

Teacher Education Handbook

Baylor University School of Education

Revised – July 2023

Office of Professional Practice

<https://soe.baylor.edu/students/office-professional-practice-opp/handbook>

NOTE: Updated information will be included in the online version of the Teacher Education Handbook as it is received.

Professional Development Schools-General Information

Introduction

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

Professional education is learner centered in that the curriculum is based on meeting the needs of P-12 students in the schools. School-University partnerships help achieve the goals of both institutions by enhancing teacher preparation while focusing on improving student learning.

What are Professional Development Schools?

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

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

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

Professional development school partners work together over time, building relationships and commitment to their shared goals. They develop new strategies, roles, and relationships to support their work. Together, they move to institutionalize their partnerships so that it is supported and becomes a part of their institutions' expectations. At the most advanced stages of development, PDS partnerships influence policies and practices at the district, state, and national levels.

The Mission of the PDS Partnerships

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

The Core Functions of a PDS

1. Student learning
2. Preservice teacher education
3. Professional development
4. Research for the improvement of educational practice

PDS Partnership Campuses

Waco ISD

Fully-staffed PDS Campuses

Elementary Campuses

[Bell's Hill Elementary](#)

2100 Ross; (254) 754-4171

[Hillcrest PDS](#)

4225 Pine Avenue; (254) 772-4286

Middle School Campus

[Cesár Chavéz Middle School](#)

700 S. 15th Street; (254) 750-3736

Secondary Campus

[University High School](#)

3201 South New Road; (254) 756-1843

Midway ISD

Fully-staffed PDS Campuses

Elementary Campuses

[Castleman Creek Elementary](#)

755 South Hewitt Drive; (254) 761-5755

[Hewitt Elementary](#) (special focus on novice experience and special education)

900 Pantherway; (254) 761-5750

[Spring Valley Elementary](#)

610 Spring Valley Road; (254) 761-5710

Middle School Campus

[Midway Middle School](#)

800 Hewitt Drive; (254) 761-5680

Secondary Campus

[Midway High School](#)

8200 Mars Drive; (254) 761-5650

PDS Partner Districts

[Midway ISD](#)

[Robinson ISD](#)

[Waco ISD](#)

[La Vega ISD](#)

Program Information

Texas Education Agency (TEA)

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

BU Teacher Education Program Overview

Seven Principles

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

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

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

Benchmarks

Strand 1: Instructional Design

Benchmark 1: Learner Development

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

Benchmark 2: Content Knowledge

The preservice teacher understands the central concepts, methods of the discipline/content area, role of inquiry in each discipline, and the national and state standards used in the discipline he or she teaches and designs learning experiences that make these aspects of the discipline meaningful for students.

Benchmark 3: Assessment

The preservice teacher designs multiple methods of assessment to monitor student progress and engage learners in monitoring their own progress.

Benchmark 4: Planning for Instruction

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

Strand 2: Implementation of Instruction

Benchmark 5: Instructional Strategies

The preservice teacher implements varied instructional strategies that provide opportunities for all learners to develop deep understanding of content and interdisciplinary connections.

Benchmark 6: Assessment Monitoring and Adjustment

The preservice teacher implements multiple methods of assessment to formally and informally collect, analyze, and use student progress data to make needed lesson adjustments.

Strand 3: Learning Environment

Benchmark 7: Learning Environments

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

Strand 4: Professional Learning, Collaboration, and Communication

Benchmark 8: Collaboration, Communication, and Leadership

The preservice teacher seeks appropriate leadership roles and opportunities to collaborate with students, colleagues, other school professionals, parents, caregivers, and community members.

Benchmark 9: Professional Learning and Ethical Practice

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

Electronic Benchmark Self-Assessment (EBSA)

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

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

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

Following the 3-way conference and after completion of the final PPEF by the candidate's supervisor, the candidate's supervisor will assess the EBSA. This assessment will be based on the candidate's abilities to reflect deeply and professionally regarding their self-determined progress toward mastery of each benchmark and to document those reflections in a narrative format. The EBSA score will represent 10% of the candidate's final course grade each Teaching Associate.

The EBSA form in Tk20 will include all benchmarks listed for Teaching Associates and Interns, yet the directions on the form will include the following benchmark specifications:

- **Interns** will complete five benchmarks of their choice the first semester and the other 4 benchmarks the 2nd semester. One semester Interns will complete all nine benchmarks.
- **Teaching Associates**
 - Elementary Teaching Associates will complete benchmarks 1, 2, 4, 5, and 7 each semester.
 - All-Level Special Education Teaching Associates will complete benchmarks 1, 2, 4, 5, and 7 each semester.
 - Middle and Secondary Teaching Associates will complete benchmarks 1, 2, 4, 5, 6, and 7.

