

Texas A&M
University-
Texarkana

Handbook for Resident Semester



Teacher

Preparation

Program

2009-2010

HANDBOOK CONTENTS

Introduction	2
Mission of the Teacher Preparation Program and the Office of Field Experience	3
Participants	4
Code of Ethics for Texas Teachers	7
Requirements for Admission and Completion of Teacher Preparation Program	9
Roles and Responsibilities	
Resident	16
Mentor Teacher	18
University Liaison	19
ILT	20
Principal.....	21
Site Coordinator	22
Director of Office of Field Experiences.....	23
TPC	24
Documentation Notebook	25
Forms	
Resident Commitment Contract (Form 200)	26
Office of Field Experiences Admission Interview Form (Form 220)	28
Lesson Evaluation Report for Residents (Form 242)	29
Residency Completion Form (Form 250)	30
Proficiency Demonstration Form (Form 260)	31
Resident Data Form (Form 310)	35
ILT Discussion Log.....	36
Proficiencies for Teachers in Learner-Centered Schools.....	37

CENTERS FOR PROFESSIONAL DEVELOPMENT AND TECHNOLOGY

The Texas Legislature passed enabling legislation in 1991, which permitted the State Board of Education and the Higher Education Coordinating Board to establish procedures for institutions of higher education to develop Centers for Professional Development and Technology (CPDT). In September of 1992, the State Board of Education approved eight CPDT sites for initial funding. During the next three years, twenty-one additional Centers were approved. These Centers include at least 44 colleges and universities, several community colleges, regional education service centers, and many public school districts. This extensive enterprise, which has set the stage for long-term change in Texas, is unparalleled in education, for no other state has so forcefully committed itself to changing its educator preparation programs.

The CPDTs are collaborative alliances of university educator preparation units and other academic areas across campus, independent school districts, regional education service centers, businesses, the State Board for Educator Certification, and others concerned with education reform. The purpose of the CPDTs is to simultaneously reform university-based educator preparation programs and public elementary and secondary schools in order to improve the performance of students and educators at all levels.

A key factor that has allowed the CPDTs to restructure teacher education has been collaborative partnerships that ensure successful implementation. This collaboration, especially between public school and higher education personnel, encourages multiple perspectives on teacher education, from planning through implementation to evaluation. Furthermore, this level of collaboration represents a major systemic restructuring of the way teachers are prepared, thus providing reform that is vitally needed to improve teaching and learning at all levels of the education enterprise in Texas.

The CPDTs are implementing this reform by integrating innovative teaching practices and technology into the pre-service and in-service development of teachers and administrators; instruction is delivered through field-based models of teaching and learning. By moving the process from the university campus to the field setting of the public school classroom, educators are better able to meet the learning needs of Texas' culturally rich and diverse student population. This Texas CPDT initiative, therefore, links the success of teacher preparation programs to the success of elementary and secondary schools and students.

Texas CPDTs operate under the assumption that seamless professional development programs and comprehensive technical assistance are integral parts of restructuring. Rich professional development activities and technical assistance are provided for public schools and universities. The major themes of these activities are collaboration, technology, learner-centered instruction, and field-based programming.

Each CPDT is continually evaluated by the major stakeholders through such means as student performance data, parental and community perceptions, and cost analyses. This evaluation process reflects the commitment of the State and the CPDTs to systemic change and recognizes the critical importance of all constituencies in the improvement process.

State of Texas
CPDT Executive Committee

Note: In 2005, the CPDT at Texas A&M-Texarkana was renamed as the Office of Field Experiences in the Teacher Preparation Program.

MISSION OF THE TEACHER PREPARATION PROGRAM AND THE OFFICE OF FIELD EXPERIENCES

Vision Statement

The Texas A&M-Texarkana Teacher Preparation Program is a field-based teacher education program that collaborates with its public school partners by sharing research, professional innovations, and resources. Through this collaborative effort, the Office of Field Experiences recruits students into the profession, integrates teacher education into the high school experience, provides quality field-based experiences, a collaborative mentor program, and a support system for first-year teachers.

The Office of Field Experiences works collaboratively with school districts, assuring that all prospective teachers acquire the following proficiencies:

1. The teacher possesses and draws on a rich knowledge of content, pedagogy, and technology to provide relevant and meaningful experiences for all students.
2. To create a learner-centered community, the teacher collaboratively identifies needs, and plans, implements, and assesses instruction using technology and other resources.
3. The teacher responds appropriately to diverse groups of learners.
4. While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.
5. 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.

*Proficiencies taken from Learner-Centered Schools for Texas, Texas Education Agency, February 1994.

A&M-Texarkana reserves the right to change policies, procedures, rules, calendars, curriculum, degree requirements, and any other requirements affecting students. Changes will become effective whenever the appropriate authorities so determine and may apply to both prospective students and those already enrolled.

PARTICIPANTS

Texas A&M-**Texarkana**

Director of Field Experiences

Ms. Sara Langford

University Liaisons

Full-Time University Faculty

Dr. Elaine Beason
Ms. Kathy Coker
Dr. Janice Early
Dr. Callie Fortenberry
Dr. Teri Fowler
Dr. Jauquita Hargus
Ms. Vickie Higgins
Dr. William Laird
Dr. Barry Nutter
Dr. LuzMary Rincon
Dr. Judy Sander

Part-Time Liaisons

Ms. Donna Bird
Ms. Wanda Henry
Ms. Lynn Holloway
Ms. Sarah Johns
Ms. Kea Waldon
Ms. Shirley Williams

Teacher Certification Officer

Ms. Bonnie Johnson

The A&M-Texarkana Office of Field Experiences currently includes the following field-based sites as participants.

