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Fall 2018 Guidelines for Student Teaching

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“Enhancing the Future through Education Preparation”
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I. STUDENT TEACHING PROCESSES, POLICIES AND PROCEDURES
Dear Student Teachers,

Congratulations! You have reached a milestone semester in your pursuit of a degree in higher education. Your student teaching semester will be a time full of new, rewarding, and challenging experiences. Your learning curve will be vast but I know at the end of the semester you will be ready to be a qualified, professional, and effective teacher.

This handbook is designed to provide the student teacher, mentor teacher, and university supervisor with an overview of the student teaching experience. Pre-service teachers in educator preparation programs offered through the Sam Houston Innovative Partnership with Schools (SHIPS) earn 6 hours of university credit for 14 weeks of successful student teaching experiences. The evaluation of a candidate’s dispositions, knowledge, and skills during student teaching is determined by both the public school mentor teacher and the university supervisor.

There are many requirements that you must meet during the student teaching semester. The following list is an overview of the most important responsibilities you have this semester but it is by no means conclusive.

- Develop detailed lesson plans for each lesson taught.
- Develop instructional plans according to the building and/or district standards.
- Involve the learner at every opportunity.
- Incorporate the Texas Essential Knowledge and Skills (TEKS) into daily teaching.
- Add to expertise through observation and small group/individual assistance.
- Arrive at school consistently and on-time, prepared to teach all required classes.
- Follow the classroom mentor teacher’s professional schedule and calendar.
- Develop, design, administer and evaluate student progress using a variety of assessment strategies.
- Comply with district guidelines concerning classroom management standards.
- Abide by the Texas Code of Ethics and the SHSU Standards of Professional Conduct.

As soon as your step onto your assigned campus, you should quickly become familiar with curriculum guides, campus discipline plan, dress codes, faculty handbook, physical facilities, school calendar, district and campus policies, student handbook, textbooks and resources, library, and we can’t forget- the faculty lounge!

Every day you should plan instruction, implement effectively, assess your students’ learning, reflect and modify instruction in order to increase student achievement. Everyone in the College of Education at SHSU believes in you. Now get out there and make us proud! Go KATS!

Sincerely,

Janet Williams, Director of Educator Preparation Services
Fall 2018 Student Teaching Course Syllabus

College of Education
Departments of Curriculum and Instruction and Language, Literacy, and Special Populations

EC-6/4-8: CIEE 4391 & CIEE 4392 or SPED 4305, BESL 4320
8-12: CISE 4396 & CISE 4397 EC-12: CISE 4396 & CIEE 4392 (Art, Music, Health, Kinesiology, Theater, Spanish)

Required courses for EC-6/4-8/6-12/7-12/8-12/EC-12 Certification.

EC-6 (with Special Education, Bilingual, ESL) Student Teaching Courses:
CIEE 4391-Student Teaching in the Elementary/Middle Schools. The student is assigned to student teach in an elementary classroom for seven weeks. Must be taken with CIEE 4392, or BESL 4320, or SPED 4305 for a total of six semester credit hours (SCH) for the standard elementary certificate. Prerequisite: Admission to Student Teaching program. Credit-3 SCH.
CIEE 4392-Student Teaching in the Elementary/Middle Schools. The student is assigned to student teach in an elementary classroom for seven weeks. Must be taken with CIEE 4391. Prerequisite: Admission to Student Teaching program. Credit-3 SCH.

Secondary(8-12 or 7-12 or 6-12) Student Teaching Courses-CISE 4396, 4397: Student Teaching in the Secondary Classroom. The student is assigned full-time student teaching responsibilities at the secondary level (Grades 8-12 or 7-12 or 6-12) for fourteen weeks. This time is divided among observation, participation, teaching and conference activities. The placements will be divided between 2 grade levels (and teaching fields if applicable). Prerequisite: Admission to Student Teaching program. Credit-6 SCH.

All-Level Student Teaching Courses- CISE 4396 and CIEE 4392: All Level Student Teaching in the Elementary/Secondary School. The student is assigned full-time teaching responsibilities in an elementary placement for seven weeks and a secondary placement for seven weeks for a total of 6 semester credit hours for the all-level certificate. Prerequisite: Admission to Student Teaching program. Credit-6 SCH.

Instructor: University Supervisors - edu_edprep@shsu.edu
Garrett Teacher Education Center 100 L2- Box 2119 Huntsville, TX 77341
936-294-3384, 936-294-3682 (fax); edu_edprep@shsu.edu; Office hours 8-5

Office hours: Contact supervisor as needed through shared contact information.

Class day/location: Class is held daily on public school campuses and occasionally at required meetings in the area. Contact your university supervisor for more information.

Course Description: These courses provide Sam Houston State University teacher candidates with a variety of hands-on experiences in appropriate public school classroom settings which will assist in the acquisition, application, and demonstration of the knowledge, skills, and dispositions necessary to become a successful teacher.

Textbooks: Guidelines for Student Teaching - Sam Houston State University and Sam Houston Innovative Partnerships with Schools (SHIPS) by laws.
**Tk20 Account** is required for this course. Tk20 is an electronic toolkit used by candidates to provide evidence that they have mastered state and professional standards for the profession. Additional information regarding Tk20 is available at: [https://tk20.shsu.edu/](https://tk20.shsu.edu/)

**Course Format:** These field-based courses are delivered on public school campuses. Pre-service teachers in educator preparation programs offered through the Sam Houston Innovative Partnerships with Schools (SHIPS) earn 6 hours credit for 14 weeks of successful student teaching experiences.

**Course Content and Requirements:** Concepts are learned through the gradual induction into full teaching responsibility in a public school classroom with the support of a classroom mentor teacher, other campus personnel, a university supervisor, and Educator Preparation Services. While in an appropriate assigned public school setting(s) the candidate will be able to demonstrate the knowledge, skills, and dispositions specified in applicable state and institutional standards. The student teacher requirements are:

- Develop detailed lesson plans for each lesson taught.
- Develop instructional plans according to the building and/or district standards.
- Involve the learner at every opportunity.
- Incorporate the Texas Essential Knowledge and Skills (TEKS) into daily teaching.
- Add to expertise through observation and small group/individual assistance.
- Arrive at school consistently and on-time, prepared to teach all required classes.
- Follow the classroom mentor teacher’s professional schedule and calendar.
- Develop, design, administer and evaluate student progress using variety of assessment strategies.
- Comply with district guidelines concerning classroom management standards.
- Abide by the Texas Code of Ethics and the SHSU Standards of Professional Conduct.

**Evaluation:** Student Teaching is a Credit/No-Credit course. Assessments that address objectives/learning outcomes and activities for the student teaching semester include SHSU Evaluation Forms A, B, and C which are aligned with state and institutional standards. Student teachers with content areas of 7-12 Social Studies, Math, Science EC-12, Foreign Language, or EC-12 Kinesiology will also be assessed with a Focused Content Evaluation (FCE). All student teachers should refer to the evaluation forms in the [Guidelines for Student Teaching](https://www.shsu.edu/). The Sam Houston Innovative Partnerships with Schools (SHIPS) Student Teacher evaluation forms “A,” “B”, “C”, and Focused Content Evaluation (if applicable) will be utilized for evaluation. The student teacher will be evaluated by the procedures and practices described in the [Guidelines for Student Teaching](https://www.shsu.edu/). Successful performance while student teaching is determined collaboratively by the public school mentor teacher and the University supervisor.

**Other expectations:** Student teachers are to abide with the attendance expectations stated in the [Guidelines for Student Teaching](https://www.shsu.edu/) and attend scheduled student teacher meetings and conferences, including those scheduled after the beginning of the semester. Student teachers will be required to complete evaluations of the Educator Preparation Program, their university supervisor, and their classroom mentor teachers at the conclusion of their student teaching experience.

**STUDENT TEACHERS ARE NOT TO REQUEST A PLACEMENT CHANGE DURING THE STUDENT TEACHING SEMESTER. ALL PLACEMENT CHANGES ARE TO BE COORDINATED BETWEEN THE UNIVERSITY SUPERVISOR AND EDUCATOR PREPARATION SERVICES.**
**Academic Dishonesty:** In accordance with the University’s Academic Policy Statement 810213, the following statement applies to student teaching:

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion, and the abuse of resource materials.

**Cell Phone/Electronic Communication:** Student teachers should refer to University’s Academic Policy Statement 100728 (www.shsu.edu/~vaf_www/aps/documents/100728.pdf) for general guidance regarding cell phones. Related expectations for student teachers can be found in the SHSU Standards of Professional Conduct for Students in Field Experiences and Student Teaching:

Teacher candidates are not to 1) communicate electronically with P-12 students, including but not limited to texting, emailing, calling, or accessing social networking sites, or 2) take pictures of P-12 students. Teacher candidates are to communicate with P-12 students only concerning academics or classroom learning. All teacher candidates should strongly consider that ANY information in a text message or on a social networking site or the internet in general is potentially public information.

**STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY**

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

**STUDENTS WITH DISABILITIES POLICY**

It is the policy of Sam Houston State University that no otherwise qualified disabled individual shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Disabled students may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

**AMERICANS WITH DISABILITIES ACT**

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. Students with a disability that may affect adversely their work in this class should register with the SHSU Counseling Center and talk with their University supervisor and classroom mentor teachers about how they can help. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until registration with the Counseling Center is complete.
NCATE Accreditation

The Sam Houston State University, College of Education has the distinction of NCATE accreditation since 1954. As an NCATE accredited program, the College of Education ensures that the best-prepared teachers will be in classrooms teaching the next generation of leaders how to solve problems, communicate effectively, and work collaboratively.

In November 2010, NCATE merged with the Teacher Education Accreditation Council (TEAC) to become the Council for the Accreditation of Educator Preparation (CAEP), combining the two premiere accrediting organizations as a single accrediting agency for reform, innovation, and research in educator preparation. SHSU will continue to be NCATE accredited through its next review scheduled in 2022.

NCATE Standards

CAEP Standards
### Dispositions Standards Alignment Chart

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Danielson Framework Correlation</th>
<th>Educator’s Code of Ethics Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 The candidate exhibits judgement and tact.</td>
<td>4a, 4b, 4c, 4d, 4f</td>
<td>§247.2</td>
</tr>
<tr>
<td>2 The candidate demonstrates an appreciation of diverse perspectives and ideas.</td>
<td>4c, 4d, 4e, 4f</td>
<td></td>
</tr>
<tr>
<td>3 The candidate demonstrates the ability to work cooperatively with others.</td>
<td>4f</td>
<td></td>
</tr>
<tr>
<td>4 The candidate accepts constructive criticism.</td>
<td>4f</td>
<td></td>
</tr>
<tr>
<td>5 The candidate exhibits an appropriate appearance in professional settings.</td>
<td>4d, 4f</td>
<td>(2) (A-G)</td>
</tr>
<tr>
<td>6 The candidate exhibits self-control.</td>
<td>4e</td>
<td></td>
</tr>
<tr>
<td>7 The candidate exhibits a positive attitude.</td>
<td>4f</td>
<td></td>
</tr>
<tr>
<td>8 The candidate demonstrates conscientiousness to assigned work.</td>
<td>4b, 4f</td>
<td></td>
</tr>
<tr>
<td>9 The candidate demonstrates flexibility.</td>
<td>4f</td>
<td></td>
</tr>
<tr>
<td>10 The candidate displays initiative.</td>
<td>4a</td>
<td></td>
</tr>
<tr>
<td>11 The candidate accepts responsibility and works independently.</td>
<td>4f</td>
<td></td>
</tr>
<tr>
<td>12 The candidate demonstrates punctuality and dependability.</td>
<td>4f</td>
<td></td>
</tr>
<tr>
<td>13 The candidate follows instructions.</td>
<td>4f</td>
<td></td>
</tr>
<tr>
<td>14 The candidate demonstrates attention to detail and possess organizational skills.</td>
<td>4b</td>
<td></td>
</tr>
<tr>
<td>15 The candidate expresses ideas clearly in writing.</td>
<td>4c</td>
<td>(3) (I) Standard 3.9</td>
</tr>
<tr>
<td>16 The candidate expresses ideas clearly orally.</td>
<td>4c</td>
<td>(3) (I) Standard 3.9</td>
</tr>
<tr>
<td>17 The candidate demonstrates appropriate electronic communication skills. (e.g. social media, email, text messaging)</td>
<td>4c</td>
<td>(3) (I) Standard 3.9</td>
</tr>
<tr>
<td>18 The candidate demonstrates the ethical boundaries and decision-making required of student/teacher relationships.</td>
<td>4f</td>
<td>(3) (I) Standard 3.9</td>
</tr>
<tr>
<td>19 The candidate demonstrates the ethical decision-making required of a professional educator.</td>
<td>4f</td>
<td>(3) (I) Standard 3.9</td>
</tr>
</tbody>
</table>
State Standards

Pedagogy and Professional Responsibilities Standards
State Board for Educator Certification – www.sbec.state.tx.us

Technology Application Standards
State Board for Educator Certification – www.sbec.state.tx.us

Code of Ethics and Standard Practices for Texas Educators
State Board for Educator Certification – www.sbec.state.tx.us

