

HUSTON-TILLOTSON UNIVERSITY

Educator Preparation Program



Student Teacher Handbook 2016-2017

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Portions of this Handbook adapted with permission from the Student Teacher Handbooks of the University of Texas at El Paso, Stephen F. Austin University, and Tarleton State University.

Please Note

The information enclosed is accurate at the time of printing; however, policies are subject to change based on state guidelines. Check with an advisor before making a major decision based on the contents of this handbook. Staff in The Department of Educator Preparation (EPP) can help guide you through the program to complete your teacher certification.

Dear HT Student Teachers:

You are about to enter the final and most important stage of your professional preparation to become tomorrow's teachers—the Student Teaching experience. This year will be marked by challenges, peaks and valleys, and exciting moments of connection with students in the acquisition of knowledge. Approach this time with a spirit of determination to fulfill your calling as teachers. It is the young we seek to educate, and in so doing, continue to learn ourselves. This handbook will guide you through your student teaching semester(s). In its pages, you will learn how you may approach this experience, what is expected of you as a student teacher, the help and guidance that will come your way, and how you will be evaluated. We recommend that you place this document in a binder, "Student Teaching Handbook," and take it with you to your assigned classroom every day. Similar handbooks provide information for your cooperating teacher and field supervisor. Each one of these individuals will play a key role in your success during this exciting field experience semester. It is with joy and enthusiasm that we send you out into the school world. We have done our best to prepare you for this time. Your assigned field supervisor will visit your school periodically, and we look forward to hearing about your experiences in the field. Please contact us if you have any questions or if we can be of any assistance to you.

Best regards,

Dr. Ruth Kane

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Path to Certification

- _____ Take the content and PPR practice tests
- _____ Score at least 80% correct on the practice tests.
- _____ Receive permission to register for the official exams. HT will pay for the 1st exam.
- _____ Complete and submit the Application for Student Teaching due March 1 or October 1.
- _____ Go to Evans Hall for advising the semester before the student teaching begins.
- _____ Register for student teaching EDUC4907 and seminar EDUC4307
- _____ Attend the Student Teacher Orientation. Check with EPP for specific time, date, and location. For more information, call EPP at 505-3164.
- _____ Print the Student Teacher Handbook and place in a binder. Take with you on your student teaching days.
- _____ Visit your school one week before the student teaching begins. Meet your cooperating teacher, administrator, and office staff.
- _____ Your student teaching begins.
- _____ Meet with your cooperating teacher to discuss your progress every week.
- _____ Contact your field supervisor if any problems or questions arise.
- _____ File for Graduation with the registrar.
- _____ Discuss your mid-term evaluation with your cooperating teacher.
- _____ Complete your professional resume and portfolio.
- _____ Attend Career Day at HT.
- _____ Discuss your final evaluation with your cooperating teacher.
- _____ Sign your final evaluation with your cooperating teacher.
- _____ Student teaching ends.
- _____ CELEBRATE!!!
- _____ Apply for Standard Teacher Certification.
- _____ Notify EPP chair that you have applied for Standard Teacher Certification.
- _____ Attend clearing session (Senior Day), pay graduation fees, clear any obligations to HT.
- _____ pay graduation fees.
- _____ Purchase regalia.
- _____ Attend HT commencement ceremony.

Background

Huston-Tillotson University is a historically black university affiliated with The United Methodist Church and the United Church of Christ. The mission of the University is to provide its increasingly diverse student body with an exemplary education that is grounded in the liberal arts and sciences, balanced with professional development, and directed to public service and leadership. The University prepares students with the integrity and civility to thrive in a diverse society, fosters spiritual development, preserves and promotes interest in the accomplishments and experiences of the University's historic constituents and evolving populations, and creates and sustains supportive relationships which advance the Huston-Tillotson University community.

Huston-Tillotson University is the oldest institution of higher education in Austin. Tillotson Collegiate and Normal Institute opened on January 17, 1881 and Samuel Huston College opened in the fall of 1900. Huston-Tillotson College was formed when Tillotson College and Samuel Huston College merged in 1952. Huston-Tillotson University awards undergraduates degrees in business, education, the humanities, natural sciences, social sciences, science, and technology. A multi-cultural, multi-ethnic, and multi-faith institution, the University welcomes students of all ages, races, and religions.

Huston-Tillotson University Policies

All policies contained in the *Huston-Tillotson University Bulletin, 2015-2016* apply to all candidates, student teachers, faculty, and staff of the HT EPP. The *Huston-Tillotson University Bulletin, 2015-2016* is available online at <http://htu.edu/academics/university-bulletin>.

General Information

Graduates from this program receive a degree in Education or a specific academic concentration (e.g. Math, History, Kinesiology, Music, etc.). After admission into the Educator Preparation Program (EPP), students complete the Professional Development Sequence of courses. Huston-Tillotson University has accreditation from the Texas Education Agency State Board for Educator Certification to prepare candidates for teacher certification in the following areas:

Degrees and Certificates Offered

Academic Major	Degree	Educator Certificate	Grades
Education	BA in Education	Core Subjects EC-6	Early Childhood-6
Education	BA in Education	Core Subject 4-8	4-8
Education	BA in Education	Special Education	Early Childhood-12
Education	BA in Education	Tech Applications	8-12
Education	Certificate only	ESL or Bilingual Supplemental	
Biology	BA in Biology	Life Sciences	7-12
Chemistry	BS in Chemistry	Physical Science	7-12
Biology/Chemistry	BA in Biology or Chemistry	Science	7-12
Computer Science	BS in Computer Science	Computer Science	8-12
English	BA in English	English, Language Arts, & Reading	7-12
History	BA in History	History	7-12
History/Political Science	BA History or Political Science	Social Studies	7-12
Kinesiology	BA in Kinesiology	Physical Education	EC-12
Mathematics	BA in Math	Mathematics	7-12
Music	BA in Music	Music	EC-12

UNDERSTANDING STUDENT TEACHING

Student teaching is the culminating field experience in which teacher candidates demonstrate their knowledge, skills, and dispositions related to educating students. This is a time when student teachers express their commitment to the personal and professional qualities included in our Educator Preparation Program mission. It is critical to view student teaching as an opportunity to grow as a professional. As **guests** in the public school systems, teacher candidates exhibit their knowledge of child growth and development and commitment to student learning while contributing to the campus community.