Atlanta ISD

Superintendent
Site Coordinator

Mr. Roger Hailey
Ms. Rosemary Neshyba

Chapel Hill ISD

Superintendent
Site Coordinator

Mr. Mark Lévesque
Mr. Brandon Dennard

Daingerfield ISD

Superintendent
Site Coordinator

Mr. Jim Boyle
Ms. Kay Handlin

Gilmer ISD

Superintendent
Site Coordinator

Mr. Rick Albritton
Ms. Sigrid Yates

Harts Bluff

Superintendent
Site Coordinator

Mr. Eddie Johnson
Mr. Carole Dickerson

Hooks ISD

Superintendent
Site Coordinator

Ms. Kathy Allen
Mrs. Tanda Jolley

Liberty Eylau ISD

Superintendent
Site Coordinator

Mr. Micah Lewis
Ms. Amy Carlton

Mt. Pleasant ISD

Superintendent
Site Coordinator

Mr. Terry Myers
Ms. Debbie Malone

Mt. Vernon ISD

Superintendent
Site Coordinator

Mr. Rick Flanagan
Mr. Tim Evans

New Boston ISD

Superintendent
Site Coordinator

Dr. Gary VanDeaver
Ms. Shiela Neal

Pewitt ISD

Superintendent
Site Coordinator

Dr. David Fitts
Ms. Sandra Brown

Pittsburg ISD

Superintendent
Site Coordinator

Ms. Judy Pollan
Ms. Donna Echols

Pleasant Grove ISD

Superintendent
Site Coordinator

Ms. Margaret Davis
Mr. Mark Roberts

Queen City ISD

Superintendent
Site Coordinator

Mr. Rob Barnwell
Ms. Gayle Miller

Texarkana ISD

Superintendent
Site Coordinators

Mr. James Henry Russell
Ms. Autumn Thomas
Ms. Skye Duckett

Hallsville Area Pilot Program

Hallsville ISD

Superintendent
Site Coordinator

Mr. Greg Wright
Ms. Kathy Newsome

Harleton ISD

Superintendent
Site Coordinator

Dr. Craig Coleman
Ms. Angel Johns

Kilgore ISD

Superintendent
Site Coordinator

Mr. Jerry Roberts
Ms. Chris Hancock

Longview ISD

Superintendent
Site Coordinator

Dr. J.D. Wilcox
Ms. Loretta Martin-Thompson

White Oak ISD

Superintendent
Site Coordinator

Mr. Michael Gilbert
Ms. Marsha Watson

CODE OF ETHICS

The Code of Ethics and Standard Practices of Texas Teachers is given for the guidance of student teachers. This Code was adopted by the Teacher's Professional Practices Commission on April 5, 1971, and revised March 30, 1988.

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 the interpretations of the Code shall be determined by the Professional Practices Commission.

The educator who conducts his affairs with conscientious concern will exemplify the highest standards of professional commitment.

Principle 1

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 organization and shall clearly distinguish those views from his personal attitudes and options.
2. The educator shall honestly account for all funds committed to his charge and shall conduct his financial business with integrity.
3. The educator shall not use institutional or professional privileges for personal or partisan advantage.
4. The educator shall continue professional growth.
5. The educator shall not offer any favor, service, or thing of value to obtain special advantage.
6. The educator shall not falsify records, or 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, or assign a position or a responsibility on the basis of professional qualification 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 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 Board for Educator Certification 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 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 the progress of each student toward realization of his potential as an effective citizen.

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.

I. OUTLINE OF REQUIREMENTS FOR ADMISSION TO AND COMPLETION OF THE TEXAS A&M UNIVERSITY-TEXARKANA TEACHER PREPARATION PROGRAM

First Semester at A&M-Texarkana

1. Texas Higher Education Assessment (THEA)
2. Teacher Preparation Orientation
3. Initial Meeting with Faculty Advisor
4. Course and Grade Requirements
(Prefer EC-4 students take Math 350 or 351, Ed 321 and Rdg 340 first semester)

Semester prior to Field-Based Semester

5. Complete Consent for Criminal Background Check and related paperwork
6. Interview with Site Based Coordinator Representative and Public School Representatives (usually in April and October on Fridays)

Next-to-Last Semester at A&M-Texarkana (Field-Based/Field Experience)

7. Register and take Field-Based Courses
8. Complete Field-Based hours in local ISD's

Last Semester at A&M-Texarkana (Residency)

9. Register and take Resident Semester Courses
10. Demonstration of Required Proficiencies (Form 260) and other requirements
11. ILT Recommendation for Grade and Certification (Form 250)
12. Application for Certification

(For details consult the following pages.)

II. REQUIREMENTS FOR ADMISSION TO AND COMPLETION OF THE A&M-TEXARKANA OFFICE OF TEACHER PREPARATION PROGRAM

1. Texas Higher Education Assessment (THEA)

Texas requires students to pass all sections of the THEA before they can enroll in professional development courses. In addition, A&M-Texarkana requires students to pass the THEA with a reading score of 240, a math score of 230 and a writing score of 220 or better before they are allowed to take education courses. The Teacher Certification Officer monitors compliance with this requirement.

2. Teacher Preparation Orientation

The Teacher Preparation Orientation is an informational meeting that students must attend during their first semester at A&M-Texarkana. Students submit a Teacher Preparation Program application, which they receive at the Teacher Preparation Orientation. Students cannot enter the Teacher Preparation Program until they submit this form. The Teacher Certification Officer monitors compliance with this rule.

Students receive the Schedule of Classes Form (104) for use in planning their schedules through resident teaching. Students should bring this form with them when they meet with their Faculty Advisor.

3. Initial Meeting with Faculty Advisor

In their first semester of enrollment, students must meet with their Faculty Advisors to discuss their education plans and to organize their course schedules to ensure that they have appropriate course loads during their field-based student semester. The Teacher Certification Officer informs students that they cannot be admitted to the Teacher Preparation Program until they meet with their faculty advisors. The white card, the Advisement Verification Card, must be signed at the time of registration. Those seeking EC-4 certification must continue to meet with their advisor each semester to discuss course scheduling. These meetings should be documented and take place prior to enrollment. A successful interview with the Teacher Education Admissions Committee is required of all students seeking certification in EC-4.

4. Course and Grade Requirements

a. Professional Development

For admission to the Teacher Preparation Program, students must complete an approved Human Growth & Development course, ED 321: Effective Teaching

and Evaluation, and SPED 410: Introduction to Individuals with Exceptionalities and achieve and maintain a 2.60 grade point average (no grade below a C.). Students seeking EC-4 certification must complete Ed 321, Rdg 340, Math 350 or Math 351 for admission to the Teacher Preparation Program. For retention in the Teacher Preparation Program, students must achieve and maintain a 2.60 grade point average in all subsequent education and special education courses. Education courses may not be repeated more than once. Students seeking secondary certification must achieve and maintain a 2.6 grade point average. Students seeking EC-4 must maintain 2.8 GPA in Professional Education courses.

b. Academic Specialization or Teaching Field

Students must have no grade below C and a GPA of 2.6 or above in their academic specialization or teaching field. Courses must be repeated, or additional courses must be taken until the required GPA is met.

c. Cumulative Grade Point Average

Students must have an overall GPA of 2.6 or above in all of their courses when they apply for admission to the Teacher Preparation Program. Courses must be repeated (education courses may be repeated only once), or additional courses must be taken until the required GPA is met.

The Teacher Certification Officer monitors compliance with these requirements.

5. Recommendations from Instructors

By the eighth week of the university's long semesters (third week of summer semesters), instructors evaluate, in their professional judgment, the students' potential for success in the Teacher Preparation Program. Grades are a factor, but are not the primary focus for this recommendation.

If the instructor notes that a student's success as a profession educator is questionable, then the following steps are followed:

- a. The Teacher Certification Officer notifies by memorandum the chair of the Student Review Committee.
- b. The chair of the Student Review Committee discusses the issue with the instructor and schedules an interview with the student and the Student Review Committee.
- c. The student meets with the Student Review Committee.

