



Emerging Teacher Educator Handbook

Fall 2019

The clinical semesters are designed to allow student to begin to practice the Science of teaching. Emerging Teacher Mentors are expected to encourage, support, offer feedback, and allow students to explore the science of teaching.

Clinical 1

- The Emerging teacher will complete 8 hours weekly over the course of the semester in increments of 1 full day or two half days.
- Emerging Teachers are supported by a university provided Emerging Teacher Educator.
- Emerging teachers will have 4 sessions of coaching support (walkthroughs or 1:1 coaching)

Clinical 2

- An emerging teacher's semester consists of two 15-week placement for students
- Emerging teachers will complete 5 full days each week. A full day is not less than 7 hours.
- Emerging teachers will have 4 sessions of coaching support (walkthroughs or 1:1 coaching)
- Emerging teachers will have 4 formal performance assessments, in which they are responsible for independently teaching the lesson.

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

Life School Charter

Mesquite ISD

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.
- Write quality lesson plans in advance of teaching assignments and share copies with the Emerging Teacher Mentor. The lesson plans need to be available for the Emerging Teacher Educator when he/she comes to the school.
- Provide a written lesson plan to the Emerging Teacher Educator and Emerging Teacher Mentor 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 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 Educator or Emerging Teacher Mentor for constructive feedback regarding effective techniques.
- Complete any requirements assigned by the Emerging Teacher Educator (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 1 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 & ATTENDANCE

- **Clinical 1** – Emerging teachers have been asked to keep the same days and times throughout the semester so that Emerging teacher Mentors are able to properly plan for their support in the classroom. Any days that the Emerging teacher miss are to be made up.
- **Clinical 2** - Emerging teachers are to keep the same hours as their Emerging Teacher Mentor. The Emerging Teacher must be in placement for a minimum of 7 hours to receive credit for attendance for the day. Emerging Teachers are expected to attend all professional developments, and a minimum of two extended day activities.
- If an 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
 - Emerging Teacher Educator
- If your Emerging teacher is experiencing difficulty with attendance, reach out to the Emerging Teacher Educator.

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. It has been the practice to offer a free day of substitution at the end of their placement. This is dependent on the Mentor and Emerging teachers comfort level.

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 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 is just cause to send the Emerging Teacher home. In this case, the entire day will be counted as an absence and must be made up.

SOCIAL MEDIA

- Evidence of unacceptable, or unethical behavior could cause the Emerging Teacher's placement to be terminated.
- ETI emerging teachers have been instructed to 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.
- 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

- During the beginning weeks of the assignment, you should meet with the emerging teacher 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.
- Emerging teachers are not to be used as a 1:1 for a challenging student. Emerging teachers should be a support to the overall management of the classroom.

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

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

Emerging Teacher Mentors are to rate candidate performance and confirm years of service through a link in TK20. You will need to provide a personal email to receive the link for the required documentation.

EVALUATION PROCEDURES FOR CLINICAL 1 CANDIDATES:

- The Emerging Teacher Educator (ETE) using the Performance Assessment Cycle formally evaluates emerging teachers **1 time** during the semester.
- The Emerging teacher is to co-plan with their Emerging Teacher Mentor.
- A formal observation includes a Pre-Conference, Observation, and Post Conference. The observation time is a minimum of 45 minutes. A full lesson cycle must be observed.
- During the observation, the Emerging Teacher Mentor is to stay in the classroom and co-score the observation with the Emerging Teacher Educator.
- The Mentor and Supervisor will meet at the conclusion of the lesson to calibrate scores and feedback.
- The Mentor is expected to communicate any problems or concerns to the Emerging Teacher Educator.
- 4 formal walkthroughs, will be completed by the Emerging Teacher Educator – and used to support the emerging teacher’s growth in overall teaching performance.

The POP Cycle – Expectations

- The Emerging Teacher Mentor is to work with the Emerging Teacher to schedule observation dates, and co-teaching opportunities.

Pre-Conference

Emerging Teachers are expected 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)

Emerging Teachers are expected to 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

Emerging Teachers are expected to 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:

- Collect students Self-Reflection Summary
- Scripting Notes
- Scored Dimensions
- T-TESS Rubric
- SAC Chart

Be prepared to lead candidates to Discuss:

- Based on the assessment data, was the lesson effective?
- 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.
- Give candidates detailed action steps.

