



EMERGING TEACHER INSTITUTE
A PROUD PART OF UNT DALLAS

Teacher Candidate's Clinical Residency Handbook

2017-2018



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**“EDUCATION IS THE MOST POWERFUL WEAPON WHICH
YOU CAN USE TO CHANGE THE WORLD.”**

– Nelson Mandela

Teachers are Change Makers

Change makers in our world don't sit around and wait for the world to change, they run towards problems and make a difference.

As an Emerging Teacher Institute (ETI) student you embody the belief that you can effect meaningful change in the world. You will exemplify a balance of the 4 foundational pillars:

- **Nobility** – a sense that educating our youth is a sacred calling, and even when the profession is unpopular you will be unwavering in your life-long commitment to education.
- **Intellect** – a commitment to personal excellence in teacher pedagogy, and the self-motivation to being a life-long learner, continuing to strive for excellence.
- **Self-Care** – a commitment to being self-aware of personal stressors and the current mental and physical state of your body. This also involves living a healthy lifestyle and effectively managing stress.
- **Practice** – a commitment to practicing the craft of teaching and adopting a growth mindset – seeking feedback to continually improve your effectiveness as a teacher.

As you enter your clinical residency remember that great teachers hold the key to changing the world. You are an intellectual warrior who will have the opportunity to offer unique experiences and hope to the next generation of students.

Dr. John Gasko

Founding Dean, Emerging Teacher Institute

NOBILITY

The Rev. Martin Luther King Jr. once said, "Intelligence plus character – that is the goal of true education." These words truly embody the spirit of ETI. We believe it is our teachers who are on the front lines of instilling great social change, and improving lives today, and for the future generations. As a student and future graduate of the Emerging Teacher Institute, you assume the identity of not just an educator, but also a leader.

ETI Teacher Candidates demonstrate Nobility through:

- Attendance
- Looking the Part
- Professionalism
- Social Media

ATTENDANCE

Teacher candidates are expected to be **punctual** in attendance at their Clinical site every day of clinical teaching - for the **full day**.

- The teacher candidate is to follow the school district's calendar for reporting to their assigned campus **prior** to the university semester schedule. Teacher candidates follow the calendar of the assigned school regardless of the holidays observed by UNT Dallas.
- Teacher candidates are expected to be at school on staff development days and to participate in any professional development programs when appropriate.
- Teacher candidates report at the designated time for teachers each day and are to remain at the school until regular dismissal of the teaching personnel

Monthly Attendance Log must be uploaded into TK20 on the last day of each month as part of the Field Experience Binder.

- Your assigned Mentor teacher will need to sign off **daily on your attendance**.
- Leaving the school campus during the school day is not permitted without prior approval.

It is the responsibility of the teacher candidate to inform the

Site Coordinator Name _____ Number _____

Mentor teacher Name _____ Number _____

Campus Office Name _____ Number _____

as early as possible in case of an illness or forced absence.

- **ALL** absences must be made up by the teacher candidate. There are no excused absences, this includes an absence to for certification testing.
- Excessive absences may result in being placed on a Professional Improvement Plan and could result in the removal from clinical teaching. Outside employment is not a suitable excuse for missing time in the clinical placement. Teacher candidate attendance will be monitored by the Mentor teacher through the use of the attendance calendar, feedback from the Mentor teacher, and walkthrough data.

INCLEMENT WEATHER DAYS

If the district schedules any make-up day that falls within the scheduled length of clinical teaching, the teacher candidate is required to attend the make-up day. The teacher candidate **will not** be required to attend make-up days that fall on Saturdays.

Looking the Part...

Professional dress is a standard not a trend.

Professionalism should be your guide.

- Clothing should not be overly tight or low cut.
- Flip-flop sandals are not appropriate.
- Hairstyles should be moderate, neat and a natural color.
- Tattoos should not be visible and piercings are for ears only.
- Make-up should be minimal and natural looking.
- No excessive perfumes, oils or other cosmetics with heavy scents should be worn.

Appropriate dress for **women** includes:

- shirts,
- blouses,
- slacks,
- skirts and dresses. Skirts and dresses should be worn at the knee or longer.

Appropriate dress for **men** includes:

- dress slacks - Cargo pants and shorts are not allowed
- collared shirts

Teacher candidates are to follow the dress code of their clinical site ISD.

Inappropriate dress may result in the teacher candidate being sent home. In this case, the entire day will be counted as an absence and must be made up. When in doubt, always check with your Mentor teacher and principal if you have a question about appropriate dress.

PROFESSIONALISM RUBRIC:

As a teacher candidate moves from student to teacher, it is necessary to transition into a professional role. The Professionalism rubric embodies the essential qualities of being a professional. The Teacher Candidate must score proficient in all domains of the rubric by the end of the Clinical residency.

Nobility	<i>Proficiency in this domain is characterized by a score of 9 or greater.</i>	Exemplary 5	Proficient 3	Unsatisfactory 1
	Appearance	Always neat, and groomed, always meets the standard of the district's dress code	Mostly neat in appearance, mostly groomed, consistently meets the standard of the district' dress code	Rarely neat in appearance, rarely groomed, often violates the district's dress code.
	Ethical/ Moral Standards		Follows district code of Conduct and Confidentiality	Rarely follows district code of conduct and confidentiality
	Demeanor	Always confident, polite in interactions with	Mostly confident, polite in interactions with others	Overly/ Under confident, Rarely polite in interactions with others
	Total	15 14 13 12 11 10	9 8 7 6 5 4	3 2 1

Intellect	<i>Proficiency in this domain is characterized by a score of 9 or greater.</i>	Exemplary 5	Proficient 3	Unsatisfactory 1
	Competence	Exemplary attendance to planning sessions, and campus professional development, seeks independent learning opportunities	Regular attendance to planning sessions, and campus required professional development.	Irregular attendance to planning sessions, and campus required professional development.
	Communication Skills	Able to always produce effective verbally and written communication using polite, formal and concise language	Able to consistently produce effective verbally and written communication using polite, formal and concise language	Inconsistently produces effective verbally and written communication using polite, formal and concise language
	New Knowledge	Always applies new knowledge to the classroom setting	Consistently applies new knowledge in the classroom setting	Rarely applies new knowledge to the classroom setting
	Total	15 14 13 12 11 10	9 8 7 6 5 4	3 2 1

Practice	<i>Proficiency in this domain is characterized by a score of 6 or greater.</i>	Exemplary 5	Proficient 3	Unsatisfactory 1
	Maintains Accurate Records	Always collects and analyzes student data, Always maintains attendance logs	Consistently collects and analyzes student data, Consistently maintains attendance logs	Rarely collects and analyzes student data. Rarely maintains attendance logs
	Demonstrates Effective Teaching	Consistently scores above 3 on observations, Always comes prepared to lead Pre and Post Conference	Consistently scores 3 on observations, consistently comes prepared to lead Pre and Post Conference	Consistently scores below 3 on observations ,rarely comes prepared to lead Pre and Post Conference
	Total	10 9 8 7 6 5	4 3	2 1

Self-Care	<i>Proficiency in this domain is characterized by a score of 6 or greater.</i>	Exemplary 5	Proficient 3	Unsatisfactory 1
	Self-Regulation	Always able to monitor and control one's behavior to stressful or demanding situations	Consistently able to monitor and control one's behavior to stressful or demanding situations	Rarely able to monitor and control one's behavior to stressful or demanding situations
	Self-Awareness	Always able to be reflective in one's practice. Independently seeks out feedback and able to clearly articulate areas of reinforcement and refinement.	Consistently able to be reflective in one's practice	Rarely able to be reflective in one's practice
	Total	10 9 8 7 6 5	4 3	2 1

SOCIAL MEDIA

- Please be advised that information posted on personal electronic profile pages (Facebook, Twitter, Pinterest, etc.) may be viewed by school district personnel.
- Evidence of unacceptable, or unethical behavior could cause the **teacher candidate's placement to be terminated**.
- ETI teacher candidates should do everything possible to ensure that there are no evidences of unacceptable images or text credited to them that could be attained by school district personnel. Please refer to the Professional Ethical Conduct, Practices and Performances

RELATIONSHIPS WITH STUDENTS - Teacher Candidates should exercise extreme caution against becoming too familiar with students. It is not appropriate to socialize in any way with students within the district to which the teacher candidate is assigned without the presence of the mentor teacher or other appropriate certified personnel. This includes interaction via social media such as Facebook, texting, personal e-mail or online gaming.

USE OF TECHNOLOGY DEVICES

When visiting schools and classrooms, teacher candidates will not engage in text messaging, use cell phones or computers or any other electronic devices for personal use during the instructional day.

INTELLECT

ETI is going to make sure students have a first class education of their minds. This includes stimulating classes taught by exceptional professors who care about our students' learning.

ETI Teacher Candidates demonstrate their commitment to intellectual excellence through:

- Weekly Clinical Seminar
- Stanford Online Modules
- Student Perception Survey
- Technology Integration

CLINICAL SEMINAR

The Clinical seminar is an important part of the Residency Program and will occur throughout the semester with the site coordinator / clinical teaching director. During the residency seminar, teacher candidates will learn about the NIET rubric, professionalism, and about coordinating assignments during the semester. In the seminar, the site coordinator will instruct teacher candidates in the procedures and skills needed to successfully complete all evaluations associated with their performance in the clinical setting including how to “script” lessons, identify evidence and assign ratings using the NIET rubric and expectations for professionalism.

- Traditional Teacher Candidates will have an online option for their weekly attendance for the Clinical Seminar.

SANFORD INSPIRE MODULES

Sanford Inspire program is designed to provide innovative learning experiences for teacher candidates. The modules provide self-paced online professional development that can be accessed 24 hours a day. On-Demand Modules are free for everyone, everywhere.