- d. After the meeting, the chair of the Student Review Committee provides written justification for one of the following: 1) the student continues to pursue education certification, 2) the student continues to pursue education certification under special conditions as defined by the Student Review Committee, or 3) the student does not continue to pursue education certification.
- e. If the recommendation is 2 or 3 above, then the chair of the Student Review Committee meets with the student and discusses the report. Both the chair of the Student Review Committee and the student sign the report and date their signatures.
- f. The chair of the Student Review Committee forwards one copy of the Student Referral Report Form (111) to the Teacher Certification Officer.

6. Admission to Field Experiences

a. Submission of Application to Teacher Certification Office

- 1) Students must **complete the Application for Field-Based and Resident Semesters online** the semester preceding the field-based semester. The deadlines are: **October 1** for the SPRING semester or **March 1** for the FALL semester.
- 2) Students must **print and deliver a Teaching Field Academic Reference Form** to the appropriate professor in their teaching field. The *professor* will be responsible for returning the application to the Teacher Certification Office.
- 3) Students must complete **the Application for Field-Based & Resident Semesters: Essay Form** in their own handwriting and return to the Office of Field Experiences.

b. The Teacher Certification Officer:

- 1) certifies which requirements have been met and which requirements have yet to be completed,
- 2) sends a list of students who have met all the requirements to the Office of Field Experiences, informing the Director of student's admission status,
- 3) forwards the Application for Field-Based & Resident Semesters to the Field Experiences Director.

c. The Director of Field Experiences creates a file for each student, which is then made available to the Faculty Advisor.

- d. EC-4 students will meet with their faculty advisor to review the file prior to the interview.
 - e. Interviews with the partnership school districts will take place during the semester *prior to* the Field-Based semester. The purpose of the Field-Based Interview is for Admission Interview Committees to select students for field-based observations on their campuses and to collect information for making appropriate Instructional Leadership Team (ILT) assignments. The districts will conduct Criminal Background Checks prior to the interviews using the signed forms provided by the field-based student.
7. The Director of Field Experiences collaborates with the site coordinators to schedule dates for the Admission Interviews.
- a. Site-based Office of Field Experiences Admission Interview Committees

University liaisons, mentor teachers, and school administrators compose the Admission Interview Committees.
 - b. Reporting

Field-Based Interview Committees complete an Interview Form for each student and submit it to the Office of Field Experiences, which notifies the students and forwards the results in writing to the Teacher Certification Officer. The Admission Interview Committee must provide a positive or negative recommendation for admission of residents to a partnership school district site. A negative recommendation must have written justifications.
 - c. Checking the Requirements

The Director of Field Experiences updates the files to include the Field-Based Interview results.
 - d. Students admitted and assigned

Following the interview, the student will be admitted and assigned to two mentor teachers (three for students seeking special education certification) on ISD campuses. The Field Experiences Director will inform the student of their placements by email and will recommend going to the campus to meet the mentor teachers before the semester begins. The students must create a schedule of their classroom visits to give to the mentors and the principals.

e. Students complete paperwork

Students will turn in documentation, lesson evaluation forms and other required paperwork to the instructors of ED486 and ED487 for EC-4, and ED434 and ED435 for secondary students.

f. Coursework

Students may take additional coursework during their field-based semester. EC-4 Certification seekers are limited to a maximum of 12 semester credit hours. (2 field-based and 2 additional courses.) SPED416 may be taken during the field-based semester with the understanding that additional classroom hours may be needed.

8. Approval for Residency

The Teacher Certification Officer reviews all requirements (such as changes in the grade point average) and submits the names of candidates to the Director of Field Experiences. Students transition smoothly into the next semester with the same mentor teachers unless notified of changes.

9. Resident Teaching Courses

Students enroll in the appropriate resident teaching courses. Resident teaching courses must be completed with a grade of S.

Students seeking certification in grades EC-4 enroll in:

ED 491 (6sh) Resident Teaching EC-4, SPED416 and SPED418

Students seeking certification in EC-4 and Special Education enroll in:

ED494 (3sh) and SPED475 (3sh), SPED416 and SPED418

Students seeking certification in grades 4-8 enroll in:

ED 492 (6sh) Resident Teaching 4-8 and SPED418

Students seeking certification in grades 8-12 enroll in:

ED 493 (6sh) Resident Teaching 8-12

10. Demonstration of Required Proficiencies

The Proficiency Demonstration Form (260) lists the proficiencies specified by the Texas State Board of Education. Residents must provide evidence that they have demonstrated all of the proficiencies to the ILT faculty members by the conclusion of the resident semester. After the last ILT meeting of the resident semester, the resident submits the completed Proficiency Demonstration Form (260), with appropriate signatures, to the liaison who turns the paperwork into the Director of Field Experiences.

11. ILT Recommendation for Grade and Certification

Based on their professional judgment, the Instructional Leadership Team completes the Residency Completion Form (250) and recommends the residents for a Satisfactory/Unsatisfactory grade and for teacher certification or not.

12. Taking the TExES

The State Board of Educator Certification has implemented a closed registration process for TExES exams. As a result, A&M-Texarkana is required to determine the eligibility of students who request a TExES application.

13. Application for Certification

The Texas State Board for Educator Certification has implemented an online application process for obtaining teaching certificates. When students have successfully completed their TExES exams and are in the process of completing their programs, they may log on to the SBEC Online web page, www.sbec.state.tx.us, click on the 'SBEC Online for Educators' button, and follow the directions to apply for certification.

A&M-Texarkana personnel will complete the required recommendation information online when **all** requirements are successfully completed.

Appeals

Students who want to appeal a **Teacher Preparation Program** requirement or a Director of Field Experiences' decision submit a letter to the Dean of the College of Arts & Sciences and Education, stating what they are appealing and the rationale for their appeal.

- a. If the Dean of the College of Arts & Sciences and Education upholds the student's appeal, then he/she takes appropriate action to redress the grievance.
- b. If the Dean of the College of Arts & Sciences and Education denies the student's appeal, then the student may pursue the appeal by following the university guidelines as published in the catalog.

III. ROLES AND RESPONSIBILITIES OF THE RESIDENT

The resident portion of the field-based teacher education program has been designed to provide students with opportunities to apply what they learned in the field-based student semester. While the focus in the field-based student semester is on knowledge and learning, the focus in the residency semester is on demonstration and application of skills. The resident's responsibilities include, but are not limited to, the following:

1. Enroll in the required course for residency (see page 14).
2. Adhere to the public school calendar. This may require beginning the residency before classes officially begin at the university. Residents will be required to attend the staff development days prior to the first day of class as well as the first day of class in the public school.
3. Work with mentor teachers in the classroom as part of an Instructional Leadership Team. Residents will adhere to the same daily and weekly schedule as the mentor teachers for a minimum of 75 days with three personal days allowed.
Procedure to follow if a resident will be absent:
 - (a) Call the school and inform the secretary you will be absent.
 - (b) Call the mentor teacher whose class you will be missing.
 - (c) Leave a message for your liaison explaining the reason for your absence.The school district will not compensate the resident during the residency.
4. Complete a minimum of two weeks (10 days) of successful full-time teaching for each placement. The ILT has the option of extending this requirement.
5. Prepare and teach a minimum of **two** lessons for each placement to be formally evaluated by the university liaison. Mentor teachers will formally evaluate at least **one** lesson per placement. Lessons will be evaluated using the Lesson Evaluation Report for Residents (Form 242).
6. The resident will be responsible for scheduling and preparing agendas for the ILT meetings. The ILT will meet a minimum of **four** times during the resident semester. These meetings will be distributed so that one meeting occurs during the first two-three weeks of each placement.
7. Submit a **weekly** report to the university liaison by e-mail. This report should include an overview of the week's activities, noting any progress or problems.
8. Never, under any circumstances, administer corporal punishment to a student.
9. Attend all required Resident seminars and workshops.
10. Complete an evaluation of the Teacher Preparation Program at the final Residents' Meeting.
11. Attend, as appropriate to your school district, extra-curricular activities, faculty meetings, parent conferences, in-service, and professional development opportunities.
12. Demonstrate all indicators of *the Proficiencies for Teachers in Learner-Centered Schools* as outlined by the State Board for Educator Certification. The record of these proficiencies will be kept by the resident using the Proficiency Demonstration Form (Form 260). This form must be complete before the ILT will acknowledge that the student has successfully completed the residency.

13. Serve as an unpaid substitute one day during each rotation for each mentor to have a Mentor Day Off. The mentor must request the day off as if he/she is requesting a personal day. Some districts still hire an official substitute, but the teacher is not to be docked for the day off as per the contract with the partnership districts. If the resident is employed, the mentor does not get this day off.
14. Help communicate information to Mentor Teachers concerning training and opportunities for teachers on their campuses.
15. Assume other responsibilities based upon ILT recommendations.

IV. ROLES AND RESPONSIBILITIES OF THE MENTOR TEACHER

The mentor teacher is a master teacher who takes on the responsibility of working with the university as part of an Instructional Leadership Team to mentor a student who is becoming a teacher. The mentor teacher's roles and responsibilities include, but are not limited to, the following:

1. Attend mentor education programs, when available.
2. Serve as a member of the Instructional Leadership Team consisting of at least a mentor teacher, a university liaison, and a resident. The ILT will meet a minimum of four times during the resident semester. These meetings will be distributed so that at least one meeting occurs during each classroom placement.
3. Maintain electronic contact with the university liaison assigned to the resident.
4. Set the pace for the resident semester according to the experience and aptitude of the student.
5. Guide the resident in observing, team teaching, teaching an increasing part of the day, and finally assuming full responsibility.
6. During the resident semester, insure that the ILT has agreed to all provisions for allowing the resident to teach a minimum of two full weeks in each rotation without the mentor teacher's constant presence.
7. Be readily available during the resident's full-time teaching should he/she need assistance.
8. Insure that the student never administers corporal punishment.
9. Provide specific information about class schedules and expectations.
10. Share materials as well as expertise.
11. Communicate with the resident and university liaison as needed.
12. Encourage independence in the resident.
13. Assess the progress of the resident and provide feedback continually.
14. During the resident semester, conduct at least one formal evaluation of a lesson using the Lesson Evaluation Report for Residents (Form 242). The evaluation should be discussed with the resident and the ILT. If the resident should receive at any time an unsatisfactory evaluation, a copy of the evaluation must immediately be sent to the university liaison.
15. Complete all paperwork required by the program as explained by the resident.

V. ROLES AND RESPONSIBILITIES OF THE UNIVERSITY LIAISON

The university liaison is a member of the university faculty who works with a resident and the mentor teachers at an assigned public school site. The primary role of the university liaison is to facilitate reflection and assessment activities for residents on an ILT, to assist mentor teachers in planning and coordinating assignments and activities with residents, to foster communication between the university and public school, and to assist the ILT in ways which enhance the learning of PreK - 12 students. The university liaison's responsibilities include, but are not limited to, the following:

1. Meet with the principal of the school for which the university liaison has primary responsibility before the end of the first week of the ISD school year.
2. On each visit to the school, check in and out with the school secretary.
3. Communicate on an ongoing basis with all mentor teachers on the campus and with the Director of Field Experiences.
4. Coordinate all Teacher Preparation Program activities on the campus.
5. Attend the resident orientation seminar.
6. Aid in orienting residents to their responsibilities at staff development sessions prior to the resident reporting to his/her ISD site.
7. Counsel with the resident and consult with the mentor teachers as needed.
8. Serve as an ombudsman for the student.
9. During the resident semester, make at least four classroom visits. These visits should include formal evaluations using the Lesson Evaluation Report for Residents (Form 242).
10. Schedule and attend at least four ILT meetings for each resident during the semester.
11. Meet with the ILTs to complete the Residency Completion Form (Form 250) for the purpose of assigning a grade for the resident semester and recommending the resident for certification for all residents assigned to the liaison's campuses.
12. Verify that residents have completed all required paperwork and submit copies of all paperwork to Office of Field Experiences.

VI. ROLES AND RESPONSIBILITIES OF THE ILT

The Instructional Leadership Team (ILT) is composed of mentor teachers from different grade levels or content areas, a resident, and a university liaison. The ILT coordinates and is the on-site decision-making body for the day-to-day activities of the student. The ILTs responsibilities include, but are not limited to, the following:

1. Facilitate communication among the members of the ILT so that the students in the classroom benefit from the activities in the program.
2. Meet to plan lessons, strategies to be used in lessons, the use of technology within the lessons, and assessment procedures related to the lessons.
3. Coordinate field-based and teaching schedules, duties, and experiences for residents. Schedule the rotation to best meet the needs of the mentor teachers and residents, providing that the residents spend approximately fifty percent of their time in each classroom placement.
4. Provide collaborative feedback and reflection for evaluation of residents.
5. Meet a minimum of four times during the semester. The meetings should be scheduled so that the first occurs near the beginning of the residency, and the last one towards the end of residency. At least one meeting must occur in each classroom placement. (The resident will be responsible for keeping notes and for all paperwork required for the meetings.)
6. Complete the Residency Completion Form (Form 250) at the end of the resident semester, which includes a) assigning the grade for the residency, and b) recommending that the university recommend the resident for certification.
7. Participate in the Teacher Preparation Collaborative Site, if available.

VII. ROLES AND RESPONSIBILITIES OF THE PRINCIPAL

The role of the principal in support of Instructional Leadership Teams at the building level is a key to the success of the Field-Based Experiences. Facilitating schedules and meeting times to enable ILTs to plan and to evaluate is imperative. Additional responsibilities include interacting with residents when possible and providing input to continuously improve the Teacher Preparation Program. The principal's roles and responsibilities include, but are not limited to, the following:

1. Provide adequate facilities and resources for ILT members.
2. Establish guidelines for using building facilities and resources for ILT members.
3. Provide encouragement and support for mentoring teachers.
4. Establish and maintain adequate channels of communication with all levels of participants.
5. Involve university partners in school events as appropriate.
6. Participate in Teacher Preparation Program activities, such as interviews, committee meetings and strategic planning retreats.
7. Provide release time for mentor teachers for planning with program participants and staff development.

