

2023-2025 WILEY COLLEGE

# School of Education Handbook



## Table of Contents

Preface	4
A Message from the Dean of Education	5
Vision and Mission of the College of Education	6
Texas Educator Standards Link	8
Texas Educator Code of Ethics Link	8
Benchmark I: <i>Preparation</i> for Teacher Candidacy Statement of Professional Behavior	9
Benchmark II: The Teacher Candidate	10
Admission Process into the Educator Preparation Program (EPP)	
Admission Status and Teacher Advancement	11
Criteria for Admission to and Retention to Student/Clinical Teaching	12
Liability Insurance	13
Policies Pertaining to Field Experience	14
Guidelines for Field Experience Cooperating Teachers	15
Guidelines for Field Experience Mentors (Wiley Faculty)	16
Background Check and Fingerprinting Statement	17
Benchmark III: Policies Pertaining to Student/Clinical Teaching	18
Placement of Student Teachers	18
Full-Time Student/Clinical Teaching Assignment	18
Removal from Student/Clinical Teaching Assignment	20
Due Process of Student Teachers	20
Student/Clinical Teaching Candidates Responsibilities	21
Director of Clinical Teaching (Field Supervisor) Responsibilities	24
Benchmark Checklist	25
Student Teaching Sequence and Timeline	27
Appendices	30

## Appendices

Educator Preparation Program (EPP) Forms	
Application Process Checklist	
Admission to the Educator Preparation Program Checklist	30-31
Educator Preparation Program (EPP) Application	33-34
FERPA Consent Form	35
Pre-Admission Benchmark Assessments	36
EPP Reading Assessment	37
EPP Reading Assessment Rubric	38
Admission to the EPP Assessment Rubric	39-42
Full Admission to EPP Letter	43
Denied Admission to EPP Letter	44
Professional Disposition Form	45-46
Background and Fingerprinting Form	47-48
Field Experience Forms	
Field Experience Tracking Form	49
Letter to Cooperating Teacher	50
Field Experience Timesheet Log	51
Field Experience Task List Assignments	52-54
Field Experience Performance Assessment (Evaluation Form)	55
Field Experience Performance Assessment (Lesson Plan Observation)	56-57
Student Teaching Forms	
Letter to Cooperating Teacher from the Dean	58
Letter to Parents on Effective Impact on Student Learning Project	59-60
Student Teaching Timesheet Log	61
Lesson Plan Template	62-63
Lesson Plan Rubric	64-65
Cooperating Teacher Discussion Form	66-68
Field Supervisor Discussion Form	69-70
Effective Impact on Student Learning Project	71-81
Student Teaching Portfolio	82-87
Student Teaching Performance Assessment	88-90
Final Evaluation of Student/Clinical Teacher	91
Final Evaluation of Cooperating Teacher	92

## Preface

Wiley College Educator Preparation Program (EPP) handbook is designed to guide students pursuing certification in any of the teaching fields offered. It serves as the operational handbook for the School of Education faculty and personnel from the coordinating/mentor schools that accept Wiley students as interns. Program requirements are based on adopted rules of the Texas Education Codes and Texas Administrative Codes for Educator Certification.

No document can cover every possible situation that may occur during the Educator Preparation Program (EPP). However, this handbook does provide the general parameters within which the EPP functions. This handbook's provisions constitute a contract, expressed or implied, between a student and Wiley College.

Students and related personnel are informed that the College publishes many handbooks/manuals guiding the daily operations of individual divisions, departments, or units. Should there appear to be an apparent conflict between the policies and procedures in this document and those in the College Academic Catalog, the Wiley College Academic Catalog will supersede.

In accordance with TEA rule change, Wiley College reserves the right to alter or amend the terms of this handbook. The further college reserves the right to correct errors that may have occurred in the printing or posting of this document.

## Hello Wildcats and welcome to Wiley College's School of Education and Sciences!



It is my honor to serve in this place of active learners where students go forth inspired. The excitement and anticipation of a new academic year is profound. In the face of much uncertainty and challenges, there is no doubt that this is a challenging, yet; amazing time to consider becoming a teacher. The School of Education and Sciences is one of two academic areas at Wiley College and comprised of five academic departments: Early Childhood Education, Music Education, Physical Education and Health, Interdisciplinary Studies, and Biology.

Every occupation begins with a great teacher. In the education department, the primary goal of the unit is to prepare high quality, caring, committed, and culturally responsive teachers. The educator preparation program (EPP) includes majors in Early Childhood Education, Music Education, and Physical Education and Health. Our goal is to design learning experiences that are real-world focused, application-based, and individually meaningful. We pride ourselves on developing educators who are highly competent and prepared to help serve as change-agents in the field of education.

The School of Education is intentional and committed to preparing teacher candidates who are:

1. Reflective and proficient in assessing their actions and decisions in the learning process.
2. Active learners who engage in critical thinking.
3. Able to use their understanding of pedagogical, professional, and content knowledge to support student learning; and
4. Highly capable of fostering relationships with school colleagues, parents, and the community to holistically encourage student growth and development.

By joining the Wildcat family, you'll join an institution of compassionate and enthusiastic professionals from diverse backgrounds dedicated to the continued academic and professional growth of our students. From the classroom to clinical settings, you'll obtain the pedagogical and personal skills required to provide a meaningful education.

I hope to meet each of you as the year advances. On behalf of the faculty and staff in the School of Education, good luck!

Warmest Regards,

*JoAnn Scales*

JoAnn N. Scales, Ed.D.  
Vice-President of Academic Affairs & Strategic Retention  
Dean, School of Education and Sciences  
Assistant Professor

### *School of Education's Mission Statement*

The School of Education and Sciences prepares highly competent, capable, and caring effective and efficient educators to meet the needs of students in diverse environments within the State of Texas and beyond. By linking theory, scholarship, and engaging innovative strategies, our students graduate ready to embark on their lifelong journeys in the field of study.

### *School of Education's Vision Statement*

Graduates of the School of Education and Sciences embodies the dispositions and professionalism resulting from a 15-year strategic plan comprised of intensive, guided pathways and curricular enhancements designed to ensure students are fully certified and employable. Our "career pathways" framework provides extensive co-curricular and technology-related experiences to prepare students for dynamic future classrooms or field of study.

Students enrolled in our Educator Preparation Program will learn practical, effective ways to integrate technology resources and technology-based methods. Upon completion, students will design and produce interactive, internet-based lessons that incorporate Technology Applications of Texas Essential Knowledge and Skills (TEKS). In addition, students will demonstrate mastery of accessibility standards and Universal Design for Learning (UDL), and they will demonstrate proficiency in digital literacy

### *Overview of Institution*

Wiley College, founded in 1873 in Marshall, Texas, is a historically black, primarily liberal arts, residential, coeducational, baccalaureate degree-granting institution affiliated with The United Methodist Church.

Committed to the principle of educational access, the College serves traditional and nontraditional students from diverse backgrounds who have expressed a desire and potential for learning in a Christian environment. The College, in fulfilling its primary purpose of providing a liberal arts education with a global focus, endeavors to provide an intellectually stimulating environment, promoting students' competencies in communication as well as critical and analytical thinking. The College also supports spiritual, ethical, moral, and leadership development. To achieve these superordinate goals, the College promotes an atmosphere of academic freedom and employs a faculty committed to excellence and innovation in teaching, advising, and scholarship. The faculty provides a rigorous curriculum for preparing graduates for professional or graduate students and productive careers in traditional and emerging career fields.

Wiley College is committed to shared governance and exemplary stewardship of its resources. The College employs innovative techniques and strategic planning for all its clientele. Acknowledging its covenant relationship with The United method Church, the College affirms the ideal of social responsibility and seeks to contribute to the welfare and revitalization of its community (Approved by the Wiley College Board of Trustees July 15, 2011).

### *Overview of the School*

The mission of the School of Education is to prepare candidates for meaningful careers in the field of education. Building upon a solid liberal arts foundation, The Educator Preparation Program (EPP) assists teacher candidates in developing the knowledge, skills, and dispositions necessary to become competent, effective, and caring teachers in an ever-changing society. Candidates are prepared to become reflective practitioners who are lifelong learners.

The School of Education supports and fulfills the College's mission to provide effective academic programs that prepare future teacher leaders to positively impact the students they serve. This mission, grounded in a solid Christian foundation, reflects the belief that teaching prepares a knowledgeable, engaged, and diverse citizenry to continue to build communities in the truest sense, enhanced through the appropriate use of technology in all its facets. The faculty in the EPP is committed to preparing professional educators who become reflective practitioners through:

- Developing content knowledge, pedagogical skills, and professional dispositions leads to effective teaching.
- Implementing defensible instructional decisions and technology applications.
- Embracing active, engaged student-centered learning.
- Teaching is culturally relevant and responsive to the ever-changing developmental and educational needs of diverse students, families, and society in partnership with schools and communities.

The mission is realized for all candidates through the attainment of twelve common goals aligned with the Texas Education Agency Standards for Teachers and Interstate Teacher Assessment and Support Consortium (InTASC) standards. At the same time, the EPP meets the Council for Accreditation for Educator Preparation (CAEP) program standards. The educator preparation Program has established various subject-specific certifications to assist candidates to:

- Develop an understanding of the subject matter areas, create meaningful learning experiences on this knowledge, and master/pass the Texas Examinations of Educator Standards (TEXES).
- Prepare teacher candidates with a foundation for successful study at the graduate level.
- Develop an understanding of students' cognitive, social, physical, and emotional development and create learning opportunities that support student academic development.
- Recognize and value student diversity and the differences in how students learn and provide instruction to accommodate such diversity.
- Develop instructional plans based on students' needs, curricular goals and models, subject matter, and community.
- Develop pedagogical knowledge and skills and use this expertise to encourage students to develop critical thinking and problem-solving skills.
- Create a classroom environment that facilitates learning and a climate that encourages fairness, positive social interactions, active learning, and self-motivation.
- Develop effective verbal, non-verbal, written, technological, and media communication skills to support and enhance student learning.
- Understand the role of assessment and formal and informal assessment strategies to evaluate student learning.
- Develop skills necessary for self-reflection and use this knowledge to analyze past experiences and pursue professional development opportunities.
- Collaborate with students, candidates, parents, community members, and professional colleagues to support student learning and development.
- Demonstrate a sense of caring.

The State Board for Educator Certification, in conjunction with the Texas Higher Education Coordinating Board, revised the rules governing educator preparation programs. As determined by the State Board for Educator Certification and the Texas Higher Education Coordinating Board, the traditional system, which called for a prescribed schedule of required classes and semester hours, has been replaced with a standards-based teacher preparation system. The latter is based upon identifying the essential knowledge and skills needed for a beginning teacher in Texas and using this knowledge base to build the teacher preparation program. Wiley College has aligned courses with the Texas Essential Knowledge and skills and the Texas Examinations for Educator Standards (TExES) to support these programmatic changes.

The School of Education requires that all Education majors carefully monitor their program of students due to ongoing curricular changes required by the Texas Education Agency (TEA). Due to changes made by the State Board of Educator Certification (SBEC), in conjunction with the Texas Higher Education Coordinating Board (THECB), Education major students may be required to complete additional curricular requirements (when necessary) to obtain their teacher certification. It will also allow candidates to provide credible evidence of their ability to facilitate learning as they meet the Texas Essential Knowledge and Skills (TEKS) and all related Wiley General Education Competencies (GECs)

**Source Note:** Chapter 149. Commissioner’s Rules Concerning Educator Standards Subchapter AA. Teacher Standards [Rule 149-Texas Educator Standards used to develop teacher candidates](#)

**Source Note:** The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242 [CH 247-Educators' Code of Ethics](#)



## **Benchmark I:** Preparation for Candidacy

High school graduates who desire to become teachers through this program at Wiley College must, like all other students, meet the general admission requirements of the College and enter as a freshman and become recognized as an education major. In addition to the courses required of all freshman and sophomores, education majors during those first two years must meet the qualifying requirement for admission to the EPP by the end of the sophomore year.

### *Organizations, Clubs, Societies*

Education majors are encouraged to join the campus Teacher Education Club. Additionally, students may sign up for an account at Region 7 Education Service Center (ESC 7). The ESC organization offers high-caliber professional development opportunities for its members through interactive sessions on diverse topics. Membership in at least one additional educator association is required (see **Admission Policies to the Educator Preparation Program**). The Pi Lambda Theta Honor Society is also available for students who qualify.

### *Release of Student Records*

Based on Family Educational Rights and Privacy Act (FERPA) laws, all candidates will be presented with the option to sign off on the FERPA form. Candidates may have completed this during registration or orientation. This signature allows faculty to talk with and discuss various issues with candidate's parents and potential employers. Until this form is signed, faculty are not allowed to discuss any aspects of a candidate's academic record.

### *Statement of Professional Behavior*

Appropriate professional behavior is expected of all Education majors. Teacher candidate professionalism in the Education Department must be of the highest standards. Included within the realm of professionalism is the ability to interact appropriately with other students and the professor in class and online. Confidentiality of K-12 student records is also of the utmost concern. Unprofessional behaviors (including inappropriate behavior regarding confidentiality) will be addressed by the Education faculty and may result in a decreased letter grade in the course in which the behavior is displayed.

### *The School of Education Attendance Policy*

Attendance is mandatory. Teaching strategies and activities will be integrated into the class schedule; therefore, all Education majors must attend class. Additionally, all Education majors are expected to actively participate in each class session. Attendance in every class session, arriving on time and being prepared are among the Wiley College School of Education's desired dispositions for future teachers. The term "class session" includes field experience weeks, online courses, and online weeks in blended/hybrid courses. If the student is absent more than three class sessions without an excuse or is tardy more than three times, a note will be placed in the student's permanent EPP file citing the disposition of poor attendance or chronic tardiness; a copy of this documentation will be given to the students who has the right to respond in writing. Each student will be allowed one absence per class credit hour. Every subsequent unexcused absence will reduce a letter grade per absence. *For example, a student taking a three (3) hour class who has a "B" average and has been absent four times will now have a "C", or the student administratively withdrawn.*

Those taking a night class will be allowed one unexcused absence with every subsequent absence resulting in a reduction of a letter grade per absence. Those taking a class that only meets once a week will be allowed one unexcused absence with every subsequent absence resulting in a reduction of a letter grade per absence. Three tardies equal one absence.

Absences due to participation in Wiley College sports events will be excused, but student athletes are responsible for all in-class notes, discussions, and assignments. Wiley College student athletes are responsible for providing instructors with a game schedule. Students who have problems with absence or completing assignments should contact the professor immediately. *See the Wiley College academic catalog for Further description of attendance policy.*

### *Examination Requirements for Teacher Certification*

To become a Texas teacher candidates must pass the examinations required by Texas Legislature. The Texas Education Agency (TEA) administers these tests through a testing vendor. These tests are generally referred to as the Texas Examination of Educator Standards or “TExES” exams. Passing standards for the TExES exams are posted in [19TAC 151](#). Most teacher candidates take two exams, the EC-12 Pedagogy and Professional Responsibilities (PPR) exam, and a content area exam. Candidates who wish to teach any grade level from prekindergarten to grade six will need to take and pass the Science of Teaching Reading (STR). Candidates will need to have all exams passed before student teaching placement. Refer to your degree plan to start early on planning ahead to work diligently toward passing state required exams before student teaching.

In order to take the TExES exam for certification, candidates must provide identification that matches the TEAL Login account information.

### *Test Retake Procedures*

Candidates may only take the same TExES exam for a total of five times. The five attempts include the first attempt to pass the exam and four retakes. You must follow TEA procedures to obtain a waiver to take the test more than five times. This is a difficult, lengthy, and expensive process.

### *Core Subjects Exam Retakes*

Every time you take Core Subjects test you should sign up for the whole test unless you only have one subtest left to pass. You may skip through the sections of the test you have already passed by clicking next, next, next, and so on until you reach the sections that you still need to pass. Candidates do not need to answer a single question in the sections that they have already passed. The only time a candidate should sign up for an individual subtest is when that is the last test the candidate needs to pass.

### *Retake Procedures*

If you fail a TExES exam, you must wait 30 days before you can take the test again. You must get Wiley approval to retake the test. Wiley’s policy regarding the approval of retake attempts on TExES tests is to write a reflective essay that includes an analysis of the candidate’s score report, identification of competencies where the candidate needs additional study, and identification of needed resources to address those competencies.

## **Benchmark II:** The Teacher Candidate Policies Pertaining to Admission and Retention

## *Admission into the Educator Preparation Program (EPP)*

Acceptance and enrollment at Wiley College do not automatically make one a candidate in the Educator Preparation Program (EPP) in the School of Education. Students seeking admission to the EPP must:

- File a formal application for admission to the Educator Preparation Program (EPP).
- Make a request for an official transcript showing an overall 2.75 GPA.
- Complete all program coursework except for the semester in which application is made, at or above a “C” grade level.
- Have a minimum of 12 college hours.
- Complete 12 or 15 (Math & Science) credits in Content and Education courses as prescribed in the respective chosen area of teacher certification.
- Complete and pass reading diagnostic assessment.
- Provide evidence of TOEFL score of 26, if applicable.
- Provide evidence of Code of Ethics training (signatures required)-and FERPA Form in EDUC 2310 Introduction to Teaching or EDUC 3306 Education Seminar.
- Pass Background Check Screening
- Complete at least 30 hours of field-based experiences/observations. According to [TAC228.35\(E\)\(1\)\(B\)](#) up to 15 clock-hours of this field-based experience may be provided by use of electronic transmission or other video or technology-based method.
- Statement of Admissions for Military Service Personnel, Veterans, and Military Spouses  
Wiley College’s policy is consistent with the Texas Education Agency (TEA). Please Refer to [TAC228.35 \(A\)\(B\)](#) for more information regarding this policy. To request a transcript evaluation for course credit, please contact the Dean of Education and Sciences at (903) 923.1690 or at [jscases@wileyc.edu](mailto:jscases@wileyc.edu).
- Have a Successful Interview!

When the student is accepted into the EPP, he/she will then be recognized as a Teacher Candidate.

### *The Admission Application, Interview, and Portfolio Process*

Once all of the above criteria are met, the student must complete Application for Admission to the Education Preparation Program (EPP) Interview Process while taking EDUC 3306 (Education Seminar), and participate in the Admission Process, which includes an interview conducted by Education faculty as well as public school educators, and community professionals. The student will submit a portfolio prior to panel interview including:

- Letter of introduction
- Copy of your picture ID (Wiley College ID or Driver’s license)
- Resume
- Three letters of Recommendation
- Complete 30 hours of field-based experiences/observations

Upon completion of the Admission Process, students are admitted fully or are denied admission to the Program.

### *Denied Admission Acceptance-Appeals Process*

The Appeals Process in addition to the existing appeals process stated in the Wiley College catalog for review of grading system, policy on a grade appeal D & F Repeat Rule, academic probation and dismissal policy, all students have the following Due Process/Student Rights.

- Candidates who have specific personal or academic complaints or grievances (excluding grade complaint or appeal) related to any aspect of the Educator Preparation Program (EPP) should specify the complaint, in writing, to the Dean of the School of Education.

- Students who are denied admission to the program may appeal the decision in writing to the Dean and request a hearing. Written results are provided within two weeks after the hearing.
- The School of Education hears appeals from students regarding denial of admission to the program or clinical practice, removal from clinical practice, or other issues as necessary. Such appeals are made through the Dean who appoints a substitute chair for the appeal/hearing.

