



**HANDBOOK FOR TEACHER CERTIFICATION
ACADEMIC AND PROFESSIONAL POLICES
2018-2019**

**PROFESSIONAL DEVELOPMENT
SEMESTERS 1& 2**

**PROFESSIONAL DEVELOPMENT
SEMESTER 3-STUDENT TEACHING**

**University of Houston-Downtown
Department of Urban Education**

**A Center for the Professional Development of Teachers
(UHD-CPDT)**

TABLE OF CONTENTS

PROFESSIONAL DEVELOPMENT SEMESTERS 1 & 2

UHD TERMS AND DEFINITIONS	4
PROFESSIONAL DEVELOPMENT SEMESTERS 1 AND 2.....	5
UHD-CPDT Goals	5
Professional Development Semesters Overview.....	5
Teacher Certification Program Criteria	7
Declaration of the Major	7
Admission to the Professional Development Semesters	7
Meeting the Requirements for Admission to the Professional Development Semesters	7
Academic Criteria for Admission to PD1 and PD2	7
Professional Criteria for Admission to PD1	7
Maintaining the Requirements for PD1 and PD2	8
Academic Criteria for PD1 and PD2	8
Professional Criteria for PD1 and PD2	8
Review Process for Unsatisfactory Progress in PD1 and PD2.....	10
Pre-Diagnostic and Post-Diagnostic Experiences in PD1 and PD2.....	10
Admission to PD3/Student Teaching	10
Program Completion and Certification Recommendation Requirements	10
Teacher Candidate Performance Evaluation.....	11
Professional Roles.....	11
Supervisory Cycle.....	11
TEExES Certification Exams.....	12
UHD-CPDT Lesson Plan.....	13
Bloom’s Taxonomy.....	15

PROFESSIONAL DEVELOPMENT SEMESTER 3-STUDENT TEACHING

Introduction	16
Interdisciplinary Professional Development 3.....	16
Grades	16
Employment during PD3/Student Teaching	16
TEExES Exams.....	17
Student Teaching Overview.....	18
Requirements.....	18
Schedules.....	18
Evaluations	18
Absences or Schedule Changes	19

Rules on Substitutions.....	19
Legal Status of the Cooperating Teacher and the Student Teacher.....	19
Developing Professionalism.....	19
Student Teaching Termination Procedure.....	20
Termination of Student Teaching Assignment.....	20
Guidelines for Cooperating Schools, Cooperating Teachers and UHD Field Supervisors for Termination Due to Unsatisfactory Performance.....	21
Appeal Procedure.....	21
Information for the Student Teacher.....	21
General Requirements.....	21
Meeting Your Cooperating Teacher.....	21
Learn about the School.....	21
Preparation Guidelines.....	22
Recommendation for Certification.....	22
Guidelines for Student Teaching Schedule.....	23
Evaluation of Student Teaching.....	25
Student Teacher Candidate Performance Evaluation.....	25
Professional Roles.....	25
Guidelines for Assigning Grades.....	28
Student Teaching Performance.....	28
Explanation of Student Teacher Evaluation Forms.....	29
Classroom Management Suggestions.....	30
Lesson Design.....	31
UHD Lesson Plan.....	32
Shortened Lesson Plan Format.....	34

APPENDICES

PROFESSIONAL DEVELOPMENT SEMESTERS 1 & 2

Interdisciplinary PD Signature Page.....	37
Application for Teacher Aide Exemption from PD Semesters.....	38
Principal's Verification of Educational Teacher Aide Status.....	39
Instructions for Urban Education Students Who Fail One or More PD Courses.....	40

TEXAS STATE REQUIREMENTS

State Requirements-5 State Proficiencies.....	41
Educators Code of Ethics.....	42

UHD Terms and Definitions

Alternative Certification Program (ACP)	UHD program composed of three phases: pre-internship candidacy, public school employment, and a one-year public school internship.
Professional Development Semesters	Three semesters of interdisciplinary studies (PD1, PD2, and PD3/Student Teaching). Each of the PD1/PD2 semesters for EC-6 Core Subjects with ESL, EC-6 Core Subjects with Bilingual, and 4-8 Core Subjects with ESL consist of four courses (twelve semester credit hours) including a field-based course PED 4380/PED4381. Secondary candidates take three courses (9 semester credit hours) including a field-based course PED 4380/PED 4381. PD3 consists of three courses (nine semester credit hours) including one seminar class and six hours of student teaching.
PD Mentor Teacher	Experienced classroom teacher in the public schools who is assigned and who directs the work or activities of a teacher candidate in PD 1/PD 2.
Cooperating Teacher	Experienced classroom teacher in the public schools who is assigned and who directs the work or activities of a student teacher in PD3.
T-TESS-UHD-CPDT	The modified T-TESS documentation used in PD1 and PD2 and in the PD3/Student Teaching experience to assess the teaching component of each of the professional development semesters.
Student Teacher	UHD teacher candidate in the PD3/Student Teaching semester of the teacher education program.
Teacher Candidate	UHD student admitted into the teacher education program and in the PD1 or PD 2 semester.
CPDT Director	UHD faculty member that oversees field placements and coordinates field experience instructors and supervisors (currently Dr. Kasi Bundoc at bundock@uhd.edu).
Field Experience Instructor	UHD instructor who supervises teacher candidates in the field-based courses of PED 4380 in PD1 and PED 4381/4382 in PD2 and field experiences in the public schools.
Supervisor	UHD instructor who supervises student teachers in the field-based courses of PD3 and field experiences in the public schools.

PROFESSIONAL DEVELOPMENT SEMESTERS 1 & 2

UHD-CPDT Goals

The University of Houston-Downtown Department of Urban Education is a state approved Center for Professional Development of Teachers (UHD-CPDT) for training new EC-6 Core Subjects with ESL, EC-6 Core Subjects with Bilingual, 4-8 Core Subjects with ESL, and secondary teachers and for providing staff development for public schools. The UHD-CPDT is in partnership with Houston-area school districts to prepare future teachers who will enhance the academic success for at-risk children and adolescents in urban schools.

The goals of the UHD-CPDT are to prepare urban teachers who will:

- possess strong working knowledge of general and teaching field content and pedagogy;
- demonstrate understanding of appropriate instructional strategies to ensure that each child achieves academic success;
- use technology efficiently and productively for instructive and administrative purposes;
- work collaboratively with others;
- demonstrate appreciation of diversity by structuring the environment so that each child can learn;
- use effective communication skills and encourage effective communication from others; and
- demonstrate reflective practices which lead to an ever-increasing level of professionalism.

The goals of the UHD-CPDT are based on the State of Texas Guidelines mandated for teachers by the State Board for Educator Certification (SBEC) in the following areas:

- Learner Centered Knowledge
- Learner Centered Instruction
- Equity in Excellence for All Learners
- Learner Centered Communication
- Learner Centered Professional Development

All teacher candidates in the UHD-CPDT Teacher Certification Program are expected to consistently demonstrate their commitment to the goals of the UHD-CPDT.

A UHD-CPDT recommendation to the State of Texas for teacher certification is contingent upon a teacher candidate's successful achievement of all UHD-CPDT academic and professional criteria and consistent demonstration of characteristics/dispositions suitable to the teaching profession.

Professional Development Semesters Overview

Each teacher candidate is required to successfully complete three professional development semesters in field-based settings. For EC-6 Core Subjects with ESL, EC-6 Core Subjects with Bilingual, 4-8 Core Subjects with ESL, Professional Development 1 and 2 consist of four courses (twelve semester credit hours) each semester. For secondary teacher candidates, Professional Development 1 and 2 consist of three courses (nine semester credit hours) each semester. In PED 4380 and PED 4381, teacher candidates who are not currently employed as the

teacher of record as an instructional teacher's aide receive a placement in an urban classroom with an assigned mentor during regular school hours throughout the Professional Development 1 and 2 semesters.

Professional Development Semester 1 – PD1:

- EC-6 Core Subjects with ESL, EC-6 Core Subjects with Bilingual, and 4-8 Core Subjects with ESL teacher candidates take 12 semester credit hours of coursework. The primary focus of the PD1 courses is to understand the learner, practice professionalism, and develop content methodology.
- Secondary candidates take nine semester credit hours of coursework which focus on understanding the learner and classroom management.
- A grade of “C” or higher in each of the graded PD1 courses and a satisfactory grade in PED 4380 are the criteria for successful PD1 completion and advancement to Professional Development Semester 2 (PD2).
- In PED 4380, teacher candidates who are not currently employed as instructional teacher's aides are assigned to a mentor teacher and spend a minimum of six hours each week throughout PD1 in an urban classroom with the assigned mentor teacher.
- All teacher candidates will be observed by their PED 4380 instructors and given constructive feedback to improve teaching and learning.
- A satisfactory rating on all points of the “Criteria to Pass the Field-work Component” is required for successful PD1 completion and advancement to the next PD semester.

Professional Development Semester 2 – PD2:

- EC-6 Core Subjects with ESL, EC-6 Core Subjects with Bilingual, and 4-8 Core Subjects with ESL teacher candidates take 12 semester credit hours of coursework. The primary focus of PD2 is enhancing student achievement in content methodology.
- Secondary candidates take nine semester credit hours of coursework which focuses on student assessment and instructional design.
- A grade of “C” or higher in each of the graded PD2 courses and a satisfactory grade in PED 4381 are the criterion for successful PD2 completion and advancement to Professional Development Semester 3 (PD3).
- In PED 4381 teacher candidates who are not currently employed as an instructional teacher's aides are assigned to a mentor teacher and spend a minimum of six hours each week throughout PD2 in an urban classroom with the assigned mentor teacher.
- All teacher candidates will be observed by their PED 4381 instructors and given constructive feedback to improve teaching and learning.
- A satisfactory rating on all points of the “Criteria to Pass the Field-work Component” is a criterion for successful PD2 completion and advancement to the next PD semester, student teaching.
- Teacher candidates must complete and submit an application for student teaching by the deadline designated.

Professional Development Semester 3 – PD3/Student Teaching:

- PD3 consists of nine semester credit hours of coursework for all certification programs. The primary focus of PD3/Student Teaching courses is to understand and participate in the learning environment.
- Criteria for successful PD3/Student Teaching completion requires:
 - a grade of “C” or higher in the PD3/Student Teaching courses (9 hours of coursework)
 - a satisfactory rating on all points of the “Criteria to Pass the Field-work Components”

- During PD3/Student Teaching, teacher candidates will complete a full-day, full-semester (15 weeks) as student teachers.
- During this semester, student teachers work closely with a cooperating teacher in order to develop and implement effective lessons. In addition, student teachers have sole responsibility for the classroom for a full two-week period.
- All student teachers are observed multiple times by a university supervisor and given constructive feedback to improve teaching and learning in the classroom.

