

# **PBIC: Post Baccalaureate Initial Certification**



PBIC Intern Handbook

James I. Perkins College of Education  
Stephen F. Austin State University  
2010-2011

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## **Mission**

The mission of the Post Baccalaureate Initial Certification Program is to prepare people who already hold a bachelor's degree for teacher certification.

## **Objectives**

While the overall goal of the Educator Preparation Program is to increase student achievement, the specific objectives are to:

- Prepare teachers and educational leaders in a learner-centered, collaborative, proficiency-driven, field-based educator preparation program.
- Recruit a diverse student population to the program.
- Integrate the use of technology into the delivery of instruction.
- Assess the effectiveness of the program and its products.
- Provide appropriate professional development to meet the needs of all partners.

## **Beliefs That Guide the Program**

At the onset of the restructuring process, the partners identified a set of beliefs and values that guided the design and implementation of the program of educator preparation.

- There is a well-defined knowledge base needed by those who teach.
- Educator preparation is most effective when it is designed and implemented in collaboration with educators from the public schools.
- Educator preparation is most effective when it is learner-centered and field-based.
- The presence of a professional development school within a public school should increase pupil achievement.
- Multicultural and global education should be integrated into all professional education course work.
- Technology enhances the delivery of instruction for schools of the 21st century.
- Recruitment efforts to increase diversity among students preparing to become teachers and educational leaders are important.
- Professional development and life long learning are vital for the ongoing success of educators.

## **Values**

Values that support the framework begin with the values adopted by the University. For example, the General Bulletin states:

“The University strives to impart a sense of responsible citizenship, nourish self-discipline and well-being, and promote an understanding of the interdependencies of humankind and the environment. The University values activities that enrich our culture, increase knowledge and understanding, and promote responsibility as productive intellectual and socially responsible people. The University values learning experiences that encourage and enable students to think creatively and critically, to identify and solve problems and to develop and articulate rational and ethical positions on social, environmental, and professional issues.”

The University's values give rise to specific values held by faculty and others in the Center for Educational Partnerships. The following values are included:

Knowledge	Learning
Skills for teaching and leading	Technology/other tools for learning
Children and youth	Life-long learning

The public school system  
 Family involvement in children's education  
 Field experiences for educator preparation  
 Diversity  
 Critical thinking skills

A global perspective  
 Professionalism/ethics  
 Collaboration  
 Interpersonal Skills  
 Partnerships

## **State Adopted Proficiencies for Teachers in Learner-Centered Schools**

Teacher preparation programs at SFASU are based on the State-adopted proficiencies for Texas Teachers. Each student must show evidence of developing the proficiencies at the entry level in order to complete the program. The proficiencies are shown below:

- **Learner-Centered Knowledge**  
 The teacher possesses and draws upon a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.
- **Learner-Centered Instruction**  
 The teacher collaboratively identifies needs and plans, implements, and assesses instructions using technology and other resources, to create a learner-centered community.
- **Equity in Excellence for All Learners**  
 The teacher responds appropriately to diverse groups of learners.
- **Learner-Centered Communication**  
 The teacher demonstrates effective professional and interpersonal communication skills, while acting as an advocate for all students and the school.
- **Learner-Centered Professional Development**  
 The teacher, as a reflective practitioner dedicated to all students' success, demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

### **Professional Development Standards**

**Standard I.** The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

**Standard II.** The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

**Standard III.** The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

**Standard IV.** The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

## **Teacher Education Post Baccalaureate Program**

The PBIC program is for individuals who already hold a bachelor's degree that are interested in a Texas Standard Teaching Certificate. For Texas teaching certification, the state requires that candidates complete coursework, state exams, and a field experience component that is aligned with a specific certification area and subject. After the requirements are complete, you will be eligible to utilize the "certification by exam" option through the State Board of Educator Certification (SBEC). This enables you to take the content state exam for other subject areas. Upon successful completion, you are able to add the area to your teaching credentials.

- Education Courses
  - Either Elementary Education or Secondary Education Courses
- State Exams
  - Content state exam
    - Exam needs to be passed at the beginning of the program
  - Pedagogy and Professional Responsibilities state exam
    - Exam needs to be passed after the education courses are complete
- Field Experience
  - Student Teaching OR
  - One-year Teaching Internship on a Probationary Certificate

**Please visit our website for admission requirements  
for the initial certification program.**

**[www.sfasu.edu/education/pbic](http://www.sfasu.edu/education/pbic)**

**Please note that the State Board of Educator Certification is in the process of phasing out the EC-4 Generalist state exam. Therefore, all candidates that are seeking this certification need to have the program requirements completed NO LATER THAN August 2011.**

Stephen F. Austin State University  
Criteria for Admission to Teacher Education  
**Post Baccalaureate Initial Certification Program**

**A bachelor's degree from an accredited college or university.**

- 1) Apply online to the Graduate School. There will be a \$25.00 application fee charged to your account at SFASU. The Graduate School will calculate your GPA to determine eligibility.  
[http://www2.sfasu.edu/graduate/ProspStudents/apply\\_cert.html](http://www2.sfasu.edu/graduate/ProspStudents/apply_cert.html)

**GPA Requirements:**

- a. A GPA of 2.5 on all college/university coursework. (This GPA is calculated by our office using all undergraduate coursework plus any post graduate or graduate course work), **OR**
  - b. A GPA of 2.75 in the last 60 hours of coursework, **AND**
  - c. A 2.5 GPA in the teaching field
- This GPA must be maintained in the teaching field and overall throughout the program.

**Test Score Requirements:**

\*\*\* ALL TEST SCORES MUST BE WITHIN THE PAST 5 YEARS\*\*\*

- 2) Take and receive acceptable scores reports from the Graduate Record Examination (GRE) and the Pre-Admission Content Test (PACT).

**Graduate Record Examination (GRE):**

The Graduate Record Examination (GRE) is required for the verbal and quantitative sections. The total score of both sections needs to be 750. Please see the link below to register for the GRE.

<http://www.ets.org/gre/>

**Pre-Admission Content Test (PACT):**

The Pre-Admission Content Test (PACT) is required for the subject in which you are seeking certification. The PACT is the same test as the TEXES content state exam; the difference is that you are required to take it as a "pre-admission" status. The advantages are 1) taking and passing the PACT prior to admission reduces the amount of required coursework and 2) taking and passing the PACT prior to admission will provide eligibility for the one-year teaching internship on a Probationary Certificate. Please see the link below for [study guide information](#):

<http://www.sfasu.edu/education/departments/educatorcertification/credentials/premanualsreview.asp>

<http://www.texas.ets.org/prepMaterials/>

Please see the link below for [registration instructions for the PACT](#). These instructions offer specific instructions for the PACT

[http://www.texas.ets.org/assets/pdf/PACT/information\\_for\\_candidates\\_regarding\\_preadmission\\_content\\_tests\\_pact.pdf](http://www.texas.ets.org/assets/pdf/PACT/information_for_candidates_regarding_preadmission_content_tests_pact.pdf)

PLEASE NOTE THAT YOU MAY SELECT PAPER BASED TESTING (PBT) OR COMPUTER ADMINISTERED TESTING (CAT) FOR THE GRE AND PACT.

- 3) Contact and apply with your Program for Elementary Education, Secondary Education, or Special Education **after** you have met eligibility requirements (GPA, GRE, PACT).

Elementary Education: Dr. Vikki Boatman at [vboatman@sfasu.edu](mailto:vboatman@sfasu.edu)

Secondary Education: Dr. Heather Olson-Beal at [olsonbehk@sfasu.edu](mailto:olsonbehk@sfasu.edu)

Special Education: Dr. Paige Mask at [pmask@sfasu.edu](mailto:pmask@sfasu.edu)

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**\*\* Convicted felons are not eligible for admission to Teacher Education.**

These rules are subject to change by action of the State Board for Educator Certification or by the SFASU Teacher Education Council.

## **Policy for Withdrawing Admission Status**

Faculty approval for admission to teacher education is paired with a policy for reviewing the admission status of students at any time when a faculty member feels an individual has violated the Professional Educator's Code of Ethics. (The Code of Ethics is sent to students along with their letter of admission to teacher education.) If a faculty member determines that an individual student may not have the capacity to become a successful teacher, he or she reports the concern to the Chair of Elementary Education or Secondary Education and to the Associate Dean for Teacher Education. The chair will convene a department committee to review the concerns. The committee may either dismiss the concern or it may recommend that the matter be considered by the Teacher Education Council. The council may dismiss the concerns, or give the student a warning, or a reprimand, or recommend that the student's admission status be revoked. Documentation of the action is placed in the student's teacher education file.

Admission to teacher education may be revoked for failure to maintain the minimum GPA or evidence of unfitness for the profession as indicated by the decision of the Teacher Education Council.

# 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
<u>RULE §247.2</u>	<b>Code of Ethics and Standard Practices for Texas Educators</b>

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(a) Statement of Purpose. 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. 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.

(b) Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

(A) Standard 1.1. The educator shall not knowingly engage in deceptive practices regarding official policies of the school district or educational institution.

(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, 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 applicable 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.

(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, sex, disability, or family status.

(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 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 knowingly treat a student in a manner that adversely affects the student's learning, physical health, mental health, or safety.

(C) Standard 3.3. The educator shall not deliberately or knowingly 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, sex, disability, national origin, religion, or family status.

(E) Standard 3.5. The educator shall not engage in physical mistreatment of a student.

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

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any student or knowingly allow any student to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

**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

## **Policy for Development of Certificate and Deficiency Plans**

A Certificate Plan is a document that shows the courses, tests, and experiences needed by a person who has a bachelor's degree and desires teacher certification. Deficiency Plans are legal documents required by the State for people whom school districts wish to hire that do not have teacher certification. Certificate officers at universities that offer educator preparation programs are charged with developing the plans. Because the new State Accountability System for universities is now in place, personnel in the Office of Teacher Education are requesting more involvement of the Department Teaching Field advisors in the development of the plans. The requests for plans are increasing due to the serious shortage Texas is experiencing. As a result of the teacher shortage, Education Service Centers, who require the minimum qualifications and preparation for certification, are increasing their activity in teacher preparation. At the same time, the legislature and Coordinating Board are promoting policies that allow students to move freely from one state university to another as they study to meet their educational and career goals.

## **Post Baccalaureate Course Requirements**

### **I. General Education**

No additional courses required if the candidate has oral communication, computer skills, and meets the departments' operational guidelines.

### **II. Teaching Field**

Successful completion of the Pre-Admission Content Test (PACT).

### **III. Professional Development**

Specified classes and prerequisite course work from Elementary or Secondary Education.

### **IV. Field Experiences**

Field experiences are integral components in each professional education course. PBIC students have two options: student teaching or the one year teaching internship on a Probationary Certificate. If a student chooses student teaching, they are responsible for meeting the student teaching deadlines and requirements.

### **V. Requirement for Issuance of Probationary Certificate**

1. Applicant must hold at least a Bachelor's degree from an accredited institution of higher education.
2. Applicant must meet all requirements for admission to Teacher Education
3. Applicant must meet No Child Left Behind (NCLB) requirements as follows:
  - SECONDARY (grades 7-12): Applicant must have completed/passed content teaching field exam (ExCET/TEExES).
  - ELEMENTARY (grades EC-6 and 4-8): Applicant must have completed/passed content teaching field exam (ExCET/TEExES).
4. Applicant's teaching assignment by his/her employer must match the certificate plan teaching field and grade level.
5. All forms necessary to make a recommendation for a probationary certificate must be on file in the Teacher Education office including those completed by the employing school district.
6. Probationary certificates are valid for one calendar year from the date of issuance.
  - a. A certificate may be extended for one and no more than two consecutive annual terms following expiration of the initial term.
  - b. An individual may not serve for more than three school years without obtaining initial, standard certification. This time period includes any permits which may have been issued.