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 an Emerging Teacher.

Clinical 1:

Weeks	Co-Teaching Strategies	Minimum Emerging teachers Responsibilities
1 to 5	<ul style="list-style-type: none">• One teach one observe• One teach one assist	<ul style="list-style-type: none">• Assume partial responsibility for leading classroom routines (e.g., attendance, bell work, dismissal)• Co-plan
5 to 8	<ul style="list-style-type: none">• Above as well as• Alternative teaching• Station teaching	<ul style="list-style-type: none">• Co-plan• Lead small-group activities
9 to 15*	<ul style="list-style-type: none">• Above as well as• One teach one observe with TC as lead	<ul style="list-style-type: none">• Co-plan• Lead small-group activities

Clinical 2:

Weeks	Co-Teaching Strategies	Minimum Emerging teachers Responsibilities
1 to 2	<ul style="list-style-type: none">• One teach one observe• One teach one assist	<ul style="list-style-type: none">• Assume partial responsibility for leading classroom routines (e.g., attendance, bell work, dismissal)• Co-plan
3 to 4	<ul style="list-style-type: none">• Above as well as• Alternative teaching• Station teaching	<ul style="list-style-type: none">• Co-plan• Lead small-group activities
5 to 8**	<ul style="list-style-type: none">• Above as well as• One teach one observe with TC as lead	<ul style="list-style-type: none">• Co-plan• Lead small-group activities

***Switch Placement: Begin the sequence starting at week 1*

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, and provide written feedback. Walkthrough visit may also include coaching support. As students are working on their edTPA portfolio it may be necessary to provide feedback and serve as a thought partner.

HOT Topics

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

- 1) Emerging teachers may not serve as substitute teachers during the two-semester, clinical teaching Residency Program.
- 2) Emerging teachers may not administer nor serve as an official witness for corporal punishment.
- 3) Emerging teachers may not contact parents/guardians of the students they teach. The emerging teacher mentor must contact parents and be present during personal contact with parents/guardians.
- 4) Emerging teachers may not send notes to parents/guardians of the students they teach without approval from the Emerging Teacher Mentor. Notes to parents must include the signature of the Emerging Teacher and Emerging Teacher Mentor.
- 5) Supervisory personnel may not discuss the Emerging Teacher 's performance with the Emerging Teacher 's parents or spouse without the Emerging Teacher being present.
- 6) Emerging teachers may not express their personal religious and political views in the classroom or with students outside the classroom.
- 7) Emerging teachers may not engage in religious activities at the school site.
- 8) Emerging teachers may not 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.

Placement Procedures:

- Each semester clinical 1 and clinical 2 students will complete an application on TK20
- After the audit process is complete, supervisors will receive a list of applicants for placement.
- Placements vary each semester based on applicant preference
- Emerging Teacher Educators are to meet with campus administrators to secure placement.
- Clinical 1 students require one placement for the semester. The mentors must teach in the certification area of the candidates.
- Clinical 2 students will require two placements for the semester. The mentors must meet the minimum TEA credential requirements. Placements are to be selected across the span of the candidates certification. Example EC-6 candidates should experience a K-2 span and 3-5. SPED K-12 candidates should experience a variety from Elementary, Middle School, and High School.
- Mentor dispositions should be considered when selecting Mentors for placement.

Supervision Training Requirements

Every Emerging Teacher Educator is required to receive annual TEA Supervision Training in August. Monthly meetings are held to discuss data trends, and provide coaching support tools. Participation is encouraged to all events sponsored for Clinical 1 and Clinical 2 students such as Elevate Day, the Encounter, and Signing Day.

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. PROFESSIONALISM 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

APPENDIX A

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.

