



Baylor University
SCHOOL OF EDUCATION

Educator Preparation Program Handbook

Revised – August 2025

**Office of Undergraduate Education
Educator Preparation Program**

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

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

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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 partnership so that it is supported and becomes a part of their institutions' expectations. At the most advanced stages of development, PDS partnerships influence policies and practices at the district, state, and national levels.

The Mission of the School-University Partnerships

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

The Core Functions of a School-University Partnership

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 comprehensive, 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.

* *National Association for Professional Development Schools. (2021). What It Means to be a Professional Development School: The Nine Essentials (2nd ed.) [Policy statement]. Author.*

Partner School Districts

[Midway ISD](#)

[Robinson ISD](#)

[Waco ISD](#)

[La Vega ISD](#)

Waco ISD

Fully-staffed PDS Campuses for 2025-2026

Elementary Campuses

[Hillcrest PDS](#)

4225 Pine Avenue; (254) 772-4286

Secondary Campus

[University High School](#)

3201 South New Road; (254) 756-1843

Midway ISD

Fully-staffed PDS Campuses for 2025-2026

Elementary Campuses

[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 Undergraduate Education – Educator Preparation Program

Located on the second floor of the Marrs McLean Science Building, the Educator Preparation Program (EPP) 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.

Associate Dean of Undergraduate Education

Dr. Sandi Cooper, Sandra_Cooper@baylor.edu (254) 710-3246 (MMSCI 211.02)

Assistant Dean of Educator Preparation

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)

Certificate/Program Coordinators

Elementary	Mrs. Gae Connally
Middle /Secondary	Dr. Liz Magill
Special Education EC-12	Dr. Tonya Davis
Physical Education EC-12	Dr. Margaret Wooddy
Music EC-12	Dr. David Montgomery
Master of Arts in Teaching	Dr. Rachelle Rogers

Supplemental/Dual Certificate Program Coordinators

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

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 SOE Educator Preparation Program, 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 if applicants are accepted, conditionally accepted, or declined admission into the teacher education program. Academic Requirements to be admitted include:
 - 2.75 Overall and Major GPA.
 - Successful completion of 12 hours in the content area in which certification is being sought. Candidates in Mathematics (4-8 or 7-12), Life Science (7-12), Physical Science (6-12), or Science (4-8 or 7-12) must have successfully completed 15 hours in their content area.
 - Recommendation from Baylor program faculty.

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

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

Questions regarding the application process should be addressed to [Sandra Parnell@baylor.edu](mailto:Sandra_Parnell@baylor.edu), 254-710-6153, MMSCI 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:** If not accepted, you may appeal the decision 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](mailto: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, candidates may 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 (initial or professional)
- Successfully complete all required official TExES testing
- Apply for certification:
 1. Go to <http://tea.texas.gov/>
 2. Click on "TEAL Login" (in the blue at the top of the page)
 3. Log in to the system with your username and password (*If you have difficulty logging in please call the Region 12 Education Service Center at 254-297-1286, 254-297-1231; or 254-297-1226*)
 4. Click on "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 the appropriate payment
 9. Begin the criminal background check process while on-line:
 - a. The applicant will receive an email from TEA that will contain a document that will allow them to use the vendor's digital services and provide information needed to complete the fingerprinting
 - b. Applicants will be required to pay the vendor a fee for the fingerprinting service
 10. Once candidates are cleared for graduation and graduate they will be recommended for certification.

For questions regarding certification please contact Sandra Parnell at Sandra_Parnell@baylor.edu, 254-710-6153, or come by MMSCI 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 candidate applies for a certificate and completes the certification process.**

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.
	GPA (Major)	2.75*			
	Course completion	TED 1312, TED 3380 and 3180, EDP 2350, or EDP 2360* 12 credit hours in all content areas except Mathematics, Science, Life Science, or Physical Science which requires 15 credit hours			
	Junior status	60 credit hours	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.	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.
	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			
	Online application and required documents submitted to the Office of Professional Practice	Completed by last day of semester			
			From Office of Professional Practice to Certificate Coordinators via a spreadsheet containing all above-detailed grade, course completion, and aptitude evaluation data		

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

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

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 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 Undergraduate Education to TED 36X0, 36X1, 3335, 3336, 3342, 3362, 3370, 3383, 3385, 3387, 3390, 3396, 3398, 4336 EDP 2350, 2365, 3650, 3660, 3362, 3379, 4351 & 4352			
Performance Task Assessment (PTA)	Candidates must have an average of 2 on the PTA 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.			
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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.
	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.			
					Declined continuation with communication to contact certificate coordinator regarding the appeal process.