### *Acceptance-Full Admission Status*

If a Teacher Education major meets all of the admission requirements, he or she will become a Teacher Candidate. The candidate will receive a letter (via email, personal delivery, mail, or another electronic form of notification) offering him or her acceptance into the Educator Preparation Program (EPP). The date that the candidate signs the full admission acceptance letter serves as the date he or she becomes fully admitted as a candidate in the Educator Preparation Program (EPP).

### *Teacher Candidacy and Advancement*

Once a candidate has been fully admitted to candidacy, he/she must:

- Apply for a Texas Education Agency (TEA) Login (TEAL) and a profile for Educator Online System (ECOS) at [TEA Website](#) then click on ECOS for Educators at the top of the main page to your Texas Education Agency (TEA) number.
- Earn grades of “B” or better in all required courses.
- Successfully complete **field experiences** with a grade of “B” or better at each program level where certification is being sought.
- Successfully complete **student teaching** with a grade of “B” or better at each program level where certification is being sought.
- Candidates in the Educator Preparation Program (EPP) must maintain a minimum of 3.00 GPA, overall.
- All TExES Exams (Content Area, Science of Teaching Reading (ECH majors only), and Pedagogy and Professional Responsibilities) before a candidate is allowed to begin his or her students teaching experience.
- Candidates will not be allowed to student teach when it is reasonably clear that a candidate cannot meet the academic requirements, has consistently performed unsatisfactorily in field experiences, has failed to meet the disposition outcomes, has not **successfully** completed their individual Intervention and Remediation Plan, and/or has been unable to pass the TExES exams after three attempts. During a conference with the teacher candidate, the Dean of Education will review the current problem areas and counsel the candidate into another academic major.
- All candidates must complete ALL program requirements within two (2) years of admission into the EPP at Wiley College

### *Intervention and Remediation Plan*

Teacher candidates should monitor their degree plans and/or advising sheets carefully due to ongoing curricular changes in many programs. Due to changes made by the Texas Education Agency (TEA), candidates may be required to complete additional curricular requirements to obtain their certification.

### *Student Teaching and Certification Eligibility*

To become a Student Teacher in the School of Education at Wiley College teacher candidates must become eligible for teacher certification in Texas. To be eligible for and teacher certification, teacher candidates must complete program requirements with an overall 3.00 Grade Point Average (GPA), by successfully completing at

least 55 hours of interactive field experience and achieving passing scores on all required TExES exams (Pedagogy & Professional Responsibilities, content specific, and Science of Teaching Reading for Early Childhood majors only). Obtaining eligibility for student teaching also includes passing all courses identified as meeting the Wiley College General Education Competencies.

To be eligible for graduation, teacher candidates must successfully complete student teaching with a grade of at least a “B”. Graduates who wish to teach in another state may need to complete additional requirements such as a standardized content or pedagogy examination specific to the reciprocal state’s requirements or take a particular course specific to the reciprocal state’s requirements.

Students who have been convicted of crimes or offenses that would seriously impact their suitability for teaching, guiding, and mentoring youth should confer immediately with their advisor and the Dean of Education.

*Criteria for Admission to and Retention in the Student Teaching (Clinical Teaching)*

A. To be admitted to student teaching a candidate must:

- Pass the TExES pedagogy and Professional Responsibilities (PPR) examination.
- Pass the TExES Content Area examination (according to the candidate’s certification area)
- Submit TExES scores from all exams taken to the School of Education. Texas Education Code 21.048 limits individuals to four attempts to retake any educator certification examination. This means that all testers are limited to a total of five attempts to pass a certification examination. The five attempts include the first attempt to pass the examination and four retakes. TEA will grant a 6<sup>th</sup> attempt on a case-by-case basis. Follow this [link](#) to complete the waiver request form.
- Possess at least a 3.00 GPA
- Complete all program coursework except for the semester in which application is made, at or above a “B” grade level.
- Complete at least 55 hours of field-based experiences/observations.
- To be placed in a student teaching placement, teacher candidates must complete the federal criminal background check process (include fingerprinting) as a condition to obtain a student teaching placement. Teacher candidates may not be placed in a student teaching placement based on results of this background check.
- Submit proof of liability insurance through membership in one or more professional education organizations such as the Texas State Teachers Association (TSTA).
- Provide evidence of Code of Ethics training (signatures required).
- Complete a qualifying interview. See required score in Teacher Education Handbook.
- Submit a professional portfolio as evidence of pedagogical knowledge and growth.

B. To be retained in Student Teaching, a student must:

- Adhere strictly to all policies and procedures outlined in the Student Teaching section of this handbook.
- Continue performing at or above a “B” grade level in student teaching and at mid-point of the Student Teaching.

**Note: Candidates cannot be concurrently enrolled in student teaching and have documented deficiencies in any academic course work or are seeking to retake TExES exams that were failed.**

### *Graduation Requirements*

To graduate from the Educator Preparation Program (EPP), students must meet the following requirements:

- Earn a minimum grade point average of 3.0
- Pass all courses required in the major with a grade of “B” or better.
- Successfully complete student teaching by performing at a “B” or above grade level.
- Take the Senior Comprehensive Exams, if applicable.

### *Recommendation for a Texas Standard Teaching Certification*

Candidates who graduate from the Educator Preparation Program (EPP) meet the criteria for recommendation of standard teaching certificate. Candidates must complete the application and pay associated fees to the Texas Education Agency (TEA).

### *Liability Insurance*

Candidates are required to become members of the Texas State Teachers Association Student Program. The Texas State Teachers Association is affiliated with the National Education Association (NEA). Therefore, they qualify for NEA/TSTA-SP (Student Program) liability coverage insurance every time they step into a school.

### *Retention Policy*

Wiley College intends to graduate and certify only candidates who will be effective educators. Evidence of potential effectiveness includes academic, dispositional, professional, and personal qualities. Teacher candidates are carefully assessed throughout the program for teaching dispositions as well as teaching skills and successful course completion. The EPP at Wiley College can remove a teacher candidate for the following reasons:

- consistent insufficient grades in education courses
- failure to adhere to TEA Code of Ethics
- incomplete background checks
- failure to become certified within five years of graduation/finishing
- after finishing the program, a significant change in the standards or test requirements for the certification field in which the student prepared
- school/district refused to accept the student for field experience/clinical teaching

### *Withdrawal from the Educator Preparation Program*

A teacher candidate who voluntarily decides to withdraw from the EPP must send a written notice of that intent from a Wiley College email account and include a brief statement explaining their withdrawal from the program and their Wiley College Campus ID in that email.

### *Testing Procedures for Graduated Candidates*

Former *Education majors* who opt to withdraw from the Education Preparation Program at Wiley College and who graduated with another discipline at Wiley College and who seek to obtain a standard teaching license must make a formal written request to the Dean of Education and Sciences within five (5) years. All of the following criteria must be met in order for the request to be approved:

- ALL Education coursework was completed with a “B” or better.

- Evidence (copy of score report) of previous attempts have been made on taking a licensure exam while enrolled at Wiley College's EPP.
- State licensure exam directly relates to certificate being sought, Music, Physical Education, or Early Childhood Education.
- Take and pass three practice tests (tests that are aligned with certification being sought) with a score of 90% or better on Learning 240 or Study.com at your own expense.
- Take the state licensure exam within thirty (30) days of the last practice test on Learning 240 or Study.com at your own expense.

The Wiley College policy is consistent with the Texas Education Agency (TEA) policy. For additional information, please visit [TAC 19 228.35\(5\)\(B\)](#).

## **Policies Pertaining to Field Experience**

### *Field Experience Courses*

For students seeking initial teacher certification you can earn credit for coursework designed to prepare you for modern education settings, qualify for initial teacher certification(s), and develop the competence and confidence to become an educator who make a positive difference in the lives and learning of students. Throughout the program, you will gain first-hand field experience in EC-12 schools-culminating in an unpaid semester of clinical teaching, which is a full-time apprenticeship in your chose teaching field with a designated certified teacher.

Field experience courses provide the teacher candidate with the opportunity to observe in public school classrooms and to develop teaching skills through course assignments. Field experiences allow teacher candidates to grow professionally and to apply their knowledge of pedagogy, content area instruction, instructional strategies, and professionalism in divers school settings. Teacher candidates in field experience courses spend anywhere from 5-20 hours a semester participating in fieldwork in assigned schools.

Courses with required field experience assignments are listed in the course catalog and in the degree plan. It is important that teacher candidates not course with a field experience assignment as they may impact scheduling of other courses in a semester.

The EPP faculty will offer two variations of field-based experience; 1) In person classroom experience with a certified teacher in a local k-12 school setting, 2) observations via electronic transmissions or other video or technology-based method. The in-person field-based experience will allow teacher candidates to practice in real-time, teaching methods and strategies that are learned in the EDUC coursework. The technology-based method will allow students to observe various teaching strategies and methodologies across disciplines.

In compliance with Texas Education Agency (TEA) policy, at least 30 hours of field-based experience/observations are required to apply to an EPP program. However, 50 hours of field-based experience/observations are required to apply to student teaching. The policy further states that 15 hours of field-based experience/observations may be provided by use of electronic transmissions or other video or technology-based method. Please follow the link for additional information regarding TEA's policy on field-based experiences [TAC228.35\(E\)\(1\)\(B\)](#).

Field experience is an integral part of Wiley College's Educator Preparation Program (EPP) to help students gain experience as they matriculate through the program. The following forms are needed to document this experience. When applicable, upon completion of the forms, be sure to provide a completed copy of the forms to the Education office and maintain a copy for your records.

[Print and sign Texas' Standards Administrative Code \(state.tx.us\)](http://state.tx.us)

[Print and Sign Teacher Code of Ethics Texas Administrative Code \(state.tx.us\)](http://state.tx.us)

### *Transportation for Field Experience*

Candidates are responsible for their own transportation to and from field placement campuses, including clinical teaching. When possible, we try to cluster field assignments to facilitate carpooling and minimize fuel expenses. Please let the Assistant Dean of Education know now later than the first week of classes if you need to be placed at a school that is located on a bus route. We will do our best to accommodate your request.

### *Guidelines for Candidates enrolled in Field Experience*

The candidate should:

- Begin the field experience as soon as the placement is received.
- When reporting to the school, present the Wiley College identification and officially sign in and out at the office for each observation. The school may require a visitor's name tag.
- Introduce themselves to the cooperating teacher and the school principal.
- Exchange contact information (email, telephone number) with the cooperating teachers and field experience mentor.
- Work out a schedule with the cooperating teacher to observe and interact with the students. If required to teach lessons, work out a schedule to teach these lessons. Be sure to include the Field Experience Mentor in the scheduling of these lessons.
- Stick to the schedule. If a day must be missed because of illness, an emergency, or participating in an athletic event, notify the cooperating teacher immediately. Athletes should provide their cooperating teacher with a copy of their athletic schedule.
- Dress professionally when attending the placement. Do not wear anything too tight, short, or revealing. No flip flops. No high heels. Not jeans, leggings, or sweatpants. No shirts with inappropriate logos/sayings/ no gum, etc. Cover tattoos. No piercings (except ears for female students) with small earrings. Please look like a well-dressed professional teacher, not a student.
- Please lock cell phones away or out of sight. They have no place in the classroom, unless you are using the electronic device for teaching purposes. In the event of an emergency please give family members the number of the school.
- Fall all rules and regulations of the school.
- Explain to the cooperating teacher of the need to spend time interacting with the students not just sitting and observing. Texas Education Agency (TEA) requires interactive field placements. This means teacher candidates should make every effort to work with students individually, in small groups, or with the whole class.
- Keep the time sheet up to date and have the cooperating teacher date and sign it each time he or she attends.
- Provide the cooperating teacher with all forms required and collect them when appropriate.
- When teaching lessons, explain to the cooperating teacher in advance that he or she must complete an assessment for each lesson taught.
- Work with the cooperating teacher in planning the lesson. Ask for feedback after the lesson is taught. Include the discussion questions in the conversation with the field experience mentor.
- Schedule lessons and notify the instructor and/or Field Experience Mentor who will observe, if the candidate is not videotaping the lesson. The candidate should submit the lesson plan to the Field Experience Mentor



observing them at least 24 hours in advance of teaching the lesson. The field Experience Mentor must approve the lesson.

- After teaching a lesson, complete the self-assessment and bring it, along with the cooperating teacher's assessment, and to the follow-up conference with the Field Experience Mentor.
- Be open to feedback from the cooperating teacher and Field Experience Mentor. They are both in place to help improve the candidate's teaching skills.
- Complete the reflection tasks that need to be completed and submitted to the Field Experience Mentor.
- Complete all observation hours and/or lessons and turn in all forms according to the timeline specified by the Field Experience Mentor.
- Treat all information learned about individuals or schools in the instructional setting as **CONFIDENTIAL!**
- Notify Field Experience Mentor of any problems encountered during the field experience.
- Be aware that each placement can be terminated by the school site personnel, course instructor, or dean when it is deemed to be in the best interest of the student, school, or learners.
- Enjoy the field experience!

### *Guidelines for Field Experience Cooperating Teachers*

All cooperating teachers are certified teachers who have at least three years of experience and have professional status. It is under the cooperating teacher's guidance that the candidate completes required observation hours and, in some cases, teaches one or more lessons. The candidate should meet with the cooperating teacher as soon as possible after placement has been made to exchange contact information and determine a schedule for completing field experience hours. The candidate may come to observe during other weeks when his/her schedule and the school's schedules permit. Cooperating teachers should welcome the candidate and allow him/her to interact with students whenever appropriate. The School of Education expects the candidates to have active observations, not passive ones.

All field experience candidates are required to complete an observation log indicating the dates and times of their classroom observations. Cooperating teachers must validate the time spent by signing the log each time the candidate observes. Additionally, cooperating teachers are asked to complete a final evaluation of the candidate's field experience participation. If the candidate's education course(s) requires him/her to teach one or more lessons, the lessons must be scheduled in advance with the cooperating teacher and the Field Experience Mentor. The Field Experience Mentor will observe lessons taught by the candidate and complete an assessment of the lessons using the Wiley Evaluation Form and complete a Discussion Form with the candidate. Cooperating teachers are also required to complete an evaluation of each lesson and to provide constructive feedback to the candidate in a timely manner. The cooperating teacher also will be asked to sign a form allowing Wiley faculty to enter the date electronically.

In fulfilling the role of cooperating teacher, the School of Education asks that the cooperating teacher:

- Meet with the Wiley teacher candidate and exchange email and telephone contact information.
- Introduce the Wiley teacher candidate to the students in the classroom and other school personnel.
- TEA requirements state that the teacher candidates should engage in interactive observations. In other words, teacher candidates should engage in teaching individuals and small groups.
- Determine a schedule for observations and teaching lessons.
- Make the teacher candidate aware of school/classroom rules and regulations.
- Notify the Dean or Assistant Dean of Education if the teacher candidate fails to arrive on time, is absent without proper notification, or is not dressed appropriately.
- Sign the teacher candidate's observation log each time the student observes.
- If the teacher candidate is required to teach one or more lessons, work with the candidate to plan the lessons, complete an assessment after each lesson, and provide constructive feedback to the candidate.

Teacher candidates are required to bring their cooperating teacher's assessment along with their self-evaluation to the follow-up conference with their Field Experience Mentor.

- Students may require permission to video tape themselves working with students. Parental permission will be required (Refer to the school's handbook policy regarding permission to video tape students (Universal Permission form for the school).
- Have a discussion with the teacher candidate regarding his or her performance using the Discussion Form.
- Confer with the Field Experience Mentor when he/she visits to monitor the teacher candidates' performance and resolve any problems.
- Complete the **Final Evaluation by Cooperating Teacher** and the **Permission to Enter Data** forms.

Wiley College's School of Education greatly appreciates the assistance in getting our students off to a positive start in their journey toward becoming an educator. Keep in mind that some of these students will be having their initial experience in classroom observation or in teaching a lesson. The cooperating teacher's encouragement and guidance is invaluable to their success.

### *Guidelines for Field Experience Mentors (Wiley College Faculty)*

All Field Experience Mentors are faculty members from Wiley College. These faculty guide teacher candidates in field experience placements at the local school. The teacher candidate should meet with their assigned Wiley Field Experience Mentor as soon as possible after the placement has been made to exchange contact information and determine a schedule for completing observation hours. Field Experience Mentors are responsible for providing their assigned teacher candidates with the appropriate forms and reflection questions/assignments. Field Experience Mentors are also responsible for gathering all required time sheets and placement forms.

All teacher candidates will be required to complete a Time Sheet indicating the dates and times of their classroom observations. Cooperating teachers must validate the time spent by signing the time sheet each time the teacher candidate attends. Additionally, cooperating teachers are asked to complete the **Final Evaluation by Cooperating Teacher** to assess the teacher candidate's field experience. If the teacher candidate's education course(s) requires him/her to teach one or more lessons, the lessons must be scheduled in advance with the cooperating teacher and the Field Experience Mentor. The Field Experience Mentor will observe lessons taught by the candidate and complete an assessment of the lessons using the Wiley **Field Experience Performance Assessment**. Cooperating teachers are also required to complete an evaluation of each lesson using the Wiley **Field Experience Performance Assessment**. Cooperating teachers should provide teacher candidates with constructive feedback in a timely manner. The cooperating teacher also will be asked to sign the **Permission to Enter Data** to provide Wiley Faculty permission to enter the data electronically.

In fulfilling the role of Field Experience Mentor, please:

- Meet with the Wiley teacher candidate, exchange email and telephone contact information during this meeting.
- As soon as placements are made, candidates will be notified of their assigned school and teacher by the School of Education.
- Encourage candidates to begin their observations immediately.
- Go over candidates' field experience responsibilities with them.
- There are a series of Field Observation Tasks. Set deadlines for them to be submitted the assignment. Evaluate them and give the candidates written feedback.
- TEA requirements state that the teacher candidates should engage in interactive observations. In other words, teacher candidates should engage in teaching individuals, small groups and who group.

- Determine a schedule for observations and teaching lessons with the candidate as he or she make arrangements with the cooperating teacher.
- If the teacher candidate is required to teach one or more lessons, give them feedback on the lesson plan after it has been reviewed by the cooperating teacher and prior to the observation. The first time the Field Experience Mentor sees the lesson plan should not be the same date and time that the he or she is scheduled to observe the lesson.
- Be sure the candidate understands how to complete the Wiley Lesson Plan format.
- For classes where candidates are required to teach lessons, provide the candidates with the Wiley College Lesson Plan format.
- Complete an assessment of the lesson taught and provide constructive feedback to the candidate.
- Teacher candidates are required to bring their cooperating teacher's assessment along with their self-assessment to the follow-up conference with the Field Experience Mentor.
- Candidates may request permission to videotape themselves working with students. Parental permission will be required (Universal Permission of the school). Be sure all permissions slips are appropriately signed.
- Collect all forms from the candidates. Submit them to the School Education. For example, if they are to teach lessons that may be videotaped, require candidates to give all permission to videotape forms to the School of Education.
- Have a discussion with the teacher candidate regarding his or her performance using the Discussion Form.
- Check with them periodically to discuss their field placements.
- Spend time with them periodically to discuss their field placements.
- Provide candidates with all forms if needed e.g., cooperating teacher final evaluation, time sheets, assessments, permission to enter cooperating teacher data, permission to video, etc. These may be posted in Google Sites.
- Field Experience Mentors will be given a date when observations/lessons must be completed. Include this in the syllabus assignments.
- **Every semester, at least 4 weeks are designed as field experience weeks. This information will be provided to the Field Experience Mentor by the School of Education faculty. Check the calendar of the schools and school districts. Flexibility will be required.**
- Please notify the Dean or the Assistant Dean of the School of Education of any problems students may report during the teacher candidate's field experience.