Teacher Certification Program Criteria

I. Declaration of the Major

- A. EC-6 Core Subjects with ESL, EC-6 Core Subjects with Bilingual, 4-8 Core Subjects with ESL, and Secondary
- _____ Minimum cumulative 2.5 overall grade point average

II. Admission to the Professional Development Semesters

A. Meeting the Requirements for Admission to the Professional Development Semesters:

1. Academic Criteria for Admission to Professional Development Semester 1 (PD1)

EC-6 Core Subjects with ESL, EC-6 Core Subjects with Bilingual, 4-8 Core Subjects with ESL, and Secondary

- _____ Submission of application to the program, including a personal statement and interview
- _____ Minimum cumulative 2.5 overall grade point average
- _____ 30 semester credit hours (SCH) of course work
- _____ TSI complete
- _____ Be in good academic standing with the university
- _____ Complete all developmental courses, if required
- _____ Earned credit in ENG 1301 and 1302 (with a grade of “C” or above)
- _____ Earned credit in MATH 1301 (with a grade of “C” or above)

2. Professional Criteria for Admission to PD1

In accordance with Article 6253-13c, Texas Civil Statutes, the Commissioner of Education may suspend or revoke a teaching certificate for a person who has been convicted of a felony or misdemeanor for a crime which directly relates to the duties and responsibilities of the teaching profession. All applicants for the Texas certificate will be screened for a record of felony or misdemeanor conviction through the Texas Department of Public Safety as of September 1, 1982.

In addition, participating districts request the completion of a Criminal History and may deny placement of teacher candidates with a criminal background. It is the partnership district’s prerogative to require clearance for placement and not UHD. If a teacher candidate is unable to obtain field-based placement, the requirements for teacher certification cannot be met due to

criminal history. If a teacher candidate has any reason for concern, checking with the State Board of Educator Certification (SBEC) at <http://www.sbec.state.tx.us> is advisable before entering PD1.

B. Maintaining the Requirements for PD1 and PD2

1. Academic Criteria for PD1 and PD2

- _____ Maintain cumulative GPA of 2.50 or higher based on the UHD-CPDT calculation policy.
- _____ Maintain scholastic integrity and abide by the UHD Academic Honesty Code stating that students are responsible for doing their own work and avoiding all forms of academic dishonesty, including any forms of cheating and plagiarism.
- _____ Successfully complete the required coursework in Interdisciplinary PD1 and PD2 with a grade of “C” or higher in each of the content courses, as well as receive a grade of “S” in PED 4380 and PED 4381.
- _____ Attend and participate in all scheduled PD classes/meetings. Missing more than two classes in each PD course or six classes overall results in ineligibility for PD completion. Attendance to PED 4380 and PED 4381 classes is mandatory as well. Three tardies (arriving more than 15 minutes late, missing the middle of a class for an extended period of time, or leaving more than 15 minutes early) constitute an absence. (Furthermore, absences and tardies will impact professionalism, which is a component of course grades.)
- _____ Participate productively and positively in all PD classes/meetings and demonstrate appropriate social skills and sensitivity in professional and social interactions with faculty, peers, and field-based students.
- _____ Communicate clearly, effectively, and professionally in both oral and written communication. (The Writing Center is available for assistance in writing.)
- _____ Acknowledge and accept the following UHD-CPDT policy:
 - a. Regardless of a candidate’s academic grades, a satisfactory rating on all points of the “Criteria to Pass Field Work Component” is required to advance to the next PD semester.
 - b. Incompletes are not given unless substantial course requirements have already been completed *and* a major life event occurs during the last few weeks of a course. Prior chair approval is required. A grade of "I" is changed by completing the required course work within one long semester. Failure to do so results in the “I” grade being changed to “F”.

2. Professional Criteria for PD1 and PD2

- _____ Successfully complete the internship of a minimum of six (6) clock hours of field-based experiences each week, resulting in a minimum of sixty (60) hours throughout the semester.
- _____ Acknowledge and accept the UHD-CPDT policy regarding attendance and participation at field-based sites:
 - a. All teacher candidates must arrive punctually at designated time, sign-in accurate time of arrival/exit in the UHD notebook, and wear UHD name badge. The field experience instructor and mentor must be notified in advance of any absence, tardy, or early dismissal.
 - b. All teacher candidates must dress appropriately and professionally in order to remain at the field-based site and get credit for the day.
 - c. All teacher candidates must communicate clearly, effectively, and professionally in both oral and written communication.

- d. All teacher candidates must interact with field experience instructor(FEI), mentor, faculty/staff, and students in a mature, socially sensitive, and professional manner, including not revealing confidential information or discussing any of the aforementioned inappropriately.
- e. All teacher candidates must demonstrate initiative, responsibility, professionalism, flexibility, and enthusiasm for participation in the PD mentor class/school.
- f. All teacher candidates must complete a PD mentor classroom observation log each day of attendance, acquire PD mentor’s signature, and submit it as documentation of field experience.

_____ Acknowledge and accept the UHD-CPDT policy regarding field-based teaching and observations:

- a. All teacher candidates are observed teaching a minimum of two PD content lessons as a part of the field-based coursework each semester. The field experience instructor (FEI) observes and gives constructive feedback to improve teaching and student learning.
- b. All teacher candidates must submit lesson plans for the formal observations to the field experience instructor (FEI) and PD mentor teacher at least 24 hours prior to teaching the lesson or by the date and time indicated by the FEI in the PED 4380/4381 syllabus.
- c. All necessary materials for teaching the lessons must be approved by the PD mentor and FEI, prepared in advance, and submitted with the lesson plan.

_____ Acknowledge and accept that all field-based requirements must be met in order to successfully complete the professional development semester.

_____ Acknowledge and accept the “Criteria to Pass the Field Work Component” which requires a satisfactory rating on all criteria in order to advance to the next PD semester. Teacher candidates who earn “unsatisfactory” on any one of the criteria will not be advanced to the next PD semester.

- a. Complete a minimum of sixty (60) hours (minimum six (6) hours each week) in a PD mentor’s classroom in a punctual and professional manner; PD mentor and field experience instructor (FEI) were notified in advance of any absence, tardy, or early departure.
- b. Submit thorough (detailed) lesson plans and necessary materials to PD mentor and field experience instructor (FEI) at least 24 hours prior to formal lesson.
- c. Fulfill tasks requested by PD mentor in a professional manner.
- d. Follow all directions explained in teacher candidate document (i.e., observation log was completed/signed by PD mentor daily).
- e. Appearance, hygiene, dress, interactions, and all verbal/nonverbal forms of communication and interactions were professional. All school district dress codes and policies were adhered to including computers, cell phones, text messaging, gum, food, or drink.
- f. Abided by the State of Texas Educators Code of Ethics (refer to appendix).
- g. Abided by and discussed progress regarding “Professional Attributes” with PD faculty as requested.
- h. Successful in teaching the objective in lessons observed by field experience instructor (FEI).

3. Review Process for Unsatisfactory Progress in PD1 and PD2

- _____ Teacher candidates who show unsatisfactory progress in meeting either academic or professional criteria throughout the semester are referred to the Director of the Center for Professional Development of Teachers (CPDT), if necessary, to determine the teacher candidate's suitability to continue in the program. Failure to comply with the program and director's guidelines will result in ineligibility for PD completion.
- _____ PD1 and PD2 field experience instructor (FEI) will collaborate with the mentor teacher and other faculty to complete a mid-semester report on teacher candidates who show unsatisfactory progress and submit it to the Director of the Center for Professional Development of Teachers (CPDT). Teacher candidates will be apprised of their progress.

4. Pre-Diagnostic and Post-Diagnostic Experiences in PD1 and PD2

- _____ Participate in a Pre-Diagnostic Experience (typically this will be the PPR for PD1 and the Core Subjects for PD2) as specified by the UHD-CPDT policy in order to inform instruction for teaching and TExES preparation. This is a requirement for PD completion.
- _____ Participate in a Post-Diagnostic Experience (typically this will be the PPR for PD1 and Core Subjects for PD2) as specified by the UHD-CPDT policy in order to inform individual preparation for the TExES to be taken upon successful professional development semester completion. It is a requirement for successful PD completion.

III. ADMISSION TO PD3/STUDENT TEACHING

See the **Professional Development Semester 3/Student Teaching** section of this handbook.

III. PROGRAM COMPLETION AND CERTIFICATION RECOMMENDATION REQUIREMENTS

EC-6 Core Subjects with ESL, EC-6 Core Subjects with Bilingual, 4-8 Core Subjects with ESL, and Secondary

- _____ Maintain GPA of cumulative 2.5 based on the UHD-CPDT calculation policy
- _____ Successfully complete all course requirements (including SOSE 4303 or 4304)
- _____ Successfully complete all "Criteria to Pass the Field Work Component"
- _____ Adhere to all components of the UHD-CPDT Academic and Professional Policy
- _____ Pass TExES licensure examinations as required by declared area of certification
- _____ No University of Houston-Downtown "holds" or fees owed
- _____ No current academic probation or suspension status
- _____ No current disciplinary probation or suspension status
- _____ Submit Letter of Recommendation Request Form to the Department of Urban Education for verification
- _____ Apply for graduation
- _____ Earn degree (Bachelor of Science, Bachelor of Arts)
- _____ Apply for recommendation for certification through the SBEC website

Teacher Candidate Performance Evaluation

Professional Roles

The Field Experience Instructor (FEI) will:

- keep an individual folder on each teacher candidate comprised of an accurate record of class schedules, evaluations, visitation reports, and any missed meetings or mentor days, tardies, or absences;
- complete a UHD-CPDT T-TESS form after each formal classroom observation, provide a copy of the form, and conference with teacher candidate regarding the observed lesson;
- facilitate discussion with the teacher candidate and the PD mentor that clarifies teacher candidate's progress and his/her performance up to that time with specific guidelines for completing the semester successfully;
- complete the "Criteria to Pass Field Work" Component report, in collaboration with PD mentor teacher, at mid-semester and end-of-semester. Facilitate discussion with teacher candidate regarding the assessment;
- collaborate, if necessary, with the teacher candidate's other PD faculty on the professional attributes and completion of PD course requirements and facilitate discussion with the teacher candidate regarding that assessment; and
- collaborate, if necessary, with the site based administration and faculty on the professional attributes and completion of requirements and facilitate discussion with the teacher candidate regarding placement.

The PD Mentor Teacher will:

- facilitate the teacher candidate's teaching of lessons that will be observed by university faculty;
- encourage teacher candidate to have as many varied teaching experiences as possible during the semester;
- complete Teacher Candidate Ratings form; and
- complete Professional Attributes for Teacher Candidates form.

All PD Faculty will:

- utilize areas of expertise to give students critical feedback and model pedagogically sound lessons; and
- collaborate with the field experience instructor (FEI) on the professional attributes and successful completion of PD course work especially that part which integrates the field experience.

Supervisory Cycle

Crucial in the supervisory process is the supervisory cycle. There are three major phases in the process:

1. Pre-Observation Conference:

Allow teacher candidate to clarify the objectives of the lesson and the way(s) he/she plans to achieve those objectives.