Institutional Standards

SHSU Dispositions Standards
SHSU Guidelines for Student Teaching

SHSU Institutional Standards
SHSU Guidelines for Student Teaching and www.shsu.edu/~edu_ofe

SHSU Standards of Professional Conduct for Students in Field Experience and Student Teaching
SHSU Guidelines for Student Teaching and www.shsu.edu/~edu_ofe
### SHSU Student Teaching Matrix

<table>
<thead>
<tr>
<th>Objectives/Learning Outcomes</th>
<th>Activities</th>
<th>Performance Assessment</th>
<th>Standards: Pedagogy and Professional Responsibility</th>
</tr>
</thead>
</table>
| The candidate will develop detailed lesson plans incorporating the Texas Essential Knowledge and Skills (TEKS) for each lesson taught. | Based upon contextual factors, the candidate will develop instruction aligned with state standards including differentiation of instruction. | Lesson Plans T-TESS Evaluations | 2.15s, 2.18s, 2.19s, 2.20s, 3.1s, 3.3s, 3.4s, 3.5s, 3.6s, 3.8s, 3.9s, 3.10s, 3.11s, 3.12s, 3.13s, 3.14s, 4.16s  
Tech Standards: 1.1s, 2.1s, 3.3k, 3.11s, 3.12s, 3.16s, 5.1s |
| The candidate will implement detailed lesson plans involving all learners at every opportunity. | The candidate will develop and implement instruction that engages all learners to increase an understanding of subject matter and move to higher levels of thinking by using appropriate teaching strategies including technology. | Lesson Plans T-TESS Evaluations | 2.15s, 2.16s, 2.18s, 2.19s, 2.20s, 3.1s, 3.3s, 3.4s, 3.5s, 3.6s, 3.8s, 3.9s, 3.10s, 3.11s, 3.12s, 3.13s, 3.14s, 3.15s, 3.18s, 3.19s, 4.16s, 4.17s, 4.18s  
Tech Standards: 1.1s, 2.1s, 3.3k, 3.11s, 3.12s, 3.16s, 5.13s |
| The candidate will develop and implement appropriate and varied assessments strategies to monitor student progress before, during and after instruction. | Using contextual factors, the candidate prepares and implements assessments appropriate throughout the instructional process. | T-TESS Evaluations | 2.15s, 2.16s, 2.18s, 2.19s, 2.20s, 3.1s, 3.3s, 3.4s, 3.5s, 3.6s, 3.8s, 3.9s, 3.10s, 3.11s, 3.12s, 3.13s, 3.14s, 3.15s, 3.18s, 3.19s, 4.16  
Tech Standards: 3.16s, 5.13s |
| The candidate will modify instruction to meet the needs of all learners. | In both preparing and implementing Lesson Plans and Teaching Units, the candidate will ensure that the chosen instructional strategies meet the needs of all learners, based on the contextual factors. | Lesson Plan T-TESS Evaluations | 2.15s, 2.16s, 2.18s, 2.19s, 2.20s, 3.1s, 3.3s, 3.4s, 3.5s, 3.6s, 3.8s, 3.9s, 3.10s, 3.11s, 3.12s, 3.13s, 3.14s, 3.15s, 3.18s, 3.19s, 4.16s, 4.17s, 4.18s  
Tech Standards: 1.1s, 2.1s, 3.3k, 3.11s, 3.12s, 3.16s, 5.13s |
### Objectives/Learning Outcomes

| The candidate fulfills professional roles and responsibilities, adheres to legal and ethical requirements of the profession and demonstrates the dispositions necessary to be an outstanding educator. |
| The candidate will demonstrate punctuality and a professional approach to situations both instructionally and in interactions with students, colleagues, administrators, and parents. |
| T-TESS Evaluations Dispositions Assignment |
| 2.14s, 2.15s, 2.17s, 2.18s, 2.19s, 2.20s, 3.1s, 3.3s, 3.4s, 3.8s, 3.9s, 3.10s, 4.16s, 4.17s Tech Standards: 1.1s, 3.11s, 3.12s, 3.16s, 3.17s |

| The candidate creates and maintains a productive and positive learning environment that consistently implements rules and procedures for the effective management of a diverse student population and maximizes learner for all. |
| Management of the Classroom and individual students throughout the school day. |
| Lesson Plans T-TESS Evaluations |
| 2.14s, 2.15s, 2.16s, 2.17s, 2.18s, 2.19s, 2.20s, 4.16s, 4.17s, 4.18s Tech Standards: 1.1s, 2.1s, 3.11, 3.12s, 3.16s, 3.17s, 5.13s |

| The candidate establishes strong, positive relationships among students, families, colleagues, schools and the community through effective professional and interpersonal skills. |
| In interaction, planning, and implementation of instruction, the candidate plans for, implements, and demonstrates a positive environment for learning, working with colleagues, and communicating with parents. |
| Lesson Plans T-TESS Observations Dispositions |
| 2.14s, 2.15s, 2.16s, 2.18s, 2.19s, 2.20s, 4.7s, 4.9s, 4.11s, 4.15s, 4.16s, 4.17s, 4.18s Tech Standards: 1.1s, 3.11, 3.12s, 3.16, 3.17s, 5.13s |

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**Course evaluation:** Student teachers will have an opportunity at the appropriate time during the semester to complete evaluations on the program, the supervisor, and the classroom mentor teachers.

**Reminder:**

The student teaching semester consists of two student teacher courses and one or two companion courses. See your advisor.
Student Teaching - An Intensive, Full-Time Educational Experience

SHSU student teachers are assigned to approved SHIPS public schools on a full-time basis. In order to concentrate fully on their new duties and responsibilities, student teachers should not be employed or enroll in any additional coursework during their student teaching semester.

Student Teacher candidates are not granted any official absence days during this semester. You should never be absent from school during student teaching. As fellow educators, we do realize that personal injuries, illnesses, emergency situations, or extenuating circumstances may occur. In case of an absence or tardiness, three parties must be contacted: the 1) school, 2) your mentor teacher, and 3) your university supervisor. Absences will negatively affect your credit for the semester and could result in failure to meet graduation requirements. Any absence must be made-up before the conclusion of the semester. It is possible for student teachers to take certification tests or attend job interviews during a school day with the mutual consent of the mentor teacher and the university supervisor with verifiable evidence. Student teachers will attend professional development days listed on the student teaching calendar.

Addressing Challenges: Communication is the Key

The early identification, discussion, and addressing of difficulties or behavior that may prevent a student teacher from successfully completing student teaching is essential. The student teacher OR the classroom mentor teacher must notify the University supervisor as soon as a problem is identified. The University supervisor will then communicate with the Director of Educator Preparation Services. (If the difficulty is specifically related to the University supervisor, the student teacher or mentor should contact the Director of Educator Preparation Services directly.) After notification, appropriate corrective feedback/action, such as mentor/supervisor/coordinator conferences, referral to the Professional Concerns Committee or the Associate Dean, implementation of a growth plan, placement change, etc., may be initiated. While these actions may ultimately result in No-Credit or in the termination of student teaching, ideally they will lead to a successful conclusion of the experience for the student teacher.

Students who do not receive credit for student teaching may have a personalized learning plan developed that must be successfully completed if approved for a new placement. The expectations in the plan should include specific professional development and activities to support improvement in identified areas of concern. All activities should be determined by appropriate education faculty via the input and feedback from the student, university supervisor, and original mentor teacher(s).

Refer to Appendix C for information regarding “Roles and Procedures for the Professional Concerns Committee” and “Students Rights in Deliberations of the Professional Concerns Committee.” Also, the procedure for students to address an academic grievance is outlined in Academic Policy Statement 900823: www.shsu.edu/~vaf_www/Faculty_Handbook/sections/academic_grievance_procedure_students.html

Student Teachers/ State Mandated Testing

SHSU students are not allowed to administer any state required test. Student Teachers may assist with testing duties outside of the classroom only.
Substitute Teaching by SHSU Student Teachers

Due to state guidelines that “student teaching shall be unpaid,” the following was shared at the October 10, 2007 Board Meeting of the Sam Houston Innovative Partnerships with Schools: “Subject to district approval, SHSU student teachers will be available to serve as a substitute teacher, without pay, for their current classroom mentor teacher for the purpose of facilitating mentor participation in professional development activities (not to exceed 3 days per semester) in accordance with district policies and procedures.”

Student Teaching Grades Assignment Policy

The grade assigned to a student teacher is the result of all formal and informal observations/evaluations by the student teacher’s University supervisor and classroom mentor teachers. The grade assigned by the University supervisor for student teaching is designated as Credit or No-Credit. Credit is earned for successful completion of the 6 SCH. No-Credit can be assigned for student teaching in instances of:

- Excessive absences.
- Inability to successfully complete the semester due to physical, mental, or emotional conditions or challenges.
- Failure to demonstrate an acceptable level of teaching proficiency after corrective feedback and/or intervention (See Disposition Standards, PPR, syllabus, evaluation forms A, B, C).
- Unprofessional or unethical behavior (See Dispositions Standards, “Code of Ethics and Standard Practices for Texas Educators” and the “Sam Houston State University Standards of Professional Conduct for Field Experiences and Student Teaching”).

Communication:

STUDENT TEACHERS MUST MAINTAIN THEIR SHSU EMAIL ACCOUNT DAILY. Student teachers are expected to communicate with their university supervisor and the educator preparation services office via their Sam Houston State University email account.

Note: Depending on a student’s degree plan (i.e. Interdisciplinary Studies), a grade of No-Credit can result in a failure to meet graduation requirements.
Tk20®'s CampusTools HigherEd is an online support system for colleges of teacher education, created for the collection and evaluation of performance data for teacher candidates and for overall management of academic activities at the colleges.

The College of Education at Sam Houston State University will be implementing Tk20®’s CampusTools HigherEd Assessment and Management System to conduct systematic teaching and assessments for all students in the college. This means that the student teaching evaluation forms found in this guide will be completed online. Student teachers and University supervisors can log in to Tk20® at https://tk20.shsu.edu with their SamWeb username and password. Classroom mentor teachers will be given login information and granted access to complete their evaluation of their student teacher. Specific instructions for accessing and submitting the online assessments will be forthcoming. Please contact Mr. Andrew Oswald (tk20@shsu.edu) at 936-294-4891 if you have any difficulty logging in or completing an assessment.

Website address for log-in to Tk20 is: https://tk20.shsu.edu

Assistance can be obtained by accessing the “Help” link or by contacting the Tk20 system administrator, Andy Oswald at andy@shsu.edu or call 936-294-4891.
II. SUPPORT ROLES IN STUDENT TEACHING

Expectations of Classroom Mentor Teachers

Expectations of University Supervisors
Expectations of the Classroom Mentor Teacher

Student teaching is the final, and perhaps most important, phase of a pre-service teacher’s program. The role of the public school classroom mentor teacher is one of great importance and significant responsibility. The classroom mentor teacher often is the key to the success or failure of the student teacher. Classroom mentor teachers also serve as the necessary link between the university and the public school classroom, providing necessary feedback to the Sam Houston Innovative Partnerships with Schools (SHIPS) Office of Educator Preparation Services for program improvement, program development, and the continuance of the program. The purpose of this section is to assist classroom mentor teachers in realizing their very important role, in preparing their student teacher for the teaching profession.

Become Acquainted with the Student Teacher
The Office of Educator Preparation Services sends each participating school district the applications of prospective student teachers. These applications include specialization/teaching fields and certification areas. From this form, the classroom mentor teacher can glean information that will help encourage the student teacher to their share aspirations, doubts, and attitudes related to education.

Welcome the Student Teacher
The classroom mentor teacher must be willing to accept the student teacher as a fellow professional who is welcome and wanted in the classroom. Some proven means of helping ease student teachers into the classroom are:
- Introduce the student teacher as a fellow teacher and colleague.
- Always address them as Mr., Miss, Ms., or Mrs. in the presence of students.
- Provide an appropriate work area or desk.

Quickly Orient the Student Teacher to Campus Atmosphere and Procedures
The student teacher will be in unfamiliar surroundings and will not know how to react to certain situations. Therefore, the need to feel comfortable and confident in this new environment is extremely important. The following orientation procedures should occur during the first day or two of the placement. The classroom mentor teacher should:
- Provide a tour of the building.
- Introduce the student teacher to principal and colleagues.
- Furnish policy manuals, handbooks, subject area manuals, and curriculum guides, and professional websites.
- Encourage the student teacher to ask questions.
- Explain procedures for the use of technology equipment.
- Furnish information about the students in the classroom.
- Discuss when observations of the student teacher will occur.
- Discuss when feedback will be provided.
- Discuss procedures for planning during a conference period.
Introductory Questions Student Teachers May Ask

Classroom Mentor Teachers: Classroom mentor teachers should be prepared to discuss the following questions with the student teacher and have seating charts, curriculum guides, a complete set of textbooks, and other related materials for the student teacher on their first day on the campus:

- What lesson plan format is used?
- Is there a system or plan for classroom discipline?
- What are the behavior expectations for the students?
- What time should the student teacher arrive and what time should they leave school each day?
- What content is expected of the student teacher to teach to the students?
- What materials may the student teacher utilize before and during the student teaching experience?

