



TEXAS A&M INTERNATIONAL UNIVERSITY

COLLEGE OF EDUCATION

Handbook for Field-Based Experiences and Clinical Teaching

Revisions may be ongoing throughout the year. The current handbook may be found on the College of Education homepage at <http://www.tamtu.edu/coed/>

TABLE OF CONTENTS

DEAN’S WELCOME	4
COLLEGE OF EDUCATION MISSION STATEMENT.....	5
FIELD-BASED EXPERIENCES AND CLINICAL TEACHING	5
CONTACTS	7
ADVISORS.....	8
SECTION I: ORIENTATION TO FIELD-BASED EXPERIENCES AND CLINICAL TEACHING	9
<i>Field-Based Experiences and Clinical Teaching</i>	<i>11</i>
<i>Guidelines for Field-Based Practices.....</i>	<i>12</i>
<i>Overview of Field-Based Experience.....</i>	<i>12</i>
<i>Clinical Teaching (Baccalaureate/Undergraduate)</i>	<i>14</i>
<i>Clinical Teaching (Master of Arts in Teaching)</i>	<i>15</i>
SECTION II: POLICIES.....	18
<i>Attendance and Absenteeism.....</i>	<i>20</i>
<i>Absences from Field-Based Experience.....</i>	<i>20</i>
<i>Absences from Clinical Teaching</i>	<i>20</i>
<i>Appeal Process for All Field-Based Placements</i>	<i>21</i>
<i>Cell Phone Usage/Social Media</i>	<i>21</i>
<i>Checklist of Procedures to Follow if Absent.....</i>	<i>22</i>
<i>Clinical Practices and Extracurricular Activities</i>	<i>22</i>
<i>Clinical Teaching Time Commitment</i>	<i>22</i>
<i>Confidentiality.....</i>	<i>23</i>
<i>Coursework during Clinical Practices</i>	<i>23</i>
<i>Courtesy Placements for Non-TAMIU Candidates.....</i>	<i>23</i>
<i>Criminal Background Checks for All Field-Based Placements.....</i>	<i>24</i>
<i>Digital Photographs of Students (EC-12).....</i>	<i>24</i>
<i>Dispositions.....</i>	<i>24</i>
<i>Dress Code for Field-Based Experiences and Clinical Practice.....</i>	<i>24</i>
<i>Email.....</i>	<i>26</i>
<i>Extending or Removal from Clinical Placements and/or Field-Based Experiences</i>	<i>26</i>
<i>Fitness to Teach.....</i>	<i>26</i>
<i>Grading Policy for Field-Based Experiences</i>	<i>27</i>
<i>Grading Policy for Clinical and Student Teaching.....</i>	<i>27</i>
<i>Insurance</i>	<i>27</i>
<i>Office of Disabilities</i>	<i>27</i>
<i>Out-of-Area Placements.....</i>	<i>27</i>
<i>Outside Employment.....</i>	<i>28</i>
<i>Placement Decisions.....</i>	<i>28</i>
<i>Seminar for Clinical Teaching.....</i>	<i>29</i>
<i>Substitute Teaching.....</i>	<i>29</i>
<i>TEA Complaint Form.....</i>	<i>29</i>
<i>TB Test</i>	<i>30</i>
<i>Termination of Field-Based Experiences.....</i>	<i>31</i>
<i>Transportation</i>	<i>31</i>
<i>Videotaping.....</i>	<i>31</i>
<i>Withdrawal from Clinical Practices</i>	<i>31</i>

SECTION III GUIDELINES	32
<i>Lesson Plans</i>	<i>34</i>
<i>Clinical Teaching Guidelines.....</i>	<i>34</i>
<i>Evaluations</i>	<i>36</i>
<i>University Supervisor Guidelines</i>	<i>38</i>
<i>Additional Information.....</i>	<i>39</i>
<i>Campus Principal Involvement Guidelines.....</i>	<i>40</i>
<i>Clinical and Student Teaching Placements</i>	<i>40</i>
<i>Educator Preparation Program (EPP) Completion Policy.....</i>	<i>41</i>
<i>TExES Exam.....</i>	<i>41</i>
SECTION IV: APPENDICES.....	42
<i>A. Glossary.....</i>	<i>44</i>
<i>B. ELPs</i>	<i>45</i>
<i>C. Code of Ethics</i>	<i>49</i>
<i>D. Texas Student Teaching Standards</i>	<i>53</i>
<i>E. Field-Based Experiences Application</i>	<i>58</i>
<i>F. FERPA Agreement.....</i>	<i>61</i>
<i>G. Criminal Background and DPS Form.....</i>	<i>62</i>
<i>H. TB Test Results.....</i>	<i>65</i>
<i>I. Unofficial Academic Transcripts.....</i>	<i>66</i>
<i>J. Degree Works Evaluation</i>	<i>67</i>
<i>K. Degree Plan (Catalog Term).....</i>	<i>68</i>
<i>L. Substitution Forms.....</i>	<i>69</i>
<i>M. Content Exam Results.....</i>	<i>70</i>
<i>N. Clinical Teaching Application (Coming Soon)</i>	<i>71</i>
<i>O. Clinical Placement Planning Form (Coming Soon)</i>	<i>72</i>
<i>P. Agreement to Commit Full Effort (Coming Soon).....</i>	<i>73</i>
<i>Q. Unofficial Graduate Transcripts.....</i>	<i>74</i>
<i>R. PPR Exam Registration.....</i>	<i>75</i>
<i>S. Incomplete Form.....</i>	<i>76</i>
<i>T. Extracurricular Activity Approval</i>	<i>77</i>
<i>U. Dispositions Progression Checklist (Coming Soon)</i>	<i>78</i>
<i>V. Plan of Action (Coming Soon).....</i>	<i>79</i>
<i>W. Fitness To Teach, Growth Plan.....</i>	<i>80</i>
<i>X. Appeal Process (Coming Soon).....</i>	<i>81</i>
<i>Y. Clinical Teacher Initial Meeting Checklist.....</i>	<i>82</i>
<i>Z. COE Lesson Plan.....</i>	<i>83</i>
<i>AA. Evaluations.....</i>	<i>84</i>
<i>BB. TaskStream.....</i>	<i>86</i>
<i>CC. Survey an Cooperating Teacher/University Supervisor</i>	<i>87</i>

This handbook is a description of the requirements for field-based experiences and clinical teaching in the College of Education, evaluations, and tests required by the Texas Education Agency (TEA) regulations as of the date of this publication. These are subject to change by TEA and the College of Education. Candidates are responsible for meeting all requirements established by the College of Education, University, and TEA in order to graduate from the University with their educator requirements certification, whether published herein or not.

Dean's Message



The College of Education faculty and staff join me in welcoming you to integrated field-based experiences!!! We are very proud that you reached this pinnacle towards your professional goal!! Know that you join a privileged and influential group of professional individuals who touch the lives of many children and youth in a multitude of ways.

Beginning to implement many of the strategies, methods, and learnings from your courses is exciting. Through the field-based experiences, you will be assessed multiple times by various well-qualified and hand-picked individuals as you begin to demonstrate professionalism; awareness of school life; and develop and refine your own skills, abilities, and dispositions. These intentional experiences provide you with an experiential base to guide and shape your own style and philosophical beliefs about how you ultimately want to educate and work with EC-12 children and youth.

We work diligently with our local schools to give you the best possible experiences to enhance your pre-professional career while at the same time meeting the needs of our school-based partners. Our partnerships with schools are critical to your success. Thus, the aim of this handbook is to provide information and a structure so that all stakeholders (i.e., candidates, cooperating teachers, university supervisors, and administrators) have a common understanding of the roles and responsibilities each has to the other during all your interactive field-based experiences.

As pre-professionals, learn as much as you can through your many and varied experiences in a variety of educational settings. Our aim is to have you fully prepared to be a competent, compassionate, and caring educator, ready to commit to this field and the children and youth you encounter on your first day as an inservice educator!!

Sincerely,

A handwritten signature in black ink that reads "Catheryn J. Weitman". The signature is written in a cursive, flowing style.

Catheryn J. Weitman, Ph.D.
Dean and Professor

College Of Education

The Mission Statement of the College of Education

The College of Education prepares highly effective, culturally competent educational and clinical professionals who are equipped to assume leadership roles in a global society.

Field-Based Experiences and Clinical Teaching

Purpose of Field-Based Experiences and Clinical Teaching

The purpose of field-based experiences and clinical teaching is to ensure that all candidates in an initial certification program are prepared for the educator's role in which they plan to obtain certification. Through field-based experiences and clinical teaching, candidates are provided opportunities to demonstrate, practice, and refine learned "best practices", instructional strategies, and assessment practices in various authentic educational settings.



Field-Based Experiences

Field-based experiences are an important part of pre-service educators' experiences. As you begin to experience work as a pre-professional in the field, use this time to learn as much as possible. Lessons learned will be invaluable in the short term as well as impact you in many ways as you begin your own professional career.

By completing a variety of focused interactive field-based placements, candidates are exposed to a variety of environments, age/grade levels, schools, and school districts, as well as working with diverse small and large groups of EC-12 students in limited and distinct capacities. Field-based experiences begin as soon as candidates indicate they want to enter the education profession. Early field-based experiences induct you into many aspects of an educator's world. Mid-to-late field-based experiences focus more on the mastery of content pedagogical knowledge and expectations for the certification area(s) for which you are preparing. More intentional field-based experiences continue until the culminating semester, which ends with full-time placements in approved (public) school settings.

All future educators in traditional certification programs complete field-based experiences prior to eligibility for a full semester of clinical practices, known as clinical teaching (a.k.a. Student Teaching). The field-based experience component of your educator preparation program provides well-designed and purposeful sequenced experiences that are intended to prepare you for clinical teaching and your career. Many of these field-based experiences include observation, tutoring individual or small groups of students (EC-12), co-teaching, and preparing and implementing lessons in various areas. The lessons include the full range of teacher tasks and responsibilities, requiring dedicated amounts of time in EC-12 educational settings.



Clinical

Clinical teaching is a capstone school-based experience required for certification in traditional educator preparation programs and for the Master of Arts in Teaching (MAT) candidates, and Alternative Certification Program (ACP)-*non-internship*. Clinical teaching encompasses a full semester in EC-12 classrooms, as appropriate to certification areas. This full-day, semester-long interactive field-based clinical (public) school experience emulates the professional responsibilities pre-service educators will face as they become certified professionals in their chosen fields.

A full-time clinical practice (i.e., clinical teaching) occurs during the last semester in your program and, as such, is the culminating experience. Candidates receive quality support and feedback from a certified cooperating educator in the same area of certification the candidate seeks. Additionally, feedback is obtained from a currently approved university supervisor who is assigned to guide and assist you during your clinical placement. During the culminating clinical practice, candidates are assigned to a cooperating teacher for the full semester. As the clinical teaching semester progresses, candidates increasingly assume full responsibility for planning, teaching, and students' (EC-12) learning. Clinical teaching culminates with approximately four weeks of full "all day, every day" total responsibility for all teaching and learning. During this timeframe, candidates conduct all the equivalent tasks of their assigned cooperating teacher under the guidance, mentorship, and supervision of their cooperating teacher and university supervisor, as well as building-level administrators.

We are confident that the field-based experiences encountered during early, mid-to-late field-based experiences coupled with clinical teaching expose our candidates to many environments from which they may learn much about their certification area of study and their professional roles and responsibilities to be well-prepared educators. We expect that these experiences prepare all our candidates for the professional world they are about to enter.



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TEXAS A&M INTERNATIONAL UNIVERSITY

COLLEGE OF EDUCATION

Section I: Orientation to Field-Based Experiences and Clinical Teaching

SECTION I:



Orientation to Field-Based Experiences and Clinical Teaching

<i>Field-Based Experiences and Clinical Teaching</i>	<i>11</i>
<i>Guidelines for Field-Based Practices</i>	<i>12</i>
<i>Overview of Field-Based Experience</i>	<i>12</i>
<i>Clinical Teaching (Baccalaureate/Undergraduate)</i>	<i>14</i>
<i>Clinical Teaching (Master of Arts in Teaching)</i>	<i>15</i>

Field-Based Experiences and Clinical Teaching

Field-based experiences and clinical teaching are cooperative endeavors between the College of Education, Texas A&M International University (TAMIU), selected and approved (public) schools, and the Texas Education Agency (TEA). Field-based experiences and clinical teaching are significant parts of each candidate's total pre-service and pre-certification induction into the education profession. These school-based opportunities consist of a carefully planned interactive sequence of first-hand experiential learning leading up to a full time, standards-based, culminating clinical teaching experience under the mentorship of professional educators.



Both field-based experiences and clinical teaching provide opportunities for synthesis and application of theory acquired in previous and concurrent coursework to authentic professional experiences in order to develop candidates' competencies toward becoming professional educators. Throughout the field-based experiences, candidates have multiple opportunities to demonstrate their teaching abilities and professional dispositions. Regular feedback and support are provided, by several key individuals fully invested in your success.

All field-based experiences are designed to provide candidates opportunities to implement what they have learned throughout their professional education coursework and experiences. During clinical teaching, candidates are expected to function in professional capacities in classroom, school, and district educational settings. Intentional and deliberate learning outcomes for these experiences were developed to prepare candidates to build a pedagogical knowledge base of effective, evidence-based assessment and instructional practices in order to improve EC-12 student learning. To successfully progress through the program, field-based experiences must be successfully completed by each pre-professional, pre-service candidate.

This handbook was developed for the benefit of candidates completing school-based experiences, who are following degree plans seeking initial educator certification. This handbook, further, familiarizes all those involved in field-based experiences and clinical teaching experiences with information governing this important component of preparing effective future educators.

Following the path from early field-base experiences to the culminating experience of clinical teaching, candidates are expected to meet the following Candidate Learning Outcomes (CLOs):

1. Design and implement standards based (i.e., TEKS and ELPs) instruction appropriate for all EC-12 students that reflect an understanding of relevant content, based on continuous and appropriate assessment of students' (EC-12) learning; (ELPS Blurbs is attached in Appendix B.)
2. Create a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence;
3. Promote student (EC-12) learning by providing responsive, assessment-informed instruction that makes use of effective communication techniques; instructional strategies that actively engage EC-12 students in the learning process; and provides timely, high-quality feedback; and,
4. Fulfill professional roles and responsibilities and adhere to legal and ethical requirements of the profession in accordance with the Texas Education Agency (TEA) Educator's Code of Ethics Chapter 247. (The Code of Ethics is attached in Appendix C.)

The above expectations are considered best practices and learner-centered proficiencies in compliance with the State Board for Educator Certification Teaching Standards (The Texas Teaching Standards are located in Appendix D). In addition, the above expectations are assessed on the TExES Pedagogy and Professional Responsibilities (PPR) exam, required for an initial Texas state license.

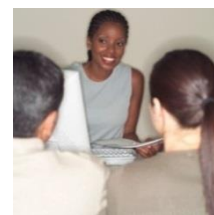
Guidelines for Field-Based Practices



The College of Education is approved by TEA to offer two types of culminating clinical experiences. The first type of clinical experience is for undergraduate candidates seeking their initial educator certification through a traditional bachelor's degree in an approved Educator Preparation Program (EPP). This culminating experience is traditionally called "Student Teaching"; we refer to this as your Pre-Professional level experience.

The second type of clinical experience is for those who already obtained a bachelor's degree and are seeking their initial certification through a post-baccalaureate pathway in a state approved program, such as TAMIU's Master of Arts in Teaching (MAT) program and alternative certification program (ACP). This post-baccalaureate culminating experience is called "clinical teaching," for those not currently employed in a school and not participating in a paid ACP internship.

The clinical teaching experience is considered the capstone of the College of Education's Educator Preparation Program (EPP). The primary purpose of the clinical teaching experience is to provide EPP candidates the opportunity to refine and demonstrate classroom competence, and other related professional skills and dispositions, under the direct supervision of experienced cooperating teachers and the TAMIU's university supervisors.



Clinical/student teachers also are expected to participate with their cooperating teachers in all relevant school-based, professional activities that occur during the clinical teaching semester, such as school, departmental or grade level faculty meetings, in-service sessions, and/or parent conferences.

Clinical experiences have specific, complex, and sometimes overlapping eligibility and admission requirements. Both of these culminating experiences are *only* offered during the fall or spring semesters. There are also specific deadlines for applying to clinical teaching. Please pay close attention to all the information below when completing an application for the appropriate pre-professional culminating experiences.

The full semester experience also requires a substantial commitment of time and resources. Therefore, outside employment or additional coursework during the clinical semester is strongly discouraged and is approved in advance by the Field-Based Experiences or the MAT/ACP coordinator.

Overview of Field-Based Experiences

"*Field-based experiences*" is a general term that encompasses all classroom- and school-based experiences prior to the clinical teaching semester. Field-based experiences are intentionally designed to provide opportunities for candidates with hands-on experiences leading to mastery of academic content and the development and refinement of professional pedagogical skills and dispositions and evaluated in most, if not all, EPP-related courses. Rather than a focus on *the number of hours required in the field*, the TAMIU educator preparation program (EPP) is designed to provide *essential opportunities* to learn and fully develop the *knowledge, skills, and dispositions* required by state and professional standards. Consequently, the focus in providing field-based experiences is on tasks designed to promote standards-based knowledge and skill development. While most field-based experiences are course-related, tasks may be assigned independently of program course requirements. Finally, because field-based experiences are designed to be increasingly more intensive and interactive throughout your program, we have purposefully "constructed" them. Each level is described below.