2. Observation:

Observe and record classroom behaviors of the teacher candidate and classroom students; the teacher candidate's performance may be scripted in detail to help teacher candidate analyze his/her instruction.

3. **Post-Observation Conference:**

Encourage the teacher candidate to review the lesson and analyze what went well and what did not. Ask the teacher candidate to reflect on ways things have been handled differently. Guide the reflective process. Finally, give teacher candidate some specific goals on which to work for the next lesson.

TE_xES Certification Exams

Students in the Department of Urban Education are encouraged to take the TE_xES PPR exam following the successful completion of the PD 1 semester and meeting the required percentage specified on the PD 1 Post-Diagnostic Experience.

Students in the Department of Urban Education are encouraged to take the TE_xES supplemental exam designated for their area of certification (ESL or bilingual) as well as the BTLPT (bilingual students only) following the successful completion of the required courses. This usually occurs during the PD1 semester.

Students are encouraged to take the TE_xES content exam (EC-6 Core Subjects, 4-8 Core Subjects, or Secondary content exam) following the successful completion of the PD 2 semester and completing the PD 2 Post-Diagnostic Experience.

Requests for approval for TE_xES exams at other times can be submitted electronically on the Department of Urban Education website under TE_xES Exam Information.

Successfully passing all required TE_xES exams prior to PD 3 and student teaching will be helpful to maintain focus on the student teaching semester and to be eligible to be hired as a first year teacher.

UHD-CPDT Lesson Plan
Follow the Guidelines of your Professor

Teacher Candidate _____	Phone _____	Email _____
Mentor Teacher _____	School _____	Room _____
Field Experience Instructor _____	Date _____	Time _____
Subject(s) _____	Grade _____	
Concept/Goal _____		
Lesson Title _____		

I. PLANNING PROCESS

(EACH OF THE COMPONENTS MUST BE ADDRESSED BUT NOT NECESSARILY IN THE SEQUENCE SHOWN BELOW)

Objectives: Using observable, measurable terms (such as in Bloom's Taxonomy), write objective(s) that can be assessed. State the objective(s) in the following manner: The learner will... [Use an observable, measurable verb]. Example: The learner will participate in singing a memory math song. The learner will correctly complete 8 out of 10 problems in a group setting from page 201.

Rationale: Describe the *reasons why* you are teaching this lesson.

Learner-Centered: What *real-life* reason should you give your students for learning this skill or content?

Professional: Provide a *scientifically-based theory* or theorist that guides your practice (may include assessment results if available).

State Requirements:

1. **TEKS/STAAR:** State the number(s) and descriptor(s) of the TEKS/STAAR specifically being taught.
2. **ELPS:** State the number(s) and descriptor(s) of the ELPS specifically being taught.

Prerequisite Skills: Describe any necessary prior knowledge or skills for the learner to be successful.

Special Needs Student Accommodations/Modifications/Extensions: Reference students' Individual Educational Plans (IEP), if possible; also consider English Language Learners, gifted students, and students with varied developmental levels (materials, classroom setting, technology, extended time, etc.).

Description of the Learning Environment: How many students are involved in this lesson? Where will the different activities in this lesson take place (small group, literacy carpet, literacy table, etc.)? What kind of grouping would be effective with this lesson? What are your strategies to make sure that the students with differentiated instruction will stay on task?

Connections: Describe how the lesson will make all five of the following connections: (1) past or future learning, (2) community, (3) culture, (4) student interests, and (5) integration with other content.

Evaluation of Learning: Describe in detail the informal and/or formal method(s) of determining if the learner has met the stated objective(s). How will you determine how much learning took place during your lesson? Include any rubrics, anecdotal records, or other instruments that you may use.

Possible Sponge: What can you use at the beginning of class while the teacher takes attendance, etc., to “soak up” time while teacher takes care of executive duties? Pre-assessment and warm-ups are two examples of potential sponge activities.

Transitional Activities: Describe a brief activity or activities to transition students (mentally and physically) from one activity to another.

Materials/Set-up: Describe specific materials (books, visuals, manipulatives, etc.) and technology to be utilized in this lesson.

Teaching Strategies: Taking all this into account, consider the teaching strategies that you might use (describe them in the next phase)

II. TEACHING PHASE (LESSON CYCLE):

TIME ESTIMATE

***Transition:** In your write up of A-F, state your transitional activities and where you will use them.

***Connections:** Within the lesson, indicate where you will make all five of the connections listed.

- _____ **A. Sponge:** (if needed): Describe the sponge activity to “soak up time” while the teacher completes executive duties.
- _____ **B. Focus:** Describe, in detail, an engaging activity/event to bring the learner into the lesson that is about to occur.
- _____ **C. Objective:** Explicitly state the objective(s) of the lesson to students (in some instances this may occur later in the lesson, such as in discovery or inquiry lesson models).
- _____ **D. Rationale:** State to students the learner-centered rationale or importance and application of this lesson outside of class (to the students).
- _____ **E. Teach/Active Engagement (with specific variations by content area):** Describe the verbal presentation or demonstration/model you will use. During active engagement, students process the lesson taught. They may (1) reflect, discuss, or make plans together, (2) attempt skill or strategy, (3) actively watch the teacher’s demonstration, or (4) use other possible formats. Describe the expectation of engagement. What will you say and do? What will you expect your students to say and do? What higher-order thinking and questioning strategies will you use? What technology can be employed in this lesson? While you are teaching, how will you incorporate your assessments at various points?
- _____ **F. Closure (Connect and Link):** Describe in detail a culminating activity that will help the learner synthesize what has been learned.

IV. REFLECTING PHASE (AFTER THE LESSON) - To be turned in per your professor’s guidance.

Consider the following:

- Which part of the lesson was most effective in helping the student understand the learning objective?
- What part of the lesson would you improve (and why)? Reflect using learner-centered competencies.
- Describe unanticipated events and how you responded to them.
- If you could not employ technology, why not, and how could you use it if equipment were available?
- What strategy did you use to evaluate understanding of the learning objective? What was the result?
- Provide additional thoughts or reflections.

Bloom's Taxonomy
(Adapted from Anderson and Krathwohl (2001))

Competence	Verbs for Objectives	Model Questions
Remember (Knowledge)	Choose, describe, define, identify, label, list, locate, match, memorize, name, omit, recite, recognize, select, state	Who? Where? Which one? What? How? What is the best one? Why? How much? When? What does it mean?
Understand (Comprehension)	Classify, defend, demonstrate, distinguish, explain, express, extend, give examples, illustrate, indicate, interrelate, interpret, infer, judge, match, paraphrase, represent, restate, rewrite, select, show, summarize, tell, translate	State in your own words. Which are facts? What does this mean? Give an example. What would happen if...? What part doesn't fit? What expectations are there? This represents... Is it valid that...?
Apply	Apply, choose, dramatize, explain, generalize, judge, organize, paint, prepare, produce, select, show, sketch, solve, use	Predict. Choose the best statements that apply. Judge the effects. What would result...? Tell what would happen. Identify the results of...
Analyze	Analyze, categorize, classify, compare, differentiate, distinguish, identify, infer, point out, select, subdivide, survey	What is the function of...? What assumptions? What motive is there? Make a distinction? What is the premise? What ideas apply? What is the relationship between?
Evaluate	Appraise, judge, criticize, defend, compare	What fallacies, consistencies, inconsistencies appear? Which is more important, moral, better, valid, appropriate?
Create (Synthesis)	Choose, combine, compose, construct, create, design, develop, do, formulate, hypothesize, invent, make, originate, organize, plan, produce, role play, tell	How would you test...? Pose an alternative. Solve the following. How else would you...? State a rule.

Professional Development Semester 3

Student Teaching

Introduction

The University of Houston-Downtown teacher education program is a state approved Center for the Professional Development of Teachers (CPDT). The center trains new elementary, middle school, secondary, and bilingual teachers, and provides staff development for public schools. The goal of the UHD-CPDT is to prepare future teachers for the urban classroom to enhance the chances of academic success for at-risk children and adolescents in inner-city schools.

The goals of the UHD-CPDT are to prepare urban teachers who will:

- Possess strong working knowledge of general and teaching field content and pedagogy
- Demonstrate understanding of appropriate instructional strategies to ensure that each child achieves academic success
- Use technology efficiently and productively for instructive and administrative purposes
- Work collaboratively with others
- Demonstrate appreciation of diversity by structuring the environment so that each child can learn
- Use effective communication skills and encourage effective communication from others
- Demonstrate reflective practices that lead to an ever-increasing level of professionalism

Interdisciplinary Professional Development 3 (nine semester credit hours):

To gain the knowledge and experiences needed to be a teacher of urban at-risk students, each undergraduate and post baccalaureate student is required to successfully complete student teaching in a TEA accredited public school. Each student teacher will register for nine (9) semester credit hours including six (6) credit hours (two (2) courses) for student teaching and a three (3) credit hour seminar course (SOSE 4303). Contact your UHD Advisor for specific course numbers which reflect the certification you are seeking and your assigned student teaching placement district.

Grades:

Professional Development III grades consist of nine (9) semester credit hours. Six (6) credit hours are for student teaching, which counts for one grade, and three (3) credit hours are for the SOSE 4303 seminar course, which counts for one grade. Two final grades are given for all nine (9) hours (all three (3) courses) of student teaching.

Employment during PD 3/Student Teaching:

Student teaching requires a 15 week (75 days) commitment to be present and actively engaged in instruction all day for five (5) days per week. The student teaching day begins at the time campus teachers are scheduled to arrive on campus and ends following after-school faculty meetings, team meetings, parent conferences, and next school day preparation. Written lesson plans and teaching lessons are also required as subject matter responsibilities increase throughout the semester. Student teaching is a full-time commitment during the PD 3 semester. Outside employment cannot interfere with the student teaching schedule, responsibilities, and/or performance. Please do your best to prepare in advance for this very challenging, yet rewarding, semester.

During PD 3, student teachers will:

- Study curriculum which focuses on understanding the learning environment.
- Be responsible to be registered for nine (9) semester credit hours for student teaching.

- Meet in public school classrooms for the required 75 full days (15 weeks) for the entire semester (dates of attendance must reflect participating district calendars and are dependent upon individual student teacher assignments).
 - Student teaching placements can only be requested in UHD partnering school districts.
 - Student teachers must have a social security number for student teaching placement in UHD partnering school districts. Students lacking a social security number will be unable to complete the PD3/student teaching semester.
- Attend seminar course, SOSE 4303, during the PD 3 semester which addresses current issues in urban education. Student teachers will be allowed to leave their assigned campus at 11:00 a.m. each Thursday to either complete SOSE 4303 coursework or meet with the assigned PD3 supervisor.
- Participate in parental involvement, partnerships between schools, and communities.
- Abide by University of Houston-Downtown Student Teacher Handbook policies, the state Code of Ethics and Standard Practices for Texas Educators, the UHD CPDT Professional Attributes, and Texas certification requirements.
- Maintain a professional demeanor reflecting the UHD Professional Attributes and state Code of Ethics with students, parents, campus teachers and administrators, and university field supervisors and personnel at all times throughout the PD 3 semester.