CANDIDATE ADMISSION and Entry to TEACHING ASSOCIATE level (end of Novice Experiences/Sophomore year)					
When decision occurs	Elements	Criteria	Decision Makers Data Flow	Communicated to Candidates	Outcomes
Semester candidate completes TED 3380 and 3180 or EDP 23xx Or acceptance into the Master of Arts in Teaching (MAT) Program	GPA (overall)	2.75	Review of candidate records by Academic Advising, Office of Professional Practice, and *SPED Coordinator	Correspondence from Advising Office or meeting at time of advisement	Unconditional Acceptance with permission to enroll in first semester of Teaching Associate courses. Conditional Acceptance with a growth plan outlining conditions for permission to enroll in first semester of Teaching Associate courses.
	GPA (Major)	2.75*			
	Course completion	TED 1312, TED 3380 and 3180, EDP 2350, or EDP 2360* 12 credit hours in all content areas except Mathematics, Science, Life Science, or Physical Science which requires 15 credit hours			
	Junior status	60 credit hours			
	Novice Skills & Aptitude Screening Instrument	Satisfactory evaluation by TED 1312, TED 3380, EDP 2350, EDP 2360, and/or other courses as needed by the Teacher of Record at the conclusion of said courses	Review of completed evaluations by certificate team committee	Email from Office of Professional Practice for those with unconditional acceptance. Email from Office of Professional Practice for those requiring additional interaction with Certificate Coordinator.	Declined Acceptance with communication to contact the Certificate Coordinator regarding the appeal process.
Online application and required documents submitted to the Office of Professional Practice	Completed by last day of semester	From Office of Professional Practice to Certificate Coordinators via a spreadsheet containing all above-detailed grade, course completion, and aptitude evaluation data			

<i>Exceptions:</i>		<i>1. The dual certificate GT/Elementary candidates will not take TED 1312 and will enter the sequence during their sophomore year. 2. The education minor candidate will not take TED 1312 and will enter their sequence during their sophomore year.</i>			
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Continuation to second semester TEACHING ASSOCIATE level (end of first semester of Teaching Associate Experience/Junior Year)

When decision occurs	Elements	Criteria	Decision Makers Data Flow	Communicated to Candidates	Outcomes
Semester candidate completes first semester of Teaching Associate field experience course(s)	GPA (overall)	2.75	Review of candidate records by Academic Advising & Office of Professional Practice	Correspondence from Advising Office or meeting at time of advisement	Unconditional continuation with permission to enroll in second semester Teaching Associate Courses. Conditional continuation with a growth plan outlining conditions for permission to enroll in second semester Teaching Associate courses. Declined continuation with communication to contact the Certificate Coordinator regarding the appeal process.
	GPA (Major)	2.75			
	First semester	Elementary and SPED candidates must earn at least a "B"			
	Teaching Associate field experience courses	(3.0) in each first semester Teaching Associate field experience courses. Middle grades candidates must earn at least a "B" (3.0) in their field experience course to progress to the clinical experience in TED 3370. Secondary candidates must earn at least a "B" (3.0) in both their content methods course and TED 3342 to continue to the Teaching Associate field experience course.			

Entry to INTERN level (end of Teaching Associate Experience/Junior Year)					
When decision occurs	Elements	Criteria	Decision Makers Data Flow	Communicated to Candidates	Outcomes
Semester candidate completes all Teaching Associate field experience courses	GPA (Overall)	2.75	Review of candidate records by Academic Advising & Office of Professional Practice	Correspondence from Advising Office; or meeting at time of advisement	Unconditional Acceptance with Intern clinical experience course(s)
	GPA (Major)	2.75			
	Teaching Associate Field Experience Courses	Candidates must earn at least a "B" (3.0) each semester in each Teaching Associate field experience course			
	Course completion	TED 1312, TED 23x0, TED 36X0, 36X1, 3335, 3336, 3342, 3362, 3370, 3383, 3385, 3387, 3390, 3396, 3398, 4336, EDP 3650, 3660, or 3362, & 3379 courses 18 credit hours in content area for middle and secondary ed candidates	From Office of Professional Practice to TED 36X0, 36X1, 3335, 3336, 3342, 3362, 3370, 3383, 3385, 3387, 3390, 3396, 3398, 4336 EDP 3660, 3362, & 3379	Conditional Acceptance with a growth plan outlining conditions for permission to enroll in Intern clinical experience course(s) Declined Acceptance with communication to contact the Certificate Coordinator regarding the appeal process.	
Professional Practice Evaluation Form (PPEF)	Candidates must have an average of 2 on the PPEF to enter Internship.	Review of records in TK20 by OPP communicated to certificate coordinator.	Certificate Coordinator		
	TExES testing	Candidates must successfully complete the PPR and Content Diagnostic Representative TExES tests and pass all official TExES tests to advance to Internship, as documented by the posting of results by the testing company prior to the date of Intern Orientation.	Review of candidate records by Associate Director of Assessment and PD to Certificate Coordinators	Correspondence from Associate Director of Assessment and PD	

Exceptions:		Certificate programs may have different "course completion" requirements as determined by approval of the certificate teams and the teacher education faculty. The dual certificate GT candidates will take EDP 3326, EDP 3324 and TED 2350.			
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Continuation to second semester Intern level (end of first semester Intern experience/Sr Year)					
When decision occurs	Elements	Criteria	Decision Makers Data Flow	Communicated to Candidates	Outcomes
Semester the candidate completes first semester Intern clinical experience course(s)	GPA (Overall)	2.75	Review of candidate records by Degree Plans, Advising, & Professional Practice	Correspondence from Advising Office; or meeting at time of advisement	<p>Unconditional continuation with permission to enroll in second semester Intern clinical experience courses.</p> <p>Conditional continuation with a growth plan outline conditions for permission to enroll in second semester Intern clinical experience courses.</p> <p>Declined continuation with communication to contact certificate coordinator regarding the appeal process.</p>
	GPA (Major)	2.75			
	First Semester Internship clinical experience course(s)	Candidates must earn at least a "B" (3.0) in all first semester Intern clinical experience courses to proceed to the second semester.			