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

Semester the candidate completes 2 nd semester clinical teaching experience course(s)	Course and degree completion	Completion of all degree coursework	Review of candidate records by Advising	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
	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 Certificate Coordinator	Correspondence from Associate Director of Assessment	Recommendation for graduation for successful completion of all degree plan requirements without recommendation for Texas Initial Teacher Certification for failure to meet all testing and/or all growth plan conditions
	Growth Plan	<i>Candidates must successfully attain all Growth Plan conditions.</i>	Field Supervisor, Certificate Coordinator, and Assistant Dean of Educator Prep	Correspondence from Certificate Coordinator	Recommendation for certification declined until all TExES testing requirements are met. Recommendation for certification declined with communication to contact certificate coordinator regarding the appeal process for failure to successfully attain all growth plan conditions.

TEExES Testing Requirements

TEA State Teacher Certification Testing Policies: 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. TEA also requires Educator Preparation Programs to ensure candidates are adequately prepared and ready to test by establishing protocols that indicate candidates have completed all testing requirements of the EPP and are prepared to pass the test(s).

Below are the requirements of the School of Education's EPP:

Testing and Review Cycle: The following will be completed in preparation for taking the official TExES exams:

- First Administration of Representative, Diagnostic Test(s) on date outlined on Teaching Associates' Calendar.
- Required Faculty Review for All Candidates scoring below 80%; candidates meeting the passing requirement are strongly encouraged to attend; this will be the only opportunity to review test results with faculty. *For elementary candidates and MAT elementary candidates, there will be a scheduled review of all five subtest results before approval to take the official EC-6 Core Subjects TExES exam.
- Second Administration of Representative, Diagnostic Test(s) for those who did not meet the required 80% on date outlined on Teaching Associates' Calendar.

Attendance Policy for Testing and Review Cycle: Testing and Reviews are mandatory events. The attendance policy will apply. Faculty will be notified if candidate is not in attendance for scheduled test administration or review. In the event of extenuating circumstances, notify Lisa Osborne, Associate Director of Assessment and Professional Development, at lisa_osborne@baylor.edu.

Approval for the first attempt of the TExES exam(s): Candidates must meet the passing standard (80% or better) on representative, diagnostic test(s) administered through the SOE at Baylor University. Candidates will have two opportunities to take a representative, diagnostic test during the testing and review cycle. If a candidate is unsuccessful at meeting the passing standard, then he/she will be required to complete an online review and practice test with a score of 80% or better. Candidates in need of support will have no more than 30 days to complete this necessary requirement.

Approval for subsequent attempts of the TExES exam(s): Complete review requirements during the **state-required 30-day waiting period after an unsuccessful attempt of the official TExES exam(s)**. Review plans may include the use of online preparation resources (240 Tutoring, Certify Teacher), Faculty Reviews, submission of notes from study sessions, etc. These review plans will be coordinated and verified by Lisa Osborne, Associate Director of Assessment and Professional Development. Candidates will not be approved for another attempt without the completion of the review plan.

Official TExES Testing Timeframe: Upon approval for an official TExES exam, candidates will have 60 days to register and take the test through a Pearson VUE testing center. Locations are nationwide; it does not have to be taken in Texas. If the approved TExES exam is not taken during that timeframe, then testing approval will be removed and the candidate will have to complete further test preparation requirements outlined by Lisa Osborne, Associate Director of Assessment and Professional Development.

Candidates may only be approved for one TExES exam at a time; upon receipt of official results, candidates who have met representative, diagnostic testing requirements, will be approved for the next TExES exam they are eligible to take.

Financial Hardship: Candidates in need of financial assistance to cover the costs of official tests may apply for support by emailing Dr. Sandi Cooper, Associate Dean of Undergraduate Education and Lisa Osborne, Associate Director of Assessment and Professional Development. Candidates will need to explain the reason for financial need; Dr. Cooper will indicate approval of funds. Students must have direct deposit set up in BearWeb for funds to process appropriately.