Introductory Questions Classroom Mentor Teachers May Ask

Student Teachers: During the first visit your classroom mentor teacher, be prepared to discuss these questions:

- What experiences do you have with groups of children/youth?
- What experiences have you had in Texas public schools?
- What experiences did you have during the Methods Block?
- Why do you want to be a teacher?
- What do you expect to be your greatest challenge?
- What do you expect to be your greatest success?
- What do you want to learn from your cooperating teacher?

Student Teacher’s Transition from Passive to Active Role in the Classroom

The student teacher can be guided to a good beginning by observing their mentor teacher teach, assisting them with individual and group lessons, team-teaching with their mentor, and teaching independently for short periods. During the first few days, much of the time will be spent in observation. During the end of the first and succeeding weeks, the teaching time should be increased until the full teaching load is assumed by the student teacher in the final third of your placement (during the fourth or fifth week). The classroom mentor teacher should remain in the classroom, observing, during the first few weeks of student teaching, and gradually leave for longer periods of time, but be available.

Provide opportunities for the student teacher to:

- Teach the same lesson to a different class after observing their mentor teacher teach and model.
- Move about the room and assist individuals with classroom assignments and other work to be done at their desks.
- Team-teach a lesson.
- Video/audio tape a lesson to identify strengths and weaknesses.
- Plan several mini-lessons before assuming the responsibility for an entire class period.
- Self-reflect after each presentation.
- Present concepts, plan lessons, manage the classroom, review curriculum materials, and help perform routine duties.
- Tutor individual students.
Mentor as Colleague, Coach, and Co-Learner
Some of the most successful student teaching experiences are those where student teachers are given the opportunity to “test their wings” and try something different (perhaps something learned in their university coursework). The student teacher – with thoughtful coaching and questioning from the mentor - usually learns more through the process. Furthermore, the mentor benefits through being exposed to different teaching techniques and ideas.

Student Teacher/Classroom Mentor Teacher Relationship
A good student teaching environment is largely dependent upon a healthy mentor/mentee relationship. Communication, mutual understanding, and acceptance are essential. Student teachers often adopt attitudes that are similar to their classroom mentor teacher, and this is especially true when mutual respect and rapport has been established. The following suggestions will foster the development of this important relationship:

- Create an environment where there is neither too much pressure nor protection-small failures can teach a great deal.
- Compliment your student teacher whenever an occasion arises.
- Treat the student teacher as a colleague, not as a student.
- Hold pre-/post-conferences to provide/discuss your feedback.
- Critique in private, not in the presence of students or teachers.
- Be an active listener.
- Guide your student teacher through thoughtful questioning.
- Help your student teacher discover their answer.
- Encourage your student teacher to develop an independent teaching style; influenced by yours, but not a carbon copy.
- Allow and encourage independent decision-making.
- Monitor the student teacher’s increasing planning responsibility.
- Include activities away from the classroom (i.e., other teacher gatherings, informal school functions, committee meetings).
- Give the student teacher the opportunity to work with you on an instructional or behavioral problem.
- Be positive and professional in all discussions about students, teachers, administrators, and the teaching profession.
- Share methods you find to be most helpful in understanding students.
- Discuss ways to view behavior problems objectively.
- Be careful not to embarrass students or your student teacher.
- Emphasize the good and worthwhile aspects of teaching.
- Provide student teacher copies of handouts, transparencies, tests, etc.

Final Evaluation and Activities
The classroom mentor teacher and the University supervisor should continuously evaluate their student teacher’s progress and performance. Through regular periods of discussion, successful performance is jointly determined by the classroom mentor teacher and the University supervisor.

To evaluate effectively, the classroom mentor teacher should:
- Evaluate the individual as a beginning, novice teacher, not as an experienced teacher.
- Encourage the student teacher to use self-evaluation techniques. (Video and audio taping are excellent tools for self-evaluation; some programs may require videotaping.)
- Include such items as personal appearance, work habits, mannerisms, and voice in your evaluation and feedback.
- Observe the student teacher in actual teaching situations and make notes that can be used as the basis for critiques.
- Be frank and professional in the evaluation.
- Share strengths and criticize weaknesses constructively.

During the final week, the classroom mentor teacher should gradually resume major teaching responsibilities. To facilitate this transition, after discussion with your student teacher, please make arrangements for:
- Targeted visitations/observations of other teachers.
- A conference with the principal or assistant principal to talk about a career in teaching.
- A joint meeting with the student teacher and University supervisor to discuss the overall experience.
- Sharing copies of innovative materials to use the following year.

Student teachers are required to participate in the celebration seminar at SHSU, which typically takes place the day after student teaching concludes.

**The Mentor Orientation Workshop (MOW) provides mentor teachers with guidelines and suggestions on working with a student teacher. You can find the electronic mentor orientation workshop modules on the Educator Preparation Services website at:** [http://www.shsu.edu/academics/education/educator-preparation-services/program-services/mentor-orientation-workshop.html](http://www.shsu.edu/academics/education/educator-preparation-services/program-services/mentor-orientation-workshop.html).
You can also go to the SHSU main page, click on Educator Preparation Services in the fast links menu, then click Program Services on the right menu and scroll down to Mentor Orientation Workshop.
Expectations of the University Supervisor

The university supervisor plays many roles. The university supervisor is the university instructor of record, and also a colleague of both the mentor and the student teacher. The university supervisor is an advocate, a confidant, mentor, a mediator, a coach, liaison, a facilitator, a collaborator, a problem-solver and an active listener. University supervisors apply their understanding of human development, learning theories, and educational philosophy to enhance progress throughout the student teaching experience. As an effective communicator, the university supervisor demonstrates the power of language in self-identity, expression, and influence. The university supervisor continually practices active listening and encourages honest and open communication. Communicating with empathy, the university supervisor resolves conflicts by capitalizing on knowledge of group processes and the differences that occur during any group effort. Through effective oral and written communication, the university supervisor clearly defines what is expected and hoped for in order to enhance the success of the student teacher.

The university supervisor is enthusiastic, respectful, and encourages the student teacher to creatively solve problems, celebrates innovation and accomplishment, acknowledges excellence, and views unsuccessful experiences as opportunities to learn. The university supervisor shares in the responsibility for the learning community. The university supervisor acts appropriately to ensure the safety and welfare of community members while they are in school and removes barriers that impede success for the student teacher.

The university supervisor ensures that all members of the learning community have an equitable opportunity to achieve. Recognizing that a diverse population enhances the learning environment, the university supervisor respects all learners, is sensitive to their needs, and encourages them to use all their skills and talents. Because the university supervisor views differences as opportunities for learning, cross-cultural experiences are an integral part of the learner-centered community, and the cultures of school families are affirmed.

The University Supervisor should:

- Require detailed lesson plans to assist in assessing preparedness of the student teacher
- Facilitates communication between the student teacher and mentor when needed
- Serve as a mediator to resolve conflicts between student teacher and school personnel
- Serve as an advocate or an enforcer, depending on the circumstances
- Have a minimum of 8 contacts during the semester with the student teacher, including orientations, seminars, and formal observations (some situations and student teachers may require more)
- Schedule a student teacher seminar during the second or third week of each half
- Be able to communicate with their student teachers by phone (share all phone numbers, and phone calls at home should be welcomed at reasonable hours)
- Communicate with the student teachers by email (verify receipt on important issues)
- Schedule observations to maximize the efficiency of travel when possible
- Complete and submit documentation on schedule
- Encourage use of technology in and out of the classroom
- Inform the classroom mentor teacher of university expectations
- Communicates with the administration and mentor regarding substitute teaching policy
- Conference with the student teacher following each observation and provide feedback
- Facilitate completion of the Program Evaluation Survey by the classroom mentor teacher
- Be an advocate for the teaching profession and Sam Houston State University
III. STANDARDS FOR TEACHER CANDIDATES

State Standards

Pedagogy and Professional Responsibilities Standards
State Board for Educator Certification – www.sbec.state.tx.us

Texas Examinations of Educator Standards Framework
State Board for Educator Certification – www.sbec.state.tx.us

Technology Application Standards
State Board for Educator Certification – www.sbec.state.tx.us

Code of Ethics and Standard Practices for Texas Educators
State Board for Educator Certification – www.sbec.state.tx.us

Institutional Standards

SHSU Dispositions Standards
SHSU Guidelines for Student Teaching

SHSU Institutional Standards
SHSU Guidelines for Student Teaching and www.shsu.edu/~edu_ofe

SHSU Standards of Professional Conduct for Students in Student Teaching
See Appendix C and www.shsu.edu/~edu_ofe
Knowledge & Skills Standards

Teacher Candidates completing Educator Preparation Programs culminating in initial certification shall:

1. (Knowledge) Possess a knowledge base that is comprehensive and directed to candidates’ individual needs, which can be demonstrated - the candidate is able to:
   (Skill) Use current content area knowledge when planning and implementing instruction

2. (Knowledge) Possess and apply understanding of theories of effective planning, implementation, assessment, and modification of learning, which can be demonstrated - the candidate is able to:
   (Skill) Collaborate in the planning, delivery and assessment of teaching and learning

3. (Knowledge) Understand the importance of the roles of reflection, self-assessment, and inquiry to the process of becoming an effective educator, which can be demonstrated - the candidate is able to:
   (Skill) Reflect on practice in order to improve instruction, use self-assessment as a part of teaching and reflection, and use inquiry as one method for professional growth

4. (Knowledge) Know the importance of using technology to plan, implement and assess instruction and of evaluating technology for effectiveness, which can be demonstrated - the candidate is able to:
   (Skill) Use technology to enhance instruction

5. (Knowledge) Know the research based best practices, which can be demonstrated - the candidate is able to:
   (Skill) Use research-based best practice to plan, deliver, assess and modify instruction

6. (Knowledge) Know the theories of developmental learning including cognitive, affective and physical domains, which can be demonstrated - the candidate is able to:
   (Skill) Create environments that support student learning and that nurture the individual differences of the students

7. (Knowledge) Understand differences in styles of learning and teaching that meet the needs of diverse learners, which can be demonstrated - the candidate is able to:
   (Skill) Use learner profiles to plan, implement, and assess

8. (Knowledge) Know the characteristics of an effective learning environment which employs a variety of student-centered instructional methods and a range of motivational strategies, which can be demonstrated - the candidate is able to:
   (Skill) Uses diverse technologies, group activities and effective teaching strategies
9. (Knowledge) Know a variety of methods for effectively managing student behavior, which can be demonstrated - the candidate is able to:
   (Skill) Use a variety of classroom management techniques to optimize the learning environment

10. (Knowledge) Know how to assess performance with variety of formal and informal tools and provide substantive feedback, which can be demonstrated - the candidate is able to:
    (Skill) Use informal and formal methods of assessment

11. (Knowledge) Understand the importance of continuous growth through professional involvement and membership, which can be demonstrated - the candidate is able to:
    (Skill) Models life-long learning and literacy and promotes life-long learning and literacy among students

12. (Knowledge) Know the national, state and local standards appropriate for specific educational contexts, which can be demonstrated - the candidate is able to:
    (Skill) Understand how to align the standards at national, state, and local levels
Please rate the candidate on each of the following items. For instances where you rate the candidate RARELY or NEVER, please provide a specific example to support your rating.

For example, if you rate the candidate ALWAYS for #3, *The candidate demonstrates the ability to work cooperatively with others*, you might add a comment such as: *I have never witnessed the candidate in a conflict during cooperative activities at school.* Conversely, if you were to rate the candidate RARELY for #10, *The candidate displays initiative*, you might provide a comment such as: *The candidate rarely takes the lead on projects.*

### Interpersonal Skills

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<th>Always</th>
<th>Most of the time</th>
<th>Rarely</th>
<th>Never</th>
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<td>1</td>
<td>The candidate exhibits professional judgement and tact.</td>
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<td>2</td>
<td>The candidate demonstrates an appreciation of diverse perspectives and ideas.</td>
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<td>3</td>
<td>The candidate demonstrates the ability to work cooperatively with others.</td>
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<td>4</td>
<td>The candidate accepts constructive criticism.</td>
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### Personal Characteristics

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<td>5</td>
<td>The candidate exhibits an appropriate appearance in professional settings.</td>
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<td>6</td>
<td>The candidate exhibits self-control.</td>
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<td>The candidate exhibits a positive attitude.</td>
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<td>The candidate demonstrates conscientiousness to assigned work.</td>
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<td>The candidate demonstrates flexibility.</td>
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<td>10</td>
<td>The candidate displays initiative.</td>
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<td>11</td>
<td>The candidate accepts responsibility and works independently.</td>
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<td>12</td>
<td>The candidate demonstrates punctuality and dependability.</td>
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<td>13</td>
<td>The candidate follows instructions.</td>
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<td>14</td>
<td>The candidate demonstrates attention to detail and possesses organizational skills.</td>
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**Communication**

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<td>15</td>
<td>The candidate expresses ideas clearly in writing.</td>
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<td>16</td>
<td>The candidate expresses ideas clearly orally.</td>
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<td>17</td>
<td>The candidate demonstrates professional electronic communication skills. (e.g. social media, email, text messaging)</td>
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**Ethics**

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<td>18</td>
<td>The candidate demonstrates the ethical boundaries and decision-making required of student/teacher</td>
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<tr>
<td>19</td>
<td>The candidate demonstrates the ethical decision-making required of a professional educator.</td>
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Domain I: Designing Instruction and Assessment to Promote Student Learning (approximately 31% of the test)
Standards Assessed:
   Pedagogy and Professional Responsibilities Standard I:
The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Domain II: Creating a Positive, Productive Classroom Environment (approximately 15% of the test)
Standards Assessed:
   Pedagogy and Professional Responsibilities Standard II:
The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Domain III: Implementing Effective, Responsive Instruction and Assessment (approximately 31% of the test)
Standards Assessed:
   Pedagogy and Professional Responsibilities Standard I:
The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
   Pedagogy and Professional Responsibilities Standard III:
The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.
   Technology Applications Standards I-V:
All teachers use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications.