Levels of Field-Based Experiences

I. Inquiry-Level

Early field-based experiences occur during the pre-education semester. These experiences are educationally-based interactive off-campus experiences with diverse EC-12 students in varied educational settings. These experiences allow candidates to begin to survey the field of education by working with children and youth of various ages in non-traditional educational settings. Prospective candidates are not yet admitted to the College of Education and thus have not attained criminal background checks, unless required by the agencies involved.

(Courses: EDCI 1102, 2210, and 3324)

II. Induction-Level

Once admitted to the College of Education and after attaining a cleared criminal background check, candidates are assigned to schools for field-based course-related experiences during the semester. Interactive field-based experiences introduce the novice educator to the operational-life of the campuses, as candidates begin to observe and participate in non-academic and pertinent academic activities involved in school life.

(Courses: EDCI 3301 and 3302)

Each Level embraces the following four components:

- Core Curriculum (Content Knowledge)
- Professional Core
- Pedagogy and Content
- Field-Based Experiences

TB test must remain current and required with negative results. Being fingerprinted for a criminal background investigation is required by each ISD field-based placement.

Educator preparation programs should inform all candidates that: collaborate with local school districts

(1) Pursuant to the Texas Education Code (TEC) , §22.083, all educator preparation candidates must undergo a criminal history background check prior to employment as an educator; and participation in educator preparation activities that occur in a school.

(2) Pursuant to the TEC, §22.0835, candidates must undergo a criminal history background check prior to clinical teaching.

III. Apprentice-Level

As an apprentice, candidates are learning their craft in more focused ways. First, apprentices learn from the field through direct interactions with cooperating teachers. Second, apprentices attend classes to continuing learning about how to become a proficient educator. Candidates become more focused on instruction, assessment, and management methods, strategies, and other issues, as they work beside their cooperating teacher. During this level, more emphasis is given to academic activities with increased preparation and participation in the field placements.

(EDCI 3315 and 4310)

IV. Pre-professional-level/Clinical experiences

The Pre-professional level is the semester candidates complete student teaching/clinical teaching for a minimum of 12 weeks. Under the guidance of the cooperating teacher and university supervisor, candidates refine their instructional methods, assessment/evaluation tools, and management techniques. By the end of this culminating experience, candidates demonstrated the full range of educators' undertakings, roles, and responsibilities.

(EDCI 4693 and EDSE 4350)

Clinical Teaching (Baccalaureate/Undergraduate)

Eligibility for Pre-professional-level/Clinical experiences (formerly Student Teaching/Block III)

Undergraduate candidates applying for the Pre-professional-level/Clinical experiences must be in good standing in the College of Education. All coursework¹ on the degree plan except EDSE 4350 must be completed or in process in the semester, prior to Pre-professional-level/Clinical experiences EDSE 4350 is completed concurrently during the clinical teaching semester. Any “Incomplete” or “F” grades must be completed successfully prior to beginning the Pre-professional-level/Clinical experiences.

Eligibility for Pre-professional-level/Clinical experiences is contingent upon the following requirements:

1. Attain an Institutional GPA of 2.75, effective Fall 2014
2. Specialization/Major GPA 2.75, effective Fall 2014
3. Successful completion of all previous field-based experiences and coursework
4. Complete all specialization/major coursework with a “C” or better
5. Complete and pass pertinent TExES core subject exams in the certification areas



Application Processes for Pre-professional-level/Clinical experiences

All prospective candidates are expected to attend an orientation meeting held each fall and spring to review the application process, answer any questions, and to facilitate planning for the culminating experience. The Pre-professional/Clinical Experience application packet is available from the Office of the Director of Clinical and Field Experiences, College of Education, in KL 428 A. (A sample copy of the application form is in Appendix E).

Applications are accepted in the semester prior to your planned placement for Pre-professional-level/Clinical experiences.

Completed applications must be submitted by the following deadlines:

November 15² FOR PRE-PROFESSIONAL-LEVEL/CLINICAL EXPERIENCES IN THE SPRING TERM
March 15³ FOR PRE-PROFESSIONAL-LEVEL/CLINICAL EXPERIENCES IN THE FALL TERM

Completed applications must include the following documents; unless previously submitted to, located, and accessible in Taskstream:

1. A newly signed FERPA⁴ agreement (sample in Appendix F)
2. A newly signed Code of Ethics agreement (sample in Appendix C)
3. Completed Criminal Background⁵ and Department of Public Safety (DPS) Forms (sample in Appendix G)
4. Negative TB test results that are less than a year old (sample in Appendix H)



¹ Candidates with incomplete courses remaining on their degree plan need to confer with the Director of Clinical and Field Experiences regarding their application for clinical teaching/student teaching.

² If the 15th falls on a Saturday or Sunday, the application is due the next Monday.

³ If the 15th falls on a Saturday or Sunday, the application is due the next Monday.

⁴ Family Education Right to Privacy ACT-Buckley Amendment

⁵ Criminal record checks require **a valid Social Security number**, as well as **one** of the following:

- Texas Driver's License, or
- Texas Identification (or other state issued identification), or
- Current Visa.

5. A copy of your Unofficial Academic Transcript (sample in Appendix I)
6. A copy of your Degree Works Evaluation (sample in Appendix J)
7. A copy of your Degree Plan (Catalog term) with grades next to each course taken (sample in Appendix K)
8. Copies of all previous course substitution forms applicable to your degree plan (sample in Appendix L)
9. Verification of passing your TExES content exam (sample in Appendix M)

During the Pre-professional/Clinical Experience semester, each candidate is assigned to a teacher in an approved (public) school who has the same certification as the pre-service pre-professional candidate teacher is seeking. This assignment is for a full semester, undertaking the roles and responsibilities of an inservice teacher and under the tutelage of several additional individuals.

Note: Pre-professional-level/Clinical Experience is conducted during regular school hours. Candidates who work full or part-time will need to make arrangements to be away from their employment during the semester enrolled in the Pre-professional/Clinical Experience.



During clinical teaching/student teaching candidates shadow, mirror, and assume the role of the assigned inservice educator, including a minimum of four continuous weeks of full-time teaching. The timing and nature of this full-time teaching commitment is determined by the candidate's readiness to assume the roles and responsibilities of a full-time educator, under the guidance of the cooperating teacher and university supervisor. A university supervisor is assigned to oversee planning, progress, and formal and informal observations/evaluations of each Student Teacher multiple times across the semester. Some of these observations are pre-planned; some are not. Regardless, written and oral feedback will be provided to the student teacher by the university supervisor.

Clinical Teaching (Master of Arts in Teaching)

Eligibility for Clinical Teaching

Candidates applying for clinical teaching must be admitted to and in good standing in the College of Education. All coursework on the degree plan except EDCI 5329 Action Research Design, must be completed or in process in the semester prior to the clinical semester. EDCI 5329 is taken concurrent with clinical teaching. Any "Incomplete" or "F" grades must be completed successfully prior to enrollment in EDCI 5693 Clinical Teaching.

Eligibility for clinical teaching is contingent upon the following requirements:

1. Attain an MAT program GPA of 3.00, effective Fall 2015
2. No more than one course grade of C in the MAT program, effective Fall 2015
3. Attain passing scores on the TExES content examination in your area(s) of certification
4. Attain positive recommendations from cooperating teachers and supervisors of program practicum placements (EDCI 5101/5103)
5. Maintain "Acceptable" scores or higher on all Professional Dispositions reports.

Application Process for Clinical Teaching

All prospective candidates are expected to attend a clinical teaching orientation meeting held each fall and spring to review the application process, expectations for the clinical semester, and to facilitate planning for the clinical placement. The clinical teaching application packet is available from the Office of

Alternative Pathways for Educator Preparation (APEP), College of Education, in KL 417. A copy of the clinical teaching application form is in Appendix N.

Applications are accepted in the semester prior to your planned placement in clinical teaching.

Completed application forms must be submitted by the following deadlines:

November 15⁶ FOR CLINICAL TEACHING IN THE SPRING TERM
March 15⁷ FOR CLINICAL TEACHING IN THE FALL TERM

Completed applications must include the following documents; unless previously submitted, located, and accessible in Taskstream:

1. A copy of your Clinical Placement Planning Form (sample in Appendix O)
2. A signed Agreement to Commit Full Effort to the Clinical Experience (sample in Appendix P)
3. A newly signed FERPA⁸ agreement (sample in Appendix F)
4. A newly signed Code of Ethics agreement (sample in Appendix C)
5. Completed Criminal Background⁹ and Department of Public and Safety Forms (sample in Appendix G)
6. Negative TB test results that are valid through May 31 for spring clinical placements or December 31 for fall clinical placements (sample in Appendix H)
7. A copy of your Degree Works Evaluation (sample in Appendix J)
8. A copy of your Degree Plan (Catalog term) with grades next to each course taken (sample in Appendix K)
9. Copies of all previous course substitution forms applicable to your degree plan, if any (sample in Appendix L)
10. Verification of your passing TExES content exam score (sample in Appendix M)



Your enrollment in EDCI 5693 and EDCI 5329 and placement in clinical teaching is contingent on successful completion of all courses in your final semester prior to clinical teaching.

Due three working days prior to the official first day of class in the clinical semester:

1. An unofficial copy of your TAMIU Graduate Transcript (sample in Appendix Q)
2. Evidence of registration for PPR examination (sample in Appendix R)



Placement In and Preparation for Clinical Teaching

Clinical teaching is conducted during regular school hours and requires a full commitment by the teacher candidate. Candidates who are salaried employees must make arrangements to be away from their place of employment during the semester enrolled in clinical teaching. (An optional half-time, full year clinical teaching placement is available, allowing part time employment during the clinical year.) By signing the “Agreement to Commit Full Effort to the Clinical Experience” you agree to abide by the College of Education non-employment requirement (clinical semester) or part-time employment requirement (clinical year). When employment and/or other personal commitments (such as volunteer activities or coaching)

⁶ If the 15th falls on a Saturday or Sunday, the application form is due the next Monday.

⁷ If the 15th falls on a Saturday or Sunday, the application form is due the next Monday.

⁸ Family Education Right to Privacy ACT-Backleg Amendment

⁹ Criminal record checks require a valid Social Security number, as well as one of the following:

- Texas Driver’s License, or
- Texas Identification (or other state issued identification), or
- Current Visa.

interfere with the quality of your clinical work, you will be asked to choose between employment/volunteer activities and continuance in clinical teaching.

Clinical Semester Time Commitment

During the clinical semester, each candidate is assigned to a teacher in an approved school with the same certification sought by the teacher candidate. This assignment is for a full semester or year as appropriate, undertaking the roles and responsibilities of a professional educator and under the tutelage of several additional individuals.

Our expectations during the clinical semester are that you participate fully in the life of your assigned classroom and school. While the state requires a minimum of 12 or 24 weeks of clinical practice, you should anticipate up to a full semester/year in your clinical semester schedule. The schedule provided in your initial orientation meeting is the schedule you will be expected to follow. You will follow the calendar of your assigned school district and school, NOT the TAMIU calendar. The length of your typical school day will correspond to that of your cooperating teacher, observing special classrooms and school events, and holidays. You are expected to be present and “on task” even if your cooperating teacher is absent during normal.

A detailed listing of clinical semester assignments, tasks, required documents, and evidence will be provided by the instructor of the course in which you are enrolled (EDCI 4993, 4693, or 5693). Timelines and deadlines for completion and submission of these documents and evidence will be in the course syllabus and/or provided during the first meeting of the clinical seminar.

During clinical teaching, candidates shadow, mirror, and assume the role of the assigned cooperating teacher, including a minimum of four continuous weeks of full-time teaching. The timing and nature of this full-time teaching commitment is determined by the candidate’s readiness to assume the roles and responsibilities of a professional educator, under the guidance of the cooperating teacher and university supervisor. A university supervisor is assigned to oversee planning, progress, and formal and informal observations/evaluations of each clinical teacher throughout each clinical placement. Some of these observations/evaluations are pre-planned; at least one is unannounced.

Seminars, Certification Examination Preparation, and Employment Searches During Clinical Teaching

Regular evening seminars (EDCI 5693 and EDCI 5329) will also be scheduled throughout your clinical experience. Seminars may also be scheduled on non-teaching days in your school calendar. Full participation in these seminars is required. Sample seminar topics and activities may include:



- Clinical teaching assessment documents and procedures
- Submission of evidence in Taskstream (Modified Teacher Work Sample)
- Clinical placement trouble-shooting and peer tutoring
- Management of time, materials, and behavior coaching
- Action Research activities and expectations
- Panel presentations by and discussions with school leaders
- Panel presentations by and discussions with first year and veteran teachers
- Pedagogy and Professional Responsibility (PPR) examination study groups and coaching
- Resume preparation and employment application coaching
- Mock employment interviews



TEXAS A&M INTERNATIONAL UNIVERSITY

COLLEGE OF EDUCATION

Section II:

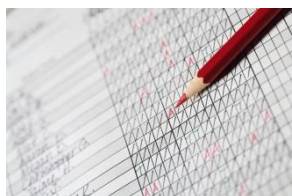
Policies

SECTION II:***Policies***

<i>Attendance and Absenteeism</i>	20
<i>Absences from Field-Based Experience</i>	20
<i>Absences from Clinical Teaching</i>	20
<i>Appeal Process for All Filed-Based Placements</i>	21
<i>Cell Phone Usage/Social Media</i>	21
<i>Checklist of Procedures to Follow if Absent</i>	22
<i>Clinical Practices and Extracurricular Activities</i>	22
<i>Clinical Teaching Time Commitment</i>	22
<i>Confidentiality</i>	23
<i>Coursework during Clinical Practices</i>	23
<i>Courtesy Placements for Non-TAMIU Candidates</i>	23
<i>Criminal Background Checks for All Field-Based Placements</i>	24
<i>Digital Photographs of Students (EC-12)</i>	24
<i>Dispositions</i>	24
<i>Dress Code for Field-Based Experiences and Clinical Practice</i>	24
<i>Email</i>	26
<i>Extending or Removal from Clinical Placements and/or Field-Based Experiences</i>	26
<i>Fitness to Teach</i>	26
<i>Grading Policy for Field-Based Experiences</i>	27
<i>Grading Policy for Clinical and Student Teaching</i>	27
<i>Insurance</i>	27
<i>Office of Disabilities</i>	27
<i>Out-of-Area Placements</i>	27
<i>Outside Employment</i>	28
<i>Placement Decisions</i>	28
<i>Seminar for Clinical Teaching</i>	29
<i>Substitute Teaching</i>	29
<i>TEA Complaint Form</i>	29
<i>TB Test</i>	30
<i>Termination of Field-Based Experiences</i>	31
<i>Transportation</i>	31
<i>Videotaping</i>	31
<i>Withdrawal from Clinical Practices</i>	31

Attendance and Absenteeism

All candidates enrolled in clinical teaching are expected to be prompt and attend all placement assignments. Cooperating teachers, and the EC-12 students count on you to follow through and complete tasks as assigned. However, circumstances (e.g., illness, family emergencies, or other unforeseen events) may occasionally require candidates to be absent from their assigned setting/school/classroom. However, you are expected to be at your respective placement school for the full school day, each and every official school day during the placement semester. Candidates enrolled in clinical teaching are required to complete a full semester/year in an approved (public) school-based placement. Your semester/year schedule for the semester is the placement school's schedule, not the TAMIU schedule. Consequently, your semester may begin before the TAMIU semester begins.



Absences from Field-Based Experiences

Absences from field-based experiences are extremely difficult to make-up. Absences may further impact your course grade. Should an absence be necessary, candidates are to act professionally and responsibly by notifying the placement site, cooperating teacher, course professor, university supervisor (as appropriate), and the Office of Clinical and Field Experiences in advance, and as soon as possible. Arrangements to make up the field-based experience will be at the discretion of the university professor in consultation with the Director of Field and Clinical Practices or MAT as appropriate. While TEA requires that your hours at school be documented, your goal is to successfully accomplish all assigned tasks.

Absences from Clinical Teaching

Absences from *clinical teaching* often have a domino effect and may impact the cooperating teacher's plans, grade level planning, and EC-12 students' learning progression. Candidates enrolled in clinical teaching are required to complete a full semester/year in an approved (public) school placement. Should an absence be necessary, candidates are to act professionally and responsibly by notifying the placement site, cooperating teacher, the university supervisor, and the Office of Clinical and Field Experiences as soon as possible. Arrangements to make up the days missed will be at the discretion of the cooperating teacher and university supervisor/professor in consultation with the Director of Field and Clinical Practices or MAT as appropriate. *Please note:* There is a minimum number of days required in the placement. Extended time away will more than likely cause candidates to repeat these experiences, add time to their placement, and/or delay course completion and thus, potentially, impact graduation plans. While TEA requires that your hours at school be documented, your goal is to successfully accomplish all assigned tasks.



Nonetheless, the College of Education requires that all absences during clinical teaching be made up before final grades are submitted and credit hours awarded for the clinical teaching experience. In general, absences will be made up by adding days to the end of the placement in which they occur. When absenteeism requires placements to extend beyond the regular TAMIU semester, final grades for the clinical teaching experience will be an "Incomplete" until all absences/performance issues have been made up/resolved. Candidates must complete and file an Incomplete form (See Appendix S) which delineates the unfulfilled requirements needed to complete the placement requirements and course, with timelines. A copy of this form is maintained in your file. Receiving an "Incomplete" may impact graduation and degree completion timelines. In rare cases, a candidate may need to repeat the clinical teaching semester due to excessive absences. When this occurs, the candidate should withdraw from the course before the deadline, rather than receive an "F" for the course, which is the case after the withdrawal deadline.

University supervisors maintain a record of each candidate's absences, which is forwarded to the Director of Clinical and Field Experiences or MAT, as appropriate at midpoint and again at the end of the placement term. The Director of APEP Office informs candidates of the number of absences with the number of days to be made up (as well as any other requirements or expectations associated with those days) to fully satisfy the requirements and expectations of the clinical practices. Timeframes for completion of missed days/experiences will also be delineated and documented on the Incomplete form.