Testing Accommodations: Candidates who receive approved testing accommodations through the Office of Access and Learning Accommodation (OALA) should submit a letter of accessibility to Lisa Osborne, Associate Director of Assessment and Professional Development (lisa_osborne@baylor.edu) within **10-days of the start of the semester**. Representative, diagnostic testing sessions will be coordinated with OALA for dates outlined on the Teaching Associates' Calendar.

Alternative Testing Arrangements on Official TExES Exams: Candidates who receive testing accommodations through OALA must apply for alternative testing arrangements with the testing company. They must coordinate with their accommodations' specialist in OALA to ensure the Institutional Verification of Documentation form is completed appropriately. See the links below.

Test Completion Requirements: Test completion is a requirement for moving forward in the program.

To be considered for a paid residency with an enhanced certificate, candidates must be test complete.

- For candidates starting clinical teaching in the fall semester, all required TExES examinations must be completed no later than July 1st.
- Candidates beginning clinical teaching in the spring semester should complete all required TExES examinations by January 5th.
- MAT and one semester candidates must complete the required TExES examinations by January 1st.

Due Process: Candidates who do not complete testing requirements may appeal to move forward to clinical teaching with their certificate level coordinator. Certificate coordinators will consult the certificate level faculty and make recommendations for a Testing Growth Plan to Dr. Sandi Cooper, Associate Dean of Undergraduate Education, if they decide the candidate has acceptable reason for not obtaining test completion.

- Mrs. Gae Connally, Elementary
- Dr. Liz Harrelson-Magill, Middle and Secondary
- Dr. Tonya Davis, Special Education
- Dr. Rachelle Rogers, MAT

Supplemental Testing: Candidates seeking ESL and GT Supplemental certifications are required to complete testing and review cycles for approval to take the official TExES Supplemental exams. Official ESL and GT Supplemental TExES testing must be successfully completed by the start of the second semester of Clinical Teaching. Candidates not meeting this deadline will complete a change of certification form and submit it to Sandra Parnell (Sandra_Parnell@baylor.edu) during the first ten days of the second semester of clinical teaching.

Useful Links:

Testing Registration for all official TExES exams: <https://www.tx.nesinc.com/>

Requesting Alternative Testing Arrangements:

https://www.tx.nesinc.com/PageView.aspx?f=HTML_FRAG/GENRB_AlternativeArrangements.html

<https://www.tx.nesinc.com/Content/Form/IVOD.htm>

Criminal History Evaluations

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

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

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

Preliminary Evaluation of Certification Eligibility

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

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

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

Code of Ethics and Standard Practices for Texas Educators

All students seeking admission to the Baylor Educator Preparation Program or continuation within the program are required to abide by all the standards included in the Texas Educators' Code of Ethics.

Excerpted from the [Texas Administrative Code, Title 19, Part 7, Chapter 2471 RULE §247.2](#) Code of Ethics and Standard Practices for Texas Educators:

Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

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

(2) Ethical Conduct Toward Professional Colleagues.

- (A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
- (B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.
- (C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.
- (D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

- (E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.
- (F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
- (G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.
- (H) Standard 2.8. The educator shall not intentionally or knowingly subject a colleague to sexual harassment.

(3) Ethical Conduct Toward Students.

- (A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
- (B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.
- (C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.
- (D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.
- (E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.
- (F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.
- (G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.
- (H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.
- (I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:
 - (i) the nature, purpose, timing, and amount of the communication;
 - (ii) the subject matter of the communication;
 - (iii) whether the communication was made openly, or the educator attempted to conceal the communication;
 - (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
 - (v) whether the communication was sexually explicit; and
 - (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

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

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 not appropriate 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 and Standard Practices for Texas Educators. All posts on social media must be professional and reflective of the moral and ethical example expected of one who is a role model to children.
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) Assistant Dean of Educator Preparation 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) Assistant Dean of Educator Preparation 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 Assistant Dean of Educator Preparation to provide guidance and support and assure that all appropriate required steps are being followed. With the support of a cooperating teacher, principal, field supervisor, or the Assistant Dean of Educator Preparation, candidates are required to comply with state law for reporting any suspected

abuse.

