Emerging Teacher Handbook

Fall 2019

This semester, you will draw on all you have learned as you enter the *practice* phase of your preparation. *Practice* is where the art and science of teaching come together; where you will instruct, get feedback, see models, reflect on your choices, seek mentoring, analyze outcomes, watch video, plan lessons, and try again. We are confident that you are ready for this next phase. And, we are confident that, as a student teacher you will have meaningful impact on the learning and lives of students at both of your placements. Of course, you will not be alone. You will be teaching and learning under the guidance and community of others.

ASSIGNMENT:

Clinical 1

- Emerging teachers are placed in a supportive environment with an Emerging Teacher Educator ,a veteran teacher who has a proven record of student success.
- The Emerging teacher will complete 8 hours weekly over the course of the semester in increments of 1 full day or two half days.

Clinical 2

- An emerging teacher's semester consists of two 15-week placement for students, with an Emerging Teacher Mentor, a veteran teacher who has three or more years teaching experience and a proven record of student success.
- Emerging teachers will complete 5 full days each week. A full day is not less than 7 hours.

- Secondary emerging teachers may receive teaching assignments at the middle school, junior high, and/or senior high levels.
- Clinical student teaching assignments will correspond with the subject area certification.
- EC-6 Core Subject and 4-8 Core Subject emerging teacher seeking a specialization in Special Education, English as Second Language (ESL) or Bilingual Education will complete one half of their experience in a setting specific to the specialization and the remainder of the semester in an elementary grade consistent with their certification.

Our partnership & shared forward thinking helps cultivate your learning & growth as a future educator. The following districts have

Cedar Hill ISD

Dallas ISD

Desoto ISD

Grand Prairie ISD

Irving ISD

Lancaster ISD

Mesquite ISD

Life School Charter

Uplift Charter

PROFESSIONAL STANDARDS

- Emerging teachers are expected to participate as fully as possible as members of the school staff; thus, they are obligated to follow the policies which other staff members in the school system follow.

ROLE AND RESPONSIBILITY

The emerging teacher should:

• Recognize and accept that the emerging teacher mentor has the ultimate responsibility for what may or may not be done in the classroom. If the emerging teacher has concerns about the relationship with the emerging teacher mentor that cannot be resolved, these need to be discussed with the emerging teacher educator.

• Know and follow the rules, regulations, and policies of the school. This includes the use of any confidential information that may be obtained through student records, conversations, etc.

• Arrive and depart the school site in accordance with the school's policy for all teachers. Emerging teachers need to arrive early and stay late for most meetings, team planning, and/or preparation for class.

• Attend mandatory Professional Development Session on the campus of UNT-Dallas.

• Write quality lesson plans in advance of teaching assignments and share copies with the cooperating teacher. The lesson plans need to be available for the university supervisor when he/she comes to the school.

• Provide a written lesson plan to the university supervisor and emerging teacher for each lesson taught.

• Assess his/her growth as a teacher and reflect upon how to refine his/her teaching skills, classroom management techniques, and professional development. Set personal goals for improvement.

• Demonstrate an ability to respond appropriately to learners from diverse linguistic, cultural or racial backgrounds.

• Become familiar with cooperating teacher's yearly curricular and instructional goals.

• Become familiar with and incorporate the content, objectives, student outcomes and curriculum into planning and instruction.

• Demonstrate effective oral and written interpersonal communication skills.

• Consult with the emerging teacher or university supervisor for constructive feedback regarding effective techniques.

• Complete any requirements assigned by the university supervisor (i.e., lesson observation forms, self-assessment/reflection forms, lesson plan, classroom management plan, program/process evaluation, etc.) and submit these on the required date.

• Obtain first-hand exposure to content curriculum, resources, technology, Texas Essential Knowledge and Skills (TEKS) objectives and the State of Texas Assessment of Academic Readiness (STAAR) objectives, etc.

• Dress and act in a professional manner, following the dress code of the school as well as the provided emerging teacher dress code.

• Gain insight into the expectations of teaching in today's society.

ASSESSMENT
The purpose of the clinical student teaching semester in the practice-based program is two-fold:
 • To learn about content, pedagogy, technology, classroom management and assessment/ evaluation through course content.

 • To learn about schools, students, planning, and the teaching and learning process by working in a practice-based setting with emerging teacher mentors.

EVALUATION

Both the emerging teacher mentor and the emerging teacher educator will jointly evaluate the clinical student teacher's performance, and provide feedback to the emerging teacher on a regular basis. However, the emerging teacher educator is ultimately responsible for the emerging teacher's final evaluation and grade. The emerging teacher should discuss any questions regarding his/her final grade with the emerging teacher educator or the clinical teaching director.

TIME COMMITMENT

- <u>CLINICAL 1</u> : It is important that emerging teacher maintain the same school day as the emerging teacher mentor and that they work after-hours as necessary to perform student teaching responsibilities. Emerging teachers active participation in all school-related functions that emerging teacher mentor are expected to attend, ensures that they are taking advantage of the opportunity to learn.
- **Emerging teachers are required to attend staff meetings, and a minimum of 2 extended time programs.**
  Examples include: • Parent and teacher meetings • Student performances or athletic events in which the emerging teacher is involved • Meetings of school clubs sponsored by the emerging teacher • Math, Science or Literacy Nights, PTA nights, etc.

ATTENDANCE

CLINICAL 1
- Emerging teachers are expected to complete 8 hours of clinical placement each week. This time is observed in either an 8 hour full day or in ½ day increments. 120 total observation hours are required at the end of the semester. Any time missed from placement may be made up in hour increments during Clinical 1. Please note there is a different policy for making up hours/days missed during the Clinical 2 semester.
- Emerging teachers are expected to be at school on staff development days and to participate in any professional development programs when appropriate.
- Emerging teachers report at the designated time for teachers each day and are to remain at the school until regular dismissal of the teaching personnel. If you are observing in ½ day sessions, please arrive at the start of the school day, and if you are observing in the second half of the day you are to remain on campus through dismissal.

CLINICAL 2
Emerging teachers are expected to be <u>punctual</u> in attendance at their Clinical site every day of clinical teaching - for the **full day**. The full day is defined as the duty hours of your Emerging teacher mentor.
- The Emerging Teacher is to follow the school district's calendar for reporting to their assigned campus <u>prior</u> to the university semester schedule. Emerging teachers follow the calendar of the assigned school regardless of the holidays observed by UNT Dallas.
- Emerging teachers are expected to be at school on staff development days and to participate in any professional development programs when appropriate.

- <u>Emerging teachers report at the designated time for teachers each day and are to remain at the school until regular dismissal of the teaching personnel</u>
- <u>There are NO excused absences or the ability to work a ½ day. If for any reason you are not on campus for 7 hours – this day will not count toward your required days and must be made up.</u>

Monthly Attendance Log must be uploaded into TK20 on the last day of each month as part of the Field Experience Binder.
- Your assigned Emerging teacher will need to sign off **daily on your attendance**.
- Leaving the school campus during the school day is not permitted without prior approval.

- If a emerging teacher cannot avoid an absence, the emerging teacher is responsible for immediately notifying the following individuals on each day of the absence (before the beginning of the school day):
  - Emerging Teacher Mentor
  - Principal's Secretary
  - Emerging Teacher Educator

- Excessive absences may result in being placed on a **Professional Improvement Plan** and could result in the removal from clinical teaching. Outside employment is not a suitable excuse for missing time in the clinical placement. Emerging teacher attendance will be monitored by the Emerging Teacher Educator through the use of the attendance calendar, feedback from the Emerging teacher Mentor and walkthrough data.

INCLEMENT WEATHER DAYS

If the district schedules any make-up day that falls within the scheduled length of clinical teaching, the Emerging Teacher is required to attend the make-up day. The Emerging Teacher **will not** be required to attend make-up days that fall on Saturdays.

SUBSTITUTE TEACHING

If the emerging teacher mentor is absent during the semester, the school administrator is required to hire a substitute teacher. Depending on the emerging teacher's ability, he/she may accept total responsibility for instruction while the substitute teacher is in the room. If the emerging teacher mentor is out for an extended period of time, the emerging teacher will receive a new placement.