Each student teacher brings with him/her a unique set of experiences. These experiences provide a solid foundation for the student teaching semester. Being with children all day, every day, for one semester will be exhausting and energizing at the same time. Eat well, get plenty of sleep, and stay healthy!

Student teachers are assigned two types of mentors: a field supervisor, employed by HT; and a cooperating teacher, employed by a participating school district. The field supervisor and cooperating teacher serve as your personal resources, support system, and evaluators. Cooperating teachers are master teachers and essential to your culminating education experience. They serve as models of effective practice, professionalism, and critical thinking. Your cooperating teacher will serve as “coach” during your early experience and as “evaluator” as you progress through the program.

Our handbook discusses policies and procedures for Huston-Tillotson University student teachers. Carefully read and review this handbook before beginning your student teaching experience to help you create a positive and professional experience.

Student Teaching Placement

Acceptance into the HT EPP does not guarantee a student teaching assignment. The semester prior to student teaching placement, the student must submit the *Student Teaching Request and Checklist* form (see appendix) with documentation of:

1. Cumulative 2.75 GPA
2. A grade of “C” or better in all required EDUC, RDNG, SEDL courses
3. A grade of “C” or better in all required major courses, as designated on degree plan
4. Complete Professional Development sequence of courses
5. No remaining semester credit hours (SCH) except student teaching and seminar
6. Finalized professional portfolio
7. Passing TExES content and PPR exams
8. Membership in a professional educational organization (i.e., TCTE, ATPE, or TMEA, etc.)
9. Copy of degree plan signed by Advisor
10. Unofficial transcript

Application for Student Teaching Deadlines

Fall assignment March 1

Spring assignment September 15

Student Teacher Roles and Responsibilities

You represent Huston-Tillotson University every time you walk into a classroom. This is an exciting and important responsibility, and we want to help you feel prepared for your assignment. Remember that you are guests in your cooperating teacher's classroom. You should follow all the rules and regulations of your cooperating teacher and of the school in which you will work. As student teachers, you are expected to have the same responsibilities as your cooperating teacher in regard to meetings and other assigned duties. Student teachers should be seen and treated as regular teachers by the school's students, cooperating teachers, staff, and administrators. As student teachers, you are expected to comply with the following:

1. Complete all student teaching requirements
2. Abide by all policies described in your orientation, Student Teaching Handbook, HT Bulletin, and EPP.
3. Arrive at school on time and record time on the student teacher log sheet at the campus and the log sheet in this handbook.
4. Inform your campus, cooperating teacher, field supervisor, and Educator Preparation office on or before any absence.
5. Dress appropriately.
6. Be dependable.
7. Accept your cooperating teacher's decisions regarding material to be covered and method of presentation. Your cooperating teacher is the instructor of record and is responsible for all classroom activities.
8. Plan for all activities for which you are responsible.
9. Establish and maintain effective professional working relationships.
10. Handle confidential information (student records, etc.) in a professional manner.
11. Maintain the same school hours and attend the same school activities as your cooperating teacher.
12. Adhere to all district specific policies, rules, and timelines.

Criminal Background History

As a student teacher, you will not be allowed in the classroom on the first day of student teaching until your background check is cleared. It is mandatory that you start your student teaching on the first day you are eligible as assigned by HT. The school district human resources department will issue a letter of background clearance that you will deliver to your assigned school principal. You will not be allowed to start your student teaching without the district letter.

Attendance Policy

Inform your campus, cooperating teacher, field supervisor, and Educator Preparation office on or before any absence.

Student teachers will make up any missed days. This includes official school closure because of inclement weather. If you are unable to make up the day or days as posted on the school website, you are asked to work individually with your cooperating teacher for other possible dates. Please also contact your field supervisor and the EPP office. Use the log located in the appendix to track your attendance daily. TEA requires at least 12-weeks of student teaching. Even if your absence is due to illness, sick child, or death in the family, missed days must be made up.

Professionalism

As a student teacher, you are considered a pre-service teacher and should conduct yourself in a professional manner. Arrive when your cooperating teacher arrives for the day or earlier. Leave when your cooperating teacher leaves for the day or later. Dress professionally. Be respectful toward your students, your cooperating teacher, campus staff, parents, and your field supervisor. Follow all rules established by your cooperating teacher. You should view this time as an opportunity to show what you can do in a classroom. Your actions speak louder than your words.

Student teacher STANDARDS OF BEHAVIOR

Successful student teachers are professional in their relationships with students, parents, administrators, supervisors, teachers, and support staff. They abide by the **Texas Educator's Code of Ethics** and exhibit the following behaviors as they assume their responsibilities:

1. conduct themselves in a way that reflects maturity, good judgment, diplomacy, and a high ethical standard;
2. develop and nurture appropriate relationships with students;
3. maintain confidentiality regarding all information concerning students;
4. adhere to all local school policies while assigned to the school district;
5. attend all student teaching seminars or trainings;
6. exhibit appropriate professional appearance based on good grooming and appropriateness for the teaching assignment.

All school districts have expectations for teacher dress and have established dress codes, either written or expressed. Professional dress communicates respect for the role of the teacher, students, and education.

Successful student teachers maintain a high level of moral integrity. They avoid ALL illegal and inappropriate behaviors/practices.

