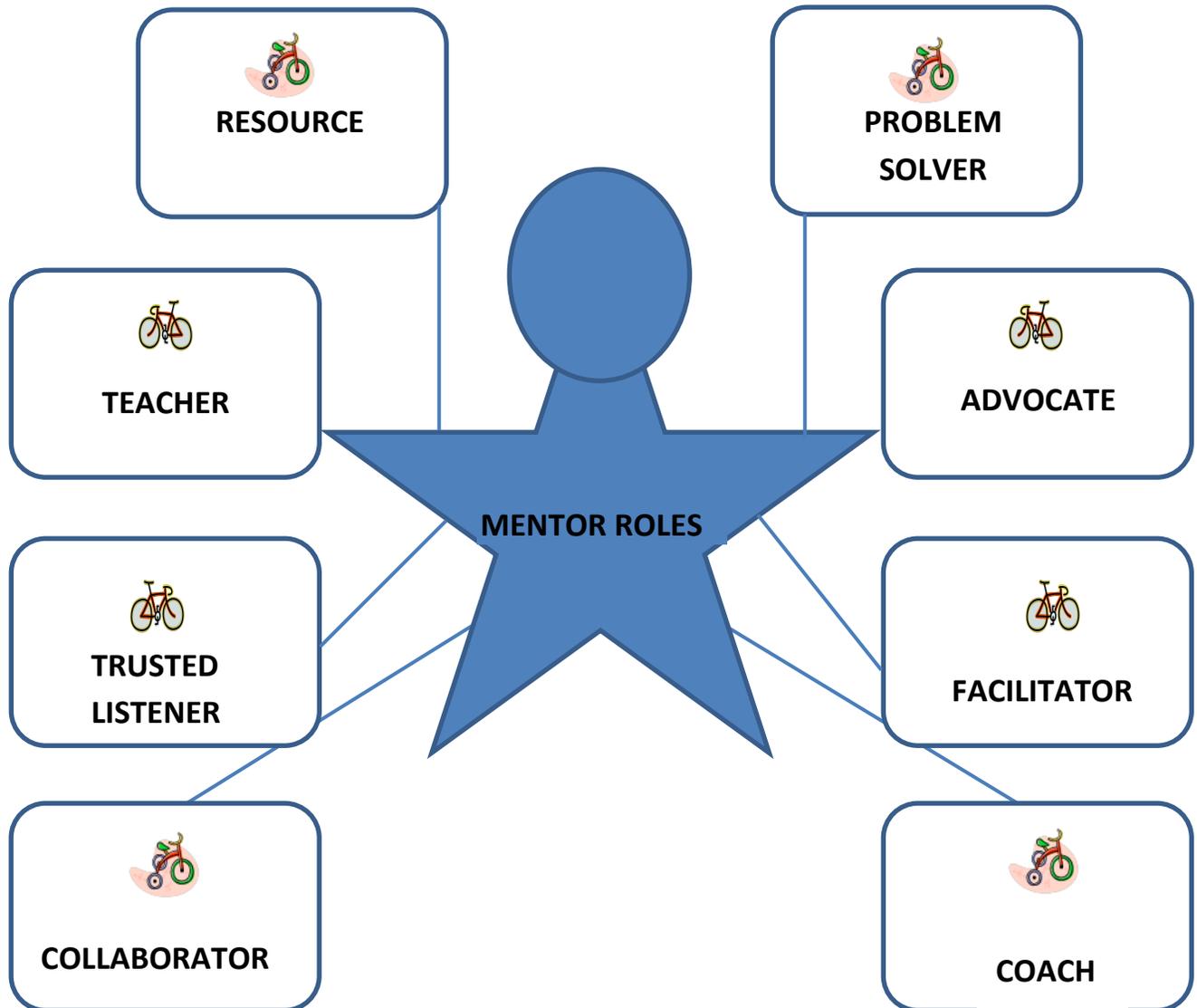
What non-verbal signals are used?

PARENT/TEACHER INTERACTION

How does the teacher communicate expectations of the child to parents?

How does the teacher deal with problems or communicate praise to parents?