The emerging teacher cannot substitute teach during the clinical student teaching semester except for one day near the end of the experience in those districts which have authorized a free day for the emerging teacher mentor.

FIELD TRIPS
Emerging teachers may assist with the planning and chaperoning of field trips for his/her assigned class in conjunction with the Emerging teacher mentor. Emerging teachers may not drive his/her personal vehicle to carry students on a field trip.

Dress Code

Emerging teachers should exhibit professionalism in dress and grooming. They must identify and dress in accordance with the dress code of the assigned school.

Professionalism should be your guide.
- Clothing should not be overly tight or low cut.
- Flip-flop sandals are not appropriate.
- Hairstyles should be moderate, neat and a underline natural color.
- Tattoos should not be visible and piercings are for ears only.
- Make-up should be minimal and natural looking.
- No excessive perfumes, oils or other cosmetics with heavy scents should be worn.

Appropriate dress for **women** includes:
- shirts,
- blouses,
- slacks,
- skirts and dresses. Skirts and dresses should be worn at the knee or longer.

Appropriate dress for **men** includes:
- dress slacks - *Cargo pants and shorts are not allowed*
- collared shirts

Emerging teachers are to follow the dress code of their clinical site ISD.

Inappropriate dress may result in the Emerging Teacher being sent home. In this case, the entire day will be counted as an absence and must be made up. When in doubt, always check with your Emerging teacher mentor and principal if you have a question about appropriate dress.

PROFESSIONALISM RUBRIC:

As an Emerging Teacher moves from student to teacher, it is necessary to transition into a professional role. The Professionalism rubric embodies the essential qualities of being a professional. The Emerging Teacher must score developing at least once in all domains of the rubric by the end of the Clinical residency.

SOCIAL MEDIA

- Please be advised that information posted on personal electronic profile pages (Facebook, Twitter, Pinterest, etc.) may be viewed by school district personnel.
- Evidence of unacceptable, or unethical behavior could cause the **Emerging Teacher 's placement to be terminated**.
- ETI emerging teachers should do everything possible to ensure that there are no evidences of unacceptable images or text credited to them that could be attained by school district personnel. Please refer to the Professional Ethical Conduct, Practices and Performances

RELATIONSHIPS WITH STUDENTS - Emerging teachers should exercise extreme caution against becoming too familiar with students. It is not appropriate to socialize in any way with students within the district to which the Emerging Teacher is assigned without the presence of the Emerging teacher mentor or other appropriate certified personnel. This includes interaction via social media such as Facebook, texting, personal e-mail or online gaming.

USE OF TECHNOLOGY DEVICES

When visiting schools and classrooms, emerging teachers will not engage in text messaging, use cell phones or computers or any other electronic devices for personal use during the instructional day.

CLASSROOM MANAGEMENT

It is normal for emerging teachers to be concerned about classroom management. During the beginning weeks of the assignment, emerging teachers should meet with their emerging teacher mentor to discuss the school district's discipline plan and how it is to be administered by the emerging teacher.

Emerging teachers may not participate in administering physical punishment to students, nor may they serve as witnesses as staff members administer physical punishment.

PERSONAL LIABILITY INSURANCE

Emerging teacher must become members of a professional education organization like the Association of Texas Professional Educators (ATPE), Texas Classroom Teacher Association (TCTA), etc. Through these organizations, education students receive liability insurance while clinical student teaching. If the emerging teacher chooses not to join a professional education organization, he/she may purchase liability insurance through another source. (Emerging teachers must provide the proof of liability insurance for a minimum amount of $500,000 per incident before beginning a clinical student teaching assignment.) Many of the organizations will offer this service FREE of charge while in clinical teaching.

CRIMINAL CHECK, TB TEST, SPECIAL DATA FORM

Pursuant to Texas Education Code 22.083, participating school districts require a criminal background check before the emerging teacher can enter the classroom. The Student Experience & Communication Associate will provide the student with a criminal history authorization form or a link to a district's online form, if applicable, for the school district to conduct an examination of each candidate's criminal history. (UNT-Dallas does not conduct a criminal history check on teacher certification candidates.)
Based on the results of the criminal history record, a student may be denied placement by the district, not UNT-Dallas. The university is not able to answer any questions relating to the criminal background check. Additionally, some districts may require a TB test, health card, emergency card, fingerprinting and/or a special data form.

DUE PROCESS

Emerging teachers may experience problems during the clinical student teaching experience. If an emerging teacher encounters difficulties, he/she should schedule a quiet time to consult with the emerging teacher mentor and express his/her concerns.

If the problem persists, the emerging teacher should contact the university supervisor to discuss his/her concerns. The university supervisor will schedule a meeting with the emerging teacher and emerging teacher to carefully review the circumstances and collaboratively devise a plan of action or Growth Plan to address the situation.

If the issues persist, the university supervisor and director of the Professional Development Center will jointly recommend options to the clinical student teacher, which may involve removal from clinical student teaching or reassignment.

GROWTH PLAN

When the progress of a clinical student teacher's professional development, as determined by the university supervisor, the cooperating teacher, or the Clinical Teaching Director, is not adequate at a given point in the clinical student teacher's experience, corrective actions should be suggested and the clinical student teacher's progress evaluated. The university supervisor, in consultation with the cooperating teacher, will assess the student's progress and develop a Growth Plan. These steps will be followed to establish expectations for the emerging teacher and a time-line for demonstration of expected behaviors.

Concerns should be summarized under appropriate areas like instruction, communication, professional development, compliance with policies/procedures, management of time/materials, and include any other areas for development.

In the event that the emerging teacher is counseled out of clinical student teaching or is dismissed from clinical student teaching, the student will be asked to complete the official drop form for clinical student teaching at the university. If a drop form is not completed, the student will be issued a grade of "F."

CONFIDENTIALITY

A emerging teacher may have access to student and/or other school records. It is important that these records remain confidential and are used in a professional manner. Emerging teachers must not release or discuss information with any unauthorized person.

iPAD and SWIVL

Emerging teachers will use UNT Dallas iPad and SWIVL equipment for creating a video of teaching, video upload and storage. The equipment is available for checkout from the UNT Dallas Library. Return the equipment as soon as observations are complete as equipment is shared amongst clinical students. Failure to return the equipment with all components will result in a hold being placed on your account.

CLINICAL 1: Emerging teachers are to record the practice observation. Students are expected to view the video and self-score the lesson.

CLINICAL 2: Emerging teachers are to record all 4 Performance Assessments during the semester. This is the minimum number of required recordings. You may find it necessary to record more video to prepare your edTPA portfolio.

All emerging teachers must complete technology training to demonstrate proficiency with using Swivl equipment and uploading Panopto.

CERTIFICATION

Emerging teachers are recommended for certification upon successful completion of the Teacher Education Program, including clinical student teaching and passing all TExES exams. To begin the process, emerging teachers should apply for certification online by visiting the Texas Education Agency's State Board for Educator Certification's website at www.tea.texas.gov.

If you have questions regarding this procedure, please contact Christine Pruitt – Christine.pruitt@untdallas.edu. Individuals desiring to teach in accredited public and private schools in Texas must be certified through the Texas Education Agency.

Orientation Experiences

Clinical Student Teaching Experience Checklist The following are suggested orientation experiences and teaching activities. It is not essential to complete all of the items listed, but efforts should be made to address those appropriate to your situation and grade or subject level. If clinical student teaching two sessions, use first space for Session I and second space for Session II. Check each item when completed.

