Baylor University
SCHOOL OF EDUCATION

Educator Preparation Program Handbook

Revised – July 2024

Office of Professional Practice

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

Table of Contents

CANDIDATE REQUIREMENTS

PDS & PARTNER SCHOOL PERSONNEL RESPONSIBILITIES

APPENDICES

Program Information

School Partnerships-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 Clinical Teacher 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 partnershipso 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

The Nine Essentials

Essential 1: A comprehensive Mission

A professional development school (PDS) is a learning community guided by a compressive, articulated mission that is broader than the goals of a single partner, and that aims to advance equity, antiracism, and social justice within and among schools, colleges/universities, and their respective community and professional partners.

Essential 2: Clinical Preparation

A PDS embraces the preparation of educators through clinical practice.

Essential 3: Professional Learning and Leading

A PDS is a context for continuous professional learning and leading for all participants, guided by need and a spirit and practice of inquiry.

Essential 4: Reflection and Innovation

A PDS makes a shared commitment to reflective practice, responsive innovation, and generative knowledge.

Essential 5: Research and Results

A PDS is a community that engages in collaborative research and participates in the public sharing of results in a variety of outlets.

Essential 6: Articulated Agreements

A PDS requires intentionally evolving written articulated agreement(s) that delineate the commitments, expectations, roles, and responsibilities of all involved.

Essential 7: Shared Governance Structures

A PDS is built upon shared, sustainable governance structures that promote collaboration, foster reflection, and honor and value all participants' voices.

Essential 8: Boundary-Spanning Roles

A PDS creates space for, advocates for, and supports college/university and P-12 faculty to operate in well-defined, boundary-spanning roles that transcend institutional settings.

Essential 9: Resources and Recognition

A PDS provides dedicated and shared resources and establishes traditions to recognize, enhance, celebrate, and sustain the work of partners and partnerships.

PDS/Partner Districts

Midway ISD
Robinson ISD
Waco ISD
La Vega ISD

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

Texas Education Agency (TEA)

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

Office of Professional Practice (MMSCI Building)

Located on the second floor of the Marrs McLean Science Building, Curriculum & Instruction, 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 214)

Associate Director of Certification and Program Accountability: Sandra Parnell
Sandra_Parnell@baylor.edu (254) 710-6153 (MMSCI 216)

Associate Director of Assessment and Professional Development: Lisa Osborne,
Lisa_Osborne@baylor.edu (254) 710-3190 (MMSCI 215)

Military Service Members, Military Spouses, and Military Veterans

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

For more information please see the TEA website at https://tea.texas.gov/texas-educators/certification/military-veteran-military-spouse-and-active-duty-military-members.

Information regarding Military Service Members, Military Spouses, and Military Veterans may be found in the Texas Administrative Code (TAC) §234 at https://tea.texas.gov/texas-educators/certification/mil-checklist.pdf.

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 216. 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 ifapplicants 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 theprogram 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 tocontact 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 ofnotification, as noted in the Teacher Education Handbook. To appeal a decision, the studentmust 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, 254-710-6153, MMSCI 216.

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.

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 Clinical Teaching/Residency), and state testing requirements, candidatesmay apply for certification via the Texas Education Agency website (https://tea.texas.gov/texas-educators/certification/initial-certification). For questions regarding certification please contact Sandra Parnell at Sandra_Parnell@baylor.edu, 254-710-6153, or come by MMSCI 216.

Procedure for Applying for a Teaching Certificate
(Do not apply for certification until you have been instructed to do so during your Clinical Teaching/Residency.)
To be recommended for educator certification a candidate must:
- Successfully complete all requirements for a degree that leads to certification (initialor 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 difficultylogging in please call the Region 12 Education Service Center at 254-297-1286, 254-297-1231; or 254-297-1226)*
4. Click on "View My Educator Certification Account"
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 theappropriate 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 thefingerprinting 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 216.

*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 candidateapplies for a certificate and completes the certification process.

Certificate/Program Coordinators
Elementary   Mrs. Gae Connally
Middle /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
Master of Arts in Teaching   Dr. Rachelle Rogers

Supplemental/Dual Certificate Program Coordinators
ESL   Dr. Tracey Jones
Gifted and Talented   Dr. Jenny Robins

Baylor University School of Education
TA Calendar* 2024-2025

Fall 2024

TBD	Time	Description	Location
Monday, August 26, 2024	8:00 -10:45	First day of Baylor classes TA Orientation	Baylor University Cashion Academic Building 506
Tuesday, August 27, 2024		First day of Teaching Associate Field Experience	Report to campuses
	Due date set in course syllabi	**240 Tutoring** Assigned (Middle, Secondary, and Special Education TAs) • TExES 160 PPR Study Guide	Online
TBD	TBD	Castleman Creek Elementary and Hillcrest PDS TAs have Co-Teach Training Bell's Hill Elementary and Spring Valley Elementary TAs will have Co-Teach Training	TBD
Monday, September 2, 2024		Labor Day Holiday	
Tuesday, September 3, 2024		First day of MAT Teaching Associate Field Experience	Report to campuses
TBD	TBD	Elementary, Special Education, and Secondary MAT Co-Teach Foundations Training (this will be on a Friday)	TBD
Thursday, September 26, 2024	4:30	Raise Your Hand Texas Advocacy Event	Paul Foster 250
Friday, October 11, 2024		Fall Break Weekend	
Friday, November 8, 2024	8:00 – 11:00	Elementary TA Diagnostic Representative PPR Testing	TBD
Thursday, November 14, 2024		Last day for Elementary Teaching Associate Field Experience	

10

Friday, November 15, 2024	800 – 11:00 1:00 – 4:00	Elementary TA Required PPR Review Middle and Secondary TAs Diagnostic Representative PPR Testing	TBD TBD
Friday, November 22, 2024	8:00 – 11:00 8:00 – 11:00	Special Education TA Diagnostic Representative PPR Testing Elementary TA 2nd Diagnostic Representative PPR for those not approved	TBD TBD
Friday, November 15, 2024		Last day for MAT Teaching Associate Field Experience	
Monday – Friday, November 25-29, 2024		Baylor Thanksgiving Holiday	
Monday, December 2, 2024	TBD	Middle Grades TAs Required PPR Review	TBD
Wednesday, December 4, 2024	1:30 – 4:00	Secondary TA Required PPR Review	TBD
Monday – Wednesday, December 2-4, 2024	TBD	Special Education TA Required PPR Review	TBD
Friday, December 6, 2024	8:00 – 11:00 8:00 – 11:00 1:00 – 4:00	Special Education TA 2nd Diagnostic Representative PPR for those not approved Elementary TAs Diagnostic Representative Core Subjects Middle and Secondary TA 2nd Diagnostic Representative PPR for those not approved	TBD TBD TBD
Monday, December 9, 2024	8:00 – 11:00	Orientation Meeting for those who will begin Internship in spring 2025	MMSCI 277
Tuesday, December 10, 2024	8:00 – 11:00	1st Diagnostic for Elementary Required Faculty Reviews for Core Subjects	TBD
Wednesday, December 10, 2024		Last Day of Baylor Classes	
Thursday, December 11, 2024		Study Day	
Friday, December 12-17, 2024		Final Exams	

Date	Time	Description	Location
Thursday – Tuesday, December 12-17, 2024	TBD	Elementary TA 2ⁿᵈ Diagnostic Representative Core Subjects for those not approved	TBD
	TBD	Elementary TAs (Literacy Block) 1ˢᵗ Diagnostic STR Diagnostic Representative Testing	TBD
	TBD	Elementary TAs (Literacy Block) Required Faculty Review STR	TBD
	TBD	Elementary TAs (Literacy Block) 2ⁿᵈ Diagnostic STR Diagnostic Representative Testing	TBD
	Online	**240 Tutoring Study Guide** – Middle Grades, Special Education, Secondary, and MAT not approved • TExES PPR (160) Complete a PPR practice test with 80% for approval.	Online
	Online	**240 Tutoring Study Guide**– Elementary PPR, STR, Core Subjects not approved	Online
Saturday, December 21, 2024		Baylor Graduation	

Spring 2025

Date	Time	Description	Location
Monday, January 20, 2025		MLK Holiday	
TBD	TBD	Middle and Secondary Co-Teach Foundations Training (this will be on a Friday)	TBD
Tuesday, January 21, 2025		First Day of Class for Baylor Students First day of Elementary TA Field Experience	Assigned Campuses
	Online	240 Tutoring Assigned (Middle Grades, Special Education, and Secondary)	
		First day of Secondary TAs Field Experience	Assigned Campus
Friday, February 21, 2025	8:00 – 11:00	OPP Seminar with all TAs	Mayborn Museum Theater
Monday – Friday, March 10 - 14, 2025		Spring Break	
Tuesday, April 1, 2025	4:00	TEA Training Certificates due in TK20 T-TESS/T-PESS, Ethics training due in Canvas	Online
Tuesday, April 8, 2025		Diadeloso	

Friday, April 11, 2025	8:00 – 11:00	Off-Cycle Elementary TAs 1st PPR Diagnostic Representative Testing	TBD
	8:00 – 11:00	Middle, Secondary, Special Education, PE, and Spanish TAs 1st Content Diagnostic Representative Testing	TBD
Monday - Thursday, April 14 -17, 2025	4:00 – 6:30	Action Research Symposium	TBD
Thursday, April 17, 2025		Last Day of Elementary TA Field Experience	
Friday – Monday, April 18-21, 2025		Easter Holiday - Baylor	
TBD	TBD	Last Day of Middle and Secondary TA Field Experience	TBD
Friday, April 25, 2025	8:00 – 11:00	Elementary TAs 1st Diagnostic Representative Core Subjects Testing	TBD
	8:00 – 11:00	Middle, Secondary, Special Education, PE, and Spanish TAs Required Faculty Reviews for Content	TBD
	1:00 – 3:00	Off-cycle Elementary TAs Required Faculty Review	TBD
Tuesday – Wednesday, April 29-30, 2025	8:00 – 8:15 8:15 – 11:00	Check-in Intern Orientation – **Attendance Required for all TAs**	Cashion 506
Wednesday, April 30, 2025	8:00 – 11:00	Off-cycle Elementary TAs 2nd PPR Diagnostic Representative Testing for those not approved	TBD
Tuesday, May 6, 2025	8:00 – 11:00	Elementary TA Required Faculty Reviews for Elementary Core Subjects	TBD
	8:00 – 11:00	Middle, Secondary, Special Education, PE, and Spanish TAs 2nd Diagnostic Representative Testing for those not approved	TBD
Wednesday, May 7, 2025		Last day of Baylor classes	
Thursday, May 8, 2025		Study Day	
Friday – Wednesday, May 9-14, 2025		Finals	
Friday – Wednesday, May 9-14, 2025	TBD	Elementary TA 2nd Diagnostic Representative Core Subjects for those not approved	TBD
	TBD	Elementary TA Required Faculty Review for Elementary Core Subjects	TBD

	TBD	Elementary TAs (Literacy Block) 1st Diagnostic STR Diagnostic Representative Testing	TBD
	TBD	Elementary TAs (Literacy Block) Requited Faculty Review STR	TBD
	TBD	Elementary TAs (Literacy Block) 2nd Diagnostic STR Diagnostic Representative Testing	TBD
	Online	240 Tutoring for Middle, Special Education, and Secondary TAs not approved	Online
	Online	240 Tutoring for Elementary not approved for Core Subjects and STR	Online
Friday or Saturday, May 16 or 17, 2025		Baylor Graduation	

** For Diagnostic TExES dates, times, and locations please refer to the testing calendar posted on CANVAS. Please be aware dates and times may change.

Baylor University School of Education
Clinical Teaching Calendar *
2024 – 2025
Fall 2024

Date	Time	Description	Location
Monday, August 12, 2024	8:15 – 9:30	**Clinical Teacher & Residency Candidates Orientation – REQUIRED ATTENDANCE FOR ALL CLINICAL TEACHERS & RESIDENCY CANDIDATES** Orientation and placement information distributed.	MMSCI 101
	9:30 – 11:30	Meet with Field Supervisor	Assigned Rooms
	11:45-1:00	Lunch	TBD
	1:00	Co-Teach Foundations Training	
Tuesday, August 13, 2024	1:00	Report to assigned campuses	
Wednesday, August 14, 2024		First day of school for children in MISD & RISD	MISD & WISD
Thursday, August15, 2024		First day of school for children in LVISD	LVISD
Friday, August 16, 2024		All Clinical Teachers in school	
Tuesday, August 20, 2024		First day of school for children in RISD	RISD
Friday, August 23, 2024	8:00 – 1:00 8:00 – 10:00 10:15 – 1:00	First Professional Learning Day Meet with Field Supervisors Inclusive Practices Seminar	Assigned Rooms TBD
Monday, August 26, 2024		**Baylor Classes Begin**	
Friday, August 30, 2024	8:00 – 1:00 8:00 – 10:00 10:15 – 1:00	Professional Learning Day Meet with Field Supervisors Safety and Wellness Seminar	Assigned Rooms Cashion 506
Monday, September 2, 2024		**Labor Day Holiday – Clinical Teachers have the day off**	
Friday, September 6, 2024	8:00 – 1:00 8:00 – 10:00 11:00 – 1:00	Professional Learning Day Meet with Field Supervisors ESL Seminar– **Required for all Clinical Teachers seeking ESL Certification who are not successful on the ESL Diagnostic Testing**	Assigned Rooms TBD
Friday, September 13, 2024	8:00 – 3:00 8:00 – 10:00	Professional Learning Day Meet with Field Supervisors	Assigned Rooms