## Academic Calendar 2010-2011

**Stephen F. Austin State University, James I. Perkins College of Education**

Summer, 2010      Apply for the PBIC Program and begin (or continue) taking the required courses as outlined on the Certificate Plan.

### **FALL:**

August 30, 2010      SFA Classes Begin

September 2, 2010      Last day to register for Fall PBIC courses and PBIC Internship\*  
Last day for new interns to apply for Probationary Certificate.

December 17, 2010      Deadline for University Supervisor to submit Internship forms and grades.  
Deadline for submission of PBIC Internship Evaluation (to Office of Teacher Education, McKibben 118).

### **SPRING:**

**YOU ARE REQUIRED TO REGISTER THE 2<sup>ND</sup> SEMESTER, IF YOU HAVE COMPLETED THE 1<sup>ST</sup> SEMSETER.**

TBA

\*After this date you will need to call the business office for payment arrangements. Failure to pay fees as designated in the class schedule will result in an automatic drop from the course. Late registration will require responsibility of late fees.

\*The internship course is a requirement for the field experience component. If you are recommended for the Probationary Certificate and do not fulfill the internship course requirement, you will NOT BE recommended for the certification.

Items in the calendar that relate to PBIC Interns on a Probationary Certificate are based on a system of support that include 1) the building principal who provides support and conducts appraisals, 2) an assigned, trained cooperating teacher, and 3) a field supervisor. The standard for minimum contacts is 1) two appraisals from the principal, 2) weekly contacts with cooperating teacher, and 3) five visits from the field supervisor – 3 in the 1<sup>st</sup> Semester and 2 in the 2<sup>nd</sup> Semester.

Contact the Office of Assessment (936) 468-1607 or visit McKibben 118 for information concerning SFA's TExES policies, registration bulletins, and scheduled reviews.

## Registration

Registration is available either by telephone or Internet using mySFA (mySFA.sfasu.edu). Students may register using the automated Voice system by dialing (936) 468-5900 or 1-800-731-2902 from a touch-tone telephone during the scheduled registration period.

To obtain class meeting time, place and instructor information click on *Schedule of Classes*. Normal registration hours are 6AM – 10 PM\*\* Monday – Friday. Check Dates To Register for exceptions to normal registrations hours. Registrations priority is based on classification.

Sign into MySFA

Click on “My Services”

Click on “Student & Financial Aid Services-Fall 2010 (Self-Service Banner)”

Students may not be clear to register if they have a hold with any university department.

### **BILLS ARE NO LONGER MAILED**

**Please note that bills are no longer mailed. Email will be sent notifying all students of their account balance and payment options. It is very important that all students activate their Titan email addresses in order to receive the email(s) and check their account regularly for billing notification.** Student accounts can also be accessed any time via mySFA. Payments may be made via mySFA, by phone at 936-468-5900, or in person at the Business Office, Room 204, Austin Bldg. Failure to pay your bill could result in your class space being given to another student.

Any problems with registration should be referred to (936) 468-1370.

For full instructions concerning registration, refer to the Schedule of Classes.

## **PBIC**

### **One Year Teaching Internship on a Probationary Certificate**

Stephen F. Austin State University offers a one-year teaching internship in which a Post Baccalaureate Initial Certification student works in the district on a Probationary Certificate. In many cases, the teaching intern has completed all coursework for certification except for the final field experience. The benefit of this program is that the district and the University jointly mentor the intern during the first year of teaching.

In order to meet the requirements of the No Child Left Behind Act,

- **Must have passed the content/teaching field TExES or ExCET exam.**

**Throughout the year:**

- ✓ **Meet with Cooperating Teacher (assigned by your Campus Principal) a minimum of one time / week and document in contact log. You and your Cooperating Teacher will be required to submit the contact logs at the end of each semester.**
- ✓ **Meet with Field Supervisor as scheduled. You and your Field Supervisor will document the observation dates, times, and discussions. This information will be submitted by your Field Supervisor at the end of each semester.**
- ✓ **Participate and successfully complete the internship course. You will register in the Fall and Spring Semesters.**

**\*Contact log and observation sheet is at the end of the handbook.**

## **How It Works. . . The One-Year Teaching Internship on a Probationary Certificate**

Stephen F. Austin State University (SFASU) offers a one-year teaching internship on a Probationary Certificate for Post-Baccalaureate students seeking an initial teaching certificate. The program allows the employing district and the university to jointly mentor / supervise the intern during the first year of teaching. The Probationary Certificate status is a State Board of Educator Certification (SBEC) certificate that meets the “highly qualified” status of No Child Left Behind Act of 2001.

If you are eligible for the one year teaching internship on a Probationary Certificate, you will receive a letter from Dr. Mize, Associate Dean of Student Affairs. The letter can be copied and sent with employment applications and distributed at interviews.

- Upon employment with an accredited Texas district, contact the PBIC Office to notify them of your teaching position. The PBIC Office will send you the Probationary Agreement and Application forms that must be completed by you and the campus principal; then, returned to our office.
- PBIC interns will be assigned a cooperating teacher by the campus principal. The intern is required to meet with the cooperating teacher a minimum of once a week. The cooperating teacher will receive a \$300.00 stipend each semester. The PBIC Office will contact the cooperating teacher regarding their requirements and responsibilities. PBIC interns are assigned a field supervisor through SFASU. The field supervisor will provide campus visits and consultations.
- When SBEC’s roster for the upcoming school year begins, the PBIC Office will provide instructions for applying to SBEC for the Probationary Certificate and Fingerprinting.
- Upon completion of the initial step, the PBIC Office will clear you to register for the internship course. You will be enrolled in the course for two consecutive semesters. (1<sup>st</sup> semester = 2 credit hours + internship fees; 2<sup>nd</sup> semester = 1 credit hour + internship fees). Once you are registered for the internship course, you are responsible for contacting the Business Office to make payment arrangements in order to avoid being dropped for non-payment of fees.

You will be required to attend an orientation on the SFASU campus. The orientation will provide information regarding Career Services, Assessment and Accountability, Internship Course, Professional Responsibility, Ethics, and University Supervisor expectations. If you are unable to attend the orientation, we will require you to complete the Beginner’s Teacher Toolkit that is online. The modules provide information about classroom management, curriculum, instruction, special education, and test taking strategies for the PPR state exam. If you attend the orientation and want to view the Beginner’s Teacher Toolkit, the PBIC Office will provide you access. At the end of the year, the mentor, supervisor, and campus principal determine whether you receive a passing grade, successfully completing the one-year internship for the field experience component.

Upon successful completion of the internship, required coursework, and all TExES exams, you will apply to SBEC for a Standard teaching certificate.

## **PBIC Internship Fees\***

The internship fee is \$750.00 per semester for all interns. Registration will include the internship, 1<sup>st</sup> semester = 2 credit hours; 2<sup>nd</sup> semester = 1 credit hour and the internship fees. While this fee is greater than other course fees, it is a smaller fee than is charged by most other universities, education service centers, and school districts that have Alternative Teacher Certification Programs.

Approximate Total Cost:

2 credit hours	\$562.70
Internship fees	\$750.00
<b>APPROXIMATE TOTAL:</b>	<b>\$1312.70</b>

1 credit hour	\$286.85
Internship fees	\$750.00
<b>APPROXIMATE TOTAL:</b>	<b>\$1036.85</b>

The internship fee provides a stipend for the cooperating teacher and the field supervisor. The overall goal of the restructured plan for funding the Post Baccalaureate Initial Certificate Program is to strengthen the support that the University provides for PBIC students so that program completers will have the teacher proficiencies necessary for successful careers as educators.

\*Students who do not wish to pay the PBIC Internship fees may choose another option to meet the State-required filed experience requirement. They may choose to:

- 1. Complete a semester of student teaching (must apply for a student teaching placement one semester in advance).**

## **Field Supervisor Responsibilities**

- Serve as a support person and liaison from the university to schools.
- Jointly mentor the intern along with campus principal and the mentor teacher.
- Maintain contact with intern and mentor throughout the year.
- Make 5 on-site observation visits to the intern and confer with both principal and mentor teacher (3 during 1<sup>st</sup> semester, 2 during final semester). Make additional visits if requested or as needed.
- Document any problems that arise and assist with problem solving.
- Communicate with the Office of Teacher Education concerning issues that may arise.
- Monitor the completion of final evaluation and submit final grade.
- Assist with staff development for mentor teachers on request.
- Obtain a minimum of one principal appraisals and make a joint recommendation for certification.

## **Requirements of PBIC Interns**

- Communicate with Field Supervisor and Cooperating Teacher on a regular basis in person and via email and provide an overview of the week (ie. Concerns, difficulties, successes).
- Actively participate in the on-line internship course requirements.
- Provide copies of one or two (depending on district policy) PDAS appraisals to Field Supervisors.

## **Cooperating Teacher Responsibilities**

- Attend mentor training through SFA or provide documentation of previous training.
- Serve as support person to the PBIC Intern.
- Jointly mentor the beginning teacher along with the campus administrator and the Field Supervisor.
- Maintain weekly contact with the PBIC Intern throughout the semester.
- Document weekly contacts on the Interactions Contact Log Form.
- Assist the PBIC Intern with problem solving as needed.
- Confer with the Field Supervisor during scheduled visits.
- Submit completed Mentor Checklist and Conference Log.

**PROBATIONARY CERTIFICATE APPLICATION and  
INTERN AGREEMENT for SFA  
POST BACCALAUREATE TEACHING INTERNSHIP**

Social Security Number:		Today's Date:	
First Name:		Last Name:	
Middle Name or Initial		Maiden Name:	
Address: RR, Box, Street Number & Street Name:			
City:			
State:	Zip:	Home Phone:	Work Phone:
Home Email:		Work Email:	
(MM/DD/YY) Bachelor's Degree Conferred:		Name of University:	
(MM/DD/YY) Master's Degree Conferred:		Name of University:	
School District Name:		(MM/DD/YY) First Day of Instruction Duties:	
<b>Intern Agreement</b>			
<p>As a Post Baccalaureate Initial Certification (PBIC) teaching internship applicant, I agree to register for the teaching internship course for two semesters excluding summer sessions*. I understand that a fee is due as specified in the registration procedure and that I must meet all payment deadlines. Further, I understand that failure to register and pay fees in a timely manner may result in an automatic drop from the course. I agree that if I am dropped, then I may enroll for the teaching internship course for the following long semester if all requirements are met.</p> <p>I understand that each semester I enroll for the internship course, I must update my demographic information for SFA regarding my email address, mentor teacher assignment, home address and phone number. I understand that the Teacher Education office must clear me for a permit to register. Permits originate in the Elementary or Secondary department. Questions regarding permits may be directed to the Elementary department [936/468-2904] or to the Secondary department [936/468-2908]. I understand that the university will recommend me for my Probationary Certificate to the State Board of Educator Certification (SBEC) after all of the required university steps are completed. I agree to comply with the written local school board policies, state regulations, and applicable state and federal laws. I have reviewed this application and I affirm that all of the information which I have provided on the application and attached documents is true.</p> <p>* Must complete two semesters excluding summer sessions @100% for 187 days (one academic year). Excessive absences will result in an extension of the internship.</p>			
Signature of Applicant:			Date:(MM/DD/YY)