Entry to INDUCTION level Graduation, and Recommendation for Certification (end of Internship/Senior Year)

Semester the candidate completes 2 nd semester Intern clinical experience course(s)	Course and degree completion	Completion of all degree coursework	Review of candidate records by Degree Plans, Advising, & Professional Practice	Correspondence from Advising Office; or meeting at time of advisement	Unconditional recommendation for graduation and Texas Initial Teacher Certification for successful completion of all degree, testing, and growth plan conditions
	TEGES testing	Candidates must graduate and pass all official TExES exams in order to be recommended for certification.	Review of candidate records by Associate Director of Assessment and Professional Development to Associate Director of Certification and Accountability and Certificate Coordinator	Correspondence from Associate Director of Certification and Program Accountability	Recommendation for graduation for successful completion of all degree plan requirements without recommendation for Texas Initial Teacher Certification for failure to meet all testing and/or all growth plan conditions
	Growth Plan	<i>Candidates must successfully attain all Growth Plan conditions.</i>	Intern Supervisor, Certificate Coordinator, and Associate Director of Certification and Accountability.	Correspondence from Certificate Coordinator	Recommendation for certification declined until all TExES testing requirements are met. Recommendation for certification declined with communication to contact certificate coordinator regarding the appeal process for failure to successfully attain all growth plan conditions.

Complaint Policy

The Baylor University School of Education (BUSOE) provides a process for students, employees, former employees, cooperating teachers, mentors, and administrators of cooperating schools and districts who have complaints or grievances against the BUSOE.* <https://www.baylor.edu/soe/index.php?id=953375>

An informal resolution process is encouraged by suggesting that concerns be expressed as soon as possible with the appropriate BUSOE employee who has the authority to address the concern. If an informal resolution is not appropriate or not successful in resolving the complaint, a formal process may be initiated.

The process and timeline are provided at <https://www.baylor.edu/soe/index.php?id=953375> under "POLICY FOR COMPLAINTS PERTAINING TO THE BAYLOR UNIVERSITY SCHOOL OF EDUCATION."

The form for the formal complaint process is provided via Qualtrics and is here: [SOE Complaint/Grievance Reporting Form](#)

Information regarding the process for contacting the Texas Education Agency, should the formal complaint process fail to resolve the matter, is listed at the bottom of this page. If you have any questions or concerns about this policy and process, please contact Dr. Suzanne Nesmith, Associate Dean of Undergraduate Education: Suzanne.Nesmith@baylor.edu

*Please note that the SOE complaint process does not address complaints alleging or concerning: (1) discrimination or harassment based on race, color, gender, national origin, or disability, as well as retaliation related thereto; and (2) identification, evaluation, educational placement, or discipline of a student with a disability. Complaints of these types shall be redirected to [Civil Rights Reports](#) and [Accommodating Students with Disabilities - Office of Access and Learning Accommodation](#).

Office of Professional Practice (MMSCI Building)

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

Director of Clinical Experiences and School-Based Partnerships
Dr. Kylah Clark-Goff, Kylah_Clark@baylor.edu (254) 710-6171 (MMSCI 275)

Associate Director of Certification and Program Accountability: Sandra Parnell
Sandra_Parnell@baylor.edu (254) 710-6153 (MMSCI 274)

Associate Director of Assessments and Professional Development: Lisa Osborne,
Lisa_Osborne@baylor.edu (254) 710-3190 (MMSCI 273)

Military Service Members, Military Spouses, and Military Veterans

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

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

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

Applying to the Teacher Education Program

Students wishing to seek initial teacher certification must:

- Complete the online application at <https://www1.baylor.edu/tca/>
- Complete, sign, and submit the following documents to the Office of Professional Practice, Marrs McLean Science (MMSCI) Room 274. These documents are attached to the online application:
 - Consent for Use of Confidential Information
 - Code of Ethics and Standard Practice for Texas Educators
 - FERPA Consent to Release Educational Records and Information
 - Baylor University Exit Policy
- Once application is made, a review of requirements for admission to the program will be conducted. This information along with feedback from faculty will be used to determine if applicants are accepted, conditionally accepted, or declined admission into the teacher education program. Academic Requirements to be admitted include:
 - 2.75 Overall and Major GPA.
 - Successful completion of 12 hours in the content area in which certification is being sought. Candidates in Mathematics (4-8 or 7-12), Life Science (7-12), Physical Science (6-12), or Science (4-8 or 7-12) must have successfully completed 15 hours in their content area.
 - Recommendation from Baylor program faculty.

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

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

Questions regarding the application process should be addressed to [Sandra Parnell@baylor.edu](mailto:Sandra_Parnell@baylor.edu), 254-710-6153, MMSCI 274.

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

Due Process

Should you wish to appeal this decision you may do so in writing to Dr. Wes Null, Vice Provost for Undergraduate Education, One Bear Place #97014, Waco, TX 76798-7014. You may also contact his office at (254) 710-6120 or via email at Wesley_Null@baylor.edu.