Wiley College's School of Education greatly appreciates the assistance provided by the Field Experience Mentor in getting candidates off to a positive start in their journey toward becoming an educator. Keep in mind that some of these students will be having their initial experience in classroom observation or in teaching a lesson. The Field Experience Mentor's encouragement and guidance will be invaluable to their success.

### *Background Check Statement Required for Field Experiences*

Before beginning every field experience placement, Wiley College teacher candidates must agree and sign a background check statement which documents their understanding of the background check requirement. Wiley teacher candidates are **required to complete the Texas Education Agency (TEA) federal criminal background check process (including fingerprinting) for student teaching and again for the certification application process. As previously stated, at graduation when the certification application is submitted, teacher candidates will be required to complete the Texas Education Agency (TEA) federal criminal background check process (including fingerprinting) as a condition for employment and/or certification.** Employment and/or certification may be denied based on the results of this background check.

By signing the document, the candidates acknowledges that he or she is aware of the information above and realize that any falsification or lack of reporting is grounds for dismissal from the Education Preparation Program (EPP) in the School of Education at Wiley College. The candidate also acknowledges that he or she is aware that he or she may confidentially submit a request to the Dean of the School of Education or the Assistant Dean of the School of Education and the Texas Education Agency that would provide an indication of whether previous incidents might have a negative impact on my future teacher certification.

**Benchmark III:**  
Policies Pertaining to Student Teaching

*Application Deadline*

Table 1: Clinical Teaching Application Timeline

To Clinical Teach in the	Application Deadline
Fall	March 1
Spring	October 15

*Placement of Teacher Candidates*

The Director of Clinical Experiences at Wiley College places candidates for student teaching. The Director of Clinical Experiences matches candidates with cooperating teachers who are fully certified/fully qualified, who have at least three years of successful teaching in the certification area, who practice a constructivist developmental. Approach to instruction, and who have been highly recommended by their principal or other administrators. In addition, the Director of Clinical Experiences takes the following into consideration when making placements decisions:

- Academic professional credentials of staff; curriculum specialists and other public-school administrators are consulted about suitable placements.
- Previous field experience placements: the teacher candidate needs to have field and teaching experiences in a range of schools and settings (e.g., rural, urban, low SES, and those with a high percentage of ethnic diversity);
- Any personal connections a candidate has to a particular school; the Director of Clinical Experience avoids placing candidates in schools where a relative, friend, or instructor is employed or in schools that the candidate attended.
- Duration of Student Teaching and Attendance Policy  
 The student teaching (clinical practice) lasts approximately 14 weeks  
 -Early Childhood teachers will have 7 weeks in primary grades placement and 7 Weeks in an intermediate grade’s placement.  
 -Physical Education and Health student teachers will have 7 weeks in an elementary or middle school. Physical Education placement and 7 weeks in a high school Health placement.

Due to inclement weather and unforeseen events, a placement may be extended. In rare and special instances, a placement may be 12 weeks. If a candidate fails to complete the 12-week minimum, then he/she will have to repeat the student teaching experience.

- Candidates must attend every school/weekday in the term as set by the school district calendar or organization calendar, and they must be on time in the morning and stay until the teachers are allowed to leave in the afternoon. All absences require sufficient notice as determined by local policies. In the event of an illness, an emergency, or an unforeseen event such as a death in the family, the candidate must notify the cooperating teacher, the school, and the College supervisor of any absence. If a candidate misses more than one day of teaching for any reason, then his/her placement will be extended one day per absence. (See below for more information on the student teaching sequence). The candidate does not need to make up a day when he/she attends the Data Day or other Professional Development activities. Candidates are required to follow the school districts or Organization's calendar for school holidays not the Wiley College calendar. For example, if a candidate is doing his/her student teaching in the Spring, he/she would not be off during the College's Spring Break but would be off on the district's Spring Break schedule.

### *Full-time Student/Clinical Teaching Assignment*

The candidate must carry a full teaching assignment; that means full responsibility for all classes and duties during the school/workday for at least four full weeks in each 7-week placement, or eight full weeks for a 14-week placement. Candidates may extend the teaching time if they wish and if the cooperating teacher has agreed to do so, but they must gradually return full responsibility to the cooperating teacher by the end of the semester.

### *Orientation of the Cooperating School*

School sites differ in many ways, and each cooperating school's policies must be learned and not assumed by the candidate. The candidate must learn rules and protocols for such matters as parking, appearance, demeanor, and manners of address (i.e., how students address teachers and vice versa).

### *Professional Conduct*

The School of Education expects candidates to conduct themselves in a professional manner. That means that they should not criticize cooperating teachers, administrators, other school personnel, or the school system as a whole. In addition, the School of Education expects candidates to follow all the rules and regulation of the school system in which he/she is working, maintain confidentiality with sensitive information, perform teaching and non-teaching duties in a timely manner, and work cooperatively with other school personnel. Confidentiality of student records and/or information is also of the utmost concern. Finally, the candidate should be guided by a code of ethics established by the Texas Administrative Code which is enforced by the State Board for Educator Certification.

### *Limiting Outside Activities*

Student teaching is an extremely important and demanding experience that requires a great deal of time and effort. Therefore, it is recommended that candidates refrain from employment beyond student teaching or minimize work hours; candidates are encouraged not to take more than one college course during student teaching. although the College does not penalize students who need to work to support themselves during student teaching, the College does discourage candidates from engaging in any activity that would prevent them from giving their full attention to their teaching duties. Additionally, although candidates may participate in school functions beyond the school day, it is not recommended, and candidates should be very careful. The School of Education has high expectations that candidates will need to meet to master their teaching skills.

### *Liability Insurance*

Candidates are required to become members of the Texas State Teachers Association Student Program. The Texas State Teachers Association is affiliated with the National Education Association (NEA). Therefore, they qualify for NEA/TSTA-SP (Student Program) liability coverage insurance every time they step into a school

### *Daily Lesson Plans*

Daily plans are required of candidates once they begin any instruction in the classroom site. Plans must be submitted according to the School of Education's policy. Lesson plans should be submitted to the cooperating teacher a week in advance for approval. After the lesson plans have been approved by the cooperating teacher, candidates should submit the lesson plans to their College supervisor the same week that the lessons are taught. Candidates must use the Wiley Lesson Plan Format when creating lessons and unit plans.

### *Job Actions*

If the candidate's assignment is affected by a job action (such as a teacher strike or disciplinary action against the cooperating teacher, or an ethics violation committee by the cooperating teacher) or work stoppage of any kind, the candidate and/or the cooperating teacher must contact the College's School of Education immediately. When a job action involving work stoppage occurs in a cooperating school system where candidates are assigned, it is the policy of the College that the candidates are non-participants. The candidate then remains away from the assignment on a standby basis during the period of time when schools are closed or during the period of time when schools are declared open without resolution between the parties involved.

### *Removal from a Placement Site*

The College supervisor, with the approval of the Dean or the Assistant Dean of the School of Education, may remove a candidate from a placement and/or cooperating teacher if that placement is found to be inappropriate to the candidate's learning needs.

### *Removal from Student Teaching*

The Director of Clinical Experience may remove a candidate from student teaching (clinical practice) for any of the following reasons:

- Inadequate progress
- Excessive absence
- Unprofessional behavior
- Misconduct

A teacher candidate who has been removed from the experience shall be given a grade of "D" or "F" for the experience at the discretion of the College supervisor. No candidate who has been removed from student teaching shall be guaranteed re-admittance to student teaching.

### *Due Process of Candidate's Rights*

In addition to the existing appeals process stated in the College catalog (review of grading system, grade appeals, the "D" and "F" repeat rule, academic probation, and dismissal), the following apply to the candidates during their experience/clinical practice:

- Candidates who have been withdrawn from student teaching placement at the request of the school system may request a hearing for a new placement, but the new placements are not guaranteed.
- Candidates who have been removed by College personnel from student teaching may appeal that action in writing to the Dean, who will convene a hearing between all parties involved. At this hearing, the candidate will be given an opportunity to appeal the action.

### *Dress Code Requirements*

Dress professionally when attending the placement. Do not wear anything too tight, short, or revealing. No flip flops. No high heels. Not jeans, leggings, or sweatpants. No shirts with inappropriate logos/sayings/ no gum, etc. Cover tattoos. No piercings (except ears for female students) with small earrings. Please look like a well-dressed professional teacher, not a student.

### *Inclement Weather Procedures*

The college requires all candidates to adhere to the inclement weather procedures of their particular placement. When a decision is made to close schools for the day, most school districts contact local news media by 6:00a.m. When schools are open for students on a delay and conditions still do not look favorable, a decision to close will be made by 8:00am.

### *Roles and Responsibilities for Student Teaching*

Student teaching is the most intensive and extensive of the field-based experiences. This phase is designed to provide candidates with an opportunity to test theoretical concepts, discover personal abilities, and strengthen understanding and skills required for effective teaching. The experience is structured to allow candidates an opportunity to demonstrate skill and competence in planning, instructional delivery, classroom management, behavioral management, assessment, and professionalism.

The effectiveness of the Educator Preparation program (EPP) lies in the united cooperative efforts of college faculty, cooperating teachers, school personnel, and candidates. This section outlines the roles and expectations of teacher candidates as they relate to cooperating teachers, the college supervisor, and the School of Education.

### *Student/Clinical Teaching Candidates Responsibilities*

Clinical Teaching Experience is an **unpaid** supervised educator assignment at a public school accredited by the Texas Education Agency (TEA). This assignment is a 14-week experience that will require the teacher candidate to be available during the schoolwork week and school hours. The task of the candidate is to develop the knowledge and skills necessary to provide instruction in a realistic performance situation. It is expected that candidates will apply the principles of teaching and that they will acquire skill in such application. In fulfilling this role, the candidate is to:

- Report to the principal's office at his/her assigned school on the first day of the student teaching; become familiar with the school regulations and policies that relate to the duties of teachers; discuss his/her responsibilities with one of the administrators as soon as possible. Sign in and out on the official log or time sheet as formal documentation of his/her attendance.
- Report to his/her cooperating teacher; obtain all of the materials that may be of assistance in his/her teaching duties and make provisions to learn students' names; discuss responsibilities with the cooperating teacher, including instructional and non-instructional responsibilities share the responsibilities of cooperating teachers with his/her cooperating teacher.
- Send an introductory email to the school principal and the assigned cooperating teacher.
- Make arrangements to meet with this/her cooperating teacher on a daily basis to discuss his/her teaching. The candidate should request evaluative feedback from the cooperating teacher and discuss lesson plans for each day.

- Use the **Student Teacher Performance Assessment (STPA)** as a self-evaluation to be conducted concurrently with an assessment by his/her cooperating teacher. The candidate should schedule at least 3 formal observations with the cooperating teacher and college supervisor. The STPA will be used to assess the candidate's performance during these formal observations. Lesson plans should be completed and emailed to the College supervisor 48 hours before the supervisor is to visit the candidate.
- Maintain a complete record of the teacher candidate's student teaching experience in a portfolio that includes unit plans, daily plans, assessments, reflections, and other artifacts. The official Unit Plan and associated Daily Plans should also be submitted electronically to the College Supervisor.
- Follow the schedule of the public school, not the College, regarding holidays, breaks, etc. The candidate is remaining on campus with his/her cooperating teacher throughout the entire school/workday including lunch breaks, planning periods, etc. to ensure availability for conferences with students, teachers, supervisors and administrators.
- Become familiar with school/classroom policies, especially relevant to discipline to discipline for disruptive behavior. The candidate should follow the policies related to discipline and should follow the lead of his/her cooperating teacher when managing the behavior of students.
- Comply with all policies and regulations and work cooperatively and productively with the assigned College supervisor, the cooperating teacher, and school administrators.
- Become aware of each cooperating school's policies for dealing with health and safety emergencies, particularly those involving infectious diseases and blood-borne pathogens.
- At the end of the placement complete the **Evaluation of Cooperating Teacher by Student Teacher**, which allows the candidate to evaluate the cooperating teacher. This evaluation should be submitted to the Director of Clinical Experience.
- Arrange three-way meetings with candidate, cooperating teacher, and College supervisor, and arrange times for observations and conferences with the College supervisor.
- Complete and turn in all forms and assignments, including the **Effective Impact on Student Learning Project**, when they are due.

Candidates must complete all state required teacher licensure application procedures including a background check and forms and FBI fingerprinting. During professional development days, candidates will work with the Director of Clinical Experiences and the Assistant Dean or Dean to complete the teacher licensure application process.

The school of Education expects candidates to be guided by values that include a commitment to professional practice. Each student teacher is expected to adopt a high standard of professional ethics and to model professional behaviors. In endeavoring to formulate a professional code of ethics, candidates should be guided by the following considerations:

#### *Professional Conduct*

- Recognize that candidates are professional guests of the school.
- Become a part of the spirit of the school as it functions in the community.
- Refrain from criticizing school personnel or members of the community.
- Know and help to enforce school regulations.
- Avoid participation in school politics or professional negotiations.
- Abide by school/district's dress code:  
Dress professionally when attending the placement. Do not wear anything too tight, short, or revealing. No flip flops. No high heels. Not jeans, leggings, or sweatpants. No shirts with inappropriate logos/sayings/ no gum, etc. Cover tattoos. No piercings (except ears for female students) with small earrings. Please look like a well-dressed professional teacher, not a student.



- Please keep cell phones locked away or out of sight unless being used for instructional purposes. In the event of an emergency, please give a family member the number of the school.
- Follow all rules and regulations of the school.
- Keep the time sheet up to date and have the cooperating teacher date and sign the time sheet each day.
- Provide the cooperating teacher with all forms required and collect them when appropriate. This includes forms asking for permission to videotape the lesson while working with students in the classroom.
- Be open to feedback from the cooperating teacher and College supervisor. They are both there to help candidates learn and improve their teaching skills.

### *Interacting with the Cooperating Teacher*

- Communicate with cooperating teachers on a daily basis about lesson plans, learners; needs, reflections, etc.
- Exchange contact information (email, telephone number) with the cooperating teacher and the College supervisor.
- Secure approval from the cooperating teacher before imposing any serious disciplinary measures upon students.
- Notify the cooperating teacher as soon as possible when an absence from school is necessary. Personal illness, death in the immediate family, and religious holidays are legitimate excuses; however, if the candidate is absent more than one day, he/she must extend his/her placement one day per day's absence.
- Accept constructive feedback from the cooperating teacher.
- Take initiative in seeking help from the cooperating teacher.
- Arrange any classroom observations of other teachers through the cooperating teacher.
- Provide cooperating teachers with all School of Education evaluations, forms, documents, and materials necessary for them to guide and facilitate the student teaching experience.

### *Cooperating Teacher's Responsibilities*

All cooperating teachers are certified teachers who have at least three years of experience, have professional status, and are certified at the same level and in the same subject area the candidate is seeking. The cooperating teacher is the teacher candidate's major resource during student teaching. It is under the cooperating teacher's guidance that the candidate plans and implements lessons aligned with the Texas Essential Knowledge and Skills (TEKS) standards. The teacher candidate should communicate daily with his/her cooperating teacher about lesson plans, instructional strategies, classroom arrangements, assessment and evaluation procedures, equity issues, students' progress, and any other issues that might arise. In turn, the cooperating teacher will give the teacher candidate guidance and feedback. In addition, the cooperating teacher will observe the candidate, both formally and informally, and help him/her meet the School of Education Outcomes. In fulfilling this role, the School of Education asks that the cooperating teacher:

- Prepare materials and space for the candidate, assist students/learners in developing a positive attitude towards the candidate, introduce the candidate to school personnel, etc.
- Provide continual supervision and guidance for the candidate. The cooperating teacher's major task is to help the candidate become a skilled instructor. Therefore, he/she should share his/her expertise with the candidate and discuss teaching performance daily. Frequent conferences are required.
- Do not utilize the candidate as a substitute teacher.
- Notify the School of Education (903.927.3279) immediately if a candidate fails to arrive at school on time, if the candidate leaves early, or is absent without proper notification. All candidates are expected to complete a full day schedule unless excused for a justifiable reason.

- Consult frequently with the candidate for the purpose of monitoring progress or resolving problems. The cooperating teacher should use the Student Teacher Performance Assessment (STPA) to evaluate the candidate. These evaluations should be conducted concurrently with the candidate's self-evaluation and be used as the basis for a scheduled evaluation session with the candidate. (See below for more information on evaluation procedures).
- Confer with the College supervisor on a regular basis concerning the candidate's problems and/or performance.
- At the end of student teaching, the cooperating teacher will evaluate the candidate using the **Final Evaluation by Cooperating Teacher**. This evaluation should be given to the candidate in a sealed envelope or scanned and emailed to the Director of Clinical Experience.
- In collaboration with the candidate and the college supervisor, the cooperating teacher is to evaluate the candidate. The cooperating teacher, at times alone and at times in cooperating with the teacher candidate and the College supervisor, will conduct both **formative** and **summative** assessments of the teacher candidate's performance in meeting the School of Education's outcomes as well as other indicators of performance.

### *Formative Assessments*

The cooperating teachers are in the best position to conduct on-going formative assessment of the candidate's progress. These assessments may be done both formally, using assessment instruments and informally, using observation notes and comments, or by having informal conversations about the teacher candidate's performance and progress. The School of Education recommends that the cooperating teacher conduct both formal and informal formative assessments on a daily basis. That is informally the cooperating teacher and candidate should have frequent conversation about the candidate's performance in designing and implementing instruction and meeting the needs of the learners. More formally, the cooperating teacher should use the following instruments to guide formative assessment opportunities:

Student Teacher Performance Assessment (STPA): The candidate will be observed three (3) times during their student teaching placement. These assessment instruments will be used to provide both quantitative and qualitative feedback. These instruments should be completed three times during the placement.

Summative Assessments: During the final three-way meeting (**triadic conference**) between the teacher candidate, cooperating teacher, and College supervisor, all parties will cooperatively complete the **Student Teacher Performance Assessment (STPA)**. The use of this instrument at this time will be the summative evaluation of the teacher candidate's performance in meeting the School of Education's outcomes. Based on the teacher candidate's performance on the STPA form, the cooperating teacher will recommend a rating for the student teaching and complete and sign the **Final Evaluation by Cooperating Teacher**.

Cooperating Teacher/Candidate Discussion Form: This instrument has been designed to ensure that the cooperating teachers and candidate discuss the candidate's ability to effectively perform certain teaching and non-teaching duties. The School of Education encourages the cooperating teacher and candidate to set aside time every week to review some of the items on the guide. Once they have discussed a particular item, the cooperating teacher and candidate should indicate this by initializing the space next to the item. By the end of the semester, the cooperating teacher and candidate should have discussed the candidate's performance for each item.