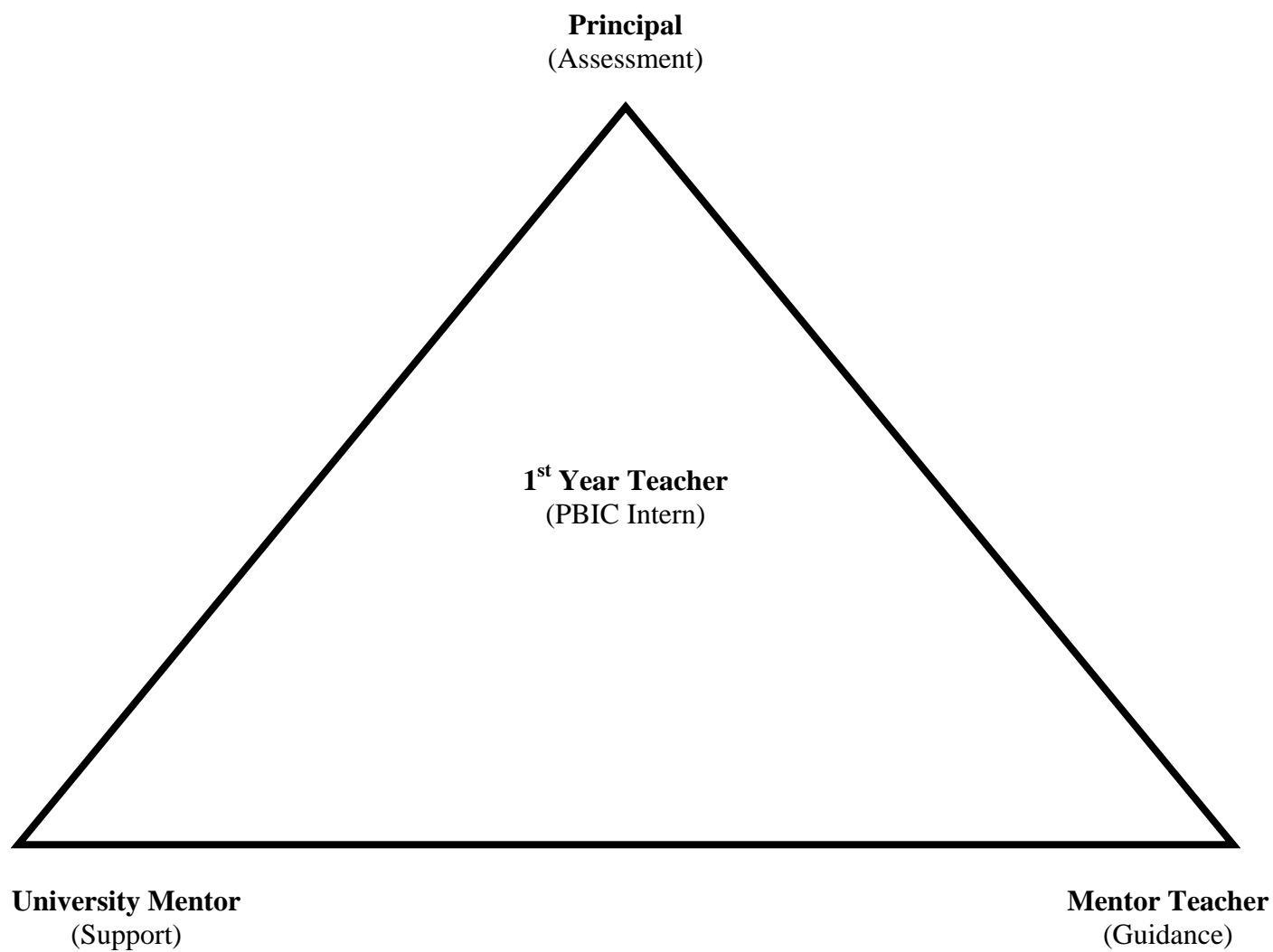
FOR OFFICE USE ONLY			
Degree:	Date:	Name of Institution:	
Name of Major:	Content Exam Passed/Date	24 S.H.(12 UL) in Major:	
		Yes          No	
Name of Cert Plan Written:	Probationary Certificate: Initial          Extended	Length of Probationary Cert: 1yr          2yr	
SFA Recommendation:	ISD Grade Level:	ISD Subject:	
LG:	HG:	Adm TED Dt:	Mentor Tchr Name:

<b>Miles:</b>	<b>ISD:</b>	<b>Section:</b>	<b>ISD Instruc Dt:</b>
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**MENTOR AGREEMENT and  
PRINCIPAL AGREEMENT for SFA  
POST BACCALAUREATE TEACHING INTERNSHIP  
(to be completed by the Intern, Mentor teacher and Principal and returned to SFA)**

<b>Principal's Agreement</b>			
I agree that the intern listed on this request has been offered a teaching position in our school district. I understand that he/she will register for			
<b>Name of Applicant</b>		<b>Applicant's Social Security Number</b>	
<b>Applicant's Address</b>		<b>Applicant's City/State/Zip</b>	
<b>Applicant's Email Address</b>		<b>Applicant's Phone Numbers (Home, Work, Cell)</b>	
<b>School District Name</b>		<b>School District Phone</b>	
<b>School District Address (PO Box or Street Number/Name)</b>		<b>City/State/Zip Code</b>	
<b>Name of School Bldg/ Rm#/Campus</b>	<b>Bldg/Campus Phone #</b>	<b>Subject Assigned to Teach</b>	<b>Grade Level Assigned to Teach</b>
<p>a teaching internship class at SFA for two semesters excluding summer sessions. I agree to work with SFA's university supervisor by assigning a trained mentor teacher to engage in joint supervision. Further, I understand that the applicant must submit the Probationary Certificate forms to SFA and the State Board for Educator Certification (SBEC) by accessing SFA's web site <a href="http://www.education.sfasu.edu">www.education.sfasu.edu</a> and clicking on Post Baccalaureate Initial Certification, scrolling to the bottom of the screen and choosing "How to Apply for a Probationary Certificate". I understand that SFA will make a recommendation for the Probationary Certificate after the intern completes all of the required steps during the long semester.</p> <p>* Must complete two semesters excluding summer sessions @ 100% for 187 days (one academic year). Excessive absences will result in an extension of the internship.</p>			
<b>Mentor Teacher Agreement</b>			
I agree to serve as mentor teacher for this intern. I understand that I must participate in SFASU's Mentor Training or provide proof of attendance at another mentor training session in order to receive the \$300 per semester for two semesters. (A total \$600 stipend will be paid as the contract specifies). My signature indicates that I have read and understand this agreement.			
<b>Assigned Mentor Teacher's Name:</b>		<b>Mentor Teacher's SSN:</b>	
<b>Assigned Mentor Teacher's Signature:</b>		<b>Mentor Teacher's Work Email :</b>	
<b>Principal's Signature</b>		<b>Printed Signature of Principal</b>	
<b>Principal's Email Address</b>		<b>Today's Date (MMDDYY)</b>	

## **PBIC Mentoring of 1<sup>st</sup> Year Teachers With A Probationary Certificate**



## Educator Credential Testing

Texas law requires that every person seeking educator certification perform satisfactorily on comprehensive examinations. The purpose of these examinations is to ensure that each educator has the necessary content and professional knowledge to perform satisfactorily in Texas public schools.

The College of Education's Office of Assessment and Accountability has responsibility for verifying eligibility and authorizing students to take the following educator credential examinations authorized by the State Board for Educator Certification (SBEC):

- **TExES** (Texas Examinations for Educator Standards) – new, revised tests
- **ExCET** (Examinations for the Certification of Educators in Texas) – being replaced by TExES
- **TExMaT** (Texas Examinations for Master Teachers)
- **TOPT** (Texas Oral Proficiency Test) for language certification other than English
- **TASC** (Texas Assessment of Sign Communication)
- **AAFCS** (the tests for Human Sciences/Home Economics teaching fields)

### COE Office of Assessment and Accountability

**Staff:** Carrie Baker (936) 468-1607    cabaker@sfasu.edu

**Location:** McKibben Education Building, Room 118

**Hours:** Monday through Friday 8:00 – 5:00

**Mailing Address:** Stephen F. Austin State University  
Office of Assessment and Accountability  
Box 6103 – SFA Station  
Nacogdoches, TX 75962-6103

**Websites:** <http://www.sfasu.edu/education/texas>

- Tests and Certificates  
<http://www.sfasu.edu/education/departments/educatorcertification/credentials/testcert.asp>
- Test Dates & Deadlines  
<http://www.sfasu.edu/education/departments/educatorcertification/credentials/testdatedead.asp>
- Registering to Test  
<http://www.sfasu.edu/education/departments/educatorcertification/credentials/register.asp>
- Preparing to Test  
<http://www.sfasu.edu/education/departments/educatorcertification/credentials/prepmanualsreview.asp>
- Testing Advisors  
<http://www.sfasu.edu/education/departments/educatorcertification/credentials/testingadvisors.asp>
- Testing Policies  
<http://www.sfasu.edu/education/departments/educatorcertification/credentials/importantpolicies.asp>
- Frequently Asked Questions  
<http://www.sfasu.edu/education/departments/educatorcertification/credentials/faq.asp>
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**State Board for Educator Certification (SBEC)**

**1-888-863-5880**

**Website:** <http://www.sbec.state.tx.us>

## 2010-2011 Test Dates and Deadlines

### PBT-Paper Based Test

Test Date	SFA Submission Date**	Regular Registration Deadline (\$120)	Late Registration Deadline (+\$35)	Emergency Registration Deadline (+ \$75)	Score Reporting Date
10/2/2010	8/18/2010	9/3/2010	9/10/2010	9/24/2010	10/25/2010
1/29/2011	12/8/2010	12/31/2010	1/7/2011	1/21/2011	2/21/2011
4/16/2011	3/2/2011	3/18/2011	3/25/2011	4/8/2011	5/9/2011
6/25/2011	5/4/2011	5/27/2011`	6/3/2011	6/17/2011	7/18/2011

### CAT-Computer Administered Test

Test dates will vary with testing centers. Registration must be completed at least 4 days prior to test date. Only the following tests are available through SFA as computer administered tests at this time:

191 Generalist EC-6 111 Generalist 4-8 115 Math 4-8 116 Science 4-8 117 English/LA/Reading 4-8 118 Social Studies 4-8 133 History 8-12 135 Mathematics 8-12 138 Life Sciences 8-12 158 Physical Education EC-12 154 English as a Second Language Supplemental	157 Health EC-12 161 Special Education EC-12 177 Music EC-12 110 PPR 4-8 130 PPR 8-12 160 PPR EC-12 068 Principal - <i>First administration – Sept 1, 2010</i>  <b>Final administration – Aug 31, 2010</b> 101 Generalist EC-4 102 Bilingual Education Supplemental 100 PPR EC-4
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### TE<sub>EX</sub>ES 2-day CAT = Business Education 6-12 (176), English Language Arts and Reading/Social Studies 4-8 (113), Special Education Supplemental (163)

Administration	SFA Submission Date**	Administration Window		Registration Period		Scores Available
		Start	End	Start	End	
TE <sub>EX</sub> ES 2-day CAT	9/20/2010	10/8/2010	10/9/2010	Up to 4 days before test date		10/15/2010
TE <sub>EX</sub> ES 2-day CAT	11/3/2010	11/19/2010	11/20/2010	Up to 4 days before test date		11/29/2010
TE <sub>EX</sub> ES 2-day CAT	12/15/2010	1/7/2011	1/8/2011	Up to 4 days before test date		1/14/2011