1. A two-day grace period is given to each candidate enrolled in clinical teaching.
2. If the clinical/student teacher is absent for more than two days due to illness, family emergencies, or other reasons, clinical practices will likely be extended to compensate for the time lost and/or the clinical/student teacher may be required to repeat the clinical/student teaching experience due to excessive absences.
3. In case of illness/absence, the clinical/student teacher must inform the school, the cooperating teacher, and the university supervisor **immediately**. The clinical/student teacher should not be excused from teaching assignments for any reason that is not approved by the cooperating teachers and in which the university supervisor is notified. (see TAMIU Policy for excused absences)

Appeal Process for All Field-Based Placements

Candidates may appeal the termination of a field-based placement, if they believe that the decision was arbitrary, capricious, and/or discriminatory. The appeal is to be requested in writing to the Dean of the College of Education within five (5) business days of the initial formal notice to terminate the placement. Within ten (10) business days, the College of Education's Ombudsman will review all supportive documentation, interview the candidate appealing the termination, and other parties involved, as pertinent to the decision. The Ombudsman will provide a recommendation with a rationale to the Dean, or designee, regarding the outcome of the appeal. The recommendation may be to uphold the termination or reverse the decision for termination. The dean, or designee, will render the final outcome regarding the termination. If the decision is to uphold the termination, that decision is binding and final. If the resulting decision is to reverse the termination, the Ombudsman, in collaboration with the Director of Clinical and Field Services, MAT and the university supervisor (and as appropriate the faculty member, cooperating teacher, and/or principal) will consult for a suitable resolution to be presented to the Dean. Where feasible, the candidate will return to the original placement; if not feasible, an alternative placement will be located. In the case of a reversed termination decision, the candidate will be given ample opportunity to make-up time lost due to the appeal process. The decision and decisive action is final by the Dean, or designee, and not subject to further appeal, including a grade appeal, as outlined in the Student Handbook.

Cell Phone Usage/Social Media

Cell Phones:



Candidates are expected to refrain from using social media and/or taking/making personal calls/texts during the time they are in their field-based placement. Such professional behavior exhibits your dedication to learning the profession. Please inform those who need to contact you during the day to leave a message that you will return the call/text as soon as you are able. Should your cooperating teacher accept calls or texts during the school day, you are still expected not to do so.



Please follow the College of Education, Facebook page:
<https://www.facebook.com/tamiucoed>; stay up-to-date with all the events occurring in the college.

Checklist of Procedures to Follow if Absent:

- ✓ Contact your **cooperating teacher**, the placement school, and inform the secretary you will be absent.
- ✓ If you are unable to reach your cooperating teacher, call the placement school office to leave a message for the cooperating teacher by speaking to a reliable person. (Keep trying the school's phone number until someone answers the phone; do not leave a message on the school's answering machine.) Make sure you know with whom you left the message.
- ✓ Contact, call, email, or text the university supervisor, as applicable, explaining the reason for your absence.
- ✓ Contact, call, email, or text the Office of Clinical and Field Experiences or MAT Office to notify the Director of your absence as well.



Clinical Practices and Extracurricular Activities

Where feasible, candidates are encouraged to participate in school-related extracurricular events/activities in which their cooperating teachers are directly involved (e.g., coaching athletic teams, tutoring, or serving as a sponsor of student (EC-12) clubs and organizations).

Occasionally, however, candidates may be invited to participate in school-related extracurricular activities in which their cooperating teacher is **not** directly involved. The College of Education encourages candidates to engage in as much of school life as feasible, provided that the following are met:



- a. The extracurricular activity does not compromise or interfere with the candidate's ability to meet the primary expectations, requirements, and responsibilities of the clinical practice;
- b. Monetary compensation for participation is not accepted, and
- c. Serving as a substitute teacher in a classroom is not acceptable, including in your assigned placement

Candidates wishing to participate in these types of school-related extracurricular activities must complete an *Extracurricular Activity Approval* form (See Appendix T). This form asks you to describe the extracurricular activity, the duration of the activity, and the amount of hours per week likely to be committed to that activity. The request form must be signed by both the cooperating teacher and the extracurricular activity director/coach involved, who will verify the details and circumstances of the extracurricular activity. Candidates must then forward the signed request form to their university supervisor for review and final approval.

University supervisors will forward a signed copy of the request form to the Director of Field and Clinical Practices or MAT when they have completed their review. Further, such approval may be withdrawn if involvement in the extracurricular activity interferes with or compromises the quality of expected roles, responsibilities, or behaviors of candidates involved in their culminating clinical experience.

Approval of participation is at the discretion of the university supervisor in consultation with the cooperating teacher and Director of Field and Clinical practices or MAT.

Clinical Teaching Time Commitment

The length of the clinical teacher's typical school day is expected to correspond to that of the assigned cooperating teacher. The clinical teacher will observe the holidays and special events in the school system or school calendar, rather than that of the university. If a



cooperating teacher is absent from school the clinical teacher reports to the class as usual.

Clinical teachers are expected to be punctual, in meeting all responsibilities, including submission of assignments such as lesson plans, and reflections.

During clinical teaching, candidates will be required to complete the following:

- Participate in professional development seminar sessions at TAMIU;
- Complete an unedited 20-minute video of a teaching episode ¹⁰ ;
- Complete either a **Modified Teacher Work Sample** or the **edTPA**; and
- Complete online tasks, as appropriate.



Confidentiality

As part of our partnership agreement with host schools or other educational settings, candidates are expected to maintain confidentiality with all information pertaining to students (EC-12) and all other individuals within the school setting. Under the Family Education Right to Privacy Act (FERPA Buckley Amendment) and as part of the Texas Code of Ethics, you are obligated to maintain confidentiality. As a pre-professional educator, you are expected to understand and appreciate the importance of confidential information. Information such as students' (EC-12) names, disabilities, birthdate, Social Security or student ID numbers, family names, and/or relationships are to be omitted from any oral conversations in public settings, and/or written communiques, including submitted coursework. Any records of EC-12 students are also confidential.

Notes, journals, reflections, and /or data obtained from EC-12 students or photocopies of their work are examples of confidential documents. As such, candidates are expected to remove **all** identifying information on all work submitted. Further, candidates should seek permission to copy or use students' (EC-12) work from the students themselves, as well as from their families. (Often times, cooperating teachers may have such permission on file.) Digital images of EC-12 students' faces should never be shared without explicit permission from the cooperating teacher. See "Digital Photographs of Students (EC-12)", section below.



Coursework during Clinical Practices

The Director of Field and Clinical Experience or MAT approves additional coursework during clinical teaching beyond EDSE 4350 Inclusive Practices for Children and Youth with Disabilities or EDCI 5329 Action Research.

Courtesy Placements for Non-TAMIU Candidates

Courtesy placements are available via a written request to the Director of Clinical and Field Experiences or MAT by the requesting institution. An administrative fee of \$400.00 must be paid to the College of Education prior to beginning the courtesy placement. Candidates in courtesy placements will meet all expectations of TAMIU candidates.

¹⁰ For post-baccalaureate MAT candidates, the video should correspond to the edTPA, a performance-based assessment on teaching behaviors focused on student learning to determine candidates' readiness to teach.

Criminal Background Checks for All Field-Based Placements

In order to be placed in an educational or school setting, all candidates must have a criminal background check. Criminal background checks require a **valid Social Security** number, plus *one* of the following:

- Texas driver's license, or
- Texas Identification (or other state issued identification), or
- Current visa.

Those candidates, whose criminal background check has not been affirmed, need to change their academic major as soon as possible so as not to delay degree completion or graduation.

Digital Photographs of Students (EC-12)

Before taking and/or using digital images of students (EC-12), permission must be provided by their family members. Since most EC-12 students are minors, their families have the right to allow/disallow any photos of their children. Typically, permission is on file in students' (EC-12) permanent records. Please work with your cooperating teacher in determining the feasibility of using students' (EC-12) photos, in any capacity.



Dispositions

The College of Education, partners, and stakeholders are committed to ensuring that candidates demonstrate specific positive dispositions and professionalism throughout their field-based and clinical experiences. A sample of expected professional dispositions of a College of Education candidate are available in Appendix U. Each program may have adapted the disposition form to fit individual disciplines.

Part of the College of Education's charge is to help candidates learn and develop a high level of professionalism. Additionally, candidates unable to demonstrate professional behavior or to improve those dispositions deemed unacceptable will be asked to withdraw from the College of Education.

Additionally, candidates who establish a pattern of not meeting two or more of the characteristics on the Dispositional Progression Checklist will need to remediate the area of weakness through a Plan of Action (See sample in Appendix V). The plan may require additional coursework, field experiences, extended time in clinical teaching and/or counseling, as appropriate. If improvement is not demonstrated, the candidates will meet with the appropriate department chair..

Dress Code for Field-Based Experiences and Clinical Practice



As a candidate in an Educator Preparation Program, visitor, guest, and learner in an educational setting, you are expected to present yourself as a professional. Your appearance is quite important. Your professionalism is a reflection of your transition from a college student to a professional educator. Your professional appearance and demeanor will aid you in establishing respect and authority with various individuals, including the students (EC-12) in the setting in which you are assigned during field-based and clinical teaching experiences.

Below are a set of guidelines to help you determine what constitutes appropriate dress. The College of Education determined that these guidelines serve as our expected dress code during all clinical and field experiences.

- Each candidate will be issued a name tag for field-based experiences and for clinical teaching. Candidates are expected to wear their nametag while in their field-based placements.
- Our dress code is based on sound judgment about clean, uncrumpled clothes, neat hairstyles, and acceptable hygiene.
- Dressing conservatively should reflect modesty, comfort, and ease of movement. Choose clothes that do not draw attention to you or distract others, especially students (EC-12).
- Jeans, t-shirts, tight-fitting clothes, clothes which fit poorly and/or draw attention, visible undergarments, caps or hats indoors, tennis/athletic shoes, flip flops or sports sandals, platform shoes, and piercings other than conservative earrings are example of ***inappropriate and unacceptable attire***. These do not exemplify professional dress as expected of our candidates in the field.
- Dress expectations of individual school sites may vary; meeting TAMIU's dress expectations is required in all cases.



Remember, professional judgments of your appearance are made within *three seconds*; focus your appearance to reflect positively on you as a professional educator!!!

Casual dress: If your placement school has casual dress on Fridays or for field trips, follow what is the acceptable code of dress, consistent with the College of Education's expectation. Wearing appropriately fitted school logo shirts (such as those from the placement school, College of Education, or TAMIU) and casual clothes (e.g., khakis) are acceptable for casual days, as approved by the placement school and/or district policy.



Additional considerations: Clothing (e.g., dress length, pants, shirts, and/or skirts) should allow you to bend, lean over, and move so that your waist, back, and chest are covered, without undue exposure. Shirts should be tucked-in. Garments should not be so low, loose, or tight-fitting that they are revealing. Your midriff should not be exposed. Tops and/or hip huggers that expose the waist, back, or chest when bending or leaning over are inappropriate and are not permitted. Avoid wearing leggings, pantsuits of t-shirt material, sweat suits, and crisscross/spaghetti straps. Tank tops or low-riser pants are inappropriate and are not permitted. Additional requirements, such as a belt and/or tie (or other dress requirements), may be imposed at the discretion of the assigned school or district.

Please note: Your cooperating teacher and other school professions may have a different code of dress than what we expect of our candidates. Know that how you dress could potentially impact hiring decisions, ***regardless*** of how others dress. Teachers and other professionals are already employed; you are not. Thus, we expect you to be professionally dressed per the College of Education's Code of Appropriate Dress while you are in educational environments, as a pre-service, pre-professional candidate.

You are responsible for knowing and following your school and school district's dress code. If a difference in dress codes between your placement school and the College of Education's code exists, follow the more conservative guidelines. If you are not sure about the acceptability of a garment, check with your university supervisor—better yet, refrain from wearing it. If you need to ponder over wearing something, it is more than likely not appropriate!

Consequences of inappropriate dress are uncompromising. Candidates could potentially be asked to leave the school premises to change clothes. While we rarely expect this to occur, when—and if it does—the candidate will be counted as absent from the field. As such, time missed will need to be made up. Should

a second offense occur with inappropriate attire, the candidate will be permanently dismissed from the assigned placement for the rest of the term.

Remember: Think of dressing every day as if someone was looking to interview you. So, even if the school and school system norms for professional dress vary, we expect and want you to maintain a professional image, respectful, and representative of the Texas A&M International University community, the College of Education, and yourself as an aspiring professional educator.

Email

All communiques from the Office of Field-Based Experiences and Clinical Teaching or MAT Office, your university supervisory, your Blackboard course professor, and/or cooperating teacher will be through your official TAMIU or Blackboard course accounts. These accounts should be checked daily.

Extending or Removal from Field-Based Experiences and Clinical Teaching

Candidates receiving a substandard evaluation during any field-based experience may be required to complete additional field-based experiences in order to demonstrate competence. Candidates may also be required to repeat the course and associated field-based experiences if substandard evaluations persist

Fitness to Teach

All teacher candidates referred for review are expected to participate in the process.

1. Informal Review:

An informal review involves the faculty member of record and the candidate. When a faculty member is concerned about candidate criteria, the faculty member will:

- a) Discuss the concerns directly with the candidate and seek to work with the candidate to resolve the difficulties;
- b) Advise the appropriate department head and/or the Dean's Office of the concern(s) in order to identify potential patterns and issues related to the candidate;
- c) Document dates and content of meetings with candidates.

If a problem arises in the field, the cooperation teacher of the host school district may discuss concerns directly with the TAMIU faculty member, University Supervisor, and/or Director of Clinical and Field Experience or MAT.

2. Formal Review:

When faculty members are sufficiently concerned about a candidate's professional behavior, a Professional Responsibility's Growth Plan will be completed. This form is to submitted to the Director of Field and Clinical Experiences or MAT program.

A three-way conference will then be schedule with the faculty member, the candidate, and the Department Chair. During this conference, a plan of action will be developed. The nature and content of the plan will depend on the specific situation. However, all plans will be stated in measurable, objective terms, including a reasonable timeline, and signed by all parties, If the candidate fails to complete the action plan on time, he/she will be placed on probationary status with the COED. If the candidate successfully completes action plan, probationary status will be removed. The action plan may continue for more than one semester, depending on the individual circumstances.

3. Formal Review: Level 2

If a second incident or concern is reported on the same candidate or the candidate failed to complete the action plan during the timeline designated, the will be convent. This group (made up of faculty and chaired by the Associate Dean or his or her designee) will meet to:

- a) Review the paperwork,
- b) Interview the faculty member who the teacher candidate,
- c) Interview the teacher candidate, and
- d) Make a determination regarding the teacher candidate's suitability to continue in the program.

The teacher candidate is afforded due process throughout these proceedings. Following a Level 2 review, a letter of appeal may be submitted to the Dean of the college for consideration. The Dean's decision is final. (See Appendix W)

Grading Policy for Field-Based Experiences

Field-based experiences are a required part of each course and as such, the grading policy should be noted on each course syllabus. Each course instructor will determine how these invaluable experiences are graded and thus calculated toward your final course grade.



Grading Policy for Clinical and Student Teaching

The College of Education adheres to the following grading scale:

A	93-100	S/CR/P	Satisfactory/credit/pass
B	84-92	U/NC	Unsatisfactory (no credit)
C	75-83	IP	In Progress
F	Below 75	W	Dropped or withdrawn
		I	Incomplete

Insurance

As part of the application process for clinical experiences, candidates are highly encouraged to obtain professional liability insurance for the field-based experience. Candidates may do this through any professional association, such as the Association of Teacher Educators.

Office of Disabilities

Texas A&M International University is committed to providing reasonable accommodations in compliance with the Americans with Disabilities Act (ADA). If you require academic accommodations, or you suspect you have a disability, you are responsible for registering with the Disabilities Services Coordinator (956) 326-2763 located in the Student Counseling Center (ZSC 138B).

Out-of-Area Placements



Clinical and field-based placements made away from our local service area are possible and considered on a case-by-case basis. Our local service area is considered to be a radius of 60 miles from Laredo. Out-of-area placements are made only during the fall and/or spring terms.

In some cases, depending on the placement, candidates, may work with the Director of Clinical and Field Experiences or the MAT to locate a placement site, cooperating teacher, and/or university-based supervisor. When an out-of-area placement is made, the candidate may be responsible for additional costs incurred by the university based supervisor, or other fees that maybe associated with the out-of-area placement.

Outside Employment

Candidates are presumed to dedicate their time toward perfecting their emerging teaching skill set during their culminating experience so that they are successful beginning educators. This means that your time should be allocated to preparing for the next day's workload and final certification exams as appropriate. Because clinical teaching is considered a full-time job equivalent, outside employment is highly discouraged. Prior written approval is required and will be approved only in exceptional circumstances by the Director of Clinical and Field Experiences or MAT.

Placement Decisions

Many factors play into the placement decision. First and foremost is the cooperation of local school districts to serve as placement sites. Second, is the availability of cooperating teachers across grade levels in the various districts with which we partner with for placements. Candidates are placed with cooperating teachers within the candidates' areas of certification (e.g., All level certification, 7-12, or Elementary grades (EC-6)). Further, diversity of placement sites are sought based on such factors as district size, socioeconomic status levels, ethnicity, and/or language.

Candidates are expected to be in a *minimum of two different placement settings* for which they are being certified. Because placement assignments are made in advance in consultation with school-based personnel, assignments are non-negotiable and are only changeable at the discretion of the Director of Clinical and Field Experiences or MAT.