Illegal and Inappropriate Student Teacher Behaviors/Practices

1. Taking alcoholic beverages, tobacco products, or firearms onto school campuses, either in personal belongings or in vehicles
2. Making direct contact with media about school activities
3. Making sexual advances to students, faculty, or staff
4. Inviting guest speakers without permission from cooperating teacher
5. Planning field-trips before discussing with cooperating teacher
6. Making arrangements for parent conferences without approval of cooperating teacher
7. Criticizing school district, faculty, or students in the community
8. Gossiping about students, teachers, or any other school affiliated person
9. Talking negatively about curriculum, policies, and/or procedures
10. Using incorrect grammar
11. Telling ethnic or sexual jokes
12. Using inappropriate language (i.e. lewd, cursing, slang)
13. Following an inappropriate chain of command (i.e. complaining to the principal before talking with the cooperating teacher)
14. Using school resources or materials for personal use (e.g. taking projector for home use, copying personal materials, taking school stationery for personal use, etc.)
15. Using school technology (computers, cameras, etc.) for personal or unauthorized use
16. Leaving campus without permission of cooperating teacher
17. Texting during the school day
18. Facebook – posting or social networking during the school hours (student teachers should not friend students or parents)
19. Emailing students or parents for personal or non-school related issues and/or without the permission of the cooperating teacher
20. Photographing students without permission from cooperating teacher or principal.

Student Teaching Dress Code Policy

Male Suggested Attire	Female Suggested Attire
<ul style="list-style-type: none"> • Shirt, tie and dress pants (first day) • Sport coat or blazer • Slacks – non-denim Khaki pants • Polo-type shirts • Button-down shirts • Turtlenecks, sweaters • Shirts/crewnecks – non-T-shirt material 	<ul style="list-style-type: none"> • Skirts – knee length • Dresses – knee length • Slacks – non-denim Khaki pants • Dress pants or pant suits • Sweaters/jackets • Dress blouses – not see through • Shirts/crewnecks – non-T-shirt material. Not deep V-neck
Male Inappropriate Attire	Female Inappropriate Attire
<ul style="list-style-type: none"> • Shorts/sweatpants (except for PE) • Nylon jogging suits • Overalls • Tank tops • T-shirts (except for campus spirit days) • Mesh shirts • Sleeveless shirts • Flip flops • Tennis shoes (except for PE) • Hats or caps • Visible tattoos • Body piercing 	<ul style="list-style-type: none"> • Shirts with deep V-neck • Shorts/sweatpants (except for PE) • Jeans • Nylon jogging suits • Overalls • Bare or exposed midriffs • T-shirts (except for campus spirit days) • Tank tops/halter tops • Mesh or sheer tops • Tennis shoes (except for PE) • Flip flops • Spaghetti strap tops or dresses • Hats or Caps • Visible tattoos • Body piercings

Cause for Dismissal from Educator Preparation Program and/or Student Teaching

Teacher candidates of the HT EPP are expected to demonstrate the knowledge, skills, and dispositions essential to a professional educator. If a student falls below minimum standards of performance after being admitted to the program, the student may be placed on an intervention plan and/or dismissed from the program. Completion of the intervention plan does not guarantee continued eligibility for student teaching. The intervention plan can be administered by any full-time EPP faculty member, with documentation submitted to the EPP Department Chair. Dismissal and/or re-admittance to the program require a recommendation from a full-time EPP faculty member and/or approval by the field supervisor and EPP Department Chair. Dismissal from the program can result from repeated or egregious violations of the program's standards of performance. Failure to adhere to the following can result in an intervention plan and/or dismissal from the program.

1. Failure to adhere to HT Student Code of Conduct
2. Failure to adhere to the Texas Educator's Code of Ethics
3. Insubordination to EPP and/or district personnel

4. Failure to comply with rules or policies of the host campus or cooperating teacher. This applies to campus and off-campus behavior
5. Classroom incompetence based on appraisals, walk-throughs, and/or other documentation by campus administrator, cooperating teacher, and/or HT field supervisor
6. Failure to pay fees in a timely manner
7. More than 3 absences or tardies
8. Failure to attend student teaching seminar
9. Falsification of information or documents
10. Failure to accept and act on reasonable criticism
11. Failure to separate personal and professional issues

Student Teaching Substitution Policy

With the approval of Senate Bill 1, each teacher preparation program is permitted to determine its policy regarding student teachers serving as substitute teachers. Any exceptions to this policy must be approved **in advance** by the field supervisor and department chair. HT's policy, prepared in collaboration with the area school districts is outlined below:

1. Student teachers may serve as substitute teachers **only after successfully completing 6 weeks of the semester.**
2. A student teacher is not considered to be serving as a substitute if the student teacher assumes responsibility for the class while the cooperating teacher is out of the classroom for a part of the day, is in the building, or is engaged in an approved activity relating to student teaching, OR if there is a paid substitute in the classroom.
3. A student teacher is considered to be serving as a substitute when the cooperating teacher is absent from school and no paid personnel is in the classroom with the student teacher.
4. A student teacher may be used as a substitute only if he/she is willing to do so and if the **cooperating teacher and field supervisor** recommend him/her for substituting. The building principal may not approve the student teacher arbitrarily to serve as a substitute.
5. A certified classroom teacher must be in an adjacent room and agree to assist the student teacher if needed.
6. The principal of the school or the principal's representative must be readily available in the building, must take responsibility for monitoring the student teacher when he/she is substituting, and must be responsive as a resource for discipline problems.
7. Student teachers may substitute for a maximum of five days: two days unpaid, and three days paid, as approved by the district. It is the student's responsibility to fill out the appropriate paperwork in the school district's Human Resources Department for the student teacher to receive pay.