TESS 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 mentor. Report to school on time and remain until the end of the designated day.
- Notify the school and the Emerging teacher mentor 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 mentor, 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.
- 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 Mentor 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 some 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	<p>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.</p> <p><i>Example:</i> One teacher can observe students for their understanding of directions while the other leads.</p>
ONE TEACH, ONE ASSIST	<p>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.</p> <p><i>Example:</i> 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.</p>
STATION TEACHING	<p>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.</p> <p><i>Example:</i> 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.</p>
PARALLEL TEACHING	<p>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.</p> <p><i>Example:</i> Both teachers are leading a ‘question and answer’ discussion on specific current events and the impact they have on our economy.</p>
ALTERNATIVE TEACHING	<p>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.</p> <p><i>Example:</i> 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.</p>

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. <i>Example:</i> 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 adaptations 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	<ul style="list-style-type: none"> • Documentation by ---- • Responses from ----
Concerns	<p><i>Evidence from data sources suggest that ----:</i></p> <ol style="list-style-type: none"> a. did not fulfill the minimum requirements for ... b. failed to provide... c.
Strategies	

Deadline	Satisfactory progress
----------	-----------------------

Emerging Teacher Educator	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				<input type="checkbox"/> TT <input type="checkbox"/> OTOO <input type="checkbox"/> OTOA <input type="checkbox"/> AT <input type="checkbox"/> ST <input type="checkbox"/> PT	
Tuesday				<input type="checkbox"/> TT <input type="checkbox"/> OTOO <input type="checkbox"/> OTOA <input type="checkbox"/> AT <input type="checkbox"/> ST <input type="checkbox"/> PT	
Wednesday				<input type="checkbox"/> TT <input type="checkbox"/> OTOO <input type="checkbox"/> OTOA <input type="checkbox"/> AT <input type="checkbox"/> ST <input type="checkbox"/> PT	
Thursday				<input type="checkbox"/> TT <input type="checkbox"/> OTOO <input type="checkbox"/> OTOA <input type="checkbox"/> AT <input type="checkbox"/> ST <input type="checkbox"/> PT	
Friday				<input type="checkbox"/> TT	

				<input type="checkbox"/> OTOO <input type="checkbox"/> OTOA <input type="checkbox"/> AT <input type="checkbox"/> ST <input type="checkbox"/> 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 – CLINIAL 1

Pre-Conference Participants:

Date:

Time:

Step 1: Preparation

Preparation-expectations for pre-conferencing have been clearly established and communicated <i>as evidenced by</i> → 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)
<ul style="list-style-type: none"> • Completed lesson plan, utilizing required template • Class Profile completed 		
<ul style="list-style-type: none"> • T-TESS rubric (<i>Hard copy or electronic</i>) 		
<ul style="list-style-type: none"> • Assessment sample (Exemplar at the 'Meets' level) 		
<ul style="list-style-type: none"> • Student achievement levels identified in writing (<i>Assessment scoring re: Below/Meets/Exceeds</i>) 		
<i>Additionally, ET may consider bringing the following:</i>		
<ul style="list-style-type: none"> • Pre-written questions to ask Emerging Teacher Educator 		
<ul style="list-style-type: none"> • Materials (<i>texts, manipulatives, web site, etc.</i>) being considered for use 		
<ul style="list-style-type: none"> • DOK and/or Blooms reference (<i>Hard copy or electronic</i>) 		