Met building personnel:

_____ _____ Principal

_____ _____ Secretary

_____ _____ Emerging teacher

_____ _____ Other Teachers

_____ _____ Special Teachers

_____ _____ Custodian

_____ _____ Cafeteria Workers

_____ _____ Other Staff

Located building areas:

_____ _____ Toured the building

_____ _____ Examined curriculum material

_____ _____ Located library

_____ _____ Observed playground area

_____ _____ Observed lunchroom area

_____ _____ Informed about copiers, projectors, etc.

Observation of Emerging teacher with Attention To:

_____ _____ Lecture

_____ _____ Use of textbook

_____ _____ Discussion

_____ _____ Media (video/filmstrips)

_____ _____ Whole class

_____ _____ Small group

_____ _____ Groups working simultaneously

_____ _____ Individual student

_____ _____ Disabled student

_____ _____ Gifted student

_____ _____ Use of information technology

_____ _____ Budgeting time

_____ _____ Questions

_____ _____ Restatements & Reinforcement

_____ _____ Experiment

_____ _____ Interaction

_____ _____ Directions _

_____ _____ Evaluations

_____ _____ Parent & Teacher communication

Discussion with Emerging teacher School policy:

_____ _____ Discipline

_____ _____ Daily Schedule

_____ _____ Fire Drill, etc.

_____ _____ Injuries & Illness _____ _____ Absence

_____ _____ Rules (Classroom & School)

_____ _____ Faculty Meetings

_____ _____ Ethics/Legal Issues

_____ _____ Purchasing & Budget

_____ _____ School & Community Resources Room policy:

_____ _____ Testing Practices

_____ _____ Transitions

_____ _____ Students with special needs/referrals

_____ _____ Housekeeping

_____ _____ Record Keeping & Curriculum Records

_____ _____ Social and Work Climate

_____ _____ Grouping

_____ _____ Curriculum materials _____ _____ Cultural & linguistic factors

_____ _____ District standards/benchmarks

ACCOMMODATION AND ACCESS

Emerging Teacher Institute is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the institute will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing or learning methodologies when doing so does not fundamentally alter the course.

If you have a disability, it is your responsibility to obtain verifying information from the Accommodations Coordinator (AC) in the Office of Student Affairs and to inform the Field Experience Office of your need for an accommodation. Requests for accommodation must be given to the Field Experience Office no later than the first week of classes for students registered with the AC as of the beginning of the current semester. If you register with the AC after the first week of classes, your accommodation requests will be considered after this deadline. Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found at the Office of Student Affairs located in room 200, Founders' Hall (7400 University Hills Blvd.) or by contacting personnel at StudentAffairs@untdallas.edu or (972) 338-1775.

Emerging Teacher Institute does not discriminate on the basis of disability in the recruitment and employment of faculty and staff, the operation of any of its programs and activities, as specified by federal laws and regulations. Copies of ADA Compliance Document are available in the Dean's Office, room 301A, building 1 (7300 University Hills Blvd.). Dr. Jerry Burkett is the contact person in ETI.

PLANNING & TEACHING

After the Emerging teacher mentor models the preparation for and teaching of the lesson plans, the emerging teacher will assume some of the responsibility for planning and teaching. Initially, the lesson plan should be written and submitted to the Emerging teacher mentor at least **two days** prior to the pre-conference in order to gain constructive feedback for revisions and ultimate success. Emerging teachers may not teach lessons that have not been approved by the Emerging teacher mentor.

TK20

Some undergraduate and graduate education courses require assignments that must be uploaded and assessed in the UNT Dallas Tk20 Assessment System. This requires a one-time purchase of Tk20. For clinical teaching, candidate assessments will be collected in a field experience binder. Candidates will also complete Checkpoint 3 of the portfolio in Tk20.

CLINICAL TEACHING DOCUMENTS

Prior to clinical teaching, candidates must sign two different documents that will be kept on file. These documents are:
1. *FERPA Consent to Release Educational Records and Information*
2. *Texas Educators' Code of Ethics Statement of Affirmation and Confidential Exam Information*

Prior to clinical teaching, candidates complete a survey indicating:
1. *Receipt of the Clinical Teaching Handbook*
2. *Membership in a professional organization that provides professional liability insurance*

EVALUATION PROCEDURES FOR CLINICAL 1 CANDIDATES:

PERFORMANCE ASSESSMENT CYCLE

- The Emerging Teacher Educator (ETE) using the T-TESS rubric informally evaluates emerging teachers 1 time during semester. The observation will include a Pre-Conference, Observation, and Post Conference.
- Walkthroughs will be completed by the ETE – and used to support the emerging teacher's growth.

EVALUATION PROCEDURES FOR CLINICAL 2 CANDIDATES

PERFORMANCE ASSESSMENT CYCLE

- The Emerging Teacher Educator (ETE) using the Performance Assessment Cycle formally evaluates emerging teachers **a minimum of 4 times** during the Semester. A formal evaluation includes a Pre-Conference, Observation, and Post Conference.
- 4 formal walkthroughs, will be completed by the ETE – and used to support the emerging teacher's growth in overall teaching performance between Performance Assessments.
- Emerging teachers who do not complete a minimum of **4** formal evaluations will receive a grade of incomplete until all formal evaluations are completed.
- There must be **at least 7** calendar days between each Performance Assessment.

EXPECTATIONS FOR THE PA CYCLE
The Emerging Teacher will:

- Schedule with the Emerging Teacher Educator (1) the pre-conference, (2) the PA and (3) post-conference (48 hours following instruction) during the "PA window."
- Create lesson plans for each Performance Assessment, and then submit to the Emerging Teacher Educator and Cooperating Teacher, at least 48 hours prior to the PA.
- Lead a pre-conference lesson review with the Emerging Teacher Educator in advance of the PA. (see Appendix: Pre-Conference Protocol)
- Provide instruction for the PA, capture the instructional event using iPad and SWIVL, and upload within 24 hours of the PA. Complete the Lesson Analysis Form including the "student achievement chart."
- Review the lesson capture to gather evidence about competency, assign and enter NIET self-scores in Tk20 for each relevant indicator, and identify an indicator for reinforcement and refinement. Bring a hard copy of the completed form with you to the post-conference.
- Lead a post-conference lesson review with the Emerging Teacher Educator after having completed all requirements following the Post-Conference Protocol.

The POP Cycle – Expectations

Schedule all the dares in the POP Cycle – pre-plan for school events, do not wait until the deadline.

Pre-Conference

Materials to bring/ have available:

- Completed Lesson Plans
- Completed Class/ School demographics Form
- T-TESS Rubric
- Assessment Sample
- Completed SAC Chart
- Ability to articulate most recent Reinforcement (R+) and Refinement (R-) (PAs 2-4)

Be Prepared to Discuss the LESSON:

- What TEKS will be utilized for the lesson?
- What is the lesson objective?
- What is the goal of the lesson? (What will students KNOW, UNDERSTAND, and/or be able to DO at the end of the lesson?
- How is this lesson relevant to students?
- How does this lesson connect to prior learning?
- What is the Academic Vocabulary for the lesson?
- What is your lesson structure? (Five E or Gradual Release)
- What lesson visuals and support will be utilized in the lesson? (Anchor charts, manipulatives, etc.)
- REHEARSE the Direct Instruction of your lesson

Be Prepared to Discuss the ASSESSMENT:

- Show an example of the assessment
- What is the expected level of performance?
- Clearly explain how the assessment aligns to the objective with specific attention to the verbs in the TEKS.
- Explain **how** you will check for understanding throughout the lesson.
- Explain **how** and **why** you will differentiate assessment(s).

Observation – Minimum of 45 min.

- Make sure the swivl is charged and plugged in
- Find a place in the classroom for optimum video capture
- Watch the video of your teaching, make notes of important time stamps
- Analyze student assessment data, reflect on findings to complete the SAC Chart
- Using the T-TESS Rubric score yourself on the lesson, and select Reinforcement R+, and Refinement R-.

Post Conference

Materials:

- Bring Self-Reflection Summary
- T-TESS Rubric
- SAC Chart

Be prepared to Discuss:

- Based on the assessment data, was the lesson effective?
- 2. Share your self-reflection of the lesson, scores, and self-selected Reinforcement R+, and Refinement R-.

Next Steps:

- Emerging Teacher Educators will share Reinforcement R+, and Refinement R-.
- Improvement task will be shared with a timeline for completion.

edTPA

UNT-Dallas is part of the TEA pilot for the edTPA Performance Assessment, The assessment will be collected throughout the semester. The testing fee for edTPA is $311. There is a reimbursement process in which you will receive a full refund of $311, plus a stipend of $250.

Professional Development Days – Elevate Days

There will be 3 days during the semester in which you will not go to your clinical setting and attend professional development on the campus of UNT-Dallas.

CO-TEACHING DURING CLINICAL TEACHING

UNT Dallas has adopted a co-teaching model for field experiences. Emerging teachers are required to be actively engaged in as many of the elements of the classroom as is possible from the very beginning. Emerging teachers should assume greater responsibilities, commensurate with their role as a Emerging Teacher .