	11:00 – 3:00	ATE Preservice Teacher Strand	TBD
	11:00 – 1:00	ESL 1st Diagnostic Representative Testing– **Required for all Clinical Teachers seeking ESL Certification who are not successful on the ESL Diagnostic Testing**	TBD
Saturday, September 14, 2024		Family Weekend	
Friday, September 20, 2024	8:00 – 1:00 8:00 – 10:00 TBD	Professional Learning Day Meet with Field Supervisors ESL Review – **Required for all Clinical Teachers seeking ESL Certification who are not successful on the ESL Diagnostic Testing**	Assigned Rooms TBD
Monday, September 23, 2024	TBD TBD	Professional Learning Day Pairs Training	TBD
Thursday, September 26, 2024	4:30	Raise Your Hand Texas Advocacy Event	Paul Foster 250
Friday, September 27, 2024	8:00 – 1:00 8:00 – 10:00 TBD	Professional Learning Day Meet with Field Supervisors ESL Second Diagnostic Representative Testing – **Required attendance for all Clinical Teachers seeking ESL** Certification who were not successful on the first attempt	Assigned Rooms TBD
Friday, October 4, 2024	8:00 – 3:00 8:00 – 8:25 8:30-3:00	Professional Learning Day Sign in for Resume Writing – **REQUIRED ATTENDANCE FOR ALL CLINICAL TEACHERS & RESIDENCY CANDIDATES** Resume Writing	Cashion 506
Friday, October 11, 2024		Fall Break – No Professional Learning Day	
Friday, October 18, 2024	8:00 – 1:00 8:00 – 10:00	Professional Learning Day Meet with Field Supervisors	Assigned Rooms
Friday, October 25, 2024	800 – 1:00 8:00 – 10:00 4:00	Professional Learning Day Meet with Field Supervisors Resume uploaded on Handshake website – **REQUIRED FOR ALL CLINICAL TEACHERS & RESIDENCY CANDIDATES**	Assigned Rooms
Saturday, October 26, 2024		Homecoming	
Friday, November 1, 2024	8:00 – 1:00 8:00 – 10:00 10:15 – 12:00	Professional Learning Day Meet with Field Supervisors	Assigned Rooms

		Technology Seminar (ISTE) – **REQUIRED ATTENDANCE FOR ALL CLINICAL TEACHERS & RESIDENCY CANDIDATES**	Midway ISD Information Technology Center 109 W. Panther Way Hewitt, TX
Wednesday, November 6, 2024		Clinical Teachers going abroad to London or Australia Leave	
Friday, November 8, 2024	8:00-1:00 8:00 – 10:00	Professional Learning Day Meet with Field Supervisors	Assigned Rooms
Friday, November 15, 2024	8:00-1:00 8:00 – 10:00 10:15 – 12:00	Professional Learning Day Meet with Field Supervisors Final Evaluation for **off-cycle** Clinical Teachers	Assigned Rooms MMSCI 277
Thursday, November 21, 2024		**LAST DAY IN THE SCHOOLS FOR FULL YEAR CLINICAL TEACHERS FOR FALL UNLESS MAKEUP DAYS ARE NECESSARY**	
Friday, November 22, 2024	8:00 – 10:00 8:00 – 10:00	Professional Learning Day for all Interns Meet with Field Supervisors	Assigned Rooms
Monday, November 25 – **Friday,** November 29, 2024		**Thanksgiving Holiday – Clinical Teachers have this time off**	
Monday, December 9, 2024	8:00 – 10:45	**Orientation for off-cycle, one semester, and MAT candidates** who will begin Clinical Teaching in Spring 2025	MMSCI GL 16
Tuesday, December 10, 2024		**Last Day of Baylor Classes**	
Wednesday, December 11, 2024		Study Days	
Friday, December 6, 2024		Clinical Teachers return from London and Australia	
Thursday, December 11 – **Tuesday,** December 17, 2024		Final Exams	
Saturday, December 21, 2024		**Commencement**	

Spring 2025

Month	Time	Description	Location
Monday, January 6, 2025		**One Semester and MAT Clinical Teachers Begin**	
Tuesday, January 7, 2025		MISD & WISD Students begin	MISD & WISD
Wednesday, January 8, 2025		RISD Students begin	RISD
Thursday, January 9, 2025		LVISD students begin	LVISD
Monday,		MLK Holiday – Baylor	

January 20, 2025			
Tuesday, January 21, 2025		**Baylor Classes Begin** – **All full year (on- and off-cycle) Baylor Clinical Teachers return to schools**	
Friday, January 24, 2025	8:00-1:00 8:00–10:00 11:00 – 1:00	Professional Learning Day Meet with Field Supervisors ESL Seminar for off-cycle Clinical Teachers seeking ESL	Assigned Rooms TBD
Friday, January 31, 2025	8:00-1:00 8:00–10:00 11:00 – 1:00	Professional Learning Day Meet with Field Supervisors ESL 1st Diagnostic Representative Test for Off-Cycle Clinical Teachers	Assigned Rooms TBD
Friday, February 7, 2025	8:00-1:00 8:00–10:00 11:00 – 1:00	Professional Learning Day Meet with Field Supervisors ESL Review for off-cycle Clinical Teachers not approved	Assigned Rooms TBD
Friday, February 14, 2025	8:00-1:00 8:00–10:00 11:00 – 1:00	Professional Learning Day Meet with Field Supervisors *Action Research Proposal due to Field Supervisor* 2nd ESL Diagnostic Representative Test for off-cycle not approved	Assigned Rooms TBD
Monday, February 17, 2025	8:00-3:00 8:00–3:00 8:00-8:15	Professional Learning Day Mock Interview, Job Fair Prep, and Faith in K-12 Schools - **REQUIRED FOR ALL CLINICAL TEACHERS & RESIDENCY CANDIDATES** Sign In Seminar	Mark and Paula Hurd Welcome Center
Friday, February 21, 2025	8:00-1:00 8:00–10:00	Professional Learning Day Meet with Field Supervisors	Assigned Rooms
Friday, February 28, 2025	8:00-1:00 8:00–10:00	Professional Learning Day Meet with Field Supervisors	Assigned Rooms
Friday, March 7, 2025	8:00-1:00 8:00–10:00	Professional Learning Day Meet with Field Supervisors	Assigned Rooms
Monday, March 10 – **Friday,** March 14, 2025		**Spring Break** – Baylor and all school districts	
Friday, March 21, 2025	8:00-1:00 8:00–10:00	Professional Learning Day Meet with Field Supervisors	Assigned Rooms
Friday, March 28, 2025	8:00-1:00 8:00–10:00 4:00	Professional Learning Day Meet with Field Supervisors *Final Action Research Synopsis emailed by Field Supervisors to Action_Research@baylor.edu*	Assigned Rooms

		Photo of Candidates due – email to *Action_Research@baylor.edu*	
Monday, March 31, 2025	8:45 – 9:00 9:00–12:00 1:00 – 3:00	**Teacher Job Fair** Registration – (Bring your Baylor ID) Teacher Job Fair Interviews with districts interviewing on site	Mark and Paula Hurd Welcome Center
Friday, April 4, 2025	8:00-1:00 8:00–10:00 5:00	Professional Learning Day Meet with Field Supervisors Clinical Teacher of the Year Nominations **Due**	Assigned Rooms MMSCI 273
Friday, April 11, 2025	8:00-1:00 8:00-10:00 10:15-12:00	Professional Learning Day Meet with Field Supervisors Final Evaluation / Survey Seminar- **Clinical Teacher attendance required**	Assigned Rooms TBD
Tuesday, April 8, 2025		**Diadeloso** – Clinical Teachers have the day off	
Monday - Thursday, April 14 – April 17, 2025	TBD	Action Research Symposium - **<u>REQUIRED ATTENDANCE FOR ALL INTERNS</u>**	TBD
Friday, April 18 – Monday, April 21, 2025		**Easter Break – BU Holiday**	
Thursday, April 24, 2025	 5:30	**LAST DAY FOR FULL YEAR CLINICAL TEACHERS IN THE SCHOOLS UNLESS MAKEUP DAYS ARE NECESSARY** **Senior Banquet**	TBD
Friday, April 25, 2025	8:00-1:00 8:00–10:00	Last Professional Learning Day Meet with Field Supervisors	Assigned Rooms
Wednesday, May 7, 2025		**Last Day of Baylor Classes**	
Thursday, May 15 or **Friday**, May 16, 2025	TBD	**Graduation Reception for SOE Graduates**	TBD
Friday, and **Saturday**, May 16 and 17, 2025	TBD	**Graduation**	TBD

*THIS CALENDAR IS SUBJECT TO CHANGE. Calendar may be adjusted due to Baylor University's change in calendar, STAAR testing dates, changes in school district calendars, or for any reason the Professional Education Faculty Executive Committee deems appropriate

Candidates are required to follow the calendar of their assigned school districts with regard to teacher in-service days, staff development, and workdays that are not Baylor holidays.

T-TESS Dimensions

Planning Dimension 1.1: Standards and Alignment

The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards, and are appropriate.

Planning Dimension 1.2: Data and Assessment

The teacher uses formal and informal methods to measure student progress, then manages and analyzed student data to inform instruction.

Instruction Dimension 2.1: Achieving Expectations

The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.

Instruction Dimension 2.2: Content Knowledge and Expertise

The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.

Instruction Dimension 2.3: Communication

The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.

Learning Environment Dimension 3.1: Classroom Environment, Routines, and Procedures

The teacher organizes a safe, accessible and efficient classroom.

Learning Environment Dimension 3.3: Classroom Culture

The teacher leads a mutually respectful and collaborative class of actively engage learners.

Professional Practices and Responsibilities Dimension 4.1: Professional Demeanor and Ethics

The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities.

Professional Practices and Responsibilities Dimension 4.2: Goal Setting

The teacher reflects on his/her practice.

Professional Practices and Responsibilities Dimension 4.3: Professional Development

The teacher enhances the professional community.

Digital Teaching Portfolio Directions

The Baylor Educator Preparation Digital Portfolio aligns with the Texas Teacher Evaluation and Support System (T-TESS) and is a comprehensive, organized collection of digital evidence demonstrating a teacher candidate's competencies across the four T-TESS domains: Planning, Instruction, Learning Environment, and Professional Practices and Responsibilities. This portfolio serves as a formative and summative assessment tool, showcasing the candidate's growth, skills, and effectiveness in the classroom.

Benefits of the T-TESS Aligned Digital Portfolio

- **Comprehensive Evaluation:** Provides a thorough evaluation of the teacher candidate's competencies across all T-TESS domains.
- **Reflective Practice:** Encourages ongoing reflection and self-assessment, fostering continuous professional growth.
- **Professional Development:** Highlights areas for improvement and sets the foundation for targeted professional development.

This T-TESS aligned digital portfolio not only demonstrates the teacher candidate's readiness for the classroom but also supports their ongoing development as effective, reflective educators. By systematically organizing and presenting evidence of their skills and growth, candidates can effectively communicate their preparedness and commitment to excellence in teaching.

Candidates in the Baylor SOE Educator Preparation program will be introduced to the Digital Portfolio early in the program, explaining its purpose and structure. Through guidance provided in TED courses, there will be ongoing support to help candidates understand how to collect and organize their artifacts and reflections. A systematic evaluation process will be facilitated each semester to provide candidates with feedback on readiness for the next stage in the program. By the end of the program, candidates will be expected to demonstrate proficiency in each domain included in the Digital Portfolio.

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. Declined Acceptance with communication to contact the Certificate Coordinator regarding the appeal process.
	GPA (Major)	2.75* *SPED candidates must also make a B- or above in EDP 2360 to continue in the program			
	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.	
	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		

Exceptions:		*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.*			

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 Clinical Teaching/Residency 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 Clinical Teacher/Resident experience course(s)

Conditional Acceptance with a growth plan outlining conditions for permission to enroll in Clinical Teaching/ Residency experience course(s)

Declined Acceptance with communication to contact the Certificate Coordinator regarding the appeal process. |
| | 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 | | |
| | Professional Practice Evaluation Form (PPEF) | Candidates must have an average of 2 on the PPEF to enter Clinical Teaching | 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 Clinical Teaching/Residency, as documented by the posting of results by the testing company prior to the date of Clinical Teacher 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.*			

Continuation to second semester Clinical Teaching/Residency level (end of first semester Clinical Teaching/Residency experience/Sr Year)					
When decision occurs	**Elements**	**Criteria**	**Decision Makers Data Flow**	**Communicated to Candidates**	**Outcomes**
Semester the candidate **completes** first semester clinical teaching 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	Unconditional continuation with permission to enroll in second semester clinical teaching experience courses.

Conditional continuation with a growth plan outline conditions for permission to enroll in second semester clinical teaching experience courses.

Declined continuation with communication to contact certificate coordinator regarding the appeal process. |
| | GPA (Major) | 2.75 | | | |
| | First Semester clinical teaching experience course(s) | Candidates must earn at least a "B" (3.0) in all first semester clinical teaching experience courses to proceed to the second semester. | | | |

Entry to INDUCTION level Graduation, and Recommendation for Certification (end of Clinical Teaching/Residency/Senior Year)				
Semester the candidate completes 2nd semester clinical teaching 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

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

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. |
| | TExES 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 | |
| | Growth Plan | *Candidates must successfully attain all Growth Plan conditions.* | Field Supervisor, Certificate Coordinator, and Associate Director of Certification and Accountability. | Correspondence from Certificate Coordinator | |

TExES Exams

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

Qualifying to take an Official TExES Exam

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

- **In order for candidates to qualify to take an official TExES 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 TExES 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. If a candidate does not meet the required passing standard after the second attempt of a diagnostic representative test, then he or she will be required to complete review and testing requirements, such as 240 Tutoring, as determined by faculty and/or the Associate Director of Assessment and Professional Development.
- **Candidates must successfully complete the official PPR and Content Diagnostic Representative TExES 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 Clinical Teaching/Residency, as documented by the posting of results by the testing company prior to the date of Clinical Teaching/Residency Orientation.**
- Supplemental GT and ESL diagnostic representative and official testing will take place during the first semester of Clinical Teaching. All official supplemental TExES exams must be completed by the posting of results by the testing company prior to the date of the second semester of Clinical Teaching/Residency.