8. If the district requires substitute teachers to attend district training, the student teacher IS NOT excused from his or her student teaching assignment to attend the training. When the student teacher agrees to attend district substitute teacher training, he or she MUST make up the missed day, regardless of the number of absences up to that time.
9. Student teachers serving as substitutes will be paid at the same rate paid to other district substitutes and the substitute's schedule must include a lunch period and a conference period.
10. Student teachers who substitute must abide by all district guidelines for substitute teachers.

Professional Liability

Student teachers are entitled to protection of law, just as are their cooperating teachers and school principal. However, protection does not apply in the case of excessive force in discipline, negligence resulting in bodily harm to children, or the operation or use of any motor vehicle.

HT **does not** provide liability insurance for student teachers; however, student teachers are encouraged to join a professional organization offering insurance. Two such organizations are ATPE and TSTA and membership is free for student teachers.

Student teachers should not be left alone on a regular basis or for long periods of time (thirty minutes or more). The cooperating teacher, in conjunction with the field supervisor, should approach the student teacher and discuss his/her readiness to handle the teaching assignment/classroom behavior before being left alone in the classroom.

Playgrounds and field trips are places where student teachers should NEVER be left alone with children without a certified teacher in sight. While this may seem harsh, it is for the student teacher's protection. It is the student teacher's responsibility to notify his/her field supervisor immediately if this guideline is violated.

If you attend the district's substitute teaching orientation and serve as a substitute teacher, you are protected by the school district's liability insurance only when serving as a substitute.

Professional employees in Texas Public School systems enjoy rather broad protection from personal liability while acting within the scope of their duties. Texas Education Code 21.912(b) states:

"No professional employee of any school district within this state shall be personally liable for any act incident to or within the scope of duties of his position of employment, and which act involves the exercise of judgment or discretion on the part of the employee, except in circumstances where professional employees use excessive force in the discipline of students or

negligence resulting in bodily injury to students."

This paragraph is generally interpreted to mean that professionals (teachers) enjoy this protection unless bodily injury occurs while the professional uses excessive force in the discipline of students. (Paragraph (c) also states that professional employees do not enjoy this protection while operating or maintaining a motor vehicle.)

Although this section of the law does not provide for the protection of student teachers or interns, Texas Education Code 12.906 does extend the protection to interns. The law protects professional employees from personal (civil) liability, but it does not protect them from criminal prosecution. Criminal prosecution occurs whenever a law (statute) is violated.

Does this mean that professional employees (including interns) cannot be sued? Certainly not. Lawsuits are common in our litigious society, and the possibility is great that a professional employee will be the subject of a suit at some point in his/her professional life. However, it is comforting to note that the law currently provides professional educators with a great deal of protection. Please note that state law **does not** provide protection for nonprofessional employees. Therefore, custodians, cafeteria workers, parent volunteers, and student observers have no legal protection for personal liability. Consequently, students who are serving as student observers in public school classrooms are strongly encouraged to join one of the professional teacher organizations that can provide liability coverage. For a list of these organizations, please ask for assistance in the EPP office.

Job Interviews / Job Fairs

During the course of your student teaching semester, HT, in collaboration with our local school districts, will provide you with a career day event. This is a great opportunity to interview with human resources representatives from the districts and principals from various schools to explore job opportunities. Please note that this time is counted as part of your student teaching days; we require that you attend the event and visit with all of the participating school districts.

In preparation for the event, make sure that you complete your resume and electronic portfolio highlighting your skills and professional work. The EPP, in conjunction with the Career and Guidance Center, provides workshops to help you learn how to prepare a professional resume, teaching portfolio, select professional attire, navigate a career fair, and participate in mock interviews. Before the event, please make sure to complete the online HR profile and application for the districts in which you are interested

Evaluating Student Teachers

Bi-Weekly Informal Observations

Student teachers will **meet with their cooperating teacher weekly to confer on progress**. The bi-weekly Progress Forms are designed to determine the student teacher's development and to recommend adjustments if required. The cooperating teacher may select a few areas on which to focus each week. It is not necessary for the cooperating teacher to rate the student teacher on each item every observation period. If by week 6 the student teacher is struggling and in jeopardy of failing, the student teacher will be placed on an intervention plan and monitored on a weekly basis in order to provide support to ensure success.

Student Teacher Evaluation

Cooperating teachers and their student teachers should discuss evaluation forms at the beginning of the semester. It is critical that conversations occur frequently between the cooperating teacher and the student teacher throughout the student teaching experience. See below for information about the evaluation rubric. If the student teacher receives an unsatisfactory or developing score for two or more evaluations, the cooperating teacher should consult with the administrator and the field supervisor to determine the type of intervention needed. In most cases, student teachers will improve with the additional support provided and complete their student teaching successfully. All of the required evaluation forms are located in the appendices.

Rubric for Formal Evaluations (Mid-term and Final)

Definitions for Ratings

Unsatisfactory: Performance *does not meet* expectations for a beginning teacher. Performance is inconsistent and incomplete. Needs significantly more development. Few descriptors met in this domain. Note: If "unsatisfactory" is marked more than two weeks consecutively in any one area, an immediate conference with the field supervisor is advised. If by week 6 the student teacher has not progressed, an intervention plan will be developed by the field supervisor and cooperating teacher.

Developing: Performance is moving toward meeting expectations but needs more practice. The student teacher is not performing at an adequate level in one or more categories. Intervention is required by the cooperating teacher and the field supervisor. The cooperating teacher is asked to contact the field supervisor when "developing" is assigned so that immediate improvement efforts are employed. A follow-up meeting may be required with the department chair.

Competent: Performance *meets expectations* of beginning teacher; completes and performs most indicators acceptably.

Proficient: Performance *exceeds all expectations* for a beginning teacher; all indicators are met or performed consistently and unusually well.