All teachers identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information.

All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.

All teachers communicate information in different formats and for diverse audience.

All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential knowledge and Skills (TEKS) into the curriculum.

Domain IV: Fulfilling Professional Roles and Responsibilities (approximately 23% of the test)
Standards Assessed:
Pedagogy and Professional Responsibilities Standard IV:
The teachers fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.
Code of Ethics and Standard Practices for Texas Educators

(ambered code effective December 26, 2010)

S.B.E.C. Criminal History Check Provision

TEXAS ADMINISTRATIVE CODE - TITLE 19 EDUCATION
PART 7 STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER 247 EDUCATORS’ CODE OF ETHICS
RULE §247.2 Code of Ethics and Standard Practices for Texas Educators

Source Note: The provisions of this §247.1 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective December 26, 2010, 35 TexReg 11242 (State Board for Educator Certification-Professional Discipline: http://www.sbec.state.tx.us/)

STATEMENT OF PURPOSE

• The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom.
• The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character.
• The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession.
• The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen.
• The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.
• The SBEC is solely responsible for enforcing the Educators' Code of Ethics for purposes related to certification disciplinary proceedings. The Educators' Code of Ethics is enforced through the disciplinary procedure set forth in Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases) pursuant to the purposes stated therein.

As provided in §249.5 of this title (relating to Purpose), the primary goals the SBEC seeks to achieve in educator disciplinary matters are:
- to protect the safety and welfare of Texas schoolchildren and school personnel;
- to ensure educators and applicants are morally fit and worthy to instruct or to supervise the youth of the state; and
- to fairly and efficiently resolve educator disciplinary proceedings at the least expense possible to the parties and the state.

I. Professional Ethical Conduct, Practices and Performance.

Enforceable Standards

A. Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.
B. **Standard 1.2.** The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

C. **Standard 1.3.** The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

D. **Standard 1.4.** The educator shall not use institutional or professional privileges for personal or partisan advantage.

E. **Standard 1.5.** The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

F. **Standard 1.6.** The educator shall not falsify records, or direct or coerce others to do so.

G. **Standard 1.7.** The educator shall comply with state regulations, written local school board policies, and other [applicable] 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.** As defined in §249.3 of this title (relating to Definitions), the educator shall be of good moral character and demonstrate that he or she is fit and worthy to instruct or supervise the youth of this state.

K. **Standard 1.11.** The educator shall not purposefully misrepresent the circumstances of his or her prior employment, criminal history, and/or disciplinary record when applying for subsequent employment.

L. **Standard 1.12.** The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

M. **Standard 1.13.** The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

II. **Ethical Conduct Toward Professional Colleagues.**

**Enforceable Standards**

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 or recklessly 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 [sex], disability, [or] 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.
III. Ethical Conduct Toward Students.

Enforceable Standards
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, recklessly, or negligently treat a student or minor in a manner that adversely affects or endangers the [student's] learning, physical health, mental health, or safety of the student or minor.
C. Standard 3.3. The educator shall not intentionally, [deliberately or] 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 [sex], disability, national origin, religion, [or] 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 student or minor or knowingly allow any student or minor 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.
I. Standard 3.9. The educator shall refrain from excessive and/or 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 excessive or inappropriate include, but are not limited to:
   a. the nature, purpose, timing, and amount of the communication; the subject matter of the communication;
   b. whether the communication was made openly or the educator attempted to conceal the communication;
   c. whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
   d. whether the communication was sexually explicit; and
   e. 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.

Criminal History Check Provision
Vernon’s Texas Statutes and Codes Annotated Education Code § 22.082 provides that “the State Board for Educator Certification shall obtain from any law enforcement or criminal justice agency all criminal history record information that relates to an applicant for or holder of a certificate issued under Subchapter B, Chapter 21.” In accordance with this mandate, SBEC conducts a criminal history check on all applicants for certification.
(Contact the State Board for Educator Certification: http://www.sbec.state.tx.us)
APPENDIX A EVALUATIONS

EVALUATIONS OF STUDENT TEACHERS

Form A* - University Supervisors
Form B - Student Teachers and Mentors
Form C - Mentors
Focused Content Evaluations

EVALUATIONS COMPLETED BY STUDENT TEACHERS

Evaluation of Classroom Mentor Teachers*
Evaluation of University Supervisor*
Evaluation of SHSU Educator Preparation Program*

EVALUATION OF CLASSROOM MENTOR TEACHER

Evaluation of Classroom Mentor Teachers-Completed by University Supervisors*

*Reported through Tk20© CampusTools™ HigherEd
T-TESS
Texas Teacher Evaluation & Support System

The Texas Teacher Evaluation and Support System (T-TESS) is a system designed by educators to support teachers in their professional growth.

The T-TESS Evaluation Form A

The SHSU Student/Clinical Teacher Evaluation Report is a form developed collaboratively by the Office of Educator Preparation Services, College of Education faculty members and University Supervisors.

The T-TESS Rubric

The T-TESS rubric includes 4 domains and 16 dimensions. T-TESS domain and dimension rubrics include specific descriptors of practices and 5 performance levels: Distinguished, Accomplished, Proficient, Developing, and Improvement Needed.

<table>
<thead>
<tr>
<th>Planning</th>
<th>Learning Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ Standards &amp; Alignment</td>
<td>♦ Classroom Environment,</td>
</tr>
<tr>
<td>♦ Data &amp; Assessment</td>
<td>♦ Routines and Procedures</td>
</tr>
<tr>
<td>♦ Knowledge of Students</td>
<td>♦ Managing Student Behavior</td>
</tr>
<tr>
<td>♦ Activities</td>
<td>♦ Classroom Culture</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Instruction</th>
<th>Professional Practices &amp; Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ Achieving Expectations</td>
<td>♦ Professional Demeanor &amp; Ethics</td>
</tr>
<tr>
<td>♦ Content Knowledge &amp; Expertise</td>
<td>♦ Goal Setting</td>
</tr>
<tr>
<td>♦ Communication</td>
<td>♦ Professional Development</td>
</tr>
<tr>
<td>♦ Differentiation</td>
<td>♦ School Community Involvement</td>
</tr>
<tr>
<td>♦ Monitor &amp; Adjust</td>
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</tbody>
</table>
**FORM A**
SHSU Student/Clinical Teacher Evaluation Report

**UNIVERSITY SUPERVISOR:**

**STUDENT TEACHER:**

**GRADE/ LEVEL/SUBJECT/COURSE:**

**START TIME- END TIME:**

**TOTAL MINUTES:**

Pre-Conference Notes:

<table>
<thead>
<tr>
<th>Domain 1: Planning-Evidence is apparent in the instructional lesson plan and classroom observations.</th>
<th>Dist</th>
<th>Acmp</th>
<th>Prof</th>
<th>Dev</th>
<th>NI</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Standards and Alignment: The student teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.</td>
<td></td>
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<tr>
<td><strong>Comments:</strong></td>
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<tr>
<td>1.2 Data &amp; Assessment: The student teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.</td>
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<tr>
<td><strong>Comments:</strong></td>
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<tr>
<td>1.3 Knowledge of Students: Through knowledge of students and proven practices, the student teacher ensures high level of learning, social-emotional development and achievement for all students.</td>
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<tr>
<td><strong>Comments:</strong></td>
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</tbody>
</table>

**SCALE:** Distinguished (Dist) – Accomplished (Acmp) – Proficient (Prof) – Developing (Dev) – Needs Improvement (NI) – Not Applicable (N/A)
### Domain 2: Instruction  
**Evidence is apparent in classroom instruction and classroom.**

#### 2.1 Achieving Expectations: The student teacher supports all learners in their pursuit of high levels of academic and social-emotional success

<table>
<thead>
<tr>
<th>Dist</th>
<th>Acmp</th>
<th>Prof</th>
<th>Dev</th>
<th>Ni</th>
<th>N/A</th>
</tr>
</thead>
</table>

**Comments:**

#### 2.2 Content Knowledge & Expertise: The student teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.

<table>
<thead>
<tr>
<th>Dist</th>
<th>Acmp</th>
<th>Prof</th>
<th>Dev</th>
<th>Ni</th>
<th>N/A</th>
</tr>
</thead>
</table>

**Comments:**

#### 2.3 Communication: The student teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.

<table>
<thead>
<tr>
<th>Dist</th>
<th>Acmp</th>
<th>Prof</th>
<th>Dev</th>
<th>Ni</th>
<th>N/A</th>
</tr>
</thead>
</table>

**Comments:**

#### 2.4 Differentiation: The student teacher differentiates instruction, aligning methods and techniques to diverse student needs.

<table>
<thead>
<tr>
<th>Dist</th>
<th>Acmp</th>
<th>Prof</th>
<th>Dev</th>
<th>Ni</th>
<th>N/A</th>
</tr>
</thead>
</table>

**Comments:**

#### 2.5 Monitor & Adjust: The student teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.

<table>
<thead>
<tr>
<th>Dist</th>
<th>Acmp</th>
<th>Prof</th>
<th>Dev</th>
<th>Ni</th>
<th>N/A</th>
</tr>
</thead>
</table>

**Comments:**
## Domain 3: Learning Environment - Evidence is apparent in the classroom and learning culture.

<table>
<thead>
<tr>
<th>Sub-Category</th>
<th>Description</th>
<th>Dist</th>
<th>Acmp</th>
<th>Prof</th>
<th>Dev</th>
<th>Ni</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Classroom Environment, Routines &amp; Procedures:</td>
<td>The student teacher organizes a safe, accessible and efficient classroom</td>
<td></td>
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<tr>
<td><strong>Comments:</strong></td>
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<tr>
<td>3.2 Managing Student Behavior:</td>
<td>The student teacher establishes, communicates and maintains clear expectations for student behavior.</td>
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<tr>
<td><strong>Comments:</strong></td>
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<tr>
<td>3.3 Classroom Culture:</td>
<td>The student teacher leads a mutually respectful and collaborative class of actively engaged learners.</td>
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<td><strong>Comments:</strong></td>
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</tbody>
</table>

## Domain 4: Professional Practices & Responsibilities - Evidence is available in debriefs/conference, and daily interaction with others

<table>
<thead>
<tr>
<th>Sub-Category</th>
<th>Description</th>
<th>Dist</th>
<th>Acmp</th>
<th>Prof</th>
<th>Dev</th>
<th>Ni</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Professional Demeanor &amp; Ethics:</td>
<td>The student teacher meets SHSU and district expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities.</td>
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<td><strong>Comments:</strong></td>
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<td>4.2 The student teacher reflects on his/her practice.</td>
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</tbody>
</table>

**Post-Observation Conference Date & Time:**

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**Lesson Strengths:**

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**Lesson Challenges:**

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**Recommendations/Goals:**

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T-TESS Preconference Questions and Notes

1. What do you expect the students to know and be able to do after the lesson? (Objective)

2. What are the prerequisite skills that the students have to know in order to be successful in this lesson?

3. How will you differentiate your instruction in order to address a variety of learning styles?

4. What behavior and academic expectations are in place? How will you hold students accountable?

5. How will assess whether or not students met the objectives for the lesson?

6. What are your plans for lesson closure and reflection?

7. Are there any other special circumstances that I should be aware of before the announced observation?

8. What concerns do you have about your lesson presentation?
Domain I – Planning
Dimension 1.1: Standards and Alignment
Goals and objectives aligned to standards, sequenced, relevant and appropriate to the needs of the learners including best practices, use of technology, diverse learners.

Dimension 1.2: Data and Assessment
Formal/informal assessments, analysis/use of data to adjust instruction, plan for feedback, confidentiality.

Dimension 1.3: Knowledge of Standards
Connection to students’ prior knowledge and background, focus on strengths, close gaps.

Dimension 1.4: Activities
Questioning that encourages higher-order thinking, instructional grouping, technology and materials aligned with the lesson objective.

Domain II – Instruction
Dimension 2.1: Achieving Expectations
Challenging, address student mistakes and follow through for mastery, and allows student opportunities for higher order thinking.

Dimension 2.2: Content knowledge and Expertise
Content knowledge, integrated learning, anticipate and address student misunderstandings, and allows student opportunities for higher order thinking.

Dimension 2.3: Communication
Questioning that clarifies and encourages learning, clear explanations, appropriate communication, classroom process to communicate effectively.