TEExES Certification Exams:

Students in the Department of Urban Education are encouraged to take the TExES PPR exam following the successful completion of the PD 1 semester and meeting the required percentage specified on the PD 1 Post-Diagnostic Experience.

Students in the Department of Urban Education are encouraged to take the TExES supplemental exam designated for their area of certification (ESL or bilingual) as well as the BTLPT (bilingual students only) following the successful completion of the required courses. This usually occurs during the PD1 semester.

Students are encouraged to take the TExES content exam (EC-6 Core Subjects, 4-8 Core Subjects, or Secondary content exam) following the successful completion of the PD 2 semester and completing the PD 2 Post-Diagnostic Experience.

Requests for approval for TExES exams at other times can be submitted electronically on the Department of Urban Education website under TExES Exam Information.

Successfully passing all required TExES exams prior to PD 3 and student teaching will be helpful to maintain focus on the student teaching semester and to be eligible to be hired as a first year teacher.

Student Teaching Overview

PD3 consists of nine semester hours of coursework. The primary focus of PD 3 courses is to understand the learning environment.

During PD 3, students will complete a full day, full semester (75 days) as a student teacher. During this semester, student teachers will work closely with a Cooperating Teacher and a UHD field supervisor in order to develop and implement effective lessons. In addition, student teachers will have sole responsibility for the classroom for a full two-week period. All students are observed by UHD field supervisors and given constructive feedback to improve teaching and instruction.

Requirements:

- Professionally collaborate and team teach with a cooperating teacher.
- Assume full instructional responsibility for a two-week period during the student teaching semester.
- Develop strategies for working professionally with parents, school personnel, and community representatives.
- Assume responsibility for student teacher duties and attend activities such as ARD and LPAC meetings, staff development sessions, faculty meetings, grade level planning meetings, cooperating teacher duties, and other assignments as permitted.
- Prepare/teach lesson plans and evaluate instruction in terms of learner achievement.
- Develop with the cooperating teacher a specific classroom management plan that complements both the existing plan and the strength of the student teacher.
- Use technology to deliver instruction to large groups; extend learner use of technology.

Schedules:

- Be in the classroom all day, five days per week, for fifteen weeks (75 days). The only exceptions are for required student teaching seminar (SOSE 4303) when you will be allowed to leave the campus at 11:00 a.m. (or for other pre-determined university activities).
- Participate in activities in the school and the district and take part in after school programs, special programs, PTA meetings, faculty meetings, and any other activities of the school. Part time or full time employment is not to interfere with student teaching activities.
- Be responsible for writing required lesson plans, submitting them in a timely manner to the field supervisor and cooperating teacher, and making revisions as needed by deadlines set by the field supervisor.
- Report for all teaching responsibilities according to the assigned campus faculty school day.
- Sign in upon arrival and sign out at departure from the school. In no case will student teachers sign out at time of arrival. Professionalism includes punctuality.
- Observe only those holidays specified by the public school district calendar.

Evaluations:

- The UHD field supervisor will complete an Informal Observation Form for each walk-through visit.
- The UHD field supervisor will complete the UHD CPDT T-TESS Form and/or script each of three formal 45 minute lessons observed.
- The UHD field supervisor will complete a Midpoint and Final Discussion Form.

Absences or Schedule Changes:

- Student teachers who are ill and/or unable to report to the school must contact the cooperating teacher, the public school principal, and the UHD field supervisor as soon as possible or in the morning prior to their scheduled arrival time at the school.
- In the case of unavoidable absences (illness or accident), the student teacher will be required to continue in the assignment until the required 15 weeks of student teaching have been completed. If absences occur, the assignment will be extended by the number of days absent. This must occur prior to the last day of school for the district, or the student teacher may have to repeat the student teaching semester to meet certification requirements.

- Student teachers are expected to notify the UHD field supervisor any time there is a change in plans due to early dismissal, assembly program, PTA meetings, unscheduled holidays, or any unforeseen event.

Rules on Substitution:

As a rule, student teachers may not serve as substitute teachers before successful completion of the student teaching assignment. A student teacher may not be required by the school or school district to serve as a substitute teacher. The student teacher must notify the field supervisor immediately if this situation occurs.

Legal Status of the Cooperating Teacher and the Student Teacher

The Cooperating Teacher holds a legal status with respect to students and is responsible for their students' health, safety, and general well-being. In the pursuit of duties, the cooperating teacher is to act as any normally prudent and farsighted person would, being neither negligent nor malicious. The exercise of good judgment at all times is essential.

When the student teacher is left in charge of the class, the cooperating teacher may still be held responsible for the students, and should harm come to any student through malice, negligence, or poor judgment on the part of the student teacher, the cooperating teacher may be held responsible.

Source: Piper, M.K., Handbook for Elementary Student Teaching.

Developing Professionalism

The professional teacher is guided by a specific set of values and makes a deep and lasting commitment to professional practice. The professional teacher also engages in serious, reflective thought about how to teach more effectively, work collaboratively with colleagues, and by continually examining experiences to improve practice. A student teacher should promote his or her own development as a professional by applying the following practices:

- Follows Texas Administrative Code Ch. 247.2, Educators Code of Ethics.
- Makes the field-based experience a top priority.
- Is prompt and complete in all endeavors (arrival and departure time, lesson plan deadlines, etc.).
- Is discreet with confidential information.
- Attends all courses, seminars, and professional meetings at the university and the school site.
- Interacts with the cooperating teacher and other faculty members in a positive and professional manner.
- Maintains professional face-to-face and electronic communication (texting, tweeting, internet sites, etc.) with all students, parents, school district personnel, and UHD personnel.
- Makes it a point to meet the principal, assistant-principals, and support staff.
- Becomes familiar with school climate and policies.
- Welcomes constructive suggestions and incorporates them in subsequent planning and teaching.
- Provides the cooperating teacher and UHD field supervisor with written lesson plans for approval prior to any teaching situation.
- Prepares in advance all necessary materials to enhance classroom time on task.

- Incorporates a variety of teaching strategies that provide for individual differences, motivate students, and create a positive classroom climate.
- Dresses to emphasize the new status of a professional educator.
- Develops and enforces with the cooperating teacher a specific classroom management plan that complements both the existing plan and the strengths of the student teacher.
- Develops an individual plan for effective self-evaluation with the help of the cooperating teacher, the UHD field supervisor, and the seminar faculty.

Student Teaching Termination Procedure

Termination of Student Teaching Assignment:

The student teacher program is a cooperative relationship between the University of Houston-Downtown, cooperating school districts, cooperating schools, and the student teacher. Among the reasons deemed sufficient for termination of an assignment are:

- Failure, on the part of the student teacher, to abide by the Texas Educator Code of Ethics (TAC Ch. 247.1 and 247.2).
- Mutual consent and agreement for termination by the student teacher, cooperating system, and field supervisor for reasons of illness, emergency, or other unforeseen problems.
- Failure, on the part of the student teacher, to abide by the policies of the cooperating school, cooperating school district, and/or university for admission to and/or continuation in teacher education, student teaching, and/or recommendation for certification.
- Failure by the student teacher to establish and maintain a satisfactory performance level in the instructional role.
- Failure by the student teacher to meet the criteria for the teaching profession as outlined in the UHD-CPDT Professional Attributes.
- Request by the assigned campus administrator that the student teacher not continue assignment on their campus. In some situations, a second student teaching placement may be arranged depending on time of semester, district and campus willingness and/or availability of placement, and department confidence of future student teaching success.

Guidelines for Cooperating Schools, Cooperating Teachers, and UHD Field Supervisors for Termination Due to Unsatisfactory Performance:

- Termination of the assignment of a student teacher under conditions stated above should follow carefully developed procedures to insure just consideration for all parties involved or affected by the assignment.
- A student teacher performing unsatisfactorily should be informed of what needs to be improved early in the period when unacceptable performance is observed. The UHD field supervisor should make every reasonable effort to insure that the student is continually aware of his/her progress and should inform the student teacher of problems as soon as they occur. Written documentation will be kept of all meetings.
- A growth plan should be developed cooperatively by the UHD field supervisor, the cooperating teacher and the student teacher delineating the specific areas that need improvement. The CPDT director and seminar faculty will provide collaborative assistance as needed.

- The CPDT director and/or administrative team may meet with an individual student teacher as needed.
- The final decision to remove a student teacher is the responsibility of the CPDT director and the Department Chair of the Department of Urban Education of the University of Houston-Downtown.
- All documentation will be placed in the student teacher folder.

Appeal Procedure:

- If the student wishes to contest the decision to terminate the PD 3/student teaching assignment, she/he will notify the CPDT director within three days from the date notified of termination. The director will convene a panel consisting of the cooperating teacher, department chair or representative, UHD field supervisor, and cooperating school principal to hear the appeal.

Information for the Student Teacher

General requirements:

- Read your PD3/Student Teaching Handbook carefully and bring it to the pre-seminar meetings to review it with your UHD field supervisor.
- If all TExES exams are not successfully completed, request to take the TExES exam early in the semester.
- Prepare a calendar/planner for the semester. Mark special events, scheduled meetings, and planned teaching periods. Keep the calendar/planner up to date.

Meeting your Cooperating Teacher:

- Contact your cooperating teacher prior to your student teaching assignment to introduce yourself.
- Please remember you are a guest in your cooperating teacher's classroom. Be respectful of this opportunity provided for your professional advancement and future possible employment.
- Have a thorough discussion with your cooperating teacher regarding school, district, and classroom policies.
- Arrange with your cooperating teacher for work and storage space in the classroom.

Learn about the school:

- Access the policy handbooks of the school and school district and read them.
- Identify locations of resource materials in your school. During the first several days, plan to visit these locations and familiarize yourself with various materials, software, and hardware available (i.e. library, computer lab, teacher workroom, textbooks, teaching materials).

Preparation Guidelines:

- Maintain a positive attitude, and be friendly with all school personnel. Remember you are part of a team working toward the education of all children in the school.
- Learn each student's name and learn about each student's academic progress as quickly as possible.
- Become familiar with materials used in your classroom. Ask if you can borrow them in order to review them. Do the same with curriculum guides and other campus/district guides.
- Discuss responsibilities with your cooperating teacher. Find out if there are duties you could perform starting the first week (i.e. check roll, collect homework, restroom assistance, etc.).