Final Evaluation Information

Bi-weekly observations provide both the student teacher and cooperating teacher with a record of progress to be considered when completing the Final Evaluation Form. **Only original forms will be accepted.** The final evaluation form will be mailed or delivered to campus administration from the HT EPP office. The final evaluation should reflect the overall picture of all the bi-weekly observations with emphasis placed on the student teacher's improvement.

Requirements for Teacher Certification

1. Pass applicable content TExES
2. Complete student teaching successfully
3. Pass Pedagogy and Professional Responsibilities TExES
4. Apply for the Standard Certificate when directed to do so by HT EPP Department Chair

Frequently Asked Questions

SUBSTITUTION POLICY

1. May I substitute during my student teaching?

Yes, as long as your substitute teaching assignment does not interfere with your student teaching days. You will be paid as a substitute teacher. (See details on p. 13.)

2. What do I do if my cooperating teacher is absent?

You may not be the substitute teacher for the day unless you have been officially certified as a substitute teacher by the district. Until that time, if the teacher is absent and the substitute is a certified teacher, the hours for the day will count toward your student teaching hours. If the substitute is not a certified teacher, you are free to leave but you must make up the hours before the student teaching ends. You must contact your field supervisor if the cooperating teacher is absent. You may also ask an administrator if you can be placed in another classroom with a certified teacher for the day.

3. What if my cooperating teacher is absent for an extended period of time?

Contact your field supervisor.

4. What if I have a doctor's appointment?

It is strongly encouraged that you make all doctors' appointments for hours outside of your time at school. If you do miss class, you must make up the hours before the student teaching ends.

5. Who do I contact if I know I'm going to be absent?

Contact the school first, then your cooperating teacher, then call or e-mail your field supervisor.

6. What is considered an excused absence?

Student teacher illness, a sick child, a death in the family. These days must be made up also.

5. How many times may I be absent?

If you have an emergency for which you must be absent, contact your cooperating teacher and your field supervisor immediately. All absences must be made up.

EVALUATION

1. Please explain some general information about evaluation.

You will be observed bi-weekly by your cooperating teacher and formally evaluated twice. The evaluation rubric is explained on page 15 and the evaluation instrument is located in the appendix.

2. What happens if I receive a score of unsatisfactory or developing?

Discuss with your cooperating teacher. Contact your field supervisor.

3. Do I need to discuss my observation every week with my cooperating teacher?

Yes. You and your cooperating teacher should discuss your performance and include appropriate documentation.

4. Do I need to keep track of my weekly observation forms or is that the cooperating teacher's responsibility?

It is your responsibility to keep your weekly observation forms. Place the completed forms in your handbook.

5. What do I do if I disagree with the final evaluation I receive from my cooperating teacher?

Contact your field supervisor. This is one reason why you should keep your weekly observation forms. They serve as documentation for you if your final evaluation is in question. Remember, it is your responsibility to communicate weekly with your cooperating teacher about your evaluations.

6. May I see the final evaluation form?

Yes.

7. Who signs my final evaluation form?

You and the cooperating teacher must sign this form.

PLACEMENT QUESTIONS

1. What if I have a problem with my cooperating teacher?

If you have a concern, speak with your field supervisor immediately.

2. May I be moved to a different cooperating teacher?

Yes, but you must speak with your field supervisor first.

GENERAL QUESTIONS

1. What is my relationship with the field supervisor?

Contact your field supervisor whenever you have a question or concern about your student teaching. The field supervisor is your advocate in your student teaching experience.

2. Is it necessary to sign in and sign out every day?

Yes. If there is no sign in sheet, please contact your field supervisor. You should use the student teacher Attendance Log-in Sheet to record your attendance. Please see the appendix of the handbook for a copy of this form.

3. Is there a deadline for getting the background check done?

You must have your background check completed before your student teaching begins. Remember, this process takes time, so plan accordingly.

4. What if I do not pass my background check?

Contact your field supervisor immediately.

5. What GPA do I need to qualify for student teaching?

2.75

6. Do I need to follow the same daily schedule as my cooperating teacher?

Yes. If your cooperating teacher arrives at 7:30 a.m., you need to be there at that time. You will also leave for the day when your cooperating teacher does.

6. Do I need liability insurance for my student teaching?

Yes. Please see information on page 13 of this handbook.

Appendices

Student Teaching Request and Checklist

Name _____ Phone _____ HT ID _____

HT email _____ Alternate email _____

_____ PPR exam date passed _____ score _____

_____ Content exam date passed _____ score _____

_____ Updated degree plan, signed by Advisor

_____ "C" or better in all required EDUC, RDNG, and SEDL courses

_____ "C" or better in all required major courses

_____ Completed Professional Development sequence of courses

_____ No remaining semester credit hours

_____ Current, unofficial transcript

_____ Cumulative GPA _____

_____ Proof of current liability insurance

_____ Membership in professional organization that provides liability insurance

_____ Placement preferences (no guarantees)

Grade level _____ Subject _____

District _____ Austin Area N S E W

Campus _____

Student Teaching Request and Checklist Deadline

Fall assignment March 1

Spring assignment September 15

Student Teacher Attendance Log-in Sheet

Please log the dates and times you spent at your student teaching campus and have your cooperating teacher verify your attendance. **Use more than one form if necessary.**

Student Teacher Name _____ HT ID _____

Date	Time In	Time Out	Cooperating teacher Initials	Comments

Campus

Cooperating Teacher

District

Date

Class Profile

STUDENT TEACHER CANDIDATE _____

+DATE _____

SUBJECT _____

GRADE _____

How many students are in your class?		
Female	Male	Total
What is your students' age range?		
Approximately how many students?		
English language proficiency		
Limited English Proficiency		
How many students have the following exceptionalities?		
Blind or Visually Impaired		
Deaf or Hearing Impaired		
Intellectual & Develop Disability		
Emotionally Challenged		
Behaviorally Challenged		
Learning Disabled		
Physically Disabled		
Gifted		
Other		
With respect to the following categories, which of the following describe your students?		
Black or African American		
Hispanic/Latino		
White		
Asian		
American Indian or Alaska Native		
Native Hawaiian or Pacific Islander		
Other		

6. How do you determine what your students already know? Why is it important to become familiar with what your students already know? Give 2-3 specific examples.