TEExES 2-day CAT	3/9/2011	3/25/2011	3/26/2011	Up to 4 days before test date	4/1/2011
TEExES 2-day CAT	5/11/2011	6/3/2011	6/4/2011	Up to 4 days before test date	6/10/2011
TEExES 2-day CAT	7/27/2011	8/12/2011	8/13/2011	Up to 4 days before test date	8/19/2011

### **TASC AND TASC-ASL**

<b>Test Date</b>	<b>SFA Submission Date**</b>	<b>Regular Registration Deadline(\$120)</b>	<b>Score Reporting Date</b>
11/20/2010	10/6/2010	10/22/2010	12/20/2010
3/26/2011	2/9/2011	2/25/2011	4/25/2011

### **BTLPT-Bilingual Target Language Proficiency Test – Spanish (190)**

<b>Administration</b>	<b>SFA Submission Date**</b>	<b>Administration Window</b>		<b>Registration Period</b>		<b>Scores Available</b>
		<b>Start</b>	<b>End</b>	<b>Start</b>	<b>End</b>	
BTLPT	4/28/2010	6/12/2010	6/19/2010	3/1/2010	5/14/2010	7/12/2010
BTLPT	5/3/2010	7/24/2010	7/31/2010	4/12/2010	6/25/2010	8/23/2010
BTLPT	7/28/2010	9/11/2010	9/18/2010	5/31/2010	8/13/2010	10/11/2010
BTLPT	9/8/2010	10/23/2010	10/30/2010	7/12/2010	9/24/2010	11/22/2010
BTLPT	10/13/2010	12/11/2010	12/18/2010	8/30/2010	11/12/2010	1/10/2011
BTLPT	12/1/2010	2/19/2011	2/26/2011	12/21/2010	1/21/2011	3/21/2011
BTLPT	3/6/2011	4/30/2011	5/7/2011	1/17/2011	4/1/2011	5/31/2011
BTLPT	5/4/2011	7/9/2011	7/16/2011	3/28/2011	6/11/2011	8/8/2011

### **AAFCS-American Association of Family and Consumer Sciences\***

<b>Examination Periods</b>	<b>SFA Submission Date **</b>	<b>Last Day for Registration</b>
January 1-31	December 12	December 20
March 1-31	February 12	February 20
May 1-31	February 12	April 20
July 1-31	June 12	June 20
September 1-30	August 12	August 20
November 1-30	October 12	October 20

**Cost: \$150.00 paid when appointment is scheduled-do not send with application.**

\*This is a computer administered test. Testing sites will schedule the tests within above examination periods. Must register with official paper form only. NO online registration.

**\*\*SFA Submission Date:** To ensure registration for test requested, Certificate Testing Clearance Application must be submitted for processing by this date.

## Study Resources for Certification Tests

### APPROVED NO-COST RESOURCES

#### **Preparation Manuals & Study Guides:**

Preparation manuals and study guides for TExES, ExCET, TOPT, and TASC tests are available online and for sale at [www.texas.ets.org](http://www.texas.ets.org).

Some preparation manuals for the TExES have been placed On Reserve at the SFASU Library, and are for sale at the University Center bookstore.

A study guide for the American Association of Family and Consumer Sciences certification exam is available at <http://www.sbec.state.tx.us/SBECOnline/standtest/AAFCSStudyGuide.pdf>

#### **Other Web Resources:**

[www.sbec.state.tx.us](http://www.sbec.state.tx.us) (Educator Standards and Test Framework)

[www.tea.state.tx.us/teks](http://www.tea.state.tx.us/teks) (Texas Essential Knowledge and Skills)

### COMMERCIAL RESOURCES

[NOTICE: Listing of these materials and programs does not imply any endorsement by the SFASU College of Education. SFASU makes no guarantees, stated or implied, about the quality of neither the help you will get nor the effects on your scores. No SFASU student is required to use any of these materials or programs. The list is provided as a service to students who might want additional help.]

#### **Books and Study Kits:**

The following items are available at most university bookstores, as well as some commercial bookstores like Barnes & Noble, Hastings, Waldenbooks, etc. Some are also available online.

- *Becoming an EC-4 Teacher in Texas - A Course of Study for the Pedagogy and Professional Responsibilities (PPR) TExES.* (2003) edited by Janice L. Nath and Myrna D. Cohen. Wadsworth/Thomson Learning, 10 Davis Drive, Belmont, CA 94002-3098.
- *Becoming a Middle School or High School Teacher in Texas - A Course of Study for the Pedagogy and Professional Responsibilities (PPR) TExES.* (2005) edited by Janice L. Nath and Myrna D. Cohen. Wadsworth/Thomson Learning, 10 Davis Drive, Belmont, CA 94002-3098.
- *The Best Test Preparation for the TExES PPR - Pedagogy and Professional Responsibilities Tests for EC-4, 4-8, 8-12, and EC-12.* (2005) by Research & Education Association, 61 Ethel Road West, Piscataway, New Jersey 08854. Visit their website at [www.rea.com](http://www.rea.com) Includes CD with timed tests and automatic scoring.
- *Cracking the TExES.* (2005) Princeton Review Publishing, LLC, 2315 Broadway, New York, NY 10024. [www.PrincetonReview.com](http://www.PrincetonReview.com) Includes full-length practice tests and detailed explanations for answers.
- *How to Prepare for the TExES - Texas Examinations of Educator Standards.* (2004) Barron's Educational Services, Inc., 250 Wireless Boulevard, Hauppauge, NY 11788. [www.barronseduc.com](http://www.barronseduc.com)
- *Passing the Principal ExCET Exam: Keys to Certification & School Leadership.* (2002) by Elaine Wilmore. Corwin Press, Inc., A Sage Publications Company, 2455 Teller Road, Thousand Oaks, CA. 91320. E-Mail to [order@corwinpress.com](mailto:order@corwinpress.com)
- *Pass the TExES - For Texas Teachers.* Ed Publishing & Consulting. P.O. Box 2283, Wylie, TX 75098. Call (972-578-1922 or 817-996-0167, or visit their website at [www.passthetexes.com](http://www.passthetexes.com) Preparation manuals for PPR and content area tests. Includes CD with interactive PowerPoint Study Module.

- *Study the TExES in a Meaningful Way.* (2005) J & L Education Consultants, San Antonio, TX. [www.tcpea.net](http://www.tcpea.net) Includes discussion of competencies, test taking strategies, and exam preparation.
- *Study Manuals and Practice Question Manuals for Educators*, by ExCET Study Sessions, LLC, P. O. Box 10962, Midland, TX 79702. [www.texasstudy.com](http://www.texasstudy.com)
- "The TExES Master" by Art Williams, P. O. Box 930, Groves, TX 77619, (409) 962-3100, or visit their web site at [www.texas.net](http://www.texas.net) Includes video, study cards, booklet,
- *TExES - Texas Examination of Educator Standards.* (2004) Kaplan Publishing. 1230 Avenue of the Americas, New York, NY 10020. [www.kaptest.com](http://www.kaptest.com) Includes full-length practice tests, personalized diagnostic test, and detailed explanations for answers.
- *The Ultimate Guide to the EC-4 Generalist TExES.* (2005) Ultimate Guide, P.O. Box 700170, San Antonio, TX 78270. [www.ultimatetexasguide.com](http://www.ultimatetexasguide.com) Includes discussion of competencies, diagnostic self-test, and explanation of answers.

### **Review Sessions and Seminars**

- **Pass the TExES**, a company providing seminars on Pedagogy and Professional Responsibilities; Special Education; Human Development and Family Studies; Hospitality, Nutrition and Food Science; and School Counselor. Call (972-429-1922 or 817-996-0167, or visit their website at [www.passthetexas.com](http://www.passthetexas.com) for information on session dates and locations.
- **TExES Reviews**, a company providing review sessions on specific subjects to those preparing for the TExES or ExCET. Call (888) 918-1411, or (512) 918-1411, or visit their web site at [www.TEXESREVIEWS.com](http://www.TEXESREVIEWS.com) for information on session dates and locations.
- **SFASU College of Education Review Sessions.** The College of Education provides comprehensive review sessions for some tests (usually PPR and Principal) before some test dates. Check our schedule of reviews for dates and times at <http://www.sfasu.edu/education/departments/educatorcertification/credentials/sfasureview.asp>
- *TExES - Texas Examination of Educator Standards.* (2004) Kaplan Publishing. 1230 Avenue of the Americas, New York, NY 10020. [www.kaptest.com](http://www.kaptest.com) Includes full-length practice tests, personalized diagnostic test, and detailed explanations for answers. [can be ordered from Amazon]
- *The Ultimate Guide to the EC-4 Generalist TExES.* (2005) Ultimate Guide, P.O. Box 700170, San Antonio, TX 78270. [www.ultimatetexasguide.com](http://www.ultimatetexasguide.com) Includes discussion of competencies, diagnostic self-test, and explanation of answers.

### **Review Sessions and Seminars**

- **Pass the TExES**, a company providing seminars on Pedagogy and Professional Responsibilities; Special Education; Human Development and Family Studies; Hospitality, Nutrition and Food Science; and School Counselor. Call (972-429-1922 or 817-996-0167, or visit their website at [www.passthetexas.com](http://www.passthetexas.com) for information on session dates and locations.
- **TExES Reviews**, a company providing review sessions on specific subjects to those preparing for the TExES or ExCET. Call (888) 918-1411, or (512) 918-1411, or visit their web site at [www.TEXESREVIEWS.com](http://www.TEXESREVIEWS.com) for information on session dates and locations.
- **SFASU College of Education Review Sessions.** The College of Education provides comprehensive review sessions for some tests (usually PPR and Principal) before some test dates. Check our [schedule of reviews](#) for dates and times.

*Stephen F. Austin State University*  
*2010-2011 Policies for All Certification Examinations\**

Policies for all individuals seeking certification through SFASU:

1. An individual must be admitted to the appropriate program and maintain the admission requirements.
  - Individuals seeking initial teacher certification must be admitted to Teacher Education and continue to meet the GPA criteria
  - Individuals seeking standard certification at the master's level must meet and maintain the admission requirements of the Graduate School as outlined in the Stephen F. Austin State University Graduate Bulletin and the requirements of the department responsible for the certificate program (principal, superintendent, counselor, educational diagnostician, master reading teacher, master math teacher).
2. An individual is eligible to take a test upon completion of all coursework required for the test or with the approval of the department responsible for the certificate program.
3. An individual must have clearance from the appropriate department to take a test.
4. An individual must register using a clearance issued by the SFASU College of Education's Office of Assessment and Accountability in order to be recommended by SFASU for educator certification.
5. An individual will be approved for only one test per testing session.
6. An individual who fails a test must retake the failed test and pass it before being cleared to take a different test.
7. If a student has coursework that is more than 2 years old, an ExCET/TE<sub>x</sub>ES Committee will be convened to decide what, if any, coursework may be required before the individual is cleared to test.
8. An individual who is seeking teacher certification through SFASU's Post Baccalaureate Initial Certification (PBIC) and has a major or 24 hours, 12 of which are upper level, in the target content area (excluding EC-4 and composite fields), will be approved for one opportunity to test in the content area. A successful attempt will satisfy the PBIC content requirement. If the individual does not pass the content test, the teaching field advisor will determine what remediation or coursework will be required before the individual will be allowed to retest. As of Fall 2010, applicants will be required to enter the program with a passing Pre-Admission Content Test (PACT).

<p>*The 2010-2011 certification examination policies are subject to change by action of the Texas State Board for Educator Certification (SBEC) and by the Stephen F. Austin State University Teacher Education Council.</p>
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# **TExES Competencies for Pedagogy and Professional Responsibilities**

## **Domain I – Designing Instruction and Assessment to Promote Student Learning**

### **Competency 001:**

The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.