Dimension 2.4: Differentiation
Individual’s needs, monitors students, recognizes confusion, provide differentiated content and instructional methods.

Dimension 2.5: Monitor and Adjust
Monitors and adjusts for student engagement and understanding.
Domain III – Learning Environment
Dimension 3.1: Classroom Environment, Routines and Procedures
Efficient procedures, routines, transitions and student groups in a safe, positive and organized classroom environment.

Dimension 3.2: Managing student behavior
Consistently implements behavior system proficiently and most students meet expectations.

Dimension 3.3: Classroom Culture
Engages all students in meaningful learning, and students work respectfully.

Domain IV - Professional Practices and Responsibility
Dimension 4.1: Professional Demeanor and Ethics
Follows the code of ethics, meets district/campus/university standards, advocates for students.

Dimension 4.2: Goal Setting
Sets professional goals, meets goals, and increases student achievement.

Dimension 4.3: Professional Development – Not Scored

Dimension 4.4 School Community Involvement – Not Scored

Notes-Aug. 2018
## Domain 1: Planning

### Dimension 1.1 Standards and Alignment

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

**Standards Basis:** 1.1, 1.2, 3.1, 3.2, 3.3

**Sources of Evidence:** Pre-Conference, Formal Observation, Classroom

### Distinctive Instructional Planning Includes

- All rigorous and measurable goals aligned to state content standards.
- Integration of technology to enhance mastery of goal(s).
- All activities, materials, and assessments that:
  - 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 that are aligned and logically sequenced to the lesson’s goal.

### Accomplished Instructional Planning Includes

- All measurable goals aligned to state content standards.
- Integration of technology to enhance mastery of goal(s).
- All activities, materials, and assessments that:
  - 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 that are aligned and logically sequenced to the lesson’s goal.

### Proficient Instructional Planning Includes

- All goals aligned to state content standards.
- Integration of technology when applicable.
- All activities, materials, and assessments that:
  - 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 that are aligned to the lesson’s goal.

### Developing Instructional Planning Includes

- Most goals aligned to state content standards.
- Most activities, materials, and assessments that:
  - are sequenced
  - sometimes provide appropriate time for lesson and lesson closure
- Lessons where most objectives are aligned and sequenced to the lesson’s goal.

### Improvement Needed Instructional Planning Includes

- Few goals aligned to state content standards.
- Few activities, materials, and assessments that:
  - are sequenced
  - rarely provide time for lesson and lesson closure
- Lessons where few objectives are aligned and sequenced to the lesson’s goal.
**Domain 1: Planning**

### Dimension 1.2

**Data and Assessment**

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

**Standards Basis:**
1.2, 1.6, 2.2, 2.3, 5.1, 5.2, 5.3, 5.4

**Sources of Evidence:**
- Analysis of Student Data
- Pre-Conference
- Formal Observation
- Classroom Walkthroughs/Informal Observation
- Post-Conference Instructional Planning

<table>
<thead>
<tr>
<th><strong>DISTINGUISHED</strong> Instructional Planning Includes</th>
<th><strong>ACCOMPLISHED</strong> Instructional Planning Includes</th>
<th><strong>PROFICIENT</strong> Instructional Planning Includes</th>
<th><strong>DEVELOPING</strong> Instructional Planning Includes</th>
<th><strong>IMPROVEMENT NEEDED</strong> Instructional Planning Includes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 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.</td>
<td>• Formal and informal assessments to monitor progress of all students and incorporates appropriate diagnostic, formative and summative assessments data into lesson plans.</td>
<td>• Formal and informal assessments to monitor progress of students.</td>
<td>• Formal and informal assessments to monitor progress of most students.</td>
<td>• Few formal and informal assessments to monitor student progress.</td>
</tr>
<tr>
<td>• Consistent feedback to students, families and other school personnel on the growth of students in relation to classroom and campus goals while maintaining confidentiality.</td>
<td>• Consistent feedback to students, families and other school personnel on the growth of students in relation to classroom and campus goals while maintaining confidentiality.</td>
<td>• Substantive, specific and timely feedback to students, families and other school personnel while maintaining confidentiality.</td>
<td>• Timely feedback to students and families.</td>
<td>• Few opportunities for timely feedback to students or families.</td>
</tr>
<tr>
<td>• Analysis of student data connected to specific instructional strategies and uses result to reflect on his or her teaching and monitor teaching strategies and behaviors in relation to student success.</td>
<td>• Analysis of student data connected to specific instructional strategies and uses result to reflect on his or her teaching and monitor teaching strategies and behaviors in relation to student success.</td>
<td>• Analysis of student data connected to specific instructional strategies and uses result to reflect on his or her teaching and monitor teaching strategies and behaviors in relation to student success.</td>
<td>• Utilization of multiple sources of student data.</td>
<td>• Utilization of few sources of student data.</td>
</tr>
</tbody>
</table>

**Moves to Student-Centered Actions**

- MOVES TO STUDENT CENTERED ACTIONS
- MOVES TO STUDENT CENTERED ACTIONS
- FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS
- FOCUSES ON TEACHER CENTERED ACTIONS
- FOCUSES ON TEACHER CENTERED ACTIONS
## Domain 1: Planning

### Dimension 1.3: Knowledge of Students

- **Standards Basis:** 1.1, 1.2, 1.3, 2.1, 2.2, 2.3
- **Sources of Evidence:** Analysis of Student Data, Pre-Conference, Formal Observation

<table>
<thead>
<tr>
<th>DISTINGUISHED</th>
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<th>DEVELOPING</th>
<th>IMPROVEMENT NEEDED</th>
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<tr>
<td>Instructional Planning Includes</td>
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<td>Instructional Planning Includes</td>
</tr>
<tr>
<td>• All lessons that connect to students’ prior knowledge, life experiences, interests and future learning expectations across content areas.</td>
<td>• All lessons that connect to students’ prior knowledge and experiences.</td>
<td>• All lessons that connect to students’ prior knowledge and experiences.</td>
<td>• Most lessons that connect to students’ prior knowledge and experiences.</td>
<td>• Few lessons that connect to students’ prior knowledge and experiences.</td>
</tr>
<tr>
<td>• Opportunities for students to utilize their individual learning patterns, habits and needs.</td>
<td>• Adjustments to address strengths and gaps in background knowledge, life experiences and skills of all students.</td>
<td>• Adjustments to address strengths and gaps in background knowledge, life experiences and skills of all students.</td>
<td>• Adjustments to address strengths and gaps in background knowledge, life experiences and skills of most students.</td>
<td>• Adjustments to address strengths and gaps in background knowledge, life experiences and skills of few students.</td>
</tr>
<tr>
<td>• Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance each other’s learning.</td>
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</tbody>
</table>

**Moves to Student Centered Actions**

- **Distinguished**
- **Accomplished**
- **Proficient**
- **Developing**
- **Improvement Needed**
## Dimension 1.4 Activities

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

**Standards Basis:** 1.2, 1.3, 1.4, 1.5

**Sources of Evidence:** Pre-Conference, Formal Observation

### DISTINGUISHED

- 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 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

**Moves to Student-Centered Actions**

### ACCOMPLISHED

- 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
- Activities, resources, technology and instructional materials that are all aligned to instructional purposes

**Moves to Student-Centered Actions**

### PROFICIENT

- 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

**Moves to Student-Centered Actions**

### DEVELOPING

- 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

**Focuses on Mostly Teacher-Centered Actions**

### IMPROVEMENT NEEDED

- 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

**Focuses on Teacher-Centered Actions**
# Domain II: Instruction

## Dimension 2.1

**Achieving Expectations**

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

**Standards Basis:** 1.2, 1.4, 1.5, 2.1, 2.3, 3.2, 4.1, 4.4, 5.2

**Sources of Evidence:** Pre-Conference, Formal Observation

<table>
<thead>
<tr>
<th>DISTINGUISHED</th>
<th>ACHIEVED</th>
<th>PROFICIENT</th>
<th>DEVELOPING</th>
<th>IMPROVEMENT NEEDED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Teacher:</strong></td>
<td><strong>The Teacher:</strong></td>
<td><strong>The Teacher:</strong></td>
<td><strong>The Teacher:</strong></td>
<td><strong>The Teacher:</strong></td>
</tr>
<tr>
<td>- Provides opportunities for students to establish high academic and social-emotional expectations for themselves.</td>
<td>- Provides opportunities for students to establish high academic expectations for themselves.</td>
<td>- Sets academic expectations that challenge all students.</td>
<td>- Sets academic expectations that challenge most students.</td>
<td>- Sets expectations that challenge few students.</td>
</tr>
<tr>
<td>- There is evidence that all students demonstrate mastery of the objective.</td>
<td>- There is evidence that most students demonstrate mastery of the objective.</td>
<td>- There is evidence that most students demonstrate mastery of the objective.</td>
<td>- There is evidence that some students demonstrate mastery of the objective.</td>
<td>- There is evidence that few students demonstrate mastery of the objective.</td>
</tr>
<tr>
<td>- Provides opportunities for students to self-monitor and self-correct mistakes.</td>
<td>- Anticipates student mistakes and encourages students to avoid common learning pitfalls.</td>
<td>- Addresses student mistakes and follows through to ensure student mastery.</td>
<td>- Sometimes addresses student mistakes.</td>
<td>- Allows student mistakes to go unaddressed or confronts student errors in a way that discourages further effort.</td>
</tr>
<tr>
<td>- Systematically enables students to set goals for their progress over time.</td>
<td>- Establishes systems where students take initiative of their own learning and self-monitor.</td>
<td>- Provides students opportunities to take initiative of their own learning.</td>
<td>- Sometimes provides opportunities for students to take initiative of their own learning.</td>
<td>- Rarely provides opportunities for students to take initiative of their own learning.</td>
</tr>
</tbody>
</table>

**Moves to Student-Centered Actions**

- DISTINGUISHED
- ACHIEVED
- PROFICIENT
- DEVELOPING
- IMPROVEMENT NEEDED
## INSTRUCTION DIMENSION 2.2: CONTENT KNOWLEDGE AND EXPERTISE

**The Teacher:**

- 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.
- Conveys a depth of content knowledge that allows for differentiated explanations.
- 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.
- Constantly provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative, and research-based).

**Standards Basis:**

1.3, 1.5, 1.6, 2.3, 3.1, 3.2, 3.3

**Sources of Evidence:**

- Pre-Conference
- Formal Observation

### DISTINGUISHED

- Conveys accurate content knowledge.
- Integrates learning objectives with other disciplines.
- Anticipates possible student misunderstandings.
- Accurately reflects how the lesson fits within the structure of the discipline and the state standards.
- Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative, and research-based).

**MOVES TO STUDENT CENTERED ACTIONS**

### ACHIEVED

- Conveys accurate content knowledge.
- 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).

**FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS**

### DEVELOPING

- 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).

**FOCUSES ON TEACHER CENTERED ACTIONS**

### IMPROVEMENT NEEDED

- 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).
## Dimension 2.3 Communication

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

### Standards Basis:
1.4, 1.5, 2.1, 3.1, 4.4

### Sources of Evidence:
Pre-Conference, Formal Observation

### DISTINGUISHED

The Teacher:
- Skillfully provokes and guides discussion to pique curiosity and inspire student-led learning of meaningful and challenging content.
- Uses possible student misunderstandings at strategic points in lessons to highlight misconceptions and inspire exploration and discovery.
- 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 and other resources to support student-directed learning.
- Establishes classroom practices that encourage all students to safely communicate effectively using visual tools and technology, artistic, spatial, tactile or other media with the teacher, their peers.

### ACHIEVED

The Teacher:
- Skillfully uses probing questions to clarify, elaborate learning; provides direct instruction as appropriate.
- Anticipates possible student misunderstandings and proactively develops techniques to address stumbling blocks to learning.
- Asks questions at the creative, evaluative and/or analysis levels that focus on the objective of the lesson and provoke thought and discussion.
- Provides wait time when questioning students.
- Provides explanations that are clear and coherent.
- Establishes classroom practices that encourage all students to communicate effectively using visual tools and technology with the teacher, their peers.

### PROFICIENT

The Teacher:
- Uses probing questions to clarify, elaborate learning.
- Recognizes possible student misunderstandings and responds with an array of teaching techniques to clarify concepts.
- Asks remember, understand and apply level questions that focus on the objective of the lesson and provoke discussion.
- Provides explanations that are clear.
- Uses verbal and written communication that is clear and correct.
- Establishes classroom practices that provide opportunities for most students to communicate effectively with the teacher and their peers.

### DEVELOPING

The Teacher:
- Leads lessons with some opportunity for dialogue, clarification or elaboration.
- Recognizes student misunderstandings but has limited ability to respond.
- Asks remember and understand level questions that focus on the objective of the lesson but do little to amplify discussion.
- Uses verbal and written communication that is generally clear with minor errors of grammar.