MENTOR ROLES

When do you see yourself as…

RESOURCE

PROBLEM SOLVER

TEACHER

ADVOCATE

MENTOR ROLES

TRUSTED LISTENER

FACILITATOR

COLLABORATOR

COACH

"The test of a good teacher is not how many questions he can ask his pupils that they will answer readily, but how many questions he inspires them to ask him which he finds it hard to answer!" - Alice Wellington Rollins

Collaborative Assessment Log

Intern Name: _____   Mentor Name: _____

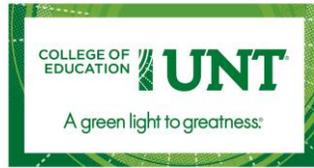Grade Level: _____   Subject: _____

Previous Goal: _____   Date: _____

Strengths (*What's Working*):	Areas For Development (*Current Challenges/Concerns*):
Intern's Next Steps:	**Mentor's Next Steps:**

Focus:_____   Next Meeting Date:_____

Collaborative Assessment Log

Intern Name: _____   Mentor Name: _____

Grade Level: _____   Subject: _____

Previous Goal: _____   Date: _____

Strengths (*What's Working*):	Areas For Development (*Current Challenges/Concerns*):
Intern and Mentor discuss what is occurring well within the classroom. Some topics that may be focused on include: • **Classroom Management** • **Lesson Preparation** • **Pacing** • **Classroom Interactions with students** • **Reflection** *Focus on 1 or 2 areas only	**Intern and Mentor discuss what the intern is doing that needs improvement within the classroom. Topics may be similar as previously listed.** • **Classroom Management** • **Lesson Preparation** • **Taking Initiative** • **Communication** • **Assessment** *Focus on 1 or 2 areas only
Intern's Next Steps: **Intern and Mentor discuss what the intern can do to help the intern to become stronger and more capable in areas listed.**	Mentor's Next Steps: **Intern and Mentor discuss what the mentor can do to help the intern to continue doing well in areas listed.**

Innovation configuration checklist (ICC Matrix) for Mentors during Professional Development

Innovation configuration checklist (ICC) matrix was developed to define individuals' variations in the use of an innovation. The concept of innovation configuration allows researchers to track individuals' progress during change and to implement additional innovation practices that might be needed for successful integration of change. The purpose of innovation configuration is to describe operational patterns that innovations can take.

The ICC Matrix is intended to guide cooperating teachers to provide support for teacher candidates during student teaching. The cooperating teacher should reflect on each component and determine where they view themselves on the continuum. It is our hope that the matrix will be used as a tool to facilitate future professional development.

**All cooperating/mentor teacher training modules can be found at:

http://www.coe.unt.edu/clinical-practice-office/mentoring/mentoring-modules

Component 1: **Time**. Effective mentor- teacher candidate interactions and relationships are at the core of a successful mentoring and induction program.

TRAINING: Time Management: Building Effective Relationships Module

Developing	Proficient	Accomplished	Distinguished
Mentor work with teacher candidate occasionally.	Mentor works with teacher candidate during and outside of the school day, based upon schedule and mentor flexibility.	Mentor and teacher candidate have protected time to engage in induction-related activities.	Mentor is provided sufficient time to engage with teacher candidate and support their professional growth.

Component 2: **Instructional Focus.** The Texas Essential Knowledge and Skills (TEKS) is the comprehensive guide used by all teachers, mentors and teacher candidates to advance practice and student learning. Mentors are regularly present in the classrooms of beginning teachers to observe and to strategically collect data on management, instruction, and student learning.

TRAINING: Instructional Design Module

Developing	Proficient	Accomplished	Distinguished
Mentor focuses on logistical and operational issues, such as school practices and culture, administrative and classroom procedures and norms.	Mentor focuses on classroom observations. Mentor works with student candidate on issues of classroom management, lesson planning, delivery of instruction and student learning aligned with the standard course of study.	Mentor works with teacher candidate on limited teaching practices that support the TEKS.	Mentor works with teacher candidate across the full-range of teaching practices that support the TEKS and other assessments of classroom practice and student learning.

Component 3: **Coaching.**   Mentor teacher engages in questioning that shows understanding about the student teacher's expectations and roles in the classroom. Mentor teacher creates a safe and supportive environment that encourages openness to ideas, lessons, and discussions.