7. Baylor candidates will follow the Baylor calendar regarding holidays.
8. Baylor candidates may not administer corporal punishment to discipline a child (H.B. 383 Section 151.01(e) of the Family Code states that only a parent or grandparent, a stepparent, or a guardian may use corporal punishment for the reasonable discipline of a child. Under no circumstances may an 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:
 - 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.
- 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, Assistant Dean of Educator Preparation, 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 Assistant Dean for Educator Preparation 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 should exhibit the behaviors of a professional educator who is committed to teaching to the individual needs of learners in the classroom and to their own personal and professional growth. All Baylor candidates should understand that professional behaviors include, but are not limited to:

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

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

General Expectations

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

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

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

Days and Hours on PDS/Partner School Campus (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

T-TESS Dimensions

T-TESS is the Texas Teacher Evaluation and Support System, used in the evaluation of all Texas teachers, is comprised of 16 dimensions that fall under four domains: Planning, Instruction, Learning Environment, and Professional Practice and Responsibility. For the most authentic preparation experience, the T-TESS system is implemented in formal and informal evaluations of all Baylor Teaching Associates as well as Clinical Teachers and Residents.

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.

GATES & PERFORMANCE TASKS

Baylor's Educator Preparation Program requires that during a year-long clinical experience candidates progress through four performance gates of increasing responsibility. These gates are comprised of established skill-based performance tasks that the field supervisor observes and evaluates. Mastery of one gate is necessary to progress to a subsequent gate, and for continuation in the program. (More details are found in Appendix H)

Gate 1- Domain 1: Planning

Performance Task - LESSON PLAN UNIT

Gate 2 - Domain 2: Instruction

Performance Task: VIDEO AND ANALYSIS

Gate 3 - Domain 3: Learning Environment

Performance Task: CLASSROOM MANAGEMENT FRAMEWORK

Gate 4 - Domain 4: Professional Practice & Responsibilities

Performance Task 4: PROFESSIONAL GOALS AND ACTION PLANS

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 in the 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.

Note about: 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.

Candidate Requirements

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 GT students and non-identified students during their TA experience.

TA Expectations

1. TAs will teach 3-4 hours/week distributed over 3-4 days/week for a minimum of 10 weeks/semester.
2. TAs will have consistent contact with one or more groups of students. The groups will contain GT and/or academically advanced students.
3. Regularly scheduled seminars will be held with a dually certified faculty member. The length of time for the seminar will be decided by the dual certificate team.
4. Feedback from university faculty and CIs will be included in the TA time in schools.
5. Planning time with university faculty and CIs will be included in the TA time in schools.
6. TAs will take the diagnostic representative PPR and STR (Science of Teaching Reading) during the 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](mailto: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](mailto: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 within 72 hours; 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 informal 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 all participants.
12. Participate in an annual PDS/Partner school evaluation and include PDS/Partner school issues in the Campus Improvement Plan (CIP).
13. Identify space for PDS/Partner school activities.

Clinical Instructor Responsibilities (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 Site Coordinator.
10. Co-chair, with Site Coordinator, the monthly campus PDS Steering Committee meeting.
11. Monitor resources required at the PDS.
12. Inform the Campus Decision Making Council of PDS activities monthly.
13. Schedule, with Site Coordinator, all field-based experiences at the PDS, including experiences for Novice groups.
14. Coordinate the assessment of the effectiveness of the PDS experience on the assigned campus.
15. Attend Professional Education Faculty (PEF) meetings and campus faculty meetings as needed.
16. Attend PDS Coordinating Council meetings.
17. Monitor adherence to the PDS Standards during partnership experiences.
18. Collaborate with campus leadership to build capacity for placements.

University Liaison Responsibilities (Middle/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 Educator Preparation Program.
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 at Baylor University as needed.
14. Attend EPP Advisory Committee 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/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.

Faculty Liaison Responsibilities

A Faculty Liaison is an adjunct faculty member who collaborates with the Office of Undergraduate Education as a liaison between the University and assigned partner school district. The core function of this position is to build and maintain communication channels between the University and partner schools in support of field-based teacher preparation.