VIII. ROLES AND RESPONSIBILITIES OF THE SITE COORDINATOR

The Site Coordinator at each ISD serves as the liaison between the Office of Field Experience and the ISD to coordinate activities and placements with mentor teachers. The Site Coordinator's duties include the following:

1. Share plans, strategies, and information that ISD's have developed.
2. Monitor the progress of residents in the district.
3. Work with the Director of Field Experiences in arranging mentor teacher training.
4. Assist in the coordination of schedules and calendars between the district and the university.
5. In the event of a problem with a resident's placement in the classroom, work with the Director of Field Experiences to resolve the problem or identify an alternate placement.
6. Attend all site coordinator committee meetings and Teacher Preparation Committee meetings. These are held on the third Thursday of the months of: September, October, February and March. The meetings are broadcast to Northeast Texas Community College so site coordinators may attend the meetings via TTVN if that is more convenient. A similar arrangement for the Hallsville area will be arranged, if possible.

IX. ROLES AND RESPONSIBILITIES OF THE DIRECTOR OF FIELD EXPERIENCES

The Dean of the College of Arts & Sciences and Education will recommend the appointment of the Director of the Office of Field Experiences at A&M-Texarkana. The Director will receive a two-course reduction in the Fall and Spring, and a one course reduction in the Summer to carry out the following responsibilities.

1. Act as a liaison between A&M-Texarkana and participating school districts.
2. Monitor the placements of residents.
3. Work with the Office of Degree Planning in planning and conducting the Education Seminar each semester.
4. Work with the ISDs to recruit new mentor teachers and arrange for the in-service training of mentor teachers.
5. Conduct meetings with university faculty and representatives working on ILTs as needed.
6. Arrange for interviews to be conducted with the ISDs.
7. Report the results and placements to the interviewee individually after the interview process.
8. Coordinate the administration of grants sought and received under the Teacher Preparation Program.
9. Work with accrediting agencies and the Texas Higher Education Coordinating Board to insure ongoing program certification.
10. Represent A&M-Texarkana at state and national Directors of Field Experiences meetings.
11. Admit students to the Field Experience Semester of the Teacher Preparation Program.

XI. ROLES AND RESPONSIBILITIES OF THE TEACHER PREPARATION COMMITTEE

The Teacher Preparation Committee is responsible for monitoring the teacher education program leading to initial certification. The Teacher Preparation Committee consists of the Director of Field Experiences, the Teacher Certification Officer, Site Coordinators from each partnership school district, and faculty representatives from the Department of Education and the Department of Arts & Sciences. There are three categories of TPC duties.

A. Duties dealing directly with students

The TPC will insure flexibility for Teacher Preparation Program students in the field-based component.

B. Duties dealing with general responsibilities

The TPC will:

1. recommend rules to the education faculty dealing with requirements and standards for admission, graduation, and dismissal of university students from the teacher education program.
2. recommend guidelines for effective Instructional Leadership Teams to the Dean.
3. establish and maintain written guidelines for students' rights and responsibilities that conform to the Texas Education Code.

C. Duties dealing with university matters

The TPC will:

1. recommend appropriate requirements leading to the certification of teachers and other professional educators.
2. adjudicate individual difficulties students have in meeting the residency requirement in the schools.

XII. Documentation Notebook

Each resident is required to begin compiling a documentation notebook containing all paperwork and forms that must be turned in to the university liaison at the final ILT meeting. Below is a list of requirements for when each should be completed.

RESIDENT SEMESTER

Lesson Evaluation Report for Residents (Form 242)

Completion date: Lesson Evaluation Report for Residents (Form 242) is to be used by mentor teachers and university liaisons during the resident semester. Copies of each completed form must be turned in to the liaison at the final ILT meeting.

Purpose: These forms are used to evaluate lessons using the criteria established by the State Board for Educator Certification in the *Proficiencies for Teachers*. During the resident semester, Form 242 will be used for the formal evaluation of lessons.

ILT Discussion Log (Form 340)

Completion date: This form will be used for every ILT meeting. Completed originals should be turned in to the university liaison at the final ILT meeting.

Purpose: This form is used to keep records of all ILT meetings. It is the resident's responsibility to conduct the meeting and to record the minutes of the meeting. At the end of each meeting, all participants must sign the form indicating they agree with its contents.

Proficiency Demonstration Form (Form 260)

Completion date: This form will be reviewed at each ILT meeting. The completed original should be turned in at the final ILT meeting of the resident semester to the university liaison.

Purpose: This form reflects the *Proficiencies for Teachers* as specified by the State Board for Educator Certification. It is the resident's responsibility to keep track of this form and to keep it up to date. Whenever a resident believes that he/she has demonstrated an indicator, it is the responsibility of the resident to bring that to the attention of the mentor teacher(s) and to document in writing on the form why they should receive the credit. If the mentor teacher(s) agrees, the mentor teacher(s) will initial the proficiency and indicate the date that the student demonstrated the proficiency.

Residency Completion Form (Form 250)

Completion date: The mentor teachers and university liaison complete this form at the final ILT meeting of the resident semester. The completed original should be turned in at the final ILT meeting to the university liaison.

Purpose: This form indicates the recommendation of the ILT and the status of the resident at the end of the resident semester.

Texas A&M University-Texarkana
Office of Field Experiences

200 RESIDENT COMMITMENT CONTRACT

I, the undersigned, understand that I have been accepted in the Resident program of the Teacher Preparation Program, a field-based teacher education program authorized by A&M-Texarkana, State Board for Educator Certification, and the Texas Higher Education Coordinating Board. I also understand that to participate in this program I must:

1. COMMIT that, during my Residency, I will adhere to the Code of Ethics and Standard Practices of Texas Teachers adopted by the Teacher's Professional Practices Commission on April 5, 1971 and revised March 30, 1988.
2. COMMIT full participation in the Teacher Preparation Program field-based program.
3. COMMIT that, during my Residency, I will be with my ILT in the classroom, in workshops and/or seminars all day Monday through Friday and will follow the time schedule of the ISD.
4. COMMIT to the understanding that, during my residency, I am not to receive compensation as a substitute except for extenuating circumstances and with the permission of my ILT, ISD, and A&M-Texarkana mentoring faculty.
5. COMMIT to maintaining all of the academic requirements of A&M-Texarkana relative to teacher education. I understand that, in order to be approved to begin my residency, I must (a) be approved by the A&M-Texarkana faculty in my department, and (b) meet the minimum requirement for acceptance to Residency: i.e., admission to teacher education; 2.6 GPA and no grades lower than C in my area of specialization, in all of my professional education courses and in all reading courses; and any other prerequisites to the student teaching program.
6. COMMIT to Professionalism. That is, I will exhibit the behaviors of a professional educator who is committed to teaching, to excellence, to the learners in the classroom, and to one's own personal and professional growth. These behaviors include but are not limited to: appropriate dress; completing assigned work on time and of the best possible quality; being prompt with appointments and other commitments; keeping agreements with ILT and A&M-Texarkana faculty; maintaining a positive attitude; demonstrating to others a true desire to be in the classroom, maintaining a high attendance record with minimal absences (A&M-Texarkana policy on excused absences will be followed-all other absences will be made up); soliciting constructive criticism and accepting it gracefully; and always being prepared.
7. COMMIT to full partnership with my Instructional Leadership Team, to seek their mentorship, to earn their respect, to participate with them in their required and voluntary duties and activities, to be a decision-maker with them, and to assist my ILT in their efforts to provide the best education to their learners.