Conflict of Interest

In order to obtain a fair assessment of candidates' abilities in classroom settings, we will not assign candidates to sites where family members are employed. Neither will we assign placements in settings where candidates are currently or were recently employed. By following these procedures, we minimize any conflict of interest and a halo effect.

Placement Clusters

As much as possible, the Office of Clinical and Field Experiences strives to cluster undergraduate placements in nearby schools. Such clustering allows candidates to develop camaraderie with each other, peer support, and even the ability to car pool together.

Overview:

The senior year is divided into two semesters during the candidates' senior year. During the first semester candidates enroll in and complete their final certification coursework and spend more time in school settings during the Apprentice Level. During the following semester, candidates designed enroll in EDCI 4699 Student Teaching or 5699 Clinical Teaching. The year of practice is purposely to expose candidates to a full year of professional experiences you will encounter as an inservice teacher. Our goal is to have you fully prepared to step into the classroom and be an effective educator.

First: The field-based Apprentice-level experience in the first semester of the pre-professional year requires candidates to spend two full days in an assigned classroom with a cooperating teacher and university supervisor. Candidates will become familiar with the school setting, policies, and practices, as well as the local community served and the professionals who serve the educational community.

Additionally, candidates will observe, tutor, team-teach and teach several of their own planned lessons as outlined in course syllabi. The university instructor will observe at least one-to-two of these lessons.

Culminating Semester: The culminating semester for undergraduate EPPs of the pre-professional year is Student Teaching (EDCI 4693 or 4993). During this culminating experience, candidates continue to grow into and towards their professional educator role. We anticipate that candidates will identify and develop areas of strength and recognize challenging areas for growth. Further student teachers will:

- Develop professional habits towards continuous professional growth and learning;
- Become familiar with the students (EC-12) with whom you will eventually work;
- Become acquainted with the school's, district's, and community's services and members of the educational profession;
- Engage with stakeholders;
- Implement appropriate and continuous assessment and feedback loops to impact and enhance students' (EC-12) learning;
- Analyze data and plan appropriate learning sequences to foster and increase learning for all students (EC-12);
- Self-assess and reflect on your own teaching as it influences students (EC-12) and their learning; and,
- Identify areas needed for future growth.

Seminars for Clinical Teaching

Candidates are expected to attend all seminars held during the culminating semester. Seminars provide important and vital information to aid you through this culminating experience, some of the topics include: preparing for interviews and preparing for and taking the PPR.

Substitute Teaching

A candidates enrolled in clinical teaching they may not serve as a substitute teacher during the placement semester. However, prior to the culminating semester, a candidate may serve as a substitute teacher during days and times not assigned to a classroom during the enrolled semester.

TEA Complaint Form

Students experiencing a concern with a regarding the EPPA are encouraged to speak with an instructor as soon as possible. Texas A&M International University (TAMIU) maintains a student complaint process whereby students may resolve an issue. This process is outlined in Appendix H of the Student Handbook. <http://www.tamiau.edu/studentaffairs/AppendixHComplaint1.2.shtml>

The TAMIU College of Education established the following procedures for responding to complaints filed by an applicant for candidacy in an Educator Preparation Program (EPP), an employee or former employee of an EPP, a cooperating teacher, a mentor, or an administrator in a school district, charter school, or private school.

- **Filing a College of Education Complaint**

A formal complaint is a signed written statement of complaints or concerns relating to the University's EPP. Complaints must be submitted in writing, using the designated form and should include any supporting documentation. Complaints must be addressed to the Associate Dean, Office of the Dean, College of Education and mailed to:

Associate Dean
Office of the Dean
Texas A&M International University
College of Education
Sue and Radcliffe Killam Building, 429
5201 University Boulevard
Laredo, Texas 78041

Complaints may be also be faxed to:

Office of the Dean
College of Education
Fax: (956) 326-2419

The College of Education will acknowledge receipt of the complaint within 10 business days. The complaint will be reviewed and addressed by the Associate Dean of the College of Education.

The Associate Dean of the College of Education will provide a written response to you within 20 business days of receipt of the complaint. The response will include either (a) a summary of the resolution of the complaint or (b) an estimated timeline for resolving the complaint if the College of Education is unable to complete the review within 20 days.

TAMIU maintains EthicsPoint, a reporting system that is intended to offer an additional means of reporting to individuals unable to use existing reporting procedures. Employees, students, and other University stakeholders are encouraged to utilize and resolve complaints and concerns through established channels. Sometimes, however, use of these options is not always a possibility. In such cases, persons are encouraged to utilize the Risk, Fraud and Misconduct Hotline. <https://secure.ethicspoint.com/domain/media/en/gui/20500/index.html> or calling 888-501-3850.

- **Appeal Process**

Complainants not satisfied with the resolution may appeal the resolution to the Dean of the College of Education. Appeals must be in writing within 5 business days of receipt of the resolution and state the basis for the appeal.

Complainants not satisfied with the resolution of their complaint through the University may file a complaint against the University's EPP with the Texas Education Agency (TEA). The official TEA complaint process can be found at [http://tea.texas.gov/Texas Educators/Preparation and Continuing Education/Complaints Against Educators or Preparation Programs/](http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Complaints_Against_Educators_or_Preparation_Programs/)

TB Test

The College of Education requires all candidates to maintain a current negative TB test on file in the Office of Clinical and Field Experiences or MAT office prior to and throughout all clinical and field-based experiences as appropriate. Candidates are required to submit the negative test results prior to the beginning of any placement. If a report is not on file or expires during a semester, candidates will be restricted from beginning or continuing their placement until proof of the negative TB test results are received.



In the case of field-based experiences, candidates may not be able to satisfactorily complete the field-based requirement portion of an education course until a negative TB test is on file. Not completing the field-based assignment/s may impact your course grade.

In the case of clinical teaching, the lack of a current negative TB Test result on file will delay the beginning of your clinical placement. Ultimately, this could impact graduation and degree completion timelines.

Termination of Field-Based Experiences

The College of Education reserves the right to terminate any candidate whose behavior is not consistent with the professional standards, policies, and behavior embodied in the education program and its constituents. The Chair of the Department who oversees the candidates' program, the Director of Clinical and Field Experiences, MAT/ACP, university supervisor, cooperating teacher, the course professor, and/or school administrator are responsible for making such determinations. Should termination of clinical or field-based experiences occur, the candidate has the right to appeal the decision. The process to appeal decisions is located in Appendix X.

Transportation



Typically, school placement sites are located in United Independent School District (UISD), Laredo Independent School District (LISD) or Webb Consolidated Independent School District (Webb CISD) County schools, within driving distance to the University. Candidates enrolled in clinical or field-based experiences are expected to make their own transportation arrangements. Most placement schools have designated parking spaces for candidates. Please check with the placement site secretary regarding parking needs.

Videotaping

The College of Educations requires, at minimum, one 20-minute unedited videotape of candidates' teaching. Candidates are responsible to ensure with school personnel that family releases are on file pertaining to which children and youth in the assigned setting are able to be videotaped or which children and youth are not to be videotaped. Videotaping children and youth without family permission is a Family Educational Rights and Privacy Act (FERPA) violation and will give cause to immediate termination of any field-based placement.

Withdrawal from Clinical Placements

Candidates unable to perform at a satisfactory level may be removed from clinical teaching upon the recommendation of the cooperating teacher, the building administrator, and/or the university supervisor, with the approval of the Director of Clinical and Field Experiences, or MAT. In rare circumstances a candidate may be placed in an alternative placement. The collaborative decision to remove a candidate from a placement is non-negotiable. Candidates may also withdraw from their clinical teaching placement at their own request and prior to the University's withdraw date.



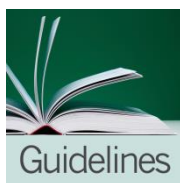
TEXAS A&M INTERNATIONAL UNIVERSITY

COLLEGE OF EDUCATION

Section III:

Guidelines

**for Candidates, Cooperating Teacher, University
Supervisor,
Governing Clinical, and Student Teaching**

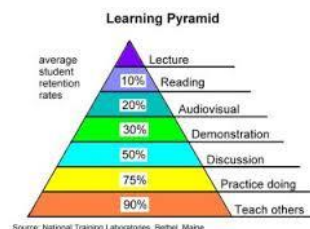
SECTION III:***Guidelines***

<i>Lesson Plans</i>	<i>34</i>
<i>Clinical Teaching Guidelines.....</i>	<i>34</i>
<i>Evaluations</i>	<i>36</i>
<i>University Supervisor Guidelines</i>	<i>38</i>
<i>Additional Information.....</i>	<i>39</i>
<i>Campus Principal Involvement Guidelines.....</i>	<i>40</i>
<i>Clinical and Student Teaching Placements</i>	<i>40</i>
<i>Educator Preparation Program (EPP) Completion Policy.....</i>	<i>41</i>
<i>TExES Exam.....</i>	<i>41</i>

Learning Plans (i.e., Lesson Plans)

The College adopted a set of common elements to be used when preparing learning plans. These common elements focus on students' (EC-12) ability to learn what you are teaching. These components include:

- **Context** (i.e., description of the students being taught) including, students' (EC-12) demographic information, a succinct description of the physical space in which the learning will occur, grade level, content area/s, included, number of students being taught, prior knowledge required for learning, allocated time, grouping, and notation about where the learning is occurring—at the beginning, middle, or end);
- **Learning objectives/outcomes;**
- **Assessment of students' learning objectives/outcomes** (i.e., pre-assessment, formative, summative, alternative);
- the use of various **standards** (e.g., national, TEKS, ELPS, Language, Level);
- **Academic vocabulary** to be learned;
- **differentiation** (e.g., content, process, tasks/assignments; behavior, modifications, adaptations, preview, review);
- **Preparation/materials/resources**, including *technology* with websites, as appropriate;
- **Delivery/procedures** (e.g., direct or indirect instruction, exploratory, discovery, inquiry, 5/6E, motivation, sequence, transitions, summary, closure);
- **Critical/higher order thinking, questions, and/or strategies** (may include probing and cueing questions at a different level); and
- **Reflection on students' learning**



Each program may add additional components unique to their field/discipline.

During the clinical teaching, candidates will utilize the format for plans that follow the cooperating teachers' method, unless otherwise advised by either the university supervisor or the Director of Field and Clinical Experiences or MAT.

Clinical Teacher Guidelines

Clinical teaching is the capstone experience for all candidates seeking Texas certification through a state, approved Educator Preparation Program (EPP) in the College of Education. The clinical teaching experience consists of the assignment of a Clinical Teacher to a designated TEA approved (public) school site. This capstone experience gives candidates an opportunity to refine and demonstrate teaching competence and skills under the guidance of an experienced certified cooperating teacher and a TAMIU, College of Education, university supervisor.

The following information is meant to assist you throughout your culminating experience. Familiarizing yourself with these guidelines will help make your pre-professional experience more successful.




1. Use the Checklist to guide discussions with your cooperating teacher during your initial meeting included in Appendix Y.
2. The College of Education standardized lesson plan format to be used throughout preparation of programs. (See Appendix Z.) Faculty may elect to tweak this format to address specific content and pedagogy requirements.

-



clinical semester is usually the last day of the TAMIU semester. However, additional days may be added to your clinical assignment due to excessive absences, remediation, or your decision to complete the full semester of the school's calendar in an optional full semester or full year internship.

15. If you want to provide copies of your evaluations to anyone outside of the College of Education, you should make copies of those evaluations on your own. The College of Education is unable to provide copies to anyone outside of our program. You may also provide outside access to your located evaluations in TaskStream. 
16. All requirements of the College of Education and the clinical semester course in which you are enrolled (EDCI 4993, 4693, or 5693) must be successfully completed during your clinical semester. Maintaining professional dispositions is an integral dimension of these college and course requirements.
17. A written **weekly** report should be sent to your university supervisor. The report will include an overview of your activities during the week, noting both progress and successes as well as issues or shortcomings related to your assigned tasks and duties. Reflect on teaching experiences noting strengths, areas of improvement, and your plans for continued growth and development.
18. As a pre-service professional educator, you are expected to be courteous and respectful with parents/family members, faculty members, and EC-12 faculty, staff, students, and community members.
19. Confidentiality must be maintained at **ALL** times throughout all clinical/field-based experiences.
20. Become knowledgeable of the educational needs of the community and the community resources available, as those will need to be documented factors in your contextual piece.

Finally, the College of Education's faculty and staff trust that the clinical teaching semester will be a very rewarding experience for you. This experience is expected to equip you for success in your future career in education.

The beginning of your clinical teaching placement may be prior to the beginning of the TAMIU semester. Such a decision is made by the Directors of Clinical/Field Experience or MAT.

Evaluations

Cooperating Teachers Guidelines:

The cooperating teacher assumes an important set of responsibilities in creating and sustaining a professional setting and learning environment for clinical teachers. Cooperating teachers play an important role in ensuring that the clinical teaching experience is a successful and satisfying one for the cooperating teacher as well as for the candidate. To that end, cooperating teachers provide instruction and guidance to move our educator candidates from novice to skilled beginning teachers. Cooperating teachers take on this responsibility for a number of reasons. Some of these include maintaining a connection with TAMIU, wanting to remain current, and helping the pre-professional candidate grow into an educator.



Cooperating teachers model effective practice, oversee clinical/student teacher activities, and create a collegial environment for candidates. Mentoring and assessing the progress of the assigned clinical/student educator is the key to a successful experience. Cooperating teachers will be oriented to our apprentice and pre-professional expectations, processes, placements, and course requirements by the Director of Clinical and Field Experiences or MAT.

Cooperating Teachers' Responsibilities:

The cooperating teacher is responsible for the following during Apprentice and Pre-Professional levels placements:

1. Prepare the classroom and students (EC-12) for the clinical/student teacher's arrival.
2. Provide a designated work space for the pre-service teacher.
3. Introduce the clinical teacher to the class in such a way that her/his authority is established. Also, introduce the clinical teacher to all relevant school-based personnel.
4. Orient the clinical teacher to the classroom, school, policies, facilities, equipment, activities, etc.
5. Provide the clinical teacher with copies of all student (EC-12) and teacher handbooks, manuals, guidelines, relevant written documents, textbooks, materials, schedules, and the like.
6. Invite the clinical teacher to attend all meetings related to classroom duties, including faculty meetings, parent/family conferences, in-service workshops, etc. Encourage full participation.
7. During the first week, the clinical teacher should observe and participate in assisting with instruction (techniques, questions, presentation styles, wait-time, differentiation, etc.) and classroom management. Discuss with the clinical teacher participation in relation to class and school outcomes and goals.
8. Identify activities appropriate for the first few weeks, including working with individual students (EC-12), small group activities, teaching the whole class with a pre-planned lesson, preparing lesson plans, team-teach with the clinical teacher.
9. Determine the readiness of the candidate to take on more responsibility.
10. Arrange a schedule for the clinical teacher to assume initial teaching responsibilities at the end of the first or second week, based on your judgement of readiness.
11. As appropriate, assign the clinical teacher to a single class subject, class period, or single activity for the morning and another for the afternoon. The more responsibility assumed by the clinical teacher the better prepared each will be.
12. Develop the teaching sequence from single responsibilities to full instructional responsibilities in conjunction with the University Supervisor.
13. Prior to teaching the first two lessons in each subject area, the clinical teacher should submit a detailed (lesson) plan for approval. Critique as appropriate.
14. Lesson plans should include learning outcomes (objectives), standards, materials, procedures, assessments, and other components required by the cooperating teacher. After providing feedback on the initial, formal written lesson plans, determine the level of detail required for future instruction in conjunction with the university supervisor.
15. Regularly review and critique the clinical teacher at least weekly to ensure continued professional development growth. The weekly assessments will be submitted in Taskstream. Time should be scheduled to ensure continued dialogue between the University Supervisor and clinical teacher about the quality of instruction, classroom management, interpersonal interactions with students (EC-12), and other professional requirements and expectations.
16. Contact the TAMIU university supervisor as soon as possible with issues or concerns that arise which may impact the quality of performance expected.
17. Once the full-time teaching is completed make arrangements for the clinical teacher to continue working in your classroom, visit other classrooms, or engage in appropriate educational activities. The clinical teacher is required to be in the placement classroom/school until the end of the placement term, which is usually the last day of TAMIU's fall or spring semester.
18. Maintain (electronic) contact with the university supervisor assigned to the clinical teacher.
19. Be readily available during the candidate's full-time teaching should assistance be needed. The clinical teacher should never be left unsupervised.
20. A gradual increase of responsibilities toward four weeks of full responsibility should be incorporated into the semester, as the clinical teacher demonstrates readiness.



21. Complete formal evaluations using our evaluation forms in Taskstream. Copies of these forms are located in Appendix BB.
22. Be cognizant of the clinical teacher's growth process. Take opportunities to create "teachable moments".
23. Contact the principal and the university supervisor immediately if the clinical teacher persists in exhibiting significant problems.
24. Encourage the clinical teacher to self-reflect during conferences.
25. Lastly, each cooperating teacher will be evaluated by the clinical teacher as well as the university supervisor.