### IMPROVEMENT NEEDED

The Teacher:
- Directs lessons with little opportunity for dialogue, clarification or elaboration.
- Is sometimes unaware or unresponsive to student misunderstandings.
- Uses verbal communication that is characterized by inaccurate grammar; written communication that has inaccurate spelling, grammar, punctuation or structure.
<table>
<thead>
<tr>
<th>Dimension 2.4</th>
<th>DISTINGUISHED</th>
<th>ACHIEVED</th>
<th>PROFICIENT</th>
<th>DEVELOPING</th>
<th>IMPROVEMENT NEEDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Teacher:</td>
<td>The Teacher:</td>
<td>The Teacher:</td>
<td>The Teacher:</td>
<td>The Teacher:</td>
<td>The Teacher:</td>
</tr>
<tr>
<td></td>
<td>Adapts lessons with wide variety of instructional strategies to address individual needs of all students.</td>
<td>Adapts lesson to address individual needs of all students.</td>
<td>Adapts lesson to address individual needs of all students.</td>
<td>Adapts lesson to address some student needs.</td>
<td>Provides one-size-fits-all lessons without meaningful differentiation.</td>
</tr>
<tr>
<td></td>
<td>Always provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.</td>
<td>Regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.</td>
<td>Recognizes when students become confused or disengaged and responds to student learning or social-emotional needs.</td>
<td>Sometimes recognizes when students become confused or disengaged and minimally responds to student learning or social-emotional needs.</td>
<td>Does not recognize when students become confused or disengaged, or does not respond appropriately to student learning or social-emotional needs.</td>
</tr>
<tr>
<td></td>
<td>Uses multiple strategies to teach and assess students.</td>
<td>Uses strategies to teach and assess students.</td>
<td>Provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.</td>
<td>Provides one-size-fits-all lessons without meaningful differentiation.</td>
<td>Rarely provides differentiated instructional methods and content.</td>
</tr>
</tbody>
</table>

**MOVES TO STUDENT CENTERED ACTIONS**

**MOVES TO STUDENT CENTERED ACTIONS**

**FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS**

**FOCUSES ON TEACHER CENTERED ACTIONS**

**FOCUSES ON TEACHER CENTERED ACTIONS**
<table>
<thead>
<tr>
<th>Dimension 2.5</th>
<th>DISTINGUISHED</th>
<th>ACHIEVED</th>
<th>PROFICIENT</th>
<th>DEVELOPING</th>
<th>IMPROVEMENT NEEDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitor and Adjust</td>
<td>The Teacher:</td>
<td>The Teacher:</td>
<td>The Teacher:</td>
<td>The Teacher:</td>
<td>The Teacher:</td>
</tr>
<tr>
<td><em>Systematically gathers input from students in order to monitor and adjust instruction, activities or pacing to respond to differences in student needs.</em></td>
<td><em>Consistently invites input from students in order to monitor and adjust instruction, activities or pacing to respond to differences in student needs.</em></td>
<td><em>Utilizes input from students in order to monitor and adjust instruction and activities.</em></td>
<td><em>Sometimes utilizes input from students in order to monitor and adjust instruction and activities.</em></td>
<td><em>Rarely utilizes input from students in order to monitor and adjust instruction and activities.</em></td>
<td></td>
</tr>
<tr>
<td><em>Consistently adjusts instruction and activities within a broad range to maintain student engagement.</em></td>
<td><em>Consistently adjusts instruction and activities frequently and within a broad range to maintain student engagement.</em></td>
<td><em>Adjusts instruction and activities for engagement and understanding.</em></td>
<td><em>Is aware of most student responses but misses some signs of disengagement.</em></td>
<td><em>Generally does not link student behavior and responses with student engagement and understanding.</em></td>
<td></td>
</tr>
<tr>
<td><em>Uses discreet and explicit checks for understanding through questioning and academic feedback.</em></td>
<td><em>Continually checks for understanding through purposeful questioning and academic feedback.</em></td>
<td><em>Adjusts instruction and activities to maintain student engagement.</em></td>
<td><em>Persists in instruction or activities that do not engage students.</em></td>
<td><em>Makes no attempts to engage students who appear disengaged or disinterested.</em></td>
<td></td>
</tr>
</tbody>
</table>

**Standards Basis:** 1.4, 1.6, 2.2, 2.3, 3.2, 4.4, 5.3, 5.4

**Sources of Evidence:** Pre-Conference, Formal Observation

**Moves to Student Centered Actions**

**Focuses on Mostly Teacher Centered Actions**

**Focuses on Teacher Centered Actions**
### Domain III: Learning Environment

#### Dimension 3.1 Classroom Environment, Routines and Procedures

The teacher organizes a safe, accessible and efficient classroom.

**Standards Basis:** 1.4, 4.1, 4.2, 4.3, 4.4

**Sources of Evidence:** Formal Observation, Pre-Classroom

<table>
<thead>
<tr>
<th><strong>DISTINGUISHED</strong> The Teacher:</th>
<th><strong>ACCOMPLISHED</strong> The Teacher:</th>
<th><strong>PROFICIENT</strong> The Teacher:</th>
<th><strong>DEVELOPING</strong> The Teacher:</th>
<th><strong>IMPROVEMENT NEEDED</strong> The Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Establishes and uses effective routines, transitions and procedures that primarily rely on student leadership and responsibility.</td>
<td>• Establishes and uses effective routines, transitions and procedures that she or he implements effortlessly.</td>
<td>• All procedures, routines and transitions are clear and efficient.</td>
<td>• Most procedures, routines and transitions provide clear direction but others are unclear and inefficient.</td>
<td>• Few procedures and routines guide student behavior and maximize learning. Transitions are characterized by confusion and inefficiency.</td>
</tr>
<tr>
<td>• Students take some responsibility for managing student groups, supplies, and/or equipment.</td>
<td>• Students take some responsibility for managing student groups, supplies, and/or equipment.</td>
<td>• Students actively participate in groups, manage supplies and equipment with very limited teacher direction.</td>
<td>• Students depend on the teacher to direct them in managing student groups, supplies, and equipment.</td>
<td>• Students often do not understand what is expected of them.</td>
</tr>
<tr>
<td>• The classroom is safe, inviting and organized to support learning objectives and is accessible to most students.</td>
<td>• The classroom is safe, inviting and organized to support learning objectives and is accessible to all students.</td>
<td>• The classroom is safe and organized to support learning objectives and is accessible to most students.</td>
<td>• The classroom is safe and accessible to most students, but is disorganized and cluttered.</td>
<td>• The classroom is unsafe, disorganized and uncomfortable. Some students are not able to access materials.</td>
</tr>
</tbody>
</table>

**Moves to Student Centered Actions**

- **DISTINGUISHED**
  - Establishes and uses effective routines, transitions and procedures that primarily rely on student leadership and responsibility.
  - 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 most students.

- **ACCOMPLISHED**
  - 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 most students.

- **PROFICIENT**
  - 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.

- **DEVELOPING**
  - 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.

- **IMPROVEMENT NEEDED**
  - 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.
<table>
<thead>
<tr>
<th>Dimension 3.2</th>
<th>DISTINGUISHED</th>
<th>ACHIEVED</th>
<th>PROFFICIENT</th>
<th>DEVELOPING</th>
<th>IMPROVEMENT NEEDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managing Student Behavior</td>
<td>The Teacher:</td>
<td>The Teacher:</td>
<td>The Teacher:</td>
<td>The Teacher:</td>
<td>The Teacher:</td>
</tr>
<tr>
<td></td>
<td>• Consistently monitors behavior subtly, reinforces positive behaviors appropriately and intercepts misbehavior fluidly.</td>
<td>• Consistently encourages and monitors student behavior subtly and respondstomisbehavior swiftly.</td>
<td>• Consistently implements the campus and/or classroom behavior system proficiently.</td>
<td>• Inconsistently implements the campus and/or classroom behavior system.</td>
<td>• Rarely or unfairly enforces campus or classroom behavior standards.</td>
</tr>
<tr>
<td></td>
<td>• Students and the teacher create, adopt and maintain classroom behavior standards.</td>
<td>• Most students know, understand and respect classroom behavior standards.</td>
<td>• Most students meet expected classroom behavior standards.</td>
<td>• Student failure to meet expected classroom behavior standards interrupts learning.</td>
<td>• Student behavior impedes learning in the classroom.</td>
</tr>
<tr>
<td><strong>Standards Basis:</strong> 4.1, 4.2, 4.3, 4.4</td>
<td><strong>Sources of Evidence:</strong> Formal Observation, Classroom, Pre-Conference</td>
<td><strong>Moves to Student Centered Actions:</strong></td>
<td><strong>Focuses on Mostly Teacher Centered Actions:</strong></td>
<td><strong>Focuses on Teacher Centered Actions:</strong></td>
<td><strong>Focuses on Teacher Centered Actions:</strong></td>
</tr>
</tbody>
</table>
### Domain III: Learning Environment

#### Dimension 3.3 Classroom Culture

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

**Standards Basis:** 1.5, 1.6, 3.2, 4.3, 4.4, 5.1, 5.2, 5.4

**Sources of Evidence:** Formal Observation, Classroom

<table>
<thead>
<tr>
<th></th>
<th>Distinguished</th>
<th>Proficient</th>
<th>Developing</th>
<th>Improvement Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DISTINGUISHED</strong>&lt;br&gt;The Teacher:</td>
<td>Consistently engages all students with relevant, meaningful learning based on their interests, abilities to create a positive rapport amongst students. Students collaborate positively and encourage each other's efforts and achievements.</td>
<td>Engages all students with relevant, meaningful learning, sometimes adjusting lessons based on student interests and abilities. Students collaborate positively with each other and teacher.</td>
<td>Establishes a class where most students are engaged in the curriculum. Students work respectfully individually and in groups.</td>
<td>Establishes a class where few students are engaged in the curriculum. Students are disrespectful of each other and the teacher.</td>
</tr>
<tr>
<td><strong>ACCOMPILISHED</strong>&lt;br&gt;The Teacher:</td>
<td>Engages all students with relevant, meaningful learning, sometimes adjusting lessons based on student interests and abilities. Students collaborate positively with each other and teacher.</td>
<td>Engages all students in relevant, meaningful learning. Students work respectfully individually and in groups.</td>
<td>Students are sometimes disrespectful of each other.</td>
<td>Students are disrespectful of each other and the teacher.</td>
</tr>
<tr>
<td><strong>PROFICIENT</strong>&lt;br&gt;The Teacher:</td>
<td>Engages all students in relevant, meaningful learning. Students work respectfully individually and in groups.</td>
<td>Students are sometimes disrespectful of each other.</td>
<td>Students are disrespectful of each other and the teacher.</td>
<td>Students are disrespectful of each other and the teacher.</td>
</tr>
<tr>
<td><strong>DEVELOPING</strong>&lt;br&gt;The Teacher:</td>
<td>Students work respectfully individually and in groups.</td>
<td>Students are sometimes disrespectful of each other.</td>
<td>Students are disrespectful of each other and the teacher.</td>
<td>Students are disrespectful of each other and the teacher.</td>
</tr>
<tr>
<td><strong>IMPROVEMENT NEEDED</strong>&lt;br&gt;The Teacher:</td>
<td>Students are disrespectful of each other and the teacher.</td>
<td>Students are disrespectful of each other and the teacher.</td>
<td>Students are disrespectful of each other and the teacher.</td>
<td>Students are disrespectful of each other and the teacher.</td>
</tr>
</tbody>
</table>

**Moves to Student-Centered Actions**

- Distinguished: Consistently engages all students with relevant, meaningful learning based on their interests, abilities to create a positive rapport amongst students. Students collaborate positively and encourage each other's efforts and achievements.
- Proficient: Engages all students with relevant, meaningful learning, sometimes adjusting lessons based on student interests and abilities. Students collaborate positively with each other and teacher.
- Developing: Establishes a class where most students are engaged in the curriculum. Students work respectfully individually and in groups.
- Improvement Needed: Establishes a class where few students are engaged in the curriculum. Students are disrespectful of each other and the teacher.
# Domain IV: Professional Practices and Responsibilities

## Dimension 4.1: Professional Demeanor and Ethics

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

### Standards Basis:
- 6.2, 6.3, 6.4

### Sources of Evidence:
- Formal Professional Development Plan or Improvement Plan,
  Pre-Conference, Post-Conference, Daily interaction with others

### Distinguished

**The Teacher:**
- 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).
- Advocates successfully for the needs of all students in the classroom and campus.

**Moves to Student Centered Actions:**

### Accomplished

**The Teacher:**
- Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators.
- Consistently meets all professional standards (e.g., attendance, professional appearance and behaviors).
- Advocates successfully for the needs of all students on the campus.

**Moves to Student Centered Actions:**

### Proficient

**The Teacher:**
- 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 successfully for the needs of all students in the classroom.