Step 2: Standard, Objective & Sub-Objectives

Descriptor: <i>(Proficient)</i> Pre-Conference Step 2 includes all of the following: → Coordinator asks TC to,	Related notes to be taken during pre-conference – <i>(May be referenced at subsequent post-conference as needed/applicable)</i>
<ul style="list-style-type: none"> • share TEK(s) being utilized for lesson (# & verbiage) 	
<ul style="list-style-type: none"> • <u>explain</u> the TEK(s) being utilized for lesson (<i>re: content /skills</i>) 	
<ul style="list-style-type: none"> • share objective(s) being utilized for lesson and ETE & ET analyze objective(s), specifically identifying: <ol style="list-style-type: none"> 1. alignment of the objective's verb to that in the standard 2. measurable K.U.D. (What will students Know, Understand, and/or be able to Do at the end of this lesson?) 	
<ul style="list-style-type: none"> • share sub-objective being utilized for the lesson specifically identifying all of the following: <ol style="list-style-type: none"> 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: <i>(Proficient)</i> Pre-Conference Step 2 includes all of the following: → ETE asks ET to,	Related notes to be taken during pre-conference – <i>(May be referenced at subsequent post-conference as needed/applicable)</i>
<ul style="list-style-type: none"> • show exemplary assessment being utilized for lesson (<i>Hard copy or electronic completed @ 'meets' level</i>) 	
<ul style="list-style-type: none"> • <u>explain</u> the alignment of assessment to objective (<i>With specific attention to verb(s)</i>) 	
<ul style="list-style-type: none"> • explain the assessment's exceeds level (<i>*With careful attention re: the 'exceed' level being achievement <u>beyond</u> the standard vs. 'more correct' at the same level</i>) 	
<ul style="list-style-type: none"> • explain how they will formatively assess (<i>i.e.: Check for understanding (CFU), <u>throughout</u> the lesson, prior to administering a final assessment</i>) • 	
<ul style="list-style-type: none"> • explain <u>how</u> and <u>why</u> they will differentiate assessment(s) 	

Step 4: Instructional Delivery

<p style="text-align: center;">Descriptors: (Proficient)</p> <p>Pre-Conference Step 3 includes addressing ALL of the following: → ETE asks ET to,</p>	<p style="text-align: center;">Related notes to be taken during pre-conference – (May be referenced at subsequent post-conference as needed/applicable)</p>
<ul style="list-style-type: none"> explain a recent T-TESS refinement area and actions they are taking to improve in this area (<i>Note: Refinement may be from previous PA, Emerging teacher or, self-selected</i>) 	
<ul style="list-style-type: none"> to explain the lesson structure (sequence re: gradual release or, inquiry, 5 E's) while referencing: <ol style="list-style-type: none"> their lesson plan, the questions within the lesson plan template (<i>See here -></i>) the lesson's related materials (<i>i.e.: anchor chart, manipulatives, etc.</i>) how they plan to display improvement in their refinement area within this lesson 	
<ul style="list-style-type: none"> <u>rehearse</u> (<i>model</i>), their plan for this area of refinement within this lesson 	

Quick Reference!: Questions from LP template:

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 knowledge/skills 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** behavioral expectations?

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!

<i>FAME Mastery Levels</i>	<i>Description of Student Work in each Mastery Category</i> (# Correct <u>AND</u> characteristics of work)		
Exceeds	Description for 'Exceeds' the standard:		Post
	# Correct:	• <u>Number</u> of students:	
	Student work to include:	• <u>Percent</u> of Total class:	
	• •	• Student Names:	
Meets	Description for 'Meets' the standard:	• <u>Number</u> of students:	
	# Correct:	• <u>Percent</u> of Total class:	
	Student work to include:	• Student Names:	
	• •		
Approaches	Description for 'Approaches' the standard:	• <u>Number</u> of students:	
	# Correct:	• <u>Percent</u> of Total class:	
	Student work to include:	• Student Names:	
	•		

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

APPENDIX L

Post-Conference Discussion Guide

Pre-Conference Participants:

Date:

Time:

Step 1: Conference Opening

Descriptors: (Proficient)	ETS's post conference planning: Coordinator may record pre-planned questions, observed evidences, etc.	Notes based on ET responses:
Within Step 1 of the post-conference, ALL of the following occur:		
<ul style="list-style-type: none"> Emerging Teacher welcomes Emerging Teacher, establishes conference 'agenda' & purpose 	(Script):	
<ul style="list-style-type: none"> ETE asks ET to convey their: <ol style="list-style-type: none"> 'overall self-impressions' of their lesson, based on their experience and the viewing of their video, AND identified (+ &-) <i>impact</i> on the resultant student <u>achievement</u> outcomes 		
ETE asks ET to share student achievement outcomes (# Students at each level AND percentages) and student work samples		# Ss E: (%) # Ss M: (%) # Ss A: (%) # Ss FFB: (%)
'Other' ("Differentiated by TC)		