TEExES Exams

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

Qualifying to take an Official TEExES Exam

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

- **In order for candidates to qualify to take an official TEExES exam, candidates must pass the appropriate diagnostic representative test(s) the PPR and content area test(s) (including the Science of Teaching Reading, STR, for EC-6 Core Subjects and 4-8 ELAR) with an overall score of 80% with an exception for elementary candidates. Elementary candidates are required to score 80% on each domain area for the Core Subjects EC-6 content diagnostic representative.**
- A candidate who does not achieve the level required to qualify for an official TEExES exam must attend an appropriate review session prior to re-taking the diagnostic representative test. The Office of Professional Practice must have documentation of the candidate's attendance at an approved appropriate review session.
- **Candidates must successfully complete the official PPR and Content Diagnostic Representative TEExES tests (including the Science of Teaching Reading, STR, for EC-6 Core Subjects and 4-8 ELAR) and pass all official tests to advance to Internship, as documented by the posting of results by the testing company prior to the date of Intern Orientation.**
- Supplemental GT and ESL diagnostic representative and official testing will take place during the first semester of Internship. All official supplemental TEExES exams must be completed by the posting of results by the testing company prior to the date of the second semester of Internship.

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

Candidates register for an official TEExES exam according to the policies and procedures described on the NES Pearson website ([TEExES Exam Registration](#)) and must obtain approval from the Office of Professional Practice (MMSCI 273) prior to registering.

TE_xES Testing Policy (effective Fall 2022)

Candidates must successfully complete the PPR and Content Diagnostic Representative TE_xES tests and pass all official TE_xES tests to advance to Internship, as documented by the posting of results by the testing company prior to the date of Intern Orientation.

Limitation on TE_xES Exam Registrations

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

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

For questions about registering for an official TE_xES test review instructions can be found on Canvas or contact Lisa_Osborne@baylor.edu in MMSCI 273 (254-710- 3190).

Criminal History Evaluations

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

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

https://tea.texas.gov/Texas_Educators/Certification/Fingerprinting/

Preliminary Evaluation of Certification Eligibility

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

For more information about the Preliminary Criminal History Evaluation, go to the link:

<https://tea.texas.gov/texas-educators/investigations/preliminary-criminal-history-evaluation-faqs>

Teacher Certification

The School of Education is responsible for helping Baylor University candidates obtain the appropriate certification from the State of Texas. After completing all program, degree (including graduation and Internship/Clinical Teaching), and state testing requirements, candidates may apply for certification via the Texas Education Agency website (<http://tea.texas.gov>). For questions regarding certification please contact Sandra Parnell at Sandra_Parnell@baylor.edu, 254-710-6153, or come by MMSCI 274.

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

To be recommended for educator certification a candidate must:

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

For questions regarding certification please contact Sandra Parnell at Sandra_Parnell@baylor.edu, 254-710-6153, or come by MMSCI 274.

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

Certificate/Program Coordinators

Elementary	Mrs. Gae Connally
Middle School	Dr. Rachelle Rogers
Secondary	Dr. Neil Shanks
Special Education EC-12	Dr. Tonya Davis
Physical Education EC-12	Dr. Margaret Wooddy
Music EC-12	Dr. Michele Henry
Deaf and Hard of Hearing EC-12	Mrs. Lori Wrzesinski

Supplemental/Dual Certificate Program Coordinators

ESL	Dr. Tracey Jones
Gifted and Talented	Dr. Jenny Robins

Baylor University 2023-2024 Teaching Associate Calendar

[https://soe.baylor.edu/sites/g/files/ecbvkj1901/files/2023-10/ta_calendar_2023 - 2024.pdf](https://soe.baylor.edu/sites/g/files/ecbvkj1901/files/2023-10/ta_calendar_2023_-_2024.pdf)

Baylor University 2023-2024 Intern Calendar

https://soe.baylor.edu/sites/g/files/ecbvkj1901/files/2023-10/2023_2024_intern_calendar.pdf

Baylor University 2023-2024 La Vega Intern Calendar

https://soe.baylor.edu/sites/g/files/ecbvkj1901/files/2023-10/2023_2024_intern_calendar_-_la_vega_isd.pdf

Code of Ethics and Standard Practices for Texas Educators

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

Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

- (A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.
- (B) Standard 1.2. The educator shall not intentionally, knowingly, or recklessly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
- (C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
- (D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.
- (E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or that are used to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
- (F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.
- (G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.
- (H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
- (I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
- (J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.
- (K) Standard 1.11. The educator shall not intentionally, knowingly, or recklessly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.
- (L) Standard 1.12. The educator shall refrain from the illegal use, abuse, or distribution of controlled substances, prescription drugs, and toxic inhalants.
- (M) Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.

- (A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
- (B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.
- (C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.
- (D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.
- (E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.
- (F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
- (G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under

this chapter.

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

(3) Ethical Conduct Toward Students.

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

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

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

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

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

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

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

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

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

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

(ii) the subject matter of the communication;

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

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

(v) whether the communication was sexually explicit; and

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

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

Baylor University Equity, Civil Rights, and Title IX

Civil Rights Policy and Sexual and Interpersonal Misconduct Policy

Baylor University does not tolerate unlawful harassment or discrimination on the basis of sex, gender, race, color, disability, national origin, ancestry, age (over 40), citizenship, genetic information or the refusal to submit to a genetic test, past, current, or prospective service in the uniformed services, or any other characteristic protected under applicable federal, Texas, or local law (collectively referred to as Protected Characteristics).

If you or someone you know would like help related to an experience involving:

1. Sexual or gender-based harassment, sexual assault, sexual exploitation, stalking, intimate partner violence, or retaliation for reporting one of these types of prohibited conduct, please visit www.baylor.edu/titleix, or contact us at (254) 710-8454, or TitleIX_Coordinator@baylor.edu.
2. Harassment (excluding those issues listed in #1) or discrimination based on Protected Characteristics, please visit www.baylor.edu/civilrights, or contact us at (254) 710-8454 or Civil_Rights@baylor.edu.