Testing Accommodations:

Teacher education candidates who need testing accommodations for the diagnostic representative and official TExES exams must contact Lisa Osborne in the Office of Professional Practice at the beginning of each semester and no less than 30 days before the first diagnostic representative testing session. For accommodations during the administration of diagnostic representative TExES exams, official documentation (letter of accessibility) 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 beresponsible for submitting the required paperwork to NES Pearson to receive accommodations on official TExES exams.

Candidates register for an official TExES exam according to the policies and procedures described on the NES Pearson website (TExES Exam Registration) and must obtain approval from the Office of Professional Practice (MMSCI 215) prior to registering.

TExES Testing Policy
Candidates must successfully complete the PPR and Content Diagnostic Representative TExES tests and pass all official TExES tests to advance to Clinical Teaching/Residency, as documented by the posting of results by the testing company prior to the date of Clinical Teaching/Residency Orientation.

Limitation on TExES Exam Registrations

State-wide and local performance data indicate that candidates who take a single TExES exam on each test date are more successful than candidates who take multiple exams on a single test date. Based on this data, the Teacher Education Faculty has established a "one test per test date" policy. Exceptions may be made for GT 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.

Candidates unsuccessful on any administration of a TExES exam must contact Lisa Osborne, Associate Director of Assessment and Professional Development, upon receipt of the results to develop a review plan to be completed during the state-required 30-day waiting period. Candidates will not be approved for another TExES exam unless they have completed the review requirements. Could we add some language that says we can require this as well as how we have to prove readiness to test?

For questions about registering for an official TExES test review instructions can befound on Canvas or contact Lisa_Osborne@baylor.edu in MMSCI 215 (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 preparationprogram 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

Code of Ethics and Standard Practices for Texas Educators
[Excerpted from the Texas Administrative Code, Title 19, Part7, Chapter 247] RULE §247.2 Code
of Ethicsand 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 deceptivepractices 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, oruse 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, orpay.
    (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 theacceptance of gifts or tokens offered and accepted openly from students, parents of students, or otherpersons 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 onthe 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 supervisethe 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 controlledsubstances, 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 concerningcolleagues 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 federallaws 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, orcitizenship 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 toinfluence 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 unlessdisclosure 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 ina 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 benefitsto 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 physicalmistreatment, 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 relationshipwith 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 alcoholor illegal/unauthorized drugs in the presence of the educator.
(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationshipsand 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 assessingwhether 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 thesexual 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.

Complaint Policy

The Baylor University School of Education (BUSOE) provides a process for students, employees, former employees, cooperating teachers, cooperating/host teacher, and administrators of cooperating schools and districts who have complaints or grievances against the BUSOE.* https://soe.baylor.edu/students/office-professional-practice-opp/complaint-process

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://soe.baylor.edu/students/office-professional-practice-opp/complaint-process under "POLICY FOR COMPLAINTS PERTAINING TO THE BAYLOR UNIVERSITY SHOOL 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. Sandi Cooper, Associate Dean of Undergraduate Education:
Sandra_Cooper@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.

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. Personal electronic devices must not be in use while candidates are in classrooms or attending meetings related to educational experiences.
2. Candidates should exercise extreme caution against becoming too familiar with students. It is notappropriate to date students within the district to which the Clinical Teacher/Resident is assigned.
3. All social media guidelines should be followed according to district policy and Code of Ethics andStandard Practices for Texas Educators.
4. Non-Resident teacher education candidates from Baylor University cannot assume responsibility for students if the assigned Clinical Instructor or Host 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 Site Coordinator, University Liaison, or Professor of Record immediately. If the candidate is unable to reach the Site Coordinator, University Liaison, or Professor of Record, he/she should immediately contact the Office of Professional Practice at 254-710-6171 or 254-710-6153. Paid residents will follow the district's paid residency policy.
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 https://risk.web.baylor.edu/sites/g/files/ecbvkj1966/files/2023-11/028_-_baylor_civil_rights_policy.pdf , and additional district information on sexual harassment may be found on the following district websites: Waco ISD https://www.wacoisd.org/Page/1987, Midway ISD https://pol.tasb.org/PolicyOnline?key=860, Robinson ISD https://pol.tasb.org/PolicyOnline?key=873, and La Vega ISD https://pol.tasb.org/PolicyOnline?key=861. 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 of 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

Section151.01(e) of the Family Code states that only a parent or grandparent, a stepparent, or a guardian may use corporal punishmentfor the reasonable discipline of a child. Under no circumstances may an Clinical Teacher/Resident or Teaching Associate administer corporal punishment.)

Attendance Policy for Clinical Teachers and Teaching Associates 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:
    o No later than prior to the start of the school day, the Baylor candidate notifies both the Clinical Instructor/Host Teacher and the Professor of Record (University Liaison, Site Coordinator, Field 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.
    o Within a week (7 days) of the absence, the Baylor candidate documents the absence in the Tk20 time log including an indication of the reason for the absence (e.g., personal day, illness, absence due to COVID, etc.). Except for personal absences, you are expected to indicate any specifics regarding the reason for your absence along with documentation.

- All absences beyond the maximum allowed **OR** those not appropriately documented* must be made up and an appeal must be submitted to the certificate coordinator. 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 coordinator will convene the certificate team that includes the University Liaison/Field 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 Clinical Teacher/Resident; 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 Clinical Teaching/Residency, candidates may request up to two additional days for employment or graduate school interviews. These days must be requested in writing, approved by the Field Supervisor, and communicated to your Host Teacher at least two school days prior to the absence. Every effort should be made by the candidate to notify the Field 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.

Attendance Policy for Residents
- Residents will follow the district policy regarding absences. All absences must be appropriately documented*. 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/Host Teacher and the Professor of Record (University Liaison, Site Coordinator, Field 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 documents the absence in the TK20 time log including an indication of the reason for the absence (e.g., personal day, illness, absence due to COVID, etc.). Except for personal absences, you are expected to indicate any specifics regarding the reason for your absence along with documentation.

- For absences beyond the maximum allowed by the district **OR** those not appropriately documented* an appeal must be submitted to the certificate coordinator. Moreover, each absence after the district 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 coordinator will convene the certificate team that includes the University Liaison/Field 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 Clinical Teacher/Resident; 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 addressed and if the circumstance does or does not warrant a grade penalty.**

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 clinical teaching/residency 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 Clinical Teachers and Teaching Associates
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 Clinical Teachers/Residents and Teaching Associates as a follow-up to all closures.

Inclement Weather/School Closures Protocol Residents
In case of inclement weather/school closures follow school district 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 Clinical Teachers/Residents and Teaching Associates as a follow-up to all closures.

Professional Conduct
In addition to the general information in this handbook, the Baylor candidate shouldexhibit the behaviors of a professional educator who is committed to teaching to theindividual 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 ofEducation 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 (Clinical Teachers/Residents)
1. The Office of Professional Practice is responsible for preparing the official version of the calendar for all Clinical Teaching/Residency experiences.
2. The Clinical Teaching is approximately 15 weeks per semester.
3. The Clinical Teacher/Resident 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 Clinical Teachers/Residents
Clinical Teachers/Residents 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://soe.baylor.edu/students/office-professional-practice-opp/certification-information.

Components of the Clinical Teaching/Residency Experience

Observing
Much of the first week of the Clinical Teaching/Residency experience will be spent observing the classroom environment, instructional techniques, and interpersonal communication and relationships. As the Clinical Teacher/Resident observes, it will be helpful to take notes for the purpose of asking questions of the Cooperating/Host Teacher regarding reasons for interactions and instructional methods. Frequently asking questions of "why" and "how" will provide the Clinical Teacher/Resident 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 inthe classroom.

Assisting
After a short period of time observing, the Clinical Teacher/Resident will be ready to become more involved with the students. The Host may give specific suggestions for activities that will help the Clinical Teacher/Resident become more involved. For example:
- Monitor students' work at their desks to give one-to-one assistance
- Distribute papers or materials
- Grade papers
- Check attendance
- Assist with end-of-the-day routines
- Assist students with make-up work

Co-teaching
In co-teaching, candidates are provided with modeling, coaching, and feedback as they develop teaching competencies. Co-teaching allows Cooperating/Host Teachers to model good teaching and work collaboratively with candidates, helping them understand the complexities of the teaching profession. When co-teaching, Host Teachers remain in the classroom. This sustained contact with candidates allows for immediate feedback and continuous coaching.
- One Teach, One Observe
- One Teach, One Assist
- Parallel Teaching
- Supplemental Teaching
- Alternative Teaching
- Station Teaching
- Team Teaching

Co-Teaching allows the Clinical Teacher/Resident to gain some initial experience as a teacher in front of the class with support from the Cooperating/Host Teacher. It also allows the students to observe the cooperative relationship between the Clinical Teacher/Resident and the

Cooperating/Host Teacher. Cooperation should be made evident regarding both classroom and instructional management systems.

Teaching

After observing the Cooperating/Host Teacher model the preparation and teaching of lesson plans in the subject area(s) within the classroom, the Clinical Teacher/Resident 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 Cooperating/Host Teacher and Field 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 Clinical Teacher/Resident to the lead teaching responsibility. This means that for five weeks during the first semester of the Clinical Teaching/Residency and four weeks during the second semester of the Clinical Teaching/Residency the Clinical Teacher/Resident 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 Clinical Teachers 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 Host Teacher is a viable option for the Clinical Teaching/Residency during the lead teaching experience; however, the Clinical Teacher/Resident should totally lead the planning and implementation of the lessons. The Clinical Teacher/Resident will assume all other responsibilities that the teacher has during this time. Upon completion of the lead- teaching assignment, all Clinical Teachers/Residents 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 a Clinical Teacher/Resident is:
- Seeking the Dual GT/EC-6 certificate they will follow the requirements in the Candidate Requirements; or
- Participating in a teaching abroad or private school experience during the fall semester, he/she may work with the Field Supervisor and Host 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 (State of Texas Assessments of Academic Readiness)

Teaching Associates and Clinical Teachers/Residents will be informed of their responsibilities on these testing dates by either their University Liaison (for Teaching Associates) or their Field Supervisor.

<u>Candidate Requirements</u>

Clinical Teacher/Resident Seminars

1. The Clinical Teacher/Resident 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 or as designated by the Certificate Team.
2. All Clinical Teachers/Residents 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 Clinical Teacher/Resident calendar.
3. Clinical Teachers/Residents seeking GT certification will attend weekly seminars facilitated by their assigned Field Supervisors who will be faculty certified in both EC-6 Core Subjects and GT education.
4. BU faculty who coordinate EC-12 PE, Special Education, ESL, or GT certificates will communicate schedules of additional seminars and special events before the semester begins with the Field Supervisors, University Liaisons, and the Site Coordinators for the Clinical Teacher's/Resident's 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 clinical teachers/residents will be placed with GT-certified Host Teachers who have identified GT students in their classroom. They will teach GT students and non-identified students during their clinical teaching/resident experience.

Elementary candidates pursuing a GT/EC-6 dual certificate will teach both identified GTstudents 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 first semester of their TA experience. The sub-tests of the diagnostic representative EC-6 Core Subjects will be administered at the end of the semester in which TAs complete the ELAR/Social Studies block or the Math/Science block. The Fine Arts, Health and Physical Education representative diagnostic subtest will be administered at the end of the second semester of the TA year. There will be a final review of all subtests at the end of the TA year.

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)

Clinical Teachers/Residents 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 Clinical Teacher/Resident Requirements

1. Attend an ESL seminar at the beginning of the first semester of the Clinical Teacher/Residency 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 Clinical Teacher/Residency year.*

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

As a candidate if you did not designate that you plan to seek the ESL supplemental test at the time of admission to the program you will need to contact Sandra_Parnell@baylor.edu to complete a change of certification form prior to any ESL diagnostic representative testing.

*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 Clinical Teacher/Resident Candidates
1. Formal observations* will be conducted each semester by the Field Supervisor and recorded electronically in TK20 on the SOE Candidate Observation Form. Texas Administrative Code (TAC 228.105(d)) requires:
   - an individualized pre-observation conference with the candidate prior to each formal observation;
   - each formal observation must be a minimum of 45 minutes in duration;
   - educational practices observed must be documented;
   - written feedback through an individualized and interactive post-observation conference <u>within 72 hours</u>; and,
   - a copy of the written feedback must be provided to the candidate's Host Teacher in TK20 within 72 hours.
2. Informal observations** and coaching will be conducted by the Field Supervisor and recorded electronically in TK20.
3. Final conferences will be documented on the Professional Practice Evaluation Form. These forms will be submitted electronically in TK20 by established deadlines.

Observations of Teaching Associates
1. A minimum of two observations will be conducted each semester on the SOE Candidate Observation Form. These observations are to be done by the Content 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.

*What constitutes a ***formal observation***?

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

What constitutes an **in*formal observation*?

- ✓ Must be 15 minutes or more in duration,
- ✓ Identifying co-teach strategies and targeted skills used by the candidate,
- ✓ Includes feedback, coaching, the development of targeted skills with opportunity to follow up on candidate's development in the targeted skills (opportunity for verbal dialogue between observer and candidate within 72 hours of observation)
- ✓ Produces written documentation on the Informal Observation form,
- ✓ Relates to course grade.

Clinical Teacher/Resident Grade Components

The Clinical Teacher/Resident's grade will be based on the following minimum elements. The Field Supervisor or Certificate Team may add additional elements identified in the course syllabus.