Clinical 1 students will use the first 40 hours as observation hours. It is during this time that students may work with campus administration to observe various school settings. The focus of Clinical 1 is Station teaching and one-teach, one – assist with a small group focus.

Clinical 2:

Weeks	Co-Teaching Strategies	Minimum Emerging teachers Responsibilities
1 to 3	• One teach	one observe • One teach	one assist	• Assume partial responsibility for leading classroom routines (e.g., attendance, bell work, dismissal) • Co-plan
4 to 6	• Above as well as • Alternative teaching • Station teaching	• Co-plan • Lead small-group activities
7 to 8*	• Above as well as • One teach	one observe with TC as lead	• Co-plan • Lead small-group activities • Assume responsibility for whole-group lesson in one subject area
9 to 10	• One teach	one observe • One teach	one assist • Alternative teaching • Station teaching • Parallel teaching • Team teaching	• Assume partial responsibility for leading classroom routines (e.g., attendance, bell work, dismissal) • Co-plan • Lead small-group activities
11 to 14 *	• One teach	one observe • One teach	one assist • Alternative teaching • Station teaching • Parallel teaching Team teaching	• Co-plan • Lead small-group activities • Assume responsibility for whole-group lesson in one subject as appropriate

*Implemented Unit Plans and the Performance Assessment will require one teach | one observe with the emerging teachersleading instruction so that the emerging teacher can provide feedback about the Emerging Teacher 's instructional competency.

WALKTHROUGHS

Supervision will focus on observation of co-teaching, and in the case where the Emerging Teacher is actively involved, the indicators from the T-TESS rubric. At each visit, the Emerging Teacher Educator will document the walkthrough in Tk20.

COMMUNICATION

UNT-Dallas e-mail serves as the official method for communicating with students. The UNT Dallas e-mail account will be used as a method of contacting emerging teachers throughout the semester. This account is also used as a method for notifying students of dangerous or emergency situations occurring on campus, academic or financial responsibilities, or any other university matter. **It is the responsibility of the candidate to regularly check his/her UNT Dallas e-mail.**

PROFESSIONAL IMPROVEMENT PLAN

A **Professional Improvement Plan (PIP)** is a tool designed to support students who may be in danger of not progressing in their major/academic plan. The PIP outlines specific action steps a student must complete in order to maintain or return to good standing within their major/academic plan. There are three reasons for making a PIP referral:

- Poor academic standing (i.e. ongoing academic deficiencies across coursework)
- Issues regarding professionalism (classes or clinical experience)
- Academic integrity violation (plagiarism, cheating, etc.)

The following outlines the steps to be taken in completing the Professional Improvement Plan process.

Stage 1

- A Professional Improvement Plan can be initiated by the Field Supervisor, or the Clinical Teaching Director; using data collection from the Cooperating Teacher, administration, walkthrough data, program faculty, and personal observations.

- The initiating personnel will have a discussion of concerns with the Emerging Teacher . This discussion will include:
  - Reasons and examples of the problem
  - Asking the Emerging Teacher if there are outside factors that are hindering his/her progress and success
  - Review academic status (as appropriate)
- The initiating personnel works with the Emerging Teacher to solve problems by offering Action Steps.
- The Emerging Teacher will have a maximum of 14 days to complete the Action Steps and have a follow-up meeting with the initiating personnel.
- The initiating personnel maintains written documentation resulting from meetings with the Emerging Teacher . If the issue(s) are resolved no further action is necessary.
- If the Emerging Teacher __does not__ meet all requirements of Stage 1 Professional Improvement Plan, then the Emerging Teacher will move to Stage 2 of the Professional Improvement Plan:

Stage 2

1. The Clinical Teaching Supervisor notifies the Emerging Teacher and schedules a meeting to discuss the issue(s) on the Professional Improvement Plan, and lack of progress.
2. The PIP Committee (comprised of the Field Supervisor, Clinical Teaching Director, and Assistant Dean of ETI) meet to review documentation of the PIP.
3. The committee will develop an Action Plan for the Emerging Teacher .
4. The Emerging Teacher will have 14 days to complete the task on the Action Plan.
5. If further action needs to be taken the Professional Improvement Plan will then go to the Certification Officer and the Field Experience Coordinator.

Stage 3

1. The Clinical Teaching Supervisor works with the Field Experience Coordinator and Certification Officer (and other roles as appropriate) to determine further action (s) to be taken.

DISMISSAL FROM CLINICAL TEACHING

- The clinical teaching program is a cooperative relationship between the Emerging Teacher Institute, cooperating school campuses, Emerging teacher teachers and the Emerging Teacher .
- Each Emerging Teacher is to be made aware that his/her presence at the campus, and in a particular classroom, is that of a guest.
- Occasionally there are circumstances that warrant the termination of a clinical teaching assignment.
- Termination may be initiated by the
  - Emerging Teacher ,
  - the school district
  - the campus administrator
  - the Emerging Teacher Institute.

When such action is deemed necessary, there are specific reasons and procedures that must be taken into consideration by all parties involved.

REASONS FOR TERMINATION

1. Mutual consent and agreement for termination by the Emerging Teacher , Emerging teacher and clinical teaching supervisor for reasons of illness, injury, or other unforeseen problem.
2. Failure by the Emerging Teacher to establish and maintain a satisfactory performance level in classroom instruction and management.
3. Failure by the Emerging Teacher to abide by the policies of the cooperating school.
4. Unprofessional conduct towards the host school faculty/administration or students/parents.

PROCEDURES FOR TERMINATION
Failure by the Emerging Teacher to establish and maintain a satisfactory performance level in classroom instruction and management

- The Emerging Teacher will meet with the Field Experience Coordinator, Certification Officer, and Department Chair to discuss possible options. The options offered will depend upon <u>EACH INDIVIDUAL CASE</u> and what is deemed to be in the best interest of the Emerging Teacher , the school, the Emerging teacher and the students in the classroom.

- Some options that may be considered include:
  - Withdrawal from clinical teaching with the option to reapply for clinical teaching.
  - Withdrawal from clinical teaching with the decision to transfer to another college within the University to pursue a different degree. Withdrawal will be allowed only if it is prior to the end of the drop date for the semester.
  - Termination of clinical teaching with a failing grade.

- The Emerging Teacher will be given a letter stating the decision, the reasons for the termination and whether or not an opportunity to reapply for clinical teaching at a later date will be permitted.

- The final decision to terminate a Emerging Teacher is the responsibility of the Field Experience Coordinator, Certification Officer and Department Chair with the consensus and approval of the Dean of the Emerging Teacher Institute. This decision will be based upon documentation from the school principal, Emerging teacher teacher, clinical teaching supervisor and/or the Emerging Teacher .

APPEAL PROCEDURE

Students may appeal the decision of the Committee;

- A formal appeal must be initiated within 5 school days.
- The Emerging Teacher must submit evidence (ie Walk-through feedback, academic assignments, observation data, attendance records, etc.) to support their appeal stance.
- The documentation is to be delivered by the Emerging Teacher to the Assistant Dean of ETI. The Assistant Dean then contacts and/or sets a meeting of the Appeal Committee. Relevant materials are to be distributed and/or a meeting is held as soon as possible after the receipt of the appeal by the Department.
- The Emerging Teacher will receive the outcome of the meeting in writing with a brief explanation of the judgement.

HOT Topics

Emerging teachers and supervisory personnel should be aware of the following issues related to clinical teaching:

1) Emerging teachers may <u>not</u> serve as substitute teachers during the two-semester, clinical teaching Residency Program.
2) Emerging teachers may <u>not</u> administer nor serve as an official witness for corporal punishment.
3) Emerging teachers may <u>not</u> contact parents/guardians of the students they teach. The emerging teacher must contact parents and be present during personal contact with parents/guardians.
4) Emerging teachers may <u>not</u> send notes to parents/guardians of the students they teach without approval from the cooperating teacher. Notes to parents <u>must</u> include the signature of the Emerging Teacher and cooperating teacher.
5) Supervisory personnel may <u>not</u> discuss the Emerging Teacher 's performance with the Emerging Teacher 's parents or spouse without the Emerging Teacher being present.
6) Emerging teachers may <u>not</u> express their personal religious and political views in the classroom or with students outside the classroom.
7) Emerging teachers may <u>not</u> engage in religious activities at the school site.
8) Emerging teachers may <u>not</u> administer standardized tests. With permission from the administration, they may assist with monitoring.
9) Emerging teachers must maintain confidentiality concerning student records and performance. The Emerging Teacher Educator and Clinical Teaching Director should be notified if the Emerging Teacher or supervisory personnel have concerns related to any of the above issues or other related issues at the clinical teaching site.