8. COMMIT, from the first day of school, to shed my identity as a student and to begin an identity as a teacher. I commit to think like a teacher, not a student. I will think of myself as a beginning teacher, be an initiator in my classroom, always look for ways to help children learn whether I am in charge or not, continually seek information from my ILT members and A&M-Texarkana faculty, find out as much as I can about how teachers think and make decisions, and work from the beginning to become an excellent teacher.
9. COMMIT to self-learning and self-improvement, i.e., I will ask questions, seek information, be reflective, be open to criticism, keep my defenses down, learn to recognize and state my own strengths as well as weaknesses, and recognize that I will not suddenly be effective but that I will continually be in the process of “becoming” more and more effective.
10. COMMIT to the belief that all children can learn. I welcome the opportunity to learn to teach children of various diversities and handicapping conditions, and I believe that all participants in my program (including K-12 teachers, A&M-Texarkana faculty, Field-based students, Residents, and children) will be both teachers and learners.
11. COMMIT to the understanding that the program I am in is developmental, i.e. not static but evolving, changing, and improving, that it often requires evaluation and modification, that the roles of my professors and teachers may change from time to time, and that I will not only demonstrate flexibility but I will contribute information when I can that might help to improve the program.
12. COMMIT to follow the rules and regulations of the program, to participate in the evaluation of the program, and to provide information and data important to the evaluation process. I agree to be audio and/or video taped, to be photographed, to be interviewed, to participate in studies related to the education of teachers, and to have my good work exhibited to other professional educators.
13. COMMIT to membership in one of the professional teacher organizations.

Resident's Signature

Date

Texas A&M University-Texarkana
Office of Field Experiences

220 TEACHER PREPARATION PROGRAM ADMISSION INTERVIEW FORM

Student _____ Date _____

Teaching Field(s) _____

Accepted

Not accepted

Interview Team Comments:

Interview Team Placement Recommendations:

Interview Team Signatures:

242 LESSON EVALUATION REPORT FOR RESIDENTS

Resident _____ Evaluator _____ Time _____ Date _____
Mentor _____ Subject/Grade _____ Topic of Lesson _____ # of Students _____

Mark each indicator with the following: + Outstanding Adequate - improvement needed n/a Not applicable to the lesson

DOMAIN I Student Engagement

- _____ 1. Students are actively engaged in learning.
- _____ 2. Students are successful in learning.
- _____ 3. Student behaviors indicate learning is at a high cognitive level.
- _____ 4. Students are self-directed/self-initiated as appropriate to lesson objectives.
- _____ 5. Students are connecting learning to work and life applications, both within the discipline and with other disciplines.

DOMAIN III Assessment

- _____ 1. Academic progress is monitored and assessed.
- _____ 2. Assessment and feedback are aligned with goals, objectives, and strategies.
- _____ 3. Assessment strategies are appropriate.
- _____ 4. Student learning is reinforced.
- _____ 5. Students receive constructive feedback.
- _____ 6. Teacher provides opportunities for relearning and re-evaluation.

DOMAIN II Lesson Sequence

- _____ 1. Objectives include basic knowledge/skills as well as central themes.
- _____ 2. Content is learner-centered.
- _____ 3. Strategies promote critical thinking/problem solving.
- _____ 4. Strategies indicate motivational techniques.
- _____ 5. Strategies are aligned.
- _____ 6. Appropriate pace, sequencing and variety of activities.
- _____ 7. Value and importance of content is emphasized.
- _____ 8. Appropriate questioning and inquiry techniques are used.
- _____ 9. Available technology used appropriately and effectively.

DOMAIN IV Classroom Management

- _____ 1. Effectively implements discipline management.
- _____ 2. Establishes climate that promotes self-discipline and self-direction.
- _____ 3. Teacher interacts with students equitably.
- _____ 4. Teacher specifies expectations for behavior.
- _____ 5. Teacher intervenes and re-directs behavior.
- _____ 6. Teacher reinforces desired behavior.
- _____ 7. Teacher uses equitable instructional materials.
- _____ 8. Teacher effectively manages time and materials.

COMMENTS:

DOMAIN V Teaching Skills

- _____ 1. Appropriate/accurate written communication with students.
- _____ 2. Appropriate/accurate verbal and non-verbal communication with students.
- _____ 3. Encourages reluctant students.

Texas A&M University-Texarkana
Office of Field Experiences

250 RESIDENCY COMPLETION FORM

Resident _____ SSN _____

Undergraduate Degree Plan Graduate Deficiency

ILT Members _____, Liaison
_____, Mentor 1, grade level, _____
_____, Mentor 2, grade level _____
_____, Mentor 3 (if applicable) grade _____
_____, Administrative Designee (if applicable)

School District _____

Why the student receives a passing grade:

Why the student does NOT receive a passing grade:

ILT Recommendation for passing grade in Residency Yes No

Student is recommended for certification Yes No

Mentor Teacher

Resident

Mentor Teacher

University Liaison

Mentor Teacher (if applicable)

Date

Texas A&M University-Texarkana
Office of Field Experiences

260 PROFICIENCY DEMONSTRATION FORM

Resident _____ School Year _____

Subject(s)/Grade Level(s) _____ District _____

ILT Members _____

Directions: The resident should document how each proficiency was demonstrated. The mentor teacher should record the date this proficiency was demonstrated, observed, or verified and initial it. This form serves as a final checklist to demonstrate growth.

LEARNER-CENTERED KNOWLEDGE

The teacher possesses and draws on a rich knowledge base of content, pedagogy and technology to provide relevant and meaningful learning experiences for all students.

<u>Date</u>	<u>Mentor Initial</u>	
_____	_____	1. Demonstrates effective observation skill _____ _____
_____	_____	2. Exhibits strong working knowledge of subject matter _____ _____
_____	_____	3. Presents information accurately and clearly _____ _____
_____	_____	4. Collaborates and shares knowledge with peers _____ _____
_____	_____	5. Organizes topics for practical application _____ _____
_____	_____	6. Integrates other disciplines to develop multiple perspectives _____ _____
_____	_____	7. Demonstrates knowledge of instructional strategies _____ _____
_____	_____	8. Maximizes time available for instruction _____ _____
_____	_____	9. Integrates technological resources into instruction _____ _____

LEARNER-CENTERED INSTRUCTION

To create a learner-centered community, the teacher collaboratively identifies needs and plans, implements and assesses instructions using technology and other resources.