### **Competency 002:**

The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.

### **Competency 003:**

The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

### **Competency 004:**

The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

## **Domain II – Creating a Positive, Productive Classroom Environment**

### **Competency 005:**

The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

### **Competency 006:**

The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

## **Domain III – Implementing Effective, Responsive Instruction and Assessment**

### **Competency 007:**

The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

### **Competency 008**

The teacher provides appropriate instruction that actively engages students in the learning process.

### **Competency 009:**

The teacher incorporates the effective use of technology to plan, organize, deliver and evaluate instruction for all students.

### **Competency 010:**

The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

## **Domain IV – Fulfilling Professional Roles and Responsibilities**

### **Competency 011:**

The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.

**Competency 012:**

The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

**Competency 013:**

The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas. Code of Ethics and

## **Standard Practices for Texas Educators**

*The Texas educator should strive to create an atmosphere that will nurture to fulfillment the potential of each student. The educator is responsible for standard practices and ethical conduct toward students, professional colleagues, parents, and the community. The code is intended to govern the profession, and interpretations of the code shall be determined by the Professional Practices Commission. The educator who conducts his or her affairs with conscientious concern will exemplify the highest standards of professional commitment.*

### **Principle I**

#### **Professional Ethical Conduct**

*The Texas educator should endeavor to maintain the dignity of the profession by respecting and obeying the law, demonstrating personal integrity, and exemplifying honesty.*

1. The educator shall not intentionally misrepresent official policies of the school district or educational institution and shall clearly distinguish those views from personal attitudes and opinions.
2. The educator shall honestly account for all funds committed to his or her charge and shall conduct financial business with integrity.
3. The educator shall not use institutional or professional privileges for personal or partisan advantage.
4. The educator shall accept no gratuities, gifts, or favors that impair professional judgment.
5. The educator shall not offer any favor, service, or thing of value to obtain special advantage.
6. The educator shall not falsify records, direct or coerce others to do so.

### **Principle II**

#### **Professional Practices and Performance**

*The Texas educator, after qualifying in a manner established by law or regulation, shall assume responsibilities for professional teaching practices and professional performance and shall continually strive to demonstrate competence.*

1. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications and shall adhere to the terms of a contract or appointment.

2. The educator shall possess mental health, physical stamina, and social prudence necessary to perform the duties of his or her professional assignment.
3. The educator shall organize instruction that seeks to accomplish objectives related to learning.
4. The educator shall continue professional growth.
5. The educator shall comply with written local school board policies, state regulations, and applicable state and federal laws.

### **Principle III**

#### **Ethical Conduct Toward Professional Colleagues**

*The Texas educator, in exemplifying ethical relations with colleagues, shall accord just and equitable treatment to all members of the profession.*

1. The educator shall not reveal confidential information concerning colleagues unless disclosure serves professional purposes or is required by law.
2. The educator shall not willfully make false statements about a colleague or the school system.
3. The educator shall adhere to written local school board policies and legal statutes regarding dismissal, evaluation, and employment processes.
4. The educator shall not interfere with a colleague's exercise of political and citizenship rights and responsibilities.
5. The educator shall not discriminate against, coerce, or harass a colleague on the basis of race, color, creed, national origin, age, sex, handicap, or marital status.
6. The educator shall not intentionally deny or impede a colleague in the exercise or enjoyment of any professional right or privilege.
7. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
8. The educator shall have the academic freedom to teach as a professional privilege, and no educator shall interfere with such privilege except as required by state and/or federal laws.

### **Principle IV**

#### **Ethical Conduct Toward Students**

*The Texas educator, in accepting a position of public trust, should measure success by progress of each student toward realization of his or her potential as an effective citizen.*

1. The educator shall deal considerately and justly with each student and shall seek to resolve problems including discipline according to school board policy.
2. The educator shall not intentionally expose the student to disparagement.
3. The educator shall not reveal confidential information concerning students unless disclosure serves professional purpose or is required by law.
4. The educator shall make reasonable effort to protect the student from conditions detrimental to learning, physical health, or safety.
5. The educator shall endeavor to present facts without distortion.
6. The educator shall not unfairly exclude a student from participation in a program, deny benefits to a student on the basis of race, color, sex, handicap, national origin, or marital status.

7. The educator shall not unreasonably restrain the student from independent action in the pursuit of learning or deny the student access to varying points of view.

**Principle V**  
**Ethical Conduct Toward Parents and Community**

*The Texas educator, in fulfilling citizenship responsibilities in the community, should cooperate with parents and others to improve the public schools of the community.*

1. The educator shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student.
2. The educator shall endeavor to understand community cultures and relate the home environment of students to the school.
3. The educator shall manifest a positive role in school public relations.

## Frequently Asked Questions

- **Where can I obtain a registration bulletin for the test I want to take?** Bulletin information is available for all tests (except AAFCS) at the National Evaluation Systems' website [www.texas.nesinc.com](http://www.texas.nesinc.com). Bulletins, with the official NES registrations form, can be obtained at the Office of Assessment and Accountability, McKibben 264. Bulletins for the AAFCS exams are also available at the Office of Assessment and Accountability..
- **How much will it cost to take the exam?** \$120.00 per test
- **Can I register online or do I have to use the paper registration form?** Online registration is available for all the exams except the TASC and AAFCS. See "How to Register for Educator Testing."
- **If I register online, do I have to fill out any paper forms?** Yes, one form, the "Credential Testing Clearance Application" form must be submitted to the Office of Assessment and Accountability for any test you want to take, whether you want to register online or by mail.
- **How do I obtain the bar code for my registration?** By submitting a "Clearance" form to the Office of Assessment and Accountability. If you are eligible to take the test you are requesting, you will then receive the barcode. See "How to Register for Educator Testing."
- **To whom do I make out my check?** Make it out to "NES," which stands for National Evaluation Systems, Inc. - the testing company.
- **The online registration asks for my "reason for testing." What do I choose?** Your reason for testing will be either "University-Based Initial Educator Preparation" (for your initial teaching certificate), or "University-Based Additional Educator Preparation" (for a professional level certificate like Principal, Educational Diagnostician, etc.).
- **Can I choose to take a TExES instead of an ExCET?** No. You must take the test that is specified on your certificate plan or approved by the Advisor.
- **How many tests can I take on the same test date?** One
- **I have to take more than one test, which test should I take first?** It is your choice, but you must have completed the coursework for the test you choose, or have approval from the Advisor.
- **When can I take a certification exam like the TExES or ExCET?** When you have completed all the required coursework for the particular test you wish to take, or on approval by the Advisor.
- **Must I take the test at SFA?** No. You may take the test (except TOPT and TASC) at any of the test administration sites that are available for that test date. See the [Registration\\_Bulletin for Test Administration Sites](#).
- **Can I take my test by computer?** At present, only EC-4 PPR, EC-4 Generalist, EC-12 Special Education, and Family & Consumer Science tests are offered on computer. EC-4 students must have departmental approval to test by computer.
- **How long will it take to receive my scores?** Computer Administered Test (CAT) Results are returned in approximately 5-7 business days and Paper Based Test (PBT) Results are returned approximately 3 weeks after you take the test. The date is published in the bulletin for that test.
- **How often are the tests given?** The TExES CAT is offered at various dates according to the testing site. The TExES PBT is offered four times per year. See "Test Dates and Deadlines" for dates and deadlines for all tests.
- **How many times can I take a certification exam?** As many times as necessary to pass. Please note that department approval is required.
- **What score must I make to pass the TExES or the ExCET?** For the TExES: a scaled score of 240.
- **How many questions are on the TExES and ExCET exams?** The number of questions varies depending on the particular test.
- **When can I apply for my certificate?** After completing all coursework and passing all required certification exams. Student teaching or an employment period is also usually required. See the Educator Certification Office's website for more details.

## Check List for PBIC Students

As you move through the process of becoming certified to teach in Texas, follow these steps. This check list is designed to serve as an aid in helping you meet all the requirements. Some people have unique situations that may require additional or different steps in the process. Advisors in the Departments of Elementary Education and Secondary Education, and the Teacher Education Office are available to work with you as the certification process is implemented.

\_\_\_\_\_ Apply and become admitted into the Educator Certification Program at SFASU.

\_\_\_\_\_ Seek academic advising to register for education courses.

\_\_\_\_\_ Plan your field experience.  
                   Student Teaching  
                   OR  
                   One-Year Teaching Internship on a Probationary Certificate

\_\_\_\_\_ After you complete the education courses, sign up for the Pedagogy and Professional Responsibilities (PPR) state exam.

\_\_\_\_\_ After you complete the coursework, state exams, and the field experience, contact the Educator Certification Office for instructions to secure a Texas Standard Teaching Certificate.

\*All exams **MUST** be taken with clearance issued from SFASU

\*Student Teaching requires that you apply a semester in advance

## Concern/Deficiency Notice

To Intern/Student Teacher/Candidate for Teacher Education: \_\_\_\_\_

From: \_\_\_\_\_

Date: \_\_\_\_\_

Copies To:   \_\_\_ SFASU Department Chair                   \_\_\_ SFASU Director of Field Experience  
                   \_\_\_ Campus Administrator                   \_\_\_ Mentor Teacher  
                   \_\_\_ Other

All Stephen F. Austin State University students seeking teacher certification are informed that the *Teacher Preparation Handbook* and individual departments set forth requirements for prospective teachers and the expectations held for all teachers. The purpose of this concern/deficiency notice is to inform you that the following expectations are not being met:

- \_\_\_ Punctuality
- \_\_\_ Attendance in classes and field placement
- \_\_\_ Adherence to hours required of mentor teachers
- \_\_\_ Planning
- \_\_\_ Instruction
- \_\_\_ Knowledge of content
- \_\_\_ Consistent daily preparation to teach
- \_\_\_ Written requirements in a timely manner
- \_\_\_ Ineffective use of written/oral language
- \_\_\_ Unacceptable language with children/youth
- \_\_\_ Refusal to accept constructive suggestions
- \_\_\_ Failure to implement constructive suggestions
- \_\_\_ Discipline management
- \_\_\_ Failure to meet class requirements
- \_\_\_ Requires excessive guidance
- \_\_\_ Nonprofessional behavior
- \_\_\_ Cheating
- \_\_\_ Plagiarism
- \_\_\_ Inability to interact effectively with children
- \_\_\_ Inappropriate social interaction with pupils/teachers
- \_\_\_ Inappropriate touching
- \_\_\_ Other

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Failure to correct the deficiencies noted above may result in denial of admission to Teacher Education or removal from the program. In order to correct the deficiencies, the following action is required:

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\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Mentor Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Professor/Supervisor

\_\_\_\_\_  
Date

## **PROCEDURES FOR "NOTICE OF CONCERN/DEFICIENCY"**

- 1. Notice of Concern /Deficiency and Intervention Plan prepared by professor/student/mentor teacher.**
- 2. Notice of Concern /Deficiency and Intervention Plan reviewed and found to need "further action."**
- 3. Notice of Concern /Deficiency and Intervention Plan filed by professor or mentor teacher with Chair and Associate Dean**
- 4. Chair calls a departmental committee meeting for a recommendation.**
- 5. The committee recommends:**
  - A. continue plan**
  - B. revise plan**
  - C. recommends to Teacher Education Council removal of student from internship or student-teaching**
- 6. Teacher Education Council may**
  - A. dismiss the concerns**
  - B. give the student a warning**
  - C. reprimand**
  - D. recommend that the student's admission status be revoked.**
- 7. Documentation of action placed in student's teacher education file.**