APPENDIX

A. TERMS AND DEFINITIONS

B. RESPONSIBILITIES: EMERGING TEACHER
    1. EMERGING TEACHER
    2. EMERGING TEACHER EDUCATOR

C. T-TESS RUBRIC

D. CODE OF ETHICS AND STANDARD PRACTICES FOR TEXAS EDUCATORS

E. CO-TEACHING MODELS

F. EMERGING TEACHER PROFESSIONAL IMPROVEMENT PLAN

G. WALKTHROUGH FORM

H. CO-TEACH PLANNING GUIDE

I. PROFESSIONLISM RUBRIC

J. PRE-CONFERENCE PROTOCOL

K. SAC CHART

L. POST-CONFERENCE PROTOCOL

M. ABSENCE MAKE-UP FORM

N. CERTIFICATION CHECKLIST

O. UNIVERSITY OF NORTH TEXAS DALLAS CONTACTS

Terms and Definitions

Emerging Teacher Institute Clinical Teaching

Terminology Cheat Sheet

Checkpoint A collection of artifacts along with reflection that allow Emerging Teachers to demonstrate knowledge and implementation of InTASC standards. Checkpoint I occurs in EDUC 3320, Checkpoint II occurs in Clinical I semester, and Checkpoint III occurs in Clinical II semester. Emerging Teachers must meet proficiency at each Checkpoint or cannot progress in the program.

Clinical I The 'Methods' semester (or the semester when a student is enrolled in EDSP 4340). Clinical I refers to the 8 hours a week (one full day or two half days) an Emerging Teacher spends on an assigned school campus under the guidance of an Emerging Teacher Mentor (ETM) and Emerging Teacher Educator (ETE). Clinical I begins with observations aligned to methods course assignments and ends with an Emerging Teacher leading small group instruction. Emerging Teacher growth and development comes from experience, reflection, informal observations called walkthroughs, and one practice formal observation called a POP cycle.

Clinical II The 'Student Teaching' semester (or the final semester of the degree when a student is enrolled in EDUC 4200). During Clinical II, Emerging Teachers spend five days a week on an assigned school campus under the guidance of an Emerging Teacher Mentor (ETM) and Emerging Teacher Educator (ETE). During Clinical II, Emerging Teachers engage in a variety of six co-teaching models, receive coaching through informal walk throughs, benefit from just in time skill development in seminars, and receive four formal observations

Create! Space A space for Clinical Teachers to utilize different equipment for developing instructional materials to support their field based coursework, small group instruction, and lessons. This space is located in Dal 1 217 and only accessible to students who have completed training.

Emerging Teacher (ET) a UNT Dallas student enrolled in the School of Education who is working in schools as part of the Clinical I or Clinical II field experience. Other common names for an Emerging Teacher include, "clinical teacher," "student teacher," or "Emerging Teacher ," or "intern."

Emerging Teacher Educator (ETE) a person employed by UNT Dallas who meets Texas Education Agency and Emerging Teacher Institute qualifications to supervise Emerging Teachers. All Emerging Teacher Educators (ETE) are certified to supervise pre-service teachers, receive yearly training in T-TESS, and receive ongoing support from the UNT Dallas Clinical Teacher Director. Other common names for an Emerging Teacher Educator include, "Supervisor," or "Coordinator."

Emerging Teacher Mentor (ETM) a teacher of record employed by a partner school district, working in a school partnering with UNT Dallas who meets Texas Education Agency and Emerging Teacher Institute qualifications to mentor Emerging Teachers. Other common names for an Emerging Teacher Mentor (ETM) include, "Mentor Teacher," or "Cooperating Teacher."

Panopto the secure software Emerging Teachers use to upload and store video from their classroom instruction during Clinical I and Clinical II. Videos are accessible only by the Emerging Teacher, Emerging Teacher Educator, Clinical Teacher Director, and Faculty and remain until the Emerging Teacher graduates – per our agreements with local school districts.

Performance Assessment a formal observation of an Emerging Teacher (ET) executing a full lesson cycle that allows an Emerging Teacher Educator (ETE) to be rated on all 12 indicators of T-TESS. The performance assessment includes a pre-conference with lesson plan review, the observation (of at least 45 minutes), and a post-conference debriefing student learning outcomes and Emerging Teacher proficiency on the T-TESS. Performance assessments also meet Texas Education Agency expectations for formal observations and are logged as such.

POP Cycle is the reflective learning cycle that takes place between an Emerging Teacher (ET) and their Emerging Teacher Educator (ETE) that includes a **p**re-conference, **o**bservation, and **p**ost-conference.

Professional Development Days are scheduled days for all Emerging Teachers (ET) in Clinical I or in Clinical II to come together with their Emerging Teacher Educators (ETE) for skill development and learning. The learning objectives are developed in part from predictable needs of Clinical I and Clinical II Emerging Teachers and also, from data on proficiency in the field.

Reinforcement (+) is a T-TESS aligned area of strength demonstrated by an Emerging Teacher and noted as a place to continue demonstrating strength as a result of the POP cycle.

Refinement (Δ) Grow is a T-TESS aligned area for improvement demonstrated by an Emerging Teacher and noted as a place to build knowledge or skill around as a result of the POP cycle. Where there is disagreement between an Emerging Teacher (ET) and an Emerging Teacher Educator (ETE), the Emerging Teacher Educator will define the area of refinement.

SWIVL is a technology that can records the audio visuals of instruction using sensors and movement tracking. Emerging Teachers check out SWIVL units and tablets from UNT Dallas to record at least two lessons in Clinical II and one less in Clinical I. Emerging Teachers (ET) then watch and analyze their classroom instruction before debriefing with their Emerging Teacher Educator (ETE).

TK20 is an online assessment tool that allows Emerging Teachers and Emerging Teacher Educators to submit and track records of their clinical work – including, applications for Clinical semesters, observation notes, areas of refinement and reinforcement, qualifications of Emerging Teacher Mentors, and other important assignments. UNT Dallas uses this system

to keep track of all documentation required by our regional accreditation body (SACSCOC) and the Texas Education Agency who allows us to certify teachers.

TTESS stands for the Texas Teacher Evaluation and Support System that consists of 16 dimensions across four domains. The TTESS Rubric strives to capture the holistic nature of teaching with descriptors of specific practices. Pre-service and in-service teachers can use the five performance levels to assess their own growth and development. The Emerging Teacher Institute at UNT Dallas uses all 16 dimensions of the T-TESS Rubric to assess Emerging Teachers' growth and performance in the field.

Walkthroughs are when an Emerging Teacher Educator informally observes an Emerging Teacher execute a part of the learning cycle (generally between 10-30 minutes) to provide coaching and direction that is not captured for a formal performance assessments. Walkthroughs are designed to support Emerging Teacher growth in between performance assessments.

APPENDIX B

Emerging Teacher RESPONSIBILITIES:

TO THE STUDENTS
- Create and maintain a positive learning environment by demonstrating respect for each student.
- Maintain a professional relationship with each student.
- Be aware of students' social and emotional needs.
- Be discreet with any confidential information.
- Observe the behavior and learning styles of students in a world of diverse cultures in order to create a classroom atmosphere that fosters multicultural understanding.