The Equity, Civil Rights, and Title IX Office understands the sensitive nature of these situations and can provide information about available on- and off-campus resources, such as counseling and psychological services, medical treatment, academic support, university housing, and other forms of assistance that may be available. Staff members at the office can also explain your rights and procedural options. You will not be required to share your experience. **If you or someone you know feels unsafe or may be in imminent danger, please call the Baylor Police Department (254-710-2222) or Waco Police Department (9-1-1) immediately.**

Except for Confidential Resources, all University Employees are designated Responsible Employees and thereby mandatory reporters of potential sexual and interpersonal misconduct violations. Confidential Resources who do not have to report include those working in the Counseling Center, Health Center and the University Chaplain, Dr. Burt Burleson.

General Candidate Guidelines

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

1. Cell phones must be turned off while candidates are in the classrooms or attending meetings related to educational experiences.
2. Candidates should exercise extreme caution against becoming too familiar with students. It is not appropriate to date students within the district to which the Intern is assigned.
3. All social media guidelines should be followed according to district policy and Code of Ethics and Standard Practices for Texas Educators.
4. Teacher education candidates from Baylor University cannot assume responsibility for students if the assigned Clinical Instructor or Mentor Teacher is absent from the building or unavailable to supervise the candidate. A district-approved substitute must assume responsibility for the students. In the event that no district approved substitute is assigned to the classroom with the candidate, the candidate should remain on campus and contact his/her Professor of Record immediately. If the candidate is unable to reach the Professor of Record, he/she should immediately contact the Office of Professional Practice at 254-710-6171 or 254-710-6153.
5. Inappropriate conduct with sexual overtones is considered discrimination on the basis of gender can constitute unlawful discrimination in the terms, conditions, and privileges of education or employment. Such conduct is not tolerated by Baylor University or the school districts and may violate federal and state law. Inappropriate conduct with sexual overtones is defined by Baylor Policy on Civil Rights, BU-PP028, and additional district information on sexual harassment may be found on the following district websites: Waco ISD <https://www.wacoisd.org/Page/8832>, Midway ISD <https://www.midwayisd.org/legal-notice-required-postings>, Robinson ISD <https://www.risdweb.org/page/safety-and-security>, and La Vega ISD <https://pol.tasb.org/PolicyOnline/PolicyDetails?key=861&code=GKE#legalTabContent>. Actions that may constitute inappropriate conduct with sexual overtones should immediately contact the 1) Director of Clinical Experience and School Based Partnerships and 2) Campus Principal. Any individual receiving information about a suspected incident of inappropriate conduct with sexual overtones involving teacher education candidates and school district personnel must report in a timely manner to the following individuals: 1) Director of Clinical Experience and School Based Partnerships and 2) Campus Principal. Failure to report a suspected incident of inappropriate conduct with sexual overtones may violate federal and state law.
6. For any situation where a candidate has cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect, the candidate should immediately contact the Director of Clinical Experiences and School-Based Partnerships to provide guidance and support and assure that all appropriate required steps are being followed.
7. Baylor candidates will follow the Baylor calendar regarding holidays.
8. Baylor candidates may not administer corporal punishment to discipline a child (H.B. 383 Section 151.01(e) of the Family Code states that only a parent or grandparent, a stepparent, or a guardian may use corporal punishment for the reasonable discipline of a child. Under no circumstances may an Intern or Teaching Associate administer corporal punishment.)

Attendance Policy for Teaching Associate & Intern Field and Clinical Experiences

Absences

- A maximum of three appropriately documented* absences per semester will be allowed without grade penalty. Such absences will not be required to be made up.

* In order for an absence to be considered **appropriately documented**, the following must occur:

- No later than prior to the start of the school day, the Baylor candidate notifies both the Clinical Instructor/Mentor Teacher and the Professor of Record (University Liaison, Site Coordinator, Intern Supervisor and/or content faculty) when they are going to be absent; extenuating circumstances regarding this timeline may be considered on a case-by-case basis.
 - Within a week (7 days) of the absence, the Baylor candidate submits the Tk20 absence form and includes an indication of the reason for the absence (e.g., personal day, illness, absence due to COVID, etc.). Except for COVID-related absences, you are not expected to indicate any specifics regarding the reason for your absence.
- All absences beyond the maximum allowed **OR** those not appropriately documented* must be made up. Moreover, each absence after the 3-day absence maximum will result in a one-letter interval grade reduction (i.e., A to A-, A- to B+, B+ to B, etc.).
 - The certificate team that includes the University Liaison/Intern Supervisor/content faculty member will review absences beyond the maximum allowed that are due to extenuating circumstances (e.g., severe illness or injury to the TA or Intern; severe illness, injury, or death of an immediate family member, etc.) on a case-by-case basis. To be considered, the Baylor candidate must appropriately document the absence(s) and provide documentation of having received treatment from a medical professional (e.g., note from attending physician, receipt from medical professional/facility, filled prescription, etc.) or other appropriate documentation directly related to the reason for the absence(s). During the review, the certificate team will determine how the missed days will be made up and if the circumstance does or does not warrant a grade penalty.
 - During the second/last semester of the Internship, candidates may request up to two additional days for employment or graduate school interviews. These days must be requested in writing, approved by the Intern Supervisor, and communicated to your Mentor Teacher at least two school days prior to the absence. Every effort should be made by the candidate to notify the Intern Supervisor of absences for interviews as soon as the interview is scheduled.
 - Absences due to official university events will be coordinated by Dr. Kylah Clark-Goff, Director of Clinical Experiences and School Based Partnerships, and the certificate team.
 - Absences that result from the candidate being asked to return home to change inappropriate dress attire will count toward the three absences maximum allowance.