- Learn the lesson plan format required for your particular school/district, knowing you are required to complete the UHD CPDT lesson plan format during your student teaching semester.
- Find out about any extracurricular activities that you will be expected to participate in and attend.
- Prepare a detailed class schedule for your cooperating teacher's class that lists each subject taught with beginning and ending times. Identify cooperating teacher's conference and lunch times. Provide this schedule to your UHD field supervisor.
- Schedule a time to confer daily with your cooperating teacher.
- Your written lesson plans must be reviewed by your cooperating teacher and UHD field supervisor prior to teaching the lessons. Discuss with your UHD field supervisor when these are due and how they are to be submitted. Lesson plans are due on the date specified by the UHD Field Supervisor and prior to the lesson being taught. Failure to turn in lesson plans in a timely manner may result in a teaching delay that will impact the student teaching schedule and/ or grade.
- The weekly teaching schedule, including observation and evaluation, must be prepared and approved in advance by your UHD field supervisor and cooperating teacher.
- Punctuality and professionalism are expected in attending all UHD field supervisor seminars and the SOSE 4303 course. Tardiness and absences will impact grades and professional recommendations required by most school districts.
- As you continue developing your e-portfolio to reflect your professional growth, be reflective about your teaching practices, be receptive to advice, and be receptive to criticism from your cooperating teacher and your UHD field supervisor. Remember, their goal is to help you become the best teacher you can be.

Recommendation for Certification:

You will be recommended for standard certification upon completion of the following:

- Successful completion of PD 3/student teaching semester, including passing SOSE 4303 and six hours of student teaching.
- Passing all required TExES/BTLPT certification exams for your certification area.
- Graduate with a bachelor's degree. Following graduation, your degree must be conferred by the university prior to recommendation. This can take up to two weeks following graduation.
- Submit a Recommendation Request Form on the Department of Urban Education website under Certification Information to request recommendation for certification.
- Apply for standard certification online with SBEC (\$77.00 fee) after you successfully complete the program, graduate, and pass all required TExES and/or BTLPT exams for your certification field.
- If you apply with SBEC prior to this time, your application will be removed and you will be responsible for contacting SBEC regarding the transfer of your funds to the appropriate time of application.
- Once you are recommended, you will receive an automated e-mail from SBEC stating your recommendation. Your certificate can be virtually viewed within a few days of recommendation.
- If you pass the required TExES/BTLPT exams following graduation, you will need to submit a Recommendation Request Form on the Department of Urban Education website under Certification Information to request recommendation for certification.

Guidelines for Student Teaching Schedule

The following is a proposed schedule. In some cases, it may be necessary to modify this schedule based on the needs of the student teacher in his or her assignment. The UHD Department of Urban Education requires a minimum of a 15 week (75 days) student teaching assignment.

Week 1

- Student teacher begins observing and performing simple classroom tasks (e.g., checking roll, handing out supplies, monitoring students, creating and maintaining bulletin boards).
- Student teacher prepares to develop lesson plans. Cooperating teacher gives advice.
- The cooperating teacher allows time for discussion of teaching philosophy, classroom discipline, and school policies. Student teacher should learn student names.

Week 2

- Student teacher continues to observe and perform simple classroom tasks (e.g., checking roll, handing out supplies, monitoring students, working with small groups, creating and maintaining bulletin boards).
- Student teacher continues to prepare to develop lesson plans for the semester. Cooperating teacher continues to give advice.
- The Student teacher prepares and submits lesson plans for five lessons to be taught during Week 3. Lessons are all in one content area unless combining subjects (i.e. science is taught on MWF and social studies is taught on TR).
- Cooperating teacher reviews lesson plans and gives advice/suggestions for any necessary changes.
- After conferring with cooperating teacher about lessons, submit final plans to UHD field supervisor.

Week 3

- Student teacher teaches one subject or one class period every day for this week. Cooperating teacher supervises and provides feedback on performance and explanations for teaching and management strategies.
- Student teacher prepares and submits lesson plans for teaching two classes/subjects to be taught each day of Week 4 (the current class/subject and one additional class/subject times five (5) days).
- Cooperating teacher reviews lesson plans and gives advice/suggestions for any necessary changes.
- After conferring with cooperating teacher about lessons, submit final plans to UHD field supervisor.

Week 4

- Student teacher teaches two subjects or class periods every day for this week. Cooperating teacher continues to provide supervision and feedback on performance.
- Student teacher prepares and submits lesson plans for teaching three classes/subjects to be taught each day of Week 5 (the current classes/subjects and one additional class/subject times five days).
- Student teacher may write a shorter version of lesson plans for classes in which s/he is doing well.
- Cooperating teacher reviews lesson plans and gives advice/suggestions for any necessary changes.
- Student teacher shares with UHD field supervisor and cooperating teacher perceived strengths and areas that need improving. Specific plans for improvement are agreed upon.
- Student teacher attempts new methods of instruction if UHD field supervisor feels student is ready.

- After conferring with cooperating teacher about lessons, submit final plans to UHD field supervisor (FS).

Week 5

- Student teacher teaches three subjects or class periods every day for this week. Cooperating teacher continues to provide supervision and feedback on performance.
- Student teacher prepares and submits lesson plans for teaching four classes/subjects to be taught each day of Week 6 (the current classes/subjects and one additional class/subject).
- Cooperating teacher reviews lesson plans and gives advice/suggestions for any necessary changes.
- Student teacher shares input on student grades and parental communication with UHD field supervisor.
- After conferring with cooperating teacher about lessons, submit final plans to UHD field supervisor.

Week 6

- Student teacher teaches four subjects or class periods every day for this week. Cooperating teacher continues to provide supervision and feedback on performance.
- The cooperating teacher completes the Midpoint Discussion Form and discusses results with the student teacher.
- The UHD field supervisor, with input from the cooperating teacher, completes the interim evaluation and discusses results with the student teacher.

Week 7

- Student teacher takes full control of the class within district guidelines.

Week 8

- Student teacher continues with full responsibility of the class within district guidelines.
- Student teacher prepares and submits lesson plans for teaching four classes/subjects (may use short version) to be taught each day of Week 9.
- Cooperating teacher reviews lesson plans and gives advice/suggestions for any necessary changes.
- After conferring with cooperating teacher about lessons, submit final plans to UHD field supervisor.

Week 9

- Student teacher teaches four subjects or class periods every day for this week. Cooperating teacher continues to provide supervision and feedback on performance.
- Cooperating teacher gradually begins to assume classes.
- The student teacher may videotape one or more classes for discussion with UHD field supervisor.
- Student teacher discusses final grade calculations collected during full responsibility with cooperating teacher and records grades in the grade book as allowed by school district.

Weeks 10, 11, and 12

- Student teacher gradually returns classes to the cooperating teacher; one class per week.

Weeks 13, 14 and 15

- Cooperating Teacher returns to full responsibility for the class.
- The Cooperating teacher should arrange for student teacher to observe in other classrooms including areas outside his or her area of expertise (i.e. bilingual education, ESL, Resource, Fine Arts, other grade levels).
- The Cooperating teacher completes the final evaluation of the student teacher and discusses with UHD field supervisor and student teacher.
- The UHD field supervisor completes the final evaluation of the student teacher and discusses it with the cooperating teacher and the student teacher.

Evaluation of Student Teaching

During the student teaching semester, the following evaluations/observations will be required.

- **Pre-Observation Conference:** Allow student to clarify the objectives indicated on the lesson plan and how he/she plans to achieve them.
- **Observation:** Observe and record classroom behaviors of the student teacher and the classroom students. The field supervisor may wish to script lesson in detail to help student teacher analyze performance. Having the opportunity to hear or observe performance while teaching children either through audio or video taping is an objective way of helping student teachers develop analytical and reflective skills.
- **Post-Observation Conference:** Encourage student teacher to review the lesson and analyze what went well and what did not. Ask student to reflect on how he/she might have handled things differently. Guide the reflective process. Finally, give student some specific goals on which to work for the next lesson.

Student Teacher Candidate Performance Evaluation

Professional Roles

The UHD Field Supervisor will:

- keep an individual folder on each student teacher containing an accurate record of class schedules, evaluations, visitation reports, and any missed meetings, tardiness, or absences from student teaching.
- complete a T-TESS form and a conference form after each of three 45 minute (minimum) classroom observations and confer with the student teacher regarding the lesson.
- facilitate a Midpoint Discussion with the student teacher and the cooperating teacher in which the student teacher is given a clear evaluation of his/her performance up to that time with specific guidelines for completing the semester successfully.
- complete the Final Student Teaching Discussion Form at the end of each placement and have it signed by the student teacher after discussion. The original copy should be placed in the student teacher folder with a copy given to the student teacher.
- provide the building principal a copy of the completed T-TESS Classroom Observation Report form within one week of the formal observation and collect the principal's signature on each of these NCR forms with the original to be placed in the student's folder.

UHD Field Supervisor's Responsibilities:

The UHD field supervisor is the liaison between the University of Houston-Downtown, the student teacher, and the faculty in the public schools. The field supervisor is responsible with the cooperating teacher for the student teacher's induction into the role of a successful teacher.

Preliminary

- To attend the Student Teaching Orientation meeting.
- To establish contact with the cooperating teacher before the student teacher goes to the school and during the student teacher orientation meeting, if cooperating teacher is in attendance.
- To review the Student Teaching Handbook with the Cooperating Teacher and be sure important points are emphasized.

Schedule

- To make a minimum of four visits to observe the student teacher each semester. While the formal observations will be scheduled with the student teacher, unscheduled observations may be included.
- To observe, at a minimum, three formal 45 minute lessons using the UHD-CPDT modified T-TESS evaluation instrument and an accompanying Observation Conference Form.
- To complete a minimum of one informal walk-through evaluation using the Informal Observation Form.
- To meet or communicate weekly with student teachers to check lesson plans and discuss experiences. The UHD field supervisor will coordinate with the seminar faculty to meet with student teachers and conduct regular seminars.
- To attend any scheduled training programs or any other meetings scheduled during the semester.

Evaluation

- To keep an individual folder on each student teacher containing an accurate record and original copies of class schedules, evaluations, visitation reports, and any missed meetings, tardies, or absences from student teaching duties and responsibilities.
- To complete a Mid-Point and Final Evaluation of each student teacher.
- To turn in semester grades at the end of the student teaching experience.

Cooperating Teacher's Role and Responsibilities:

- To prepare the classroom students to receive a professional co-worker.
- To orient the student teacher to:
 - The students
 - The on-going school program
 - The building facilities and resources
 - The personnel (special teachers, consultants, etc.)
 - The school and district policies
 - The school and district classroom management techniques and procedures

- The nature of the community and special features of education in that locale
- To provide a gradual induction to the teaching process by modeling appropriate planning and teaching.
- To help the Student Teacher succeed by:
 - Monitoring effective use of time
 - Requiring written lesson plans in advance of teaching assignments
 - Creating a climate in which the student teacher is encouraged to self-evaluate and ask questions
 - Praising, encouraging, and giving feedback in a timely and positive manner
 - Keeping interactive lines of communication open
 - Discussing problems frankly, one at a time
 - Sharing professional experiences and materials
 - Capitalizing on the special interests, talents, and background of the student teacher for enrichment
 - Encouraging alternative teaching approaches and management techniques
- To guide the student teacher in planning, teaching, and evaluating her/his work by such things as demonstration teaching, previewing, and reviewing lesson plans and lessons taught.
- To promote daily interactive discussions concerning the student teacher's strengths, weaknesses and effectiveness in the teaching process.
- To help the student teacher implement recommendations received during daily evaluation sessions.
- To confer with the UHD field supervisor on a continuing basis in order to arrive at a final evaluation.
- To identify problems and discuss with the UHD field supervisor as early in the semester as possible.
- To complete required evaluation forms for the student teacher and discuss them with her/him.
- To allow the student teacher to confer with the UHD field supervisor immediately following an observation/visit or as needed.
- To allow the student teacher to leave campus at 11:00 a.m. to attend the required university seminar class one day per week.
- To help the student teacher make the transition from being a student to becoming a professional teacher.
- To facilitate student teacher implementation of a 2-week instructional period of full classroom responsibility.