<u>Date</u>	<u>Mentor Initial</u>	
_____	_____	1. Models and encourages respectful behavior _____ _____

- _____ 2. Promotes and models appreciation of learning as a lifelong process _____
- _____ 3. Encourages self-directed learning at appropriate levels _____
- _____ 4. Links new ideas to familiar ideas _____
- _____ 5. Provides opportunities for problem-solving and reflection _____
- _____ 6. Guides learners in meaningful self-assessment through discussion, journals, etc. _____
- _____ 7. Makes instruction relevant to student experiences _____
- _____ 8. Varies modes of instruction and strategies _____
- _____ 9. Engages all students in critical and creative thinking _____
- _____ 10. Adapts instruction to emerging needs (developmentally appropriate, teachable moment) _____
- _____ 11. Uses assessment as a tool to guide learning _____
- _____ 12. Plans effective instruction for individuals and groups _____
- _____ 13. Utilizes appropriate pace, materials, technology, activities and space _____
- _____ 14. Manages time effectively _____
- _____ 15. Has appropriate materials ready _____
- _____ 16. Consistently and fairly utilizes discipline plan _____
- _____ 17. Identifies and redirects off-task behavior _____
- _____ 18. Reinforces desired behavior _____
- _____ 19. Integrates technology to enhance instruction _____
- _____ 20. Demonstrates ability to effectively teach individuals and groups _____

EQUITY IN EXCELLENCE FOR ALL LEARNERS

The teacher responds appropriately to diverse groups of learners.

	<u>Mentor</u>	
<u>Date</u>	<u>Initial</u>	
_____	_____	1. Promotes development of positive self-concepts _____ _____
_____	_____	2. Fosters climate of respect/acceptance of other's ideas _____ _____
_____	_____	3. Maintains a supportive environment _____ _____
_____	_____	4. Designs and integrates learning experiences that respect student needs _____ _____
_____	_____	5. Applies or links curriculum content to learners' prior knowledge _____ _____
_____	_____	6. Models and enables students to use all learning styles _____ _____
_____	_____	7. Establishes climate in which learners work collaboratively _____ _____
_____	_____	8. Demonstrates an understanding of and sensitivity to students _____ _____

LEARNER-CENTERED COMMUNICATION

While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.

	<u>Mentor</u>	
<u>Date</u>	<u>Initial</u>	
_____	_____	1. Establishes climate which supports risk taking and/or innovative problem solving _____ _____
_____	_____	2. Demonstrates effective verbal communication skills _____ _____
_____	_____	3. Demonstrates effective nonverbal communication skills _____ _____
_____	_____	4. Incorporates questioning techniques that elicit multiple-level thinking _____ _____
_____	_____	5. Uses technology for building communication skills _____ _____
_____	_____	6. Communicates effectively as an advocate for each learner _____ _____
_____	_____	7. Uses correct grammar in writing and speaking _____ _____

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.

<u>Date</u>	<u>Mentor Initial</u>	
_____	_____	1. Exhibits high standards of professional dress and demeanor _____ _____
_____	_____	2. Models punctuality and reliability _____ _____
_____	_____	3. Uses school services and community resources _____ _____
_____	_____	4. Knows and respects laws/guidelines for teacher responsibilities and student rights _____ _____
_____	_____	5. Makes decisions based on ethical principles _____ _____
_____	_____	6. Develops positive, productive relationships with colleagues _____ _____
_____	_____	7. Makes use of collaborative process to plan instruction, utilize materials and resources _____ _____
_____	_____	8. Participates in collaborative decision making and/or problem solving _____ _____
_____	_____	9. Seeks continual professional growth and uses reflective analysis in self-evaluation _____ _____
_____	_____	10. Uses technology to engage in professional development opportunities _____ _____
_____	_____	11. Assumes and performs duties and responsibilities/takes initiative _____ _____

COMMENTS:

Mentor Teacher

Mentor Teacher

University Liaison

Resident

Texas A&M University-Texarkana
Office of Field Experiences

310 RESIDENT DATA FORM

Last Name	First Name	MI	Date
-----------	------------	----	------

Address	City	State	Zip	Home Phone
---------	------	-------	-----	------------

Email Address	Work Phone	Cell Phone
---------------	------------	------------

Mentor Teacher	(First Placement)	School	Grade
----------------	-------------------	--------	-------

Mentor Teacher (Second Placement)	School	Grade
-----------------------------------	--------	-------

Mentor Teacher (Third Placement)*	School	Grade
-----------------------------------	--------	-------

*For Residents seeking Special Ed certification

Current Class Schedule:

Public School Schedule (time): Monday-Friday

Work Schedule (if applicable):

Other Commitments:

Please list anything else you would like for your liaison to know about you or this semester:

340 ILT DISCUSSION LOG

Resident _____ Date _____
(A copy of this form should be given to each ILT member.)

Topics:

- Introductions and welcome
- Reflections on teaching activities
- Discuss strengths and areas of improvement
- Discuss progress on Form 260
- Schedule and plan evaluations
- Mentor questions and comments
- Resident questions and comments
- Liaison questions and comments
- Set date and place for next ILT meeting, if possible
- Other:

Closing comments:

Plan of Action:

ILT Signatures:

Mentor Administrative Designee (if applicable)

Mentor Liaison

Mentor Resident

PROFICIENCIES FOR TEACHERS IN LEARNER-CENTERED SCHOOLS

ADOPTED BY THE
TEXAS STATE BOARD OF EDUCATION
SPRING 1994

LEARNER-CENTERED KNOWLEDGE

The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.

The teacher exhibits a strong working knowledge of subject matter and enables students to better understand patterns of thinking specific to a discipline. The teacher stays abreast of current knowledge and practice within the content area, related to disciplines, and technology; participates in professional development activities; and collaborates with other professionals. Moreover, the teacher contributes to the knowledge base and understands the pedagogy of the discipline.

As the teacher guides learners to construct knowledge through experiences, they learn about relationships among and within the central themes of various disciplines while also learning how to learn. Recognizing the dynamic nature of knowledge, the teacher selects and organizes topics so students make clear connections between what is taught in the classroom and what they experience outside the classroom. As students probe these relationships, the teacher encourages discussion in which both the teacher's and the students' opinions are valued. To further develop multiple perspectives, the teacher integrates other disciplines, learners' interests, and technological resources so that learners consider the central themes of the subject matter from as many different cultural and intellectual viewpoints as possible.

Possible Indicators:

- 1. Demonstrates effective observation skill.*
- 2. Exhibits strong working knowledge of subject matter.*
- 3. Presents information accurately and clearly.*
- 4. Collaborates and shares knowledge with peers.*
- 5. Organizes topics for practical application.*
- 6. Integrates other disciplines to develop multiple perspectives.*
- 7. Demonstrates knowledge of instructional strategies.*
- 8. Maximizes time available for instruction.*
- 9. Integrates technological resources into instruction.*

LEARNER-CENTERED INSTRUCTION

To create a learner centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.