### *Director of Clinical Teaching (Field Supervisor) Responsibilities*

The Director of Clinical Teaching (Field Supervisor) is responsible for working with College Faculty and instructors as well as cooperating with schools and teachers. Administratively, the Director of Clinical Experience serves as a communication liaison between the School of Education at Wiley College and public-school personnel. Therefore, the Director of Clinical Experience does the following:

- Conduct a minimum of three formal observations and conference during placement with the teacher candidate. One of the visits should include a three-way (triadic) conference with the cooperating teacher, teacher candidate, and Field supervisor. The teacher candidate is responsible for arranging these visits with the approval of the cooperating teacher.
- Report to the principal’s office upon arrival at the school, sign in and inform the staff of their presence. Obtain information concerning expectations for and/or regulations concerning. Visitors and abide by such regulations.
- Examine and evaluate daily lesson plans prior to the visit. For formal evaluations, the teacher candidate is required to submit via email a copy of his/her lesson plans at least 48 hours before the scheduled visit. The lesson plans and guides will help focus the supervisor’s observation and discussions with the teacher candidate before and after the observation.
- Complete the **Student Teaching Performance Assessment (STPA)** during each visit when candidate is teaching and sharing during teach post-observation conference.
- Evaluate the cooperating teacher using the **Final Evaluation of the Cooperating Teacher by the Student Teacher**.
- Collects and reviews all applications for student teaching and ensures that all teacher candidates meet the required qualifications.
- After receiving approval from the Assistant Dean or Dean for all field-based assignments, the Director makes the official arrangements for placement of candidates. It is the responsibility of the Director of Clinical Experience to confer with cooperating school personnel.
- The Director of Clinical Experience should be notified when problems and/or issues arise which involve teacher candidates, the College supervisor, or the cooperating teacher. The Director of Clinical Experience is responsible for notifying the Dean or the Assistant Dean of these problems and/or issues.
- Though the College Supervisor assigns grades to each candidate for each assignment, the Director of Clinical Experience must approve the grades.

*Assistant Dean/Dean of the Division of Education Responsibilities*

Assistant Dean/Dean of the School of Education is responsible for working with the Director of Clinical Experience, College faculty and instructors as well as cooperating schools and teachers to provide candidates with a high-quality educator preparation program. The Assistant Dean/Dean does the following:

- Approves all field-based assignments
- The Assistant Dean/Dean should be notified when serious problems or issues arise which involve teacher candidates, the College supervisor, or the cooperating teacher.

**Educator preparation program progression Requirement Assessment Checklist**

Stage	Assessing/Determining Candidates Knowledge, Skills, and Dispositions
<b>Benchmark I Preparation for Candidacy</b>	<ul style="list-style-type: none"> <li>• Formal application for admission to the Educator Preparation Program (EPP)</li> <li>• Official transcript with 30 hours earned with an overall “B” 3.0 GPA</li> <li>• Program coursework is at or above a “B” grade level</li> <li>• Current in all financial obligation to the College</li> </ul>
<b>At Admission:</b>	<ul style="list-style-type: none"> <li>• Background check application</li> </ul>

<b>Pre-Candidate Assessment</b>	<ul style="list-style-type: none"> <li>• Have a minimum of 12 college hours</li> <li>• Complete 12 or 15 (only Math &amp; Science) credits in Content and education courses as prescribed in the respective chosen area of teacher certification.</li> </ul>
<b>Wiley College Admission to EPP</b>  <i>Normally at the 60 hours</i>	<ul style="list-style-type: none"> <li>• Provide evidence of Code of Ethics training (signatures required)- and FERPA Form in EDUC 2310 Introduction to Teaching or EDUC 3306 Education Seminar.</li> <li>• Complete a qualifying interview</li> </ul>
<b>Stage</b>	<b>Assessing/Determining Candidates Knowledge, Skills, and Dispositions</b>
<u><b>Benchmark II</b></u> <b>The Teacher Candidate-Candidate Assessment</b>	<ul style="list-style-type: none"> <li>• Pass the TExES PPR and content specific</li> <li>• Early Childhood majors must pass the TExES PPR, content specific, and the Science of Teaching Reading (STR )</li> <li>• Maintain at least a 3.00 GPA</li> <li>• Complete all program coursework at or above a “B” grade.</li> <li>• Complete at least 55 hours of field-based experiences/observations</li> <li>• Submit TExES scores for all exams</li> </ul>
<b>Advancement-(Candidacy) to Student Teach</b>  <i>Normally at the 90-100 hour</i>	<ul style="list-style-type: none"> <li>• Pass the Federal criminal background check process</li> <li>• Provide evidence of Code of Ethics training (signatures required)</li> <li>• Submit a professional portfolio</li> </ul>
<b>Stage</b>	<b>Assessing/Determining Candidates Knowledge, Skills, and Dispositions</b>
<u><b>Benchmark III</b></u> <b>Student Teaching and Certification</b>  <b>At exit from program and Graduation</b>	<ul style="list-style-type: none"> <li>• Adhere strictly to all policies and procedures outlined in the Student Teaching Handbook.</li> <li>• Continue performing at or above a “B” grade level throughout the Student Teaching Experience to be considered a Program Finisher.</li> <li>• Apply for Standard Teaching Certificate through TEA at <a href="http://www.tea.state.tx.us">www.tea.state.tx.us</a></li> </ul>
<u><b>Post-Graduation</b></u>  <i>1 to 2 years into teaching</i>	<ul style="list-style-type: none"> <li>• Graduate completes Alumni Survey assessing quality of the Educator Preparation Program</li> <li>• Principal Surveys are sent to employers to evaluate graduates’ preparedness for full-time employment as educators</li> </ul>

## Student Teaching Sequence and Timeline

The following section is meant to provide an overview of the sequence of events in a typical student teaching team. There are various levels and approaches to this experience, and the notes provided here are meant to be generally applicable. Within these guidelines, the exact sequence that the candidate will follow will be determined by the planning and effort that the candidate will devote to it in collaboration with cooperating teacher, the cooperating school, and the College supervisor.

### *Observations and Conversations*

During the first days of each student teaching placement, the candidate should conduct formal observations of the school, students, teacher-student interactions, instructional procedures, etc. The faculty wants candidates to pretend that teacher candidates are ethnographic researchers who wish to study and eventually become part of a culture that is not the same as their own. Like any other culture, this school culture is made up of people who follow specific rules and procedures; who display specific behaviors that are acceptable or not acceptable for this culture; whose members think, create, learn and teach in culturally appropriate ways. At first, the candidates will be outsiders who enter this new environment quite humbly, unassumingly, and open-mindedly. As student teachers, their first objective is to attempt to understand the complexities of this culture. Therefore, student teachers need to become astute observers. Student teachers need to take detailed notes on their observations to assist them with their **Effective Impact on Student Learning Project**. Through detailed observations, student teachers will be able to discover recurring patterns of behavior, learning needs, relationships, and actions.

During the first week in the school, the student teacher's main job is to observe. Likewise, during the final week, the student teacher will have several periods each day to continue his or her observations. It is during these times that we ask student teachers to become ethnographic researchers.

### *Participation*

From the beginning of the experience, the candidate should be ready to participate. This may take the form of working with individuals, small groups, or whole classes. It may also mean that teacher candidates will assist in grading papers, designing lesson plans, creating bulletin boards, overseeing recess or other non-teaching duties, and a host of other experiences.

### *Planning*

As the teacher candidate's assignment proceeds, he/she should be assuming some responsibility for planning lessons. Usually, the teacher candidate will be responsible for a small group or class period within one subject area, adding more responsibilities as time passes and progress dictates. The teacher candidate should develop all plans in a detailed format at this point. Not only for reference by the cooperating teacher and College supervisor but also so that the teacher candidate can gauge how well their planning works. Weekly plans and long-range unit plans should also be developed. The cooperating teachers and the teacher and the teacher candidate should closely coordinate these long-term plans. The unit plan must be for a minimum of five (5) days and must include five (5) complete daily plans. The format chosen for submission of plans is at the discretion of the cooperating teacher and depends on individual school requirements. However, the official School of Education lesson plan format and unit plan format must be used for the pieces submitted for the portfolio.

### *Part-Time Responsibility*

The teacher candidate will gradually assume responsibility for an entire learning environment. By the midpoint of the placement (fourth week of placement), teacher candidates should be teaching at least half-time. Increased demands upon the teacher candidate's time will affect how well he/she can prepare for lessons, especially those for which he/she might want to make learning materials. Advance preparation can help the teacher candidate avoid hitting a wall of fatigue and frustration.

At this point, the cooperating teacher, candidate, and College supervisor should adjust their expectations accordingly. Units that are thoroughly researched and planned still need back-up alternatives, since students and learning environments can vary widely on short notice.

The candidate should feel free to experiment but do so knowing that his/her lessons will be evaluated on the basis of their success in promoting students' learning, as well as the teacher candidate's own learning. Such methods as cooperative learning, full including strategies, whole-language instruction, or inquiry-based instruction must be painstakingly tested. Observations by the cooperating teacher can help the teacher candidate analyze their teaching at this point and prepare materials and methods for full-time teaching.

### *Full-time Responsibility*

During the second part of the placement (sixth week of placement), an extended period (at least four full weeks) of full-time teaching responsibility is required. The teacher candidate will be leading lessons independently of the cooperating teacher, although the teacher candidate will remain under the cooperating teacher's immediate responsibility. Some collaborative teaching may be possible during this time at the teacher candidate's initiative. The most crucial evaluations of the teacher candidate's professional competence will focus on full-time teaching. At this stage, the teacher candidate should have fully prepared plans, materials, procedures and techniques. It is important that the teacher candidate shows their personal style in taking full command over the teaching of subjects and student's learning. Also, during this time, the teacher candidate should conduct a short (at least one-week) action research project in which the teacher candidate conducts original research on his/her own practice.

### *Final Week*

As the assignment draws to a close, the candidate should gradually disengage from teaching/training responsibilities and resume the role of observer. These last days are often difficult, and the candidate needs to prepare for the moment of departure. It is a good time for the candidate to make professional visits, follow up on some questions but where these students will be going in their future, and evaluate their own progress. Moreover, it is a good time for the teacher candidate to gather K-12 work samples and work on the **Student Teaching Portfolio** and **Effective Impact on Student Learning Project**.

### *Teaching Responsibility and Timeline*

The candidate, cooperating teacher, and College supervisor should discuss and agree on the appropriate timeline for the candidate to assume responsibility for the class and students. The placement may be longer due to school vacations and holidays.

Timeline for teacher candidates in each 7-week placement, for fourteen-week placement, or for interns during their 7-week school placement.

**Week 1:** Observe and assist-The majority of the time is focused on learning classroom routines and observing students and the cooperating teacher.

**Week 2:** Team Teach and observe other grade levels or teachers who teach on the same grade level.

**Week 3-4:** Co-plan and teach 1-2 classes-This should be a lesson that the cooperating teacher has modeled on the previous day or class. This will give the clinical teacher the opportunity to plan with the cooperating teacher and observe the lesson being taught (1<sup>st</sup> Field Supervisor Observation and Triadic Discussion-Week 3). Start thinking about the **Effective Impact on Student Learning Project**.

**Week 5-6** Independently plan and teach 2-3 classes- (Cooperating teacher observes using Wiley observation form between weeks 4-6)

**Weeks 7-8:** Progressively increase teaching responsibilities-(2<sup>nd</sup> Field Supervisor Observation and Triadic discussion.

**Weeks 9-12:** Full responsibility (suggested minimum of three weeks and 3<sup>rd</sup> Field Supervisor observation and Triadic Discussion. This lesson should include one lesson from the **Effective Impact on Student Learning Unit Project**.

**Weeks 13-14:** Progressively decrease full responsibility-(Gradually reduce the number of classes or subjects taught and return teaching responsibility to the cooperating teacher. Complete and submit all required student teaching forms such as reflections and evaluations.

# Appendices



## Admission to the Educator Preparation Program Checklist

Student's Name: \_\_\_\_\_ Faculty Advisor: \_\_\_\_\_

Student's Major: \_\_\_\_\_ Student's ID#: \_\_\_\_\_

### Educator Preparation Program Progression Requirements and Assessments

#### *Determining Candidates Knowledge, Skills, and Dispositions*

Stage	Assessing/Determining Candidates Knowledge, Skills, and Dispositions
<b><u>Benchmark I</u></b> <b>Preparation for Candidacy</b>	<ul style="list-style-type: none"> <li>• Formal application for admission to the Educator Preparation Program (EPP)</li> <li>• Official transcript with 30 hours earned with an overall "B" 3.0 GPA</li> <li>• Program coursework is at or above a "B" grade level</li> <li>• Current in all financial obligation to the College</li> </ul>
<b>At Admission: Pre-Candidate Assessment</b>	<ul style="list-style-type: none"> <li>• Background check application</li> <li>• Have a minimum of 12 college hours</li> <li>• Complete 12 or 15 (only Math &amp; Science) credits in Content and education courses as prescribed in the respective chosen area of teacher certification.</li> </ul>
<b>Wiley College Admission to EPP</b>  <i>Normally at the 60 hours</i>	<ul style="list-style-type: none"> <li>• Provide evidence of Code of Ethics training (signatures required)- and FERPA Form in EDUC 2310 Introduction to Teaching or EDUC 3306 Education Seminar.</li> <li>• Complete a qualifying interview</li> </ul>
Stage	Assessing/Determining Candidates Knowledge, Skills, and Dispositions
<b><u>Benchmark II</u></b> <b>The Teacher Candidate-Candidate Assessment</b>	<ul style="list-style-type: none"> <li>• Pass the TExES PPR and content specific</li> <li>• Early Childhood majors must pass the TExES PPR, content specific, and the Science of Teaching Reading (STR )</li> <li>• Maintain at least a 3.00 GPA</li> <li>• Complete all program coursework at or above a "B" grade.</li> <li>• Complete at least 55 hours of field-based experiences/observations</li> <li>• Submit TExES scores for all exams</li> </ul>
<b>Advancement-(Candidacy) to Student Teach</b>  <i>Normally at the 90-100 hour</i>	<ul style="list-style-type: none"> <li>• Pass the Federal criminal background check process</li> <li>• Provide evidence of Code of Ethics training (signatures required)</li> <li>• Submit a professional portfolio</li> </ul>

Stage	Assessing/Determining Candidates Knowledge, Skills, and Dispositions
<p><b><u>Benchmark III</u></b>  <b>Student Teaching and Certification</b></p> <p><i>At exit from program and Graduation</i></p>	<ul style="list-style-type: none"> <li>• Adhere strictly to all policies and procedures outlined in the Student Teaching Handbook.</li> <li>• Continue performing at or above a “B” grade level throughout the Student Teaching Experience to be considered a Program Finisher.</li> <li>• Apply for Standard Teaching Certificate through TEA at <a href="http://www.tea.state.tx.us">www.tea.state.tx.us</a></li> </ul>
<p><b><u>Post-Graduation</u></b></p> <p><i>1 to 2 years into teaching</i></p>	<ul style="list-style-type: none"> <li>• Graduate completes Alumni Survey assessing quality of the Educator Preparation Program</li> <li>• Principal Surveys are sent to employers to evaluate graduates’ preparedness for full-time employment as educators</li> </ul>

**If denied admission, must meet the following requirement(s) by the end of the current semester with the possibility of repeating the Admission Process:**

<b>Admission Decision from the Education Preparation Program Faculty (Please Initial)</b>		
Academic Advisor:	Full Admission _____	Denied Admission _____
Director of Clinical Experience:	Full Admission: _____	Denied Admission: _____
Assistant Dean of Education:	Full Admission: _____	Denied Admission: _____
Dean of Education:	Full Admission: _____	Denied Admission: _____

**Wiley college  
School of Education**

**Educator preparation Program Application**

First Name	Middle Name:	Last Name:
Wiley College Email:	Student ID:	Mobile Phone:
Alternate Phone:	Mailing Address:	City, State, and Zip Code:
Gender: (Select One) Female <input type="checkbox"/> Male <input type="checkbox"/>	Ethnicity:	
Race: (Select)		

**Area of Certification**

Select the area of certification you are pursuing:

EC-6 Generalist	EC-12 Physical Education	EC-12 Music
-----------------	--------------------------	-------------

**Minor Concentration (if applicable)**

**Minimum of 18 hours required**

Write in the minor you are pursuing: \_\_\_\_\_

**Requirements:**

**I. Criminal background Checks and Social Security number Requirements**

- a. Pursuant to the Texas Education Code TEC, §22.0835, candidates must undergo a criminal history background check prior to student teaching; and pursuant to the TEC, §22.0835, candidates must undergo a criminal history background check prior to employment as an educator. A candidate may be ineligible for issuance of a certificate on completion of the EPP if an individual has been convicted of an offense.
- b. As part of the EPP, candidates are required to pass background checks to be eligible for field-based experiences (observation hours), clinical teaching (student teaching), and applying for their standard teaching certificate.
- c. A person who is enrolled or planning to enroll in an educator preparation program or planning to take certification examination may require a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction of deferred adjudication for a felony or misdemeanor offense.
- d. Requirements for social Security Numbers-Effective August 1, 2015, Morpho trust, the Texas Department of Public Safety fingerprinting vendor can no longer utilize P-numbers for completion of the fingerprinting process. As a result, candidates attempting to be fingerprinted

using a non-valid 9-digit number will not be allowed to complete the fingerprinting process, which is required for the background check necessary for teacher certification in Texas.

This form must be submitted to the School of Education Office

**FERPA**  
**Consent to Release Educational Records and Information**

This release represents your written consent to permit the Wiley College Educator Preparation Program (EPP) to disclose education records and any information contained regarding the specific individual identified below. Please read this document carefully and fill in all the blanks.

I, \_\_\_\_\_ (print full name) am a candidate at the Wiley College Educator Preparation Program and hereby give my voluntary consent to Wiley Education Faculty to:

- A. Disclose/Release the following records:
  - 1. Records relating to any of my field-based experiences.
  - 2. Records relating to my performance during my internship; and,
  - 3. TExES and/or TOEL test score results.
  
- B. To the following person(s):
  - 1. School districts or other Agencies associated with field-based experiences.
  - 2. School-based/Agency-based administrators.
  - 3. School-based/Agency-based cooperating teachers/mentors/campus administration.
  - 4. Program-based Field Supervisors, and,
  - 5. Wiley EPP program faculty and staff
  
- C. For the purpose of:
  - 1. Conversing and reviewing candidate's performance.
  - 2. Acquiring feedback from Wiley Faculty, cooperating teachers/mentors, and campus administration; and,
  - 3. Procuring required signatures.

I understand that under the Family Educational Rights and Privacy Act of 1974 (FERPA), no disclosure of my records can be made without my written consent at any time (via written request to the Wiley Educator Preparation Program) except to the extent that action has already been taken upon this release. Further, without such release, I am unable to participate in any field-based experiences including 30 clock hours of observations/student interaction or clinical teaching.

**Printed Name of Teacher Candidate:** \_\_\_\_\_

**Signature of Candidate:** \_\_\_\_\_

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

**Wiley College  
School of Education**

**Candidate Pre-Admission Benchmark Assessments**

Candidate's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Major: \_\_\_\_\_ Faculty Advisor: \_\_\_\_\_

**Basic Skills Data Collection Chart**

<b>Assessment</b>	<b>Reading Score</b>	<b>Writing Score</b>	<b>Math Score</b>
<b>ETS Proficiency Profile-Rising Junior Exam</b>			
<b>Accuplacer</b>			
<b>Accuplacer Next Generation</b>			
<b>ACT Within last 5 years</b>			
<b>SAT Within last 5 years</b>			

The chart below reflects the minimum requirements to demonstrate competency in reading, math, and writing.