Guidelines for Assigning Grades:

The instruments used to identify the effectiveness of student teaching include both formative and summative evaluations, which are completed by the cooperating teacher and the UHD field supervisor. Final grades for the six (6) hours of student teaching are assigned by the UHD field supervisor, with input from the cooperating teacher, and are based on all evaluations, lesson plans, unit plans, attendance at all meetings, seminars, and all teaching-related assignments.

The guidelines for assigning grades are as follows:

Grade of A (90-100): Exceptional performance in student teaching has occurred; student is predicted to excel as a teacher, can be recommended to an employer without reservation, and has the highest quality of performance in teaching-related assignments such as lesson planning and management.

Grade of B (80-89): Competent performance during student teaching has been demonstrated; student is predicted to succeed as a teacher with continued improvement, can be recommended to an employer, and has performed satisfactorily in teaching-related assignments.

Grade of C (70-79): Adequate performance during student teaching has occurred; student has potential for improvement, is predicted to have average success as a teacher, and can be recommended to an employer with the reservation that special assistance may need to be provided during the first year of teaching. Performance of teacher-related assignments has been adequate.

The UHD Field Supervisor will furnish the student teacher and the cooperating teacher with specific information on performance expectations, assignments to be completed, and more specific guidelines for assigning grades.

Student Teaching Performance (reflective of 6 SCH):

The student teacher is evaluated on his/her practical application of educational theory and knowledge in the urban classroom.

Formative evaluation includes:

- Consistent preparation and professional, timely submission of lesson plans and unit plan monitored by the UHD field supervisor and/or cooperating teacher
- The Midpoint Discussion Form (completed at mid-placement)
- Three (3) formal observations (T-TESS forms)
- Informal Observation Forms, notes, and descriptions of student teacher activities
- UHD field supervisor specifications (These may include journals, audio or video tapes of lessons, bulletin boards, learning centers, etc.)
- Attendance records, including the Student Teacher Log indicating punctuality and consistent attendance at school assignment

Summative evaluation includes:

- All of the above and
- Student Teacher Self-Evaluation Form
- Student Teacher Final Discussion Form completed by the UHD field supervisor
- Student Teacher Professional Attributes form as filled in by all three participants

Professionalism:

The student teacher is evaluated on his/her professional behavior and professional attributes. It is expected that student teachers will maintain professional ethics and integrity. Adherence to policies in the UHD Student Teacher Handbook and the Texas Code of Ethics and Standard Practices for Texas Educators is expected. Violations of either the UHD policies or the Code of Ethics will result in dismissal from the student teaching assignment.

Program requirements for SOSE 4303 (Reflective of 3 SCH):

The student teacher is evaluated on meeting the following program requirements:

- Professional portfolio
- Successful completion of all coursework and assignments in SOSE 4303
- Punctuality and consistent attendance for all seminar meetings

Explanation of Student Teacher Evaluation Forms

Modified T-TESS Instrument: This form is completed by the UHD Field Supervisor during each formal classroom observation and for additional formal observations for students needing additional support. The original form is placed in the student teacher folder, one copy is given to the student teacher, and one copy is given to the cooperating teacher if requested.

Classroom Observation Report: This form is provided on NCR paper so that one copy can go to the student teacher, one copy to the school principal, and the original to be placed in the field supervisor's file for that student teacher.

Mid-Point Discussion Form: This form is completed by the UHD field supervisor in consultation with the cooperating teacher at mid-placement. It is to be used for formative discussion purposes with the student teacher, cooperating teacher, and the UHD field supervisor.

Final Discussion Form: This form is filled out by the UHD field supervisor in consultation with the cooperating teacher at the end of each placement. One copy is for the student teacher, and one copy is for the UHD field supervisor with the original to be placed in the student teacher's folder.

Student Teacher Ratings by a Cooperating Teacher Form: The cooperating teacher will complete this form following each formal observation. The original will be placed in the student teacher's folder with copies given to the student teacher and cooperating teacher.

Classroom Management Suggestions

In order to foster learning, the student teacher should implement effective classroom management.

1. Arrange classroom to promote learning in collaboration with cooperating teacher
 - a. students visible to teacher as well as instructional presentation visible to students
 - b. traffic areas free of congestion
2. Set clear behavior standards, and enforce classroom rules fairly and consistently
3. Develop active and consistent monitoring practices
 - a. during presentation, watch the whole class for inappropriate behavior, for appropriate material on desk, etc.; scan the room often. (with-it-ness)
 - b. move around the room as you present when appropriate (proximity)
 - c. start seat work as a group or under close supervision (cooperative learning environment)
 - d. always provide a model
 - e. make expectations clear
 - f. catch them being good and reward them with praise (positive feedback)
4. Stop inappropriate behavior quickly
 - a. make eye contact
 - b. use nonverbal communication whenever possible (ex. move closer, touch, whisper, signal)
 - c. remind students of expectations; have students tell you what is expected
 - d. consistently administer management policy to all students
5. Develop a good lesson pace that does not allow for off-task time
 - a. gain students' attention before you begin (focus)
 - b. set enthusiasm for lesson with a strong motivation (focus)
 - c. vary questioning techniques
 - d. watch students' eyes; be sure they are with you
 - e. find a variety of ways to keep students actively engaged (time on-task)
6. Develop successful management techniques such as:
 - a. "with-it-ness"-an awareness of what is going on and the ability to communicate
 - b. overlapping-ability to do more than one thing at a time
 - c. smoothness in transition-no wasted time
 - d. momentum-appropriate lesson pace
 - e. group alerting-ability to maintain students' attention
 - f. accountability-know how each student is learning
7. Develop strong communication with parents in collaboration with cooperating teacher. Do not wait for a crisis situation to develop. Discuss with your cooperating teacher as soon as you have a question. Do not let your first contact with a parent be to discuss something negative regarding the child.

Lesson Design

Sample of a Suggested Format

When designing your lesson plan, consider these elements and plan how much class time will be allotted for each:

THINGS TO CONSIDER	STEPS
Appropriate for audience?	Topic:
Why is this worth learning?	Rationale:
Outcomes stated in behavioral terms?	Objectives:
Supplies?	Materials needed:
Interesting?	Lesson focus:
Clarity, enthusiasm?	Instructional input: List the steps you will follow, the teaching skills and strategies you will use. Identify how you will model, monitor, and adjust.
Questions appropriate?	Guided practice: What will students do to increase the probability of learning/retrieving ideas, skills?
Reinforcement? Wait time?	Closure: How will you end the lesson?
Appropriate practice evident?	Independent practice:
Formative feedback provided?	Evaluation: How will you determine whether student objectives have been mastered?
Summary evident?	
Lesson ending smooth?	
Opportunity for independent practice?	
Is it related to the objective?	

UHD-CPDT Lesson Plan

Follow the Guidelines of your Professor

Candidate _____	Phone _____	Email _____
Mentor Teacher _____	School _____	Room _____
Experience Instructor _____	Date _____	Time _____
Subject(s) _____	Grade _____	
Concept/Goal _____		
Lesson Title _____		

I. PLANNING PROCESS

(EACH OF THE COMPONENTS MUST BE ADDRESSED BUT NOT NECESSARILY IN THE SEQUENCE SHOWN BELOW)

Objectives: Using observable, measurable terms (such as in Bloom’s Taxonomy), write objective(s) that can be assessed. State the objective(s) in the following manner: The learner will... [Use an observable, measurable verb]. Example: The learner will participate in singing a memory math song. The learner will correctly complete 8 out of 10 problems in a group setting from page 201.

Rationale: Describe the *reasons why* you are teaching this lesson.

Learner-Centered: What *real-life* reason should you give your students for learning this skill or content?

Professional: Provide a *scientifically-based theory* or theorist that guides your practice (may include assessment results if available).

State Requirements:

1. **TEKS/STAAR:** State the number(s) and descriptor(s) of the TEKS/STAAR specifically being taught.
2. **ELPS:** State the number(s) and descriptor(s) of the ELPS specifically being taught.

Prerequisite Skills: Describe any necessary prior knowledge or skills for the learner to be successful.

Special Needs Student Accommodations/Modifications/Extensions: Reference students’ Individual Educational Plans (IEP), if possible; also consider English Language Learners, gifted students, and students with varied developmental levels (materials, classroom setting, technology, extended time, etc).

Description of the Learning Environment: How many students are involved in this lesson? Where will the different activities in this lesson take place (small group, literacy carpet, literacy table, etc.)? What kind of grouping would be effective with this lesson? What are your strategies to make sure that the students with differentiated instruction will stay on task?

Connections: Describe how the lesson will make all five of the following connections: (1) past or future learning, (2) community, (3) culture, (4) student interests, and (5) integration with other content.

Evaluation of Learning: Describe in detail the informal and/or formal method(s) of determining if the learner has met the stated objective(s). How will you determine how much learning took place during your lesson? Include any rubrics, anecdotal records, or other instruments that you may use.

Possible Sponge: What can you use at the beginning of class while the teacher takes attendance, etc., to “soak up” time while teacher takes care of executive duties? Pre-assessment and warm-ups are two examples of potential sponge activities.

Transitional Activities: Describe a brief activity or activities to transition students (mentally and physically) from one activity to another.

Materials/Set-up: Describe specific materials (books, visuals, manipulatives, etc.) and technology to be utilized in this lesson.

Teaching Strategies: Taking all this into account, consider the teaching strategies that you might use (describe them in the next phase)

II. TEACHING PHASE (LESSON CYCLE):

TIME ESTIMATE

***Transition:** In your write up of A-F, state your transitional activities and where you will use them.

***Connections:** Within the lesson, indicate where you will make all five of the connections listed.

- _____ **A. Sponge:** (if needed): Describe the sponge activity to “soak up time” while the teacher completes executive duties.
- _____ **B. Focus:** Describe, in detail, an engaging activity/event to bring the learner into the lesson that is about to occur.
- _____ **C. Objective:** Explicitly state the objective(s) of the lesson to students (in some instances this may occur later in the lesson, such as in discovery or inquiry lesson models).
- _____ **D. Rationale:** State to students the learner-centered rationale or importance and application of this lesson outside of class (to the students).
- _____ **E. Teach/Active Engagement (with specific variations by content area):** Describe the verbal presentation or demonstration/model you will use. During active engagement, students process the lesson taught. They may (1) reflect, discuss, or make plans together, (2) attempt skill or strategy, (3) actively watch the teacher’s demonstration, or (4) use other possible formats. Describe the expectation of engagement. What will you say and do? What will you expect your students to say and do? What higher-order thinking and questioning strategies will you use? What technology can be employed in this lesson? While you are teaching, how will you incorporate your assessments at various points?
- _____ **F. Closure (Connect and Link):** Describe in detail a culminating activity that will help the learner synthesize what has been learned.