Tardies

- A tardy is defined as arrival to any event (e.g., class, TExES diagnostic representative testing, field experience), 5 or more minutes after the start of the event.
- Three tardies will result in the lowering of the semester grade by one-half letter (e.g., A to A-, A- to B+, B+ to B).

Attendance policy is in effect for all events related to the teaching associate or internship experience, including, but not limited to field experiences, classes, TExES diagnostic representative testing and review sessions, group seminars, and orientation sessions.

**Additional policies and procedures regarding absences and tardies may be included in course syllabi and must be followed.

Inclement Weather/School Closures Protocol

In case of inclement weather/school closures follow Baylor notifications. If there are school or district closes follow the district notice. Also, the Director of Clinical Experiences and School Based Partnerships will email all Interns and Teaching Associates as a follow-up to all closures.

Professional Conduct

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

- Dressing in an appropriate and professional manner that adheres to campus/district dress codes as well as specific guidelines of the Baylor School of Education including:
 - Undergarments must be covered at all times. This includes bralettes.
 - Pierced earrings may be worn on the ears only. All other body piercing jewelry is prohibited.
 - Candidates must cover tattoos in accordance with school district guidelines.*
- complying with absence policy as outlined in this Handbook and in the course syllabus;
- being prepared to fulfill responsibilities as assigned, requested, and implied;
- treating all students, school and university personnel, and parents with respect;
- being familiar with and following all campus and district policies;
- attending all relevant meetings; and,
- maintaining a positive and professional demeanor.

*Candidates sent home due to dress code violations will be expected to change clothing to meet dress code requirements and return to their assigned campus **immediately**; a one half day absence will be assessed.

General Expectations

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

- are encouraged to attend or assist with campus extra/co-curricular activities.
- are to plan and schedule observations as needed each semester.
- must complete assigned work on time in accordance with assignment expectations.

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

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

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

Reporting Dates for Interns

Interns will report to their assigned PDS or Partner campus based on the campus and district to which they are assigned.

Baylor University Exit Policy for Dismissal of Candidates from the Educator Preparation Program

The policy may be accessed at <https://www.baylor.edu/soe/doc.php/397352.pdf>

Components of the Intern Experience

Observing

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

Assisting

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

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

Co-teaching

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

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

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

Teaching

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

Lead Teach*

A gradual build-up of teaching responsibility transitions the Intern to the lead teaching responsibility. This means that for five weeks during the first semester of the Internship and four weeks during the second semester of the Internship the Intern has the full responsibility of leading the planning for and teaching the whole school day as if they were the regular classroom teacher. One semester Interns have the full responsibility of leading the planning for and teaching the whole school day as if they were the regular classroom teacher for five weeks. Co-teaching with the Mentor is a viable option for the Intern during the lead teaching experience; however, the Intern should totally lead the planning and implementation of the lessons. The Intern will assume all other responsibilities that the teacher has during this time. Upon completion of the lead-teaching assignment, all Interns will be expected to continue teaching, co-teaching, and assisting in their assigned classrooms. Candidates are expected to continue to teach at least half the day (three class periods at high school) after the lead teaching period.

* Please note: If an Intern is:

- Seeking the Dual GT/EC-6 certificate they will follow the requirements on page 30; or
- Participating in a teaching abroad or private school experience during the fall semester, he/she may work with the Intern Supervisor and Mentor Teacher to arrange the lead teaching schedule so that he/she completes four weeks of lead teaching during the fall semester and four weeks of lead teaching during the spring semester.

STAAR

Teaching Associates and Interns will be informed of their responsibilities on these dates by either their University Liaison (for Teaching Associates) or their Intern Supervisor.

Intern Seminars

1. The Intern is required to attend a regularly scheduled two-hour seminar each week. Seminar content will address PPR topics, campus-specific topics, and other topics as needed.
2. All Interns will participate in common seminars scheduled by the Office of Professional Practice and/or the Baylor Career Center. Dates and topics for these common seminars are included in the Intern calendar.
3. Interns seeking GT certification will attend weekly seminars facilitated by their assigned Intern Supervisors who will be faculty certified in both EC-6 Core Subjects and GT education.
4. BU faculty who coordinates EC-12 PE, Special Education, ESL, or GT certificates will communicate schedules of seminars and special events before the semester begins with the University Liaisons and the Site Coordinators on the Interns' assigned to PDS campuses. Throughout the year, any changes in this schedule will be communicated in a timely manner.

Supplemental/Dual Certificate Requirements

Dual GT/EC-6 Certification

GT interns will be placed with GT-certified Mentor Teachers who have identified GT students in their classroom. They will teach GT students and non-identified students during their intern experience.

Elementary candidates pursuing a GT/EC-6 dual certificate will teach both identified GT students and non-identified students during their TA experience.

TA Expectations

1. TAs will teach 3-4 hours/week distributed over 3-4 days/week for a minimum of 10 weeks/semester.
2. TAs will have consistent contact with one or more groups of students. The groups will contain GT and/or academically advanced students.
3. Regularly scheduled seminars will be held with a dually certified faculty member. The length of time for the seminar will be decided by the dual certificate team.
4. Feedback from university faculty and CIs will be included in the TA time in schools.
5. Planning time with university faculty and CIs will be included in the TA time in schools.
6. TAs will take the diagnostic representative PPR and STR (Science of Teaching Reading) during the fall semester and the diagnostic representative EC-6 Core Subjects TExES tests during spring semester.