Uses:

- as an introduction tool to gain knowledge of an upcoming topic
- as follow-up after a PA to support the Refinement or Reinforcement
- as a tool to support self-growth in an identified area

To get started, login to modules.sanfordinspire.org. and follow the prompts to create an account and access the modules.

STUDENT PERCEPTION SURVEY

Teacher Candidates in the Enhanced Pathway will administer a student perception survey. This survey will give valuable insight into the perspective of the student and teacher candidate interactions. Information gathered will be used to target specific students and create an individualized plan to support academic and social gains.

TECHNOLOGY INTEGRATION POLICY

The Teacher Education Program requires pre-service and in-service teachers to design and implement curricular and instructional activities that infuse technology throughout the K-12 curriculum. Monthly Tech sessions will be provided by ETI to provide training on Technology Integration – watch the calendar of events for dates and times of trainings.

iPAD and SWIVL

Teacher candidates will use UNT Dallas iPad and SWIVL equipment for creating a video of teaching, video uploads and storage. This equipment is available for checkout from the UNT Dallas Library. Use of this equipment is required during the clinical teaching Residency Program in both semester 1 and semester 2. Failure to use the equipment for assignments and upload relevant video will result in the teacher candidate being placed on a Professional Improvement Plan or result in an incomplete in all coursework for the semester.

SELF CARE

Using mental health training, social-emotional workshops and mindfulness training, ETI establishes a holistic approach to teaching and lays a foundation of self-care that is critical to the long-term success of individual teachers, and making a difference.

ETI Teacher Candidates demonstrate a priority to Self-Care through:

- Accessing Appropriate accommodations as needed
- Social Emotional Learning/ Self-Care

ACCOMMODATION AND ACCESS

Emerging Teacher Institute 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 institute 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 Accommodations Coordinator (AC) in the Office of Student Affairs 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 AC as of the beginning of the current semester. If you register with the AC 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 at the Office of Student Affairs located in room 200, Founders' Hall (7400 University Hills Blvd.) or by contacting personnel at StudentAffairs@untdallas.edu or (972) 338-1775.

Emerging Teacher Institute 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 ADA Compliance Document are available in the Dean's Office, room 301A, building 1 (7300 University Hills Blvd.). Dr. Jerry Burkett is the contact person in ETI.

SOCIAL EMOTIONAL LEARNING/ SELF-CARE

Clinical work is hard and will demand a lot of you. Whether you are doing a shorter residency or a full year, you are on the threshold of completing your education at ETI while also beginning the adventure of a lifetime: becoming a full time teacher! To be successful, you will draw on all you have learned and experienced and over the course of your clinical immersion have plenty of opportunities to practice and receive feedback in coaching. At ETI, we recognize that teaching is emotionally demanding and stressful. Therefore, we want to support you with mindsets, competencies, and skills that will help you remain resilient in the face of change and adversity. We want to expose you to social and emotional learning and support you to pay attention to your wellbeing and health. Therefore, as you begin your clinical work we will take time out to process what you are experiencing and teach you how to stay strong. At ETI, we call this self-care. As you prepare to constantly give of yourself to others it is important that you also pay attention to your own wellness.

PRACTICE

At ETI, we believe that practice makes perfect. From start to finish, our teacher candidates are exposed to a range of competency-based instructional techniques.

ETI Teacher Candidates demonstrate their commitment to practical practice through:

- Reflective Video Capture
- Co-Teaching Model Application
- Planning & Teaching
- TK20
- Clinical Teaching Documents
- Growth Focused Evaluation Cycle (Pre-Conference, Evaluation, Post-Conference)
- Student Perception Surveys

REFLECTIVE VIDEO CAPTURE

ETI Teacher Candidates use Swivl to video capture formal Performance Assessments. Students are to view the video and self-score the lesson using the NIET rubric. Candidates are to bring the scores as well as the self-selected Reinforcement and Refinement area.

PLANNING & TEACHING

After the Mentor teacher models the preparation for and teaching of the lesson plans, the teacher candidate will assume some of the responsibility for planning and teaching. Initially, the lesson plan should be written and submitted to the Mentor teacher at least **two days** prior to teaching the lesson in order to gain constructive feedback for revisions and ultimate success. Teacher candidates may not teach lessons that have not been approved by the Mentor teacher.

TK20

Some undergraduate and graduate education courses require assignments that must be uploaded and assessed in the UNT Dallas Tk20 Assessment System. This requires a one-time purchase of Tk20. For clinical teaching, candidate assessments will be collected in a field experience binder. Candidates will also complete Checkpoint 3 of the portfolio in Tk20.

CLINICAL TEACHING DOCUMENTS

Prior to clinical teaching, candidates must sign two different documents that will be kept on file. These documents are:

1. *FERPA Consent to Release Educational Records and Information*
2. *Texas Educators' Code of Ethics Statement of Affirmation and Confidential Exam Information*

Prior to clinical teaching, candidates complete a survey indicating:

1. *Receipt of the Clinical Teaching Handbook*
2. *Membership in a professional organization that provides professional liability insurance*

CLINICAL RESIDENCY PERFORMANCE BENCHMARKS

As the teacher candidate progresses through the clinical residency, performance benchmarks must be met to ensure the successful completion of the residency.

PA 2 – Performance Benchmark 2 in all the BIG 6 NIET Domains

PA 3- Performance Benchmark 3 in all of the BIG 6 NIET Domains

PA 4- Performance Benchmark 3 in all of the BIG 6 NIET Domains

(scores from the PA immediately preceding may be considered for the current PA in meeting the Performance Benchmark expectation)

Failure to meet benchmark expectations could result in being placed on a Performance Improvement Plan or termination from the clinical residency program.

EVALUATION PROCEDURES FOR TRADITIONAL CANDIDATES:

PERFORMANCE ASSESSMENT CYCLE

- The Site Coordinator using the Performance Assessment Cycle formally evaluates teacher candidates **four times** during the Semester.
- Frequent walkthroughs, will be completed by the site coordinator – and used to support the teacher candidate’s growth in overall teaching performance between Performance Assessments.
- Teacher candidates who do not complete a minimum of **four** formal evaluations will receive a grade of incomplete until all formal evaluations are completed.
- There must be **at least 7** calendar days between each Performance Assessment.

EXPECTATIONS FOR THE PA CYCLE

The teacher candidate will:

- Schedule with the Site Coordinator (1) the pre-conference, (2) the PA and (3) post-conference (48 hours following instruction) during the “PA window.”
- Create lesson plans for each Performance Assessment, and then submit to the Site Coordinator and Mentor teacher, if required at least 48 hours prior to the PA.
- Lead a pre-conference lesson review with the Site Coordinator in advance of the PA. (see Appendix: Pre-Conference Protocol)
- Provide instruction for the PA, capture the instructional event using iPad and SWIVL, and upload within 24 hours of the PA. Complete the Lesson Analysis Form including the “student achievement chart.”
- Review the lesson capture to gather evidence about competency, assign and enter NIET self-scores in Tk20 for each relevant indicator, and identify an indicator for reinforcement and refinement. Bring a hard copy of the completed form with you to the post-conference.
- Lead a post-conference lesson review with the Site Coordinator after having completed all requirements following the Post-Conference Protocol.

STUDENT TEACHING SEMESTER					
Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Teacher Contract Day Includes lunch at school	All-Day Clinical teaching –	All-Day Clinical teaching –	All-Day Clinical teaching –	All-Day Clinical teaching –	All-Day Clinical teaching –
Residency Seminar	Mondays – Teacher candidate cohort meets with clinical teaching director, virtual option available				

CO-TEACHING DURING CLINICAL TEACHING

UNT Dallas has adopted a co-teaching model for field experiences. Teacher candidates are required to be actively engaged in as many of the elements of the classroom as is possible from the very beginning. Teacher candidates should assume greater responsibilities, commensurate with their role as a teacher candidate.

Weeks	Co-Teaching Strategies	Minimum Teacher Candidates Responsibilities
1 to 3	<ul style="list-style-type: none"> • One teach one observe • One teach one assist 	<ul style="list-style-type: none"> • Assume partial responsibility for leading classroom routines (e.g., attendance, bell work, dismissal) • Co-plan
4 to 6	<ul style="list-style-type: none"> • Above as well as • Alternative teaching • Station teaching 	<ul style="list-style-type: none"> • Co-plan • Lead small-group activities
7 to 8*	<ul style="list-style-type: none"> • Above as well as • One teach one observe with TC as lead 	<ul style="list-style-type: none"> • Co-plan • Lead small-group activities • Assume responsibility for whole-group lesson in one subject area for a minimum of 10 consecutive days
9 to 10	<ul style="list-style-type: none"> • One teach one observe • One teach one assist • Alternative teaching • Station teaching • Parallel teaching • Team teaching 	<ul style="list-style-type: none"> • Assume partial responsibility for leading classroom routines (e.g., attendance, bell work, dismissal) • Co-plan • Lead small-group activities
11 to 14 *	<ul style="list-style-type: none"> • Above as well as • One teach one observe with TC as lead 	<ul style="list-style-type: none"> • Co-plan • Lead small-group activities • Assume responsibility for whole-group lesson in one subject area for a minimum of 10 consecutive days
15 to 18	<ul style="list-style-type: none"> • One teach one observe • One teach one assist • Alternative teaching • Station teaching • Parallel teaching • Team teaching 	<ul style="list-style-type: none"> • Co-plan • Lead small-group activities • Assume responsibility for whole-group lessons as appropriate

*Implemented Unit Plans and the Performance Assessment will require one teach | one observe with the teacher candidates leading instruction so that the cooperating teacher can provide feedback about the teacher candidate's instructional competency.