<b>Assessment</b>	<b>Reading Score</b>	<b>Writing Score</b>	<b>Math Score</b>
<b>ETS Proficiency Profile-Rising Junior Exam</b>			
<b>Accuplacer</b>	78	80	63
<b>Accuplacer Next Generation</b>	252	254	249
<b>ACT Within last 5 years</b>	Composite-23	English-19	Math-19
<b>SAT Within last 5 years</b>	252	254	249

**Wiley College  
School of Education**

Admission to Educator Preparation Program Reading Assessment

Candidate's Name: \_\_\_\_\_

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

**Reading Assessment**

Directions:

- Read the article out loud
- Wait 5-10 minutes
- Now read the article again, silently
- Please answer the questions that the interviewer asks you

**TEA Reading Rubric**

<b>Fluency</b>	<b>Comprehension</b>	<b>Accuracy</b>	<b>Vocabulary</b>
<b>0</b> Cannot Read	<b>0</b> Cannot recall information from passage	<b>0</b> Mispronounces most words	<b>0</b> Does not understand how to define words using context clues
<b>1</b> Reads passage but does not read complete sentences fluidly	<b>1</b> Does not summarize passage correctly or includes not detail from reading sample in summary	<b>1</b> Mispronounces 6 or more words	<b>1</b> Knows the contextual meanings of 0-1 selected words
<b>2</b> Reads sentences somewhat fluidly while missing some punctuation and inflection	<b>2</b> Summarizes passage but leaves out detail or includes some detail from sample	<b>2</b> Mispronounces 3-5 words	<b>2</b> Knows the contextual meanings of 2-4 selected words
<b>3</b> Reads fluidly with inflection	<b>3</b> Summarizes passage concisely recalling most details in sample	<b>3</b> Mispronounces 0-2 words	<b>3</b> Knows the contextual meanings of all 5 selected words.
<b>Total Score</b>			

**Wiley College  
School of Education**

**Reading Assessment Rubric**

*Reading Assessment Sample Questions:*

- In your own words, summarize the article.
- What is the main idea of the article?
- Provide three questions you could ask your future students that could be used as a formative assessment that could assess their understanding of the passage.

Evaluation Results:

---

---

---

---

---

---

<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Needs Improvement</b>	<b>Does not Meet Expectations</b>
12-11	10-9	8-6	5-0

Interviewers/Assessors:

---

Print Name	Signature
------------	-----------

---

Print Name	Signature
------------	-----------

---

Print Name	Signature
------------	-----------



**Wiley College  
School of Education**

**Admission to the Educator Preparation Program Assessment Rubric**

**Teacher Candidate:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Instructions:** Based on the interactions during the interview and sample artifacts provided by the teacher candidate, use the following rubric to evaluate the candidate’s performance for each criterion.

<b>Rubric: Interview and Portfolio</b>				
	<b>Exceeds Expectations (4 points)</b>	<b>Meets Expectations (3 points)</b>	<b>Needs Improvement (2 points)</b>	<b>Does Not Meet Expectations (1 point)</b>
<p><b><u>Letter of Introduction</u></b></p> <p><b>TEA Educator Standard 6: Professional Practice and Responsibilities</b></p>	Provides clear, concise, and creative introduction that establishes the tone and direction of the portfolio in a detailed manner.	Provides clear and concise overview but does not provide a detailed tone and/or direction of the portfolio.	Provides an introduction at the establishing some tone; unclear, confusing introduction; missing sections.	Provides an introduction at the minimal level without establishing a tone; unclear, confusing introduction; missing sections.
<p><b><u>Sample Lesson Plan and Reflective Memo</u></b></p> <p><b>TEA Educator Standard 1: Instructional Planning and Delivery</b></p> <p><b>TEA Educator Standard 2: Content Knowledge and Expertise</b></p>	Demonstrates extensive evidence in: Pedagogy, setting goals and objectives for learning, designing instruction, and student assessment. Provides an in-depth, reflective memo on “why” lesson plan was Selected for panel portfolio.	Demonstrates proficiency in: Pedagogy, setting goals and objectives for learning, designing instruction, and student assessment. Provides a separate and a moderate reflective memo on “why” lesson plan was selected for panel portfolio.	Demonstrates some understanding of: Pedagogy, setting goals and objectives for learning, designing instruction, and student assessment. Provides a separate reflective memo on “why” lesson plan was selected for panel portfolio.	Fails to demonstrate an understanding of: Pedagogy, setting goals and objectives for learning, designing instruction, and student assessment. Provides a separate but low-level reflective memo on “why” lesson plan was selected for panel portfolio

<p><b><u>Philosophy of Education</u></b></p> <p><b>TEA Educator Standard 6: Professional Practice and Responsibilities</b></p> <p><b>TEA Educator Standard 2: Knowledge of Students and Student Learning</b></p>	<p>Provides extensive articulation of the theoretical and philosophical basis for personal beliefs about teaching and learning; all beliefs are supported by and referenced to theories and research; uses appropriate grammar.</p>	<p>Provides moderate articulation of the theoretical and philosophical basis for personal beliefs about teaching and learning; most beliefs are supported by but may not be referenced to theories and research; contains few grammatical errors</p>	<p>Provides some articulation of the theoretical and philosophical basis for personal beliefs about teaching and learning; few beliefs are supported by but may not be referenced to theories and research; contains some grammatical errors.</p>	<p>Fails to provide a theoretical and philosophical basis for personal beliefs about teaching and learning; contains extensive grammatical errors.</p>
<p><b><u>Professional Learning Experience Reflection</u></b></p> <p><b>TEA Educator Standard 6: Professional Practice and Responsibilities</b></p>	<p>Provides evidence of attending two professional learning experiences and responded in detail to the prompt provided. Responses show in-depth reflection and demonstrate higher-level thinking.</p>	<p>Provides evidence of attending one professional learning experience and responded in detail to the prompt provided. Responses show some reflection and higher-level thinking.</p>	<p>Provides evidence of attending one professional learning experience and generally responded to the prompt provided.</p>	<p>Did not provide evidence of attending one professional learning experience.</p>
<p><b><u>Technology Work Sample and Reflective artifact</u></b></p> <p><b>TEA Educator Standard 1: Instructional Planning and Delivery</b></p>	<p>Demonstrates technology competency at an extensive level by communicating a message, posting in a forum, sharing a learning event, or applying technology integration in lesson planning. Provides an in-depth, separate reflective narrative on the technology sample.</p>	<p>Demonstrates technology competency at the moderate level by communicating a message, posting in a forum, sharing a learning event, or applying technology integration in lesson planning. Provides an in-depth, separate reflective narrative on the technology sample.</p>	<p>Demonstrates technology competency at a minimal level by communicating a message, posting in a forum, sharing a learning event, or applying technology integration in lesson planning. Provides an in-depth, separate reflective narrative on the technology sample.</p>	<p>Demonstrates little technology competency and does not submit evidence of meeting any of the following criteria: communicating a message, posting in a forum, or sharing a learning event</p>

<u><b>General Education Competencies Work Sample and Reflective artifact</b></u>  <b>TEA Educator Standard 3: Content Knowledge and Expertise</b>	<p>Demonstrates understanding at the extensive level on two or more of the General Education Competencies (GEC). Provides an in-depth, separate reflective narrative on “why” the work sample was selected for the portfolio and articulates which GEC this work sample addresses. Contains appropriate grammar with no errors.</p>	<p>Demonstrates understanding at a general level on one or more of the General Education Competencies (GEC). Provides an in-depth, separate reflective narrative on “why” the work sample was selected for the portfolio and articulates which GEC this work sample addresses. Contains appropriate grammar with few errors.</p>	<p>Demonstrates some understanding of one of the General Education Competencies (GEC). Provides an in-depth, separate reflective narrative on “why” the work sample was selected for the portfolio and articulates which GEC this work sample addresses. Contains few grammatical errors.</p>	<p>Does not demonstrate an understanding of the General Education Competencies (GEC). Provides an in-depth, separate reflective narrative on “why” the work sample was selected for the portfolio and articulates which GEC this work sample addresses. Contains extensive grammatical errors.</p>
<u><b>Communication Skills During Interview</b></u>  <b>TEA Educator Standard 6: Professional Practices and Responsibilities</b>	<p>Uses Standard English; emphasizes points with varied tonal quality; exhibits high level of self-confidence in responses; effectively uses eye contact and body language to convey message; demonstrates skills required in a polished interview</p>	<p>Uses Standard English; uses variety of tonal inflection in occasional responses; exhibits self-confidence in responses; uses eye contact and body language in response to questions</p>	<p>May exhibit some minor errors in Standard English; uses a variety of tonal inflection; shows confidence when answering questions; uses minimal eye contact and body language</p>	<p>May exhibit a few minor errors in Standard English; seldom uses a variety of tonal inflection; does not display confidence when answering questions; uses minimal eye contact and body language</p>
<u><b>Expression of Commitment to All Learners During Interview</b></u>  <b>TEA Educator Standard 2: Knowledge of Students and Student Learning</b>	<p>Demonstrates investment in learner performance by citing examples within portfolio artifacts</p>	<p>Demonstrates interest in learner improvement by citing examples through portfolio artifacts</p>	<p>Demonstrates some interest in learner improvement by citing examples through portfolio artifacts</p>	<p>Demonstrates minimal interest in learners without a connection to specific examples or interactions</p>
<u><b>Professional Demeanor During Interview</b></u>	<p>Professionally and appropriately dressed according to the</p>	<p>Professionally and appropriately dressed; maintains eye contact;</p>	<p>Dressed appropriately for the teaching vocation; engages in</p>	<p>Dressed inappropriately for the teaching</p>

<b>TEA Educator Standard 6: Professional Practice and Responsibilities</b>	teaching vocation; displaying interest while maintaining eye contact; proactively listening and responding to the panel members; appropriate interview behaviors (providing specific answers to questions, connecting answers to the appropriate content required to answer the question)	actively listens and responds; displays some appropriate interview behaviors (providing answers to questions, connecting answers to most of the content required to answer the question)	some eye contact; responds appropriately to few questions; displays few appropriate interview behaviors	vocation; engages in very little eye contact; responds inappropriately to questions; displays minimal appropriate interview behaviors
--	---	--	---	---

**Overall Level of Performance:** \_\_\_\_\_

**Comments:**

---



---



---



---



---

Wiley Faculty: \_\_\_\_\_

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

**Wiley College  
School of Education**

Admission to Education Preparation Program  
Full Admission

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

Dear \_\_\_\_\_,

Congratulations! We are pleased to inform you of your formal admission to the Educator Preparation Program at Wiley College. We are honored to walk with you on your journey to becoming a future educator. You will need to complete 50 or more hours of field experience hours while enrolled in your education courses. Please be advised that you must pass the TExES Pedagogy and Professional Responsibilities exam and the TExES content area examination (appropriate exam for your major) before you are eligible to apply for student teaching. If you are an Early Childhood major, you are also required to take the Science of Teaching Reading exam in addition to your content exam and the Pedagogy and Professional Responsibilities exam. Please feel free to contact the Dean or the Assistant Dean regarding the application process for student teaching.

Your signature below represents your formal acceptance into the Education Preparation Program at Wiley College, and that you understand the requirements needed for student teaching placement. Please submit the signed form to the Assistant Dean, Dr. Carmita Haynes, or the Dean of Education, Dr. JoAnn Scales.

Sincerely,

Dr. JoAnn Scales  
Dean of Education

\_\_\_\_\_  
Teacher Candidate Signature

\_\_\_\_\_  
Date

**Wiley College  
School of Education**

Denied Admission to Educator Preparation Program

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

Dear \_\_\_\_\_,

It is to state with much grievance that the Education Faculty is unable to extend a formal admission into the Educator Preparation Program at Wiley College.

If you have any questions or concerns regarding the denial status of your application, please feel free to reach out to the Assistant Dean of Education or the Dean of Education.

Sincerely,

Dr. JoAnn Scales,  
Dean of Education and Sciences

Explanation of application status:

---

---

---

---

## Wiley College School of Education

### Professional Disposition Rubric

The following are basic expectations for professionalism in the School of Education at Wiley College. They are based on the attitudes central to demonstrating the professionalism expected of a teacher candidate with relation to respect, responsibility, communication and collaboration. If they are consistently practiced and demonstrated, they provide a basis for growth. If they are not demonstrated, they are cause for concern and appropriate intervention and if necessary, dismissal from the Education Preparation Program at Wiley College.

This form is to be completed on each teacher candidate (at least one time) by Wiley Faculty.

#### *Rating System for Teacher Candidate:*

The quality of student work during the field experience is indicated by rating. This rating system is in accordance with the School of Education's rating requirements. Ratings given during the field experience are defined as follows:

**Exceeds Expectations (30-40 points):** The teacher candidate clearly demonstrates the ability to perform at levels that are exceptional, distinguished, and beyond expected criteria.

**Meets Expectations (19-29 points):** The teacher candidate demonstrates, to some extent, the ability to perform at levels that are knowledgeable, proficient, and meet criteria.

**Needs Improvement (8-18 points):** The teacher candidate demonstrates the ability to perform at levels that are initial, preliminary, and basic.

**Does Not Meet Expectations (7 or fewer points):** The teacher candidate is not demonstrating at the expected levels of performance.

Teacher Candidate: \_\_\_\_\_

Course: \_\_\_\_\_

Semester: \_\_\_\_\_

<b>Required Professional Dispositions</b>	<b>Exceeds Expectations (4 points)</b>	<b>Meets Expectations (3 points)</b>	<b>Needs Improvement (2 points)</b>	<b>Does not Meet Expectations (1 point)</b>
<b>Preparation</b> -Candidate consistently submits high-quality work and fully prepares for assigned tasks.				
<b>Attendance/Tardiness</b> -Candidates arrive early and positively participate in events. Candidate makes timely arrangements in the case of a necessary program-related absence.				
<b>Content Knowledge</b> -Candidate consistently demonstrates accurate content knowledge and consistently seeks to extend depth and breadth of knowledge.				

<b>Pedagogy</b> -Candidate consistently creates differentiated learning environments that encourage student-centered instruction for learner interaction, exploration, discovery, and expression.				
<b>Communication</b> -Candidate consistently communicates effectively in oral and written formats with stakeholders. Candidate interactions consistently convey authentic, positive affect.				
<b>Respect for Policies &amp; Norms</b> -Candidate demonstrates accurate knowledge of and consistent adherence to relevant program and school policies and norms.				
<b>Ethical Conduct</b> -Candidate is consistently honest, trustworthy, and respectful in all interactions and academic endeavors. Candidate consistently adheres to the expectations set forth by the Texas Code of Ethics for Educators.				
<b>Self-Assessment/Reflection</b> -Candidate consistently and thoughtfully engages in self-assessment. Candidate consistently demonstrates educator efficacy through reflection and initiative				
<b>Collaboration</b> -Candidate consistently collaborates with peers and superiors and seeks opportunities to facilitate collaborative experiences.				
<b>Resourcefulness</b> -Candidate consistently seeks additional resources and demonstrates initiative by consulting with others as well as developing their own solutions.				
Areas of Strength (Glows)				
Opportunities for Improvement (Grows)				
Overall Score:				

Wiley Faculty: \_\_\_\_\_

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

Cooperating Teacher: \_\_\_\_\_

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



**Wiley College  
School of Education**

**Background Check and Fingerprinting Requirements**

Before beginning every field experience placement, Wiley College teacher candidates must agree and sign the following statement which documents their understanding of the background check requirements. Wiley teacher candidates **are required to complete the Texas Education Agency (TEA) federal criminal background check process (including fingerprinting) for student teaching and again for the certification application process.** As previously stated, at graduation when the certification application is submitted, teacher candidates will be required **to complete the Texas Education Agency (TEA) federal criminal background check process (including fingerprinting) as a condition for employment and/or certification. Employment and/or certification may be denied based on the results of this background check.**

Please see the questions below. If a teacher candidate answers “yes” to any of the previous questions, he/she must submit a narrative and documentation (including dates, locations, school systems, and all/any additional information that explain the circumstance(s) in detail to the School of Education. Teacher candidates must receive clearance from the Dean of the School of Education before beginning their student teaching experience.

Note: For a “yes” response to items 5 & 6, the following must be included for all charges, including those that have been dismissed or expunged: **1) Judgement Order; OR 2) Final Order; OR 3) Magistrate Court Documentation; AND 4) all other relevant court documentation.**

- 1) Have you ever had adverse action taken against any application, certificate, or license in any state?
- 2) Have you ever been disciplined, reprimanded, suspended, or discharged from any employment because of allegations of misconduct?
- 3) Have you ever resigned, entered into a settlement agreement, or otherwise left employment as a result of alleged misconduct?
- 4) Is any action now pending against you for alleged misconduct in any school district, court, or before any educator licensing agency?
- 5) \*Have you ever been arrested, charged with, convicted of, or are currently under indictment for a felony?
- 6) \*Have you ever been arrested, charged with or convicted of a misdemeanor? (For the purpose of this application, minor traffic violations should not be reported). Charges or convictions for driving while intoxicated (DWI) or driving under the influence of alcohol or other drugs (DUI) must be reported.

By signing below, I acknowledge that I am aware of the information above and realized that any falsification or lack of reporting is grounds for dismissal from the Education Preparation Program in the School of Education at Wiley College. I also am aware that I may confidentially submit a request to the Dean of the School of Education and the Texas Education Agency that would provide an indication of whether previous incidents might have a negative impact on my future teacher certification.

I am aware that I will be required to complete the **Texas Education Agency (TEA) federal criminal background check process (including fingerprinting)** prior to student teaching.

I am aware that I will be required to pay for and complete the **Texas Education Agency (TEA) federal criminal background check process (including fingerprinting)** as a condition for teacher certification and employment in Texas.

I am aware that I may be denied the privilege of student teaching, employment or certification based on the results of this criminal background check.

Have you ever been asked to leave a teacher preparation program?

Yes \_\_\_\_\_

No \_\_\_\_\_

If yes, please explain below:

---

---

---

---

---

---

Permanent Address:

---

---

---

Mobile:

---

---

Print Full Name

Signature

Date

## *Guidelines for Candidates enrolled in Field Experience*

The candidate should:

- Begin the field experience as soon as the placement is received.
- When reporting to the school, present the Wiley College identification and officially sign in and out at the office for each observation. The school may require a visitor's name tag.
- Introduce themselves to the cooperating teacher and the school principal.
- Exchange contact information (email, telephone number) with the cooperating teachers and field experience mentor.
- Work out a schedule with the cooperating teacher to observe and interact with the students. If required to teach lessons, work out a schedule to teach these lessons. Be sure to include the Field Experience Mentor in the scheduling of these lessons.
- Stick to the schedule. If a day must be missed because of illness, an emergency, or participating in an athletic event, notify the cooperating teacher immediately. Athletes should provide their cooperating teacher with a copy of their athletic schedule.
- Dress professionally when attending the placement. Do not wear anything too tight, short, or revealing. No flip flops. No high heels. Not jeans, leggings, or sweatpants. No shirts with inappropriate logos/sayings/ no gum, etc. Cover tattoos. No piercings (except ears for female students) with small earrings. Please look like a well-dressed professional teacher, not a student.
- Please lock cell phones away or out of sight. They have no place in the classroom, unless you are using the electronic device for teaching purposes. In the event of an emergency please give family members the number of the school.
- Fall all rules and regulations of the school.
- Explain to the cooperating teacher of the need to spend time interacting with the students not just sitting and observing. Texas Education Agency (TEA) requires interactive field placements. This means teacher candidates should make every effort to work with students individually, in small groups, or with the whole class.
- Keep the time sheet up to date and have the cooperating teacher date and sign it each time he or she attends.
- Provide the cooperating teacher with all forms required and collect them when appropriate.
- When teaching lessons, explain to the cooperating teacher in advance that he or she must complete an assessment for each lesson taught.
- Work with the cooperating teacher in planning the lesson. Ask for feedback after the lesson is taught. Include the discussion questions in the conversation with the field experience mentor.
- Schedule lessons and notify the instructor and/or Field Experience Mentor who will observe, if the candidate is not videotaping the lesson. The candidate should submit the lesson plan to the Field Experience Mentor observing them at least 24 hours in advance of teaching the lesson. The field Experience Mentor must approve the lesson.
- After teaching a lesson, complete the self-assessment and bring it, along with the cooperating teacher's assessment, and to the follow-up conference with the Field Experience Mentor.
- Be open to feedback from the cooperating teacher and Field Experience Mentor. They are both in place to help improve the candidate's teaching skills.
- Complete the reflection tasks that need to be completed and submitted to the Field Experience Mentor.
- Complete all observation hours and/or lessons and turn in all forms according to the timeline specified by the Field Experience Mentor.
- Treat all information learned about individuals or schools in the instructional setting as **CONFIDENTIAL!**
- Notify Field Experience Mentor of any problems encountered during the field experience.
- Be aware that each placement can be terminated by the school site personnel, course instructor, or dean when it is deemed to be in the best interest of the student, school, or learners.
- Enjoy the field experience!