The role of the Faculty Liaison will include, but not be limited to, the following:

1. Spend approximately 10 hours per week on partner district campuses where Baylor Residents and Clinical Teachers are placed, maintaining a visible and supportive presence.
2. Serve as a consistent point of contact and professional resource for Cooperating Teachers and Host Teachers, fostering strong partnerships between Baylor University and school sites.
3. Provide guidance, encouragement, and responsive support for Clinical Teachers and Residents, helping them navigate their field experiences successfully.
4. Facilitate clear communication and collaboration between school-based mentors, field supervisors, and Baylor SOE faculty and staff.
5. Support calibration efforts by promoting consistency in feedback and evaluations (e.g., T-TESS-aligned observations) between Cooperating/Host Teachers and Field Supervisors.
6. Provide assistance with program documentation, including Tk20 and other field placement or assessment-related requirements.
7. Identify and address challenges or misalignments between school sites and Baylor program expectations, helping bridge any communication or procedural gaps.
8. Collaborate with Field Supervisors to ensure continuity and alignment in candidate support, stepping in as needed to assist with mentoring or logistical coordination.
9. Communicate regularly with the Office of Undergraduate Education to provide updates on field site needs, candidate progress, and partnership successes or concerns.
10. Represent the values and mission of Baylor's School of Education while modeling professionalism, Christian character, and a commitment to high-quality educator preparation.

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 and complying 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. Acting in a way that demonstrates my belief that all children can learn.
6. Recognizing 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. Joining a professional organization such as ATPE or TCTA that includes professional education liability insurance.
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 succeed in each of the Gates with their required Performance Tasks in the Teacher Education Program. I have read and understand the candidate appeals process.

**This form may be accessed in TK20.*

Personnel Definitions

School Partners

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

Assistant Dean for Educator Preparation - The university-based representative who supports the work of all PDSs in the partnership and fosters the development of new PDS partnerships. Responsibilities include serving as the Baylor liaison between the university and school districts in partnership activities, as well as the facilitation of candidate field placements and the design and implementation of Memorandums of Understanding.

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.

Content 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.

Faculty Liaison - A Faculty Liaison is an adjunct faculty member who collaborates with the Office of Undergraduate Education as a liaison between the University and assigned partner school district. The core function of this position is to build and maintain communication channels between the University and partner schools in support of field-based teacher preparation.

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.

Advisory Committee 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 Assistant Dean of Educator Preparation 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 which candidates may observe, assist, tutor, instruct, and/or conduct research. Field experiences occur in off-campus settings such as schools, community centers, museums, or homeless shelters, as well as in PDS and Partner Schools.

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

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

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

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

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

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

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

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

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

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

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

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

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. Charley Ramsey.

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 SCHOOL OF EDUCATION."

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

Information regarding the process for contacting the Texas Education Agency, should the formal complaint process fail to resolve the matter, is listed at the bottom of this page. If you have any questions or concerns about this policy and process, please contact Dr. 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](#).

Appendices

Appendix A - Formal Observation form

Appendix B - Informal Observation form

Appendix C - Professionalism and Communication form

Appendix D – Candidate/Student Interactions

Appendix E - Candidate Engagement

Appendix F - Observation of Questioning Techniques

Appendix G - Class Background Study

Appendix H – Gates and Performance Tasks

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

Appendix A
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 B

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:

Appendix C
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 D
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 E 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

Appendix G

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)

Appendix H

GATES & PERFORMANCE TASKS

Baylor's Educator Preparation Program requires that during a year-long clinical experience candidates progress through four performance gates of increasing responsibility. These gates are comprised of established skill-based performance tasks that the field supervisor observes and evaluates. Mastery of one gate is necessary to progress to a subsequent gate, and for continuation in the program.

Gate 1

Domain 1: Planning

Performance Task

LESSON PLAN UNIT

- Class Background Study, Notes from One-Teach/One Observe with the focus on students (Dimension 1.3)
- Performance Task includes the following elements:
 - Formal pre- and post-assessment (Dimension 1.2)
 - Data Analysis of Student Performance and Reflection for both pre- and post assessment (Dimension 1.2)
 - Evidence of utilizing the school system or other means to communicate student performance in a timely manner (posting of grades, formal/informal feedback on progress, communicating strengths and areas of improvements, etc.)—is there a recording sheet that would allow candidates to document and communicate student performance?
- Formative/informal assessments throughout the daily lessons (daily lesson include standards, Dimension 1.1)
- Unit lessons must have at least a variety of three instructional strategies, activities, and resources that align to the learning goals (Dimension 1.4)
- At least 4 sequential teaching days

The rubric for this performance task will be the T-TESS Domain 1, Dimensions 1.1 to 1.4

Gate 2

Domain 2: Instruction

Performance Task: VIDEO AND ANALYSIS

Reflection Video Student Prompts:

2.1 – High expectations, teaches to mastery, students self-monitor, set goals

- Reflect on your video. What strategies did you use to formally or informally assess whether students met expectations?
- Did students master the learning objective? How do you know?
- Give an example of a mistake a student made, how did they respond? How did you respond?
- What opportunities were there for students to own or lead their own learning?
- Attach an artifact that illustrates your proficiency in this area.