EVALUATION PROCEDURES FOR ENHANCED CANDIDATES:

- The site coordinator using the Performance Assessment Cycle formally evaluates teacher candidates **four times per year**—twice during Semester 1 and twice during Semester 2. Weekly or bi-monthly walkthroughs, completed by the site coordinator, are formative assessments used to support the teacher candidate’s growth in overall teaching performance between Performance Assessments.
- Teacher candidates who do not complete a minimum of four formal evaluations (two during semester 1 and two during semester 2) will receive a grade of **incomplete** until all formal evaluations are completed.

Logistical requirements. The teacher candidate will ensure the following:

- Teacher candidate conducts the Performance Assessment within the windows designated for each semester.
- Teacher candidate uploads video within 24 hours of the observations.
- Teacher candidate enters NIET ratings within the prescribed time into Tk20 and CODE.
- Schedule with the site coordinator (1) the pre-conference, (2) the PA and (3) post-conference (48 hours following instruction) during the “PA window.”
- Create lesson plans for each Performance Assessment, and then submit to the site coordinator and mentor teacher, if required at least 48 hours prior to the PA.
- Lead a pre-conference lesson review with the Site Coordinator in advance of the PA.
- Provide instruction for the PA, capture the instructional event using iPad and SWIVL, and upload within 24 hours of the PA. Complete the Lesson Analysis Form including the “student achievement chart.”
- Review the lesson capture to gather evidence about competency, assign and enter NIET self-scores in CODE and Tk20 for each relevant indicator, and identify an indicator for **reinforcement and refinement**. Bring a hard copy of the completed form with you to the post-conference.
- Lead a post-conference lesson review with the site coordinator, in which the site coordinator provides specific, *actionable feedback* to the teacher candidate in areas of *reinforcement* and *refinement* identified during the performance assessment. (see Appendix: Post Conference Protocol, in particular: SAC, Student Work samples.)

WALKTHROUGHS

Site coordinators will supervise teacher candidates during the two-day/week field placement during semester 1 and during five-day/week field placement during semester 2 of the Residency Program. Supervision will focus on observation of co-teaching, and in the case where the teacher candidate is actively involved, the indicators from the NIET rubric adopted by the UNT Dallas Residency Program. At each visit, the site coordinator will document the walkthrough in Tk20 and CODE.

STUDENT PERCEPTION SURVEYS

Students participating in the Enhanced Clinical Residency will administer the Student Perception Survey 2 times during the school year. The initial assessment will be given electronically to students within the first six weeks of school. The students will also retake the assessment during the final six weeks of the school. Teacher candidates will use data from initial assessment to create a Focus group of targeted students.

CO-TEACHING DURING CLINICAL TEACHING

UNT Dallas has adopted a co-teaching model for field experiences. Teacher candidates are required to be actively engaged in as many of the elements of the classroom as is possible from the very beginning. Teacher candidates should assume greater responsibilities, commensurate with their role as a teacher candidate.

SAMPLE CO-TEACHING PLAN - SEMESTER 1

Weeks	Co-Teaching Strategies	Minimum Teacher Candidates Responsibilities
1 to 3	<ul style="list-style-type: none"> One teach one observe One teach one assist 	<ul style="list-style-type: none"> Assume partial responsibility for leading classroom routines (e.g., attendance, bell work, dismissal) Co-plan
4 to 6	<ul style="list-style-type: none"> Above as well as Alternative teaching Station teaching 	<ul style="list-style-type: none"> Co-plan Lead small-group activities
7 to 8*	<ul style="list-style-type: none"> Above as well as One teach one observe with TC as lead 	<ul style="list-style-type: none"> Co-plan Lead small-group activities Assume responsibility for whole-group lesson in one subject area for a minimum of 10 consecutive days
9 to 10	<ul style="list-style-type: none"> One teach one observe One teach one assist Alternative teaching Station teaching Parallel teaching Team teaching 	<ul style="list-style-type: none"> Assume partial responsibility for leading classroom routines (e.g., attendance, bell work, dismissal) Co-plan Lead small-group activities
11 to 14 *	<ul style="list-style-type: none"> Above as well as One teach one observe with TC as lead 	<ul style="list-style-type: none"> Co-plan Lead small-group activities Assume responsibility for whole-group lesson in one subject area for a minimum of 10 consecutive days
15 to 18	<ul style="list-style-type: none"> One teach one observe One teach one assist Alternative teaching Station teaching Parallel teaching Team teaching 	<ul style="list-style-type: none"> Co-plan Lead small-group activities Assume responsibility for whole-group lessons as appropriate

*Implemented Unit Plans and the Performance Assessment will require one teach | one observe with the teacher candidates leading instruction so that the cooperating teacher can provide feedback about the teacher candidate's instructional competency.

SAMPLE CO-TEACHING PLAN - SEMESTER 2

Weeks	Co-Teaching Strategies	Minimum Teacher Candidate Responsibilities
1 to 2	<ul style="list-style-type: none"> • One teach one observe • One teach one assist • Alternative teaching 	<ul style="list-style-type: none"> - Lead small-group activities - Assume partial responsibility for leading classroom routines (e.g., attendance, bell work, duty, etc.) - Co-plan
3 & 4	<ul style="list-style-type: none"> • One teach one observe • One teach one assist • Alternative teaching • Station teaching • Parallel teaching • Team teaching 	<ul style="list-style-type: none"> - Lead small-group activities for minimum of 2 subject areas per day - Assume partial responsibility for leading all classroom and school routines (e.g., attendance, bell work, duty, dismissal, etc.) - Co-plan
5	Must implement two types of co-teaching from list above with cooperating teacher assisting	<ul style="list-style-type: none"> - Lead small-group activities for minimum of 1 subject area per day - Assume full responsibility for one whole group lesson per day - Assume partial responsibility for leading all classroom and school routines (e.g., attendance, bell work, duty, dismissal, etc.) - Co-plan
6	Must implement three types of co-teaching strategies from list above with mentor teacher assisting	<ul style="list-style-type: none"> - Lead small-group activities for minimum of 1 subject area per day - Assume full responsibility for two whole group lessons per day - Assume partial responsibility for leading all classroom and school routines (e.g., attendance, bell work, duty, dismissal, etc.) - Co-plan
7	Must implement four types of co-teaching strategies from list above with mentor teacher assisting	<ul style="list-style-type: none"> - Lead small-group activities for minimum of 1 subject area per day - Assume full responsibility for three whole group lessons per day - Assume partial responsibility for leading all classroom and school routines (e.g., attendance, bell work, duty, dismissal, etc.) - Co-plan
8	Must implement five types of co-teaching strategies from list above with mentor teacher assisting	<ul style="list-style-type: none"> - Lead small-group activities for minimum of 1 subject area per day - Assume full responsibility for four whole group lessons per day - Assume partial responsibility for leading all classroom and school routines (e.g., attendance, bell work, duty, dismissal, etc.) - Co-plan
9	Must implement a variety of co-teaching strategies from list above with mentor teacher assisting	<ul style="list-style-type: none"> - Lead small-group activities for minimum of 1 subject area per day - Assume full responsibility for five whole group lessons per day - Assume partial responsibility for leading all classroom and school routines (e.g., attendance, bell work, duty, dismissal, etc.) - Co-plan

10-15	Must implement a variety of co-teaching strategies from list above with mentor teacher assisting	<ul style="list-style-type: none"> - Assume responsibility for all whole group lessons with mentor assisting - Cooperating teacher leads small group activities as appropriate - Assume full responsibility for leading all classroom and school routines (e.g., attendance, bell work, duty, dismissal, etc.) - Co-plan
16 & Beyond	Must implement a variety of co-teaching strategies from list above with mentor teacher assisting	<ul style="list-style-type: none"> - Teacher candidate assists and leads as appropriate - Assume partial responsibility for leading all classroom and school routines (e.g., attendance, bell work, duty, dismissal, etc.) - Co-plan

CLINICAL TEACHING RESIDENCY PROGRAM SCHEDULE

Semester 1					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
Teacher Contract Day Includes lunch at school	All-Day Clinical Teaching	Methods Courses Day Option	All-Day Clinical Teaching	Methods Courses Day Option	Clinical Seminar 12:00-2:00

If a teacher candidate must miss a day from clinical teaching because of Perot Museum field experience, the candidate must make up that day before the end of the semester.

Semester 2					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
Teacher Contract Day Includes lunch at school	All-Day Clinical teaching —	All-Day Clinical teaching —	All-Day Clinical teaching —	All-Day Clinical teaching —	All-Day Clinical teaching —
Residency Seminar	TBD – Teacher candidate cohort meets with clinical teaching director				

Issues Related to Clinical Teaching

- Substitute Teaching
- Ethical Behavior and Code of Conduct
- Communication
- Professional Improvement Plan
- Dismissal from Program
- Appeal Process
- HOT Topics

SUBSTITUTE TEACHING

Teacher candidates may be used as a substitute teacher for ONE day during the clinical teaching semester under the following conditions:

- District policy allows the use of a teacher candidate as a substitute.
- The building administrator approves.
- The teacher candidate is not used as a substitute until the last two weeks of the placement.
- The teacher candidate is not paid for serving as a substitute teacher.
- The teacher candidate may be used as a substitute for ONE day only.
- The mentor teacher is not obligated to use the teacher candidate as a substitute if he/she is not comfortable with the candidate's abilities.

Once the teacher candidate has completed all requirements regarding clinical teaching, he/she is free to substitute.