7. How do you communicate with parents/guardians of students? Describe a situation where you would communicate or have communicated with parents/guardian regarding a student.

8. Is there anything about the learning environment that you think might affect your students or the scheduled observation? (ex: this is not your own classroom; is there a new display? A pet? New equipment in the room, construction?)

STUDENT TEACHER _____ DATE _____

9. What are the **most important** classroom routines, procedures, rules, and expectations for student behavior that will be in operation during the observed lesson? (ex: collecting papers, reviewing homework, safety precautions)

10. Are there any special circumstances that the observer should be aware of in order to understand what will occur during the scheduled observation? (ex: school wide policy, interruptions, behavior patterns of students) If so, explain.

11. When you need assistance with your teaching skills or when you have difficulties with a student, who do you talk to? How do you **coordinate** learning activities with other colleagues? How do you **collaborate** with colleagues? If you are a student teacher, how do you coordinate learning activities with your cooperating teacher(s)?

12. Have you or your cooperating teacher coordinated learning activities with other teachers in the building?

Please attach a simple sketch of the arrangement of the instructional space for this lesson. (ex: student desks, teacher desk, student workspace, arrangement of playing field or laboratory) Please attach a seating chart or a list of students for the class to be observed.

Huston-Tillotson University
Educator Preparation Program
Student Teacher Absentee Form

Student teacher _____ phone _____
Cooperating teacher _____ other phone _____
date(s) absent _____ If not all day, what hours? _____

_____ **personal absence** (planned and proper notification in advance: doctor appointment, interview, etc.)

PERSONAL Absence

to be approved as far in advance as possible

Prior to an absence personal in nature, complete this form and obtain the necessary signatures of approval. Failure to secure approval at least 48 hours before the absence will result in a recorded absence. This absence is subject to make-up.

Reason for absence _____

EMERGENCY Absence

to be completed the first day back to school from emergency absence

_____ **emergency absence** (unavoidable/unexpected: illness, accident, etc.)

Reason for absence _____

date/time Field supervisor was notified _____

date/time Cooperating teacher was notified _____

Provide this document to the field supervisor at next observation/meeting.

date of student teacher request _____ signature _____
date of Cooperating teacher approval _____ signature _____
date of Field supervisor approval _____ signature _____

HT Student Teacher Observation of Certified Classroom Teacher

Student teacher: _____ Date: _____

Campus: _____ District: _____

Name of Teacher Observed: _____

Subject: _____

Grade Level: _____ Beginning Time: _____ Ending Time: _____

LESSON OBJECTIVE:

1. What was presented in the lesson and what was the purpose?
2. What were the students expected to know upon the completion of the lesson?

THE LESSON

1. Was this an introductory lesson? If not, describe what led up to it in the previous lesson(s).
2. What materials were used (i.e., worksheets, maps, technology, chalkboards, etc.)?

TEACHING STRATEGIES AND CLASSROOM MANAGEMENT

1. What activities were used?
2. How were students involved in the lesson?
3. Were students on task? If not, explain.

Signature of Teacher observed: _____

Date: _____

**Huston-Tillotson University
Educator Preparation Program**

900 Chicon Street

Austin, Texas 78702

512.505.3164

FIELD SUPERVISOR REPORT OF STUDENT TEACHER

Student teacher:

Campus:

District:

Supervisor:

Grade Level:

Subject:

Date:

Start Time:

End Time:

Area Observed:

Large Group Instruction:

Small Group Instr:

Objective of Lesson:

Classroom Management Techniques:

Observations:

Recommendations:

Was Progress noted from prior observation?

Post Conference:

Signature indicates receipt of Report:

Student teacher Signature:_____

Field supervisor Signature:_____

Copy of Email sent can replace the signature that a receipt of observation has been received by student teacher.

Cooperating Teacher/Field Supervisor Student Teacher Mid-Term Assessment

Name of Candidate _____ Person Completing Assessment _____ Date: _____

The student teacher, cooperating teacher and field supervisor separately complete this assessment at the mid-point in the student teacher's placement. When completed, all parties meet to discuss the mid-term assessment and goals for the remainder of the placement. Copies of the assessment are distributed to all. The assessment is based on the Texas Teaching Standards for Effective Practices and describes the competencies expected of a beginning teacher at the end of student teaching.

4-Proficient – Performance *exceeds all expectations* for a beginning teacher; all indicators are met or performed consistently and unusually well.

3-Competent –Performance *meets expectations* of beginning teacher; completes and performs most indicators acceptably.

2-Developing – Performance is moving toward meeting expectations but needs more practice. Performance meets some of the indicators but not all and only at a fundamental level.

1-Unsatisfactory – Performance *does not meet* expectations of beginning teacher. Performance is inconsistent and incomplete. Needs significantly more development. Few descriptors met in this domain.

Check the box ☒ that best reflects the candidate's competency at the end of student teaching.