TO THE HOST SCHOOL and EMERGING TEACHER MENTOR
- Be familiar with school policies and procedures.
- Keep the same daily schedule of the Emerging teacher teacher. Report to school on time and remain until the end of the designated day.
- Notify the school and the Emerging teacher as soon as possible if an absence is necessary.
- Wear appropriate professional attire in compliance with school policy dress code.
- Provide the Emerging teacher with written lesson plans at least **two days** prior to teaching.
- Prepare in advance all teaching materials/technology to avoid misuse of time and misbehavior of students.
- Plan for the most efficient methods of carrying out classroom procedures and lesson transitions.
- Know and understand the major principles and concepts of the materials to ensure high levels of teaching competence.
- Incorporate a variety of teaching strategies to provide for individual learning styles and to better develop inquiry and problem-solving skills.
- Develop critical thinking through the use of thought-provoking questions.
- Choose a variety of assessment tools and teach students to use self-evaluation.
- Provide lesson activities that require cooperation and teamwork.
- Participate in school-wide events such as teacher meetings, open houses and other school-based activities.
- Actively seek feedback from the Emerging teacher teacher, communicate proactively and honestly.
- Actively participate in the midterm and final evaluation process.
- Establish professional relationships by interacting with school personnel (administrators, faculty, support staff), students and parents.

TO THE EMERGING TEACHER EDUCATOR
- Turn in a weekly teaching schedule as designated by him/her. Notify your supervisor immediately if changes occur to this schedule.
- Turn in lesson plans at least **two days** prior to observation.
- Notify if an absence is necessary.
- Attend all Clinical Seminar meetings.
- Assist with the uploading of video capture
- Welcome constructive suggestions and incorporate them in subsequent planning and teaching.
- Contact with question or concerns.
- Complete all assignments and assessments in Tk20

APPENDIX B – 1
EMERGING TEACHER MENTOR RESPONSIBILITIES

TO THE EMERGING TEACHER
- Prepare the classroom students to receive the Emerging Teacher as a professional co-worker.
- Prepare a workspace for the Emerging Teacher .
- Orient the Emerging Teacher to the students, the school calendar and daily schedule, the building facilities and resources, the personnel-administrators, faculty, and staff, school policies and procedures, the nature of the community, and professional opportunities.
- Provide a gradual induction to the teaching process by modeling appropriate planning and teaching.
- Demonstrate methods and resources for creating daily lesson plans that are sequential and integrated.
- Demonstrate the use of curriculum guides, teachers' manuals and other resources for your grade/subject level.
- Explain the philosophy of classroom management, the specific techniques that are to be used, and how management is to occur when the Emerging teacher and Emerging Teacher are both in the classroom.
- Ensure that playground duty is done in the company of the Emerging teacher or with a district designated personnel in the immediate area.
- Choose a specific time for planning on a daily/weekly basis.
- Guide the Emerging Teacher toward effectiveness by:
    - monitoring effective use of time
    - requiring written lesson plans **two days** in advance of teaching
    - creating a climate that encourages questioning and self-reflection
    - praising and encouraging
    - keeping interactive lines of communication open and discuss problems frankly, one at a time
    - sharing professional experiences and materials
    - encouraging the use of alternative instructional and management strategies
    - guiding the acceptance of varied school duties and tasks which represent the teacher's workload
- Explain the methods of record keeping for attendance, tardiness, grades, conduct, etc.
- Discuss emergency and health procedures such as fire drills, lockdowns, illness, fighting, etc.
- Allow the Emerging Teacher to assume all responsibility of classroom instruction and management.
- Give specific instruction on how to set up a classroom for the beginning of the year.
- Provide weekly feedback to the Emerging Teacher .
- Provide daily interactive discussions that encourage reflective thinking about the strengths and weaknesses of the Emerging Teacher 's effectiveness in the planning/teaching process.
- Assist the Emerging Teacher in implementing recommendations received during the daily evaluation sessions.

- Accept each Emerging Teacher as an individual and refrain from comparison of him/her with previous emerging teachers or other emerging teachers in the building.
- Allow the Emerging Teacher to attend all required university seminars/meetings which are part of the field experience.
- Introduce the Emerging Teacher to professional journals, resources and organizations.
- Invite the Emerging Teacher to faculty/curriculum meetings, parent meetings and parent/teacher conferences when appropriate.

APPENDIX B-2
EMERGING TEACHER EDUCATORS RESPONSIBILITIES

TO THE EMERGING TEACHER
- Conduct three-way conferences with the Emerging Teacher and Emerging teacher at the beginning, midpoint and end semester.
- Observe, assess and evaluate Emerging Teacher during the semester. Observations should be spread across the rotations and not on consecutive days. Never observe a Emerging Teacher twice in one day.
- Conduct observations at a variety of times to include a range of subjects for which the Emerging Teacher is responsible for teaching.
- Provide verbal feedback after each observation, preferably immediately following the observation.
- Provide written feedback in Tk20 following each observation within **one week** of observation.
- Guide the Emerging Teacher 's growth in reflective thinking and self-evaluation.
- Evaluate the Emerging Teacher 's lesson plans and provide verbal and/or written feedback prior to observation.
- Provide documentation of any infractions of school policy or professionalism, as well as unsatisfactory progress in classroom instruction and management. A copy will be provided to the Field Experience Coordinator as well.
- Provide the Emerging Teacher with a Professional Improvement Plan if there are problematic areas that need special attention. Performance problems should be identified and discussed as early as possible. A copy of the Professional Improvement Plan/Probation Contract will be submitted to the Field Experience Coordinator as soon as all parties have signed the form.
- Complete recommendation letters for emerging teachers who are applying for teaching positions.

APPENDIX D
TEXAS ADMINISTRATIVE CODE
Code of Ethics and Standard Practices for Texas Educators

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

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 Towards Students.

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

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

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

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

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

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

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

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

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

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

    (ii) the subject matter of the communication;

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

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

(v) whether the communication was sexually explicit; and

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

Source Note: Texas Administrative Code, title 19, Part 7, Rule 247.2, effective December 26, 2010

APPENDIX E

CO-TEACHING MODEL - STRATEGY DEFINITIONS & EXAMPLES

Strategy	Definition/Example
ONE TEACH, ONE OBSERVE	One teacher has primary responsibility while the other gathers specific observational information on students or the lead teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors. **Example:** One teacher can observe students for their understanding of directions while the other leads.
ONE TEACH, ONE ASSIST	An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other circulates to check for understanding, assists students with their work, or monitors behaviors. *Example*: While one teacher has the instructional lead, the person assisting can be the "voice" for the students when they don't understand or are having difficulties.
STATION TEACHING	The co-teaching pair divides the instructional content into parts. Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations. *Example:* One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change.
PARALLEL TEACHING	Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduced student to teacher ratio. *Example*: Both teachers are leading a 'question and answer' discussion on specific current events and the impact they have on our economy.
ALTERNATIVE TEACHING	This strategy allows one teacher to work with students at their expected grade level while the other teacher works with those students who need the information and/or materials retaught, extended, or remediated. *Example*: One teacher may work with students who need re-teaching of a concept while the other teacher works with the rest of the students on enrichment.

TEAM TEACHING	Well -planned, team- taught lessons exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students' perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and are available to assist students and answer questions. *Example:* Both instructors can share the reading of a story or text so that the students are hearing two voices.
	The strategies are not hierarchical. They can be used in any order and/or in any combination to best meet the needs of the P-12 students in the classroom. *(with adaptions from) Copyright 2011, St. Cloud State University, Teacher Quality Enhancement Center Research Funded by a US Department of Education Teacher Quality Enhancement Grant*

APPENDIX F

Professional Improvement Plan

Emerging Teacher Name: Student ID: Date:

Expectation	Emerging Teacher will
Evidence	• Documentation by ---- • Responses from ----
Concerns	*Evidence from four sources suggest that ----:* a. did not fulfill the minimum requirements for … b. failed to provide… c.
Strategies	

Deadline	Satisfactory progress

Clinical Teaching Supervisor   Date   Emerging Teacher   Date

Comments:

APPENDIX G

CO-TEACHING PLANNING GUIDE

Week_____   Content_____

	Standard	Objective	Assessment	Co-Teaching Approach based on student needs	Specific Co-Teaching Responsibilities
Monday				____TT ____OTOO ____OTOA ____AT ____ST ____PT	
Tuesday				____TT ____OTOO ____OTOA ____AT ____ST ____PT	
Wednesday				____TT ____OTOO ____OTOA ____AT ____ST ____PT	
Thursday				____TT ____OTOO ____OTOA ____AT ____ST ____PT	
Friday				____TT	

				____OTOO ____OTOA ____AT ____ST ____PT	

APPENDIX I

Click here for the T-TESS Handbook , this resource will give a broad overview of the

T-TESS Instructional Rubric.