**Focuses on Mostly Teacher Centered Actions:**

### Developing

**The Teacher:**
- 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).

**Focuses on Teacher Centered Actions:**

### Improvement Needed

**The Teacher:**
- 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.

**Focuses on Teacher Centered Actions:**
## Dimension 4.2: Goal Setting

### Standards Basis:
5.4, 6.1, 6.2

### Sources of Evidence:
- Development Plan or Improvement Plan
- Pre-Conference, Post-Conference
- Daily interaction with others

<table>
<thead>
<tr>
<th></th>
<th>DISTINGUISHED</th>
<th>ACCOMPLISHED</th>
<th>PROFICIENT</th>
<th>DEVELOPING</th>
<th>IMPROVEMENT NEEDED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Teacher:</strong></td>
<td>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.</td>
<td>Sets some short- and long-term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary research and analysis of student learning.</td>
<td>Sets short- and long-term professional goals based on self-assessment, reflection and supervisor feedback.</td>
<td>Sets short-term goals based on self-assessment.</td>
<td>Sets low or ambiguous goals unrelated to student needs or self-assessment.</td>
</tr>
<tr>
<td><strong>The Teacher:</strong></td>
<td>Meets all professional goals resulting in improvement in practice and student performance.</td>
<td>Implements substantial changes in practice resulting in significant improvement in student performance.</td>
<td>Meets all professional goals resulting in improvement in practice and student performance.</td>
<td>Meets most professional goals resulting in some visible changes in practice.</td>
<td>Meets few professional goals and persists in instructional practices that remain substantially unimproved over time.</td>
</tr>
<tr>
<td><strong>The Teacher:</strong></td>
<td>• Sets short-term goals based on self-assessment.</td>
<td>• Meets most professional goals resulting in some visible changes in practice.</td>
<td>• Meets all professional goals resulting in improvement in practice and student performance.</td>
<td>• Sets short-term goals based on self-assessment.</td>
<td>• Sets low or ambiguous goals unrelated to student needs or self-assessment.</td>
</tr>
<tr>
<td><strong>The Teacher:</strong></td>
<td>• Sets low or ambiguous goals unrelated to student needs or self-assessment.</td>
<td>• Meets few professional goals and persists in instructional practices that remain substantially unimproved over time.</td>
<td>• Sets most professional goals resulting in some visible changes in practice.</td>
<td>• Sets short-term goals based on self-assessment.</td>
<td>• Sets low or ambiguous goals unrelated to student needs or self-assessment.</td>
</tr>
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</table>

### Move to Student-Centered Actions
- DISTINGUISHED
- ACCOMPLISHED
- PROFICIENT
- DEVELOPING
- IMPROVEMENT NEEDED
<table>
<thead>
<tr>
<th>Dimension 4.3</th>
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<th>DEVELOPING</th>
<th>IMPROVEMENT NEEDED</th>
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<tbody>
<tr>
<td>Professional Development</td>
<td>The Teacher:</td>
<td>The Teacher:</td>
<td>The Teacher:</td>
<td>The Teacher:</td>
<td>The Teacher:</td>
</tr>
<tr>
<td>The teacher enhances the professional community.</td>
<td>• Leads colleagues collaboratively in and beyond the school to identify professional development needs through detailed data analysis and self-reflection.</td>
<td>• Leads colleagues collaboratively on campus to identify professional development needs through self-reflection.</td>
<td>• Collaboratively practices in all scheduled professional development activities, campus professional learning communities, grade- or subject-level team membership, committee membership or other opportunities beyond the campus.</td>
<td>• Engages in most scheduled activities, professional learning communities, committee, grade- or subject-level team meetings as directed.</td>
<td>• Engages in few professional development activities, professional learning communities or committees to improve professional practice.</td>
</tr>
<tr>
<td>Standards Basis: 3.1, 6.1, 6.2, 6.3</td>
<td>Sources of Evidence: Professional Development Plan or Improvement Plan, Pre-Conference, Post-Conference, Daily interaction with others</td>
<td></td>
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</tbody>
</table>

**MOVES TO STUDENT CENTERED ACTIONS**

**MOVES TO STUDENT CENTERED ACTIONS**

**FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS**

**FOCUSES ON TEACHER CENTERED ACTIONS**

**FOCUSES ON TEACHER CENTERED ACTIONS**
### Domain IV: Professional Practices and Responsibilities

#### Dimension 4.4: School Community Involvement

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

**Standards Basis:** 2.1, 2.2, 4.1, 4.4, 5.2, 6.2, 6.3, 6.4

**Sources of Evidence:** Professional Development Plan or Improvement Plan, Pre-Conference, Post-Conference, Daily interaction with others

<table>
<thead>
<tr>
<th>Distinguished</th>
<th>Accomplished</th>
<th>Proficient</th>
<th>Developing</th>
<th>Improvement Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Teacher:</td>
<td>The Teacher:</td>
<td>The Teacher:</td>
<td>The Teacher:</td>
<td>The Teacher:</td>
</tr>
<tr>
<td>- Leads students, colleagues, families and community members toward reaching the mission, vision and goals of the school.</td>
<td>- Clearly communicates the mission, vision and goals of the school to students, colleagues, parents and families.</td>
<td>- Communicates the mission, vision and goals of the school to students, colleagues, parents and families.</td>
<td>- Communicates school goals to students, parents and families.</td>
<td>- Contacts parents generally about disciplinary matters.</td>
</tr>
<tr>
<td>- Systematically contacts parents/guardians regarding students' academic and social/emotional growth through various media.</td>
<td>- Systematically contacts parents/guardians regarding students' academic and social/emotional growth through various media.</td>
<td>- Actively participates in all school outreach activities.</td>
<td>- Attends few required school outreach activities.</td>
<td>- Attends most required school outreach activities.</td>
</tr>
<tr>
<td>- Initiates collaborative efforts that enhance student learning and growth, and inspire trust, understanding and commitment in the school.</td>
<td>- Joins colleagues in collaborative efforts that enhance student learning and welfare and inspire trust and understanding in the school community.</td>
<td></td>
<td></td>
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</tbody>
</table>

**Moves to Student Centered Actions**

**Moves to Teacher Centered Actions**

**Focuses on Mostly Teacher Centered Actions**

**Focuses on Teacher Centered Actions**

**Move to Student Centered Actions**
Sam Houston State University
“FORM B”
Student Teacher Reflection/Mentor Teacher Formative Observation

Student Teacher ___________________________ Classroom Mentor Teacher ___________________________ Date ____________

School District ___________________________ Campus ___________________________ Placement (circle one) 1st 2nd

Placement-Grade(s), Subject, etc. University Supervisor
(Two “Form B’s” are to be completed - one by the Student Teacher as a reflective self-assessment and one by the Classroom Mentor Teacher - before the Student Teaching Seminar held during second or third week of the seven-week placement.)

COMPLETED BY:

Student Teacher - Signature/date or Classroom Mentor Teacher - Signature/date

OBSERVED AREAS OF STRENGTH-CONTENT (State PPR Application Standard I – Instruction and Standard III – Student Learning; see Guidelines):

OBSERVED AREAS TO IMPROVE-CONTENT (State PPR Application Standard I – Instruction and Standard III – Student Learning; see Guidelines):

OBSERVED AREAS OF STRENGTH-DELIVERY (State PPR Application Standard I – Instruction and Standard III – Student Learning; see Guidelines):

OBSERVED AREAS TO IMPROVE-DELIVERY (State PPR Application Standard I – Instruction and Standard III – Student Learning; see Guidelines):

OTHER OBSERVATIONS/RECOMMENDATIONS (State PPR Application Standard II – Management and Standard IV – Professionalism see Guidelines):
Sam Houston State University
“FORM C”
Final Student Teacher Evaluation by the Classroom Mentor Teacher
Please forward to the University supervisor on Final Observation

Student Teacher __________________________ Placement (circle one) 1st  2nd Single
School District __________________________ Campus __________________________
Placement-Grade(s), Subject, etc. __________________________ University Supervisor __________________________

OBSERVED AREAS OF STRENGTH-CONTENT (State PPR Application Standard I – Instruction and Standard III – Student Learning; see Guidelines):

OBSERVED AREAS TO IMPROVE–CONTENT (State PPR Application Standard I – Instruction and Standard III – Student Learning; see Guidelines):

OBSERVED AREAS OF STRENGTH-DELIVERY (State PPR Application Standard I – Instruction and Standard III – Student Learning; see Guidelines):

OBSERVED AREAS TO IMPROVE–DELIVERY (State PPR Application Standard I – Instruction and Standard III – Student Learning; see Guidelines):

COMPLIES WITH POLICIES, OPERATING PROCEDURES, AND REQUIREMENTS:

I understand my responsibilities as a classroom mentor teacher. I have read the guidelines furnished to me by my student teacher. I feel confident that I have exhibited the best possible qualities of a classroom mentor teacher.

Classroom Mentor Teacher (Signature) __________________________ Date __________________________

DO YOU BELIEVE THE STUDENT TEACHER SUCCESSFULLY TRANSFERRED FROM THE ROLE OF STUDENT TO THE ROLE OF TEACHER? (circle one) YES  NO  COMMENTS: (May be continued on the back)

Revised 7/15/16

SHSU Guidelines for Student Teaching, p. 55  Fall 2018
Syllabus Addendum for Student Teachers
Focused Content Evaluation (FCE) in Math, Social Studies, Art, and Foreign Language, and the FCE-Physical Education for EC-12 Physical Education Student Teachers

To improve programs, address national accreditation standards, and implement actions identified in the continuous review process of Educator Preparation Programs at SHSU, numerous program areas have aligned themselves with national Specialty Program Areas (SPA). Among them, Math, Social Studies, Foreign Language and *Physical Education SPAs have established criteria related to the content evaluation of SHSU student teachers and content evaluator qualifications.

- *EC-12 Physical Education (Classroom Mentor Teachers will evaluate each half of the semester using the Physical Education Evaluation Instrument).
- Math 7-12 (Taught math at the secondary level)
- Social Studies 7-12 (graduate studies in teaching Social Studies)
- Foreign Language 8-12 (foreign language educator knowledgeable about current instructional approaches)
- Art EC-12

MATH, SOCIAL STUDIES, FOREIGN LANGUAGE, ART
Math, Social Studies, and Foreign Language, and Art student teachers will be observed and evaluated by a qualified Focused Content Observer (FCO) who is secured by the university. The FCO may be full-time university faculty, a university supervisor or other qualified evaluator secured by the university.

These student teachers will be expected to present lesson plans to the FCO in advance of the observation. FCOs who are not the student teacher’s University Supervisor will be responsible for scheduling an observation of a class (a minimum of 40 minutes) where the student teacher is actively engaged in teaching a lesson that demonstrates knowledge in their content area/teaching field.

Following the observation, the Focused Content Observer will conference with the student teacher to discuss the class activity and the related evaluation.

University Supervisors can serve as their student teacher’s Focused Content Observer. Meeting the content evaluator qualifications, they will base their Focused Content Evaluation on one or more of their scheduled “Form A” observations, and will include discussion of the Focused Content Evaluation with their student teacher in at least one of the post-observation conferences.

FCOs will submit their evaluation online on Tk20 within one week of the observation.
Student Teacher Evaluation of Classroom Mentor Teacher

Sam Houston State University teacher candidates placed into the public schools during the student teaching semester are asked to thoughtfully respond to the following items as related to their classroom mentor teacher. Feedback will be analyzed and utilized for training to improve the pool of future mentor teachers.

I. CLASSROOM MENTOR TEACHER BACKGROUND INFORMATION
   To assist in determining the diversity of classroom mentor teachers, please respond to the following items to the best of your knowledge:

   Gender:  ○ Male  ○ Female
   Degree Status:  ○ Bachelor’s  ○ Master’s  ○ Doctorate
   Race/Ethnicity:  ○ American Indian/Alaskan Native  ○ Asian or Pacific Islander
                   ○ Black (not of Hispanic origin)  ○ Hispanic
                   ○ White (not of Hispanic origin)  ○ Other

II. SHSU EXPECTATIONS FOR CLASSROOM MENTOR TEACHERS
   To assist SHSU in assessing the level of support provided for student teachers, please respond “Yes” or “No” (or “not applicable”) to the following items.

   My classroom mentor teacher:

   1. Took time to plan lessons with me.
   2. Observed my teaching.
   3. Provided feedback.
   4. Worked with me to establish effective classroom management procedures for my classroom.
   5. Was prepared for the role of mentor for a student teacher.
   6. Had mentor training or previous experience mentoring student teachers.
   7. Provided appropriate curriculum guides, policy manuals, and materials.
   8. Provided a tour of the building.
   9. Arranged for me to observe in other classrooms.
   10. Arranged for me to attend relevant professional development activities.
   11. Encouraged me to ask questions.
   12. Introduced me to the principal and other staff members.
   13. Explained policy procedures for technology (copyright, fair use policy, etc.) to be used in the classroom.
   14. Facilitated opportunities for me to interact with student families through school activities, parent teacher conferences, ARD (Admission, Review Dismissal) meetings, etc.
   15. Provided opportunities for me to use information technology to support teaching and learning.
   16. Worked with me to evaluate student outcomes and plan for improved student learning.
III. TEACHING PROFICIENCIES OF THE CLASSROOM MENTOR TEACHER

With the expectation that classroom mentor teachers model the Texas Pedagogy and Professional Responsibility Standards, please indicate with what frequency you observed the following teaching proficiencies in your mentor.

1 = never     2 = rarely     3 = frequently     4 = most of the time
X = not observed/not applicable

Pedagogy And Professional Responsibilities Standards For Texas Educators

DOMAIN I

1. Competency 001
Demonstrated an understanding of human developmental processes and applied this knowledge to plan instruction and ongoing assessment that motivated students.