TRAINING: Cognitive Learning Module

Developing	Proficient	Accomplished	Distinguished
The mentor engages with the teacher candidate on a limited basis to develop a supportive environment.	The mentor adequately engages with the teacher candidate so that the student teacher's skills can be developed in a supportive environment that promotes risk-taking, and provides adequate opportunities for them to reflect on aspects of the teaching and learning process.	The mentor engages with the teacher candidate frequently to ensure that the student teacher's skills can be developed in a supportive environment that promotes risk-taking, and provide frequent opportunities for the student teacher to reflect on the teaching and learning process.	The mentor engages with the teacher candidate daily so that the teacher candidate's skills can be developed in a supportive environment that promotes risk-taking, and provides opportunities for the student teacher to reflect on the teaching and learning processes.

Component 4: **Collaboration.** Program, district and site leadership collaborate to ensure that sufficient time is provided for mentors to meet with their beginning teachers to engage in the improvement of teaching and learning and induction-related activities both during and outside of school time.

TRAINING: Collaborative Learning Module

Developing	Proficient	Accomplished	Distinguished
Limited collaboration occurs between mentor and teacher candidate.	Mentor encourages collaboration with campus colleagues to improve teaching and learning.	Mentor encourages frequent collaboration with university faculty and campus colleagues to improve teaching and learning.	Mentor encourages collaboration among community members, university faculty, and campus colleagues to improve teaching and learning.

Component 5: **Differentiation.** Mentor uses differentiated teaching methods for diverse learners in the classroom and explains differences in students in terms of ability, achievement, cognitive skills, motivation, modalities of learning, and personality.

TRAINING: RTI Module

Developing	Proficient	Accomplished	Distinguished
Mentor plans learning activities that are the same for all students; no use of diverse resources.	Mentor differentiates instruction or learning activities periodically that are the same for all students; random use of diverse resources; technology experiences may be used on an optional basis.	Mentor customizes and personalizes learning activities frequently to address students' diverse learning styles, working strategies, and abilities using familiar resources.	Mentor customizes and personalizes learning activities daily to address students' diverse learning styles, working strategies, and abilities using a variety of resources.

Component 6: **Communication.** The mentor provides regular feedback, formal and informal, for the student teacher to be able to reflect upon and modify his/her performance. Mentors engage in continuous dialogue with the teacher candidate in order to encourage success during professional development.

TRAINING: Communicating Effectively Module

Developing	Proficient	Accomplished	Distinguished
Mentor provides informal feedback for the teacher candidate throughout the professional development.	Mentor provides limited formal and informal feedback for the teacher candidate throughout the professional development and interacts with the teacher candidate in order to encourage success during professional development occasionally.	Mentor provides formal and informal feedback frequently for the teacher candidate throughout the professional development and engages with the teacher candidate in order to encourage success during professional development.	Mentor provides consistent and constructive formal and informal feedback daily for the teacher candidate throughout the professional development and engages actively with the teacher candidate in order to encourage success during professional development.

Component 7: **Discipline Procedures.**   Mentor shares a plan for management and discipline, explains the rationale behind it, and models techniques and strategies of discipline and management for the teacher candidate by encouraging teacher candidate to develop a personal management system.

TRAINING: Mentoring Matters: Classroom Management Module

Developing	Proficient	Accomplished	Distinguished
Mentor shares classroom management plan and discipline procedures with teacher candidate.	Mentor shares and explains the rationale for a management plan and discipline procedures with teacher candidate.	Mentor shares, explains, and models classroom management plan and discipline procedures to teacher candidate.	Mentor shares, explains, models, and encourages teacher candidate to develop personal management system.

Component 8: **Guided Reflection.** Mentor reflects the effectiveness of teacher candidate's classroom discipline, management, and instruction techniques and discusses possible strategies to enhance knowledge and skills for the teacher candidate.

TRAINING: Reflection Module

Developing	Proficient	Accomplished	Distinguished
Mentor provides limited time for reflection.	Mentor provides time for reflection occasionally.	Mentor provides time for reflection with limited guidance to change teaching behaviors often.	Mentor provides time for reflection with guidance to change teaching behaviors daily.

Component 9: **Lesson Design.** The mentor determines an appropriate format for designing effective lessons. The mentor explains why each component of the format is important for lesson design. The mentor incorporates into lesson design.

TRAINING: Lesson Planning Module

Developing	Proficient	Accomplished	Distinguished
Mentor provides copy of lesson design format with no explanation.	Mentor provides copy of lesson design and explains the components of the lesson design format.	Mentor provides copy of lesson, explains lesson design format, and incorporates authentic, real-world, higher-order learning experiences into content area instruction.	Mentor provides copy of lesson, explains components, and maximizes content learning by facilitating student engagement in frequent, authentic, real-world, higher-order learning experiences that require use by students using technology tools.