APPENDIX J

PRE-CONFERENCE DISCUSSION GUIDE

Pre-Conference Participants:
Date:
Time:

Step 1: Preparation

Preparation-expectations for pre-conferencing have been clearly established and communicated *as evidenced by* ➜ TC bringing all of the following:	Prepared? ✓	Related notes to be taken during pre-conference – *(May be referenced at subsequent post-conference as needed/applicable)*
• Completed lesson plan, utilizing required template		
• T-TESS rubric (*Hard copy or electronic*)		
• Assessment sample (Exemplar at the 'Meets' level)		
• Student achievement levels identified in writing (*Assessment scoring re: Below/Meets/Exceeds*		
• Ability to **articulate** your most recent reinforcement and refinement areas (*PAs 2-4 only*)		
Additionally, TC may consider bringing the following:		
• Pre-written questions to ask Coordinator		
• Materials (*texts, manipulatives, web site, etc.*) being considered for use		

• DOK and/or Blooms reference (*Hard copy or electronic*)		

Step 2: Standard, Objective & Sub-Objectives

Descriptor: *(Proficient)* Pre-Conference Step 2 includes **all** of the following: ➔ Coordinator asks TC to,	Related notes to be taken during pre-conference – *(May be referenced at subsequent post-conference as needed/applicable)*
• share standard being utilized for lesson (# & verbiage)	
• <u>explain</u> the standard being utilized for lesson (*re: content /skills*)	
• share objective(s) being utilized for lesson and **Coordinator & TC** <u>analyze</u> objective(s), specifically identifying: 1. alignment of the objective's verb to that in the standard 2. measureable K.U.D. (What will students **K**now, **U**nderstand, and/or be able to **D**o at the end of this lesson?)	
• share sub-objective being utilized for the lesson specifically identifying all of the following: 1. Connections to prior learning/lessons 2. Relevance to students' real-lives and/or the real world 3. New, and/or review, content knowledge and skills (to include related-vocabulary)	

Step 3: Assessment

Descriptors: *(Proficient)* Pre-Conference Step 2 includes **all** of the following: ➔ Coordinator asks TC to,	Related notes to be taken during pre-conference – *(May be referenced at subsequent post-conference as needed/applicable)*
• show exemplary assessment being utilized for lesson (*Hard copy or electronic completed @ 'meets' level*)	
• <u>explain</u> the alignment of assessment to objective (*With specific attention to verb(s)*)	
• explain the assessment's exceeds level *(*With careful attention re: the 'exceed' level being achievement <u>beyond</u> the standard vs. 'more correct' at the same level)*	
• explain how they will formatively assess (*i.e.: Check for understanding (CFU)),* <u>throughout</u> the lesson, prior to administering a final assessment •	
• explain <u>how</u> and <u>why</u> they will differentiate assessment(s)	

Step 4: Instructional Delivery

Descriptors: *(Proficient)* Pre-Conference Step 3 includes addressing **ALL** of the following: ➔ Coordinator asks TC to,	Related notes to be taken during pre-conference – *(May be referenced at subsequent post-conference as needed/applicable)*
• explain a recent TAP refinement area and actions they are taking to improve in this area *(Note: Refinement may be from previous PA, Emerging teacher or, self-selected)*	
• to explain the lesson structure (sequence re: gradual release or, inquiry, 5 E's) while referencing: 1. their lesson plan, 2. the questions within the lesson plan template *(See here ->)* 3. the lesson's related materials *(i.e.: anchor chart, manipulatives, etc.)* 4. how they plan to display improvement in their refinement area within this lesson	•
• <u>rehearse</u> (*model*), their plan for this area of refinement within this lesson	

<u>Quick Reference!: Questions from LP template:</u>

Opening:
- How will you activate student interest?
- How will you connect to past learning?
- How will you present the objective in an engaging and student-friendly way?
- How will you communicate its *importance* and make the content relevant to your students?

Teacher Will:
- How will you **model/explain/demonstrate** all <u>knowledge/skills</u> required of the objective?
- What types of **visuals** will you use?
- How will you **address misunderstandings** or common student **errors**?
- How will you **check for understanding**?
- How will you **explain and model** <u>behavioral expectations</u>?

Student Will:
- What will students be doing to **actively capture and process the new material?**
- How will students be **engaged**?

Co-Teaching Strategy
- Which **co-teaching approach** will you use to maximize student achievement?

Differentiation Strategy
- What **accommodations/modifications** will you include for specific students?
- Do you anticipate any students who will need an **additional challenge**?
- How can you **utilize grouping strategies**?

Closing/Student Reflection/Real-life connections:

How will students **summarize and state the significance** of what they learned?

APPENDIX K

STUDENT ACHIEVEMENT CHART (SAC)

Reminder: Bring all student assessments to your pre- and post-conference!

FAME Mastery Levels	_Description of Student Work in each Mastery Category_ _(# Correct AND characteristics of work)_		
Exceeds	Description for 'Exceeds' the standard: # Correct: Student work to include: • •		Post
		• Number of students:	
		• Percent of Total class:	
		• Student Names:	
Meets	Description for 'Meets' the standard: # Correct: Student work to include: • •	• Number of students:	
		• Percent of Total class:	
		• Student Names:	
Approaches	Description for 'Approaches' the standard: # Correct:	• Number of students:	
		• Percent of Total class:	

	Student work to include:	• Student Names:	
	 • •		
Falls Far Below	Description for 'Falls Far Below' the standard: # Correct: Student work to include: • •	<u>Number</u> of students:	
		• <u>Percent</u> of Total class:	
		• <u>Student Names:</u>	

APPENDIX L

Post-Conference Discussion Guide

Pre-Conference Participants:
Date:
Time:

Step 1: Conference Opening

Descriptors: *(Proficient)* **Within Step 1 of the post-conference, *ALL* of the following occur:**	Coordinator's post conference planning: *Coordinator may record pre-planned questions, observed evidences, etc.*	Notes based on TC responses:
• Coordinator welcomes TC, establishes conference 'agenda' & purpose	*(Script):*	
• Coordinator asks TC to convey their: a. 'overall self-impressions' of their lesson, based on their experience and the viewing of their video, **AND** b. identified (+ &-) *impact* on the resultant student <u>achievement</u> outcomes		
Coordinator asks TC to share student achievement outcomes *(# Students at each level AND percentages*) and student work samples		# Ss E: (%) # Ss M: (%) # Ss A: (%) # Ss FFB: (%) *(Reference <u>weighted</u> S&O descriptor here re: 'evidence of MOST Ss mastering'-)*
'Other' (*Differentiated by TC)		

Step 2: *Emerging Teacher* identifies and <u>justifies</u> *self-selected* R+ & R-

Descriptors: *(Proficient)*	Descriptors: *(Proficient)*	Descriptors: *(Proficient)*