2. Competency 002
Demonstrated an understanding of student diversity and knew how to plan learning experiences and design assessments that were responsive to differences among students and that promoted all students' learning.

3. Competency 003
Demonstrated an understanding of procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

4. Competency 004
Demonstrated an understanding of learning processes and factors that impact student learning and demonstrated this knowledge by planning effective, engaging instruction and appropriate assessments.

DOMAIN II

5. Competency 005
Knew how to establish a classroom climate that fostered learning, equity, and excellence and used this knowledge to create a physical and emotional environment that was safe and productive.

6. Competency 006
Demonstrated an understanding of strategies for creating an organized and productive learning environment and for managing student behavior.

7. Competency 007
Demonstrated an understanding and applied principles and strategies for communicating effectively in varied teaching and learning contexts.

DOMAIN III

8. Competency 008
Provided appropriate instruction that actively engaged students in the learning process.

9. Competency 009
Incorporated the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

10. Competency 010
Monitored student performance and achievement; provided students with timely, high-quality feedback; and responded flexibly to promote learning for all students.

DOMAIN IV

11. Competency 011
Demonstrated an understanding of the importance of family involvement in student's education and knew how to interact and communicate effectively with families.

12. Competency 012
Enhanced professional knowledge and skills by effectively interacting with other members of the educational community and participated in various types of professional activities.

13. Competency 013
Demonstrated an understanding and adhered to legal and ethical requirements for educators and was knowledgeable of the structure of education in Texas.

Adopted fall 2009
Student Teacher Evaluation of University Supervisor

Sam Houston State University teacher candidates at the conclusion of the student teaching semester are asked to thoughtfully respond to the following items as related to their university supervisor. This feedback will be analyzed and utilized for training and to improve the student teaching experience.

Using the criteria below, please rate the professional support you received from your university supervisor:

1 = below expectations  
2 = meets expectations  
3 = exceeds expectations  
4 = outstanding  
X = not observed/not applicable

Pedagogy and Professional Responsibility Standard I – Has Knowledge of Relevant Content:
1. Had a thorough knowledge of procedures for the student teaching experience.
2. Conveyed expectations of you as a student teacher at his/her initial orientation meeting.
3. Sought to find answers to your questions if the answer was not known when first asked. (select X if not applicable)

PPR Standards III and IV – Engages Student, Provides Timely, Quality Feedback, Fulfills Professional Responsibilities:
4. Followed scheduled observations with a face-to-face conference (on the same day) and written comments on “Form A.”
5. Spent an appropriate amount of time (minimum 40 minutes per evaluation) observing you instructing in the classroom.
6. Incorporated appropriate practices to assess your teaching skills.

PPR Standard III – Utilizes Effective Communication Techniques:
7. Informed you of your progress during the semester.
8. Was available to you via phone and email.
9. Responded in a timely manner to your communications.
10. Communicated with the classroom mentor teacher(s) throughout the semester.
11. Assisted with challenges you encountered in interactions with classroom mentor teachers and other public school faculty/staff. (select X if not applicable)

PPR Standards II, IV - Creates Environment of Respect. Fulfills Professional Responsibilities:
12. Established collegial rapport that facilitated your professional growth.
13. Kept scheduled observations/appointments with you.
15. Interacted respectfully with you.

Technology Applications Standard II, IV - Uses Task-Appropriate Tools, Communicate in Different Formats:
16. Established and facilitated at least TWO on-line group discussions on Blackboard Discussion Board (or facilitated your joining another supervisor’s Discussion Board).

PPR Standard II, III, and IV – Instructs Responsively, Fosters Learning Climate, Fulfills Professional Responsibilities:
17. Conveyed an interest in your progress throughout the semester.
18. Was sensitive to your needs as an individual student teacher.
19. Enhanced your student teaching experience.
20. Helped you become a better teacher.
21. Overall, please rate your university supervisor.

Adopted Fall 2009
**University Supervisor Evaluation of Classroom Mentor Teacher**

“The University Supervisor Evaluation of Classroom Mentor Teacher” is completed by the University Supervisor. It will be completed on-line through Tk20. On the actual evaluation, the Classroom Mentor Teacher will be rated on a scale of 1 to 5 on 9 items (an indication of “not observed” will not affect a student’s score).

X = Not Observed/Don’t Know/Not Applicable

1 = to an unsatisfactory degree
2 = to a basic/low degree
3 = to an acceptable degree
4 = to a proficient degree
5 = to a distinguished degree

1. To what degree do you believe the classroom mentor teacher provided the student teacher with an independent work space to review guidebooks, textbooks, grades, lesson plans, etc?

2. To what degree do you believe the classroom mentor teacher offered frequent and regular constructive feedback for improvement regarding performance?

3. To what degree do you believe the classroom mentor teacher used a variety of methods to analyze student teacher performance?

4. To what degree do you believe the classroom mentor teacher assumed a collaborative role to assist the student teacher in developing professional skills?

5. To what degree do you believe the classroom mentor teacher demonstrated realistic and fair expectations of him/her?

6. To what degree do you believe the classroom mentor teacher guided your student teacher through the entire placement?

7. To what degree do you believe the classroom mentor teacher demonstrated familiarity with the Student Teacher Guidelines and the Mentor Teacher responsibilities?

8. To what degree do you believe the classroom mentor teacher completed required evaluations and paperwork (Form B, C, and D)?

9. To what degree do you believe the classroom mentor teacher communicated with the university supervisor early in the placement?

Please provide additional comments:

Created  July 2008
APPENDIX B

1. Sam Houston Standards of Professional Conduct- Code of Conduct for Student Teaching

2. Roles and Procedures for the Professional Concerns Committee

3. Student Rights in Deliberations of Professional Concerns Committee

4. Notice to Constituents of Complaint Rights
STANDARDS OF PROFESSIONAL CONDUCT
FOR STUDENTS IN FIELD EXPERIENCES AND STUDENT TEACHING

Sam Houston State University

Teachers have a responsibility for professional behavior and conduct at all times, as stated in the Code of Ethics and Standard Practices for Texas Educators. Sam Houston State University’s Educator Preparation Program expects the highest standards of professional conduct during teacher preparation training and field-based experiences. The following categories describe, in general, the level of professionalism expected of its teacher candidates.

I. Attendance and Punctuality

Attendance and punctuality are required for all classes, tests, seminars, group meetings, small and large group collaboration, and for all field-based experiences.

II. Professional Attitude

The teacher candidate’s maturity and commitment to the profession of teaching will be reflected by his/her positive attitude. Keeping a positive, professional attitude is crucially important to one’s course work and field experiences.

III. Professional Communication Skills

Professionalism in the teacher candidate’s interactions with public school and university personnel and other teacher candidates implies (1) active listening, (2) thoughtful responses, and (3) active participation in class and field-based experiences. Assuming full professional responsibility also means contributing to small and large group interactions, planning sessions, and assuming an active role in one’s professional development.

The teacher candidate’s professional reputation and that of the University rests in one’s field experiences. Professional behaviors will communicate the student’s integrity and character. These professional behaviors include how well one articulates his/her ideas and beliefs in facilitating instruction, the speech they use, interactions with their peers, regard for school district dress and appearance guidelines, and the highest respect for teacher-student relationships.

Teacher candidates are not to 1) communicate electronically with P-12 students, including but not limited to texting, emailing, calling, or accessing social networking sites, or 2) take pictures of P-12 students. Teacher candidates are to communicate with P-12 students only concerning academics or classroom learning. All teacher candidates should strongly consider that ANY information in a text message or on a social networking site or the internet in general is potentially public information.

It is extremely important to respect and honor the confidentiality of all interactions with school districts, administrators, teachers, and students during field experience.

IV. Honesty and Ethical Behavior Reflecting Good Character

It is imperative, of course, that the teacher candidate’s actions communicate personal and professional integrity. For any assignments and examinations, students in field experiences and student teaching will adhere to the University policy of personal responsibility for one’s own work and uphold the Pedagogy and Professional Responsibilities Standard IV., “The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.”

I have carefully read and agree to abide by these guidelines for professionalism and ethical behavior. I further agree that I am responsible for information related to my program and my field experience that is posted on the Educator Preparation Services website.

Name (Please Print) Signature * District Date

*Teacher candidates should expect to acknowledge these standards and the Code of Ethics and Standard Practices for Texas Educators multiple times during their program.
SHSU College of Education  
Role and Procedures for the Professional Concerns Committee

The **Professional Concerns Committee** represents the faculty and administration of the Educator Preparation programs of the College of Education for the purpose of providing feedback regarding student dispositions to candidates and to develop recommendations for action of the College administration and/ or the University administration, when required. This committee provides guidance to candidates and on occasion requires a hearing for candidates with professional dispositions concerns. The committee is a standing committee in the College of Education and is composed of representative faculty from the Educator Preparation programs across the University. The Professional Concerns Committee of the College of Education will investigate alleged violations of the **Professional Standards of the College of Education** or the **Code of Student Conduct and Discipline**, following the procedures in section 5.61 and 5.62 of that Code.

During the investigation of an allegation, if the student is available, the committee will give the student an opportunity to explain the incident. If the committee concludes that the student has violated a System or component policy, the committee will determine (but not assess) an appropriate disciplinary penalty.

1. The committee will discuss its findings and determination of an appropriate penalty with the student, if the student is available, and will give the student an opportunity either to accept or reject the committee’s decision.

2. If the student accepts the committee’s decision, the student will so indicate in writing and waive his or her right to a hearing. The committee may then recommend to the Dean of the College or the appropriate administrator that the disciplinary penalty be assessed.

3. If the student does not accept the committee’s decision or does not waive his or her right to a hearing, a disciplinary hearing will be scheduled by the Dean of Students in accordance with Subsections 5.7 and 5.10 of the Student Code of Conduct and Discipline.

If the student does not execute a written waiver of the hearing process, then the committee chair shall prepare a written statement of the professional concern(s) and of the evidence supporting such concerns, including a list of witnesses and a brief summary of the testimony to be given by each and shall send a notification of such charges and statement to the Dean of Students and to the candidate by certified mail, return receipt requested, addressed to the address appearing in the Registrar’s records, or shall hand deliver said document with the student signing a receipt.
1. The following rights apply to a student who is referred for action to the Professional Concerns Committee by the College of Education administration, faculty or staff, a University Student Teaching Supervisor or a school district employee at a field experiencesite.
   a. Right to be informed in writing of all concerns before any hearing may proceed.
   b. Right to waive the notice of referral,
   c. Right to reasonable access to the hearing files, which shall be maintained by the Professional Concerns Committee chairperson,
   d. Right to be accompanied by a counselor or advisor who may advise the student privately outside the meeting area. Such a counselor or advisor may not attend the hearing or appear in lieu of the student.
   e. Right to review evidence used in disciplinary action against him.
   f. Right to appeal the decision through the appropriate University channels. However, neither party may appeal if the committee determines that the concerns about the candidate’s professionalism are true, but the only punishment assessed is verbal or written warning or disciplinary probation.

2. A student may not be expelled or suspended prior to an administrative interview by Dean of Students. However, when the presence of a student on campus poses continuing danger to persons or property or presents an ongoing threat of disrupting the academic process on the University campus or a public or private school field experience site, an interim suspension may be imposed. A hearing or administrative interview by the Professional Concerns Committee or the Dean of Students will be scheduled as soon thereafter as practicable.

3. The above stated list of rights is not necessarily exhaustive; and, the student is advised to consult the Code of Student Conduct and the Rules and Regulations of the Board of Regents, Texas State University System for an unabridged enumeration of his or her rights.
APPENDIX C

FERPA Consent to Release Educational Records and Information
FERPA Consent to Release Educational Records and Information

This release represents your written consent to permit Educator Preparation Services of Sam Houston State University to disclose educational records specifically listed below and any information contained therein to the organizations and individual(s) identified below. Release of these records facilitates educational field based experiences. Please read this document carefully and fill in all blanks.

I, ___________________________ [print full name] am a candidate at the Sam Houston State University Educator Preparation Services Program and hereby give my voluntary consent and authorize the program to release records as follows:

A. To disclose the following records:
   • Records relating to any of my field-based experiences
   • Records relating to my performance in the field
   • TExES test score results

B. To the following person(s):
   • School districts or other agencies associated with field-based experiences
   • School-based/Agency-based administrators
   • School-based/Agency-based cooperating teachers/mentors
   • Program faculty

C. These records are being released for the purpose of:
   • Conversing and reviewing performance
   • Acquiring feedback
   • Procuring required signatures

I understand that under the Family Educational Rights and Privacy Act of 1974 ("FERPA" 20 USC 123g; 34 CFR §99; commonly known as the "Buckley Amendment") no disclosure of my records can be made without my written consent unless otherwise provided for in legal statutes and judicial decisions. I also understand that I may revoke this consent at any time (via written request to the educator preparation program) except to the extent that action has already been taken upon this release. Further, without such a release, I am unable to participate in any field-based experiences including 30 clock hours of observation, clinical teaching, student teaching, or internships.

_________________________________________  __________________________
Signature of Candidate                          Date

District: _____________________________
Sam ID Number: _______________________
Date of Birth: ________________________
Email: _______________________________
Phone Number: ________________________
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INSTAGRAM
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