Know that we are available to assist you in making this clinical teaching a successful and satisfying professional experience for all participants. Again, please contact the university supervisor as soon as issues and concerns warrant. We want to handle little problems before they become bigger ones. If you need to contact TAMIU, please contact the Director of Clinical and Field Experiences or MAT

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University Supervisor Guidelines

The university supervisor is a member of the College of Education, who assumes responsibility for the supervision of field-based practices during the Apprentice and Pre-Professional levels. University supervisors hold current licenses and are typically veteran teachers with many years experience as teachers and administrators. TAMIU supervisors are trained mentors for preservice and novice teachers. University supervisors serve as liaisons between the Director of Clinical and Field Experience Director and/or MAT and the EC-12 schools. Responsibilities include:

1. Provide the clinical teacher and cooperating teacher with your contact information.
2. Visit cooperating schools frequently to provide assistance and support as needed, keeping abreast of any issues that may arise.
3. The clinical teacher will provide you with a schedule of classroom responsibilities, including what and when will be taught, days when the school is testing, alternate schedules and not in session.
4. Obtain a school calendar.
5. During the first week of the placement semester, make an initial informal visit, to introduce yourself to the cooperating teacher and principal. The expectation is that the university supervisor will make four to six formal visits (observing, conferencing, etc.) over the course of a semester placement (more, if need be) with three of these are formal visits. The cooperating teacher may be invited to participate in any of the clinical teacher/university supervisor conferences.
6. Set time aside during each visit to the school to meet with the cooperating teacher to discuss the clinical teacher status and progress.
7. Create opportunities for regular communication from each clinical teacher and the cooperating teacher (by visits, e-mails or texts).

8. Evaluate observed lessons and provide the clinical teacher with a) oral feedback and b) a copy of the observation form with written feedback. Encourage the clinical teacher to self-reflect on performance.
9. Teacher Education Agency (TEA) requirements include the following:
 - a. For clinical teaching, an educator preparation program must provide a minimum of 3 observations (usually more) during the semester assignment, which is a minimum of 12 weeks usually.
 - b. Each observation must be at least 45 minutes in duration and must be conducted by the university supervisor. Start and stop times must be documented.
 - c. The first formal observation must occur within the first 3 weeks of all assignments.
10. Keep the Director of Clinical and Field Experiences and MAT informed of the progress made by individual candidates and report any issues, concerns, or problems that occur, as soon as possible. Document such concerns in writing.
11. Make sure clinical teachers are in charge of their cooperating teacher's full class schedule for at least 35 school consecutive days and should have well over 40 days of total responsibility for the classroom.
12. After completion of the full-time teaching phase, clinical teachers are expected to remain in the classroom assisting and learning. Until the end of the TAMIU term, opportunities to observe other teachers, classes or programs within the school are encouraged. Clinical teachers may not take time off, or engage in paid substitute teaching activities.
13. We encourage you to schedule cohort sessions with your clinical teachers, so that they may come together, share experiences, and discuss their challenges and successes.
14. Review lesson plans, video-tapes and the Modify Teacher Work Sample Model (TWSM), and other placements and course requirements.
15. Attend university supervisor meetings prior to and during the semester, as called.
16. Lastly, each university supervisor will be evaluated by the clinical teacher as well as the cooperating teacher.

Additional Information

Effective, open communication among and with cooperating teachers and clinical/student teacher is key to success during the clinical teaching semester. Listed here are a few thoughts and ideas as reminders:

1. Conference with the clinical teacher as soon as possible after each observation. Include the cooperating teacher whenever possible.
2. Conference with the cooperating teacher on a regular basis regarding progress and/or concerns arising with the clinical teacher.
3. Sometimes some cooperating teachers may not be forthcoming with information in the meetings with university supervisors. Establish a list of open-ended questions to encourage communication.
4. The mid-semester evaluation is a collaborative effort between the cooperating teacher and the university supervisor (which should basically eliminate any surprises at any evaluation times) for the clinical teacher.
5. The cooperating teacher and the university supervisor should reach consensus on the decision the clinical teacher's readiness to assume full responsibility for the EC-12 class.
6. Please remember, cooperating teachers should remain in the classroom during the clinical teacher's full teaching responsibilities. Clinical teachers should never be left alone.
7. The final course grade for clinical teaching should be determined in consultation with cooperating teacher.



GUIDELINES

Campus Principal Involvement

The building administrator is an important member of the clinical teaching team, supporting the candidate and cooperating teacher at the building level. Facilitating schedules and meeting times to enable individuals to plan and work cooperatively is imperative. Additional responsibilities include interacting with candidates when possible, and providing input to continuously improve the Educator Preparation Program. We encourage principals to be personally involved as responsibilities and schedules permit.

Some responsibilities of the Campus Principal included:

1. Participate in the selection of cooperating teachers that are best-suited to mentor teacher candidates.
2. Provide orientation and establish guidelines for using building facilities and resources for pre-service candidates.
3. Provide encouragement and support for cooperating teachers, especially those new to hosting a Clinical Teacher.
4. Accept, review, and acknowledge the observation forms of lessons taught by the clinical teacher. Meeting with the candidate for suggestions is strongly encouraged.
5. Involve the Clinical/Student Teacher and university partners in school events, as appropriate.
6. Make efforts to acknowledge the teacher candidate as a member of the school and instructional team.

Clinical and Student Teaching Placements

Clinical teaching placements are assigned based on area of certification as well as consideration of prior pre-service experiences. Clinical teachers are typically placed in local school districts within a 60 mile radius of TAMIU. Clinical teaching in areas outside this radius will be considered upon availability of a courtesy placement by other universities. Such placements require permission of the Director of Clinical and Field Experiences or MAT. Such requests should be coordinated well in advance of the anticipated semester of placement. Candidates may incur significant additional costs with an out-of-the-area placement, which are the clinical teacher's responsibility. Teacher candidates may not arrange for their own clinical teaching experience. The Texas Education Agency requires that all candidates be placed at varied school sites and grade levels throughout their program to insure a diverse set of experiences to meet the demand of the certification area sought and be well prepared for whatever job opportunity presents itself, after graduation.



During clinical teaching, the pre-service candidate will be required to complete the following:

- Participate in professional development sessions at TAMIU;
- Complete a full semester (a minimum of 12 weeks) of full-day experience in a classroom in a school setting;
- Gradually prepare to assume full responsibilities for the EC-12 classroom for at least four consecutive weeks during the semester;
- Submit and gain approval of instructional plans on a weekly basis from the cooperating teacher and university supervisor.
- Obtain the cooperating teacher's field performance assessment each week with written feedback,
- Obtain the University supervisor's formal evaluations with written feedback;
- Complete and participate in midterm and final evaluations and conferences; and
- Complete surveys on the cooperating teacher and university supervisor (These are available in Appendix CC.)

Educator Preparation Program (EPP) Completion Policy



Candidates are expected to complete their program of study within two years of the date of formal admission into the Educator Preparation Program (EPP). Candidates who extend their program beyond this anticipated time frame may expect to pay higher tuition rates and will have their coursework evaluated to ensure current professional, university, state standards, or mandates, are met.

TEXES Exam

Many of our candidates complete their Texas Standard certification exams during or very soon after the clinical teaching semester. For many, this requires passing the Pedagogy and Professional Responsibilities (PPR) exam. Preparation for this exam is embedded into many of the skills and abilities practiced during the clinical teaching semester.



After obtaining your Standard license, you may challenge certain exams in order to add to you qualifications. Examples of exams that may be challenged are Special Education, Bilingual Supplement, Bilingual Target Language Proficiency Test (BTLPT), and English as Second Language (ESL). Specific content area (e.g., math, science) may also be challenged. Those seeking Standard licenses in the content areas should also consider challenging the ESL exam to make one more marketable in the field.

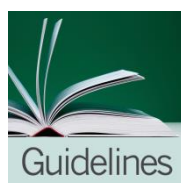


TEXAS A&M INTERNATIONAL UNIVERSITY

COLLEGE OF EDUCATION

Section IV:

Appendices

SECTION IV:*Appendices*

SECTION IV: APPENDICES.....	42
<i>A. Glossary.....</i>	<i>44</i>
<i>B. ELPs</i>	<i>45</i>
<i>C. Code of Ethics</i>	<i>49</i>
<i>D. Texas Student Teaching Standards</i>	<i>53</i>
<i>E. Field-Based Experiences Application</i>	<i>58</i>
<i>F. FERPA Agreement.....</i>	<i>61</i>
<i>G. Criminal Background and DPS Form.....</i>	<i>62</i>
<i>H. TB Test Results.....</i>	<i>65</i>
<i>I. Unofficial Academic Transcripts.....</i>	<i>66</i>
<i>J. Degree Works Evaluation</i>	<i>67</i>
<i>K. Degree Plan (Catalog Term).....</i>	<i>68</i>
<i>L. Substitution Forms.....</i>	<i>69</i>
<i>M. Content Exam Results.....</i>	<i>70</i>
<i>N. Clinical Teaching Application (Coming Soon)</i>	<i>71</i>
<i>O. Clinical Placement Planning Form (Coming Soon)</i>	<i>72</i>
<i>P. Agreement to Commit Full Effort (Coming Soon).....</i>	<i>73</i>
<i>Q. Unofficial Graduate Transcripts.....</i>	<i>74</i>
<i>R. PPR Exam Registration.....</i>	<i>75</i>
<i>S. Incomplete Form.....</i>	<i>76</i>
<i>T. Extracurricular Activity Approval</i>	<i>77</i>
<i>U. Dispositions Progression Checklist (Coming Soon).....</i>	<i>78</i>
<i>V. Plan of Action (Coming Soon).....</i>	<i>79</i>
<i>W. Fitness To Teach, Growth Plan.....</i>	<i>80</i>
<i>X. Appeal Process (Coming Soon).....</i>	<i>81</i>
<i>Y. Clinical Teacher Initial Meeting Checklist.....</i>	<i>82</i>
<i>Z. COE Lesson Plan.....</i>	<i>83</i>
<i>AA. Evaluations.....</i>	<i>84</i>
<i>BB. TaskStream.....</i>	<i>86</i>
<i>CC. Survey an Cooperating Teacher/University Supervisor</i>	<i>87</i>

Appendices A: Glossary

Academic Language: The ability to understand the English terms that make the learning of academic concepts and skills fully accessible.

Developmentally appropriate: Appropriate for the cognitive, social, emotional, and sensory-motor skills based on the growth and development of students (EC-12) at a particular time. The age and level of exposure the student has to the available technology is part of that definition.

Differentiated instruction: Instruction tailored to individual learning styles, needs, background, and level of understanding.

Equitable: Fair or just to everyone, giving everyone the same opportunities.

Formal Assessments: These include standardized tests and may also encompass alternative assessments.

Formative Assessment: Assessment that is embedded in the instruction, designed to increase feedback to students and teachers, and support data-driven decisions about instruction for students (EC-12).

Formative Assessment Data: Formative assessment data assists teachers with integrating assessment into their daily teaching practice and utilizing data-driven decision making to support instruction; the data should provide the basis for modification of instructional practice.

Individualized Education Program (IEP): For a child with a disability, a written statement of services that includes the child's present levels of performance, measurable annual goals, accommodations and progress measures.

Informal Assessments: These pertain to performance-based activities, observations of students (EC-12), teacher-created assessments, student (EC-12) portfolios, and content learning logs, etc.; they may also include alternative assessments.

Learner-Centered Instruction: The practice of giving students (EC-12) the opportunity to interact with other students (EC-12) to answer questions, problem-solve, work in pairs or groups, select some learning topics, and evaluate their own learning. The focus is on the students' construction of Knowledge.

Limited English Proficient and English Language Learners (LEP-ELL) students (EC-12): These students (EC-12) are defined by Texas Education Code (TEC) §29.052. A student of "Limited English Proficiency" means a student (EC-12) whose primary language is other than English and whose English language skills are such that the one has difficulty performing ordinary classwork in English.

Students (EC-12) with disabilities: These students (EC-12) are defined by the Texas Education Code (TEC) §29.003 as children who have a physical, cognitive, behavioral or other related impairment.

Appendices B: English Language Proficiency Standards (ELPS) (condensed)

Domain 1 Learning Strategies

- 1.A.1 Use prior knowledge to understand meanings in English.
- 1.A.2 Use prior experiences to understand meanings in English.
- 1.B.1 Monitor oral language production and employ self-corrective techniques or other resources.
- 1.B.2 Monitor written language production and employ self-corrective techniques or other resources.
- 1.C.1 Use strategic learning techniques to acquire basic vocabulary.
- 1.C.2 Use strategic learning techniques to acquire grade-level vocabulary.
- 1.D.1 Speak using learning strategies.
- 1.E.1 Internalize new basic language by using and reusing it in meaningful ways in speaking activities that build concept and language attainment.
- 1.E.2 Internalize new basic language by using and reusing it in meaningful ways in writing activities that build concept and language attainment.
- 1.E.3 Internalize new academic language by using and reusing it in meaningful ways in speaking activities that build concept and language attainment.
- 1.E.4 Internalize new academic language by using and reusing it in meaningful ways in writing activities that build concept and language attainment.
- 1.F.1 Use accessible language and learn new language in the process.
- 1.F.2 Use accessible language and learn essential language in the process.
- 1.G.1 Demonstrate an increasing ability to distinguish between formal and informal English.
- 1.G.2 Demonstrate an increasing ability of when to use formal English commensurate with grade-level learning expectations.
- 1.G.3 Demonstrate an increasing ability of when to use informal English commensurate with grade-level learning expectations.
- 1.H.1 Develop repertoire of learning strategies commensurate with grade-level learning expectations.
- 1.H.2 Expand repertoire of learning strategies commensurate with grade-level learning expectations.

Domain 2 Listening

- 2.A.1 Distinguish sounds of English with increasing ease.
- 2.A.2 Distinguish intonation patterns of English with increasing ease.
- 2.B.1 Recognize elements of the English sound system in newly acquired vocabulary.
- 2.C.1 Learn new language structures heard during classroom instruction and interactions.
- 2.C.2 Learn new expressions heard during classroom instruction and interactions.
- 2.C.3 Learn basic vocabulary heard during classroom instruction and interactions.
- 2.C.4 Learn academic vocabulary heard during classroom instruction and interactions.
- 2.D.1 Monitor understanding of spoken language during classroom instruction and interactions.
- 2.D.2 Seek clarification of spoken language as needed.
- 2.E.1 Use visual support to enhance and confirm understanding of increasingly complex and elaborated spoken language.
- 2.E.2 Use contextual support to enhance and confirm understanding of increasingly complex and elaborated spoken language.
- 2.E.3 Use linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language.
- 2.F.1 Listen to a variety of media to build and reinforce concept attainment.
- 2.F.2 Listen to a variety of media to build and reinforce language attainment.
- 2.F.3 Derive meaning from a variety of media to build and reinforce concept attainment.
- 2.F.4 Derive meaning from a variety of media to build and reinforce language attainment.
- 2.G.1 Understand the general meaning of spoken language ranging from situations in which topics are familiar to unfamiliar.

- 2.G.2 Understand the general meaning of spoken language ranging from situations in which language is familiar to unfamiliar.
- 2.G.3 Understand the general meaning of spoken language ranging from situations in which contexts are familiar to unfamiliar.
- 2.G.4 Understand the main points of spoken language ranging from situations in which topics are familiar to unfamiliar.
- 2.G.5 Understand the main points of spoken language ranging from situations in which language is familiar to unfamiliar.
- 2.G.6 Understand the main points of spoken language ranging from situations in which contexts are familiar to unfamiliar.
- 2.G.7 Understand the important details of spoken language ranging from situations in which topics are familiar to unfamiliar.
- 2.G.8 Understand the important details of spoken language ranging from situations in which language is familiar to unfamiliar.
- 2.G.9 Understand the important details of spoken language ranging from situations in which contexts are familiar to unfamiliar.
- 2.H.1 Understand implicit ideas in increasingly complex spoken language commensurate with grade-level learning expectations.
- 2.H.2 Understand information in increasingly complex spoken language commensurate with grade-level learning expectations.
- 2.I.1 Demonstrate listening comprehension of increasingly complex spoken English by following directions commensurate with content and grade-level needs.
- 2.I.2 Demonstrate listening comprehension of increasingly complex spoken English by retelling or summarizing spoken messages commensurate with content and grade-level needs.
- 2.I.3 Demonstrate listening comprehension of increasingly complex spoken English by responding to questions and requests commensurate with content and grade-level needs.
- 2.I.4 Demonstrate listening comprehension of increasingly complex spoken English by collaborating with peers commensurate with content and grade-level needs.
- 2.I.5 Demonstrate listening comprehension of increasingly complex spoken English by taking notes commensurate with content and grade-level needs.

Domain 3 Speaking

- 3.A.1 Practice producing sounds of newly acquired vocabulary to pronounce English words in a manner that is increasingly comprehensible.
- 3.B.1 Expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects.
- 3.B.2 Expand and internalize initial English vocabulary by retelling simple stories and basic information represented or supported by pictures.
- 3.B.3 Expand and internalize initial English vocabulary by learning and using routine language needed for classroom communication.
- 3.C.1 Speak using a variety of grammatical structures with increasing accuracy and ease as more English is acquired.
- 3.C.2 Speak using a variety of sentence lengths with increasing accuracy and ease as more English is acquired.
- 3.C.3 Speak using a variety of sentence types with increasing accuracy and ease as more English is acquired.
- 3.C.4 Speak using a variety of connecting words with increasing accuracy and ease as more English is acquired.
- 3.D.1 Speak using grade-level content area vocabulary in context to internalize new English words.
- 3.D.2 Speak using grade-level content area vocabulary in context to build academic language proficiency.
- 3.E.1 Share information in cooperative learning interactions.
- 3.F.1 Ask for information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments.

- 3.F.2 Give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments.
- 3.G.1 Express opinions ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics.
- 3.G.2 Express ideas ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics.
- 3.G.3 Express feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics.
- 3.H.1 Narrate with increasing specificity and detail as more English is acquired.
- 3.H.2 Describe with increasing specificity and detail as more English is acquired.
- 3.H.3 Explain with increasing specificity and detail as more English is acquired.
- 3.I.1 Adapt spoken language appropriately for formal purposes.
- 3.I.2 Adapt spoken language appropriately for informal purposes.
- 3.J.1 Respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept attainment.
- 3.J.2 Respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce language attainment.