### **ELE Departmental Policy**

**Students must pass the lab portion of ELE internships in order to pass the internship courses.**

### **Teacher Education Policy**

**Students may fail internship and student teaching only once.**

## CONCEPT-BASED LESSON DESIGN

**Course:** \_\_\_\_\_ **Unit:** \_\_\_\_\_  
**Conceptual Lens** \_\_\_\_\_  
**Objective(s)** \_\_\_\_\_  
**SCAN Skills** \_\_\_\_\_

**Rationale:** *(Why is this lesson important?)*

**Enduring Understanding:** *(What do you intend for students to learn?)*

**Guiding Questions:** *(Essential questions that make students want to know.)*

**Critical Content:**

**Focus:** *(What student or teacher activity will you use to introduce the lesson?)*

**Instructional Strategies:** *(What instructional strategies will you use for this lesson? Include time allocations?)*

**Learner-Centered Activities:** *(How will the students be grouped? What will they be actively involved in?)*

**Assessment Strategies:** *(How do you plan to assess how well the students have achieved the learning goals/objectives?)*

**Closure:** *(How will you end the lesson? How will you transition to another topic if you are on the block schedule?)*

**Differentiated Strategies - Modifications/Enrichment Activities:** *(How will you make modifications for students with special needs? How will you accommodate different instructional levels and learning styles of students in your class?)*

**Reflections:** *(Complete immediately after the lesson.)*

***Intern/Student Teacher Evaluation  
College of Education  
Stephen F. Austin State University***

PBIC Inter/Student Teacher \_\_\_\_\_ SS# \_\_\_\_\_

District/Building \_\_\_\_\_

Mentor Teacher \_\_\_\_\_ University Mentor \_\_\_\_\_

**Observation Number (CIRCLE)    1       2       3       4       5    Final Evaluation**

**Directions: Use the following rating scale and place a number in the blank beside each indicator to assess the student's performance in each area.**

**3=Exemplary    2=Acceptable    1=Unacceptable    0= Not attempted/observed**

<b>_____ A. Appropriate Instruction</b>	<b>Comments</b>
_____ Plans developmentally appropriate activities	
_____ Creates well structured lesson plans	
_____ Utilizes Texas statewide curriculum	
_____ Continuously evaluates student achievement using a variety of assessments	
_____ Promotes students' use of self-assessment	
<b>_____ B. Classroom Environment</b>	
_____ Demonstrates respect for diversity/individual differences	
_____ Promotes respectful and productive interactions among students	
_____ Communicates importance of content	
_____ Uses time effectively (i.e. students not off-task, disruptive)	
_____ Maintains safe and productive physical environment (i.e. materials accessible, physical arrangement allows safe movement and facilitates learning)	
<b>_____ C. Responsive Instruction</b>	
<b>_____ C1.</b> _____ Communicates effectively	
_____ Uses accurate and appropriate language (i.e. conveys meaning clearly)	
_____ Exhibits effective interpersonal skills	
_____ Extends students' thinking (i.e. through discussion, inquiry, problem-solving, critical & creative thinking)	
_____ Utilizes effective questioning strategies	
<b>_____ C2.</b> _____ Engages students in learning	
_____ Creates actively engaging lessons using a variety of materials, resources and technology	
_____ Links content to prior knowledge	

- \_\_\_\_\_ Sets appropriate lesson pace
- \_\_\_\_\_ Engages all students
- \_\_\_\_\_ Encourages students' self-motivation
- \_\_\_\_\_ **C3** \_\_\_\_\_ Provides feedback to students
  - \_\_\_\_\_ Provides appropriate, immediate feedback
  - \_\_\_\_\_ Promotes students' ability to use feedback
  - \_\_\_\_\_ Bases feedback on high expectations for all students
- \_\_\_\_\_ **C4** \_\_\_\_\_ Demonstrates flexibility and responsiveness
  - \_\_\_\_\_ Responds appropriately to various learning situations (i.e. lack of student engagement, unanticipated opportunities)
  - \_\_\_\_\_ Ensures students' success through alternative instructional approaches

#### **D. Professional Roles and Responsibilities/Ethics**

- \_\_\_\_\_ Uses appropriate communication with students
  - \_\_\_\_\_ Non-verbal (i.e. avoids improper body language/gestures)
  - \_\_\_\_\_ Verbal (i.e. no profanity, avoids slang)
  - \_\_\_\_\_ Written (i.e. accurate and clear)
- \_\_\_\_\_ Promotes professionalism through appropriate dress/appearance
- \_\_\_\_\_ Interacts appropriately with staff and other educators
- \_\_\_\_\_ Works productively with supervisors and mentors to enhanced professional knowledge and skills (i.e. accepts constructive criticism and implements suggestions)
- \_\_\_\_\_ Interacts appropriately with parents and community members
- \_\_\_\_\_ Uses knowledge of legal and ethical guidelines to guide behavior in education-related settings
- \_\_\_\_\_ Complies with state, university, district and campus policies

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PBIC Intern/Student Teacher Comments:

Comments/Suggestions for Improvement (may be continued on an additional page):

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Principal/Mentor Teacher

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University Mentor

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PBIC Intern/Student Teacher

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Date

## Intervention Plan for Interns/Student Teachers

Intern/Student Teacher: \_\_\_\_\_ University Mentor: \_\_\_\_\_

Period of Intervention: From: \_\_\_\_\_ To: \_\_\_\_\_

\_\_\_\_\_ 1. Areas (domain) in which the intern/student teacher is in need of assistance.

\_\_\_\_\_

\_\_\_\_\_ 2. Professional improvement activities and dates for completion.

\_\_\_\_\_

\_\_\_\_\_ 3. Evidence that will be used to determine that professional improvement activities have been completed.

\_\_\_\_\_

\_\_\_\_\_ 4. Directives for changes in the intern/student teacher behavior and time lines.

\_\_\_\_\_

\_\_\_\_\_ 5. Evidence that will be used to determine if intern/student teacher behavior has changed

<p>_____ My university mentor and I have discussed this intervention plan.</p> <p>_____ Signature of Intern/Student Teacher      Date</p> <p>_____ Signature of University Mentor</p> <p>_____ Signature of Mentor Teacher (optional)      Date</p>	<p>_____ This plan has been successfully completed.</p> <p>_____ This plan has not been successfully completed.</p> <p>_____ Further action is necessary.</p> <p>_____ Signature of Student Teacher      Date</p> <p>_____ Signature of University Mentor      Date</p> <p>_____ Signature of Mentor Teacher (optional)      Date</p>
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## **5-E LESSON PLAN** **(for learning for conceptual understanding)**

**Lesson** \_\_\_\_\_ **Title/Topic:** \_\_\_\_\_

**Grade:**\_\_\_\_\_ **Subject:**\_\_\_\_\_ **Number of Students:**\_\_\_\_\_

**Date:**\_\_\_\_\_

**Performance Objective(s):** When the lesson is finished, the students will be able to . . .

**TEKS (written out):**

**Vocabulary, terms, and concepts students will know:**

**Background information:**

**Rationale:**

(this part of the lesson plan focused on the curriculum)

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**Learning Goals and Objectives:**

**Engage:**

**Explore:**

**Explain:**

**Extend:**

**Evaluate:**

**Closure (which may include the Evaluate portion of the lesson):**

**Describe how you will meet the diverse needs of students:**

(this part of the lesson plan focused on the instructional strategies/how you will teach the curriculum)

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## 5-E LESSON CYCLE

### EXPLANATION

#### Part I. Curriculum

Include the subject, topic, grade level, TEKS and instructional objective(s) that were part of Lesson Plan Part I. You will probably choose only one of your instructional objectives (you will do the others in Lesson Plans Part III and IV). This lesson should be a skills-based lesson. This will be clear if you read all the information about the direct instruction model.

#### Part II. Performance/Learning Objectives

List the performance/learning objectives. These are the objectives that the students will DO during class in order to learn the instructional objective.

#### Part III. The Instruction

- A. ENGAGE:** Did the teacher use the vocabulary words? Did the teacher focus on the lesson to be learned? Does it interest the students? Is it “out-of-the-ordinary”? Did the teacher get at the students’ prior knowledge?
- B. EXPLORE:** Include details of the activity they will be doing, the activity sheet, and questions to guide the students to conceptual understanding through the activity. The activity will be done in pairs or small groups. Do students discover the concept? Do students develop conceptual understanding by talking about what they are doing with each other (group work)? Do students use an activity sheet, journal, or some way of recording what they do (must be included in the lesson plan)? Do students have a hands-on/real world experience? Does the experience help students learn the objective? Are questions used that lead to conceptual understanding (must be listed)? Are the questions higher level? Do the questions cause discussion among the students in their groups?
- C. EXPLAIN:** The students will discuss the concept they explored: “labels” (vocabulary) will be added to the discussion. Students will record the new vocabulary words in a journal or on their activity sheets.

Did you:

- use the questions the students discussed in **Explore** to lead discussion?
  - use experiences in **Explore** so students help develop definitions to vocabulary words?
  - refer to **Engage**?
  - help students learn the objective?
  - give further information?
  - have students use an activity sheet, journal, or some other way of recording what they are learning (must be included in lesson plan)?
- D. EXTEND:** Students do another hands-on activity to practice what they learned so far. Students have opportunities to use the vocabulary they have learned. The activity is student-centered. Students use an activity sheet, journal, or some way of recording what they do. The activity builds on concepts: helps students learn the objective.
- E. EVALUATE:** Is the evaluation authentic – does it go with the lesson design? Does the evaluation check for conceptual understand? Does the assessment check to see if the students learned the objective?

#### Part IV. Closure (which may include the Evaluate portion of the lesson)

Briefly recap what has been learned.

#### Part V. Other Information

**Sub-Step A: Correction (Re-teach):** During any lesson, the teacher must correct incorrect responses by dignifying responses (use the “Double Jeopardy” strategy: it works!) When concepts are not understood, one must correct and re-teach – often “paring down” the content to simpler concepts. It is obvious when content is not understood, that there is prerequisite concepts that are not understood. Often when a teacher “catches” the problem, (s)he can go backward to correct and then teach and bring the material forward (“re-teach”).

**Sub-Step B: Teaching to Different Learning Styles:** Be sure that visual, auditory, and tactile learning is addressed when teaching a lesson. Using the multiple intelligences in cooperative groups or centers is an excellent way to address the same objective in a variety of ways. This is called differentiating instruction. Tactile does not mean touching something - it means touching something to learn the objective. In like manner, bodily-kinesthetic does not mean that the student is moving from one place to another – it means that the student is learning the objective through movement.

## **GUIDED READING LESSON PLAN**

**Text to be used:** (Attach copy if possible)

**Readability level:**

**Objectives:** (Word identification skills, vocabulary development, comprehension strategies, and fluency practice, through repeated reading, other)

### **PRE-READING ACTIVITIES**

**Reading:**

**Responding:**

**Exploring, Assessment, Reflection:**

## **GUIDED READING LESSON PLAN Explanation**

**Text to be used (Attach copy if possible):**

This can be a reading from a content area textbook, a chapter from a chapter book, a picture book, etc. It should be short enough to be read twice in one class time, about 30-45 minutes.

**Readability level:**

Use the Fry method in Chapter 13 or readability scores from the grammar check in Microsoft Word. Note which method you used.

(A Guided Reading lesson does not have ONE objective. The teacher plans for incorporating word identification skills, vocabulary development, comprehension strategies, and fluency practice, through repeated reading, all in one lesson.)

*Pre-reading Activities:*

How will you build prior knowledge? Which concepts need to be introduced prior to reading? What strategy (using headings, using the glossary, self-monitoring, dealing with multi-syllable words, etc.) would help students access the text better? (see TEKS for appropriate objectives for this grade level, see Tompkins pg. 294 for skill ideas).