2.2 – Deep content knowledge with cross-curricular integration. Sequencing, anticipation, and variety of types of thinking evident.

- Compare your lesson plan/script to your implementation, did you maintain content accuracy and align with your objective? Did you implement your scripted questions?
- What misunderstandings did you anticipate and did they come to pass? What misunderstandings did you not anticipate?
- How did you sequence instruction in a way that fits your content standards and discipline?
- Include the questioning form to illustrate where and how students responded to different types of thinking

2.3 – Use of visual and auditory communication, high-level questioning, wait time

- How did you ensure that everyone was able to respond and participate?
- How did you use visuals in your lesson?
- What opportunities did students have to talk with their peers? Include part of your lesson plan that shows this.
- Refer back to the questioning form, what level of Bloom's were the majority of your questions?
- Refer back to the questioning form, how did you follow up with questions to clarify and expand on concepts?
- How did you clarify when students had misconceptions?
- Include a student interaction form to illustrate your interaction with most students.

2.4 – Adapts lesson to the needs of all students

- What lesson modifications did you have in your plan?
- What extension materials did you have in your plan?
- How did you implement these modifications or extensions?
- What choices did you make to differentiate instruction (content, process, product)?
- What SEL strategies did you use to respond to student needs?
- Include a formal observation to support your proficiency in this area.

2.5 – Adjusts lesson to enhance engagement and respond to student progress

- What informal checks did you use to know when to modify and adjust instruction?
- Where did you adjust from your plan in response to your perceptions of student engagement?
- What did students do or say to indicate their engagement and understanding?
- Include a formal observation to support your proficiency in this area.

Gate 3

Domain 3: Learning Environment

Performance Task: CLASSROOM MANAGEMENT FRAMEWORK

- Class Background Study
- Analysis of IEPs for class case study (collaborating with campus experts)

- Analysis of students' interest survey and narrative of how these data will be utilized in the classroom. (survey to students/caregivers)
- Reading Inventory (optional)
- **Classroom Management Framework to include the following:**
 - Philosophy of classroom management and discipline
 - Describe your philosophy on classroom management and discipline for your own classroom. What are your purposes for an effective classroom management plan? To what degree do you plan to control the decision-making and actions in the classroom?
 - The classroom arrangement
 - How will you arrange student seating, the teacher's desk, furniture arrangement, bulletin boards, technology placement, storage of materials, and the use of wall space? This could include a diagram to show the placement of these features.
 - Rules for the classroom
 - What behavior will you expect of your students?
 - What rules will you display and use in your classroom?
 - Describe how you determined the rules. Would you involve students in identifying the rules? If so, to what degree? How will you communicate the rules to the students, parents, and administrators?
 - Responses to misbehavior
 - What will you do when a student misbehaves and breaks a rule?
 - Will you have a hierarchy of consequences to deal with mild, moderate, and severe misbehavior? Specifically, what is your plan?
 - Procedures
 - What procedures will you use in your classroom (e.g., distributing materials, collecting materials, transition in and out of the classroom)?
 - How will you teach the procedure to the students?
 - Motivating students to learn
 - How will you include motivational strategies in your instruction, evaluation, and feedback?
 - How will you incorporate these motivational issues into all levels of your instructional planning?
 - Promoting Safety and Wellness
 - How will you provide a physically and emotionally safe environment for students in your classroom?
 - How will you respond to disruptive or violent behavior in the classroom? How might you prevent it?
 - Creating a respectful, supportive learning environment

- What type of classroom atmosphere would you like to create? What specifically will you do to create that atmosphere? How can you maintain and reinforce appropriate student behavior? How can you promote cooperation?