1. The Clinical Teacher/Resident's performance on all T-TESS standards as documented in formal or informal assessments (checklists, ratings, rubrics, etc.).
2. The Clinical Teacher/Resident's ability to modify instruction based on continuous assessment of student progress.
3. The Clinical Teacher/Resident's ability to monitor student engagement in the learning task.
4. The Clinical Teacher/Resident's performance in the classroom as documented in feedback provided by PDS/Partner School faculty, Host Teacher, and/or Campus Supervisors during formal and informal observations.
5. The Clinical Teacher/Resident's professionalism as documented on the Professionalism and Communication form completed monthly by the Cooperating/Host Teacher, adhering to district/campus policies, and as agreed to in the Clinical Teacher/Resident commitment form in TK20.
6. The Summative Professional Practice and Evaluation form as completed by a triad conference in TK20.
7. The Clinical Teacher/Resident performance on the Digital Teaching Portfolio in TK20.

Note: All assessments will use the T-TESS Rubric. The Clinical Teacher/Resident must earn at least a "B" (3.0) in both courses of the first semester of the Clinical Teaching/Residency to proceed to the second semester.

Responsibility for Clinical Teacher/Resident Grades

The Field Supervisor is responsible for supervising Clinical Teacher/Resident on campuses to which they are assigned and is also responsible for maintaining Clinical Teacher/Resident grades with feedback from the Cooperating/Host Teacher and Campus Supervisor.

PDS/Partner School Personnel Responsibilities

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 (Host Teachers and Clinical Instructors) for candidates.
11. Encourage creative and flexible scheduling to accommodate the needs of allparticipants.
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 (Teaching Associates)

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 of and feedback to 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) on the Professional Practice and Evaluation form in a triad conference .
8. Contact the Site Coordinator and the University Liaison should concerns arise.
9. Provide feedback to Baylor faculty about the Teaching Associate(s).

Cooperating/Host Teacher Responsibilities

The role of the Host Teacher should include, but not be limited to the following:
1. Serve as a role model and coach to provide opportunities for the Clinical Teacher/Resident in planning, preparing, teaching, and assessing student performance.
2. Support the Clinical Teacher/Resident 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 Clinical Teacher/Resident.
4. Initiate co-teaching models with the Clinical Teacher/Resident.
5. Schedule and participate in weekly planning conferences with the Clinical Teacher/Resident.
6. Provide written and verbal feedback on a continuous basis to keep Clinical Teachers/Residents informed and guide them in their growth as an emerging educator.
7. Approve Clinical Teaching/Residency time logs weekly.
8. Participate in an interactive triad conference and final evaluations by completing the preliminary Professional Practice and Evaluation form.
9. Contact the Field Supervisor should any concerns arise.
10. Complete monthly Professionalism and Communication form.
11. Complete two formal observations each semester on the Formal Observation form in TK20.
12. Provide feedback to Baylor faculty about the Clinical Teacher/Resident.

Content Faculty Responsibilities

The role of the Resident Faculty should include, but not be limited to, the following:
1. Assume collaborative responsibility for Teaching Associate supervision.
2. Work with University Liaison to provide orientation for Instructors and Teaching Associates.
3. Provide instruction in course content areas.
4. Observe classroom instruction and provide written feedback.
5. Conduct bi-monthly conferences with Teaching Associates.
6. Participate in summative evaluations as needed.
7. Consult regularly with PDS and Partner teams.

University Liaison Responsibilities (Elementary)

The role of the University Liaison should include, but not be limited to, the following:
1. Maintain high level of communication between the University and PDS.
2. In collaboration with Site Coordinator, provide recommendations about candidate placements to the Office of Professional Practice (OPP).
3. Provide orientation, with Site Coordinator, for Clinical Instructors and Teaching Associates.
4. Assume collaborative responsibility, with Site Coordinator, Content Faculty, and Clinical Instructor, for supervision of Teaching Associates.
5. Conference with Teaching Associates and Clinical Instructors as needed.
6. The University Liaison and Site Coordinator conduct at least one formal and one informal observation.
7. Schedule and participate in the Professional Practice Evaluation triad evaluations with the Clinical Instructor, Site Coordinator, and Teaching Associates.
8. Communicate continuously with the Clinical Instructor about the Teaching Associates'

schedules and responsibilities.

9. Determine Teaching Associate's final grade utilizing feedback from the Site Coordinator, Professional Practice and Evaluation form, and Professionalism and Communication form with input from Clinical Instructor and SiteCoordinator.
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, includingexperiences 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.
18. Collaborate with campus leadership to build capacity for placements.

University Liaison Responsibilities (Secondary & 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 the 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 as needed.
6. Observe Teaching Associates informally on a regular basis and formally, as needed by the PDS team.
7. Communicate continuously with the Clinical Instructor about the Teaching Associates' schedules and responsibilities.
8. Monitor resources required at the PDS.
9. Schedule, with Site Coordinator, all field-based experiences at the PDS, including experiences for Novice groups.
10. Coordinate the assessment of the effectiveness of the PDS experience on the assigned campus.
11. Attend Professional Education Faculty (PEF) meetings and campus faculty meetings as needed.
12. Attend PDS Coordinating Council meetings.
13. Monitor adherence to the PDS Standards during partnership experiences.
14. Collaborate with campus leadership to build capacity for placements.

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, Content Faculty, and Clinical Instructors 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. Document observations on the approved forms in TK20.
7. Work with the University Liaison to schedule and participate in triad evaluations with Clinical Instructors 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.
16. Collaborate with campus leadership to build capacity for placements.

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, and Clinical Instructors for supervision of Teaching Associates.
5. Conference with Teaching Associates and Clinical Instructors as needed.
6. Observe Teaching Associates informally on a regular basis and formally as needed by the PDS team. Document observations on the approved forms.
7. Work with the University Liaison to schedule and participate in summative triad evaluations with Clinical Instructors, Content Faculty, 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.
16. Collaborate with campus leadership to build capacity for placements.

Field Supervisor Responsibilities

The Field Supervisor is the teacher of record for the Clinical Teacher/Resident to whom they are assigned. At some PDS sites the University Liaison also serves as the Field Supervisor. A Field Supervisor may be assigned to PDS sites and/or to Partner Schools.

The role of the Field Supervisor should include, but not be limited to, the following:
1. Supervise Clinical Teachers/Residents 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 Host Teacher and Clinical Teacher/Resident support (in collaboration with University Liaison and Site Coordinator when applicable.)
4. Conduct bi-monthly conferences with Resident and Host Teacher, including the Campus Supervisor three times each semester;
5. For Clinical Teachers conduct three triad meetings with the Cooperating Teacher during the clinical teaching experience.
6. Formal observations* will be conducted two times each semester by the Field Supervisor and recorded electronically on the SOE Candidate Formal Observation form in TK20. Texas Administrative Code (TAC 228.105(d)) requires:
   - an individualized pre-observation conference with the candidate prior to each formal observation;
   - each formal observation must be a minimum of 45 minutes in duration;
   - educational practices observed must be documented;
   - written feedback through an individualized and interactive post-observation conference within 72 hours; and,
   - a copy of the written feedback must be provided to the candidate's Host Teacher in TK20 within 72 hours.
7. Informal observations** will be conducted four times each semester and be:
   - at least 15 minutes in length;
   - Identify co-teach strategies and targeted skills used by the candidate;
   - Include written feedback and coaching on coaching on the development of targeted skills with opportunity to follow-up on candidate's development in the targeted skills (including verbal dialogue between the Field Supervisor and candidate within 72 hours of observation)
8. Design, schedule, and conduct weekly Clinical Teacher/Resident seminars.

9. Deliver course content with input from the PDS and Partner school team personnel.
10. Conduct end-of-semester conferences with each Clinical Teacher/Resident and Cooperating/Host Teacher in a triad meeting documented on the Summative Professional Practice and Evaluation form.
11. Compute each Clinical Teacher/Resident's final grade.
12. Consult with PDS or Partner school teams to address issues related to Clinical Teacher/Resident's on the assigned campus(es).
13. Evaluate candidate performance on Digital Teacher Portfolio each semester.
14. Attend certificate level meetings as scheduled.
15. Attend campus faculty meetings and Professional Education Faculty (PEF) meetings at Baylor University.

Teaching Associate Commitment *

I, the undersigned, 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, 3379, EDC 5363, EDC 5690, or EDC 5V95.**

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. I will be receptive to coaching throughout the program, seeking information, being open to ideas and suggestions, keeping my defenses down, and learning 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, Faculty, University Liaisons, 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/Cooperating/Host Teacher Commitment *

I, the undersigned, commit to the following:

1. Fully participating in the PDS Program
2. Modeling professionalism. I will exhibit the behaviors of a professional educator who is committed to teaching to the individual needs of learners in the classroom and to my own personal and professional growth. Professional behaviors include, but are not limited to:

   a. Modeling and maintaining a positive attitude
   b. Planning, providing coaching and giving feedback to the candidate through informal/formal observations, verbal comments, 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 and with Field Supervisors for Clinical Teachers/Residents.
   e. Participating in research endeavors including action research with Baylor Teaching Associates and Clinical Teachers/Residents that reflect best practices and attending training sessions designated for Clinical Instructors and Mentor Teachers as well as Research Events.
   f. Allowing candidates time to teach my students as outlined in the program and evaluating them using T-TESS Standards.
   g. Attending Co-teach training and using with candidates co-teach strategies from day one:
      - One Teach, One Observe
      - One Teach, One Assist
      - Station Teaching
      - Parallel Teaching
      - Supplemental
      - Alternative
      - Team Teaching

This form may be accessed in TK20.

Clinical Teacher/Resident Commitment *

I, the undersigned, commit to full participation in the Clinical Teaching/Residency 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, 46X3, and EDC 5699. Earning at least a "B" (3.0) in the course or courses. (For 2 semester Clinical Teachers/Residents the "B" (3.0) must be earned in both portions of the 1st semester of the Internship to proceed to the 2nd semester.)**
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 all campus and district policies;
   g. attending all faculty, planning, and other relevant campus meetings;
   h. participating in school events beyond the regular school-day hours;
   i. maintaining a positive and professional demeanor throughout the school day;
   j. practicing professional ethics and maintaining confidentiality; and
   k. meeting all district health and legal requirements.
3. Engaging in self-learning and self-improvement. I will be receptive to coaching throughout the program, seeking information, being open to ideas and suggestions, keeping my defenses down, and learning 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 Clinical Teaching/Residency (including Cooperating/Host Teachers, support staff, Faculty, Field Supervisors, 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.
9. Understanding that candidate membership in one of the professional teacher organizations that includes professional educator liability insurance is required.
10. Attending the designated teacher workdays at the beginning of the 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.

Cooperating/Host Teacher – A school-based teacher in a PDS or partner campus who is jointly assigned by the EPP and the campus administrator who supports the candidate through co-teaching and coaching during their Clinical Teaching/Residency. The Host Teacher models classroom practices that support the standards and expectations for Clinical Teachers/Residents. Responsibilities include co-planning, co-teaching, coaching, and observing/conferencing with the Clinical Teacher/Resident. A Field Supervisor collaborates with the Host Teacher on deciding the Clinical Teacher/Resident's readiness for increased responsibilities and on the Clinical Teacher/Resident evaluation on a preliminary Professional Practice Evaluation form.

Site Coordinator – A school-based representative with primary responsibility for the teacher education candidates in the PDS. He/she performs such functions as supporting and evaluating candidates, Clinical Instructors, and Host Teachers, helping with the supervision of candidates and the Site Coordinator may co-teach courses in collaboration with university-based faculty. Responsibilities include observing, coaching, 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 universityand school districts in partnership activities, as well as the facilitation of candidate field placements and the design and implementation of Memorandums of Understanding.

Field Supervisor – A currently certified educator, who preferably has advanced credentials, hired by the EPP to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators. The Field Supervisor is a university-based representative who supervises candidates during the year-long Clinical Teaching/Residency. Responsibilities include planning and implementing, providing feedback, observing, coaching 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, coaching, and conferencing with candidates.

PDS/Partnership 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 for Educator Preparation – 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, Midway ISD, Robinson ISD, and La Vega 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, coaching, 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 whichcandidates 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 themsystematically, 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 projectof 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 organizationof 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 extendedcommunity 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 educationunit, 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 includesother 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 principalresponsibility for carrying out the work of the PDS Partnership. School faculty are licensed in the fields they teach or supervise.