*Reading:*

Note what you will do as they read. (See pg. 445). Will you have them read all the way to the end or will you have “stops” where they predict, you check comprehension, etc. as in DRTA? Indicate stops if used. How will you incorporate “rereading?”

*Responding:*

List open-ended, critical-level questions to prompt discussion after reading. Would you use a written response? What would it be? (Learning log, quick write, Web, etc.).

**Exploring, Assessment, Reflection:**

What skill or strategy would you teach following the lesson? (See TEKS for ideas if needed, see Tompkins pg. 294). What vocabulary would you reinforce? How would you encourage students to apply these skills or strategies in their independent reading?

**MINI-LESSON**  
**Modeling, Guided Practice, Independent Practice,**  
**Application and Reflection Over Time**

**Strategy to be taught:**

**State the TEK: (not just the number)**

**Resources: (books and materials needed for the lesson)**

**SCRIPT**

**Introduce the strategy: (Kid-friendly language; personal examples)**

**Modeling and Explanation: (Use Think-aloud procedures; model the strategy)**

**Guided Practice: (Coach and support a student's use of the strategy)**

**Independent Practice:**

**Response: (How will students provide evidence of their thinking; sticky notes, two column notes; reading log, collaborative charts, drawings, oral response)**

**Application and Reflection: (provision to apply the new learning over the next few days)**

## **MINI-LESSON PLAN** ***EXPLANATION***

**(Time frame for Anchor Lesson is 15-30 minutes up through Guided Practice;**

**follow-up lessons should be approximately 10 minutes in length.)**

**Strategy to be taught:** (be sure you know the difference between a strategy and a skill).

**State the TEK:** (write out, not just number). While the mini-lesson may integrate content from several of the language arts and possibly other content areas, there should be only one TEK that is truly the focus of the mini-lesson.

**Resources:** What books and materials will be needed for teaching the lesson? Include copies of some pages if possible.

Be sure you state which texts will be used for Modeling, Guided, and Independent Practice. **They do not have to be different texts!** They may be continuing parts of one text.

### **SCRIPT THE LESSON:**

**Introduce the Strategy:** In “kid-friendly” language, briefly state what the strategy is and why it is helpful to good readers. Use personal examples if possible.

**Modeling and Explanation:** Using a “Think-aloud” procedure, model the strategy for the students. **Show** the students what is in your head. Make your thought process as transparent as possible by talking about your thinking. Talk about your decisions, how the strategy works, and how you will use it.

**Guided Practice:** Coach and support the students in their attempts to use what you have demonstrated/modeled. Explain how you will give the students access to shared text (overhead transparency, big book, individual copies, etc). This is the time to offer lots of support, observe, and offer more explanation if some students have not understood.

**Independent Practice:** If at all possible, students need time to immediately practice the strategy through independent reading (or writing, if this is a writing mini-lesson). However, if students are not yet reading with fluency and stamina, you may need to provide for practice of the comprehension skill through shared reading. Describe how you will provide these opportunities. What texts will they be reading? How will you provide for observing their thinking and use of the strategy?

**Response (tracks):** How will students provide “tracks” of their thinking (like tracks in the snow)? Some options are: sticky notes, two-column notes in a reading log, collaborative charts, drawings, etc. Oral response is also a possibility (small group, large

group discussions) but you must be explicit about the evidence you are looking for to confirm successful use of the strategy.

**Application and Reflection:** Students must have opportunities to practice the new strategy often for several days/weeks. How will you provide for easy classroom reminders to apply the new learning? What questions will you ask in follow-up discussions to monitor their thinking and use of the new strategy? If you do not PLAN for application and reflection, it will not get done! What additional titles might you include over the next few days for class practice of the new strategy during Read Aloud and/or Shared Reading?

# READING LESSON PLAN

**RDG LEVEL:****BOOK:**

Title:

Author:

Objective: TLW (The learner will...)

TEKS: (Number) (Statement)

Print Skills

Vocabulary

Comprehension

**FOCUS:****INSTRUCTIONAL INPUT:****Model:** (Type of question) (Question) (Page Number)**Check for Understanding/Monitoring and Adjusting:****GUIDED PRACTICE:****INDEPENDENT PRACTICE:****CLOSURE:**

**EVALUATION:****READING  
LESSON PLAN EXPLANATION**

**RDG LEVEL:** Independent (Easy):  
Instructional (Adequate):  
Frustrational (Hard):

**BOOK:** Use with guided reading lesson: DRTA \* or DLTA\*\*  
Title: (RDG Level: ??)  
Author:  
Objective: TLW (The learner will...) TEKS: (Number) (Statement)  
*Example according to your diagnosis: (Type statement in space above.)*  
Print Skills (TLW increase sight vocabulary and phonemic awareness.)  
Vocabulary (TLW increase vocabulary using context clues.)  
Comprehension (TLW apply self-monitoring questioning strategies.)

**FOCUS:** *(Pre-reading activities and connecting prior knowledge.\*\*\*) See questions to ask.*

**INSTRUCTIONAL INPUT:** *(During Reading activities: type of reading and strategy to model). See questions to ask.*

**Model:** *(a questioning strategy that includes elements of the narrative. Write all questions here with type of question identified and page numbers to indicate where question is given.*

(Type of question)

(Question)

(Page Number)

**Check for Understanding/Monitoring and Adjusting:**

*For first lesson plan: use "Oral Retell" and/or "Think Aloud" strategy.*

**GUIDED PRACTICE:** *(After Reading activities\*\*\*) See questions.*

*For Emergent/Beginning Readers: Use Interactive Writing of "little books".*

*For Upper Level Readers: See Instructional Strategies in Activities document.*

**INDEPENDENT PRACTICE:** (Not applicable for individual tutoring.)

**CLOSURE:** *(Restate what was learned.)*

**EVALUATION:** *(State here how you will evaluate the student's learning at the end of the lesson).*

\* Directed Reading Teaching Activity

\*\* Directed Listening Thinking Activity

\*\*\* Pre-reading, During Reading, and After Reading activities – suggestions given in Instructional Strategies document in PACKET or handout distributed in class.

### **DIRECT INSTRUCTION LESSON PLAN**

**Lesson**

**Title/Topic:**

**Grade:** \_\_\_\_\_ **Subject:** \_\_\_\_\_ **Number of**  
**Students:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Performance Objective(s): When the lesson is finished, the students will be able to . . .**

**TEKS (written out):**

**Vocabulary, terms, and concepts students will know:**

**Background information:**

**Rationale:**

(this part of the lesson plan focused on the curriculum)

---

**Lesson Objectives(s):**

**Anticipatory Set (focus):**

**(Learning) Objective and Purpose:**

**Instructional Input (Modeling)**

**Modeling**

**Guided Instruction (Checking for understanding)**

**(Monitor and adjust)**

**Independent Practice**

**Closure:**

## Describe how you will meet the diverse needs of students:

---

### DIRECT INSTRUCTION LESSON PLAN EXPLANATION

**Objective (s):** State what you want the students to learn--begin with "The student will learn..."

**TEKS:** Write out.

**Vocabulary, terms, and concepts:**

**Background Information: Rationale:** State why you are teaching this lesson. "Based on my assessment, students needed help with..."

**Focus:** How will you interest children in your lesson? (ex. Show a picture/discuss; tell a short story, etc.--focus on having the students relate their prior background knowledge to your lesson.

**Resources:** Include all resources that you use (children's books, teacher's book/basals, etc.) Also, you need to include all copies of these resources behind each lesson plan (copies of the story that the child will read, handouts, etc.).

**Explanation and Model:** This is where you will give information to the students and model any skill you want them to be able to do. Students learn best by being shown a process or product, and then having an opportunity to explore/modify the means to accomplish an "end". Walking through the process or providing and explaining a product or an example are all good ways to provide modeling.

**Guided Practice:** This is the opportunity for students to practice what was learned as the teacher or peers monitor to ensure that accurate learning is occurring. Guided practice can occur as a whole class, in small groups, or independently. The student is assessed formatively with a "helping hand", and no grade will be taken during this time.

**Checking for Understanding:** This particular component should be reoccurring, and focused at the various levels of Bloom's Taxonomy. There are many strategies for accomplishing this component including observing behavior, asking random students or the whole class questions and getting responses verbally or with gestures, giving a quiz that does not count toward a grade, using response cards, and using the think-pair-share approach. You should check for Understanding throughout the lesson--but include your questions that you plan on asking here.

**Independent Practice:** Students should always be provided opportunities for independent practice to ensure that over-reliance on the teacher or peers are minimized. This is an activity where the student does the skill or relates the content by himself/herself and is assessed later by the teacher.

**Application/Closure:** During this part of the lesson, discuss with the children how they are going to use the skill they have learned. Use a brief statement stating what has been taught. Close your lesson.

**Reflection:** Reflection addresses the positive elements of the lesson as well as the potential opportunities for modification and remediation.

### ***Interdisciplinary Unit Daily Lesson Plan***

Today's Topic(s) \_\_\_\_\_

Today's Objective(s) for Students \_\_\_\_\_

\_\_\_\_\_

TEKS for Today's Lesson \_\_\_\_\_

SCANS Skills/Competencies for Today's Lesson \_\_\_\_\_

<b>Focus</b>	<b>Materials Needed for This Lesson</b> (Attach copies of notes, handouts, etc. used in the lesson)
<b>Instructional Input</b> (Summarize content and indicate real world applications)	<b>Instructional Strategies</b> ((Describe strategies used to teach & reinforce content)
<b>Student Activity</b> (Describe process, product, skill, etc. developed or used)	<b>Evaluation Strategies</b> (Describe strategies used to evaluate student learning) *Evaluation of student performance, product or skill will be _____ Formal _____ Informal _____ Formative _____ _____ Summative _____ *Overall effectiveness of the lesson will be evaluated by
	<b>Closure Learning and Thought Processes</b> _____ Affective _____ Psychomotor _____ Cognitive (level) <div style="text-align: right;">K C AP AN S E</div> Indicate any higher order thinking skills students will use

<b>Assignment</b>	<b>Announcements and Notes</b>
-------------------	--------------------------------

## **Format for P.E. Classes**

Lesson Plan

**Class** \_\_\_\_\_ **Lesson Title:** \_\_\_\_\_

**TEKS (#)** \_\_\_\_\_

**Objectives: The student will...**

**Skill to be taught:**

**Class size:**                      **Equipment needed:**

**Organizational plan:**

**Introduction:**

**Explanation/Demonstration:**

**Activities for students:**

**Closure:**

## **Internship Lesson Plan**

**Class** \_\_\_\_\_ **Title of Unit** \_\_\_\_\_

**Lesson Title** \_\_\_\_\_

**TEKS (chapter & number(s))** \_\_\_\_\_

### **Purpose of Lesson/Instructional Objectives**

**The student will be able to...**

- 
- 
- 

### **Instructional Activities**

**Focus:**

**Instructional Input/ Content: How will you relate lesson to “real world?”**

**Check for Understanding Activity:**

**Guided Practice Activity:**

**Closure:**

**Materials and Resources needed for this lesson:**

## Direct Teaching Model Lesson Plan

**Class** \_\_\_\_\_ **Title of**  
**Unit** \_\_\_\_\_  
**Lesson**  
**Title** \_\_\_\_\_  
**TEKS (chapter & number(s))** \_\_\_\_\_

### Purpose of Lesson/Instructional Objectives

**The student will be able to...**

- 
- 
- 

### Instructional Activities

**Focus:**

**Instructional Input/ Content:**

**Check for Understanding Activity:**

**Guided Practice Activity:**

**Check for Mastery:**

**Closure:**

Reteach Strategies

Independent Practice

Materials Needed



## **Permiso para videografiar estudiantes:**

Como un requisito para obtener la certificación de maestra, las internas y practicantes para maestros, necesitan videografiar a los estudiantes cuando están enseñando la lección de práctica. La grabación del video es en beneficio de los maestros y de las practicantes. Se puede aprender mucho viendo la grabación. Cuando la practicante era observada solamente por la maestra de la clase, la profesora de la universidad y la alumna observada podían no estar de acuerdo con dicha observación. Ahora todos nos beneficiamos y analizamos el video. Es por esto que les pedimos permiso para que su niño(a) pueda ser grabado(a) en el video mientras la practicante está enseñando su lección.