ETHICAL BEHAVIOR AND CODE OF ETHICS

The Teacher Education and Administration Department expects that its candidates 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). See Appendix

COMMUNICATION

UNT-Dallas e-mail serves as the official method for communicating with students. The UNT Dallas e-mail account will be used as a method of contacting teacher candidates throughout the semester. This account is also used as a method for notifying students of dangerous or emergency situations occurring on campus, academic or financial responsibilities, or any other university matter. **It is the responsibility of the candidate to regularly check his/her UNT Dallas e-mail.**

PROFESSIONAL IMPROVEMENT PLAN

A **Professional Improvement Plan (PIP)** is a tool designed to support students who may be in danger of not progressing in their major/academic plan. The PIP outlines specific action steps a student must complete in order to maintain or return to good standing within their major/academic plan. There are three reasons for making a PIP referral:

- Poor academic standing (i.e. ongoing academic deficiencies across coursework)
- Issues regarding professionalism (classes or clinical experience)
- Academic integrity violation (plagiarism, cheating, etc.)

The following outlines the steps to be taken in completing the Professional Improvement Plan process.

Stage 1

- A Professional Improvement Plan can be initiated by the Site Coordinator, or the Clinical Teaching Director; using data collection from the Mentor teacher, administration, walkthrough data, program faculty, and personal observations.
- The initiating personnel will have a discussion of concerns with the Teacher Candidate. This discussion will include:
 - Reasons and examples of the problem
 - Asking the Teacher Candidate if there are outside factors that are hindering his/her progress and success
 - Review academic status (as appropriate)
- The initiating personnel works with the Teacher Candidate to solve problems by offering Action Steps.
- The Teacher Candidate will have 14 days to complete the Action Steps and have a follow-up meeting with the initiating personnel.
- The initiating personnel maintains written documentation resulting from meetings with the Teacher Candidate. If the issue(s) are resolved no further action is necessary.
- If the Teacher Candidate **does not** meet all requirements of Stage 1 Professional Improvement Plan, then the Teacher Candidate will move to Stage 2 of the Professional Improvement Plan:

Stage 2

1. The Clinical Teaching Supervisor notifies the Teacher Candidate and schedules a meeting to discuss the issue(s) on the Professional Improvement Plan, and lack of progress.
2. The PIP Committee (comprised of the Site Coordinator, Clinical Teaching Director, and Assistant Dean of ETI) meet to review documentation of the PIP.
3. The committee will develop an Action Plan for the Teacher Candidate.
4. The Teacher Candidate will have 14 days to complete the task on the Action Plan.
5. If further action needs to be taken the Professional Improvement Plan will then go to the Certification Officer and the Field Experience Coordinator.

Stage 3

1. The Clinical Teaching Supervisor works with the Field Experience Coordinator and Certification Officer (and other roles as appropriate) to determine further action (s) to be taken.

DISMISSAL FROM CLINICAL TEACHING

- The clinical teaching program is a cooperative relationship between the Emerging Teacher Institute, cooperating school campuses, Mentor teachers and the teacher candidate.
- Each teacher candidate is to be made aware that his/her presence at the campus, and in a particular classroom, is that of a guest.
- Occasionally there are circumstances that warrant the termination of a clinical teaching assignment.
- Termination may be initiated by the
 - teacher candidate,
 - the school district
 - the campus administrator
 - the Emerging Teacher Institute.

When such action is deemed necessary, there are specific reasons and procedures that must be taken into consideration by all parties involved.

REASONS FOR TERMINATION

1. Mutual consent and agreement for termination by the teacher candidate, Mentor teacher and clinical teaching supervisor for reasons of illness, injury, or other unforeseen problem.
2. Failure by the teacher candidate to establish and maintain a satisfactory performance level in classroom instruction and management.
3. Failure by the teacher candidate to abide by the policies of the cooperating school.
4. Unprofessional conduct towards the host school faculty/administration or students/parents.

PROCEDURES FOR TERMINATION

Failure by the teacher candidate to establish and maintain a satisfactory performance level in classroom instruction and management

- The teacher candidate will meet with the Field Experience Coordinator, Certification Officer, and Department Chair to discuss possible options. The options offered will depend upon **EACH INDIVIDUAL CASE** and what is deemed to be in the best interest of the teacher candidate, the school, the mentor teacher and the students in the classroom.
- Some options that may be considered include:
 - Withdrawal from clinical teaching with the option to reapply for clinical teaching.
 - Withdrawal from clinical teaching with the decision to transfer to another college within the University to pursue a different degree. Withdrawal will be allowed only if it is prior to the end of the drop date for the semester.
 - Termination of clinical teaching with a failing grade.
- The teacher candidate will be given a letter stating the decision, the reasons for the termination and whether or not an opportunity to reapply for clinical teaching at a later date will be permitted.
- The final decision to terminate a teacher candidate is the responsibility of the Field Experience Coordinator, Certification Officer and Department Chair with the consensus and approval of the Dean of the Emerging Teacher Institute. This decision will be based upon documentation from the school principal, Mentor teacher, clinical teaching supervisor and/or the teacher candidate.

APPEAL PROCEDURE

Students may appeal the decision of the Committee;

- A formal appeal must be initiated within 5 school days.
- The teacher candidate must submit evidence (ie Walk-through feedback, academic assignments, observation data, attendance records, etc.) to support their appeal stance.
- The documentation is to be delivered by the teacher candidate to the Assistant Dean of ETI. The Assistant Dean then contacts and/or sets a meeting of the Appeal Committee. Relevant materials are to be distributed and/or a meeting is held as soon as possible after the receipt of the appeal by the Department.
- The teacher candidate will receive the outcome of the meeting in writing with a brief explanation of the judgement.

HOT Topics

Teacher candidates and supervisory personnel should be aware of the following issues related to clinical teaching:

- 1) Teacher candidates may not serve as substitute teachers during the two-semester, clinical teaching Residency Program.
- 2) Teacher candidates may not administer nor serve as an official witness for corporal punishment.
- 3) Teacher candidates may not contact parents/guardians of the students they teach. The cooperating teacher must contact parents and be present during personal contact with parents/guardians.
- 4) Teacher candidates may not send notes to parents/guardians of the students they teach without approval from the cooperating teacher. Notes to parents must include the signature of the teacher candidate and cooperating teacher.
- 5) Supervisory personnel may not discuss the teacher candidate's performance with the teacher candidate's parents or spouse without the teacher candidate being present.
- 6) Teacher candidates may not express their personal religious and political views in the classroom or with students outside the classroom.
- 7) Teacher candidates may not engage in religious activities at the school site.
- 8) Teacher candidates may not administer standardized tests. With permission from the administration, they may assist with monitoring.
- 9) Teacher candidates must maintain confidentiality concerning student records and performance. The field supervisor and Clinical Teaching Director should be notified if the teacher candidate or supervisory personnel have concerns related to any of the above issues or other related issues at the clinical teaching site.

APPENDIX

- A. TERMS AND DEFINITIONS
- B. RESPONSIBILITIES: TEACHER CANDIDATE
 - 1. MENTOR TEACHER
 - 2. SITE COORDINATOR
- C. NIET BIG 6
- D. CODE OF ETHICS AND STANDARD PRACTICES FOR TEXAS EDUCATORS
- E. CO-TEACHING MODELS
- F. TEACHER CANDIDATE PROFESSIONAL IMPROVEMENT PLAN
- G. WALKTHROUGH FORM
- H. CO-TEACH PLANNING GUIDE
- I. PROFESSIONALISM RUBRIC
- J. PRE-CONFERENCE PROTOCOL
- K. SAC CHART
- L. POST-CONFERENCE PROTOCOL
- M. ABSENCE MAKE-UP FORM
- N. CERTIFICATION CHECKLIST
- O. UNIVERSITY OF NORTH TEXAS DALLAS CONTACTS

APPENDIX A

Terms and Definitions

Below is a list of commonly used terms, their definitions and their abbreviations associated with the Emerging Teacher Institute

Attendance Calendar - Teacher candidates will be required to provide documentation to verify accuracy of their attendance. A record of attendance should be kept during both semesters of the clinical teaching experience. The attendance calendar should be maintained on a daily basis and will be uploaded to Tk20 at the end of each month. The Field Experience Office will provide attendance calendars at the beginning of each semester.

Clinical Teaching Director – UNT Dallas faculty member responsible for administering the residency program. Responsible for communicating with the dean, faculty, and site coordinators for program implementation. The Clinical Teaching Director is trained and certified by the National Institute for Excellence in Teaching on administration of the NIET rubric. The Clinical Teaching Director administrative duties include residency program implementation training, monitoring program fidelity and curriculum changes.

Mentor Teacher (MT) – An educator who is collaboratively assigned by the Site Coordinator and the campus administrator; who has at least three year of teaching experience; who is an accomplished educator as shown by student learning; who has completed mentor teacher training; who is currently certified in the certification category for which the clinical teacher candidate is seeking certification; who guides, assists, and supports the teacher candidate; and who reports the teacher candidate’s progress to that candidate’s site coordinator.

Site Coordinator (SC) – This part-time or full-time faculty member, or staff employed by ETI is responsible for mentoring, supporting and evaluating teacher candidates in both the Residency and traditional programs. Site Coordinators are currently certified educators preferably with advanced credentials who have completed all required trainings. Site Coordinators work closely with the Field Experience Office, Clinical Teaching Director, mentor teachers, and administrators throughout partner school districts.

Field Experience Coordinator – The Field Experience Coordinator is trained and certified by the National Institute for Excellence in Teaching on administration of the NIET rubric. The Field Experience Coordinator’s administrative duties include but are not limited to Tk20 administration, CODE database administration, residency and clinical placement implementation, and recruitment of teacher candidates for the Residency program. The Field Experience Coordinator functions as a liaison between schools, school districts, and the university program.

NIET Rubric – An instructional rubric designed by the National Institute for Excellence in Teaching. ETI at UNT-Dallas has adapted this rubric for supporting teacher candidates, and will use the rubric during the Performance Assessment cycles. From the entire rubric, six indicators have been selected to serve as the evaluation standards for teacher candidates.