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

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

Appendices:

Appendix A - Deadline Dates for TK20

Appendix B - Formal Observation form

Appendix C - Informal Observation form

Appendix D - Professional Practice Evaluation Form

Appendix E – Professionalism and Communication form

Appendix F - Candidate/Student Interactions

Appendix G - Candidate Engagement

Appendix H - Observation of Questioning Techniques

Appendix I - Class Background Study

Appendix J – Digital Teaching Portfolio

Appendix K - Texas Teacher Evaluation and Support System (T-TESS) Rubric

Fall 2024 Due Dates to OPP for <u>First & Second Semester Year-Long Clinical Teacher</u>

Item	Due Date	Completed
August – Professionalism and Communication Form to be completed by the Cooperating/Host Teacher	September 6th	
Class Background Study by all candidates	August 30th	
1st **Informal** Observation Due by Field Supervisor (done between 08/20/24 – 09/13/24)	September 13th	
1st **Formal** Observation Due by Field Supervisor (done between 08/20/24 – 10/02/24	October 2nd	
September - Professionalism and Communication Form to be completed by the Cooperating/Host Teacher	October 6th	
2nd **Informal** Observation Due by Field Supervisor (done between 09/16/24 – 10/18/24)	October 18th	
1st Summative Professional Practice and Evaluation Form (PPEF)	October 31st	
October - Professionalism and Communication Form to be completed by the Cooperating/Host Teacher	November 3rd	
3rd **Informal** Observation Due by Field Supervisor (done between 10/21/24 – 11/16/24)	November 16th	
2nd **Formal** Observation by Intern Supervisor (done between 10/03/24 – 11/21/24)	November 21st	
November - Professionalism and Communication Form to be completed by the Cooperating/Host Teacher	November 16th	
Digital Teaching Portfolio Assessment	December 13th	

Fall 2024 Due Dates to OPP for <u>First Semester Year-Long Paid Residents</u>

Item	Due Date	Completed
August – Professionalism and Communication Form to be completed by the Cooperating/Host Teacher	September 6th	
Class Background Study by all candidates	August 30th	
1st Triad Plus Form	August 30th	
1st **Informal** Observation Due by Field Supervisor **(done between 08/20/24 – 09/11/24)**	September 11th	
2nd Triad Plus Form	September 13th	
3rd Triad Plus Form (Include Campus Supervisor)	September 27th	
1st **Formal** Observation Due by Field Supervisor **(done between 08/20/24 – 10/02/24**	October 2nd	
September - Professionalism and Communication Form to be completed by the Cooperating/Host Teacher	October 6th	
2nd **Informal** Observation Due by Field Supervisor **(done between 09/12/24 – 10/03/24)**	October 3rd	
4th Triad Plus Form	October 18th	
3rd **Informal** Observation Due by Field Supervisor **(done between 10/03/24 – 10/31/24)**	October 31st	
1st Summative Professional Practice and Evaluation Form (PPEF)	October 31st	
October - Professionalism and Communication Form to be completed by the Cooperating/Host Teacher	November 3rd	
5th Triad Plus Form (Include Campus Supervisor)	November 8th	
6th Triad Plus Form	November 22nd	
7th Triad Plus Form (Include Campus Supervisor)	December 15th	
2nd **Formal** Observation by Intern Supervisor **(done between 10/03/24 – 11/21/24)**	November 21st	
4th **Informal** Observation Due by Field Supervisor **(done between 11/04/24 – 11/16/24)**	November 16th	
November - Professionalism and Communication Form to be completed by the Cooperating/Host Teacher	November 16th	
Digital Teaching Portfolio Assessment	December 13th	

Fall 2024 Due Dates to OPP for <u>First & Second Semester Year-Long Clinical Teacher Going to London or Australia</u>

Item	Due Date	Completed
August – Professionalism and Communication Form to be completed by the Cooperating/Host Teacher	September 6th	
Class Background Study by all candidates	August 30th	
1st **Informal** Observation Due by Field Supervisor **(done between 08/20/24 – 09/6/24)**	September 6th	
1st **Formal** Observation Due by Field Supervisor **(done between 08/20/24 – 09/17/24**	September 17th	
September - Professionalism and Communication Form to be completed by the Cooperating/Host Teacher	October 6th	
2nd **Informal** Observation Due by Field Supervisor **(done between 09/09/24 – 10/04/24)**	October 4th	
October - Professionalism and Communication Form to be completed by the Cooperating/Host Teacher	November 3rd	
3rd **Informal** Observation Due by Field Supervisor **(done between 10/07/24 – 11/05/24)**	November 5th	
2nd **Formal** Observation by Intern Supervisor **(done between 9/17/24 – 11/05/24)**	November 5th	
1st Summative Professional Practice and Evaluation Form (PPEF)	November 5th	
Digital Teaching Portfolio Assessment	December 13th	

Spring 2025 Due Dates to OPP for <u>First Semester Year-Long Clinical Teacher</u> <u>(Off-Cycle)</u>

Item	Due Date	Completed
January – Professionalism and Communication Form to be completed by the Cooperating/Host Teacher	January 31st	
Class Background Study by all candidates	January 31st	
1st **Informal** Observation Due by Field Supervisor **(done between 01/21/25 – 02/28/25)**	February 28th	
February - Professionalism and Communication Form to be completed by the Cooperating/Host Teacher	February 28th	
1st **Formal** Observation Due by Field Supervisor **(done between 01/21/25 – 03/06/25**	March 6th	
2nd **Informal** Observation Due by Field Supervisor **(done between 02/28/25 – 03/28/25)**	March 28th	
March - Professionalism and Communication Form to be completed by the Cooperating/Host Teacher	March 28th	
1st Summative Professional Practice and Evaluation Form (PPEF)	April 4th	
3rd **Informal** Observation Due by Field Supervisor **(done between 03/28/25 – 04/24/25)**	April 24th	
2nd **Formal** Observation by Intern Supervisor **(done between 03/06/25 – 04/24/25)**	April 24th	
April - Professionalism and Communication Form to be completed by the Cooperating/Host Teacher	April 24th	
Digital Teaching Portfolio Assessment	May 9th	

Spring 2025 Due Dates to OPP for <u>2nd Semester Year Long Clinical Teachers</u>

Item	Due Date	Completed
January – Professionalism and Communication Form to be completed by the Cooperating/Host Teacher	February 7th	
Class Background Study by all candidates in new placements	January 31st	
1st **Informal** Observation Due by Field Supervisor **(done between 01/21/25 – 2/13/25)**	February 13th	
1st **Formal** Observation Due by Field Supervisor **(done between 1/21/25 – 02/28/25**	February 28th	
February - Professionalism and Communication Form to be completed by the Cooperating/Host Teacher	February 28th	
2nd Summative Professional Practice and Evaluation Form (PPEF)	February 28th	
2nd **Informal** Observation Due by Field Supervisor **(done between 02/18/25 – 03/21/25)**	March 21st	
March - Professionalism and Communication Form to be completed by the Cooperating/Host Teacher	March 31st	
3rd **Informal** Observation Due by Field Supervisor **(done between 03/24/25 – 04/24/25)**	April 24th	
2nd **Formal** Observation by Intern Supervisor **(done between 3/03/25 – 04/24/25)**	April 24th	
April - Professionalism and Communication Form to be completed by the Cooperating/Host Teacher	April 24th	
3rd Summative Professional Practice and Evaluation Form (PPEF)	April 24th	
Digital Teaching Portfolio Assessment	May 9th	

Spring 2025 Due Dates to OPP for <u>2nd Semester Year Long Paid Residents</u>

Item	Due Date	Completed
January – Professionalism and Communication Form to be completed by the Cooperating/Host Teacher	February 7th	
Class Background Study by all candidates in new placements	January 31st	
1st Triad Plus Form	January 31st	
1st **Informal** Observation Due by Field Supervisor **(done between 01/21/25 – 02/06/25)**	February 6th	
2nd Triad Plus Form (include Campus Supervisor)	February 14th	
2nd Summative Professional Practice and Evaluation Form (PPEF)	February 28th	
1st **Formal** Observation Due by Field Supervisor **(done between 1/21/25 – 02/28/25**	February 28th	
February - Professionalism and Communication Form to be completed by the Cooperating/Host Teacher	February 28th	
2nd **Informal** Observation Due by Field Supervisor **(done between 02/10/25 – 02/28/25)**	February 28th	
3rd Triad Plus Form	March 19th	
4th Triad Plus Form (include Campus Supervisor)	March 31st	
March - Professionalism and Communication Form to be completed by the Cooperating/Host Teacher	March 31st	
3rd **Informal** Observation Due by Field Supervisor **(done between 03/03/25 – 03/28/25)**	March 28th	
5th Triad Plus Form	April 11th	
2nd **Formal** Observation by Intern Supervisor **(done between 3/03/25 – 04/24/25)**	April 24th	
4th **Informal** Observation Due by Field Supervisor **(done between 03/31/25 – 04/24/25)**	April 24th	
2nd Summative Professional Practice and Evaluation Form (PPEF)	April 24th	
April - Professionalism and Communication Form to be completed by the Cooperating/Host Teacher	April 24th	
Digital Teaching Portfolio Assessment	May 9th	

Spring 2025 Due Dates to OPP for <u>One Semester Clinical Teachers</u>

Item	Due Date	Completed
January – Professionalism and Communication Form to be completed by the Cooperating/Host Teacher	January 31st	
Class Background Study by all candidates	January 31st	
1st **Formal** Observation Due by Field Supervisor **(done between 01/07/25 – 02/03/25**	February 3rd	
1st **Informal** Observation Due by Field Supervisor **(done between 01/07/25 – 02/14/25)**	February 14th	
1st Summative Professional Practice and Evaluation Form (PPEF)	February 14th	
February - Professionalism and Communication Form to be completed by the Cooperating/Host Teacher	February 28th	
2nd **Formal** Observation Due by Field Supervisor **(done between 02/03/25 – 03/04/25**	March 4th	
2nd Summative Professional Practice and Evaluation Form (PPEF)	March 28th	
2nd **Informal** Observation Due by Field Supervisor **(done between 02/18/25 – 04/04/25)**	April 4th	
March - Professionalism and Communication Form to be completed by the Cooperating/Host Teacher	March 31st	
3rd **Formal** Observation Due by Field Supervisor **(done between 03/04/25 – 04/10/25**	April 10th	
April - Professionalism and Communication Form to be completed by the Cooperating/Host Teacher	April 30th	
3rd **Informal** Observation Due by Field Supervisor **(done between 04/07/25 – 05/09/25)**	May 9th	
4th **Formal** Observation by Intern Supervisor **(done between 04/11/25 – 05/09/25)**	May 9th	
3rd Summative Professional Practice and Evaluation Form (PPEF)	May 9th	
Digital Teaching Portfolio Assessment	May 9th	

Baylor University School of Education
Formal Observation

Candidate Name: _____ Observer Name: _____

Observation Date: _____ Start Time: _____ End Time: _____

Type of Observation: ___ In Person ___ Virtual Synchronous ___ Virtual Asynchronous

Provide specific feedback as related to observed benchmarks and associated characteristics.

Pre-Observation Notes:

Planning Dimension 1.1: Standards and Alignment

The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards, and are appropriate for diverse learners.

Data:

Rating:

_____ Accomplished (4) _____ Proficient (3) _____ Developing (2) _____ Improvement Needed (1) _____ Not Observed

Planning Dimension 1.2: Data and Assessment

The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.

Data:

Rating:

_____ Accomplished (4) _____ Proficient (3) _____ Developing (2) _____ Improvement Needed (1) _____ Not Observed

Planning Dimension 1.3: Knowledge of Students

Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development, and achievement for all students.

Data:

Rating:

_____ Accomplished (4) _____ Proficient (3) _____ Developing (2) _____ Improvement Needed (1) _____ Not Observed

Planning Dimension 1.4: Activities

The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence, and achievement.

Data:

Rating:

_____ Accomplished (4) _____ Proficient (3) _____ Developing (2) _____ Improvement Needed (1) _____ Not Observed

Instruction Dimension 2.1: Achieving Expectations

The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.

Data:

Rating:

_____ Accomplished (4) _____ Proficient (3) _____ Developing (2) _____ Improvement Needed (1) _____ Not Observed

Instruction Dimension 2.2: Content Knowledge and Expertise

The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content, and student needs.

Data:

Rating:

_____ Accomplished (4) _____ Proficient (3) _____ Developing (2) _____ Improvement Needed (1) _____ Not Observed

Instruction Dimension 2.3: Communication

The teacher clearly and accurately communicates to support persistence, deeper learning, and effective effort.

Data:

Rating:

_____ Accomplished (4) _____ Proficient (3) _____ Developing (2) _____ Improvement Needed (1) _____ Not Observed

Instruction Dimension 2.4: Differentiation

The teacher differentiates instruction, aligning methods and techniques to diverse student needs.

Data:

Rating:

_____ Accomplished (4) _____ Proficient (3) _____ Developing (2) _____ Improvement Needed (1) _____ Not Observed

Instruction Dimension 2.5: Monitor and Adjust

The teacher formally and informally collects, analyzes and uses student progress data, and makes needed lesson adjustments.

Data:

Rating:

_____ Accomplished (4) _____ Proficient (3) _____ Developing (2) _____ Improvement Needed (1) _____ Not Observed

Learning Environment Dimension 3.1: Classroom Environment, Routines, and Procedures

The teacher organizes a safe, accessible, and efficient classroom.

Data:

Rating:

_____ Accomplished (4) _____ Proficient (3) _____ Developing (2) _____ Improvement Needed (1) _____ Not Observed

Learning Environment Dimension 3.2: Managing Student Behavior

The teacher establishes, communicates, and maintains clear expectations for student behavior.

Data:

Rating:

_____ Accomplished (4) _____ Proficient (3) _____ Developing (2) _____ Improvement Needed (1) _____ Not Observed

Learning Environment Dimension 3.3: Classroom Culture

The teacher leads a mutually respectful and collaborative class of actively engaged learners.

Data:

Rating:

_____ Accomplished (4) _____ Proficient (3) _____ Developing (2) _____ Improvement Needed (1) _____ Not Observed

Professional Practices and Responsibilities Dimension 4.1: Professional Demeanor and Ethics

The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities.

Data:

Rating:

_____ Accomplished (4) _____ Proficient (3) _____ Developing (2) _____ Improvement Needed (1) _____ Not Observed

Professional Practices and Responsibilities Dimension 4.2: Goal Setting

The teacher reflects on his/her practice.

Data:

Rating:

_____ Accomplished (4) _____ Proficient (3) _____ Developing (2) _____ Improvement Needed (1) _____ Not Observed

Professional Practices and Responsibilities Dimension 4.3: Professional Development

The teacher enhances the professional community.

Data:

Rating:

_____ Accomplished (4) _____ Proficient (3) _____ Developing (2) _____ Improvement Needed (1) _____ Not Observed

Professional Practices and Responsibilities Dimension 4.4: School Community Involvement

The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.