Yo, \_\_\_\_\_ doy mi permiso para que mi niño(a) esté presente cuando

\_\_\_\_\_ está siendo videografiada en la clase.

Entiendo que esto es solamente con el motivo de evaluar a la practicante.

\_\_\_\_\_  
Escuela

\_\_\_\_\_  
Distrito

\_\_\_\_\_  
Firma de la maestra de la clase

\_\_\_\_\_  
Firma de la practicante

\_\_\_\_\_  
Firma de padre o apoderado

\_\_\_\_\_  
Fecha

Gracias por su cooperación.

**Name of Mentor:** \_\_\_\_\_

**District:** \_\_\_\_\_

**Name of New Teacher:** \_\_\_\_\_

## **Mentor Checklist** (2009-2010)

### **NOTE:**

In order to fulfill the duties of a mentor teacher, you must review and implement the areas outlined in this checklist with your mentee prior to the first day of school.

### **MENTOR'S CATEGORIES OF SUPPORT CHECKLIST**

1. **INSTRUCTIONAL: Giving information about teaching strategies, the instructional process, or content.**
  - a. Talk about curriculum guides, TEKS, and teacher's manuals. Discuss general instructional goals and TAKS connections.
  - b. Share expertise on planning.
    - 1) Find out how you can be the most helpful in the area of planning.
    - 2) Team up before school begins and schedule regular times for planning.
    - 3) Discuss goals for the year or semester and objectives for units or lessons.
    - 4) Share catalogs for ordering instructional materials and equipment.
    - 5) Show how you organize your planning for the year, semester, week, and day.
    - 6) Talk about how and where to anticipate students' errors and misconceptions.
    - 7) Collaborate on a special unit of instruction or a project.
    - 8) Work together to design a new lab or learning center.
    - 9) Share syllabi, units of study, or lessons that have worked well for you.
    - 10) Offer to share your computer software or show where other software can be found.
  - c. Explain the expectations of subject/grade level teams regarding tests, discipline, duty schedule, interdisciplinary units, reading inventories, scope and sequence, etc.
  - d. Help mentee acquire strategies to address TEKS content and TAKS objectives.

- e. Suggest lessons/activities/enrichments that can be used in the classroom to reinforce learning.
- f. Provide suggestions, methods, and rationale for addressing learners' needs:
  - 1) evaluating student success
  - 2) modifying activities to address specific individual needs
  - 3) using manipulatives
  - 4) motivating students
  - 5) increasing student attention/participation
- g. Provide scope and sequence of topics that must be covered during the school year.
- h. Discuss times for observing each other teaching.
- i. Offer to demonstrate lessons or labs—live or on videotape.
- j. Offer to videotape lessons or classes and offer to provide feedback.

**2. SYSTEM: Giving information related to procedures and guidelines of the school and/or school district.**

- a. Review the school handbook.
- b. Explain teachers' hours.
- c. Explain the process for accessing funds for supplies/materials.
- d. Review library procedures for checking out equipment.
- e. Explain process for scheduling class times in the library/computer lab, etc.
- f. Review schedule for grade level/faculty meetings and describe campus/district committees.
- h. Describe special school activities such as Sustained Silent Reading, Book Clubs, TAKS.

**3. RESOURCES: Collecting, disseminating, or locating resources for use by the new teacher.**

- a. Acquaint mentee with the school building: its rooms, equipment, and grounds.
- b. Provide information regarding special services available through resource teachers, nurse, and counselor.
- c. Explain process for acquiring textbooks and complete textbook cards/forms.
- d. Provide information regarding what is available for use in the classroom. Help to locate media catalog.

- e. Use of the telephone.
- f. “Chain of command” to follow in case of complaint.
- g. Student records (confidentiality).

**4. EMOTIONAL: Offering beginning teachers personal support through emphatic listening and by sharing experiences.**

- a. Explain how to balance being a good teacher and also have a life outside the classroom. (Advise not to become involved in too many “extra” activities.)
- b. Explain your role as a mentor and that you are always available to listen to concerns as well as to provide positive input.
- c. Recognize them as peers who have ideas/activities to share.
- d. Remind them that making mistakes is natural and is part of teaching/learning.
- e. Provide practical paperwork shortcuts.
- f. Designate weekly meetings to vent/share/update/provide positive feedback.
- g. Socialize outside the workplace.

**5. MANAGERIAL: Managing and organizing the school day.**

- a. When to arrive at school.
- b. Bell schedules
- c. Class seating arrangement/room arrangement.
- d. Organizing for the first day.
- e. Organizing an entire week.
- f. Offer assistance for organizing materials before day/class begins.
- g. Explain system for taking attendance/grading/establish routines.

**6. PARENTAL: Giving help and ideas related to conferencing or working with parents.**

- a. Provide examples of introductory letters to parents that might include: grading system, supplies needed, special date/events (open hours), etc.
- b. Explain when to contact parents: when child is doing poorly in class, homework is late, discipline problem, a positive phone call to say how well child is doing.
- c. Identify methods for documenting parent/guardian contact.

- d. Explain written progress report forms and procedures.

**7. DISCIPLINARY: Giving guidance and ideas related to managing children.**

- a. Share a few concise and positive rules for expected behavior in the classroom.
- b. Provide ideas to positively reinforce good behavior.
- c. Assist in setting goals or standards and determine consequences.
  
- d. Identify when to write a referral/send student to office/student/conference/parent conferences.

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**Mentor's signature**

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**Date completed**

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**Mentee's signature**

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**Date completed**

# Mentor-Mentee Fall Weekly Contact Log

**Mentor's Name** \_\_\_\_\_ **Mentee's Name** \_\_\_\_\_

Directions: Mentor and mentee must both initial and date each entry. Write brief notes on discussion points. There must be a minimum of **four** entrees.

Date & Initials	<b>Discussion Points—August</b>
Entry 1 _____ Date ____/____ Initials	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
Entry 2 _____ Date ____/____ Initials	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
Entry 3 _____ Date ____/____ Initials	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
Entry 4 _____ Date ____/____	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

Initials	•
Date & Initials	<b>Discussion Points—September</b>
Entry 1  _____ Date  _____/_____ Initials	•  •  •  •
Entry 2  _____ Date  _____/_____ Initials	•  •  •  •
Entry 3  _____ Date  _____/_____ Initials	•  •  •  •
Entry 4  _____ Date  _____/_____ Initials	•  •  •  •
Entry 5  _____ Date  _____/_____ Initials	•  •  •

Date % Initials	<b>Discussion Points—October</b>
Entry 1  _____ Date  _____/_____ Initials	•  •  •  •
Entry 2  _____ Date  _____/_____ Initials	•  •  •  •
Entry 3  _____ Date  _____/_____ Initials	•  •  •  •
Entry 4  _____ Date  _____/_____ Initials	•  •  •  •
Entry 5  _____ Date  _____/_____ Initials	•  •  •

Date & Initials	<b>Discussion Points—November</b>
Entry 1  _____ Date  ____/____ Initials	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
Entry 2  _____ Date  ____/____ Initials	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
Entry 3  _____ Date  ____/____ Initials	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
Entry 4  _____ Date  ____/____ Initials	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
Entry 5  _____ Date  ____/____ Initials	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>

Date & Initials	<b>Discussion Points—December</b>
Entry 1 <hr/> Date <hr/> / <hr/> Initials	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>
Entry 2 <hr/> Date <hr/> / <hr/> Initials	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>
Entry 3 <hr/> Date <hr/> / <hr/> Initials	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>
Entry 4 <hr/> Date <hr/> / <hr/> Initials	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>
Entry 5 <hr/> Date <hr/> / <hr/> Initials	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>

# Mentor-Mentee Spring Weekly Contact Log

**Mentor's Name** \_\_\_\_\_ **Mentee's Name** \_\_\_\_\_

Directions: Mentor and mentee must both initial and date each entry. Write brief notes on discussion points. There must be a minimum of **four** entrees.

Date & Initials	<b>Discussion Points—January</b>
Entry 1 _____ Date ____/____ Initials	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
Entry 2 _____ Date ____/____ Initials	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
Entry 3 _____ Date ____/____ Initials	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
Entry 4 _____ Date ____/____ Initials	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

Date & Initials	<b>Discussion Points—February</b>
Entry 1  _____ Date  ____/____ Initials	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
Entry 2  _____ Date  ____/____ Initials	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
Entry 3  _____ Date  ____/____ Initials	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
Entry 4  _____ Date  ____/____ Initials	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
Entry 5  _____ Date  ____/____	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>

Date & Initials	<b>Discussion Points—March</b>
Entry 1 _____ Date ____/____ Initials	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
Entry 2 _____ Date ____/____ Initials	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
Entry 3 _____ Date ____/____ Initials	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
Entry 4 _____ Date ____/____ Initials	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
Entry 5 _____ Date ____/____ Initials	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>

Date & Initials	<b>Discussion Points—April</b>
Entry 1 _____ Date ____/____ Initials	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
Entry 2 _____ Date ____/____ Initials	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
Entry 3 _____ Date ____/____ Initials	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
Entry 4 _____ Date ____/____ Initials	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
Entry 5 _____ Date ____/____ Initials	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

Date & Initials	<b>Discussion Points—May</b>
Entry 1 _____ Date ____/____ Initials	<ul style="list-style-type: none"> <li>•</li> </ul>
Entry 2 _____ Date ____/____ Initials	<ul style="list-style-type: none"> <li>•</li> </ul>
Entry 3 _____ Date ____/____ Initials	<ul style="list-style-type: none"> <li>•</li> </ul>
Entry 4 _____ Date ____/____ Initials	<ul style="list-style-type: none"> <li>•</li> </ul>
Entry 5 _____ Date ____/____ Initials	<ul style="list-style-type: none"> <li>•</li> </ul>

**Stephen F. Austin State University**  
**College of Education - Office of Teacher Education**  
**Field Supervisor Visits to PBIC Intern**

PBIC Intern \_\_\_\_\_ School \_\_\_\_\_

Mentor Teacher \_\_\_\_\_ Grade Level \_\_\_\_\_

Field Supervisor \_\_\_\_\_ Semester/Year \_\_\_\_\_

<b>description</b>	<b>date</b>	<b>length</b>	<b>summary</b>
orientation			
Initial Contact: Within the first 3 weeks of assignment			
*First observation: (within the first 6 weeks of assignment)			
*Second observation			
*Third observation: Complete Field Experience/Clinical Practice Evaluation			
<b>End of first teaching semester</b>			
*Fourth Observation			
*Fifth Observation: Complete Field Experience/Clinical Practice Evaluation			

\*At least 45 minutes in duration (Texas Administrative Code: Rule 228.35)

Additional contacts (seminars, drop-in visits, phone or email communications, etc.)

<b>description</b>	<b>date</b>	<b>length</b>	<b>summary</b>