Domain 4 Reading

- 4.A.1 Learn relationships between sounds and letters of the English language.
- 4.A.2 Decode (sound out) words using a combination of skills.
- 4.B.1 Recognize directionality of English reading.
- 4.C.1 Develop basic sight vocabulary used routinely in written classroom materials.
- 4.C.2 Derive meaning of environmental print.
- 4.C.3 Comprehend English vocabulary used routinely in written classroom materials.
- 4.C.4 Comprehend English language structures used routinely in written classroom materials.
- 4.D.1 Use prereading supports to enhance comprehension of written text.
- 4.E.1 Read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned.
- 4.F.1 Use visual and contextual support to read grade-appropriate content area text to comprehend increasingly challenging language.
- 4.F.2 Use visual and contextual support to enhance and confirm understanding needed to comprehend increasingly challenging language.
- 4.F.3 Use visual and contextual support to develop vocabulary needed to comprehend increasingly challenging language.
- 4.F.4 Use visual and contextual support to develop grasp of language structures needed to comprehend increasingly challenging language.
- 4.F.5 Use visual and contextual support to develop background knowledge needed to comprehend increasingly challenging language.
- 4.F.6 Use support from peers and teachers to read grade-appropriate content area text needed to comprehend increasingly challenging language.
- 4.F.7 Use support from peers and teachers to enhance and confirm understanding needed to comprehend increasingly challenging language.
- 4.F.8 Use support from peers and teachers to develop vocabulary needed to comprehend increasingly challenging language.
- 4.F.9 Use support from peers and teachers to develop grasp of language structures needed to comprehend increasingly challenging language.

- 4.F.10 Use support from peers and teachers to develop background knowledge needed to comprehend increasingly challenging language.
- 4.G.1 Demonstrate comprehension of increasingly complex English by participating in shared reading commensurate with content area and grade level needs.
- 4.G.2 Demonstrate comprehension of increasingly complex English by retelling or summarizing material commensurate with content area and grade level needs.
- 4.G.3 Demonstrate comprehension of increasingly complex English by responding to questions commensurate with content area and grade level needs.
- 4.G.4 Demonstrate comprehension of increasingly complex English by taking notes commensurate with content area and grade level needs.
- 4.H.1 Read silently with increasing ease for longer periods.
- 4.H.2 Read silently with increasing comprehension for longer periods.
- 4.I.1 Demonstrate English comprehension by employing basic reading skills commensurate with content area needs.
- 4.I.2 Expand reading skills commensurate with content area needs.
- 4.J.1 Demonstrate English comprehension by employing inferential skills commensurate with content area needs.
- 4.J.2 Expand reading skills by employing inferential skills commensurate with content area needs.
- 4.K.1 Demonstrate English comprehension by employing analytical skills commensurate with content area and grade level needs.
- 4.K.2 Expand reading skills by employing analytical skills commensurate with content area and grade level needs.

Domain 5 Writing

- 5.A.1 Learn relationships between sounds and letters of the English language to represent sounds when writing in English.
- 5.B.1 Write using newly acquired basic vocabulary.
- 5.B.2 Write using content-based grade-level vocabulary.
- 5.C.1 Spell familiar English words with increasing accuracy.
- 5.C.2 Employ English spelling patterns with increasing accuracy as more English is acquired.
- 5.C.3 Employ English spelling rules with increasing accuracy as more English is acquired.
- 5.D.1 Edit writing for standard grammar and usage, including subject-verb agreement commensurate with grade-level expectations as more English is acquired.
- 5.D.2 Edit writing for standard grammar and usage, including pronoun agreement commensurate with grade-level expectations as more English is acquired.
- 5.D.3 Edit writing for standard grammar and usage, including appropriate verb tenses commensurate with grade-level expectations as more English is acquired.
- 5.E.1 Employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations.
- 5.F.1 Write using a variety of grade-appropriate sentence lengths in increasingly accurate ways as more English is acquired.
- 5.F.2 Write using a variety of grade-appropriate sentence patterns in increasingly accurate ways as more English is acquired.
- 5.F.3 Write using a variety of grade-appropriate connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired.
- 5.G.1 Narrate with increasing specificity and detail to fulfill content area writing needs as more English is acquired.
- 5.G.2 Describe with increasing specificity and detail to fulfill content area writing needs as more English is acquired.
- 5.G.3 Explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.

Appendices C: The Code of Ethics



TEXAS A&M INTERNATIONAL UNIVERSITY
A Member of The Texas A&M University System

College of Education

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

Directions: Please read and initial each statement where indicated. Complete the last page of the document and submit to the College of Education.

Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

- _____ (A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.
- _____ (B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
- _____ (C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
- _____ (D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.
- _____ (E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
- _____ (F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

- _____ (G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.
- _____ (H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
- _____ (I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
- _____ (J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.
- _____ (K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.
- _____ (L) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.
- _____ (M) Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.

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

(3) Ethical Conduct Toward Students.

- _____ (A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
- _____ (B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.
- _____ (C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.
- _____ (D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of

race, color, gender, disability, national origin, religion, family status, or sexual orientation.

- _____ (E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.
- _____ (F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.
- _____ (G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.
- _____ (H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.
- _____ (I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:
 - (i) the nature, purpose, timing, and amount of the communication;
 - (ii) the subject matter of the communication;
 - (iii) whether the communication was made openly or the educator attempted to conceal the communication;
 - (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
 - (v) whether the communication was sexually explicit; and
 - (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.



TEXAS A&M INTERNATIONAL UNIVERSITY
A Member of The Texas A&M University System

College of Education

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

I, _____, hereby attest that I have read and
Teacher Candidate (Please Print)
understand the information provided to me regarding the Texas Administrative Code of Ethics.

Signature

Date

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

Appendices D: Texas Student Teaching Standards

Chapter 149. Commissioner's Rules Concerning Educator Standards Subchapter AA. Teacher Standards

§149.1001. Teacher Standards.

(a) Purpose. The standards identified in this section are performance standards to be used to inform the training, appraisal, and professional development of teachers.

(b) Standards.

(1) Standard 1--Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

(A) Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.

(i) Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.

(ii) Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.

(iii) Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.

(B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.

(i) Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.

(ii) Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.

(iii) Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.

(C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.

(i) Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.

(ii) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.

(iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

(D) Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.

(i) Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.

(ii) Teachers validate each student's comments and questions, utilizing them to advance learning for all students.

(iii) Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.

(E) Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.

(i) Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.

- (ii) Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.
 - (iii) Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.
- (F) Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.
 - (i) Teachers monitor and assess student progress to ensure that their lessons meet students' needs.
 - (ii) Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.
 - (iii) Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.
- (2) Standard 2--Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.
 - (A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.
 - (i) Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.
 - (ii) Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.
 - (iii) Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.
 - (B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.
 - (i) Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.
 - (ii) Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.
 - (iii) Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.
 - (C) Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.
 - (i) Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.
 - (ii) Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.
 - (iii) Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.
- (3) Standard 3--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.
 - (A) Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.

- (i) Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.
 - (ii) Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.
 - (iii) Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.
 - (B) Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.
 - (i) Teachers organize curriculum to facilitate student understanding of the subject matter.
 - (ii) Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.
 - (iii) Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.
 - (C) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.
 - (i) Teachers teach both the key content knowledge and the key skills of the discipline.
 - (ii) Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.
- (4) Standard 4--Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.
- (A) Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.
 - (i) Teachers embrace students' backgrounds and experiences as an asset in their learning environment.
 - (ii) Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.
 - (iii) Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.
 - (B) Teachers organize their classrooms in a safe and accessible manner that maximizes learning.
 - (i) Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.
 - (ii) Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.
 - (C) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.
 - (i) Teachers implement behavior management systems to maintain an environment where all students can learn effectively.
 - (ii) Teachers maintain a strong culture of individual and group accountability for class expectations.
 - (iii) Teachers cultivate student ownership in developing classroom culture and norms.

- (D) Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.
 - (i) Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.
 - (ii) Teachers maximize instructional time, including managing transitions.
 - (iii) Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.
 - (iv) Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.
- (5) Standard 5--Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.
 - (A) Teachers implement both formal and informal methods of measuring student progress.
 - (i) Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.
 - (ii) Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.
 - (B) Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.
 - (i) Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.
 - (ii) Teachers involve all students in self-assessment, goal setting, and monitoring progress.
 - (iii) Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.
 - (C) Teachers regularly collect, review, and analyze data to monitor student progress.
 - (i) Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.
 - (ii) Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.
 - (D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.
 - (i) Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.
 - (ii) Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.
- (6) Standard 6--Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

(A) Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.

(i) Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.

(ii) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.

(iii) Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.

(B) Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.

(i) Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.

(ii) Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.

(C) Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.

(i) Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.

(ii) Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.

(D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.

(i) Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).

(ii) Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.

(iii) Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.

Statutory Authority: The provisions of this §149.1001 issued under the Texas Education Code, §21.351.

Source: The provisions of this §149.1001 adopted to be effective June 30, 2014, 39 TexReg 4955.

For additional information, email rules@tea.state.tx.us.

Appendices E: Field-Based Experiences Application



TEXAS A&M INTERNATIONAL UNIVERSITY
A Member of The Texas A&M University System

College of Education

FIELD PLACEMENT APPLICATION TO INDUCTION LEVEL (Block I)

SEMESTER APPLYING FOR: _____

Name: _____ Student ID #: _____

Address: _____
(Street No. / P.O. Box) (City) (State) (Zip Code)

Contact Phone Number: _____
(Home) (Work) (Cell Phone #)

TAMIU Email Address: _____ Major: _____ Specialization (or Minor): _____
EC-6th _____ All Level _____
ECB _____
7-12 _____

Please provide us with your academic schedule for the semester you are applying for:

COURSE NO.:	TIME:	DAY:	ROOM #:	INSTRUCTOR

Provide the following information: (To be used for Public School Placement purposes)

Do you currently have a family member working in a school district?

Yes _____ No _____

Name of family member (s) _____

Campus where they work _____

Do you currently hold FULL TIME employment as a TEACHER ASSISTANT or PARAPROFESSIONAL in a school district?
If YES, Name of Employing School District & Campus: _____ Position Held: _____

** Please be advised that before reporting to the assigned campuses, one year current TB Test Results and cleared Background Searches MUST be on file at our Offices at KL428 with Stephanie Ortiz

5201 University Boulevard, Laredo, Texas 78041-1900. (956) 326-2435, Fax (956) 326-2424



TEXAS A&M INTERNATIONAL UNIVERSITY
A Member of The Texas A&M University System

College of Education

**FIELD PLACEMENT APPLICATION
TO APPRENTICE LEVEL (Block II)**

SEMESTER APPLYING FOR: _____

Name: _____ Student ID #: _____

Address: _____
(Street No. / P.O. Box) (City) (State) (Zip Code)Contact Phone Number: _____
(Home) (Work) (Cell Phone #)

TAMIU Email Address: _____ Major: _____ Specialization (or Minor): _____

Block I School: _____ Grade Level/Subject: _____
EC-6th _____ All Level _____
ECB _____
7-12 _____

Please provide us with your academic schedule for the semester you are applying for:

COURSE NO.:	TIME:	DAY:	ROOM #:	INSTRUCTOR

Provide the following information: (To be used for Public School Placement purposes)

Do you currently have a family member working in a school district?

Yes _____ No _____

Name of family member (s) _____

Campus where they work _____

Do you currently hold FULL TIME employment as a TEACHER ASSISTANT or PARAPROFESSIONAL in a school district?

If YES, Name of Employing School District & Campus: _____ Position Held: _____

** Please be advised that before reporting to the assigned campuses, one year current TB Test Results and cleared Background Searches MUST be on file at our Offices at KL428 with Stephanie Ortiz

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TEXAS A&M INTERNATIONAL UNIVERSITY
A Member of The Texas A&M University System

College of Education

COLLEGE OF EDUCATION
FIELD PLACEMENT APPLICATION- PRE-PROFESSIONAL LEVEL (Student Teaching)

SEMESTER APPLYING FOR: _____

Name: _____ Student ID#: _____

Mailing Address: _____
(Street No. / P.O. Box) (City) (State) (Zip Code)Contact Phone Number: _____
(Home) (Work) (Cell Phone #)

TAMIU Email Address: _____

AREA OF SPECIALIZATION:

EC-6th _____
ECB _____
7-12 _____
All Level _____

Degree: _____ (BA/BS) Major: _____
Block I School: _____ Grade Level/Subject: _____
Block II School: _____ Grade Level/Subject: _____

1. Will you be taking a class(es) during the internship? _____
If the answer is yes, please list those course(s) which you plan to take along with Student Teaching:

*** **KEEP IN MIND THAT ANY CLASS (ES) TAKEN WITH THE INTERNSHIP NEED TO BE APPROVED BY THE DIRECTOR OF FIELD AND CLINICAL EXPERIENCES.**

2. A) What is your overall GPA? _____ B) GPA in Area of Specialization(Major)? _____

Provide the following information: (To be used for Public School Placement purposes)

Do you currently have a family member working in a school district?

Yes _____ No _____

Name of family member (s) _____

Campus where they work _____

I understand that this is the first step of the application process for registration Student Teaching.

Applicant's Signature _____

Date _____

** Please be advised that before reporting to the assigned campuses, one year current TB Test Results and cleared Background Searches MUST be on file at our Offices at RL 428 with Stephanie Ortiz

5201 University Boulevard, Laredo, Texas 78041-1900. (956) 326-2435
Fax (956) 326-2424

Appendices F: FERPA agreement



TEXAS A&M INTERNATIONAL UNIVERSITY
A Member of The Texas A&M University System

College of Education

FERPA CONSENT TO RELEASE EDUCATIONAL RECORDS

This release represents your written consent to permit the university to disclose educational records and any information contained therein to the specific individual(s) identified below. Please read this document carefully and fill in all blanks.

I, _____ [print full name] AM / WAS [circle one]
a student at Texas A&M International University (TAMIU) in the College of Education and hereby give my voluntary consent to university officials:

- A. To disclose the following records:
- Records relating to any of my field-based experiences
 - Records relating to my performance in the field
 - Records relating to certification exams
- B. To the following person(s):
- School districts or other agencies association with field-based experiences
 - School-based/ Agency-based administrators
 - School-based/ Agency-based mentors
 - TAMIU 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 1232g; 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 College of Education) 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 clinical or field-based experiences.

Signature of Student/Former Student _____

Date _____

Student Id. No.: _____

Date of Birth: _____

Student's Telephone No.: _____

TAMUS-OGC-JMB-01/11/2012

COE Rev. 8/16/13 (sa)

5201 University Boulevard, Laredo, Texas 78041-1900, U.S.A. (956) 326-2420 FAX (956) 326-2419

Appendices G: Criminal Background and DPS Forms

LISD CRIMINAL HISTORY RECORD INFORMATION ADDENDUM

This is to notify you that a Background Investigation will be conducted on you for employment purposes or practicum/observation purposes.

By signing the release below, you hereby authorize the Laredo Independent School District to contact any and all corporations, former employers, educational institutions, law enforcement agencies, city, state, county, and federal courts, military services to release information about your employment, education, driving record (if applicable), criminal record and general public record history to the Laredo Independent School District.

You agree to release from all liability all persons, companies, schools supplying such information. You agree to indemnify the Laredo Independent School District against any liability which may result from making such requests. This release shall remain in effect for the length of your employment or practicum with the Laredo Independent School District. You understand that you may have a right to request additional disclosures regarding the nature and scope of the investigation.

You swear or affirm to the best of your knowledge that all information you have provided is accurate, true and correct and that you fully understand the terms of this release.

Note: The Laredo Independent School District requests your date of birth solely for the purpose of verifying certain records that may be produced in connection with the background investigations. It is the policy of the Laredo Independent School District to provide equal opportunity to persons regardless of race, religion, age, gender, disability or any other classification in accordance with federal, state and local statutes, regulations and ordinances.

BACKGROUND INVESTIGATION QUESTIONNAIRE: PLEASE PRINT

FULL LEGAL NAME NO ABBREVIATIONS

Name: _____
 (Last) (First) (Middle)

Home Address: _____
 (Street) (Apt./Lot#)

(City) (State) (Zip)

Social Security Number: _____ Date of Birth: _____

Driver's License No.: _____ or I.D. & No.: _____

State issuing license: _____ State issuing I.D.: _____

Other Name(s): _____
 (maiden, other married names, include year of name change)

E-mail: _____

Telephone Number: home () _____ cell () _____

PREVIOUS RESIDENTIAL ADDRESSES: (Previous seven years)

Former Address

Street	City	State	Zip Code	Years Resided
Street	City	State	Zip Code	Years Resided
Street	City	State	Zip Code	Years Resided

(Continue on a separate page if necessary)

Signature: _____ Date: _____



UNITED INDEPENDENT SCHOOL DISTRICT

Human Resources Department

301 Lindenwood Rd., Laredo, Texas 78045; (956) 473-6273; Fax (956) 473-6303

CRIMINAL HISTORY RECORD INFORMATION AUTHORIZATION

The United Independent School District is required by the Texas Education Code Chapter 22, Subchapter C to review the criminal history of applicants, employees, independent contractors, student teachers, and certain volunteers. The information requested below is necessary to obtain criminal history.

I authorize the United Independent School District to obtain copies of any information pertaining to any criminal history record maintained by any law enforcement agency and to use said information for the purpose of evaluating my application for employment or volunteering.

In order to obtain a criminal check you must be 18 years or older.

PERSONAL INFORMATION

Legal Name: _____			Date of Birth: ____/____/____	
First Name	Middle	Last Name	Month / Day / Year	
Address: _____		City: _____	State: _____	Zip Code: _____
Race: _____	<input type="radio"/> Male <input type="radio"/> Female	State: _____	Drivers License/State ID #: _____	

Moral turpitude is an act of baseness, vileness or depravity in the private or social duties outside the accepted standards of decency and that shocks the conscience of an ordinary person, including, but not limited to theft, murder, rape, swindling and indecency with a minor.