Data:

Rating:

_____ Accomplished (4) _____ Proficient (3) _____ Developing (2) _____ Improvement Needed (1) _____ Not Observed

Additional Comments:

Overall Performance:

Follow-Up Conference

Date: _____ Start Time: _____ End Time: _____

Comments:

Reinforcement Area:

Refinement Area:

Next Step(s) in Response to Coaching:

Teacher Candidate/Resident Acknowledgement:

Cooperating/Host Teacher Acknowledgement

Appendix C

Baylor University School of Education
Informal Observation

Candidate Name: _____   **Observer Name: _____**

Observation Date: _____   **Start Time: _____**   **End Time: _____**

Type of Observation: ___ In Person   ___ Virtual Synchronous   ___ Virtual Asynchronous

Co-Teaching Strategies Being Observed

____ One Teach, One Observe   ____ One Teach, One Assist   ____ Station Teaching
____ Parallel Teaching   ____ Supplemental Teaching ____ Alternative Teaching
____ Team Teaching   ____ Solo Teaching

Observed	Dimension	Description
	Planning Dimension 1.1: Standards and Alignment	The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards, and are appropriate for diverse learners.
	Planning Dimension 1.2: Data and Assessment	The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.
	Planning Dimension 1.3: Knowledge of Students	Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development, and achievement for all students.
	Planning Dimension 1.4: Activities	The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence, and achievement.
	Instruction Dimension 2.1: Achieving Expectations	The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.
	Instruction Dimension 2.2: Content Knowledge and Expertise	The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content, and student needs.
	Instruction Dimension 2.3: Communication	The teacher clearly and accurately communicates to support persistence, deeper learning, and effective effort.

	Instruction Dimension 2.4: Differentiation	The teacher differentiates instruction, aligning methods and techniques to diverse student needs.
	Instruction Dimension 2.5: Monitor and Adjust	The teacher formally and informally collects, analyzes and uses student progress data, and makes needed lesson adjustments.
	Learning Environment Dimension 3.1: Classroom Environment, Routines, and Procedures	The teacher organizes a safe, accessible, and efficient classroom.
	Learning Environment Dimension 3.2: Managing Student Behavior	The teacher establishes, communicates, and maintains clear expectations for student behavior.
	Learning Environment Dimension 3.3: Classroom Culture	The teacher leads a mutually respectful and collaborative class of actively engaged learners.

Comments:

Follow-up Conference Date:

Feedback on Targeted Skills:

Teacher Candidate/Resident Acknowledgement:

Cooperating/Host Teacher Acknowledgement:

Baylor University School of Education
Professional Practice Evaluation Form

Candidate Name: _____   **Date:** _____

Campus: _____ **Grade Level:** _____ **Subject:** _____

_____ Accomplished (4) _____ Proficient (3) _____ Developing (2) _____ Improvement Needed (1) _____ Not Observed

Planning

Planning Dimension 1.1: Standards and Alignment

The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards, and are appropriate for diverse learners. (Standards Basis: 1A, 1B, 3A, 3B, 3C)
Comments:

_____ Accomplished (4) _____ Proficient (3) _____ Developing (2) _____ Improvement Needed (1) _____ Not Observed

Planning Dimension 1.2: Data and Assessment

The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction. (Standards Basis: 1B, 1F, 2B, 2C, 5A, 5B, 5C, 5D)
Comments:

_____ Accomplished (4) _____ Proficient (3) _____ Developing (2) _____ Improvement Needed (1) _____ Not Observed

Planning Dimension 1.3: Knowledge of Students

Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development, and achievement for all students. (Standards Basis: 1A, 1B, 1C, 2A, 2B, 2C)
Comments:

_____ Accomplished (4) _____ Proficient (3) _____ Developing (2) _____ Improvement Needed (1) _____ Not Observed

Planning Dimension 1.4: Activities

The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence, and achievement. (Standards Basis: 1B, 1C, 1D, 1E)
Comments:

_____ Accomplished (4) _____ Proficient (3) _____ Developing (2) _____ Improvement Needed (1) _____ Not Observed

Instruction

Instruction Dimension 2.1: Achieving Expectations

The teacher supports all learners in their pursuit of high levels of academic and social-emotional success. (Standards Basis: 1B, 1D, 1E, 2A, 2C, 3B, 4A, 4D, 5B)

Comments:

_____ Accomplished (4) _____ Proficient (3) _____ Developing (2) _____ Improvement Needed (1) _____ Not Observed

Instruction Dimension 2.2: Content Knowledge and Expertise

The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content, and student needs. (Standards Basis: 1A, 1C, 1E, 1F, 2C, 3A, 3B, 3C)

Comments:

_____ Accomplished (4) _____ Proficient (3) _____ Developing (2) _____ Improvement Needed (1) _____ Not Observed

Instruction Dimension 2.3: Communication

The teacher clearly and accurately communicates to support persistence, deeper learning, and effective effort. (Standards Basis: 1D, 1E, 2A, 3A, 4D)

Comments:

_____ Accomplished (4) _____ Proficient (3) _____ Developing (2) _____ Improvement Needed (1) _____ Not Observed

Instruction Dimension 2.4: Differentiation

The teacher differentiates instruction, aligning methods and techniques to diverse student needs. (Standards Basis: 1C, 1F, 2A, 2B, 2C,3C, 4A, 5A, 5C, 5D)

Comments:

____ Accomplished (4) _____ Proficient (3) _____ Developing (2) _____ Improvement Needed (1) _____ Not Observed

Instruction Dimension 2.5: Monitor and Adjust

The teacher formally and informally collects, analyzes and uses student progress data, and makes needed lesson adjustments. (Standards Basis: 1D, 1F, 2B, 2C, 3B, 4D, 5C, 5D)

Comments:

____ Accomplished (4) _____ Proficient (3) _____ Developing (2) _____ Improvement Needed (1) _____ Not Observed

Learning Environment

Learning Environment Dimension 3.1: Classroom Environment, Routines, and Procedures

The teacher organizes a safe, accessible, and efficient classroom. (Standards Basis: 1D, 4A, 4B, 4C, 4D)

Comments:

____ Accomplished (4) _____ Proficient (3) _____ Developing (2) _____ Improvement Needed (1) _____ Not Observed

Learning Environment Dimension 3.2: Managing Student Behavior

The teacher establishes, communicates, and maintains clear expectations for student behavior. (Standards Basis: 4A, 4B, 4C, 4D)

Comments:

_____ Accomplished (4) _____ Proficient (3) _____ Developing (2) _____ Improvement Needed (1) _____ Not Observed)

Learning Environment Dimension 3.3: Classroom Culture

The teacher leads a mutually respectful and collaborative class of actively engaged learners. (Standards Basis: 1E, 1F, 3B, 4C, 4D, 5A, 5B, 5D)

Comments:

_____ Accomplished (4) _____ Proficient (3) _____ Developing (2) _____ Improvement Needed (1) _____ Not Observed

Professional Practices and Responsibilities

Professional Practices and Responsibilities Dimension 4.1: Professional Demeanor and Ethics

The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities. (Standards Basis: 6B, 6C, 6D)

Comments:

_____ Accomplished (4) _____ Proficient (3) _____ Developing (2) _____ Improvement Needed (1) _____ Not Observed

Professional Practices and Responsibilities Dimension 4.2: Goal Setting

The teacher reflects on his/her practice. (Standards Basis: 5D, 6A, 6B)

Comments:

_____ Accomplished (4) _____ Proficient (3) _____ Developing (2) _____ Improvement Needed (1) _____ Not Observed

Professional Practices and Responsibilities Dimension 4.3: Professional Development

The teacher enhances the professional community. (Standards Basis: 3A, 6A, 6B, 6C)

Comments:

_____ Accomplished (4) _____ Proficient (3) _____ Developing (2) _____ Improvement Needed (1) _____ Not Observed

Professional Practices and Responsibilities Dimension 4.4: School Community Involvement

The teacher demonstrates leadership with students, colleagues, and community members in the school, district, and community through effective communication and outreach. (Standards Basis: 3A, 6A, 6B, 6C)

Comments:

_____ Accomplished (4) _____ Proficient (3) _____ Developing (2) _____ Improvement Needed (1) _____ Not Observed

Overall Comments:

Appendix E

Triad Plus Collaboration Form
Meeting with Candidate, Host Teacher, Campus Supervisor, Field Supervisor

Date:

Time:

In Person _____   Virtual_____

Those in attendance:

Field Supervisor____   Candidate____   Host Teacher___   Host Teacher___   Campus Supervisor___

Notes (what was discussed, feedback about the candidate, goals, etc.):

Baylor University School of Education
Professionalism and Communication Form

Candidate Name: _____   **Date:** _____

Completed By: _____

Professionalism and Communication Areas	Meeting Expectations	Improvement Needed	Conference Needed
Professionalism: appearance, attitude, maturity, judgment, respect for others			
Timely completion of all instructional and course materials			
Attendance/participation			
Presence: voice, demeanor, interpersonal communication			
Written communication			
Maintains healthy relationships with students			
Maintains healthy relationships with caregivers, colleagues, and other professionals			

Comments:

Appendix G

Interactions

Candidate _____ **Date** _____

Observer _____ **CI/Mentor** _____

Campus _____ **Part of lesson** _____ **Time** _____

Academic Corrections	Behavior Corrections

Specific Corrections	General Corrections

Total # of Corrections:

Academic Praises	Behavior Praises

Specific Praises	General Praises

Total # of Praises:

Total: _____ Praises to _____Corrections

Comments:

Appendix H

Engagement

Candidate _____ Date _____Observer _____
CI/Mentor _____Campus _____ Part of lesson _____Time _____

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

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

Every 30 seconds, observe each of six randomly selected students. Observe each student for 5 seconds during the minute.
Codes:
%_____ + =   On Task--following directions, looking at teacher
%_____ − =   Off Task--not engaged
%_____ W =   Waiting--raising hand

%_____ S =   Small Group--smaller than whole class
%_____ G =   Whole Group
%_____ I =   Independent--one student working alone

%_____ H =   Hands-on
%_____ P =   Paper/pencil
%_____ D =   Discussion
%_____ L =   Lecture
%_____ O =   Other

Student # 1: _____% on task _____% off task
Student # 2: _____% on task _____% off task
Student # 3: _____% on task _____% off task
Student # 4: _____% on task _____% off task
Student # 5: _____% on task _____% off task
Student # 6: _____% on task _____% off task Total engagement _____% on task; _____%off task

Observation of Questioning Techniques

Candidate _____ **Date** _____**Observer** _____

CI/Mentor _____**Campus** _____ **Part of lesson** _____ **Time** _____

(10 points for each observation) Ten minute sample:

Teacher Questions	Code	R	Student Questions	Code

Codes:

%_____ **Single answer**   **%**_____ **Multiple answer**   **%**_____ **C Connections**

%_____ **A Connections**   **%**_____ **Process**

%_____ **Evaluations/Implications**

Comments:

Class Background Study

Teacher: _____

District: _____ **Campus:** _____

Mentor: _____

Grade level(s): _____ **Subject(s):** _____ **Date:** _____

---

1. How many students are in your class? (1b) ____

 Female _____ *Male* _____

2. Approximate age range of your students (1b): _

3. Describe the general instructional levels represented by the students in this class (e.g., advanced, average, below grade level, mixed). (1b)

4. Approximately how many students are in each of the following language categories? (1b)
 English proficient _____
 English language learner _____

5. Approximately how many students have been identified as having the following special needs? (1b)
 Attention deficit/hyperactivity disorder _____
 Blindness or visual impairment _____
 Deafness or hard of hearing _____
 Developmental impairment _____
 Emotional disability _____
 Giftedness _____
 Learning disability _____
 Physical disability _____
 504 modifications _____
 Multiple impairments _____
 Other: _____

6. Approximately how many students are represented in the following ethnic groups? (1b)

 Asian _____
 African American _____
 Hispanic _____
 White _____
 Other: _____

7. How do you become familiar with what your students already know and are able to do? (1b)

 Content-based pretests _____
 Individualized educational plans (IEP) ____
 Permanent records _____
 Standardized tests _____
 Strategies for accessing prior knowledge (e.g., KWL charts) _____
 Student surveys _____
 Other: _____

8. How do you become familiar with your students' individual interests and cultural backgrounds? (1b)

 Extracurricular activities _____
 Family/caregiver contact _____
 Getting-acquainted activities _____
 Interest inventories _____
 Student writing/journals _____
 Student-teacher email _____
 Other: _____

9. What resource persons are available to you in planning instruction? (1d)

Administrators _____

Counselors _____

Department/grade-level chair _____

Diagnosticians _____

Education service center staff _____

Librarian/media center staff _____

Mentor _____

Special education/inclusion teachers _____

Educator preparation faculty _____

Team members _____

Others: _____

10. What resources are available to students needing assistance? (4f)

Administrators _____

Counselors _____

Special education/inclusion teachers _____

Librarian/media center staff _____

School nurse _____

Outside agencies _____

Social workers _____

Others: _____

11. Describe how you establish and implement important classroom routines and procedures (e.g., distribution and collection of materials, transition between activities). (2c)

12. Describe how you establish and maintain standards of conduct (e.g., posting rules and consequences, implementing school policies). (2d)

13. Describe how you establish and maintain an atmosphere of trust, openness, and mutual respect (e.g., greeting students, modeling courtesy). (2a)

14. How do you encourage students to take responsibility for their own learning? (2b)

15. How do you coordinate learning activities with other colleagues (e.g., same grade level/content area teachers, special education teachers, language acquisition teachers)? (4d)

16. What else is important to you about the background of your students? (1b)

Digital Teaching Portfolio

Baylor Educator Preparation Digital Portfolio aligned with the Texas Teacher Evaluation and Support System (T-TESS). This digital portfolio is designed to provide a comprehensive and organized presentation of your competencies, growth, and readiness as an educator. It serves as both an assessment and professional development tool, reflecting the key domains of T-TESS: **Planning, Instruction, Learning Environment, and Professional Practices and Responsibilities**. For each dimension you will include a thoughtful and descriptive narrative of how this dimension was met during field experiences. Specific evidence related to the dimension should be included to support the narrative.

Guidance for Teaching Associates: During your TA year, please begin your narrative with the DATE WRITTEN/TA Semester. When uploading your documents, be sure to name each file with TASemester_[name of document].