Gate 4

Domain 4: Professional Practice & Responsibilities

Performance Task 4: PROFESSIONAL GOALS AND ACTION PLANS

- Goals
 - Setting long and short term goals
 - Actions to achieve the goals:
 - Professional learning
 - Attendance
 - Faculty meetings
 - 3-way conferences
 - Observations and pre/post conferences
 - Communication logs
 - Reflecting on goals

Appendix J

**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
<p>The teacher designs clear, well- organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.</p> <p>Standards Basis: 1A, 1B, 3A, 3B, 3C</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes</p>	<ul style="list-style-type: none"> • All rigorous and measurable goals aligned to state content standards. • All activities, materials and assessments that: <ul style="list-style-type: none"> ○ are logically sequenced ○ are relevant to students' prior understanding and real-world applications ○ integrate and reinforce concepts from other disciplines ○ provide appropriate time for student work, student reflection, lesson and lesson closure ○ deepen understanding of broader unit and course objectives ○ are vertically aligned to state standards ○ 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). 	<ul style="list-style-type: none"> • All measurable goals aligned to state content standards. • All activities, materials and assessments that: <ul style="list-style-type: none"> ○ are sequenced ○ are relevant to students' prior understanding ○ integrate other disciplines ○ provide appropriate time for student work, lesson and lesson closure ○ reinforce broader unit and course objectives ○ are vertically aligned to state standards ○ 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). 	<ul style="list-style-type: none"> • All goals aligned to state content standards. • All activities, materials and assessments that: <ul style="list-style-type: none"> ○ are sequenced ○ are relevant to students ○ provide appropriate time for lesson and lesson closure ○ fit into the broader unit and course objectives ○ are appropriate for diverse learners. • All objectives aligned to the lesson's goal. • Integration of technology when applicable. 	<ul style="list-style-type: none"> • Most goals aligned to state content standards. • Most activities, materials and assessments that: <ul style="list-style-type: none"> ○ are sequenced ○ sometimes provide appropriate time for lesson and lesson closure • Lessons where most objectives are aligned and sequenced to the lesson's goal. 	<ul style="list-style-type: none"> • Few goals aligned to state content standards. • Few activities, materials and assessments that: <ul style="list-style-type: none"> ○ are sequenced ○ 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			

PLANNING
Data and Assessment (Dimension 1.2)

Dimension 1.2 Data and Assessment:	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
<p>The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.</p> <p>Standards Basis: 1B, 1F, 2B, 2C, 5A, 5B, 5C, 5D</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes; analysis of student data</p>	<ul style="list-style-type: none"> 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 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Formal and informal assessments to monitor progress of most students. Timely feedback to students and families. Utilization of multiple sources of student data. 	<ul style="list-style-type: none"> 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

PLANNING
Knowledge of Students (Dimension 1.3)

Dimension 1.3 Knowledge of Students	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
<p>Through knowledge of students and proven practices, the teacher ensures high levels of learning, social- emotional development and achievement for all students.</p> <p>Standards Basis: 1A, 1B, 1C, 2A, 2B, 2C</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes; analysis of student data</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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
<p>Activities: The teacher plans engaging, flexible lessons that encourage higher- order thinking, persistence and achievement.</p> <p>Standards Basis: 1B, 1C, 1D, 1E</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes; analysis of student data</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
<p>Achieving Expectations: The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.</p> <p>Standards Basis: 1B, 1D, 1E, 2A, 2C, 3B, 4A, 4D, 5B</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; student growth processes; analysis of student data</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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
<p>The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.</p> <p>Standards Basis: 1A, 1C, 1E, 1F, 2C, 3A, 3B, 3C</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; student growth processes; analysis of student data</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> 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)

	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
<p>Dimension 2.3 Communication: The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.</p> <p>Standards Basis: 1D, 1E, 2A, 3A, 4D</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; student growth processes; analysis of student data</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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)

<p>Dimension 2.4 Differentiation: The teacher differentiates instruction, aligning methods and techniques to diverse student needs.</p> <p>Standards Basis: 1C, 1F, 2A, 2B, 2C, 3C, 4A, 5A, 5C, 5D</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes; analysis of student data</p>	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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)

<p>Dimension 2.5 Monitor and Adjust: The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.</p> <p>Standards Basis: 1D, 1F, 2B, 2C, 3B, 4D, 5C, 5D</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes; analysis of student data</p>	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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)

	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
<p>Dimension 3.1 Classroom Environment, Routines and Procedures: The teacher organizes a safe, accessible and efficient classroom.</p> <p>Standards Basis: 1D, 4A, 4B, 4C, 4D</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; analysis of student data</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.