Student Signature: \_\_\_\_\_

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

## Wiley College School of Education

### Field Experience Tracking Form Checklist

Teacher Candidate: \_\_\_\_\_

Declared Major: \_\_\_\_\_

Course	School Placement Location	Cooperating Teacher	Number of Hours Completed
EDUC 2310 (5)			
EDUC 3306 (10) Early Childhood Majors <ul style="list-style-type: none"> <li>• Grades PreK-3 Placement</li> </ul> Middle Grades 4-8 Majors <ul style="list-style-type: none"> <li>• Grades 4-5 Placement</li> </ul> Physical Education Majors <ul style="list-style-type: none"> <li>• Grades K-3 Placement</li> </ul>			
EDUC 3340 (20) Early Childhood Majors <ul style="list-style-type: none"> <li>• Grades 4-6 Placement</li> </ul> For Physical Education <ul style="list-style-type: none"> <li>• High School Placement</li> </ul>			
EDUC 3342 (10) Early Childhood Majors <ul style="list-style-type: none"> <li>• Grades PreK-3 Placement</li> </ul> Physical Education Majors <ul style="list-style-type: none"> <li>• Middle School Placement</li> </ul>			
EDUC 3383 (10) Early Childhood Majors <ul style="list-style-type: none"> <li>• Grades 4-6 Placement</li> </ul> Physical Education Majors Grades 4-5 Placement			
Independent Field Hours <ul style="list-style-type: none"> <li>• In addition to hours delineated by course</li> </ul>			

**Wiley College  
School of Education**

Dear Cooperating Teacher,

We deeply appreciate your commitment to supporting our teacher candidates through their active engagement in your classroom. Wiley College and the School of Education are committed to continuous self-reflection, feedback and assessment on a candidate's performance. One of the ways we assist candidates in this process is through their active use of Wiley College's ePortfolio system through *Google Sites*. Through this web-based system faculty submit and upload evaluations of the candidate's performance and dispositions. With this web-based system, each Wiley candidate is able to follow his or her learning progress throughout his or her years of study. It helps the candidate process the feedback that they receive from faculty and cooperating teachers. It also enables them to look for patterns in their academic work so they can take more control of their development and become more autonomous learners.

As the candidate's cooperating teacher, you also evaluate their teaching performance using School of Education evaluation forms. We request permission to enter/submit your evaluation of their teaching performance and dispositions into our web-based system. The hard-copy of your evaluation will be scanned and upload to the web-based system as well as placed into the candidate's permanent file. Please sign to indicate your approval for this data entry and return the form to your candidate. If you have questions or concerns, you may call me at 903.927.3331 or send me an email at [chaynes@wileyc.edu](mailto:chaynes@wileyc.edu).

Sincerely,

Carmita Haynes, Ed.D,  
Assistant Dean of Education

Cooperating Teacher: \_\_\_\_\_ School: \_\_\_\_\_

**Wiley College**  
**School of Education**  
 Field Experience Timesheet Log

EDUC 2310 – 15 hours	EDUC 3306 -15 hours	EDUC 3307 – 20 hours	EDUC 3340-20 hours
EDUC 3342-20 hours	EDUC 3377 – 20 hours	EDUC – 3383 hours	EDUC – 4612 Student Teaching

Teacher Candidate: \_\_\_\_\_ Semester/Year: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_ School: \_\_\_\_\_

<u>Date of Observation</u>	<u>Hour(s) in Attendance</u>		<u>Length of Observation</u>	<u>Cooperating Teacher Signature</u>
	<i>Sign In</i>	<i>Sign Out</i>		
Ex: March 10, 2015			2 hours	J. Smith.

Total Hours Observed: \_\_\_\_\_

Please submit completed timesheet to the School of Education

**Wiley College**  
**School of Education**

**FIELD EXPERIENCE REFLECTION TASK LIST:**

The following 7 tasks are to be completed during your **5 hours** of observation for your field experience. There will be something to write for each task, and what you write must be **TYPED** and submitted at the end of your field experience. If you did not observe any aspect of the task, simply state that it wasn't observed. When you write about a student or teacher, **DO NOT USE REAL NAMES**. Describe teachers by letters (e.g., Mr. X or Ms. Z), and students by sex and number (e. g., Female student #1, Male student #3).

**Task 1.** Ask for a teacher and/or student handbook. If neither is available, ask the teacher to explain the school rules and the procedures for reporting discipline problems, child abuse and other problems concerning the students. What is the procedure for sending a student to the office? What is the procedure for reporting suspected child abuse? What is the procedure for contacting parents about discipline or other issues regarding the child? What is the procedure for fire drills or disaster drills (e.g., hazardous chemical leaks)?

**Task 2.** Classroom set up:

- a. Draw a diagram of the entire classroom.
- b. Who is in the room? Identify students and where they sit by ethnicity.
- c. What does this suggest about the teacher's beliefs about learning and learners?
- d. What does the seating of the classroom suggest about how the teacher keeps order and discipline?

**Task 3.** Beginning of class procedures:

- a. How does the cooperating teacher take attendance?
- b. How do students who have been absent on previous days get missed assignments?
- c. When is a student considered tardy?
- d. Briefly describe how the teacher starts the class.

**Task 4.** Classroom rules:

- a. What is this teacher's philosophy with regards to classroom management and how is it modeled in the class?
- b. What are the teacher's classroom rules? Are they posted?
- c. What is the procedure for a student who wants to leave the room?
- d. For what reasons can the student leave the room?
- e. What are the procedures for using pencil sharpeners, tardy slips, use of special equipment, encyclopedias, etc.?
- f. Are there sponge activities planned or other routines/transitions?

**Task 5.** Teacher Instruction Presentations:

- a. What are the rules for asking questions, receiving help, or contributing to discussion?
- b. What signal(s) does the teacher use to get the students' attention?
- c. What signal(s) does the teacher use to get students to participate (e.g., choral response, students to discuss a topic, or student to answer a question)?

**Task 6.** Describe at least two (2) discipline problems in class and how the teacher handled each one. Were the results satisfactory for the teacher? Were the results satisfactory for the student?

**Task 7.** Student Group Work:

- a. How are students assigned to groups for group work?
- b. How are supplies or materials distributed to groups?
- c. How are students informed of what is expected of them, what they are to accomplish, and of any special rules connected with the group work?
- d. Does the teacher use cooperative learning groups? If so, how are they organized? Describe how students interact in cooperative learning groups.

**Wiley College**  
**School of Education**

**FIELD EXPERIENCE REFLECTION TASK LIST:**

The following 14 tasks are to be completed during your **10 - 15** hours of observation for your field experience. There will be something to write for each task, and what you write must be **TYPED** and submitted at the end of your field experience. If you did not observe any aspect of the task, simply state that it wasn't observed. When you write about a student or teacher, **DO NOT USE REAL NAMES**. Describe teachers by letters (e.g., Mr. X or Ms. Z), and students by sex and number (e. g., Female student #1, Male student #3).

**Task 1.** Ask for a teacher and/or student handbook. If neither is available, ask the teacher to explain the school rules and the procedures for reporting discipline problems, child abuse and other problems concerning the students. What is the procedure for sending a student to the office? What is the procedure for reporting suspected child abuse? What is the procedure for contacting parents about discipline or other issues regarding the child? What is the procedure for fire drills or disaster drills (e.g., hazardous chemical leaks)?

**Task 2.** Classroom set up:

- e. Draw a diagram of the entire classroom.
- f. Who is in the room? Identify students and where they sit by ethnicity.
- g. What does this suggest about the teacher's beliefs about learning and learners?
- h. What does the seating of the classroom suggest about how the teacher keeps order and discipline?

**Task 3.** Beginning of class procedures:

- e. How does the cooperating teacher take attendance?
- f. How do students who have been absent on previous days get missed assignments?
- g. When is a student considered tardy?
- h. Briefly describe how the teacher starts the class.

**Task 4.** Classroom rules:

- g. What is this teacher's philosophy with regards to classroom management and how is it modeled in the class?
- h. What are the teacher's classroom rules? Are they posted?
- i. What is the procedure for a student who wants to leave the room?
- j. For what reasons can the student leave the room?
- k. What are the procedures for using pencil sharpeners, tardy slips, use of special equipment, encyclopedias, etc.?
- l. Are there sponge activities planned or other routines/transitions?

**Task 5.** Teacher Instruction Presentations:

- d. What are the rules for asking questions, receiving help, or contributing to discussion?
- e. What signal(s) does the teacher use to get the students' attention?
- f. What signal(s) does the teacher use to get students to participate (e.g., choral response, students to discuss a topic, or student to answer a question)?

**Task 6.** Seatwork:

- a. Does the teacher allow talking when students are doing seatwork?
- b. How does a student get the teacher's attention when she/he needs assistance?
- c. Are students allowed out of their seats during seatwork? If so, for what purposes?
- d. What does the teacher do with students who turn in their seatwork early?



**Task 7.** Student Group Work:

- e. How are students assigned to groups for group work?
- f. How are supplies or materials distributed to groups?
- g. How are students informed of what is expected of them, what they are to accomplish, and of any special rules connected with the group work?
- h. Does the teacher use cooperative learning groups? If so, how are they organized? Describe how students interact in cooperative learning groups.

**Task 8.** Describe at least two (2) discipline problems in class and how the teacher handled each one. Were the results satisfactory for the teacher? Were the results satisfactory for the students?

**Task 9.** For each observation day, describe at least one teaching technique or strategy the teacher used. What was it used to teach? Would you use it or alter it? Why?

**Task 10.** Observe how the teacher answers the students' questions. Describe different ways the teacher responds to student questions.

**Task 11.** What different types of assessment techniques does the teacher use? How are grades calculated? Include grading scale, if available.

**Task 12.** Describe incidents of the teacher's use of reinforcement (positive or negative) with the students.

**Task 13.** Describe how the teacher maintains professionalism and how he/she manages to keep abreast of innovations in teaching beyond professional development sessions held by the school or the district.

**Task 14.** Ending the period or lesson:

- a. How does the teacher get students ready to leave the room?
- b. How does the teacher dismiss students? What is the signal given for students to leave their seats?

**Field Experience Performance Assessment**  
**Final Evaluation by Cooperating Teacher**

Teacher Candidate \_\_\_\_\_ Date: \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_ School Placement \_\_\_\_\_

Grade Level/Content Area \_\_\_\_\_

**Directions:** Please note candidate’s strengths or areas in which s/he can improve in each category below. When possible, please provide specific examples or comments to support your view.

1. Conducts self in a professional manner (e.g., professional dress, attendance, preparation, respect)

2. Encourages development of a positive self-image in learners (e.g., gets to know students, positive interactions with students)

3. Interacts effectively with students, colleagues, administrators, parents

4. Demonstrates effective pre-professional teaching skills (e.g., planning, implementing lesson)

5. Communicates effectively through speaking, writing, and listening modes (e.g., gives clear directions, listens to students, uses media)

**Field Experience Performance Assessment**  
**Lesson Plan Observation**  
**For EDUC 3377 and EDUC 3340 Courses**

Wiley College Field       Cooperating Teacher       Teacher Candidate Self-  
 Mentor Evaluation       Evaluation       Evaluation

Teacher Candidate \_\_\_\_\_ Wiley Faculty \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_ School Placement \_\_\_\_\_

Grade Level/Content Area \_\_\_\_\_

*Rating System for Teacher Candidate:*

The quality of student work during the field experience is indicated by rating. This rating system is in accordance with the Education Division’s rating requirements. Ratings given during the field experience are defined as follows:

**Exceeds Expectations (74-84 points):** The teacher candidate clearly demonstrates the ability to perform at levels that are exceptional, distinguished, and beyond expected criteria.

**Meets Expectations (63-73 points):** The teacher candidate demonstrates, to some extent, the ability to perform at levels that are knowledgeable, proficient, and meet criteria.

**Needs Improvement (52-62 points):** The teacher candidate demonstrates the ability to perform at levels that are initial, preliminary, and basic.

**Does Not Meet Expectations (51 or fewer points):** The teacher candidate is not demonstrating at the expected levels of performance.

Please indicate the rating that indicated the teacher candidate’s performance by checking the box of the appropriate rating below.

	<b>Exceeds Expectations (4 points)</b>	<b>Meets Expectations (3 points)</b>	<b>Needs Improvement (2 points)</b>	<b>Does Not Meet Expectations (1 point)</b>
<b>Planning</b>				
Selects and uses developmentally appropriate content and skills				
Plans learning opportunities for all learners				
Designs activities that promote learning				
Appropriately uses TEKS to design goals and objectives for learning				
<b>Instruction and Assessment</b>				
Plans varied and appropriate assessments				
Communicates clearly and accurately with students				
Engages students in learner-centered instruction				

Uses appropriate practices, including technology				
Uses appropriate questioning strategies				
Provides appropriate and timely feedback				
Demonstrates ability to modify instruction to meet the needs of all learners				
Demonstrates flexibility/responsiveness				
<b>Learning Environment</b>				
Demonstrates positive regard for all learners				
Maintains clear expectations for learning/behavior				
Monitors and responds to student behavior to provide a safe, supportive learning environment				
Manages classroom procedures/materials				
Displays professional and ethical dispositions				
<b>Implementation of Effective Strategies and Best Practices</b>				
Use of research-based best practices				
Implemented strategies/practices effectively				
Strategies/practices make a positive impact on student engagement with the content				
Behavioral and learning expectations are clear and reinforced while strategy is being implemented.				
Areas of Strength (Glows)				
Opportunities for Improvement (Grows)				

Wiley Faculty: \_\_\_\_\_

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

Cooperating Teacher: \_\_\_\_\_

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

Teacher Candidate: \_\_\_\_\_

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

## Wiley College School of Education

Dear Candidate:

Welcome to your student teaching experience, the culminating experience of your professional preparation! Much of your success on this journey will depend upon your initiative in applying what you have learned about teaching, learning, and best practices. In order to help your success, you will receive support from your cooperating teacher and your college supervisor. Together you form a team for building your professional and serving learners and communities. To the full extent that this team communicates and collaborates, we can all achieve our goals.

We have developed explicit school of education outcomes, and a variety of performance assessments instruments to evaluate your student teaching experience. All of these items are consistent with the national and state standards and are based on educational research and knowledge of sound practice. We believe that these requirements will strengthen our program and help you to become the most effective educator and leader you can be.

This handbook is a product of collaboration and consultation among educators, cooperating teachers and administrators, candidates, and College faculty also serves as a reflection of these changes. Suggestions and comments are welcome at any time because this handbook, like teaching or training, is a work in progress. We strongly encourage you to familiarize yourself with the rules, regulations, and policies presented in this handbook before your student teaching begins. It is your responsibility to understand fully what is required of you as well as your cooperating teacher and College Supervisor.

We sincerely hope that your experience is a successful one. We believe that you are ready for the challenges, joys, and hard work that face you; we would not have placed you in the school sites if we were not confident of your ability to teach and have a positive impact on learning. We understand that learning is a developmental process that requires on-going support from others. Therefore, we encourage you to seek support from your Cooperating Teacher, College Field Supervisor, College Faculty, the Dean and the Assistant Dean of education. If you have any questions, please do not hesitate to reach out.

Sincerely,

JoAnn Scales, Ed.D.  
Dean, School of Science and Education

**Wiley College**  
**School of Education**

Dear Parents,

Currently a Wiley College teacher candidate is participating in a student teaching/clinical teaching experience in your son/daughter's classroom. Wiley College and the School of Education are committed to continuous self-reflection, feedback and reflection on a candidate's performance. One of the ways we assist candidates in this process is through their *Effective Impact on Student Learning Project* is part of their Wiley College electronic Portfolio. Through this *Effective Impact on Student Learning Project* each teacher candidate has the opportunity to explicitly reflect upon their teaching effectiveness. The project allows teacher candidates to provide credible evidence of their ability to facilitate and impact student learning.

Built on the School of Education's mission, a component of the candidate's performance in the School of Education is reflecting on their teaching performance via feedback. During their *experience* in your son/daughter's classroom, we require that they have the opportunity to reflect upon their teaching effectiveness and impact on student learning. Students will not be identified by full name on any documents. The candidate and the college supervisor will review the teacher candidate's performance for this class. The candidate will also upload their *Effective Impact on Student Learning Project* onto their electronic Portfolio. The candidates will use this *Effective Impact on Student Learning Project* as a basis for his/her pre-service development for student teaching and continuous professional development as future teachers.

As a participant in this classroom, your son/daughter may be included in some of the processes and documentation of this *Effective Impact on Student Learning Project*. Please know that only Wiley Education Faculty will have access to this project and that every effort to protect the identity of your child will be made. Please return the completed form to the teacher candidate. If you have questions or concerns, you may call me at 903-927.3331 or email me at [chaynes@wileyc.edu](mailto:chaynes@wileyc.edu).

Sincerely,

Carmita C. Haynes, Ed.D.  
Assistant Dean of Education

**Wiley College  
School of Education**

Effective Impact on Student Learning Project Consent Form

Teacher Candidate \_\_\_\_\_ Field Supervisor \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_ School Placement \_\_\_\_\_

Grade Level/Content Area \_\_\_\_\_

---

**Parent Consent Form**

Student Name \_\_\_\_\_

Please print

\_\_\_\_ **I do** give permission for my son/daughter to be included in the *Effective Impact on Student Learning Project* for \_\_\_\_\_ described above.

Teacher Candidate

\_\_\_\_ **I do not** give permission for my son/daughter to be included in the *Effective Impact on Student Learning Project* for \_\_\_\_\_ described above.