Special Education EC-12

TA Expectations

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

English as a Second Language (ESL)

Interns who are seeking the English as a Second Language supplemental certification will work with ESL students on their assigned campus. They will have the opportunity to collaborate with ESL certified teachers as much as possible.

ESL Supplemental Intern Requirements

1. Attend an ESL seminar at the beginning of the first semester of the Intern year.
2. Take and pass the ESL diagnostic representative exam. (See schedule from OPP)
3. Take and pass the official ESL Supplemental TExES (154) before you **begin** the **second** semester of the Intern year.*

Note: Both the PPR and Content TExES for your initial certification must be passed before taking the official ESL Supplemental TExES (154).

*ESL Supplemental Certification Program Director, Dr. Tracey Jones, is available for consultation, review of teaching videos, or observations. Tracey_R_Jones@baylor.edu or 254-710-6224.

Observations of Interns

1. Formal observations* will be conducted each semester by the Intern Supervisor and recorded electronically in Tk20 on the Candidate Visitation Report. Texas Administrative Code (TAC 228.35(g)) requires:
 - an individualized pre-observation conference with the candidate prior to each formal observation;
 - that each formal observation must be a minimum of 45 minutes in duration;
 - that instructional practices observed must be documented;
 - written feedback through an interactive post-conference with the candidate that must be provided within 72 hours; and,
 - that a copy of the written feedback must be provided to the candidate's Mentor Teacher in Tk20 within 72 hours.
2. Final conferences will be documented on the Professional Practice Evaluation Form. These forms will be submitted electronically in Tk20 by established deadlines.
3. PDS team members will make frequent informal observations. The observer will provide immediate feedback to the Intern.

Observations of Teaching Associates

1. A minimum of two observations will be conducted each semester on the candidate visitation report. These observations are to be done by the Resident Faculty, Clinical Instructor, University Liaison, and/or Site Coordinator.
 - One observation must be a formal observation
 - One observation may be an informal observation
 - These forms will be submitted in Tk20 by the end of each semester.
2. An end-of-semester conference must be held and documented using the Professional Practice Evaluation Form. These forms will be completed in Tk20 by the end of each semester.
3. The Teaching Associate is responsible for the Class Background Study each semester in Tk20. The Professor of Record will determine due date.

**What constitutes a formal observation?*

- ✓ Includes a pre-observation conference documented on the Candidate Visitation Form
- ✓ includes feedback (opportunity for verbal dialogue between observer and candidate within 72 hours of observation)
- ✓ Produces written documentation
- ✓ Covers ENTIRE lesson (from beginning to end of activity for which candidate is responsible, at least 45 minutes)
- ✓ Relates to course grade

Intern Grade Components

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

1. The Intern's performance on all benchmarks and identified characteristics as documented in weekly formal or informal assessments (checklists, ratings, rubrics, etc.).
2. The Intern's ability to modify instruction based on continuous assessment of student progress. Each campus may develop and/or select rubrics/checklists and use these instruments to monitor student progress.
3. The Intern's ability to monitor student engagement in the learning task. Each campus may develop and/or select rubrics/checklists and use these instruments to monitor student engagement.
4. The Intern's performance in the classroom as documented in feedback provided by PDS/Partner School faculty during formal and informal observations.
5. The Intern's professionalism as defined by district/campus policies, as expressed in program benchmarks, and as agreed to in the Intern commitment form in Tk20.

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

Responsibility for Intern Grades

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

PDS/Partner School Responsibilities

PDS/Partner School Principal Responsibilities

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

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

Clinical Instructor Responsibilities

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

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

Mentor Teacher Responsibilities

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

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

Resident Faculty Responsibilities

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

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

University Liaison Responsibilities (Elementary & Middle School)

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

1. Maintain high level of communication between the University and PDS.
2. In collaboration with Site Coordinator, provide recommendations about candidate placements to Office of Professional Practice (OPP).
3. Provide orientation, with Site Coordinator, for Clinical Instructors and Teaching Associates.
4. Assume collaborative responsibility, with Site Coordinator, Resident Faculty, and Clinical Instructor, for supervision of Teaching Associates.
5. Conference with Teaching Associates and Clinical Instructors.
6. Observe Teaching Associates informally on a regular basis and formally, as needed by the PDS team.
7. Schedule and participate in midterm and summative evaluations with Clinical Instructor, Site Coordinator, Resident Faculty, and Teaching Associates.
8. Communicate continuously with the Clinical Instructor about the Teaching Associates' schedules and responsibilities.
9. Determine Teaching Associate's final grade with input from Clinical Instructor, Site Coordinator, and Resident Faculty.
10. Co-chair, with Site Coordinator, the monthly campus PDS Steering Committee meeting.
11. Monitor resources required at the PDS.

12. Inform the Campus Decision Making Council of PDS activities monthly.
13. Schedule, with Site Coordinator, all field-based experiences at the PDS, including experiences for Novice groups.
14. Coordinate the assessment of the effectiveness of the PDS experience on the assigned campus.
15. Attend Professional Education Faculty (PEF) meetings and campus faculty meetings as needed.
16. Attend PDS Coordinating Council meetings.
17. Monitor adherence to the PDS Standards during partnership experiences.