Performance Assessment (PA) – Performance assessments are key assessments in the evaluation process used in the Residency Program at UNT Dallas. A PA “cycle” consists of (a) a pre-conference to review the teacher candidate’s lesson; (b) observation and scripting of the lesson by both the teacher candidate and site coordinator to gather evidence for evaluation; (c) post-conference meeting with the

teacher candidate to review evidence, coach and assign ratings; and (d) ensuring the timely uploading of video capture and entry of ratings by the teacher candidate and site coordinator into the CODE database.

Professionalism Rubric - *The Professionalism Rubric* is an assessment that measures professional attitudes and dispositions.

Professional Improvement Plan (PIP) – A teacher candidate may receive support through the professional improvement plan when an area of concern has arisen that needs to be addressed. Teacher candidates will have the opportunity to make progress and improvement in the identified area(s) of concern.

Program Faculty – Program faculty are instructors and tenure-track faculty working in the School of Education who have the primary responsibility for the course delivery in the teacher education programs. Site coordinators are also program faculty, but have additional responsibility associated with supervision of teacher candidates.

Enhanced Program – The name of the two-semester, clinical teaching pilot program at UNT Dallas. The Residency Program is a field-intensive, competency-based program aimed at building capacity of teacher candidates to improve the achievement of the PK-12 students with whom they teach and learn.

Student Perception Survey (SPS) -- will be administered during the **enhanced** clinical teaching experience: 1) once as a diagnostic measure approximately six weeks into clinical teaching, and 2) a second time as an outcome measure during the last six weeks of clinical teaching. The survey will be administered via an electronic link.

Swivl – Technology that uses a tablet or phone to capture and share video will be used by the teacher candidate. Swivl and iPad equipment will be available for check out through the UNT Dallas Library.

Teacher candidate – A student admitted into the teacher preparation program at UNT Dallas and is entering into the residency placement in a school district.

Tk20 - Tk20 is the School of Education's reporting and assessment system. Teacher candidates, mentor teachers and site coordinators will complete evaluations in Tk20 throughout the Residency Program.

Traditional Program – The name of the one-semester, clinical teaching program at UNT Dallas. The Residency Program is a field-intensive, competency-based program aimed at building capacity of teacher candidates to improve the achievement of the PK-12 students with whom they teach and learn.

Walkthrough – A classroom walkthrough is a short observation that allows the site coordinator to collect a “snapshot” of information on the enhanced teacher candidate development of co-teaching, professionalism, and overall performance of the teacher candidate. The walkthrough allows the site coordinator the opportunity to coach the teacher candidate using the Big 6 NIET rubric indicators.

APPENDIX B

TEACHER CANDIDATE RESPONSIBILITIES:

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.

TO THE HOST SCHOOL and MENTOR TEACHER

- Be familiar with school policies and procedures.
- Keep the same daily schedule of the mentor teacher. Report to school on time and remain until the end of the designated day.
- Notify the school and the mentor teacher as soon as possible if an absence is necessary.
- Wear appropriate professional attire in compliance with school policy dress code.
- Provide the mentor teacher with written lesson plans at least **two days** prior to 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 mentor 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.

TO THE SITE COORDINATOR

- Turn in a weekly teaching schedule as designated by him/her. Notify your supervisor immediately if changes occur to this schedule.
- Turn in lesson plans at least **two days** prior to observation.
- Notify if an absence is necessary.
- Attend all Clinical Seminar meetings.
- Assist with the uploading of video capture
- Welcome constructive suggestions and incorporate them in subsequent planning and teaching.
- Contact with question or concerns.
- Complete all assignments and assessments in Tk20

APPENDIX B – 1

MENTOR TEACHER RESPONSIBILITIES

TO THE TEACHER CANDIDATE

- Prepare the classroom students to receive the teacher candidate as a professional co-worker.
- Prepare a workspace for the teacher candidate.
- Orient the teacher candidate 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 mentor teacher and teacher candidate are both in the classroom.
- Ensure that playground duty is done in the company of the mentor teacher or with a district designated personnel in the immediate area.
- Choose a specific time for planning on a daily/weekly basis.
- Guide the teacher candidate 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
 - 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 teacher candidate 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 teacher candidate.
- Provide daily interactive discussions that encourage reflective thinking about the strengths and weaknesses of the teacher candidate's effectiveness in the planning/teaching process.
- Assist the teacher candidate in implementing recommendations received during the daily evaluation sessions.
- Accept each teacher candidate as an individual and refrain from comparison of him/her with previous teacher candidates or other teacher candidates in the building.
- Allow the teacher candidate to attend all required university seminars/meetings which are part of the field experience.
- Introduce the teacher candidate to professional journals, resources and organizations.
- Invite the teacher candidate to faculty/curriculum meetings, parent meetings and parent/teacher conferences when appropriate.

APPENDIX B-2

SITE COORDINATOR RESPONSIBILITIES

TO THE TEACHER CANDIDATE

- Conduct three-way conferences with the teacher candidate and mentor teacher at the beginning, midpoint and end semester.
- Observe, assess and evaluate teacher candidate during the semester. Observations should be spread across the rotations and not on consecutive days. Never observe a teacher candidate twice in one day.
- Conduct observations at a variety of times to include a range of subjects for which the teacher candidate is responsible for teaching.
- Provide verbal feedback after each observation, preferably immediately following the observation.
- Provide written feedback in Tk20 following each observation within **one week** of observation.
- Guide the teacher candidate's growth in reflective thinking and self-evaluation.
- Evaluate the teacher candidate's lesson plans and provide verbal and/or written feedback prior to observation.
- Provide documentation of any infractions of school policy or professionalism, as well as unsatisfactory progress in classroom instruction and management. A copy will be provided to the Field Experience Coordinator as well.
- Provide the teacher candidate with a Professional Improvement Plan if there are problematic areas that need special attention. Performance problems should be identified and discussed as early as possible. A copy of the Professional Improvement Plan/Probation Contract will be submitted to the Field Experience Coordinator as soon as all parties have signed the form.
- Complete recommendation letters for teacher candidates who are applying for teaching positions.

APPENDIX C

NIET BIG 6 RUBRIC

	Distinguished (5)	Proficient (3)	Needs Improvement (1)
Instructional Plans	<p>Instructional plans include:</p> <ul style="list-style-type: none"> • Measurable and explicit goals aligned to state content standards; • Activities, materials, and assessments that: <ul style="list-style-type: none"> - are aligned to state standards. - are sequenced from basic to complex. - build on prior student knowledge, are relevant to students' lives, and integrate other disciplines. - provide appropriate time for student work, student reflection and lesson and unit closure; • evidence that plan is appropriate for the age, knowledge, and interests of all learners and; • evidence that plan provides regular opportunities to accommodate individual student needs. 	<p>Instructional plans include:</p> <ul style="list-style-type: none"> • goals aligned to state content standards; • activities, materials, and assessments that: <ul style="list-style-type: none"> - are aligned to state standards. - are sequenced from basic to complex. - build on prior student knowledge. - provide appropriate time for student work, and lesson and unit closure; • evidence that plan is appropriate for the age, knowledge, and interests of most learners, and; • evidence that the plan provides some opportunities to accommodate individual student needs. 	<p>Instructional plans include:</p> <ul style="list-style-type: none"> • few goals aligned to state content standards • activities, materials, and assessments that: <ul style="list-style-type: none"> - are rarely aligned to state standards? - Are rarely logically sequenced. - Rarely build on prior time for student knowledge. - Inconsistently provide time for student work, and lesson and unit closure. • Little evidence that the plan is appropriate for the age, knowledge, or interests of the learners and; • Little evidence that the plan provides some opportunities to accommodate individual student needs.
Standards and Objectives	<ul style="list-style-type: none"> • All learning objectives and state content standards are explicitly communicated. • Sub-objectives are aligned and logically sequenced to the lesson's major objective. • Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences, and (c) integrated with other disciplines. • Expectations for student performance are clear, demanding, and high. • State standards are displayed and referenced throughout the lesson. • There is evidence that most students demonstrate mastery of the objective. 	<ul style="list-style-type: none"> • Most learning objectives and state content standards are communicated. • Sub-objectives are mostly aligned to the lesson's major objective. • Learning objectives are connected to what students have previously learned. • Expectations for student performance are clear. • State standards are displayed. • There is evidence that most students demonstrate mastery of the objective. 	<ul style="list-style-type: none"> • Few learning objectives and state content standards are communicated. • Sub-objectives are inconsistently aligned to the lesson's major objective. • Learning objectives are rarely connected to what students have previously learned. • Expectations for student performance are vague. • State standards are displayed. • There is evidence that few students demonstrate mastery of the objective.
Presenting Instructional Content	<p>Presentation of content always includes:</p> <ul style="list-style-type: none"> • Visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; • Examples, illustrations, analogies, and labels for new concepts and ideas; • Modeling by the teacher to demonstrate his or her performance expectations; • Concise communication; • Logical sequencing and segmenting; • All essential information and; • No irrelevant, confusing, or nonessential information. 	<p>Presentation of content most of the time includes:</p> <ul style="list-style-type: none"> • Visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; • Examples, illustrations, analogies, and labels for new concepts and ideas; • Modeling by the teacher to demonstrate his or her performance expectations; • Concise communication; • Logical sequencing and segmenting; • All essential information and; No irrelevant, confusing, or nonessential information. 	<p>Presentation of content rarely includes:</p> <ul style="list-style-type: none"> • Visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; • Examples, illustrations, analogies, and labels for new concepts and ideas; • Modeling by the teacher to demonstrate his or her performance expectations; • Concise communication; • Logical sequencing and segmenting; • All essential information and; No irrelevant, confusing, or nonessential information.