Guidance for Clinical Teachers/Residents: During your Clinical Teaching/Resident year, please begin your narrative with the DATE WRITTEN/CTRSemester. When uploading your documents, be sure to name each file with CTRSemester_[name of document].

Texas Teacher Evaluation and Support System (T-TESS) Rubric*

*The T-TESS rubric shows all 5 levels used in evaluating classroom teachers in Texas Public Schools. However, Baylor University will assess candidates based on their experiences gained by clinical experiences and will not evaluate candidates using the "Distinguished" category.

PLANNING
Standards and Alignment (Dimension 1.1)

Dimension 1.1 Standards and Alignment:	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED

The teacher designs clear, well- organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.
 	
Standards Basis:
1A, 1B, 3A, 3B, 3C
 	
Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes
	• All rigorous and measurable goals aligned to state content standards.
	• All activities, materials and assessments that:
	  o are logically sequenced
	  o are relevant to students' prior understanding and real-world applications
	  o integrate and reinforce concepts from other disciplines
	  o provide appropriate time for student work, student reflection, lesson and lesson closure
	  o deepen understanding of broader unit and course objectives
	  o are vertically aligned to state standards
	  o are appropriate for diverse learners
	• Objectives aligned and logically sequenced to the lesson's goal, providing relevant and enriching extensions of the lesson
	• Integration of technology to enhance mastery of goal(s).
		• All measurable goals aligned to state content standards.
		• All activities, materials and assessments that:
		  o are sequenced
		  o are relevant to students' prior understanding
		  o integrate other disciplines
		  o provide appropriate time for student work, lesson and lesson closure
		  o reinforce broader unit and course objectives
		  o are vertically aligned to state standards
		  o are appropriate for diverse learners
		• All objectives aligned and logically sequenced to the lesson's goal.
		• Integration of technology to enhance mastery of goal(s).
			• All goals aligned to state content standards.
			• All activities, materials and assessments that:
			  o are sequenced
			  o are relevant to students
			  o provide appropriate time for lesson and lesson closure
			  o fit into the broader unit and course objectives
			  o are appropriate for diverse learners.
			• All objectives aligned to the lesson's goal.
			• Integration of technology when applicable.
				• Most goals aligned to state content standards.
				• Most activities, materials and assessments that:
				  o are sequenced
				  o sometimes provide appropriate time for lesson and lesson closure
				• Lessons where most objectives are aligned and sequenced to the lesson's goal.
					• Few goals aligned to state content standards.
					• Few activities, materials and assessments that:
					  o are sequenced
					  o rarely provide time for lesson and lesson closure
					• Lessons where few objectives are aligned and sequenced to the lesson's goal.

STUDENT-CENTERED ACTIONS ← ———————————————————————————————— TEACHER-CENTERED ACTIONS

84

PLANNING
Data and Assessment (Dimension 1.2)

Dimension 1.2 Data and Assessment:	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction. **Standards Basis:** 1B, 1F, 2B, 2C, 5A, 5B, 5C, 5D **Potential Sources of Evidence:** Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes; analysis of student data	• Formal and informal assessments to monitor progress of all students, shares appropriate diagnostic, formative and summative assessment data with students to engage them in self- assessment, build awareness of their own strengths and weaknesses and track their own progress. • Substantive, specific and timely feedback to students, families and school personnel on the growth of students in relation to classroom and campus goals and engages with colleagues to adapt school- wide instructional strategies and goals to meet student needs while maintaining confidentially. • Analysis of student data connected to specific instructional strategies and use of results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success.	• Formal and informal assessments to monitor progress of all students and incorporate appropriate diagnostic, formative and summative assessments data into lesson plans. • Substantive, specific and timely feedback to students, families and other school personnel on the growth of students in relation to classroom and campus goals, while maintaining student confidentiality. • Analysis of student data connected to specific instructional strategies and use of results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success.	• Formal and informal assessments to monitor progress of all students. • Consistent feedback to students, families and other school personnel while maintaining confidentiality. • Analysis of student data connected to specific instructional strategies.	• Formal and informal assessments to monitor progress of most students. • Timely feedback to students and families. • Utilization of multiple sources of student data.	• Few formal and informal assessments to monitor student progress. • Few opportunities for timely feedback to students or families. • Utilization of few sources of student data.
	STUDENT-CENTERED ACTIONS ◄───► TEACHER-CENTERED ACTIONS				

85

PLANNING
Knowledge of Students (Dimension 1.3)

Dimension 1.3 Knowledge of Students:	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
Through knowledge of students and proven practices, the teacher ensures high levels of learning, social- emotional development and achievement for all students. **Standards Basis:** 1A, 1B, 1C, 2A, 2B, 2C **Potential Sources of Evidence:** Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes; analysis of student data	• All lessons that connect to students' prior knowledge, experiences, interests and future learning expectations across content areas. • Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance each other's learning. • Opportunities for students to utilize their individual learning patterns, habits and needs to achieve high levels of academic and social-emotional success.	• All lessons that connect to students' prior knowledge, experiences and future learning expectations. • Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance their own learning. • Opportunities for students to utilize their individual learning patterns, habits and needs.	• All lessons that connect to students' prior knowledge and experiences. • Adjustments to address strengths and gaps in background knowledge, life experiences and skills of all students.	• Most lessons that connect to students' prior knowledge and experiences. • Adjustments to address strengths and gaps in background knowledge, life experiences and skills of most students.	• Few lessons that connect to students' prior knowledge and experiences. • Adjustments to address strengths and gaps in background knowledge, life experiences and skills of few students.

STUDENT-CENTERED ACTIONS ◄─── TEACHER-CENTERED ACTIONS

PLANNING
Activities (Dimension 1.4)

Dimension 1.4	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
Activities: The teacher plans engaging, flexible lessons that encourage higher- order thinking, persistence and achievement. **Standards Basis:** 1B, 1C, 1D, 1E **Potential Sources of Evidence:** Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes; analysis of student data	• Opportunities for students to generate questions that lead to further inquiry and promote complex, higher- order thinking, problem solving and real-world application • Instructional groups based on the needs of all students, and allows for students to take ownership of group and individual accountability. • The ability for all students to set goals, reflect on, evaluate and hold each other accountable within instructional groups. • Activities, resources, technology and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students and actively engage them in ownership of their learning.	• Questions that encourage all students to engage in complex, higher-order thinking and problem solving. • Instructional groups based on the needs of all students and maintains both group and individual accountability. • All students understanding their individual roles within instructional groups and facilitates opportunities for student input on goals and outcomes of activities. • Activities, resources, technology and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students.	• Questions that encourage all students to engage in complex, higher- order thinking. • Instructional groups based on the needs of all students. • All students understanding their individual roles within instructional groups. • Activities, resources, technology and instructional materials that are all aligned to instructional purposes.	• Questions that promote limited, predictable or rote responses and encourage some complex, higher- order thinking. • Instructional groups based on the needs of most students. • Most students understanding their individual roles within instructional groups. • Activities, resources, technology and/or instructional materials that are mostly aligned to instructional purposes.	• Encourages little to no complex, higher-order thinking. • Instructional groups based on the needs of a few students. • Lack of student understanding of their individual roles within instructional groups. • Activities, resources, technology and/or instructional materials misaligned to instructional purposes.
	STUDENT-CENTERED ACTIONS ←			→ TEACHER-CENTERED ACTIONS	

INSTRUCTION
Achieving Expectations (Dimension 2.1)

Dimension 2.1 Achieving Expectations: The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
Standards Basis: 1B, 1D, 1E, 2A, 2C, 3B, 4A, 4D, 5B **Potential Sources of Evidence:** Conferences and conversations with the teacher; formal observations and walkthroughs; student growth processes; analysis of student data	• Provides opportunities for students to establish high academic and social-emotional expectations for themselves. • Persists with the lesson until there is evidence that all students demonstrate mastery of the objective. • Provides opportunities for students to self-monitor and self-correct mistakes. • Systematically enables students to set goals for themselves and monitor their progress over time.	• Provides opportunities for students to establish high academic and social-emotional expectations for themselves. • Persists with the lesson until there is evidence that most students demonstrate mastery of the objective. • Anticipates student mistakes and encourages students to avoid common learning pitfalls. • Establishes systems where students take initiative of their own learning and self-monitor.	• Sets academic expectations that challenge all students. • Persists with the lesson until there is evidence that most students demonstrate mastery of the objective. • Addresses student mistakes and follows through to ensure student mastery. • Provides students opportunities to take initiative of their own learning.	• Sets academic expectations that challenge most students. • Persists with the lesson until there is evidence that some students demonstrate mastery of the objective. • Sometimes addresses student mistakes. • Sometimes provides opportunities for students to take initiative of their own learning.	• Sets expectations that challenge few students. • Concludes the lesson even though there is evidence that few students demonstrate mastery of the objective. • Allows student mistakes to go unaddressed or confronts student errors in a way that discourages further effort. • Rarely provides opportunities for students to take initiative of their own learning.
	STUDENT-CENTERED ACTIONS ←———————————————————————————————— **TEACHER-CENTERED ACTIONS**				

INSTRUCTION
Content Knowledge and Expertise (Dimension 2.2)

Dimension 2.2 Content Knowledge and Expertise:	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs. **Standards Basis:** 1A, 1C, 1E, 1F, 2C, 3A, 3B, 3C **Potential Sources of Evidence:** Conferences and conversations with the teacher; formal observations and walkthroughs; student growth processes; analysis of student data	• Displays extensive content knowledge of all the subjects she or he teaches and closely related subjects. • Integrates learning objectives with other disciplines, content areas and real-world experience. • Consistently anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. • Consistently provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). • Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline, the state standards, related content and within real-world scenarios.	• Conveys a depth of content knowledge that allows for differentiated explanations. • Integrates learning objectives with other disciplines and real-world experiences. • Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. • Regularly provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). • Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline and the state standards.	• Conveys accurate content knowledge in multiple contexts. • Integrates learning objectives with other disciplines. • Anticipates possible student misunderstandings. • Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). • Accurately reflects how the lesson fits within the structure of the discipline and the state standards.	• Conveys accurate content knowledge. • Sometimes integrates learning objectives with other disciplines. • Sometimes anticipates possible student misunderstandings. • Sometimes provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).	• Conveys inaccurate content knowledge that leads to student confusion. • Rarely integrates learning objectives with other disciplines. • Does not anticipate possible student misunderstandings. • Provides few opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).

STUDENT-CENTERED ACTIONS ◄━━━━━━━━━━━━━━━━━━━━━━━━━━━━━━━━━━ TEACHER-CENTERED ACTIONS

INSTRUCTION
Communication (Dimension 2.3)

Dimension 2.3	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
Communication: The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort. **Standards Basis:** 1D, 1E, 2A, 3A, 4D **Potential Sources of Evidence:** Conferences and conversations with the teacher; formal observations and walkthroughs; student growth processes; analysis of student data	• Establishes classroom practices that encourage all students to communicate safely and effectively using a variety of tools and methods with the teacher and their peers. • Uses possible student misunderstandings at strategic points in lessons to highlight misconceptions and inspire exploration and discovery. • Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct. • Asks questions at the creative, evaluative and/or analysis levels that require a deeper learning and broader understanding of the objective of the lesson. • Skillfully balances wait time, questioning techniques and integration of student responses to support student-directed learning. • Skillfully provokes and guides discussion to pique curiosity and inspire student-led learning of meaningful and challenging content.	• Establishes classroom practices that encourage all students to communicate effectively, including the use of visual tools and technology, with the teacher and their peers. • Anticipates possible student misunderstandings and proactively develops techniques to address obstacles to learning. • Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct. • Asks questions at the creative, evaluative and/or analysis levels that focus on the objective of the lesson and provoke thought and discussion. • Skillfully uses probing questions to clarify, elaborate and extend learning. • Provides wait time when questioning students.	• Establishes classroom practices that provide opportunities for most students to communicate effectively with the teacher and their peers. • Recognizes student misunderstandings and responds with an array of teaching techniques to clarify concepts. • Provides explanations that are clear and uses verbal and written communication that is clear and correct. • Asks remember, understand and apply level questions that focus on the objective of the lesson and provoke discussion. • Uses probing questions to clarify and elaborate learning.	• Leads lessons with some opportunity for dialogue, clarification or elaboration. • Recognizes student misunderstandings but has a limited ability to respond. • Uses verbal and written communication that is generally clear with minor errors of grammar. • Asks remember and understand level questions that focus on the objective of the lesson but do little to amplify discussion.	• Directs lessons with little opportunity for dialogue, clarification or elaboration. • Is sometimes unaware of or unresponsive to student misunderstandings. • Uses verbal communication that is characterized by inaccurate grammar; written communication that has inaccurate spelling, grammar, punctuation or structure. • Rarely asks questions, or asks questions that do not amplify discussion or align to the objective of the lesson.

STUDENT-CENTERED ACTIONS ⟵─────────────────────────────────⟶ TEACHER-CENTERED ACTIONS

INSTRUCTION
Differentiation (Dimension 2.4)

Dimension 2.4 Differentiation: The teacher differentiates instruction, aligning methods and techniques to diverse student needs.	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
Standards Basis: 1C, 1F, 2A, 2B, 2C, 3C, 4A, 5A, 5C, 5D **Potential Sources of Evidence:** Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes; analysis of student data	• Adapts lessons with a wide variety of instructional strategies to address individual needs of all students. • Consistently monitors the quality of student participation and performance. • Always provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. • Consistently prevents student confusion or disengagement by addressing learning and/or social/emotional needs of all students.	• Adapts lessons to address individual needs of all students. • Regularly monitors the quality of student participation and performance. • Regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. • Proactively minimizes student confusion or disengagement by addressing learning and/or social/emotional needs of all students.	• Adapts lessons to address individual needs of all students. • Regularly monitors the quality of student participation and performance. • Provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. • Recognizes when students become confused or disengaged and responds to student learning or social/emotional needs.	• Adapts lessons to address some student needs. • Sometimes monitors the quality of student participation and performance. • Sometimes provides differentiated instructional methods and content. • Sometimes recognizes when students become confused or disengaged and minimally responds to student learning or social/emotional needs.	• Provides one-size-fits-all lessons without meaningful differentiation. • Rarely monitors the quality of student participation and performance. • Rarely provides differentiated instructional methods and content. • Does not recognize when students become confused or disengaged, or does not respond appropriately to student learning or social/emotional needs.