III. REFLECTING PHASE (AFTER THE LESSON) - To be turned in per your professor’s guidance.

Consider the following:

- Which part of the lesson was most effective in helping the student understand the learning objective?
- What part of the lesson would you improve (and why)? Reflect using learner-centered competencies.
- Describe unanticipated events and how you responded to them.
- If you could not employ technology, why not, and how could you use it if equipment were available?
- What strategy did you use to evaluate understanding of the learning objective? What was the result?
- Provide additional thoughts or reflections.

SHORTENED LESSON PLAN FORMAT-page 1

Use this short version only with approval from the UHD Field Supervisor.

PART 1: STUDENT TEACHER: _____ **GRADE:** _____

SUBJECT: _____ **WEEK OF:** _____

	MONDAY	TUESDAY	WEDNESDAY
TEKS/TAKS : Objective: ELPS: Rationale: Prerequisite Skills:			
Assessment: Materials/Set-Up: Sponge/Transition: Focus:			
Connections/ Instruction			
Closure: Accommodations/ Modifications/ Extensions:			

SHORTENED LESSON PLAN FORMAT-page 2

Use this short version only with approval from the UHD Field Supervisor.

PART 2: STUDENT TEACHER: _____ **GRADE:** _____

SUBJECT: _____ **WEEK OF:** _____

	THURSDAY	FRIDAY	NOTES
TEKS/TAKS : Objective: ELPS: Rationale: Prerequisite Skills:			
Assessment: Materials/Set-Up: Sponge/Transition: Focus:			
Connections/ Instruction			
Closure: Accommodations/ Modifications/ Extensions:			

Appendices

Interdisciplinary PD Signature Page

Teacher Candidate: _____ **Date:** _____ **PD Semester:** _____

Field Experience Instructor: _____ **Semester/Year** _____

I. GOALS

I, _____, acknowledge, accept, and am committed to the UHD-CPDT goals and to the guidelines of the state and partnership districts for successful urban teacher preparation.

Signature: _____ date: _____

II. PD STRUCTURE AND INTERNSHIP REQUIREMENT

I, _____, acknowledge, accept, and commit to the UHD-CPDT Interdisciplinary PD structure and internship requirement throughout PD1, PD2, and PD3/Student Teaching.

Signature: _____ date: _____

III. ADMISSION AND CERTIFICATION REQUIREMENT

I, _____, acknowledge, accept admission and certification requirements and am committed to the academic and professional criteria required of PD1 and PD2.

Signature: _____ date: _____

IV. PROGRAM COMPLETION REQUIREMENT

I, _____, acknowledge, accept, and am committed to the academic and professional criteria required for program completion and teacher certification recommendation.

Signature: _____ date: _____

V. CODE OF ETHICS AND STANDARD PRACTICES

I, _____ acknowledge, accept, and will commit to the Code of Ethics and Standard Practices for Texas Educators.

Signature: _____ date: _____

VI. PROFESSIONAL ATTRIBUTES

I, _____, acknowledge, accept, and will commit to the UHD-CPDT Professional Attributes for Teacher Candidates.

Signature: _____ date: _____

Application for Teacher Aide Exemption from PD Semesters

Return completed form to: CPDT Director • Department of Urban Education • University of Houston-Downtown
Commerce Street Building, Suite C440 • Houston, TX 77002-1001 • 713-221-8665 • Fax 713-223-7446

Application Deadlines: March 15(fall admission) • October 15(spring admission)

Name: _____ UHDID# 900 _____ gatormail: _____@gator.uhd.edu

Seeking paraprofessional field-based placement for: _____ PD1 or _____ PD 2

Certification Area: _____ EC-6 with ESL _____ EC-6 with bilingual _____ 4-8 _____ 7-12

Location of PD1 or PD2 coursework: _____ UHD _____ LSC-NW _____ LSC-Kingwood

School of Employment: _____ District: _____ Grade/Content Assignment: _____

Paraprofessional's signature: _____ Date: _____

***Please note that UHD approval of PD1 and PD2 paraprofessional placement will not transfer to exemption to PD3.**

It is highly recommended that preparatory and academic courses be taken before beginning the PD semesters. Admission to the Professional Development semester is approved by the advisor/coordinator of the Urban Education Department. Eligibility criteria for paraprofessional field-based placement in Professional Development semesters 1 and 2 (PD 1 & PD 2) include:

- Teacher candidate must submit the required forms the semester before the intended Professional Development placement semester.
- Teacher candidate must be currently employed as an instructional certified teacher's aide in a TEA accredited school and remain in a teacher's aide assignment during the duration of the PD 1 and/or PD 2 work.
- The work assignment must be in the certification subject area and certification grade level of the teacher candidate's degree plan. A minimum of 60 clock-hours of field-based work must be arranged within that certification area for the proposed semester.
- PD 1: Teacher candidate must meet PD 1 prerequisites. Please see your advisor to verify your eligibility.
- PD 2: Teacher candidate must meet PD 2 prerequisites. Please see your advisor to verify your eligibility.

Professional Development 1 and Professional Development 2 require concurrent enrollment in specific courses, as well as completion of pre- and co-requisites. A minimum of 60 clock-hours of field-based experience per semester at 6 hours per week for 10 weeks is required for PD 1 and PD 2. This application applies to PD 1 and PD 2 only.

Requirements for PD 1 and PD 2 Teacher Candidates:

A teacher candidate must be able to teach two lessons in PD 1 and two lessons in PD 2 in his/her certification area while being observed by a PED 4380/4381 field experience instructor. Additional work with children in collaboration with the classroom teacher and UHD faculty may be required for all PD 1 or PD 2 courses.

Requirements for PD 3/Student Teaching:

A full semester, full-day student teaching experience (15 weeks or 75 days) is required by the state. Paraprofessionals may not maintain their employment during the PD3/student teaching semester.

Instructions for returning this form:

Teacher candidates who are eligible teacher aides must submit the following items to the Department of Urban Education for each semester seeking this placement. Notification will be sent via gatormail pending review of the following documents.

- The application for paraprofessional field-based PD 1 or PD 2 placement
- A current copy of the district contract indicating the assignment as an instructional aide
- The principal's verification of educational teacher aide status and agreement to support form which indicates the name of the school, grade, assignment(s), a general description of the work with teachers and students, and verification that a minimum of 60 clock hours per semester at 6 hours per week or 10 weeks will be arranged.

**Principal’s Verification Form of Educational Teacher Aide Status
for Paraprofessional Field-Based PD1 or PD2 Placement**

Name: _____ UHDID# 900 _____ gatormail: _____@gator.uhd.edu

Semester/Year seeking placement: _____ Certification Area: _____ EC-6/ESL _____ EC-6/bilingual
_____ 4-8 _____ 7-12

I am currently employed as an instructional aide at _____ School.

School Address: _____

School District: _____ Grade/Subject Area: _____

You may confirm this with my principal _____ (principal’s name).

Principal’s Phone Number: _____ Principal’s Email: _____

A teacher candidate must be able to teach a minimum of two lessons in PD 1 and two lessons in PD 2 in his/her certification area while being observed by a PED 4380/4381 field experience instructor. Additional work with children in collaboration with the classroom teacher and UHD faculty will be required for some courses.

Describe the proposed instructional work with teacher and students (a minimum of 60 clock-hours per semester at 6 hours per week in the area of certification is required). Signature indicates agreement to allow this teacher candidate to comply with these requirements.

Principal’s Signature: _____ Date: _____

Teacher Candidate’s Signature: _____ Date: _____

(In each case, the signature verifies that all information submitted is accurate and correct.)

In order for Urban Education to consider a paraprofessional field-based placement in PD 1 and PD 2:

- Teacher candidate must submit the required forms the semester before the intended Professional Development semester placement.
- Teacher candidate currently must be employed as an instructional, certified teacher’s aide in a school and remain in a teacher’s aide assignment for the duration of the PD 1 and PD 2 coursework.
- The work assignment must be in the certification subject area and certification grade level of the teacher candidate’s degree plan.

Instructions for returning this form:

Teacher aides must submit to the Department of Urban Education for each semester seeking this placement the following documentation. Notification will be sent via gatormail pending review of the documents.

- The application for paraprofessional field-experience semester placement
- A current copy of the district contract indicating the assignment as an instructional aide
- This completed form which indicates the name of the school and grade assignment(s), contact information for the principal, a general description of the work with teachers and students (individual, small group, whole group), and the principal’s signature verifying that the information is correct and that the minimum 60 clock-hours of field based work per semester at 6 hours per week for 10 weeks will be arranged for the proposed semester.

Date received by UE office with signature of receipt: _____ (revised 2-14-17)

Instructions for Urban Education Students Who Fail One or More PD courses

PD candidate,

The Urban Education faculty looks forward to your successful completion of our program and entry into the teaching profession. While you are disappointed in the grade that you received for PD coursework, we know that your thorough preparation is important to every young life you will touch as a teacher. You agreed to the expectations of the department when you signed an agreement that you acknowledge, accept, and commit to the UHD-CPDT Interdisciplinary Professional Development (PD) structure and requirements throughout PD I, II, and III.

Three documents describe criteria for successful completion and advancement to the next Professional Development semester (courses):

- Degree plan
- Teacher Candidate Handbook
- UHD catalog

a grade of “C” or higher in each of the three integrated PD courses

Because you did not receive a “C” or higher in a PD course, you must retake the course(s) and earn a grade of “C” or higher. You do not need to enroll in the other courses in the PD semester, only the course(s) you failed.

Note that the PD courses are integrated in such a way that field-based assignments may be required in the course(s) you are retaking. These assignments are routinely done in the field-based course (PED 4380 or PED 4381), but because you will not enroll in the field-based course, you must allow time and make provisions to complete course assignments that require field-based connections. Please complete this approval form and submit it to your advisor.

Name: _____ UHD ID# 900 _____
 gatormail: _____ @gator.uhd.edu
 Seeking field-based placement for: _____ PD 1 or _____ PD 2
 Certification Area: _____ EC-6 with ESL _____ EC-6 with Bilingual _____ 4-8 Generalist _____ 7-12
 Location of PD 1 or PD 2 Coursework: _____ UHD _____ LSC-NW _____ LSC-Kingwood
 Previously assigned school: _____ District: _____
 Grade/Content Assignment: _____

Teacher Candidate’s Signature: _____ Date: _____
 (Signature verifies that all information submitted is accurate and correct.)