Step 2: *Emerging Teacher* identifies and justifies self-selected R+ & R-

Descriptors: (Proficient)	ETS's post conference planning: <i>Coordinator may record pre-planned questions, observed evidences, etc.</i>	Notes based on ET responses:
Within Step 2 of the post-conference, ALL of the following occur:		
ETE asks ET to: 1. <u>identify</u> their self-selected (T-TESS) reinforcement indicator <u>AND</u> 2. <u>justify</u> the selection with evidence(s) which are somewhat aligned to T-TESS descriptor verbiage		
ETE asks ET to: 1. <u>identify</u> their self-selected (T-TESS) refinement indicator <u>AND</u> <u>justify</u> the selection with evidence(s) which are somewhat aligned to T-TESS descriptor verbiage		•

Step 3: Instructional Coaching, Reinforcement Area

Descriptors: (Proficient)	Coordinator's post conference planning: <i>(May include pre-planned questions, observed evidences, cut/pasted descriptors, etc.)</i>	Notes based on TC responses:
Within Step 3 of the post-conference, ALL of the following occur:		
ET records notes re: reinforcement area and next-steps to sustain their performance level within this indicator (Hard copy or computer)	<i>(*Provide reminder if needed-)</i>	
ETE reveals <u>their</u> identified T-TESS indicator/area of reinforcement): a. Direct revelation or, b. Questioning leading ET to the same-		
Coordinator verbally shares 3 (<i>*minimum</i>) recorded, observable evidence(s), <u>using explicit T-TESS-descriptor verbiage</u> , to substantiate the reinforcement area identified	1. 2. 3.	
ETE and ET (<i>where possible</i>) identify <i>explicit, actionable</i> next-steps for <u>sustaining</u> performance within this indicator		
ETE and ET (<i>collaboratively</i>) identify the manner in which <u>sustaining</u> these practices will positively impact a. student achievement <u>and</u> b. other T-TESS indicators	a. b.	
Other* (Differentiated by TC)		

Step 4: Instructional Coaching, Refinement Area

Descriptors: (Proficient)	ETE's post conference planning: <i>(May include pre-planned questions, observed evidences, cut/pasted descriptors, etc.)</i>	
Within Step 4 of the post-conference, ALL of the following occur:		

ET records notes re: refinement area and next-steps to sustain their performance level within this indicator (Hard copy or computer)	(*Provide reminder if needed-)	
ETE reveals <u>their</u> identified T-TESS indicator/area of refinement via <i>(at facilitator's discretion)</i> : A. Direct revelation or, B. Questioning leading TC to the same-		
ETE verbally shares 3 (*minimum) recorded, observable evidence(s), <u>using explicit T-TESS -descriptor verbiage</u> , to substantiate the refinement area identified	1. 2. 3.	
ETE and ET(<i>where possible</i>) identify <i>explicit, actionable</i> 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 T-TESS indicators	a. b.	

Step 5: Closing

Descriptors: <i>(Proficient)</i>	ETE's post conference planning: <i>(May include pre-planned questions, observed evidences, cut/pasted descriptors, etc.)</i>	Notes based on TC responses:
Within Step 5 of the post-conference, ALL of the following occur:		
ETE to ET to reiterate the (coordinator's) identified T-TESS indicator re: this lesson's area of reinforcement <u>and</u> the identified <i>actionable</i> next-steps for <u>sustaining</u> performance within this indicator		
ETE to ET to reiterate the (coordinator 's) identified T-TESS indicator re: this lesson's area of refinement <u>and</u> the identified <i>actionable</i> next-steps for <u>improving</u> performance within this indicator		
ETE and ET reveal their scoring for all indicators <i>(Where applicable only: ETs shares their recorded evidence regarding any scores discrepant by 2 or more points-)</i>		
ETE and ET share 'Professionalism' scoring and related next-steps		
ET 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 Number:
Emerging teacher Mentor Name:		Emerging Teacher Campus:
<p>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.</p>		
Date of Absence	Followed Protocol for Absence Request (Yes/No)	Suggested Make-up Date
1.		
2.		
3.		
4.		
5.		
<p>Emerging Teacher Mentor Signature _____ Date: _____</p> <p><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</p> <p>Emerging Teacher Educator Signature _____ Date: _____</p> <p><u>Comments/Additional Notes:</u></p>		

APPENDIX O
UNT DALLAS CONTACTS

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