STUDENT-CENTERED ACTIONS ◄────────────────────────────────── TEACHER-CENTERED ACTIONS

INSTRUCTION
Monitor and Adjust (Dimension 2.5)

Dimension 2.5 Monitor and Adjust: The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments. **Standards Basis:** 1D, 1F, 2B, 2C, 3B, 4D, 5C, 5D **Potential Sources of Evidence:** Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes; analysis of student data	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
	• Systematically gathers input from students in order to monitor and adjust instruction, activities or pacing to respond to differences in student needs. • Adjusts instruction and activities to maintain student engagement. • Uses discreet and explicit checks for understanding through questioning and academic feedback.	• Utilizes input from students in order to monitor and adjust instruction, activities and pacing to respond to differences in student needs. • Adjusts instruction and activities to maintain student engagement. • Continually checks for understanding through purposeful questioning and academic feedback.	• Consistently invites input from students in order to monitor and adjust instruction and activities. • Adjusts instruction and activities to maintain student engagement. • Monitors student behavior and responses for engagement and understanding.	• Sometimes utilizes input from students in order to monitor and adjust instruction and activities. • Adjusts some instruction within a limited range. • Sees student behavior but misses some signs of disengagement. • Is aware of most student responses but misses some clues of misunderstanding.	• Rarely utilizes input from students in order to monitor and adjust instruction and activities. • Persists with instruction or activities that do not engage students. • Generally does not link student behavior and responses with student engagement and understanding. • Makes no attempts to engage students who appear disengaged or disinterested.

STUDENT-CENTERED ACTIONS ←————————————————————— **TEACHER-CENTERED ACTIONS**

LEARNING ENVIRONMENT
Classroom Environment, Routines and Procedures (Dimension 3.1)

Dimension 3.1 Classroom Environment, Routines and Procedures: The teacher organizes a safe, accessible and efficient classroom.	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
Standards Basis: 1D, 4A, 4B, 4C, 4D **Potential Sources of Evidence:** Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; analysis of student data	• Establishes and uses effective routines, transitions and procedures that primarily rely on student leadership and responsibility. • Students take primary leadership and responsibility for managing student groups, supplies, and/or equipment. • The classroom is safe and thoughtfully designed to engage, challenge and inspire students to participate in high- level learning beyond the learning objectives.	• Establishes and uses effective routines, transitions and procedures that she or he implements effortlessly. • Students take some responsibility for managing student groups, supplies and/or equipment. • The classroom is safe, inviting and organized to support learning objectives and is accessible to all students.	• All procedures, routines and transitions are clear and efficient. • Students actively participate in groups, manage supplies and equipment with very limited teacher direction. • The classroom is safe and organized to support learning objectives and is accessible to most students.	• Most procedures, routines and transitions provide clear direction but others are unclear and inefficient. • Students depend on the teacher to direct them in managing student groups, supplies and/or equipment. • The classroom is safe and accessible to most students, but is disorganized and cluttered.	• Few procedures and routines guide student behavior and maximize learning. Transitions are characterized by confusion and inefficiency. • Students often do not understand what is expected of them. • The classroom is unsafe, disorganized and uncomfortable. • Some students are not able to access materials.

STUDENT-CENTERED ACTIONS ←   → TEACHER-CENTERED ACTIONS

LEARNING ENVIRONMENT
Managing Student Behavior (Dimension 3.2)

Dimension 3.2 Managing Student Behavior:	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
The teacher establishes, communicates and maintains clear expectations for student behavior. **Standards Basis:** 4A, 4B, 4C, 4D **Potential Sources of Evidence:** Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; analysis of student data	• Consistently monitors behavior subtly, reinforces positive behaviors appropriately and intercepts misbehavior fluidly. • Students and the teacher create, adopt and maintain classroom behavior standards.	• Consistently encourages and monitors student behavior subtly and responds to misbehavior swiftly. • Most students know, understand and respect classroom behavior standards.	• Consistently implements the campus and/or classroom behavior system proficiently. • Most students meet expected classroom behavior standards.	• Inconsistently implements the campus and/or classroom behavior system. • Student failure to meet expected classroom behavior standards interrupts learning.	• Rarely or unfairly enforces campus or classroom behavior standards. • Student behavior impedes learning in the classroom.

STUDENT-CENTERED ACTIONS ◄─────────────────────────────── TEACHER-CENTERED ACTIONS

94

LEARNING ENVIRONMENT
Classroom Culture (Dimension 3.3)

Dimension 3.3	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
Classroom Culture: The teacher leads a mutually respectful and collaborative class of actively engaged learners. **Standards Basis:** 1E, 1F, 3B, 4C, 4D, 5A, 5B, 5D **Potential Sources of Evidence:** Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; analysis of student data	• Consistently engages all students with relevant, meaningful learning based on their interests and abilities to create a positive rapport amongst students. • Students collaborate positively and encourage each other's efforts and achievements.	• Engages all students with relevant, meaningful learning, sometimes adjusting lessons based on student interests and abilities. • Students collaborate positively with each other and the teacher.	• Engages all students in relevant, meaningful learning. • Students work respectfully individually and in groups.	• Establishes a learning environment where most students are engaged in the curriculum. • Students are sometimes disrespectful of each other.	• Establishes a learning environment where few students are engaged in the curriculum. • Students are disrespectful of each other and of the teacher.

STUDENT-CENTERED ACTIONS ◄━━━━━━━━━━━━━━━━━━━━━━━━━━━━━ TEACHER-CENTERED ACTIONS

PROFESSIONAL PRACTICES AND RESPONSIBILITIES
Professional Demeanor and Ethics (Dimension 4.1)

Dimension 4.1	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
Professional Demeanor and Ethics: The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities. **Standards Basis:** 6B, 6C, 6D **Potential Sources of Evidence:** Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; analysis of student data; daily interaction with others	• Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. • Models all professional standards (e.g., attendance, professional appearance and behaviors) across the campus and district for educators and students. • Advocates for the needs of all students in the classroom and campus.	• Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. • Models all professional standards (e.g., attendance, professional appearance and behaviors) within the classroom. • Advocates for the needs of all students in the classroom.	• Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. • Meets all professional standards (e.g., attendance, professional appearance and behaviors). • Advocates for the needs of students in the classroom.	• Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. • Meets most professional standards (e.g., attendance, professional appearance and behaviors).	• Fails to meet the Code of Ethics and Standard Practices for Texas Educators. • Meets few professional standards (e.g., attendance, professional appearance and behaviors) or violates legal requirements.

STUDENT-CENTERED ACTIONS ◄————————————————————————————► TEACHER-CENTERED ACTIONS

PROFESSIONAL PRACTICES AND RESPONSIBILITIES					
Goal Setting (Dimension 4.2)					
Dimension 4.2 Goal Setting: The teacher reflects on his/her practice. **Standards Basis:** 5D, 6A, 6B **Potential Sources of Evidence:** Goal- setting and professional development plan (GSPD); conferences and conversations with the teacher, including the end-of-year conference; analysis of student data	**DISTINGUISHED**	**ACCOMPLISHED**	**PROFICIENT**	**DEVELOPING**	**IMPROVEMENT NEEDED**
	• Consistently sets, modifies and meets short- and long- term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary research and analysis of student learning. • Implements substantial changes in practice resulting in significant improvement in student performance.	• Sets some short- and long- term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary research and analysis of student learning. • Meets all professional goals resulting in improvement in practice and student performance.	• Sets short- and long-term professional goals based on self-assessment, reflection and supervisor feedback. • Meets all professional goals resulting in improvement in practice and student performance.	• Sets short-term goals based on self-assessment. • Meets most professional goals resulting in some visible changes in practice.	• Sets low or ambiguous goals unrelated to student needs or self-assessment. • Meets few professional goals and persists in instructional practices that remain substantially unimproved over time.
	STUDENT-CENTERED ACTIONS ◄————————————————————————————————————► TEACHER-CENTERED ACTIONS				

PROFESSIONAL PRACTICES AND RESPONSIBILITIES					
Goal Setting (Dimension 4.2)					
Dimension 4.2 Goal Setting: The teacher reflects on his/her practice. **Standards Basis:** 5D, 6A, 6B **Potential Sources of Evidence:** Goal- setting and professional development plan (GSPD); conferences and conversations with the teacher, including the end-of-year conference; analysis of student data	**DISTINGUISHED**	**ACCOMPLISHED**	**PROFICIENT**	**DEVELOPING**	**IMPROVEMENT NEEDED**
	• Consistently sets, modifies and meets short- and long- term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary research and analysis of student learning. • Implements substantial changes in practice resulting in significant improvement in student performance.	• Sets some short- and long- term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary research and analysis of student learning. • Meets all professional goals resulting in improvement in practice and student performance.	• Sets short- and long-term professional goals based on self-assessment, reflection and supervisor feedback. • Meets all professional goals resulting in improvement in practice and student performance.	• Sets short-term goals based on self-assessment. • Meets most professional goals resulting in some visible changes in practice.	• Sets low or ambiguous goals unrelated to student needs or self-assessment. • Meets few professional goals and persists in instructional practices that remain substantially unimproved over time.
	STUDENT-CENTERED ACTIONS ◄————————————————————————————————————► TEACHER-CENTERED ACTIONS				

PROFESSIONAL PRACTICES AND RESPONSIBILITIES
Professional Development (Dimension 4.3)

Dimension 4.3	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
Professional Development: The teacher enhances the professional community. **Standards Basis:** 3A, 6A, 6B, 6C **Potential Sources of Evidence:** Goal- setting and professional development plan (GSPD); conferences and conversations with the teacher, including the end- of- year conference; analysis of student data; daily interaction with others	• Leads colleagues collaboratively in and beyond the school to identify professional development needs through detailed data analysis and self- reflection. • Seeks resources and collaboratively fosters faculty knowledge and skills. • Develops and fulfills the school and district improvement plans through professional learning communities, grade- or subject- level team leadership, committee leadership or other opportunities beyond the campus.	• Leads colleagues collaboratively on campus to identify professional development needs through self- reflection. • Fosters faculty knowledge and skills in support of the school improvement plan through professional learning communities, grade- or subject- level team leadership, committee membership or other opportunities beyond the campus.	• Collaboratively practices in all scheduled professional development activities, campus professional learning communities, grade- or subject-level team membership, committee membership or other opportunities.	• Engages in most scheduled professional development activities, professional learning communities, committee, grade- or subject-level team meetings as directed.	• Engages in few professional development activities, professional learning communities or committees to improve professional practice.

STUDENT-CENTERED ACTIONS ◄————————————————————————————————————► TEACHER-CENTERED ACTIONS

PROFESSIONAL PRACTICES AND RESPONSIBILITIES
School Community Involvement (Dimension 4.4)

Dimension 4.4 School Community Involvement: The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach. **Standards Basis:** 2A, 2B, 4A, 4D, 5B, 6B, 6C, 6D **Potential Sources of Evidence:** Conferences and conversations with the teacher, including the end-of- year conference; classroom artifacts; student data; daily interaction with others	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
	• Systematically contacts parents/ guardians regarding students' academic and social/emotional growth through various methods. • Initiates collaborative efforts that enhance student learning and growth. • Leads students, colleagues, families and community members toward reaching the mission, vision and goals of the school.	• Systematically contacts parents/guardians regarding students' academic and social/emotional growth through various methods. • Joins colleagues in collaborative efforts that enhance student learning and welfare. • Clearly communicates the mission, vision and goals of the school to students, colleagues, parents and families, and other community members.	• Contacts parents/guardians regularly regarding students' academic and social/emotional growth. • Actively participates in all school outreach activities • Communicates the mission, vision and goals of the school to students, colleagues, parents and families.	• Contacts parents/guardians in accordance with campus policy. • Attends most required school outreach activities. • Communicates school goals to students, parents and families.	• Contacts parents generally about disciplinary matters. • Attends few required school outreach activities.

RUBRIC WORD BANK					
(with examples of qualifiers that are interchangeably used)					
DIMENSION EXAMPLE:	**DISTINGUISHED**	**ACCOMPLISHED**	**PROFICIENT**	**DEVELOPING**	**IMPROVEMENT NEEDED**
LEARNING ENVIRONMENT: CLASSROOM CULTURE	ALL	ALL	ALL	MOST	FEW
LEARNING ENVIRONMENT: MANAGING STUDENT BEHAVIOR	CONSISTENTLY	CONSISTENTLY	CONSISTENTLY	INCONSISTENTLY	RARELY
INSTRUCTION: ACHIEVING EXPECTATIONS	ALL	MOST	MOST	SOME	FEW
INSTRUCTION: CONTENT KNOWLEDGE AND EXPERTISE	CONSISTENTLY	REGULARLY	DOES (ACTION)	SOMETIMES	FEW
INSTRUCTION: DIFFERENTIATION	ALWAYS	REGULARLY	DOES (ACTION)	SOMETIMES	DOES NOT (ACTION)

		MOVES TO STUDENTCENTE RED ACTIONS	MOVES TO STUDENTCENTERED ACTIONS	FOCUSES ON MOSTLY TEACHER-CENTERED ACTIONS	FOCUSES ON TEACHER-CENTERED ACTIONS	FOCUSES ON TEACHER-CENTERED ACTIONS