Component 10: **Professional Development.** Mentor sets clear expectations with teacher candidate that reviews goals, roles, and responsibilities.

TRAINING: Adult Learner Module

Developing	Proficient	Accomplished	Distinguished
Mentor discusses goals and roles of teacher candidate	Mentor discusses goals, roles, and responsibilities and reflections on teacher candidate's performance.	Mentor reflects on teacher candidate's performance and discusses venues for professional growth.	Mentor reflects on teacher candidate's performance and discusses venues for professional growth. Mentor encourages participation in local, state, and national educational organizations.

UNIVERSITY OF NORTH TEXAS
ELEMENTARY STUDENT TEACHING PACING GUIDE

WEEK	RESPONSIBILITIES
Weeks 1-7 are for the first rotation of PDS 2	
1	**Observe and assist** The majority of the time is focused on learning classroom routines and observing students and the cooperating teacher.
2	**Co-plan and teach 1-2 subjects/periods per day** Gradually add responsibilities so that the student teacher has experience planning and teaching each subject/period before full responsibility begins.
3	**Co-plan and teach 2-3 subjects/periods per day** Gradually add responsibilities so that the student teacher has experience planning and teaching each subject/period before full responsibility begins.
4	**Plan and teach 2-3 subjects/periods per day** As the student teacher assumes teaching of new subjects/periods, teaching responsibilities for subjects/periods they have taught the longest may be dropped. This assures that the student teacher will teach at most 3 subjects/periods per day. By the end of week 5, the student teacher should have taught all subjects/periods.
5-7	**Full Responsibility** Choose 10 consecutive days during these 3 weeks for full responsibility. MID-POINT CONFERENCES DURING WEEK 7
Weeks 8-14 are for the second rotation of PDS 2	
8	**Observe and assist** The majority of the time is focused on learning classroom routines and observing students and the cooperating teacher.
9	**Co-plan and teach 1-2 subjects/periods per day** Gradually add responsibilities so that the student teacher has experience planning and teaching each subject/period before full responsibility begins.
10	**Co-plan and teach 2-3 subjects/periods per day** Gradually add responsibilities so that the student teacher has experience planning and teaching each subject/period before full responsibility begins.
11	**Plan and teach 2-3 subjects/periods per day** As the student teacher assumes teaching of new subjects/periods, teaching responsibilities for subjects/periods they have taught the longest may be dropped. This assures that the student teacher will teach at most 3 subjects/periods per day. By the end of week 5, the student teacher should have taught all subjects/periods.
12-14	**Full Responsibility** Choose 10 consecutive days during these 3 weeks for full responsibility. FINAL CONFERENCES DURING WEEKS 12-14

Note: This is a suggestion. It can be changed to meet individual needs.

UNIVERSITY OF NORTH TEXAS
MIDDLE/HIGH SCHOOL STUDENT TEACHING PACING GUIDE

WEEK	RESPONSIBILITIES
1	**Observe and assist** The majority of the time is focused on learning classroom routines and observing students and the cooperating teacher.
2	**Team teach**
3	**Co-plan and teach 1-2 classes** This should be a lesson that the cooperating teacher has modeled on the previous day or class. This will give the student teacher the opportunity to plan with the cooperating teacher and observe the lesson being taught.
4	**Co-plan and teach 1-2 classes** This should be a lesson that the cooperating teacher has modeled on the previous day or class. This will give the student teacher the opportunity to plan with the cooperating teacher and observe the lesson being taught.
5	**Independently plan and teach 2-3 classes**
6	**Independently plan and teach 2-3 classes**
7-9	**Full Responsibility** Choose 10 consecutive days during these 3 weeks for full responsibility. MID-POINT CONFERENCES DURING WEEKS 7-8
10-12	**Plan and teach 2-3 classes** Progressively add periods that build toward the second full responsibility
13-14	**Second Full Responsibility** Choose 10 consecutive days during these 3 weeks for full responsibility. FINAL CONFERENCES DURING WEEKS 13-14

Note: This is a suggestion. It can be changed to meet individual needs.

STATE BOARD FOR EDUCATOR CERTIFICATION

EDUCATORS' CODE OF ETHICS

CHAPTER 247

RULE §247.2
Code of Ethics and Standard Practices for Texas Educators

 (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.