LEARNING ENVIRONMENT
Managing Student Behavior (Dimension 3.2)

Dimension 3.2 Managing Student Behavior:	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
<p>The teacher establishes, communicates and maintains clear expectations for student behavior.</p> <p>Standards Basis: 4A, 4B, 4C, 4D</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; analysis of student data</p>	<ul style="list-style-type: none"> Consistently monitors behavior subtly, reinforces positive behaviors appropriately and intercepts misbehavior fluidly. Students and the teacher create, adopt and maintain classroom behavior standards. 	<ul style="list-style-type: none"> Consistently encourages and monitors student behavior subtly and responds to misbehavior swiftly. Most students know, understand and respect classroom behavior standards. 	<ul style="list-style-type: none"> Consistently implements the campus and/or classroom behavior system proficiently. Most students meet expected classroom behavior standards. 	<ul style="list-style-type: none"> Inconsistently implements the campus and/or classroom behavior system. Student failure to meet expected classroom behavior standards interrupts learning. 	<ul style="list-style-type: none"> Rarely or unfairly enforces campus or classroom behavior standards. Student behavior impedes learning in the classroom.
<p align="center">STUDENT-CENTERED ACTIONS ←—————→ TEACHER-CENTERED ACTIONS</p>					

LEARNING ENVIRONMENT
Classroom Culture (Dimension 3.3)

Dimension 3.3	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
<p>Classroom Culture: The teacher leads a mutually respectful and collaborative class of actively engaged learners.</p> <p>Standards Basis: 1E, 1F, 3B, 4C, 4D, 5A, 5B, 5D</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; analysis of student data</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Engages all students in relevant, meaningful learning. Students work respectfully individually and in groups. 	<ul style="list-style-type: none"> Establishes a learning environment where most students are engaged in the curriculum. Students are sometimes disrespectful of each other. 	<ul style="list-style-type: none"> Establishes a learning environment where few students are engaged in the curriculum. Students are disrespectful of each other and of the teacher.
<p>STUDENT-CENTERED ACTIONS ← ————— → TEACHER-CENTERED ACTIONS</p>					

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

Dimension 4.1	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
<p>Professional Demeanor and Ethics: The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.</p> <p>Standards Basis: 6B, 6C, 6D</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; analysis of student data; daily interaction with others</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> 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.
<p align="center">STUDENT-CENTERED ACTIONS ← ————— → TEACHER-CENTERED ACTIONS</p>					

PROFESSIONAL PRACTICES AND RESPONSIBILITIES

Goal Setting (Dimension 4.2)

Dimension 4.2 Goal Setting:	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
<p>The teacher reflects on his/her practice.</p> <p>Standards Basis: 5D, 6A, 6B</p> <p>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</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Sets short-term goals based on self-assessment. Meets most professional goals resulting in some visible changes in practice. 	<ul style="list-style-type: none"> 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)

<p>Dimension 4.3 Professional Development: The teacher enhances the professional community.</p> <p>Standards Basis: 3A, 6A, 6B, 6C</p> <p>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</p>	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Collaboratively practices in all scheduled professional development activities, campus professional learning communities, grade- or subject-level team membership, committee membership or other opportunities. 	<ul style="list-style-type: none"> Engages in most scheduled professional development activities, professional learning communities, committee, grade- or subject-level team meetings as directed. 	<ul style="list-style-type: none"> 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:	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
<p>The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.</p> <p>Standards Basis: 2A, 2B, 4A, 4D, 5B, 6B, 6C, 6D</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher, including the end-of- year conference; classroom artifacts; student data; daily interaction with others</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Contacts parents/guardians in accordance with campus policy. Attends most required school outreach activities. Communicates school goals to students, parents and families. 	<ul style="list-style-type: none"> Contacts parents generally about disciplinary matters. Attends few required school outreach activities.
<p>STUDENT-CENTERED ACTIONS ←—————→ TEACHER-CENTERED ACTIONS</p>					

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