	Distinguished (5)	Proficient (3)	Needs Improvement (1)
Activities and Materials <div style="border: 1px solid black; width: 60px; height: 60px; margin-left: 20px; text-align: center; line-height: 60px;">SCORE</div>	Activities and materials include all of the following: <ul style="list-style-type: none"> • Support the lesson objectives; • Are challenging; • Sustain students' attention; • Elicit a variety of thinking • Provide time for reflection; • Are relevant to students' lives; • Provide opportunities for students-to-student interaction; • Induce student curiosity and suspense; • Provide students with choices; • Incorporate multimedia and technology and; • Incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.) • In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring. 	Activities and materials include most of the following: <ul style="list-style-type: none"> • Support the lesson objectives; • Are challenging; • Sustain students' attention; • Elicit a variety of thinking • Provide time for reflection; • Are relevant to students' lives; • Provide opportunities for students-to-student interaction; • Induce student curiosity and suspense; • Provide students with choices; • Incorporate multimedia and technology and; • Incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.) 	Activities and materials include few of the following: <ul style="list-style-type: none"> • Support the lesson objectives; • Are challenging; • Sustain students' attention; • Elicit a variety of thinking • Provide time for reflection; • Are relevant to students' lives; • Provide opportunities for students-to-student interaction; • Induce student curiosity and suspense; • Provide students with choices; • Incorporate multimedia and technology and; • Incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, etc.)
Academic Feedback <div style="border: 1px solid black; width: 60px; height: 60px; margin-left: 20px; text-align: center; line-height: 60px;">SCORE</div>	<ul style="list-style-type: none"> • Oral and written feedback is consistently academically focused, frequent, and high quality. • Feedback is frequently given during guided practice and homework review. • The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback. • Feedback from students is regularly used to monitor and adjust instruction. • Teacher engages students in giving specific and high-quality feedback to one another. 	<ul style="list-style-type: none"> • Oral and written feedback is mostly academically focused, frequent, and mostly high quality. • Feedback is sometimes given during guided practice and homework review. • The teacher circulates during instructional activities to support engagement and monitor student work. • Feedback from students is sometimes used to monitor and adjust instruction. 	<ul style="list-style-type: none"> • The quality and timeliness of feedback is inconsistent. • Feedback is rarely given during guided practice and homework review. • The teacher circulates during instructional activities, but monitors mostly behavior. • Feedback from students is rarely used to monitor or adjust instruction.
Managing Student Behavior <div style="border: 1px solid black; width: 60px; height: 60px; margin-left: 20px; text-align: center; line-height: 60px;">SCORE</div>	<ul style="list-style-type: none"> • Students are consistently well-behaved and on task. • Teacher and students establish clear rules for learning and behavior. • The teacher uses several techniques, such as social approval, contingent activities, and consequences to maintain appropriate student behavior. • The teacher overlooks inconsequential behavior. • The teacher deals with students who have caused disruptions rather than the entire class. • The teacher attends to disruptions quickly and firmly. 	<ul style="list-style-type: none"> • Students are mostly well-behaved and on task, some minor learning disruptions may occur. • Teacher establishes rules for learning and behavior. • The teacher uses some techniques, such as social approval, contingent activities, and consequences to maintain appropriate student behavior. • The teacher overlooks some inconsequential behavior, but other times addresses it, stopping the lesson. • The teacher deals with students who have caused disruptions, yet sometimes he or she addresses the entire class. 	<ul style="list-style-type: none"> • Students are not well-behaved and are often off task. • Teacher establishes few rules for learning and behavior. • The teacher uses few techniques to maintain appropriate student behavior. • The teacher cannot distinguish between inconsequential behavior and inappropriate behavior. • Disruptions frequently interrupt instruction.

APPENDIX D
TEXAS ADMINISTRATIVE CODE
Code of Ethics and Standard Practices for Texas Educators

TITLE 19 EDUCATION

PART 7 STATE BOARD FOR EDUCATOR CERTIFICATION

CHAPTER 247 EDUCATORS' CODE OF ETHICS

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

Enforceable Standards

(1) Professional Ethical Conduct, Practices and Performance.

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

(B) Standard 1.2. The educator shall not 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 Towards Students.

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

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

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

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

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

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

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

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

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

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

(ii) the subject matter of the communication;

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

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

(v) whether the communication was sexually explicit; and

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

Source Note: Texas Administrative Code, title 19, Part 7, Rule 247.2, effective December 26, 2010

APPENDIX E

CO-TEACHING MODEL - STRATEGY DEFINITIONS & EXAMPLES

Strategy	Definition/Example
ONE TEACH, ONE OBSERVE	<p>One teacher has primary responsibility while the other gathers specific observational information on students or the lead teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors.</p> <p>Example: One teacher can observe students for their understanding of directions while the other leads.</p>
ONE TEACH, ONE ASSIST	<p>An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other circulates to check for understanding, assists students with their work, or monitors behaviors.</p> <p>Example: While one teacher has the instructional lead, the person assisting can be the “voice” for the students when they don’t understand or are having difficulties.</p>
STATION TEACHING	<p>The co-teaching pair divides the instructional content into parts. Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations.</p> <p>Example: One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change.</p>
PARALLEL TEACHING	<p>Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduced student to teacher ratio.</p> <p>Example: Both teachers are leading a ‘question and answer’ discussion on specific current events and the impact they have on our economy.</p>
ALTERNATIVE TEACHING	<p>This strategy allows one teacher to work with students at their expected grade level while the other teacher works with those students who need the information and/or materials retaught, extended, or remediated.</p> <p>Example: One teacher may work with students who need re-teaching of a concept while the other teacher works with the rest of the students on enrichment.</p>
TEAM TEACHING	<p>Well -planned, team- taught lessons exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students’ perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and are available to assist students and answer questions.</p> <p>Example: Both instructors can share the reading of a story or text so that the students are hearing two voices.</p>
<p>The strategies are not hierarchical. They can be used in any order and/or in any combination to best meet the needs of the P-12 students in the classroom. (with adaptations from) Copyright 2011, St. Cloud State University, Teacher Quality Enhancement Center Research Funded by a US Department of Education Teacher Quality Enhancement Grant</p>	

APPENDIX F

Professional Improvement Plan

Teacher Candidate Name:

Student ID:

Date:

Expectation	Teacher Candidate will
Evidence	<ul style="list-style-type: none"> • Documentation by ---- • Responses from ----
Concerns	<p><i>Evidence from four sources suggest that ----:</i></p> <ul style="list-style-type: none"> a. did not fulfill the minimum requirements for ... b. failed to provide... c.
Strategies	
Deadline	Satisfactory progress

Clinical Teaching Supervisor Date Teacher Candidate Date

Comments:

APPENDIX G

WALKTHROUGH FORM

Field supervisor:		Teacher candidate:	
Cooperating Teacher:		Grade/Content:	
Date:		Time:	
Co-Teaching Approaches Observed			
Teach/Observe	Teach/Assist	Alternative Teaching	
Team Teaching	Parallel Teaching	Station Teaching	
Comments:			
Reinforcement Area from Previous PA or Walkthrough			
Instructional Plans	Standards and Objectives	Presenting Instructional Content	
Activities and Materials	Academic Feedback	Managing Student Behaviors	
Comments:			
Refinement Area from Previous PA or Walkthrough			
Instructional Plans	Standards and Objectives	Presenting Instructional Content	
Activities and Materials	Academic Feedback	Managing Student Behaviors	
Comments:			

APPENDIX H

CO-TEACHING PLANNING GUIDE

Week _____ Content _____

	Standard	Objective	Assessment	Co-Teaching Approach based on student needs	Specific Co-Teaching Responsibilities
Monday				<input type="checkbox"/> TT <input type="checkbox"/> OTOO <input type="checkbox"/> OTOA <input type="checkbox"/> AT <input type="checkbox"/> ST <input type="checkbox"/> PT	
Tuesday				<input type="checkbox"/> TT <input type="checkbox"/> OTOO <input type="checkbox"/> OTOA <input type="checkbox"/> AT <input type="checkbox"/> ST <input type="checkbox"/> PT	
Wednesday				<input type="checkbox"/> TT <input type="checkbox"/> OTOO <input type="checkbox"/> OTOA <input type="checkbox"/> AT <input type="checkbox"/> ST <input type="checkbox"/> PT	
Thursday				<input type="checkbox"/> TT <input type="checkbox"/> OTOO <input type="checkbox"/> OTOA <input type="checkbox"/> AT <input type="checkbox"/> ST <input type="checkbox"/> PT	
Friday				<input type="checkbox"/> TT <input type="checkbox"/> OTOO <input type="checkbox"/> OTOA <input type="checkbox"/> AT <input type="checkbox"/> ST <input type="checkbox"/> PT	

APPENDIX I

Professionalism Rubric

Nobility	<i>Proficiency in this domain is characterized by a score of 9 or greater.</i>	Exemplary 5	Proficient 3	Unsatisfactory 1
	Appearance	Always neat, and groomed, always meets the standard of the district's' dress code	Mostly neat in appearance, mostly groomed, consistently meets the standard of the district' dress code	Rarely neat in appearance, rarely groomed, often violates the district's dress code.
	Ethical/ Moral Standards		Follows district code of Conduct and Confidentiality	Rarely follows district code of conduct and confidentiality
	Demeanor	Always confident, polite in interactions with	Mostly confident, polite in interactions with others	Overly/ Under confident, Rarely polite in interactions with others
	Total	15 14 13 12 11 10	9 8 7 6 5 4	3 2 1

Intellect	<i>Proficiency in this domain is characterized by a score of 9 or greater.</i>	Exemplary 5	Proficient 3	Unsatisfactory 1
	Competence	Exemplary attendance to planning sessions, and campus professional development, seeks independent learning opportunities	Regular attendance to planning sessions, and campus required professional development.	Irregular attendance to planning sessions, and campus required professional development.
	Communication Skills	Able to always produce effective verbally and written communication using polite, formal and concise language	Able to consistently produce effective verbally and written communication using polite, formal and concise language	Inconsistently produces effective verbally and written communication using polite, formal and concise language
	New Knowledge	Always applies new knowledge to the classroom setting	Consistently applies new knowledge in the classroom setting	Rarely applies new knowledge to the classroom setting
	Total	15 14 13 12 11 10	9 8 7 6 5 4	3 2 1