The teacher is a leader of a learner-centered community, in which an atmosphere of trust and openness produces a stimulating exchange of ideas and mutual respect. The teacher is a critical thinker and problem solver who plays a variety of roles when teaching. As a coach, the teacher observes, evaluates, and changes directions and strategies whenever necessary. As a facilitator, the teacher helps students link ideas in the content area to familiar ideas, to prior experiences, and to relevant problems. As a manager, the teacher effectively acquires, allocates, and conserves resources. By encouraging self-directed learning and by modeling respectful behavior, the teacher effectively manages the learning environment so that optimal learning occurs.

Assessment is used to guide the learner community. By using assessment as an integral part of instruction, the teacher responds to the needs of all learners. In addition, the teacher guides learners to develop personally meaningful forms of self-assessment.

The teacher selects materials, technology, activities, and space that are developmentally appropriate and designed to engage interest in learning. As a result, learners work independently and cooperatively in a positive and stimulating climate fueled by self-discipline and motivation.

Although the teacher has a vision for the destination of learning, students set individual goals and plan how to reach the destination. As a result, they take responsibility for their own learning, develop a sense of the importance of learning for understanding, and begin to understand themselves as learners. The teacher's plans integrate learning experiences and various forms of assessment that take into consideration the unique characteristics of the learner community. The teacher shares responsibility for the results of this process with all members of the learning community.

Together, learners and teachers take risks in trying out innovative ideas for learning. To facilitate learning, the teacher encourages various types of learners to shape their own learning through active engagement, manipulation, and examination of ideas and materials. Critical thinking, creativity, and problem solving spark further learning. Consequently, there is an appreciation of learning as a lifelong process that builds a greater understanding of the world and a feeling of responsibility toward it.

Possible Indicators:

- 1. Models and encourages respectful behavior.*
- 2. Promotes and models appreciation of learning as a lifelong process.*
- 3. Encourages self-directed learning at appropriate levels.*
- 4. Links new ideas to familiar ideas.*
- 5. Provides opportunities for problem-solving and reflection.*
- 6. Guides learners in meaningful self-assessment through discussion, journals, etc.*
- 7. Makes instruction relevant to student experiences.*
- 8. Varies modes of instruction and strategies.*
- 9. Engages all students in critical and creative thinking.*

10. *Adapts instruction to emerging needs (developmentally appropriate, teachable moment).*
11. *Uses assessment as a tool to guide learning.*
12. *Plans effective instruction for individuals and groups.*
13. *Utilizes appropriate pace, materials, technology, activities and space.*
14. *Manages time effectively.*
15. *Appropriate materials ready.*
16. *Consistently and fairly utilizes discipline plan.*
17. *Identifies and redirects off-task behavior.*
18. *Reinforces desired behavior.*
19. *Integrates technology to enhance instruction.*
20. *Demonstrates ability to effectively teach individuals and groups.*

EQUITY IN EXCELLENCE FOR ALL LEARNERS

The teacher responds appropriately to diverse groups of learners.

The teacher not only respects and is sensitive to all learners but also encourages the use of all their skills and talents. As the facilitator of learning, the teacher models and encourages appreciation for students' cultural heritage, unique endowments, learning styles, interests, and needs. The teacher also designs learning experiences that show consideration for these student characteristics.

Because the teacher views differences as opportunities for learning, cross-cultural experiences are an integral part of the learner-centered community. In addition, the teacher establishes a relationship between curriculum and community cultures. While making this connection, the teacher and students explore attitudes that foster unity. As a result, the teacher creates an environment in which learners work cooperatively and purposefully using a variety of resources to understand themselves, their immediate community, and the global society in which they live.

Possible Indicators:

1. *Promotes development of positive self- concepts.*
2. *Fosters climate of respect/acceptance of other's ideas.*
3. *Maintains a supportive environment.*
4. *Designs and integrates learning experiences that respect student needs.*
5. *Applies or links curriculum content to learners' prior knowledge.*
6. *Models and enables students to use all learning styles.*
7. *Establishes climate in which learners work collaboratively.*
8. *Demonstrates an understanding of and sensitivity to students.*

LEARNER-CENTERED COMMUNICATION

While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.

As a leader, the teacher communicates the mission of the school with learners, professionals, families, and community members. With colleagues, the teacher works to create an environment in which taking risks, sharing new ideas and innovative problem solving are supported and encouraged. With citizens, the teacher works to establish strong and positive ties between the school and the community.

Because the teacher is a compelling communicator, students begin to appreciate the importance of expressing their views clearly. The teacher uses verbal, nonverbal, and media techniques so that students explore ideas collaboratively, pose questions, and support one another in their learning. The teacher and students listen, speak, read, and write in a variety of contexts; give multimedia and artistic presentations; and use technology as a resource for building communication skills. The teacher incorporates techniques of inquiry that enable students to use different levels of thinking.

The teacher also communicates effectively as an advocate for each learner. The teacher is sensitive to concerns that affect learners and takes advantage of community strengths and resources for the learners' welfare.

Possible Indicators:

1. *Establishes climate which supports risk taking and/or innovative problem*
2. *Demonstrates effective verbal communication skills*
3. *demonstrates effective nonverbal communication skills.*
4. *Incorporates questioning techniques that elicit multiple-level thinking.*
5. *Uses technology for building communication skills.*
6. *Communicates effectively as an advocate for each learner.*
7. *Uses correct grammar in writing and speaking.*

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.

As a learner, the teacher works within a framework of clearly defined professional goals to plan for and profit from a wide variety of relevant learning opportunities. The teacher develops an identity as a professional, interacts effectively with colleagues, and takes a role in setting standards for teacher accountability. In addition, the teacher uses technological and other resources to facilitate continual professional growth.

To strengthen the effectiveness and quality of teaching, the teacher actively engages in an exchange of ideas with colleagues, observes peers, and encourages feedback from learners to establish a successful learning community. As a member of a

collaborative team, the teacher identifies and uses group processes to make decisions and solve problems.

The teacher exhibits the highest of professionalism and bases daily decisions on ethical principles. To support the needs of learners, the teacher knows and uses community resources, school services, and laws relating to teacher responsibilities and student rights. Through these activities, the teacher contributes to the improvement of comprehensive educational programs as well as programs within specific disciplines.

Possible Indicators:

1. *Exhibits high standards of professional dress and demeanor.*
2. *Models punctuality and reliability.*
3. *Uses school services and community resources.*
4. *Knows and respects laws/guidelines for teacher responsibilities and student rights.*
5. *Makes decisions based on ethical principles.*
6. *Develops positive, productive relationships with colleagues.*
7. *Makes use of collaborative process to plan instruction, utilize materials and resources.*
8. *Participates in collaborative decision making and/or problem-solving.*
9. *Seeks continual professional growth and uses reflective analysis in self-*
10. *Uses technology to engage in professional development opportunities.*
11. *Assumes and performs duties and responsibilities/takes initiative.*