- ☐ Yes ☐ No Have you ever been arrested? * An arrest is not an automatic bar to employment. The employer will consider the nature and date of the offense, and the relationship between the offense and the position for which you are applying.
- ☐ Yes ☐ No Have you ever been convicted of, pled guilty or no contest (nolo contendere) to, or received probation, suspension, or deferred adjudication for a felony or any offense involving moral turpitude (including, but not limited to, theft, rape, murder, swindling, and indecency with a minor)?
If yes, please attach statement of the nature of the offense:
- ☐ Yes ☐ No Have you ever been charged with, been convicted of, received deferred adjudication (probation), pled guilty or nolo contendere for an offense of capital murder, attempted murder, murder, voluntary manslaughter, involuntary manslaughter, indecency with a child, injury to a child or elderly or disabled individual, kidnapping, aggravated kidnapping, aggravated sexual assault of a child, aggravated robbery, or any felony where a deadly weapon was used or exhibited or for any felony related to the manufacture, delivery or possession of marijuana, a controlled substance, or dangerous drug?
"Conviction" shall include probation or deferred adjudication (probation), a finding of guilt or acceptance by the court of a plea of guilty, or nolo contendere. Conviction of a crime is not an absolute bar to employment. Pursuant to district policy, the district will review each application according to the criteria set forth in the district's DC (Local) policy.
- ☐ Yes ☐ No Have you ever been involuntarily terminated, asked to resign, or resigned due to employee misconduct from any previous employer? If yes, please give the name of your prior employer, date and reason(s) for such action:

--

Applicant's Signature: _____

Date: ____/____/____

22.083 Access to Police Records of Employment Applicant

(a). A school district is entitled to obtain criminal history record information that relates to an applicant for employment or a volunteer with the district if, at the time of the request for the information, the district submits to the custodian of the information a signed statement from the employment applicant authorizing the district to obtain the information.

(b). A school district may obtain information under this section from any law enforcement agency, including a police department or the Department of Public Safety, or from the Texas Department of Corrections. A school district may use information obtained under this section only for the purpose of evaluating applicants for employment.

DPS Computerized Criminal History (CCH) Verification (AGENCY COPY)

I, _____, have been notified that a computerized criminal history (CCH) verification check will be performed by accessing the Texas Department of Public Safety Secure Website and will be based on name and DOB information I supply.

APPLICANT or EMPLOYEE NAME (Please print)

Because the name based information is not an exact search and only fingerprint record searches represent true identification to criminal history, the organization (as listed below) conducting the criminal history check is not allowed to discuss any information obtained using this method, therefore the agency may offer the opportunity to have a fingerprint search performed to clear any misidentification based on the name search, if the search provides a criminal report I know could not be mine.

For the fingerprinting process I will be required to submit a full and complete set of my fingerprints for analysis through the Texas Department of Public Safety AFIS (automated fingerprint identification system). I have been made aware that in order to complete this process I must have the correct fingerprinting (FAST) form from this agency, make an online appointment, submit a full and complete set of my fingerprints, and pay a fee of \$9.95 to the fingerprinting services company, L1Enrollment Services.

Once this process is completed and the agency receives the data from DPS, the information on my fingerprint criminal history record may be discussed with me.

(This copy must remain on file by your agency. Required for future DPS Audits)

Signature of Applicant or Employee _____

Date _____

Agency Name (Please print) _____

Agency Representative Name (Please print) _____

Signature of Agency Representative _____

Date _____

**Please:
Check and Initial each Applicable Space**

CCH Report Printed:

YES ☐ NO ☐ _____ initial

Purpose of CCH: _____

Hire ☐ Not Hired ☐ _____ initial

Date Printed: _____ initial

Destroyed Date: _____ initial

Retain in your files

Appendices H: TB Test Results



**DOCTORS HOSPITAL
OF LAREDO**

NEW WORLD MEDICINE. OLD WORLD VALUES.

Doctors Hospital Health Center
6801 McPherson Rd., Suite 101
Laredo, Texas 78041
956-721-0200 Fax: 956-717-1677

Name: _____ **Date of Birth:** _____


TB Test give on: _____ **Results:** _____

TB Test give on: _____

Nurse's Signature

Appendices I: Unofficial Academic Transcript

Academic Transcript

 This is not an official transcript. Courses which are in progress may also be included on this transcript.

Transfer Credit Institution Credit Transcript Totals

Transcript Data

STUDENT INFORMATION

Name :

Birth Date:

Curriculum Information

Current Program

BS - Interdisciplinary Studies

College: College of Education

Major: Bilingual Education

Major Concentration: Grades EC-6
Certification

***Transcript type:OFFL Official is NOT Official ***

DEGREES AWARDED

Sought: BS -
Interdisciplinary
Studies

Degree Date:

Curriculum Information

Primary Degree

Program: BSIS - Education

Major: Bilingual Education

Major Concentration: Grades EC-6 Certification

TRANSFER CREDIT ACCEPTED BY INSTITUTION -Top-

Fall Laredo Community College
2002:

Subject	Course	Title	Grade	Credit Hours	Quality Points	R
EPSC	1170	SURVEY OF EARTH SCI LAB		1.000	3.000	
EPSC	1370	SURVEY OF EARTH SCIENCE		3.000	9.000	
MIS	1305	Intro Comp Applications		3.000	9.000	
PSCI	2305	AMER NATL GOVT		3.000	12.000	
PSCI	2306	AMERICAN STATE GOVT		3.000	6.000	
SPAN	1000	Spanish Elective		1.000	0.000	
SPAN	1000	Spanish Elective		1.000	0.000	
SPAN	1311	INTRO SPAN N-NATIVE SPKRS I		3.000	0.000	

Appendices J: Degree Evaluation

TAMU DegreeWorks

Student View

Student ID		Advisor		TAMU GPA	
Student Level	Undergraduate	College	College of Education	TAMU Hours	
Classification	4 Senior	Degree		Transfer Hours	
TSI Overall Status	College Ready	Major		Overall Hours	
TSI Reading	College Ready	Minor		Academic Standing	Good Standing
TSI Math	College Ready	Concentration			
TSI Writing	College Ready	Catalog Year			
		Student Cohort			

Degree Progress

Requirements 98%

Legend

☒ Complete
 ☒ Complete except for classes in-progress
 (T) Transfer Class
☐ Not Complete
 ☒ Nearly complete - see advisor
 @ Any course number

BSIS Degree in ED Academic Year: 2010-2011
GPA: 3.478

If pursuing teacher certification a 2.7 TAMU GPA is required for graduation.
Your degree GPA is . Your Major GPA is .

<input checked="" type="checkbox"/> University Core Curriculum		
<input checked="" type="checkbox"/> Foreign Language Graduation Requirement	LANG: Y	
<input checked="" type="checkbox"/> WIN Course Requirement (Any Level)	EDRE 4336	Language Arts in Spanish-WIN Fall 2011
<input checked="" type="checkbox"/> WIN Course Requirement (Upper Division)	EDDP 4324 SPAN 4398	Teach Diverse Student Pops-WIN Creative Writing-WIN Fall 2011 Fall 2014
<input checked="" type="checkbox"/> Major Requirements		
<input checked="" type="checkbox"/> Additional Requirements		
<input checked="" type="checkbox"/> Professional Development		

University Core Curriculum - BSIS Academic Year: 2010-2011

<input checked="" type="checkbox"/> Rhetoric & Composition	ENGL 1301 Satisfied by ENGL 1302 Satisfied by	English Composition I ENGL1301 - COMPOSITION I - Laredo Community College English Composition II ENGL1302 - COMPOSITION II - Laredo Community College Fall 2008 Fall 2008
<input checked="" type="checkbox"/> Communications	SPCH 1311 Satisfied by	Fundamentals of Speech SPCH1311 - Introd Speech Communication - Laredo Community College SS I 2008
<input checked="" type="checkbox"/> Mathematics	MATH 1314 Satisfied by	College Algebra MATH1314 - COLLEGE ALGEBRA - Laredo Community College Spring 2008
<input checked="" type="checkbox"/> Natural Sciences		
<input checked="" type="checkbox"/> Survey of Earth Science	EPSC 1370 Satisfied by EPSC 1170 Satisfied by	Survey of Earth Science GEOL1401 - Earth Sciences I - Laredo Community College Survey of Earth Sci Lab GEOL1401 - Earth Sciences I - Laredo Community College Fall 2009 Fall 2009
<input checked="" type="checkbox"/> Survey of Life Science	BIOL 1370 Satisfied by BIOL 1170 Satisfied by	SURVEY LIFE SCIENCE BIOL1410 - SURVEY LIFE SCI - Laredo Community College SURVEY LIFE SCI LAB BIOL1410 - SURVEY LIFE SCI - Laredo Community College Spring 2010 Spring 2010

Appendices K: Degree Plan (Catalog term)

BACHELOR OF SCIENCE MAJOR IN SPECIAL EDUCATION – ALL LEVEL AND EC-6 CERTIFICATION

Following is a suggested four-year degree plan. Students are encouraged to see their advisor for help with program decisions and enrollment; responsible for reviewing the **Program of Study Requirements**; and must meet **foreign language** and **writing intensive course** requirements for graduation. See Academic Regulations Undergraduate online. ***See the University Core Curriculum Requirements in Appendix A** for approved list of course options.

FALL				SPRING			
FRESHMAN YEAR				FRESHMAN YEAR			
UNIV	1101	Learning in a Global Context I	1	UNIV	1102	Learning in a Global Context II	1
EDCI	1102	Intro to the Teaching Profession	1	EDCI	2210	Foundations of Education	2
ENGL	1301	English Composition I	3	ENGL	1302	English Composition II	3
MATH	1314	College Algebra	3	PHYS	1170	Survey Physical Science Lab	1
BIOL	1170	Survey Life Science Lab	1	PHYS	1370	Survey Physical Science	3
BIOL	1370	Survey of Life Science	3	PSYC	2314	Lifespan Growth & Development	3
		Creative Arts*	3	COMM	1315	Public Speaking	3
Total			15				16
SOPHOMORE YEAR				SOPHOMORE YEAR			
HIST	1301	The U.S. to 1877	3	EDCI	3224	Tchng in Div Schls & Comms ¹	2
PSCI	2305	American National Govt	3	EDSE	3315	Low Incidence Dis	3
EPSC	1170	Survey of Earth Science Lab	1	HIST	1302	The U.S. Since 1877	3
EPSC	1370	Survey of Earth Science	3	PSCI	2306	American State Govt	3
MATH	1350	Fundamentals of Math I	3	MATH	1351	Fundamentals of Math II	3
EDSE	3305	Intro to Special Education	3			Language, Phil & Culture*	3
Total			16				17
JUNIOR YEAR				JUNIOR YEAR			
EDCI	3301	Assessment for Inst Design	3	EDRD	3309	Tchg Reading in Schools	3
EDCI	3302	Tchg Engl Lang Learners	3	EDEL	3362	Lang & Literacy for Yng Chld	3
EDRD	3303	Tchg Reading & Lang Arts	3	EDEL	3384	Science Principles EC-6	3
EDEL	3374	Social Studies Ppns EC-6	3	EDEL	3394	Math Principles EC-6	3
EDSE	3310	High Incidence Dis	3	EDSE	3210	Integrated Tchng in Arts & PE	2
Total			15	EDSE	3320	Measrmnt & Eval for Spec Ed	3
SENIOR YEAR				SENIOR			
EDCI	3315	Effect Instr Strats for Div Pops	3	EDCI	4693	Student Teaching	6
EDCI	4310	Engaging Learners	3	EDSE	4350	Inclu Pract for Child & Youth w/Dis	3
EDRD	4311	Clrm Diag Rem Rdg Difficulties	3				
EDSE	4330	Special Ed Law & Procedures	3				
EDSE	4360	Tchg Children w/Challenging Beh	3				
Total			15				9
TOTAL SEMESTER CREDIT HOURS: 120							

Appendices L: Substitution Forms

Request for Course Substitution Approval

Instructions: Complete this form through the line requiring your signature. Once complete, have the form approved in the sequence listed below gathering all required signatures. Once all signatures are obtained, return the form to the Office of the University Registrar for processing.

(Please Print)

Student ID: _____ Student Name: _____

Contact Number: _____

Degree: _____ Major: _____ Concentration: _____ Minor: _____

Required Course for Degree:

Crse Prefix (Ex: ENGL)	Crse No. (Ex: 1301)	Title

Course to be used for substitution:

Crse Prefix (Ex: ENGL)	Crse No. (Ex: 1301)	Title

Note:

- 1.) Courses taken at other institutions must be certified as appropriate for transfer by the Office of the University Registrar before other approval signatures are obtained. A course description is required.
- 2.) Courses taken at a community college may be substituted **ONLY** for freshman and/or sophomore (1000-2000) level courses and cannot be used to substitute for junior, senior and/or graduate (3000-4000-5000-6000) level courses.
- 3.) Courses taken or offered for vocational/technical certificates at community colleges may not be substituted for academic requirements for the baccalaureate degree (BA, BS, etc.). Courses that may be considered for academic transfer are listed in the Community College General Academic Course Guide Manual (ACGM) which may be found at: <http://www.theccb.state.tx.us/AAR/UndergraduateEd/WorkforceEd/acgm.htm>.
- 4.) Courses listed in the "Texas A&M International University Texas Common Course Numbers Equivalency Chart" do not require substitution if being applied to the A&M International Course Number listed in the chart.

Justification for Course Substitution:

Student's Signature: _____ Date: _____

1.) Student's Faculty Advisor _____ Date _____

3.) Department Chair (of course being substituted) _____ Date _____

2.) Department Chair (of Student's Major) _____ Date _____

4.) Teacher Certification Officer (if applicable) _____ Date _____

Note: All **REQUIRED** signatures **MUST** be obtained in the order listed and form returned to the Office of the University Registrar for processing.

Office Use Only

Received by: _____ Date: _____ Processed by: _____ Date: _____

Office of the University Registrar • ZSC 121 • 5201 University Blvd. • Laredo, TX 78041-1900 • Ph.: (956) 326-2250 • Fax: (956) 326-2249


White Copy - Office

Yellow Copy - Student

Updated 09/16/2014

Produced by the TAMIU Print Shop

Appendices M: Content Exam Results


Texas Education Agency
Texas Educator Certification

TEsES
TEMaT
TASC/TASC-ASL

Examinee Score Report

For an explanation of how to read your score report, see [Understanding Your Scores](http://www.texas-ets.org/media_library/pdf/understanding_your_tesp_scores.pdf) at http://www.texas-ets.org/media_library/pdf/understanding_your_tesp_scores.pdf.
 Print a copy of this score report for your records.

Test: 161 SPECIAL EDUCATION EC-12 Total Scaled Score: Status: Passed Scaled Score Range: 100 - 300 Passing Score:	Appointment#: Test Date: TEA 10:
--	--

Performance by Domain	#Questions	#Correct
I. Individuals with Disabilities and Their Needs	13	
Competency 001	10	
Competency 002	8	
II. Promoting Student Learning and Development	40	
Competency 003	10	
Competency 004	9	
Competency 005	7	
Competency 006	7	
Competency 007	7	
III. Promoting Student Achievement in ELA/RDG/Math	40	
Competency 008	21	
Competency 009	19	
IV. Foundations and Prof. Roles and Responsibilities	22	
Competency 010	4	
Competency 011	13	
Competency 012	5	

Appendices N: Clinical Teaching Application (COMING SOON)

Appendices O: Clinical Placement Planning Form (COMING SOON)

Appendices P: Agreement to Commit Full Effort (COMING SOON)

Appendices Q: Unofficial Graduate Transcripts

Transcript Data

STUDENT INFORMATION

Name :

Birth Date:

Curriculum Information

Current Program

College: College of Education

Major and Department:

Major Concentration:

***Transcript type:WEB Web is NOT Official ***

DEGREES AWARDED

Awarded: Degree Date:

Curriculum Information

Primary Degree

Program:

College: College of Education

Major:

INSTITUTION CREDIT -Top-

Term: Fall:

College: College of Education

Major:

Academic Standing:

Subject	Course Level	Title	Grade	Credit Hours	Quality Points	R
<div>Term Totals</div> <div> <div>Attempt Hours</div> <div>Passed Hours</div> <div>Earned Hours</div> <div>GPA Hours</div> <div>Quality Points</div> <div>GPA</div> </div>						

Current Term:

Cumulative:

Unofficial Transcript

Appendices R: PPR Exam Registration



TExES TEST APPROVAL FORM – Undergraduate Students

Test Approval to take PPR

(Must be in last semester of program)

Please **PRINT and COMPLETE ALL** information requested.

The following information is **REQUIRED** before approval & **MUST** be provided in order to register for the exam(s).

Attach the following supporting documents

- ☐ Unofficial transcript(s) showing that all major coursework is complete
- ☐ Degree evaluation
- ☐ Letter of admittance to Block III from the field director

Seeking approval for:

☐ State Test

Last name: _____

UIN: _____

First name: _____

Gender: ☐ Male ☐ Female

Middle name: _____

Phone number: _____

TAMU E-mail: _____

Your TEA ID will be sent to this email for registration purposes

Ethnicity¹: ☐ African American ☐ Asian ☐ Hispanic ☐ Native American ☐ White ☐ Other: _____

Standing ☐ Current undergraduate ☐ Completer ☐ Alternative Certification Program (ACP)

Certification(s) area pursuing: _____

Examples: Generalist EC-6, Bilingual Generalist, Physical Education, Mathematics 8-12, Special Education EC-12

Test code/Description: _____ Repeater: ☐ Yes ☐ No Number of attempts² _____

Signature of candidate: _____ Date: _____

Submit

To be completed by Certification Office

Date admitted to the College of Education: _____ Length of time to degree completion: _____

☐ Cumulative GPA _____ GPA in major _____ ☐ Completed All Specialization Major / Coursework

☐ Accepted into Block III ☐ Approval for: ☐ State Test

☐ Completed three hours of test preparation for PPR Test _____

☐ Passed practice tests with a score of _____³ Date: _____ Number of attempts _____

Authorized signature: _____ Date: _____

COED Form: 04.18.2013

¹ Required by TEA.