Self-Care	<i>Proficiency in this domain is characterized by a score of 6 or greater.</i>	Exemplary 5	Proficient 3	Unsatisfactory 1
	Self-Regulation	Always able to monitor and control one's behavior to stressful or demanding situations	Consistently able to monitor and control one's behavior to stressful or demanding situations	Rarely able to monitor and control one's behavior to stressful or demanding situations
	Self-Awareness	Always able to be reflective in one's practice. Independently seeks out feedback and able to clearly articulate areas of reinforcement and refinement.	Consistently able to be reflective in one's practice	Rarely able to be reflective in one's practice
	Total	10 9 8 7 6 5	4 3	2 1

Practice	<i>Proficiency in this domain is characterized by a score of 6 or greater.</i>	Exemplary 5	Proficient 3	Unsatisfactory 1
	Maintains Accurate Records	Always collects and analyzes student data, Always maintains attendance logs	Consistently collects and analyzes student data, Consistently maintains attendance logs	Rarely collects and analyzes student data. Rarely maintains attendance logs
	Demonstrates Effective Teaching	Consistently scores above 3 on observations, Always comes prepared to lead Pre and Post Conference	Consistently scores 3 on observations, consistently comes prepared to lead Pre and Post Conference	Consistently scores below 3 on observations ,rarely comes prepared to lead Pre and Post Conference
	Total	10 9 8 7 6 5	4 3	2 1

APPENDIX J

PRE-CONFERENCE DISCUSSION GUIDE

Pre-Conference Participants:

Date:

Time:

Step 1: Preparation

Preparation-expectations for pre-conferencing have been clearly established and communicated <i>as evidenced by</i> → TC bringing all of the following:	Prepared? ✓	Related notes to be taken during pre-conference – (May be referenced at subsequent post-conference as needed/applicable)
<ul style="list-style-type: none"> Completed lesson plan, utilizing required template 		
<ul style="list-style-type: none"> TAP rubric (<i>Hard copy or electronic</i>) 		
<ul style="list-style-type: none"> Assessment sample (Exemplar at the 'Meets' level) 		
<ul style="list-style-type: none"> Student achievement levels identified in writing (<i>Assessment scoring re: Below/Meets/Exceeds</i>) 		
<ul style="list-style-type: none"> Ability to articulate your most recent reinforcement and refinement areas (<i>PAs 2-4 only</i>) 		
<i>Additionally, TC may consider bringing the following:</i>		
<ul style="list-style-type: none"> Pre-written questions to ask Coordinator 		
<ul style="list-style-type: none"> Materials (<i>texts, manipulatives, web site, etc.</i>) being considered for use 		
<ul style="list-style-type: none"> DOK and/or Blooms reference (<i>Hard copy or electronic</i>) 		

Step 2: Standard, Objective & Sub-Objectives

Descriptor: (<i>Proficient</i>) Pre-Conference Step 2 includes all of the following: → Coordinator asks TC to,	Related notes to be taken during pre-conference – (May be referenced at subsequent post-conference as needed/applicable)
<ul style="list-style-type: none"> share standard being utilized for lesson (# & verbiage) 	
<ul style="list-style-type: none"> <u>explain</u> the standard being utilized for lesson (<i>re: content /skills</i>) 	

<ul style="list-style-type: none"> share objective(s) being utilized for lesson and Coordinator & TC analyze objective(s), specifically identifying: <ol style="list-style-type: none"> alignment of the objective's verb to that in the standard measurable K.U.D. (What will students Know, Understand, and/or be able to Do at the end of this lesson?) 	
<ul style="list-style-type: none"> share sub-objective being utilized for the lesson specifically identifying all of the following: <ol style="list-style-type: none"> Connections to prior learning/lessons Relevance to students' real-lives and/or the real world New, and/or review, content knowledge and skills (to include related-vocabulary) 	

Step 3: Assessment

Descriptors: <i>(Proficient)</i> Pre-Conference Step 2 includes all of the following: → Coordinator asks TC to,	Related notes to be taken during pre-conference – <i>(May be referenced at subsequent post-conference as needed/applicable)</i>
<ul style="list-style-type: none"> show exemplary assessment being utilized for lesson (<i>Hard copy or electronic completed @ 'meets' level</i>) 	
<ul style="list-style-type: none"> <u>explain</u> the alignment of assessment to objective (<i>With specific attention to verb(s)</i>) 	
<ul style="list-style-type: none"> explain the assessment's exceeds level (<i>*With careful attention re: the 'exceed' level being achievement beyond the standard vs. 'more correct' at the same level</i>) 	
<ul style="list-style-type: none"> explain how they will formatively assess (<i>i.e.: Check for understanding (CFU), throughout the lesson, prior to administering a final assessment</i>) 	
<ul style="list-style-type: none"> explain <u>how</u> and <u>why</u> they will differentiate assessment(s) 	

Step 4: Instructional Delivery

Descriptors: <i>(Proficient)</i> Pre-Conference Step 3 includes addressing ALL of the following: → Coordinator asks TC to,	Related notes to be taken during pre-conference – <i>(May be referenced at subsequent post-conference as needed/applicable)</i>

<ul style="list-style-type: none"> explain a recent TAP refinement area and actions they are taking to improve in this area (<i>Note: Refinement may be from previous PA, Mentor or, self-selected</i>) 	
<ul style="list-style-type: none"> to explain the lesson structure (sequence re: gradual release or, inquiry, 5 E's) while referencing: <ol style="list-style-type: none"> their lesson plan, the questions within the lesson plan template (<i>See here -></i>) the lesson's related materials (<i>i.e.: anchor chart, manipulatives, etc.</i>) how they plan to display improvement in their refinement area within this lesson 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> <u>rehearse</u> (<i>model</i>), their plan for this area of refinement within this lesson 	

Quick Reference!: Questions from LP template:

Opening:

- How will you activate student interest?
- How will you connect to past learning?
- How will you present the objective in an engaging and student-friendly way?
- How will you communicate its *importance* and make the content relevant to your students?

Teacher Will:

- How will you **model/explain/demonstrate** all knowledge/skills required of the objective?
- What types of **visuals** will you use?
- How will you **address misunderstandings** or common student **errors**?
- How will you **check for understanding**?
- How will you **explain and model** behavioral expectations?

Student Will:

- What will students be doing to **actively capture and process the new material**?
- How will students be **engaged**?

Co-Teaching Strategy

- Which **co-teaching approach** will you use to maximize student achievement?

Differentiation Strategy

- What **accommodations/modifications** will you include for specific students?
- Do you anticipate any students who will need an **additional challenge**?
- How can you **utilize grouping strategies**?

Closing/Student Reflection/Real-life connections:

How will students **summarize and state the significance** of what they learned?

APPENDIX K

STUDENT ACHIEVEMENT CHART (SAC)

Reminder: Bring all student assessments to your pre- and post-conference!

FAME Mastery Levels	Description of Student Work in each Mastery Category <i>(# Correct <u>AND</u> characteristics of work)</i>		
Exceeds	Description for 'Exceeds' the standard: # Correct: Student work to include: <ul style="list-style-type: none"> • • 		Post
		• <u>Number</u> of students:	
		• <u>Percent</u> of Total class:	
		• Student Names:	
Meets	Description for 'Meets' the standard: # Correct: Student work to include: <ul style="list-style-type: none"> • • 	• <u>Number</u> of students:	
		• <u>Percent</u> of Total class:	
		• Student Names:	
Approaches	Description for 'Approaches' the standard: # Correct: Student work to include: <ul style="list-style-type: none"> • • 	• <u>Number</u> of students:	
		• <u>Percent</u> of Total class:	
		• Student Names:	
Falls Far Below	Description for 'Falls Far Below' the standard: # Correct: Student work to include: <ul style="list-style-type: none"> • • 	<u>Number</u> of students:	
		• <u>Percent</u> of Total class:	
		• Student Names:	

APPENDIX L

Post-Conference Discussion Guide

Pre-Conference Participants:

Date:

Time:

Step 1: Conference Opening

<p>Descriptors: (Proficient)</p> <p>Within Step 1 of the post-conference, ALL of the following occur:</p>	<p>Coordinator's post conference planning: Coordinator may record pre-planned questions, observed evidences, etc.</p>	<p>Notes based on TC responses:</p>
<ul style="list-style-type: none"> Coordinator welcomes TC, establishes conference 'agenda' & purpose 	<p>(Script):</p>	
<ul style="list-style-type: none"> Coordinator asks TC to convey their: <ul style="list-style-type: none"> a. 'overall self-impressions' of their lesson, based on their experience and the viewing of their video, AND b. identified (+ &-) <i>impact</i> on the resultant student <u>achievement</u> outcomes 		
<p>Coordinator asks TC to share student achievement outcomes (# Students at each level AND percentages) and student work samples</p>		<p># Ss E: (%) # Ss M: (%) # Ss A: (%) # Ss FFB: (%)</p> <p>(Reference <u>weighted</u> S&O descriptor here re: 'evidence of MOST Ss mastering')</p>
<p>'Other' (*Differentiated by TC)</p>		