Standard	Indicators	Level of Performance
Standard 1 – SUBJECT MATTER <i>The candidate understands the subject matter and makes it meaningful for students</i>	Grasps central concepts of discipline • Creates meaningful learning experience • Engages students in generating knowledge and testing hypotheses according to the methods and standards of the discipline • Encourages students to understand, analyze, apply, and interpret ideas from varied perspectives • Develops appropriate content	<input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory
Standard 2 – STUDENT LEARNING <i>The candidate understands student learning and development and teaches accordingly</i>	Uses developmentally appropriate instruction • Links new ideas to prior knowledge • Encourages all elements of discussion • Uses a student's strengths as a basis for growth and errors as opportunities for learning	<input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory
Standard 3 – DIVERSE LEARNERS <i>The candidate recognizes student differences in background, experience, ability, and learning style and teaches accordingly</i>	Uses strategies to support students whose first language is not English • Allows for different learning styles, abilities, cultures and experiences • Fosters respect for individual difference	<input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory
Standard 4 – INSTRUCTIONAL STRATEGIES <i>The candidate employs a range of instructional strategies which promote student learning</i>	Understands and implements TX Graduation Standards • Uses a variety of materials and media resources • Nurtures critical thinking/problem solving • Monitors and adjusts strategies and resources • Uses media technology effectively • Has good transitions • Conveys purpose of instruction • Makes directions and explanations clear • Follows a logical sequence in instruction • Paces lesson well	<input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory
Standard 5 – LEARNING ENVIRONMENT <i>The candidate structures positive learning environments that promote interaction, engagement, and self motivation</i>	Helps students work productively and cooperatively with each other • Establishes and maintains positive classroom environment • Uses a variety of motivational strategies to achieve learning • Encourages growth of self-control and independence in students • Encourages student ownership of classroom activities to foster learning • Organizes and manages time, space and activities to promote learning • Provides clear and appropriate behavioral expectations • Employs a variety of strategies to monitor behavior • Establishes desirable relationships with all students • Analyzes classroom situation perceptively and makes decisions that enhance learning	<input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory
Standard 6 – COMMUNICATION <i>The candidate uses effective communication to foster student learning</i>	Communicates clearly and effectively • Supports and expands learner expression in speaking, writing and other media • Effectively facilitates discussion	<input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory

Standard 7 – PLANNING INSTRUCTION <i>The candidate plans instruction bases on knowledge of subject, students, community and curriculum</i>	Has clear, appropriately written objectives for instruction • Instruction is related to objectives and provides for assessment which is linked to objectives • Creates instruction that accommodates different learning styles, needs and ability • Creates both short and long-range plans • Creates plans that activate prior knowledge and promote critical thinking • Is prepared to teach lesson • Shows creativity in lesson design and materials	<input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory
Standard 8 – ASSESSMENT <i>The candidate uses formal/informal assessment strategies to evaluate student progress and plan future work</i>	Uses appropriate assessment to evaluate stated objectives • Assesses student learning and bases future instruction on that assessed data • Uses variety of assessment tools • Implements self-assessment activities for student	<input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory
Standard 9 – REFLECTION AND PROFESSIONAL DEVELOPMENT <i>The candidate functions as a reflective practitioner who evaluates choices and makes decisions/plans for professional development based on reflection</i>	Uses self-assessment and problem solving strategies to improve teaching • Understands need to engage in professional practices • Reflects on experiences in the classroom and revises practices accordingly • Uses professional literature, the wisdom of colleagues and other resources to support own growth as a teacher • Understands the role of teachers within school and the purpose and contribution of education organizations	<input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory
Standard 10 – COLLABORATION, ETHICS, AND RELATIONSHIPS <i>The candidate interacts with families, colleagues and community to promote student learning</i>	Works collaboratively with school personnel • Is ethical and professional in practice • Consults with others to find and promote links between student home, community and school environments • Identifies and uses community resources to foster student learning • establishes productive relationships with parents/guardians in support of student learning and well-being	<input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory

Observed Strengths:

Goals for Growth:

Action Plan:

Printed Name: _____ Signature: _____ Date: _____
Cooperating teacher/Field Supervisor

Printed Name: _____ Signature: _____ Date: _____
Student teacher

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Huston-Tillotson University Educator Preparation Program
Cooperating Teacher/Field Supervisor Student Teacher Final Assessment

Name of Candidate _____ Subjects/Grade Level(s) Taught _____
 School and District _____ Student Teaching Dates _____

The following summative assessment, based on the Texas Teaching Standards, describes this beginning teacher's competencies at the end of student teaching.

4-Proficient – Performance *exceeds all expectations* for a beginning teacher; all indicators are met or performed consistently and unusually well.

3-Competent –Performance *meets expectations* of beginning teacher; completes and performs most indicators acceptably.

2-Developing – Performance is moving toward meeting expectations but needs more practice. Performance meets some of the indicators but not all and only at a fundamental level.

1-Unsatisfactory – Performance *does not meet* expectations of beginning teacher. Performance is inconsistent and incomplete. Needs significantly more development. Few descriptors met in this domain.

Check the box ☒ that best reflects the candidate's competency at the end of student teaching.

Standard	Indicators	Level of Performance
Standard 1 – SUBJECT MATTER <i>The candidate understands the subject matter and makes it meaningful for students</i>	Grasps central concepts of discipline • Creates meaningful learning experience • Engages students in generating knowledge and testing hypotheses according to the methods and standards of the discipline • Encourages students to understand, analyze, apply, and interpret ideas from varied perspectives • Develops appropriate content	<input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory
Standard 2 – STUDENT LEARNING <i>The candidate understands student learning and development and teaches accordingly</i>	Uses developmentally appropriate instruction • Links new ideas to prior knowledge • Encourages all elements of discussion • Uses a student's strengths as a basis for growth and errors as opportunities for learning	<input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory
Standard 3 – DIVERSE LEARNERS <i>The candidate recognizes student differences in background, experience, ability, and learning style and teaches accordingly</i>	Uses strategies to support students whose first language is not English • Allows for different learning styles, abilities, cultures and experiences • Fosters respect for individual difference	<input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory
Standard 4 – INSTRUCTIONAL STRATEGIES <i>The candidate employs a range of instructional strategies which promote student learning</i>	Understands and implements TX Graduation Standards • Uses a variety of materials and media resources • Nurtures critical thinking/problem solving • Monitors and adjusts strategies and resources • Uses media technology effectively • Has good transitions • Conveys purpose of instruction • Makes directions and explanations clear • Follows a logical sequence in instruction • Paces lesson well	<input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory
Standard 5 – LEARNING ENVIRONMENT <i>The candidate structures positive learning environments that promote interaction, engagement, and self motivation</i>	Helps students work productively and cooperatively with each other • Establishes and maintains positive classroom environment • Uses a variety of motivational strategies to achieve learning • Encourages growth of self-control and independence in students • Encourages student ownership of classroom activities to foster learning • Organizes and manages time, space and activities to promote learning • Provides clear and appropriate behavioral expectations • Employs a variety of strategies to monitor behavior • Establishes desirable relationships with all students • Analyzes classroom situation perceptively and makes decisions that enhance learning	<input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory

Standard 6 – COMMUNICATION <i>The candidate uses effective communication to foster student learning</i>	Communicates clearly and effectively • Supports and expands learner expression in speaking, writing and other media • Effectively facilitates discussion	<input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory
Standard 7 – PLANNING INSTRUCTION <i>The candidate plans instruction bases on knowledge of subject, students, community and curriculum</i>	Has clear, appropriately written objectives for instruction • Instruction is related to objectives and provides for assessment which is linked to objectives • Creates instruction that accommodates different learning styles, needs and ability • Creates both short and long-range plans • Creates plans that activate prior knowledge and promote critical thinking • Is prepared to teach lesson • Shows creativity in lesson design and materials	<input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory
Standard 8 – ASSESSMENT <i>The candidate uses formal/informal assessment strategies to evaluate student progress and plan future work</i>	Uses appropriate assessment to evaluate stated objectives • Assesses student learning and bases future instruction on that assessed data • Uses variety of assessment tools • Implements self-assessment activities for student	<input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory
Standard 9 – REFLECTION AND PROFESSIONAL DEVELOPMENT <i>The candidate functions as a reflective practitioner who evaluates choices and makes decisions/plans for professional development based on reflection</i>	Uses self-assessment and problem solving strategies to improve teaching • Understands need to engage in professional practices • Reflects on experiences in the classroom and revises practices accordingly • Uses professional literature, the wisdom of colleagues and other resources to support own growth as a teacher • Understands the role of teachers within school and the purpose and contribution of education organizations	<input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory
Standard 10 – COLLABORATION, ETHICS, AND RELATIONSHIPS <i>The candidate interacts with families, colleagues and community to promote student learning</i>	Works collaboratively with school personnel • Is ethical and professional in practice • Consults with others to find and promote links between student home, community and school environments • Identifies and uses community resources to foster student learning • establishes productive relationships with parents/guardians in support of student learning and well-being	<input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory

Printed Name: _____ Signature: _____ Date: _____
Cooperating teacher/Field supervisor

Printed Name: _____ Signature: _____ Date: _____
Student teacher

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Code of Ethics and Standard Practices for Texas Educators

All Texas educators are responsible for knowing the [Texas Administrative Code](#) that defines the Educators' Code of Ethics rules.

ENFORCEABLE STANDARDS

Modified 6/23/2011

I. Professional Ethical Conduct, Practices and Performance.

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.

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.

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

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

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.

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

Standard 1.7. The educator shall comply with state regulations, written local school board policies and other state and federal laws.

Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students or parents of students.

Standard 1.10. The educator shall be of good moral character and demonstrate that he or she is worthy to instruct or supervise the youth of this state.

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

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.

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

II. Ethical Conduct Toward Professional Colleagues.

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.

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

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.

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

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.

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

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

III. Ethical Conduct Toward Students.

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

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

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

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.

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

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

Standard 3.7. The educator shall not furnish alcohol or illegal / unauthorized drugs to any person under 21 years of age or knowingly allow any person under 21 years of age to consume alcohol or illegal / unauthorized drugs in the presence of the educator.

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

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.

Please see the [Texas Education Agency](#) website if you have any questions.



The InTASC Model Core Teaching Standards (April 2011) At A Glance

The Learner and Learning

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Content Knowledge

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Council of Chief State School Officers. (2011, April). Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards: A Resource for State Dialogue. Washington, DC: Author.

Copyright © 2011 by the Council of Chief State School Officers, Washington, DC.

FERPA Consent to Release Educational Records and Information

This release represents your written consent to permit Huston-Tillotson University Department of Educator Preparation to disclose educational records and any information contained therein to the specific individual(s) identified below. Please read this document carefully and fill in all blanks.

I, _____ am a candidate at
_____ Print Full Name

Huston-Tillotson University Department of Educator Preparation and hereby give my voluntary consent to officials:

A. To disclose the following records:

- Records relating to any of my field-based experiences
- Records relating to my performance in the field
- TExES test score results

B. To the following person(s):

- School districts or other agencies associated with field-based experiences
- School-based/Agency-based administrators
- School-based/Agency-based cooperating teachers/mentors
- Program faculty

C. These records are being released for the purpose of:

- Conversing and reviewing performance
- Acquiring feedback
- Procuring required signatures

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

Signature of Candidate

Date

HT ID #		TEA #	
Email		Email	
Cell		DOB	

Recommended Progression (Revised)

Week 1

- Observation
- Participation
 - Assisting with lessons
 - Small group activities
 - Study sessions
 - Tutoring

Week 2 – Week 4

- Student teacher gradually assumes responsibility (with guidance of cooperating teacher) for teaching each subject for elementary and each class for middle and high school.
- All lesson ideas and activities are to be discussed with cooperating teacher.

Week 5 – Week 12

- Student teacher is responsible for planning, implementing, and evaluating the lessons and activities for each subject for elementary and each class for middle and high school.
- Cooperating teacher continues to observe and provide appropriate feedback and guidance.
- Student teacher gradually returns responsibility for teaching back to the cooperating teacher.