² After second unsuccessful attempt an Intervention Plan must be developed and approved.

³ If students do not demonstrate diagnostic readiness on the appropriate test, then an Intervention Plan must be developed and approved by the advisor and chair.

Appendices S: Incomplete Form



INCOMPLETE GRADE ASSIGNMENT CONTRACT Office of the University Registrar

(To be submitted with each grade of "I" assigned no later than semester grade deadline)

Part I: TO BE COMPLETED BY STUDENT:

I hereby request that an Incomplete ("I") grade be assigned to me in the course listed below. I understand that if the work identified below is NOT completed by the completion deadline (*completion deadline may NOT exceed twelve (12) months from the date the "I" was recorded*), the "I" will be converted to a grade of "F" through an administrative action by the University Registrar.

Student's ID & Name

Banner ID _____ Last Name _____ First Name _____ MI _____

Semester/Year

☐ Fall 20 _____ ☐ Spring 20 _____ ☐ Sum. I / III / Maymester 20 _____ ☐ Summer II 20 _____

Course

CRN (5-digit)	Crse Prefix (Ex: ENGL)	Crse No. (Ex: 1301)	Crse Sec (Ex: 101)	Title	Professor/Instructor

Part II: TO BE COMPLETED BY PROFESSOR/INSTRUCTOR:

The student named above must complete the following requirements on or before the deadline stated below to remove the grade of Incomplete ("I") that has been assigned for this course. (*Deadline may NOT exceed twelve (12) months from the date the "I" was recorded.*)

Requirement(s)	Completion Deadline

Requirement(s) to be completed and/or additional comments:

X _____
Student's Signature Date

Note: Do NOT submit form until ALL signatures have been received.

X _____
Instructor's Signature Date

X _____
Dept. Chair's Signature Date

X _____
Dean's Signature Date

For Registrar's Office Use Only
Grade Changed By: _____ Date: _____ Grade Audited By: _____ Date: _____

White - University Registrar

Goldenrod - Student

Pink - Instructor

Blue - Dean

Created 07-11-01

Appendices T: Extracurricular Activity Approval Form

Student/Clinical teachers who wish to participate in school-based extracurricular activities must complete this form and submit it to their Cooperating Teacher and University Supervisor for review and approval. Note that: a) this form pertains only to extracurricular activities in which the Cooperating Teacher is *not* involved; b) the activity must not interfere with or compromise the primary purpose, requirements, and expectations of the clinical teaching experience, and c) student/clinical teachers may not receive monetary compensation for their participation in the activity.

Student/Clinical Teacher Name _____ School _____

Fall _____ Spring _____ Year _____

In the space below briefly describe the nature of the extracurricular activity, including the specific role the student/clinical teacher will play, the duration of the activity, and the number of hours per week and daily time commitment schedule of the student/clinical teacher will be required to dedicate to the activity.

Activity Director Signature

Date

The herein approval by the Coordinating Teacher and University Supervisor indicates that the requested activity was discussed and reviewed with the student/clinical teacher, and that both the Cooperating Teacher and university supervisor have conclude that participation will not compromise the primary expectations and requirements of the clinical teaching experience.

____ Approved

____ Not approved

Cooperating Teacher Signature

Date

____ Approved

____ Not approved

University Supervisor Signature

Date

Comments:

I understand that my participation in the above activity is uncompensated. Should participation negatively impact my clinical teaching evaluation, I will withdraw or be asked to choose between continuation of either clinical teaching or the extra curriculum activity.

Student/Clinical Teacher's Signature

Date

Office Use Only:

Date received by Director of Clinical and Field Experience /ACP/MAT Director: _____

Appendices U: Dispositions Progression Checklist (COMING SOON)

Appendices V: Plan of Action (COMING SOON)

Appendices W: Fitness to Teach

Fitness to Teach GROWTH PLAN PROGRAM

☐ Informal

☐ Formal

Program: _____

Advisor: _____

Teacher Candidate's Name: _____

ID#: _____

Directions:

1. Please briefly describe the behavior, situation or class requirement that motivated you to complete this form and the setting(s)
2. Attach any additional relevant documentation
3. Desired Solution/Outcome
4. Repetitive Behavior Single Issues?

Is the concern? (Check all that apply)

- | | | |
|--|---|--|
| <input type="checkbox"/> Stress Management | <input type="checkbox"/> Lack of Competence | <input type="checkbox"/> Not Completed Field Experiences |
| <input type="checkbox"/> Cultural & Social Attitudes & Behaviors | <input type="checkbox"/> Collegiality | |
| <input type="checkbox"/> Inappropriate Communiques | <input type="checkbox"/> Dispositions | |
| <input type="checkbox"/> Excessive Absences | <input type="checkbox"/> No Initiative | |

The student's signature indicates notification regarding concern(s) and is not an indication of agreement. Additionally the student's signature indicates that he/she had been made aware of the concerns/issues, and possible solutions.

Student Signature: _____

Date: _____

Faculty signature indicates that the student has been informed in writing of the concern(s) and of the formal fitness to teach referral.

Faculty Name: _____

Dep't-Division: _____

Please Print

Faculty Signature: _____

Date: _____

Please return this form to the Director of Clinical/Field Experience or MAT

Rev. 11.24.15 byd

Appendices X: Appeal Process (COMING SOON)

Appendices Y: Clinical Teacher Initial Meeting Checklist



This is the basic information clinical teachers should obtain from their Cooperating Teacher(s) during their first meeting. Much of this may be covered in the Cooperating School's Faculty and/or Student Handbooks. Remember once you start your Clinical Teaching experience, you are considered a member of the Cooperating School's Faculty and are required to follow all of their guidelines and policies, attend meetings along with you Cooperating Teacher unless exempted by Texas A&M International College of Education or the cooperating school's administration.

- _____ Obtain the School Calendar
- _____ Class Curriculum Including the Textbooks for the Courses you will be teaching
- _____ Student Discipline Code
- _____ Faculty Dress Code (Note: you are to follow the College of Education's Dress code noted within this document)
- _____ Available Technology for Class Use
- _____ Faculty Parking
- _____ Student Health Guidelines (School Nurse)
- _____ Behavior Management Policies
- _____ Photocopying Process and Policies
- _____ Class/Bell Schedule
- _____ Student Grading Policy and Recording System
- _____ STAAR /EOC Data collection and Use of Benchmark Data Collected
- _____ Policy for Clinical Teacher communication with faculty and staff
- _____ Internet and Email Policies
- _____ Emergency Policies (Fire, Tornado, Weather Emergency, Security breach etc.)
- _____ Learning Plan Submission Policy (some schools require posting on a school website or submitting plans to an administrator)*
- _____ Teacher Illness Policy (whom do you contact, when, how, and where your lesson plans should be located)**
- _____ Extra-Curricular Opportunities for Students (EC-12)
- _____ Other Faculty Rules, Responsibilities, Regulations, etc.

* Copies of learning plans will be downloaded to Taskstream, beginning Spring 2015.

** Include contacting your University Supervisor and the Director of Clinical and Field Experiences or MAT.

Appendices Z: COE Lesson Plan Format

College of Education– Learning Plan

Pre-Service Teacher	Date(s) of Lesson to be Taught	Allocated Time:
Context (i.e., description/background of students (EC-12) being taught to include: number of students, demographic backgrounds, etc.)		
Description of the Physical Space		
Content Area/Grade Level/Is the learning plan at beginning, middle, or end?	Standards (e.g., national, TEKS, ELPS, Language, Level)	
Is the lesson part of a sequence of content? Is the lesson at the beginning, middle, or end?		
Student Learning Outcomes/Objective(s) (SLOs) (Include lower and higher level SLOs)		
Assessment of Student Learning Outcomes/Objective(s) (i.e., preassessment, formative, summative, alternative). (How are you going to assess students' prior knowledge and learning of the SLOs above?)		
Prior Knowledge Needed (What do the students need to know previous to this lesson?)	Grouping/s (How will students work during the lesson? In what kind of group settings (e.g., cooperative groups, small groups, alone, whole class)?)	
Differentiation (Distinguish between: content, process, and/or tasks/assignments. Differentiation should include accommodations/adaptations for both special needs children/gifted.)	Academic Vocabulary Introduced (What vocabulary terms/words will be new to the students?)	
Critical/Higher Order Thinking (e.g., questions, and/or strategies (may include probing/cueing across different levels))		
Preparation/Materials/Resources (Include students' (EC-12) use of technology)		
Delivery/Procedures (e.g., direct/indirect instruction, exploratory, discovery, inquiry, 5/6E, motivation, sequence of lesson delivery, transitions, summary, closure). (What strategies will you use to teach this lesson? Include real-world/authentic application/relevance, active engagement):		
Reflection on students' (EC-12) learning		

Notes: Individual programs may add additional components to this learning plan as appropriate to the field/discipline.

06/15

Appendices AA: Evaluations

PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM

OBSERVATION / FEEDBACK FORM

Teacher _____

DOMAIN III: EVALUATION AND FEEDBACK
ON STUDENT PROGRESS

MONITORED AND ASSESSED

ASSESSMENT & INSTRUCTION ARE ALIGNED

APPROPRIATE ASSESSMENT

LEARNING REINFORCED

CONSTRUCTIVE FEEDBACK

RELEARNING AND RE-EVALUATION

STRENGTHS:

AREAS TO ADDRESS:

Campus _____

DOMAIN IV: MANAGEMENT OF STUDENT DISCIPLINE,
INSTRUCTIONAL STRATEGIES, TIME, & MATERIALS

DISCIPLINE PROCEDURES

SELF-DISCIPLINE AND SELF-DIRECTED LEARNING

EQUITABLE TEACHER-STUDENT INTERACTION

EXPECTATIONS FOR BEHAVIOR

REDIRECTS DISRUPTIVE BEHAVIOR

REINFORCES DESIRED BEHAVIOR

EQUITABLE AND VARIED CHARACTERISTICS

MANAGES TIME AND MATERIALS

STRENGTHS:

AREAS TO ADDRESS:

UNIVERSITY MENTOR

Date: _____

**SUMMARY OF OBSERVATIONS BASED ON DOMAINS 1 THROUGH 4
OF PDAS**

Name of Preservice /Inservice Teacher: _____

Campus: _____

STRENGTHS:

AREAS TO ADDRESS:

Signature of Field University Teaching Mentor

Date

Appendices BB: TaskStream

Login Page

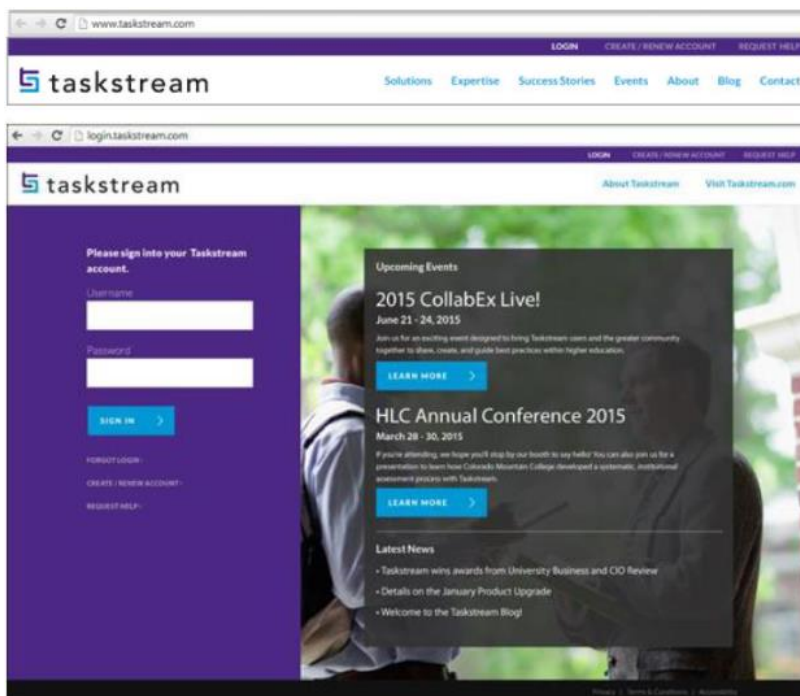
You may log in by going directly to login.taskstream.com.

If you currently access Taskstream directly from another system on campus (e.g., a campus portal or learning management system) you will not be impacted by this change.

Important reminders below.

- You will be able to login with the same credentials. Please note, if you have saved your password in your browser, it will no longer be saved when the login area moves.
- If you do not remember your password, you may request your password hint by clicking on the Forgot Login? link near the username/password entry boxes found on login.taskstream.com. You may also request a link to reset your password after viewing your password hint by clicking on Email me a link to reset password. In order to ensure that you receive the email with instructions on how to reset your password please add help@taskstream.com and notification@taskstream.com to your address book.
- We strongly encourage you to bookmark the Taskstream login page, at login.taskstream.com.











If you have any questions or need help accessing the page or resetting your password, you may contact Taskstream support at help@taskstream.com or 800-311-5656.



Appendices CC: Survey a Cooperating Teacher/ University Supervisor

Question Set: Questions

[Add Question](#) [Configure](#) [Select All](#) [Delete Question Set](#)

<input type="checkbox"/>	1.	 Likert Scale	Delete
		The cooperating teacher was resourceful in helping acquiring materials necessary for teaching a lesson.	
<input type="checkbox"/>	2.	 Likert Scale	Delete
		The cooperating teacher provided feedback in a timely manner.	
<input type="checkbox"/>	3.	 Likert Scale	Delete
		The cooperating teacher was responsive to the ideas presented by the student teacher	
<input type="checkbox"/>	4.	 Likert Scale	Delete
		The cooperating teacher provided ideas for enhancing a particular lesson	
<input type="checkbox"/>	5.	 Likert Scale	Delete
		The cooperating teacher made herself/himself available for question/answer session.	
<input type="checkbox"/>	6.	 Likert Scale	Delete
		The cooperating teacher stayed in the classroom while the student teacher delivered lessons.	
<input type="checkbox"/>	7.	 Likert Scale	Delete
		There was open communication between cooperating teacher and student teacher	
<input type="checkbox"/>	8.	 Likert Scale	Delete
		The cooperating teacher was sensitive to the student teacher's needs	
<input type="checkbox"/>	9.	 Essay	Delete
		Would you recommend this teacher to be a cooperating teacher again? Why or Why not?	
<input type="checkbox"/>	10.	 Essay	Delete
		Name of Cooperating Teacher and Campus?	

Demographics

The following survey is intended to identify areas of need for the teacher preparation mentoring program. All responses will be anonymous. Names of respondents are not solicited and will not be identifiable.

1. Employed as

- ☐ Elementary Teacher
- ☐ Middle School Teacher
- ☐ High School Teacher
- ☐ Special Education Teacher
- ☐ Physical Education Teacher

Other (please specify)

2. Years of teaching experience

- ☐ 0-1 years
- ☐ 2-5 years
- ☐ 6-10 years
- ☐ 10-15 years
- ☐ 15+ years

3. School District

- ☐ Laredo ISD
- ☐ United ISD

Other (please specify)

4. Campus

1. Preparedness to Mentor

	Not at all prepared	Not sufficiently prepared	Sufficiently prepared	Well Prepared
1. To what extent were you prepared to provide constructive feedback to the student teacher	<input type="radio"/> 1. To what extent were you prepared to provide constructive feedback to the student teacher Not at all prepared	<input type="radio"/> 1. To what extent were you prepared to provide constructive feedback to the student teacher Not sufficiently prepared	<input type="radio"/> 1. To what extent were you prepared to provide constructive feedback to the student teacher Sufficiently prepared	<input type="radio"/> 1. To what extent were you prepared to provide constructive feedback to the student teacher Well Prepared
2. To what extent were you prepared to use the evaluation instrument provided by the university	<input type="radio"/> 2. To what extent were you prepared to use the evaluation instrument provided by the university Not at all prepared	<input type="radio"/> 2. To what extent were you prepared to use the evaluation instrument provided by the university Not sufficiently prepared	<input type="radio"/> 2. To what extent were you prepared to use the evaluation instrument provided by the university Sufficiently prepared	<input type="radio"/> 2. To what extent were you prepared to use the evaluation instrument provided by the university Well Prepared

2. Rate your experience

	Poor	Fair	Good	Excellent
1. How would you rate the support of the University Supervisor	<input type="radio"/> 1. How would you rate the support of the University Supervisor Poor	<input type="radio"/> 1. How would you rate the support of the University Supervisor Fair	<input type="radio"/> 1. How would you rate the support of the University Supervisor Good	<input type="radio"/> 1. How would you rate the support of the University Supervisor Excellent
2. How would you rate your mentoring experience	<input type="radio"/> 2. How would you rate your mentoring experience Poor	<input type="radio"/> 2. How would you rate your mentoring experience Fair	<input type="radio"/> 2. How would you rate your mentoring experience Good	<input type="radio"/> 2. How would you rate your mentoring experience Excellent

3. What effect has serving as a teacher mentor had on your teaching?

- ☐ Positive
☐ Negative
☐ None

4. Have you received any type of mentor training with from the university or school district?

- ☐ Yes
☐ No

5. List 2-3 professional growth/development activities you feel would help you be a more effective teacher mentor.