Step 2: Teacher Candidate identifies and justifies self-selected R+ & R-

<p>Descriptors: (Proficient)</p> <p>Within Step 2 of the post-conference, ALL of the following occur:</p>	<p>Descriptors: (Proficient)</p> <p>Within Step 2 of the post-conference, ALL of the following occur:</p>	<p>Descriptors: (Proficient)</p> <p>Within Step 2 of the post-conference, ALL of the following occur:</p>
<p>Coordinator asks TC to:</p> <ol style="list-style-type: none"> <u>identify</u> their self-selected (TAP) reinforcement indicator AND <u>justify</u> the selection with evidence(s) which are somewhat aligned to TAP descriptor verbiage 	<p>Coordinator asks TC to:</p> <ul style="list-style-type: none"> <u>identify</u> their self-selected (TAP) reinforcement indicator AND <u>justify</u> the selection with evidence(s) which are somewhat aligned to TAP descriptor verbiage 	<p>Coordinator asks TC to:</p> <ul style="list-style-type: none"> <u>identify</u> their self-selected (TAP) reinforcement indicator AND <u>justify</u> the selection with evidence(s) which are somewhat aligned to TAP descriptor verbiage
<p>Coordinator asks TC to:</p> <ol style="list-style-type: none"> <u>identify</u> their self-selected (TAP) refinement indicator AND <p><u>justify</u> the selection with evidence(s) which are somewhat aligned to TAP descriptor verbiage</p>	<p>Coordinator asks TC to:</p> <ol style="list-style-type: none"> <u>identify</u> their self-selected (TAP) refinement indicator AND <p><u>justify</u> the selection with evidence(s) which are somewhat aligned to TAP descriptor verbiage</p>	<p>Coordinator asks TC to:</p> <ol style="list-style-type: none"> <u>identify</u> their self-selected (TAP) refinement indicator AND <u>justify</u> the selection with evidence(s) which are somewhat aligned to TAP descriptor verbiage
<p>Descriptors: (Proficient)</p>	<p>Descriptors: (Proficient)</p>	<p>Descriptors: (Proficient)</p>

Within Step 2 of the post-conference, ALL of the following occur:	Within Step 2 of the post-conference, ALL of the following occur:	Within Step 2 of the post-conference, ALL of the following occur:
Coordinator asks TC to: identify their self-selected (TAP) reinforcement indicator AND justify the selection with evidence(s) which are somewhat aligned to TAP descriptor verbiage	Coordinator asks TC to: identify their self-selected (TAP) reinforcement indicator AND justify the selection with evidence(s) which are somewhat aligned to TAP descriptor verbiage	Coordinator asks TC to: 4. identify their self-selected (TAP) reinforcement indicator AND 5. justify the selection with evidence(s) which are somewhat aligned to TAP descriptor verbiage
Other (Differentiated by TC)		

Step 3: Instructional Coaching, Reinforcement Area

Descriptors: (Proficient)	Coordinator's post conference planning: (May include pre-planned questions, observed evidences, cut/pasted descriptors, etc.)	Notes based on TC responses:
Within Step 3 of the post-conference, ALL of the following occur:		
TC records notes re: reinforcement area and next-steps to sustain their performance level within this indicator (Hard copy or computer)	(*Provide reminder if needed-)	
Coordinator reveals <u>their</u> identified TAP indicator/area of reinforcement via (at coordinator's discretion): a. Direct revelation or, b. Questioning leading TC to the same-		
Coordinator verbally shares 3 (*minimum) recorded, observable evidence(s), <u>using explicit TAP-descriptor verbiage</u> , to substantiate the reinforcement area identified	1. 2. 3.	
Coordinator and TC (where possible) identify <i>explicit, actionable</i> next-steps for <u>sustaining</u> performance within this indicator		
Coordinator and TC (collaboratively) identify the manner in which <u>sustaining</u> these practices will positively impact a. student achievement <u>and</u> b. other TAP indicators	a. b.	
Other (Differentiated by TC)		

Step 4: Instructional Coaching, Refinement Area

Descriptors: (Proficient)	Coordinator's post conference planning: (May include pre-planned questions, observed evidences, cut/pasted descriptors, etc.)	responses:
Within Step 4 of the post-conference, ALL of the following occur:		
TC records notes re: refinement area and next-steps to sustain their performance level within this indicator (Hard copy or computer)	(*Provide reminder if needed-)	
Coordinator reveals <u>their</u> identified TAP indicator/area of refinement via (at facilitator's discretion): A. Direct revelation or, B. Questioning leading TC to the same-		
Coordinator verbally shares 3 (*minimum) recorded, observable evidence(s), <u>using explicit TAP-descriptor verbiage</u> , to substantiate the refinement area identified	1. 2. 3.	
Coordinator and TC (where possible) identify <i>explicit, actionable</i> next-steps for <u>improving/refining</u> performance within this indicator		
Coordinator and TC (collaboratively) identify the manner in which <u>improving/refining</u> these practices will positively impact a. student achievement <u>and</u> b. other TAP indicators	a. b.	
Descriptors:	Coordinator's post conference planning:	responses:

<i>(Proficient)</i>	<i>(May include pre-planned questions, observed evidences, cut/pasted descriptors, etc.)</i>	
Within Step 4 of the post-conference, ALL of the following occur:		
TC records notes re: refinement area and next-steps to sustain their performance level within this indicator (Hard copy or computer)	<i>(*Provide reminder if needed-)</i>	

Step 5: Closing

Descriptors: <i>(Proficient)</i>	Coordinator's post conference planning: <i>(May include pre-planned questions, observed evidences, cut/pasted descriptors, etc.)</i>	Notes based on TC responses:
Within Step 5 of the post-conference, ALL of the following occur:		
Coordinator asks TC to reiterate the (coordinator's) identified TAP indicator re: this lesson's area of reinforcement <u>and</u> the identified <i>actionable</i> next-steps for <u>sustaining</u> performance within this indicator		
Coordinator asks TC to reiterate the (coordinator's) identified TAP indicator re: this lesson's area of refinement <u>and</u> the identified <i>actionable</i> next- steps for <u>improving</u> performance within this indicator		
Coordinator & TC reveal their scoring for all indicators <i>(Where applicable only: TC shares their recorded evidence regarding any scores discrepant by 2 or more points-)</i>		
Coordinator & TC share 'Professionalism' scoring and related next-steps		
TC is offered the opportunity to pose any final questions or requests for support		

APPENDIX M

Absence Make-Up Form

Site Coordinator Name:		Date:
Teacher Candidate Name:		Teacher Candidate R Number:
Mentor Teacher Name:		Teacher Candidate Campus:
<p>I propose to make up all absences planned or unplanned on the following dates with Mentor Teacher and Site Coordinator approval (prior to date in which grades are due according to the UNT-Dallas academic calendar). I understand that failure to make up these absences according to the approved plan will result in a failing grade in student teaching.</p>		
Date of Absence	Followed Protocol for Absence Request (Yes/No)	Suggested Make-up Date
1.		
2.		
3.		
4.		
5.		
<p>Teacher Candidate Signature _____ Date: _____</p> <p><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</p> <p>Site Coordinator Signature _____ Date: _____</p> <p><u>Comments/Additional Notes:</u></p>		

If Absence Make-Up Plan is approved by the Site Coordinator, submit a copy to the Mentor Teacher. If plan is not approved by the Site Coordinator or the Teacher Candidate is unable to make-up the absences, Teacher Candidates should contact the Site Coordinator to arrange a meeting to discuss possible solutions, including a medical withdrawal.

APPENDIX N

CHECKLIST TO COMPLETE PROGRAM AND CERTIFICATION

To Complete Emerging Teacher Institute (ETI):

- _____ Successfully complete prescribed Education and Pedagogy courses on degree plan.
- _____ Successfully complete Clinical (Student) Teaching.
- _____ Have a final, minimum 2.75 cumulative (true) GPA overall, core and pedagogy.
- _____ Graduate with a Bachelor's degree.

To Be Eligible for Teacher Certification:

- _____ Successfully complete the Emerging Teacher Institute (ETI) including Clinical Teaching.
- _____ Complete a Bachelor's degree.

Must be officially conferred by Registrar's Office, which can take at least 4-6 weeks after the graduation ceremony.

Letter of intent – request from Certification Officer.

- _____ Pass appropriate state certification exams (TExES) for content AND pedagogy.

Most Districts require your supplemental exams for hire.

- _____ Submit fingerprinting application and fee once you have passed necessary exams.

If you have already been fingerprinted by a District, you should not have to apply again.

- _____ Submit certification application and fee to TEA once you have passed necessary exams.

**Email Certification Officer once application has been submitted.*

- _____ Pass Federal background check.
- _____ Receive recommendation from the UNT Dallas.
- _____ TEA grants teacher certification.

Posts to your TEA Account – no hard copy – may be viewed, attached or printed.

- _____ Renew every 5 years - Continuing Professional Education (CPE) – 150 clock hours

[http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Continuing_Professional_Education_\(CPE\)/Continuing_Professional_Education_Information/](http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Continuing_Professional_Education_(CPE)/Continuing_Professional_Education_Information/)

Adding additional certifications

Loan Forgiveness Programs (TEACH Grant)

APPENDIX O

UNT DALLAS CONTACTS

Dr. John Gasko
Dean, School of Education 972.338.1502 john.gasko@untdallas.edu

Christine Pruitt
Certification Officer 972.338.1346 christine.pruitt@untdallas.edu

Genell McClendon
Field Experience Coordinator 972.338.1364 genell.mcclendon@untdallas.edu
Tk20 Administrator

Khiandra Woods
Clinical Teaching Director 972.780.3038 Khiandra.woods@untdallas.edu

OTHER IMPORTANT CONTACTS

Bookstore 972.780.3652 untdallas@bkstr.com
Financial Aid 972.780.3662 financialaid@untdallas.edu
Registrar's Office 972.780.3664 registrar@untdallas.edu
Student Financial Services 972.780.3658 sfs@untdallas.edu
Student Affairs and Career Services 972.338.1775 studentaffairs@untdallas.edu

Texas Education Agency 512.463-9734 <http://tea.texas.gov/>