University Liaison Responsibilities (Secondary)

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

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

Site Coordinator Responsibilities (Elementary)

Candidate development is a shared responsibility of all PDS faculty and staff.

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

Site Coordinator Responsibilities (Middle and Secondary)

Candidate development is a shared responsibility of all PDS faculty and staff.

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

Intern Supervisor Responsibilities

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

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

1. Supervise Interns in collaboration with PDS and Partner school team personnel.
2. Communicate with other PDS and Partner school team personnel on a regular basis to facilitate program consistency and shared decision-making.
3. Provide Mentor and Intern orientation (in collaboration with University Liaison and Site Coordinator when applicable.)
4. Conduct bi-monthly conferences with Interns, including other PDS and Partner school team personnel in conferences when applicable.
5. Formal observations* will be conducted each semester by the Intern Supervisor and recorded electronically on the Candidate Visitation Report in Tk20. Texas Administrative Code (TAC 228.35(g)) requires:
 - an individualized pre-observation conference with the candidate prior to each formal observation;
 - that each formal observation must be a minimum of 45 minutes in duration;
 - that instructional practices observed must be documented;
 - written feedback through an interactive post-conference with the candidate must be provided within 72 hours of the observations and posted in Tk20; and,
 - that a copy of the written feedback must be provided to the candidate's Mentor Teacher in Tk20.
6. Design, schedule, and conduct weekly Intern seminars.
7. Deliver course content with input from the PDS and Partner school team personnel.
8. Conduct end-of-semester conferences with each Intern and Mentor, collaborating with Site Coordinator and University Liaison as needed.
9. Compute each Intern's final grade with input from the PDS and Partner school team/members.
10. Consult with PDS or Partner school teams to address issues related to Interns on the assigned campus(es).
11. Evaluate candidate performance on EBSA each semester.
12. Attend certificate level meetings as scheduled.

PDS Teaching Associate Commitment *

I commit to full participation in the following ways:

1. **Maintaining the academic requirements for the Internship, including a 2.75 overall GPA, a 2.75 GPA in all required subcategories of my degree plan, and a “B” (3.0) each semester in TED 3335, 3342, 3362, 3370, 36X0, 36X1, 338X (with the exception of TED 3380), 339X, 4336. EDP 3650, 3660, 3362, or 3379.**
2. Exhibiting the behaviors of a professional educator who is committed to teaching, to the individual needs of learners in the classroom, and to my own personal and professional growth. I understand that professional behaviors include, but are not limited to:
 - a. dressing in an appropriate manner that adheres to campus dress code guidelines;
 - b. completing assigned work on time in accordance with assignment expectations;
 - c. complying with the absence and tardy policy as outlined in the handbook;
 - d. being prepared to fulfill my responsibilities as assigned, requested, and implied;
 - e. treating all personnel, students, and parents with respect;
 - f. being familiar with relevant campus and district policies;
 - g. maintaining a positive and professional demeanor; and
 - h. practicing professional ethics and maintaining confidentiality.
3. Engaging in self-learning and self-improvement. For example, I will ask questions, seek information, be open to ideas and suggestions, keep my defenses down, and learn to recognize and state my own strengths as well as areas in which I need to improve.
4. Believing that an effective teacher is constantly in the process of “becoming” more effective.
5. Believing that all children can learn.
6. Believing that all participants in the PDS TA experience (including Clinical Instructors, support staff, Resident Faculty, teacher education candidates, and students) will be both teachers and learners.
7. Understanding that this program is developmental and focuses on continual improvement.
8. Participating in program improvement and research. I agree to participate in the evaluation of the program to provide information and data important to the evaluation process. I agree to be audio and/or videotaped, to be photographed, to be interviewed, to participate in studies related to the training of teachers and teacher education, and to have my good work exhibited to other professional educators and/or classes at conferences and at workshops.

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

**This form may be accessed in Tk20.*

Clinical Instructor/Mentor Teacher Commitment *

I commit to the following:

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

**This form may be accessed in Tk20.*

PDS Intern Commitment *

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

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

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

**This form may be accessed in Tk20.*

Professional Information

Personnel Definitions

Clinical Faculty

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

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

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

University Faculty

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

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

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

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

PDS Community

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

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

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

Glossary

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

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

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

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

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

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

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

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

Inquiry – the collaboration of PDS partners engaging in examining and assessing their practices and the outcomes achieved by studying phenomena directly related to the teaching/learning process; PDS partners and candidates monitor their own work in order to improve their performance. Participants raise specific questions, seek to answer them systematically, use their findings to inform practice, and relate their findings to others.

PDS inquiry supports change at the individual, the classroom, and the institutional level. The Interstate New Teacher Assessment and Support Consortium (NTASC), is a project of the Council of the Chief State School Officers (CCSSO) that has developed model performance-based standards and assessments for the licensure of teachers. The criteria are knowledge bases, empirical research, disciplined inquiry, informed theory, and the wisdom of practice undergirds the practice in a professional development school partnership.

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

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

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

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

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

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

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

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

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

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

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

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

The following forms may be accessed in Canvas or Tk20:

Due Dates for Tk20

Absence Documentation Form

Candidate Visitation Report

Professional Practice Evaluation Form (Preliminary & Summative for Interns & Teaching Associates)

Feedback on Professional Development and Communication

Candidate/Student Interactions

Candidate Engagement

Observation of Questioning Techniques

Class Background Study

ESL Documentation Record

Electronic Benchmark Self-Assessment (EBSA) Rubric

Rubric for Assessing TED Benchmarks