Within Step 2 of the post-conference, *ALL* of the following occur:	Within Step 2 of the post-conference, *ALL* of the following occur:	Within Step 2 of the post-conference, *ALL* of the following occur:
Coordinator asks TC to: 1. <u>identify</u> their self-selected (TAP) **reinforcement** indicator <u>AND</u> 2. <u>justify</u> the selection with evidence(s) which are **somewhat aligned** to TAP descriptor verbiage	Coordinator asks TC to: • <u>identify</u> their self-selected (TAP) **reinforcement** indicator <u>AND</u> 3. <u>justify</u> the selection with evidence(s) which are **somewhat aligned** to TAP descriptor verbiage	Coordinator asks TC to: • <u>identify</u> their self-selected (TAP) **reinforcement** indicator <u>AND</u> • <u>justify</u> the selection with evidence(s) which are **somewhat aligned** to TAP descriptor verbiage
Coordinator asks TC to: 1. <u>identify</u> their self-selected (TAP) **refinement** indicator <u>AND</u> <u>justify</u> the selection with evidence(s) which are **somewhat aligned** to TAP descriptor verbiage	Coordinator asks TC to: 2. <u>identify</u> their self-selected (TAP) **refinement** indicator <u>AND</u> <u>justify</u> the selection with evidence(s) which are **somewhat aligned** to TAP descriptor verbiage	Coordinator asks TC to: 3. <u>identify</u> their self-selected (TAP) **refinement** indicator <u>AND</u> • <u>justify</u> the selection with evidence(s) which are **somewhat aligned** to TAP descriptor verbiage
Descriptors: *(Proficient)* Within Step 2 of the post-conference, *ALL* of the following occur:	Descriptors: *(Proficient)* Within Step 2 of the post-conference, *ALL* of the following occur:	Descriptors: *(Proficient)* Within Step 2 of the post-conference, *ALL* of the following occur:
Coordinator asks TC to: <u>identify</u> their self-selected (TAP) **reinforcement** indicator <u>AND</u> <u>justify</u> the selection with evidence(s) which are **somewhat aligned** to TAP descriptor verbiage	Coordinator asks TC to: <u>identify</u> their self-selected (TAP) **reinforcement** indicator <u>AND</u> <u>justify</u> the selection with evidence(s) which are **somewhat aligned** to TAP descriptor verbiage	Coordinator asks TC to: 4. <u>identify</u> their self-selected (TAP) **reinforcement** indicator <u>AND</u> 5. <u>justify</u> the selection with evidence(s) which are **somewhat aligned** to TAP descriptor verbiage
Other' (Differentiated by TC)		

Step 3: Instructional Coaching, <u>Reinforcement</u> Area

Descriptors: *(Proficient)* Within Step 3 of the post-conference, *ALL* of the following occur:	Coordinator's post conference planning: *(May include pre-planned questions, observed evidences, cut/pasted descriptors, etc.)*	Notes based on TC responses:
TC **records notes** re: reinforcement area and next-steps to sustain their performance level within this indicator (Hard copy or computer)	*(*Provide reminder if needed-)*	
Coordinator reveals <u>their</u> identified TAP indicator/area of reinforcement via *(at coordinator's discretion):* a. Direct revelation or, b. Questioning leading TC to the same-		
Coordinator verbally shares **3** (**minimum*) recorded, observable evidence(s), <u>using explicit TAP-descriptor verbiage</u>, to substantiate the reinforcement area identified	1. 2. 3.	
Coordinator and TC (***where possible***) identify *explicit, actionable* next-steps for <u>sustaining</u> performance within this indicator		
Coordinator and TC (collaboratively) identify the manner in which <u>sustaining</u> these practices will positively impact a. student achievement <u>and</u> b. other TAP indicators	a. b.	
Other' (Differentiated by TC)		

Step 4: Instructional Coaching, <u>Refinement</u> Area

Descriptors: *(Proficient)* Within Step 4 of the post-conference, *ALL* of the following occur:	Coordinator's post conference planning: *(May include pre-planned questions, observed evidences, cut/pasted descriptors, etc.)*	responses:
TC **records notes** re: refinement area and next-steps to sustain their performance level within this indicator (Hard copy or computer)	*(*Provide reminder if needed-)*	

Descriptors	Coordinator's post conference planning	Notes

Coordinator reveals their identified TAP indicator/area of refinement via *(at facilitator's discretion)*:
    A. Direct revelation or,
    B. Questioning leading TC to the same-		

Coordinator verbally shares **3** (**minimum*) recorded, observable evidence(s), <u>using explicit TAP-descriptor verbiage</u>, to substantiate the refinement area identified	1. 2. 3.	
Coordinator and TC (***where possible***) identify *explicit*, *actionable* next-steps for <u>improving/refining</u> performance within this indicator		
Coordinator and TC (collaboratively) identify the manner in which improving/refining these practices will positively impact a. student achievement <u>and</u> b. other TAP indicators	a. b.	
Descriptors: *(Proficient)* Within Step 4 of the post-conference, *ALL* of the following occur:	**Coordinator's post conference planning:** *(May include pre-planned questions, observed evidences, cut/pasted descriptors, etc.)*	responses:
TC records notes re: refinement area and next-steps to sustain their performance level within this indicator (Hard copy or computer)	*(*Provide reminder if needed-)*	

Step 5: Closing

Descriptors: *(Proficient)* Within Step 5 of the post-conference, *ALL* of the following occur:	**Coordinator's post conference planning:** *(May include pre-planned questions, observed evidences, cut/pasted descriptors, etc.)*	**Notes based on TC responses:**
Coordinator asks TC to reiterate the (coordinator's) identified TAP indicator re: this lesson's area of reinforcement <u>and</u> the identified *actionable* next-steps for <u>sustaining</u> performance within this indicator		
Coordinator asks TC to reiterate the (coordinator's) identified TAP indicator re: this lesson's area of refinement <u>and</u> the identified *actionable* next- steps for <u>improving</u> performance within this indicator		
Coordinator & TC reveal their scoring for all indicators *(Where applicable only: TC shares their recorded evidence regarding any scores discrepant by 2 or more points-)*		
Coordinator & TC share 'Professionalism' scoring and related next-steps		
TC is offered the opportunity to pose any final questions or requests for support		

APPENDIX M
Absence Make-Up Form

Emerging Teacher Educator Name:	Date:
Emerging Teacher Name:	Emerging Teacher R Number:
Emerging teacher Mentor Name:	Emerging Teacher Campus:

I propose to make up all absences planned or unplanned on the following dates with Emerging teacher Mentor and Emerging Teacher Educator approval (prior to date in which grades are due according to the UNT-Dallas academic calendar). **I understand that failure to make up these absences according to the approved plan will result in a failing grade in student teaching.**

Date of Absence	Followed Protocol for Absence Request (Yes/No)	Suggested Make-up Date
1.		
2.		
3.		
4.		
5.		

Emerging Teacher Mentor Signature _____Date:_____

☐Approved   ☐Disapproved

Emerging Teacher Educator Signature_____Date:_____

Comments/Additional Notes:

APPENDIX N

CHECKLIST TO COMPLETE PROGRAM AND CERTIFICATION

To Complete Emerging Teacher Institute (ETI):

_____ Successfully complete prescribed Education and Pedagogy courses on degree plan._

_____ Successfully complete Clinical (Student) Teaching._

_____ Have a final, minimum 2.75 cumulative (true) GPA overall, core and pedagogy._

_____ Graduate with a Bachelor's degree._

To Be Eligible for Teacher Certification:

_____ Successfully complete the Emerging Teacher Institute (ETI) including Clinical Teaching.

_____ Complete a Bachelor's degree.

Must be officially conferred by Registrar's Office, which can take at least 4-6 weeks after the graduation ceremony.

Letter of intent – request from Certification Officer.

_____ Pass appropriate state certification exams (TExES) for content AND pedagogy.

Most Districts require your supplemental exams for hire.

_____ Submit fingerprinting application and fee once you have passed necessary exams.

If you have already been fingerprinted by a District, you should not have to apply again.

_____ Submit certification application and fee to TEA once you have passed necessary exams.

*Email Certification Officer once application has been submitted.

_____ Pass Federal background check.

_____ Receive recommendation from the UNT Dallas.

_____ TEA grants teacher certification.

Posts to your TEA Account – no hard copy – may be viewed, attached or printed.

_____*Renew every 5 years - Continuing Professional Education (CPE) – 150 clock hours*

http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Continuing_Professional_Education_(CPE)/Continuing_Professional_Education_Information/

       Adding additional certifications

       Loan Forgiveness Programs (TEACH Grant)

APPENDIX O

UNT DALLAS CONTACTS

Khiandra Woods
Clinical Teaching Director   972-780-3038   Khiandra.woods@untdallas.edu

Nayely Martinez
Associate, Student Experience and Communication   972-338-1365   Nayely.martinezdelima@untdallas.edu

OTHER IMPORTANT CONTACTS

Bookstore	972.780.3652	untdallas@bkstr.com
Financial Aid	972.780.3662	financialaid@untdallas.edu
Registrar's Office	972.780.3664	registrar@untdallas.edu
Student Financial Services	972.780.3658	sfs@untdallas.edu
Student Affairs and Career Services	972.338.1775	studentaffairs@untdallas.edu
Texas Education Agency	512.463-9734	http://tea.texas.gov/

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R-11/4/19