Teacher Candidate

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

**Wiley College**  
**School of Education**

**Student Teaching Timesheet Log**

EDUC 4601 \_\_\_\_\_

EDUC 4611 \_\_\_\_\_

EDUC 4612 \_\_\_\_\_

Teacher Candidate: \_\_\_\_\_ Semester/Year: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_ Grade Level: \_\_\_\_\_

School Placement: \_\_\_\_\_

<b>Date</b>	<b>Student Teaching Hours (Hours of Actual Teaching)</b>	<b>Observation, Participation, or Conferencing Hours</b>	<b>Total Hours in Attendance</b>
Ex: March 10, 2010	3 hours	5 hours	8 hours



## Wiley College Lesson Plan Template

<b>Lesson Title and Duration</b>		
<b>Learner Outcomes / Objectives</b> (Write on the board so students and visitors are aware of student learning outcome)		
<b>Standards (TEKS)</b> - Texas Essential Knowledge and Skills: <a href="#">TEKS Standards Link</a>		
<b>Materials Needed</b>		
	Differentiated Learning Needs	
<b>Anticipatory Set</b> – activities that help focus students on the lesson of the day (the “hook”)		
<b>Teaching the Lesson</b> <ul style="list-style-type: none"> <li>➤ <b>Modeling</b> – how will you demonstrate the skill or competency?</li> <li>➤ <b>Instructional Strategies</b> – how will you deliver the lesson?</li> <li>➤ <b>Check for Understanding</b> – how will you ensure the skill or competency is understood by the students?</li> </ul>		
	Differentiated Learning Needs	
<b>Guided Practice / Monitoring</b> – an activity directly supervised by the instructor that allows students to demonstrate grasp of new learning. Instructor moves around the room determining the level of mastery and providing individual remediation as needed.		
	Differentiated Learning Needs	
<b>Closure</b> – Statements or actions made by the instructor that help students make sense out of what has just been taught, to help form a coherent picture, to eliminate confusion and frustration, and to reinforce major points to be learned.		

<p><b>Independent Practice</b> – a question or problem for students to ponder on their own or in small groups or pairs. The aim is to reinforce and extend the learning beyond the lesson and ideally into real world settings. This may be a homework assignment.</p>		
	Differentiated Learning Needs	
<p><b>Summarize, Evaluate &amp; Reflect</b> – after teaching the lesson, ask students to reflect on their learning. Instructors can also reflect on the lesson, its success, and how it can be improved.</p>		

**Wiley College  
School of Education**

**Lesson Plan Rubric**



## Wiley College School of Education

### Cooperating Teacher/Teacher Candidate Discussion Form

Teacher Candidate: \_\_\_\_\_ Semester/Year: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_ Field Supervisor: \_\_\_\_\_

**Instructions:** This instrument has been designed to ensure that the cooperating teacher and teacher candidate have discussed the teacher candidate's ability to effectively perform certain teaching and non-teaching duties. The School of Education at Wiley College expects the cooperating teacher and teacher candidate to set aside time every week to review some of the items on the guide. Once they have discussed a particular item, the cooperating teacher and teacher candidate should indicate this by placing your initials in the space next to the item and indicating the date they discussed it. By the end of the semester, the cooperating teacher and teacher candidate should have discussed the teacher candidate's performance for each item. (CT=Cooperating teacher; TC=Teacher candidate).

#### Dispositions

The teacher candidate should...	CT Initials	TC Initials	Date Documented
Be appropriately and professionally dressed and groomed (see dress codes)			
Maintain appropriate professional relationship with students			
Demonstrate an attitude of cooperation with cooperating teacher, field supervisor and others			
Demonstrate calm and mature reactions under stress			
Anticipate responsibilities and problems and act accordingly			
Attend and participate in faculty/staff meetings and conferences			
Actively seek evaluation, accept it maturely, and use it constructively			

#### Preparedness/Planning

The teacher candidate should...	CT Initials	TC Initials	Date Documented
Make careful unit, weekly, and daily preparations and present them to the cooperating teacher for approval and comments at least a week in advance or whenever the school policy requires			
Design assignments that require students to use the library resources			
Design assignments that require students to use technology			
Have requisite knowledge of subject matter			
Effectively adjust teaching content and methods for days of assemblies, pep rallies, prior to and succeeding holidays			
Have materials and equipment ready and tested before class starts			
Prepare and preview appropriate materials such as films, tapes, technology and other non-print media before using them			

**Wiley College  
School of Education**

Cooperating Teacher/Teacher Candidate Discussion Form

**Decision-Making**

The teacher candidate should...	CT Initials	TC Initials	Date Documented
Choose developmentally appropriate lesson and content materials			
Follow approved daily lesson plans when teaching			
Be willing to diverge from plans to pursue students' important needs, questions, or interests			

**Classroom Management**

The teacher candidate should...	CT Initials	TC Initials	Date Documented
Begin lesson or class promptly			
Promptly attend to attendance and recording keeping of necessary data			
Follow recommended school procedures for handling late/absent students			
Follow recommended school procedures for allowing students to go to the restroom, to get water, to report to the office or other part of the school building			
Follows recommended school procedures for fire drills and lock-down drills			
Follow recommended school procedures for sending discipline cases to the proper person			
Make assignments in writing according to school policy not just before end of lesson or day			
Provide for physical comfort of students (heat, light, ventilation), if possible			
Establish and maintain good rapport with students, teachers, parents, and administrators			
Clearly display Texas Essential Knowledge and Skills (TEKS) addressed in daily lessons			

**Communication**

The teacher candidate should...	CT Initials	TC Initials	Date Documented
Avoid using repetitious words and sounds ("okay", "um", "so", "like", "you know", etc.)			
Know students in class by name			
Have/use a pleasing tone, properly modulated voice, proper inflection, adequate volume, clear articulation, and appropriate speed			
Enunciate properly and use Standard American English grammar			
Use mannerisms in speech, posture, etc. that are professional and not distracting			
Use legible handwriting on paper and chalkboard			
Ask questions in a way that allows all students to participate			
Vary methods of praise and reinforcement			
Write and orally communicate directions in detailed and logical sequential manner			
Write using correct grammar, spelling, usage, and punctuation			

**Wiley College  
School of Education**

Cooperating Teacher/Teacher Candidate Discussion Form

**Instructional Strategies/Methodology**

The teacher candidate should...	CT Initials	TC Initials	Date Documented
Consistently and effectively attend to a variety of learning styles			
Consistently and effectively attend to needs of exceptional students			
Consistently and effectively attend to needs of students from all socio-economic, cultural and ethnic backgrounds			
Watch for and recognize students' raised hands			
Avoid excessive use of personal experiences/stories in the classroom			
Make assignments specific (not, "Look over pages...")			
Vary approaches to presenting material			
Accept and use student responses during discussion or after a performance			
Pace class work properly			
Summarize and review information to help students retain knowledge and formulate concerns			
Motivate students to accomplish desired objectives			

**Assessment**

The teacher candidate should...	CT Initials	TC Initials	Date Documented
Construct and/or administer and score a variety of teacher-made assessment instruments			
Return papers promptly to students			
Use returned tests and assessments as instructional tools by discussing common errors and performances			
Accurately record grades and other written records (e.g., IEPs)			
Help students evaluate themselves as a means to foster growth			
Be able to read and understand standardized test scores and student data			
Know the proper channels for referral of a student to a counselor or other professional			

**Wiley College  
School of Education**

Field Supervisor/Teacher Candidate Discussion Form

Teacher Candidate: \_\_\_\_\_ Semester/Year: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_ Field Supervisor: \_\_\_\_\_

**Instructions:** This instrument has been designed to ensure that the cooperating teacher and teacher candidate have discussed the teacher candidate’s ability to effectively perform certain teaching and non-teaching duties. The School of Education at Wiley College expects the field supervisor and teacher candidate to set aside time every week to review some of the items on the guide. Once they have discussed a particular item, the cooperating teacher and teacher candidate should indicate this by placing your initials in the space next to the item and indicating the date they discussed it. By the end of the semester, the cooperating teacher and teacher candidate should have discussed the teacher candidate’s performance for each item. (FS=Field Supervisor; TC=Teacher candidate).

**Dispositions**

The teacher candidate should...	FS Initials	TC Initials	Date Documented
Be appropriately and professionally dressed and groomed (see Wiley College dress codes)			
Maintain appropriate professional relationship with students			
Demonstrate an attitude of cooperation with cooperating teacher, field supervisor and others			
Demonstrate calm and mature reactions under stress			
Anticipate responsibilities and problems and act accordingly			
Attend and participate in faculty/staff meetings and conferences			
Actively seek evaluation, accept it maturely, and use it constructively			

**Preparedness/Planning**

The teacher candidate should...	FS Initials	TC Initials	Date Documented
Make careful unit, weekly, and daily preparations and present them to the cooperating teacher for approval and comments at least a week in advance or whenever the school policy requires			
Design assignments that require students to use the library resources			
Design assignments that require students to use technology			
Have requisite knowledge of subject matter			
Effectively adjust teaching content and methods for days of assemblies, pep rallies, prior to and succeeding holidays			
Have materials and equipment ready and tested before class starts			
Prepare and preview appropriate materials such as films, tapes, technology, and other non-print media before using them			

**Decision-Making**

The teacher candidate should...	FS Initials	TC Initials	Date Documented
Choose developmentally appropriate lesson and content materials			
Follow approved daily lesson plans when teaching			
Be willing to diverge from plans to pursue students’ important needs, questions, or interests			



## Classroom Management

The teacher candidate should...	FS Initials	TC Initials	Date Documented
Provide for physical comfort of students (heat, light, ventilation), if possible			
Establish and maintain good rapport with students, teachers, parents, and administrators			
Clearly display Texas Essential Knowledge and Skills (TEKS) addressed in daily lessons			

## Communication

The teacher candidate should...	FS Initials	TC Initials	Date Documented
Avoid using repetitious words and sounds ("okay", "um", "so", "like", "you know", etc.)			
Know students in class by name			
Have/use a pleasing tone, properly modulated voice, proper inflection, adequate volume, clear articulation, and appropriate speed			
Enunciate properly and use Standard American English grammar			
Use mannerisms in speech, posture, etc. that are professional and not distracting			
Use legible handwriting on paper and chalkboard			
Ask questions in a way that allows all students to participate			
Vary methods of praise and reinforcement			
Write and orally communicate directions in detailed and logical sequential manner			
Write using correct grammar, spelling, usage, and punctuation			

## Instructional Strategies/Methodology

The teacher candidate should...	FS Initials	TC Initials	Date Documented
Consistently and effectively attend to a variety of learning styles			
Consistently and effectively attend to needs of exceptional students			
Consistently and effectively attend to needs of students from all socio-economic, cultural and ethnic backgrounds			
Avoid excessive use of personal experiences/stories in the classroom			
Make assignments specific (not, "Look over pages...")			
Vary approaches to presenting material			
Accept and use student responses during discussion or after a performance			
Summarize and review information to help students retain knowledge and formulate concerns			
Motivate students to accomplish desired objectives			
Asks students to engage in self-assessment			

## Assessment

The teacher candidate should...	CT Initials	TC Initials	Date Documented
Construct and/or administer and score a variety of teacher-made assessment instruments			
Return papers promptly to students			
Use returned tests and assessments as instructional tools by discussing common errors and performances			
Accurately record grades and other written records (e.g., IEPs)			
Help students evaluate themselves as a means to foster growth			
Be able to read and understand standardized test scores and student data			
Know the proper channels for referral of a student to a counselor or other professional			

**Wiley College**  
**School of Education**

Effective Impact on Student Learning Project

***PROJECT GOALS AND RATIONALE:***

This project will give you the opportunity to have explicit reflection that many teachers do implicitly. It will also allow you to provide credible evidence of your ability to facilitate learning as you meet the Texas Essential Knowledge and Skills (TEKS) and all related Wiley General Education Competencies (GECs).

In this performance assessment, you are required to teach a unit or series of related lessons. In either case, for this project you will complete a minimum of 10-12 lessons. Before you begin teaching the lessons, you will describe contextual factors, identify learning goals based on state and/or district content standards, identify accommodations and/or adaptations, create an assessment plan designed to measure student performance before (pre-assessment), during (formative assessment) and after (post-assessment), and plan for your instruction. After you teach the lessons, you will analyze student learning, then reflect upon, and evaluate your teaching as related to student learning.

**PROJECT DESCRIPTION AND DIRECTIONS**

**PHILOSOPHY OF EDUCATION**

You will write a philosophy of education paper which will provide a theoretical foundation for your Effective Impact on Student Learning Project. Through this paper you will express your understanding of learning theories of education. To design and develop effective classroom instruction, you must have a philosophical view of teaching that, in turn, enables one to define teaching and its purpose. Philosophically, you must consider the role of the evidenced-based practices, the role of the teacher, the role of the learner, the role of the content, and the role of the environment in the teaching/learning process. Collectively, these roles present a philosophical and theoretical construct of effective teaching. In your philosophy, remember to should emphasize your knowledge and understanding of your academic teaching content, the Texas Essential Knowledge and Skills (TEKS) the Wiley General Education Competencies. Your paper should be written in APA format and include at least 5 professional references/sources and a reference page (4 to 6 pages including reference page)

**PHASE I: THINKING ABOUT WHERE AND WHOM YOU TEACH**

The first phase of this project requires you to “step back” and assess the setting in which you have been placed as a student teacher. “Where am I?” and “Whom will I be teaching?” are the questions addressed in Phase I.

Describe in detail the following aspects of your first student teaching placement. You will do this by completing the attached chart.

- **Community, district and school factors.**
- **Classroom factors.**
- **Student characteristics.**

## **PHASE II: DESIGN FOR INSTRUCTION**

In Phase II, you will be required to conceptualize and design an interdisciplinary or disciplinary/subject unit or series of related lessons that you will teach in your student teaching placement.

### **PRE-PLANNING**

#### **Objectives, Content, IEP Goals, Rationale, and Assessment Plans:**

- State 5 to 6 **objectives** and the related **content** in terms of what you expect students to know and be able to do at the end of the learning experiences. You might state the content in terms of questions that the students can answer because of what they have learned from these lessons. (outline form)
- State at least 3 accommodations, adaptations, and/or strategies you will use to meet all students' needs.
- If you have students with special needs, state at 3 strategies, interventions, accommodations, and/or adaptations you will use to meet your students' IEP (Individual Education Plan) goals.
- Write a **rationale** that describes how and why the objectives and strategies/interventions/ accommodations/adaptations are significant, challenging, varied, and developmentally appropriate, noting how you will address diversity and describes why this content is significant and developmentally appropriate for this group of students. In determining appropriateness, consider the factors that you identified in Phase I. In your rationale, include how the objectives, strategies/interventions/ accommodations/adaptations, and content are aligned with TEKS. Identify the source of the standards. (two pages)
- As you begin to plan your unit or lessons, think about how you will know at what level to begin teaching. Design a **pre-assessment** to analyze student performance relative to the planned objectives and the content you intend to teach. You will use information from this assessment to adjust your expectations as you teach your lessons. The pre-assessment may be formal or informal and may be the first lesson in the series of lessons. Reflect on what you learned in the pre-assessment in your student teaching journal and lesson self-assessments. Think about how you will assess the students' learning as part of all the lessons and as part of or after the last lesson. Your **pre-assessment** should include which objectives will be assessed by which assessments, the format of each assessment, the criteria on which you will determine level of achievement, when and how the students will self-assess, and the strategies/interventions/adaptations/accommodations you will use/make for the individual needs of students and contextual factors determined in Phase I. You should include all assessments that are part of the unit or series of related lessons. (two pages)

### **PLANNING**

#### **Design for Instruction:**

- Provide two visual **overviews** of your unit or series of related lessons, using the format below. Although the unit or series you teach on this topic may be longer, for this project you will design and consider 10 to 12 lessons. (two pages)

- **Use the Overview Format (see below) for your lesson plans.**
- Keep written documentation (such as a chart) of your strategies and/or interventions for all students. How did you impact or accommodate learning and assessment for all students? **As always, your written documentation, lesson plans, and assessment instruments must indicate the impact or accommodations/adaptations, you made on your student’s behalf.**
  - Write a one-page **paper** that provides a clear **rationale** for your decisions related to the use of media/technology and/or other learning aids. If you have students who have special needs, you will provide a clear rationale for your decisions related to the use of assistive technology. (The use of assistive technology with students with disabilities is many times essential to meeting their needs.) Media (technology) in instruction is strongly encouraged; however, instructional materials should be chosen based on their appropriateness, effectiveness, and availability.
  - Write a one-page **paper** describing how you prepare and plan for culturally relevant/responsive teaching (diversity) in your class and how you are planning to take into account elements described in Phase I. This **rationale** is also where you will describe how your plans might change, depending on what happens as part of each lesson. (one-two pages)

### **Overview Format for ALL Unit Plans**

Topic of unit or lessons: EXAMPLE *Civil War*

Content to be learned: EXAMPLE *causes of Civil War and perspectives of Confederate and Union sides*

Related TEKS: (there should be 2 standards listed)

Related General Education Competencies (GECs):

Overall objective of the lessons or unit: EXAMPLE *Students will respond accurately, as if they were being interviewed for a newspaper, about the causes of the impending Civil War, taking the perspective of their assigned side. Students will explain two reasons for the Civil War.*

Collaboration (according to teaching strategy):

Strategies/Interventions:

Accommodations/Adaptations:

Social Skill (for students with special needs): (if applicable)

Disabilities/Diversity Represented:

<b>Week 5</b>	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Focus of lesson					
Main lesson objective					

Content of lesson (academic and social)					
Date lesson will be taught					

<b>Week 6</b>	Lesson 6	Lesson 7	Lesson 8	Lesson 9 (if needed)	Lesson 10 (if needed)
Focus of lesson					
Main lesson objective					
Content of lesson (academic and social)					
Date lesson will be taught					

**Obtain feedback about your plans from both your Wiley field supervisor and your cooperating teacher before you begin to teach.** When you submit to your Wiley field supervisor and cooperating teacher, make sure to highlight any areas of special concern to you. Specifically ask your supervisor and cooperating teacher to address any issues or omissions that he/she perceives could potentially impact the success of your lessons positively or negatively. Revise your plan as necessary to address any concerns/recommendations they may have. (Be sure to allow sufficient time for this process to take place so that you are able to adhere to starting dates and designated timeframes agreed upon with your cooperating teacher.)

### **PHASE III: LESSONS TAUGHT**

**You will have a minimum of 3 official observation evaluations**

For Phase III:

- Choose four lessons that you feel will give you the opportunity to demonstrate your ability to effectively plan and teach. In making your choice, consider the lesson that will best highlight your ability and potential as a Wiley student teacher.
- Arrange for your cooperating teacher and/or your field supervisor to observe you teaching this lesson.

### **PHASE IV: ANALYSIS OF STUDENT LEARNING**

Phase IV specifically targets assessment. In this phase, you will analyze your assessment data, including pre/post assessments and formative assessments to determine students' progress related to the stated objectives, how well the students acquired the content of the lessons, and how students made progress toward their IEP goals (if applicable). In student teaching seminar, you will present your results to your peers and college supervisor, using this opportunity to explain progress and achievement toward the objectives (and individual IEP goals, if applicable) demonstrated by your students as well as some examples of instructional decision-making that you engaged in as you taught the lessons.

- Analyze the progress of your students by using data from the assessments to determine achievement of the criteria and individual IEP goals (if applicable). Create a visual summary that shows the extent to which your students made progress from the beginning to the end of the unit or series of lesson. Bring these visual summaries to seminar and a

narrative description detailing what your visuals tell you about your students' learning in this unit. These visual summaries may be a graph, table, chart or another format created using technology agreed upon by your student teaching supervisor.