UE approval _____ Approved field-based school/district _____ Date _____

State Requirements

Five State Proficiencies

The proficiencies mandated for teachers by the State Board for Educator Certification are as follows:

<p>Learner Centered Knowledge</p> <ol style="list-style-type: none"> 1. Exhibits strong working knowledge of subjectmatter. 2. Exhibits current knowledge in content area. 3. Understands the pedagogy of the discipline. 4. Organizes topics for practical application. 5. Integrates other disciplines into instruction. 6. Plans instruction in authentic contexts. 7. Integrates technological resources into instruction. 	<p>Equity in Excellence for All Learners</p> <ol style="list-style-type: none"> 1. Models and encourages appreciation for student diversity. 2. Delivers instruction appropriate to diverse cultures/populations. 3. Delivers instruction appropriate to diverse learning styles. 4. Delivers instruction appropriate to diverse background experiences, interests, and needs. 5. Applies or links curriculum content to community cultures. 6. Uses culturally diverse examples in classroom (e.g. bulletin boards, overheads, etc.). 7. Integrates subject matter from different cultures into content. 8. Establishes climate in which learners work collaboratively in diverse groups.
<p>Learner Centered Instruction</p> <ol style="list-style-type: none"> 1. Varies mode of instruction. 2. Incorporates groups and individual activities. 3. Selects appropriate pace. 4. Links new ideas to familiar ideas. 5. Makes connections to student experiences. 6. Involves students in planning. 7. Frequently checks for understanding. 8. Re-teaches when necessary. 9. Relates instruction to current events. 10. Adapts instruction to emerging needs. 11. Involves all students in class activities. 12. Engages all students in critical/creative thinking. 13. Provides opportunities for student/teacherreflections. 14. Provides opportunities for problem solving. 15. Uses thematic units when appropriate. 16. Uses technology to enhance instruction. 17. Promotes appreciation of learning as a lifelong process. 	<p>Learner Centered Professional Development</p> <ol style="list-style-type: none"> 1. Has clearly defined professional goals. 2. Seeks opportunities to grow professionally. 3. Establishes positive, productive relationships with colleagues. 4. Engages in reflective analysis and self-evaluation. 5. Exchanges ideas with peers. 6. Encourages feedback from learners to guide self-improvement. 7. Makes use of the collaborative process to plan instruction, utilize materials and resources. 8. Participates in collaborative decision-making and/or problem solving. 9. Exhibits high standards of professional dress and demeanor. 10. Uses school services and community resources. 11. Understands laws and guidelines relating to teacher responsibilities and student rights. 12. Knows how to work within the Texas education system to address issues. 13. Makes decisions in compliance with legal/ethical requirements. 14. Uses technology to engage in professional development opportunities.
<p>Learner Centered Communication</p> <ol style="list-style-type: none"> 1. Demonstrates effective verbal communication skills. 2. Demonstrates effective nonverbal communication skills. 3. Uses media effectively. 4. Expresses views clearly. 5. Establishes a climate which supports risk taking and/or innovative problem solving. 6. Fosters climate of respect/acceptance of other's ideas. 7. Establishes an environment conducive to collaborative learning. 8. Incorporates questioning techniques that elicit different levels of thinking. 9. Uses technology as a resource for building communication skills. 10. Gives multimedia presentations. 11. Communicates effectively as an advocate for each learner. 12. Uses correct grammar in writing and speaking. 	

Code of Ethics and Standard Practices for Texas Educators

(1) Professional Ethical Conduct/ Practices and Performance

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

(2) Ethical Conduct toward Professional Colleagues

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

(3) Ethical Conduct toward Students

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

Texas Administrative Code

<u>TITLE 19</u>	EDUCATION
<u>PART 7</u>	STATE BOARD FOR EDUCATOR CERTIFICATION
<u>CHAPTER 247</u>	EDUCATORS' CODE OF ETHICS
RULE §247.1	Purpose and Scope; Definitions

(a) In compliance with the Texas Education Code, §21.041(b)(8), the State Board for Educator Certification (SBEC) adopts an Educators' Code of Ethics as set forth in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators). The SBEC may amend the ethics code in the same manner as any other formal rule.

(b) The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

(c) The SBEC is solely responsible for enforcing the Educators' Code of Ethics for purposes related to certification disciplinary proceedings. The Educators' Code of Ethics is enforced through the disciplinary procedure set forth in Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases) pursuant to the purposes stated therein.

(d) As provided in §249.5 of this title (relating to Purpose; Policy Governing Disciplinary Proceedings), the primary goals the SBEC seeks to achieve in educator disciplinary matters are:

- (1) to protect the safety and welfare of Texas schoolchildren and school personnel;
- (2) to ensure educators and applicants are morally fit and worthy to instruct or to supervise the youth of the state; and
- (3) to fairly and efficiently resolve educator disciplinary proceedings at the least expense possible to the parties and the state.

(e) The following words, terms, and phrases, when used in this chapter, shall have the following meanings, unless the context clearly indicates otherwise.

- (1) Abuse--Includes the following acts or omissions:
 - (A) mental or emotional injury to a student or minor that results in an observable and material impairment in the student's or minor's development, learning, or psychological functioning;

(B) causing or permitting a student or minor to be in a situation in which the student or minor sustains a mental or emotional injury that results in an observable and material impairment in the student's or minor's development, learning, or psychological functioning;

(C) physical injury that results in substantial harm to a student or minor, or the genuine threat of substantial harm from physical injury to the student or minor, including an injury that is at variance with the history or explanation given and excluding an accident or reasonable discipline; or

(D) sexual conduct harmful to a student's or minor's mental, emotional, or physical welfare.

(2) Applicant--A party seeking issuance, renewal, or reinstatement of a certificate from the Texas Education Agency staff or the State Board for Educator Certification.

(3) Code of Ethics--The Educators' Code of Ethics codified in this chapter.

(4) Complaint--A written statement submitted to the Texas Education Agency staff that contains essential facts alleging improper conduct by an educator, applicant, or examinee, the complainant's verifiable contact information, including full name, complete address, and phone number, which provides grounds for sanctions.

(5) Contested case--A proceeding under this chapter in which the legal rights, duties, and privileges related to a party's educator certificate are to be determined by the State Board for Educator Certification and/or the State Office of Administrative Hearings commencing when a petition is properly served under this chapter.

(6) Disciplinary proceedings--Any matter arising under this chapter or Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases) that results in a final order or finding issued by the Texas Education Agency staff, the State Office of Administrative Hearings, or the State Board for Educator Certification relating to the legal rights, duties, privileges, and status of a party's educator certificate.

(7) Educator--A person who is required to hold a certificate issued under the Texas Education Code, Chapter 21, Subchapter B.

(8) Endanger--Exposure of a student or minor to unjustified risk of injury or to injury that jeopardizes the physical health or safety of the student or minor without regard to whether there has been an actual injury to the student or minor.

(9) Good moral character--The virtues of a person as evidenced by patterns of personal, academic, and occupational behaviors that, in the judgment of the State Board for Educator Certification, indicate honesty, accountability, trustworthiness, reliability, and integrity. Lack of good moral character may be evidenced by the commission of crimes relating directly to the duties and responsibilities of the education profession as described in §249.16(b) of this title (relating to Eligibility of Persons with Criminal History for a Certificate under Texas Occupations Code, Chapter 53, and Texas Education Code, Chapter 21), or by the commission of acts involving moral turpitude, but conduct that evidences a lack of good moral character is not necessarily limited to such crimes or acts.

(10) Intentionally--An educator acts intentionally, or with intent, with respect to the nature of his or her conduct or to a result of his or her conduct when it is his or her conscious objective or desire to engage in the conduct or cause the result.

(11) **Knowingly**--An educator acts knowingly, or with knowledge, with respect to the nature of his or her conduct or to circumstances surrounding his or her conduct when he or she is aware of the nature of the conduct or that the circumstances exist. A person acts knowingly, or with knowledge, with respect to a result of his or her conduct when he or she is aware that the conduct is reasonably certain to cause the result.

(12) **Minor**--A person under 18 years of age.

(13) **Moral turpitude**--Improper conduct, including, but not limited to, the following: dishonesty; fraud; deceit; theft; misrepresentation; deliberate violence; base, vile, or depraved acts that are intended to arouse or to gratify the sexual desire of the actor; drug or alcohol related offenses as described in §249.16(b) of this title (relating to Eligibility of Persons with Criminal History for a Certificate under Texas Occupations Code, Chapter 53, and Texas Education Code, Chapter 21); or acts constituting abuse or neglect under the Texas Family Code, §261.001.

(14) **Neglect**--The placing or leaving of a student or minor in a situation where the student or minor would be exposed to a substantial risk of physical or mental harm.

(15) **Recklessly**--An educator acts recklessly, or is reckless, with respect to circumstances surrounding his or her conduct or the results of his or her conduct when he or she is aware of but consciously disregards a substantial and unjustifiable risk that the circumstances exist or the result will occur.

(16) **Sanction**--A disciplinary action by the State Board for Educator Certification, including a restriction, reprimand, suspension, revocation of a certificate, or a surrender in lieu of disciplinary action.

(17) **State Board for Educator Certification**--The State Board for Educator Certification acting through its voting members in a decision-making capacity.

(18) **State Board for Educator Certification member(s)**--One or more of the members of the State Board for Educator Certification, appointed and qualified under the Texas Education Code, §21.033.

(19) **Student**--A person enrolled in a primary or secondary school, whether public, private, or charter, regardless of the person's age, or a person 18 years of age or younger who is eligible to be enrolled in a primary or secondary school, whether public, private, or charter.

(20) **Texas Education Agency staff**--Staff of the Texas Education Agency assigned by the commissioner of education to perform the State Board for Educator Certification's administrative functions and services.

(21) **Worthy to instruct or to supervise the youth of this state**--Presence of those moral, mental, and psychological qualities that are required to enable an educator to render the service essential to the accomplishment of the goals and mission of the State Board for Educator Certification policy and this chapter.

Source Note: The provisions of this §247.1 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective December 26, 2010, 35 TexReg 11242; amended to be effective December 19, 2011, 36 TexReg 8530; amended to be effective December 27, 2016, 41 TexReg 10329

Texas Administrative Code

<u>TITLE 19</u>	EDUCATION
<u>PART 7</u>	STATE BOARD FOR EDUCATOR CERTIFICATION
<u>CHAPTER 247</u>	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 be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

(N) Standard 1.14. The educator shall not assist another educator, school employee, contractor, or agent in obtaining a new job as an educator or in a school, apart from the routine transmission of administrative and personnel files, if the educator knows or has probable cause to believe that such person engaged in sexual misconduct regarding a minor or student in violation of the law.

(2) Ethical Conduct Toward Professional Colleagues.

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) Ethical Conduct Toward Students.

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

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

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

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

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

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

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

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

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

- (i) the nature, purpose, timing, and amount of the communication;
- (ii) the subject matter of the communication;
- (iii) whether the communication was made openly or the educator attempted to conceal the communication;
- (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- (v) whether the communication was sexually explicit; and
- (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

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