- Select the work of three students that demonstrated different levels of performance on one or more of your objectives or goals (students who *Exceeded Objective or Goal*, *Met Objective or Goal*, *Did Not Meet Objective or Goal*, and *Questionable* – if you are not sure). Bring the student work to seminar and be prepared to set context (explaining pre-, formative, and post-assessment data, the learning criteria, and IEP goals, if applicable). Share with your peers and supervisor, the conclusions you drew about each student's attainment of the objectives, based on the criteria you designed for your assessment plan, and the feedback you provided the student on his/her work.
- Within your narrative, describe a time when students (or a students') learning or response caused you to modify your original design for instruction. Explain why you thought this would improve student progress toward the objective.

**PHASE V: LESSONS LEARNED**

All student teachers will meet together for a final sharing and celebration. Each student teacher will use evidence from the project to write a two-page paper describing what he or she has learned about teaching in their placement. This reflective paper should also answer the following questions:

What did I learn about myself as a teacher? What learning/behavior patterns changed as a result of classroom management, differentiated instruction, strategies, interventions, adaptations, and/or accommodations? What evidence do I have to support my growth as a teacher? How has student teaching helped me to further develop in the TEKS and General Education Competencies?

**Chart for Phase I**

**Community, District and School Factors**

Factor	Sources of Information	Information	Implications for your teaching
geographic location			
community and school population			
socio-economic profile			
race/ethnicity			
description of the school (age of the building, physical layout of the building, facilities, i.e., libraries, gymnasiums, etc.)			
the school grounds (play areas, athletic fields, parking lots, access to building, etc).			

the school culture (enthusiasm for teaching/learning, motivational behaviors of teachers, staff collegiality, etc.)			
write verbatim the school's mission statement or attach a copy			
Other			

**Classroom Factors**

Factor	Sources of information	Implications for your teaching
physical features		
availability of technology equipment and resources		
degree of inclusion (special education)		
extent and type of parental involvement		
classroom rules and routine		
grouping patterns		
daily schedule		
classroom arrangement		
Other		

**Student Characteristics**

Factor	Sources of information	Implications for your teaching
Age		
gender ratio		
race/ethnicity represented		
Cultures		
languages spoken		
special needs		
achievement/developmental skill levels		
Interests		
learning styles/modalities		
Other		

**Effective Impact on Student Learning Project**  
**College Supervisor and Student Teacher Self-Assessment Rubric**

**Teacher Candidate:** \_\_\_\_\_ **Semester/Year:** \_\_\_\_\_

<b>Phases</b>	<b>Transformative</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
<b>1. Philosophy of Education</b>	<p>Provided a theoretical foundation for research project.</p> <p>Expressed a clear and concise understanding of learning theories of education.</p> <p>Indicated a philosophical view of effective teaching and the purpose of teaching.</p> <p>Considered the roles of evidence-based practices, the teacher, learners, content, and environment. Provided evidence of knowledge and understanding of the content, TEKS, and GECs.</p> <p>Submitted a 4 to 6 page paper written in APA format with at least 5 sources and a reference page.</p>	<p>Provided a theoretical foundation for research project.</p> <p>Expressed a clear understanding of learning theories of education.</p> <p>Indicated a philosophical view of effective teaching but not the purpose of teaching.</p> <p>Considered the roles of the teacher, learners, content, and environment.</p> <p>Provided evidence of knowledge and understanding of the content, TEKS, and GECs.</p> <p>Submitted a 3 to 5 page paper written in APA format with at least 5 sources and a reference page.</p>	<p>Provided a theoretical foundation for research project.</p> <p>Expressed some understanding of learning theories of education.</p> <p>Considered the roles of the teacher and learners.</p> <p>Provided evidence of knowledge and understanding of the content and TEKS.</p> <p>Submitted a 2 to 3 page paper written in APA format with at least 3 sources.</p>	<p>Did not provided a theoretical foundation for research project.</p> <p>Did not express an understanding of learning theories of education.</p> <p>Considered the roles of the teacher and learners.</p> <p>Did not provide clear evidence of knowledge and understanding of the content and TEKS.</p> <p>Submitted a 1 to 2 page paper written in APA format without sources and a reference page.</p>
<b>Phases</b>	<b>Transformative</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
<b>2. Phase I Context for Lesson Design</b>	<p>Context setting is clear, detailed and thorough.</p> <p>Describes how the data will impact teaching, learning and assessment.</p> <p>Data is used to create the lesson and assessment design.</p>	<p>Context setting is clear and detailed.</p> <p>Describes how the data will impact teaching and learning.</p> <p>Data is evident in all areas of the lesson and assessment design.</p>	<p>Context setting is clear, but does not contain details.</p> <p>Describes how the data will impact teaching or learning.</p> <p>Data is evident in some areas of the lesson and assessment design.</p>	<p>Context setting is not clear and does not contain details.</p> <p>Does not describe how the data will impact teaching or learning or assessment</p> <p>Data is not evident in the lesson and</p>



				assessment design.
<b>3. Phase II Design for Instruction</b>	<b>Design for Instruction</b> Provides a detailed description of the unit rationale for subject area.	<b>Design for Instruction</b> Describes unit rationale for subject area.	<b>Design for Instruction</b> Briefly describes unit rationale for subject area	<b>Design for Instruction</b> Provides information about the subject area.
<b>Rationales</b>	Includes all unit goals and objectives.	Includes some unit goals and objectives.	Includes unit objectives but not the unit goals.	Includes unit objectives but not the unit goals.
<b>Documentation of Strategies</b>	Developed a detailed, clear, and concise design for instruction with lesson themes, activities, or procedures.  Assessment plan indicates the skills assessed and includes pre, during, and post strategies, including the skills assessed.  Assessment plan includes formal and informal assessment(s) with descriptions or rationale.  Provides a detailed description of the validity and/or reliability of assessments.  Provides a detailed description of how objectives, content and strategies are aligned with TEKS.  <b>Rationales</b> Provides a detailed rationale concerning developmentally appropriate practice, including how and why objectives and strategies are significant,	Developed a clear design for instruction with lesson themes, activities, or procedures.  Assessment plan indicates skills assessed and includes pre and post strategies.  Assessment plan includes formal and informal assessment(s) with descriptions or rationale.  Provides a brief description of the validity and/or reliability of assessments.  Provides a description of how objectives, content and strategies are aligned with TEKS.  <b>Rationales</b> Provides a brief rationale concerning developmentally appropriate practice, including the implementation of objectives and strategies.  Provides a brief description of the use of media/technology and/or assistive technology (if applicable)  Provides a brief description of the preparation, planning, and implementation of culturally	Design for instruction is not clear and concise.  Assessment plan includes pre, during, and post strategies, but does not include the skills assessed.  Assessment plan includes formal and/or informal assessment(s) but does not include a description or rationale.  Did not provide a description of the validity and/or reliability.  Provides a description of how objectives, content and strategies are connected.  <b>Rationales</b> Provides information concerning developmentally appropriate practice  Provides information concerning the use of technology  Provides information concerning culturally relevant/responsive teaching  <b>Documentation of Strategies</b>	Design for instruction is not clear and concise.  Assessment plan includes pre, during, and post strategies, but does not include the skills assessed.  Assessment plan includes formal and/or informal assessment(s) but does not include a description or rationale.  Did not provide a description of the validity and/or reliability.  Did not provide a description of how objectives, content and strategies are connected or aligned to standards.  <b>Rationales</b> Did not provide a discussion or information concerning developmentally

	<p>challenging, and/or varied.</p> <p>Provides a rationale detailing the use of media/technology and/or assistive technology (if applicable)</p>	<p>relevant/responsive teaching</p>	<p>Identifies students' needs (IEP goals and needs, if applicable).</p> <p>Identifies but does not describe the learning/behavioral changes for the students due to the strategies (or adaptations, accommodations,</p>	<p>appropriate practice</p> <p>Did not provide a discussion or information concerning the use of technology</p> <p>Did not provide a discussion or information concerning culturally relevant/responsive teaching</p> <p><b>Documentation of Strategies</b> Did not identify students' needs (IEP goals and needs, if applicable).</p>
	<p>Provides a rationale detailing the preparation, planning, and implementation of culturally relevant/responsive teaching</p> <p><b>Documentation of Strategies</b> Identifies students' needs (IEP goals and needs, if applicable), strategies to be used to meet these needs (or IEP goals and needs, if applicable), and results from the use of the strategies (or adaptations, accommodations, strategies, interventions, and/or language acquisition, if applicable).</p>	<p><b>Documentation of Strategies</b> Identifies students' needs (IEP goals and needs, if applicable), and strategies to be used to meet these needs (or IEP goals and needs, if applicable).</p> <p>Briefly describes the learning/behavioral changes for the students due to the strategies (or adaptations, accommodations, strategies, interventions, and/or language acquisition, if applicable).</p>	<p>Strategies, interventions, and/or language acquisition, if applicable).</p>	<p>Identifies but does not describe the learning/behavioral changes for the students due to the strategies (or adaptations, accommodations, strategies, interventions, and/or language acquisition, if applicable).</p>

	Described in detail the learning/behavioral changes of the students due to the strategies (or adaptations, accommodations, strategies, interventions, and/or language acquisition, if applicable).			
<b>4. Phases III and IV Lessons Taught and Analysis of Student Learning</b>	<p><b>Lessons Taught</b> Provided appropriate lesson plans to cooperating teacher and supervising teacher consistently</p> <p>Received an overall rating of Accomplished or better for lessons taught</p> <p><b>Analysis of Student Learning</b> Provided a detailed description of the context of the analysis.</p> <p>Provided a detailed summary of the lesson design.</p>	<p><b>Lessons Taught</b> Provided appropriate lesson plans to cooperating teacher and supervising teacher consistently</p> <p>Received an overall rating of Accomplished for lessons taught</p> <p><b>Analysis of Student Learning</b> Provided a description of the context of the analysis.</p> <p>Provided a summary of the lesson design.</p>	<p><b>Lessons Taught</b> Provided lesson plans inconsistently to cooperating teacher and supervising teacher</p> <p>Received an overall rating of Emerging for lessons taught</p> <p><b>Analysis of Student Learning</b> Provided a brief description of the context of the analysis.</p> <p>Provided a brief summary of the lesson design.</p>	<p><b>Lessons Taught</b> Provided lesson plans inconsistently to cooperating teacher and supervising teacher</p> <p>Received an overall rating of Unsatisfactory for lessons taught</p> <p><b>Analysis of Student Learning</b> Did not provide a description of the context of the analysis.</p>
	<p>Shared and described student work samples according to levels, criteria, feedback, conclusions, and IEP goals, if applicable.</p> <p>Provided a visual display of student performance related to lesson objectives, standards, and IEP goals, if applicable.</p>	<p>Shared student work samples according to levels, criteria, feedback, and IEP goals, if applicable.</p> <p>Provided a visual display of student performance related to lesson objectives and standards.</p>	<p>Shared some work samples but did not provide the level or criteria required of students.</p> <p>Provided a visual display of student performance related to some lesson objectives.</p>	<p>Did not provide a summary of the lesson design.</p> <p>Did not share student work samples</p> <p>Did not provide a visual display of student performance.</p>
<b>5. Phase V Lessons Learned (Student Teacher Reflection):</b>	<p>Described the learning experience from a teacher perspective.</p> <p>Provided detailed evidence supporting growth as a teacher.</p>	<p>Described the learning experience from a teacher perspective.</p> <p>Discussed growth as a teacher.</p>	<p>Described student teaching experience from a student perspective.</p> <p>Discussed growth as a student in detail.</p>	<p>Did not describe the student teaching experience.</p> <p>Briefly discussed growth as a student</p>

	<p>Described in detail the changes of the students due to classroom management and/or differentiated instruction.</p> <p>Made connections to the Texas Educator Standards</p> <p>Provided personal implications related to TEKS and General Education Competencies</p> <p>Discussed plans for future implementation of standards, strategies, and IEP goals (if applicable)</p>	<p>Described the changes of the students due to classroom management and/or differentiated instruction.</p> <p>Made connections to the Texas Educator Standards</p> <p>Provided personal implications related to TEKS and General Education Competencies</p> <p>Discussed plans for future implementation of standards, strategies, and IEP goals (if applicable)</p>	<p>Described the changes of the students due to other strategies</p> <p>Made connections to the Texas Educator Standards</p> <p>Provided personal implications related to TEKS</p> <p>Discussed plans for future implementation of strategies</p>	<p>Did not describe changes experienced by the students</p> <p>Made brief, unclear connections to Texas Educator Standards.</p> <p>Did not provide personal implications related to TEKS</p> <p>Did not discuss plans for future implementation of strategies</p>
<b>Overall Performance:</b>				

## Student Teaching Portfolio

### **What is a Student Teaching Portfolio?**

The purpose of the student teaching portfolio is to provide structure for documenting, reflecting on, and discussing your teaching practice. The result will be a structured documentary history of your growth as a student teacher that has been mentored by a cooperating teacher as well as a College supervisor. This is not simply a filing system of things you have created. That would be a passive document. Rather, the portfolio is meant to be active—a tool used for reflection, discussion, goal setting, and development of ideas for improving practice.

One of the main ways this portfolio will remain active is through the conversations you will have with your cooperating teacher, supervisor, and peers about very specific aspects of your teaching. The topics of your discussions will vary according to your needs and areas on which you wish to improve. For example, you may be struggling with a classroom management issue. You might share unit plans, your classroom management plan, and/or a video of your teaching. Through reading and/or viewing these documents, your cooperating teacher and university supervisor will be able to obtain a clearer picture of your status quo and the areas on which you need help. In addition, by articulating exactly what you want your listeners to pay attention to, you will be able to think more critically about your own needs and the needs of your students.

### **What Goes in the Portfolio?**

Because this is a working document for the purpose of your professional development, each portfolio will look a little different from your peers' portfolios. However, generally there are two sections with specific requirements that we would like you to include. The first section will be much smaller than the second section, and most of this section should be completed within the first seven weeks of your student teaching placement because this will provide your College supervisor and cooperating teacher with the necessary background information they will need to supervise you properly.

The second section will be developed as you progress through your student teaching. This section requires you to document your performance in meeting the School of Education outcomes and the Texas Educator Standards detailed in the Texas Administrative Code. Documentation should include lesson plans, handouts, assessments, correspondence to parents and colleagues, evaluations and feedback from your cooperating teacher and College supervisor, and any other materials that demonstrate your efforts in meeting the School of Education

## Section One: Background Information

### Introductory cover letter:

- Welcome the reader to your portfolio
- Introduce yourself
- Highlight some of the central aspects of the portfolio

### Resume:

- Include a current resume that includes your student teaching placement and address the resume to a potential employer

### Educational Philosophy (Teaching and Learning):

Please use the prompts to create a comprehensive philosophy:

- How do you think students learn best?
- How do you think one should teach?
- How students should be motivated, challenged, managed, etc.?
- In what way did your student teaching experience change your philosophy?

(Note: You should include at least theorists to support your statements.)

### Teaching goals:

- What are your personal goals for teaching this semester?
- Make a chart listing at least one goal for each of the Educator Preparation Program's four outcomes, a rationale for setting each goal, and how you plan to assess whether or not you met these goals. A sample chart is as follows:

Goal	Program Outcome	Rationale	Assessment

You will need to revisit these goals throughout the semester, and midway through the semester, revise your goals as necessary. As you progress in your placement, you will see a need to revise your goals as you gain competence in your teaching abilities.

### Understanding of program outcomes:

1. Developing content knowledge, pedagogical skills and professional dispositions that lead to effective teaching
2. Implementing defensible instructional decisions and technology applications
3. Embracing active, engaged student-centered learning

4. Teaching that is culturally relevant and responsive to the ever-changing developmental and educational needs of diverse students, families, and society in partnership with schools and communities

While reflecting on these outcomes consider the following questions:

- What does the School of Education expect you to be able to do by the time you complete your placement?
- What areas are your strengths and weaknesses?

**Your teaching schedule:**

- Discuss your schedule up-front with your cooperating teacher.
- What classes will you be teaching?
- What duties (homeroom, hall monitor, etc.) are you expected to do?
- What is the school schedule for holidays, state standardized testing, etc.?

**Information about your cooperating teacher:**

- Interview your cooperating teacher about his/her educational philosophy (including the following concepts: teaching, learning, management, developmentally appropriate practice).
- Ask her/him about teaching experiences (levels, locations, etc.).
- Ask your cooperating teacher about the types of teaching strategies and methods he/she uses and why.
- Discuss the expectations your cooperating teacher has for you.

**Information about the school, community, and students:**

Include Phase I from your *Effective Impact on Student Learning Project* and answer the following questions:

- How old is the school?
- How is the school built and organized? Create or provide a map.
- What types of resources does the school have?
- What special programs does your school offer students and/or parents and/or community members?
- What information is important to know about the faculty at the school?
- How many teachers have masters and doctoral degrees?
- How many have been working there 1-5 years and over 10 years?

**Section Two: Wiley’s School of Education Outcomes**

Through the student teaching portfolio all teacher candidates must demonstrate *in a variety of ways* that they have met the outcomes. In what ways might you demonstrate that you have met or addressed the outcomes?

1. Developing content knowledge, pedagogical skills and professional dispositions that lead to effective teaching (WEDO #1)
2. Implementing defensible instructional decisions and technology applications (WEDO #2)
3. Embracing active, engaged student-centered learning (WEDO #3)
4. Teaching that is culturally relevant and responsive to the ever-changing developmental and educational needs of diverse students, families, and society in partnership with schools and communities (WEDO #4)

**How will you document that you have met the required School of Education outcomes?**

The following are example of artifacts that you may use to document that you have met the required TEA State Educator Standards and Wiley College Division of Education outcomes in your Reflective Memos:

1. Original lesson plans
2. Original unit plans
3. Presentations (PowerPoint, Prezi, etc.) and other uses of technology
4. Explanation of how you use high engagement strategies
5. Examples and descriptions of questions/ questioning techniques
6. Community resources you utilized (guest speakers, field trips, libraries, museums, etc.)
7. Examples of professional collaboration
8. Sample assessments such as Performance-Based Assessment Instruments with rubrics
9. Effective Impact on Student Learning Project data
10. Field experience Reflection Questions
11. Teaching Observations evaluated by the Cooperating Teacher
12. Teaching Observations evaluated by the College Supervisor
13. Self-evaluations of Teaching Performance
14. K-12 student evaluations of your teaching performance

**Putting your portfolio together:**

This is an ePortfolio which will allow you the flexibility to add and take out items as you progress throughout the semester. In putting your portfolio together, it is important that you make the necessary links between your work and the outcomes. Therefore, you will need to write reflective memos to make these links explicit. (See **Reflective Memo** sample below) Your portfolio will be completed by sections with one for each Texas Educator Standards (TES). You must correlate each TES, with the appropriate Texas Essential Knowledge and Skills (TEKS), and the Wiley College School of Education outcomes (WEDOs).

***It is important to note that you will be assessed on the quality and depth of your reflections.***



**Wiley College**  
**Student Teaching Portfolio**  
**(Sample Reflective Artifact)**

**Title of Artifact:** Aesop Fables Unit Plan

**Date Created:** March 30, 2015    **Class/Subject Matter:** 5<sup>th</sup> Grade Language Arts

**What outcome(s) or standards(s) are met with this artifact?**

**Wiley College School of Education Outcomes:**

*Developing content knowledge, pedagogical skills and professional dispositions that lead to effective teaching (WEDO #1)*

**Texas Essential Knowledge and Skills (TEKS):**

Core Subjects 4-8: English Language Arts/Reading

- Standard II: Foundations of Reading
  - Teachers of students in grades 4-8 understand the foundations of reading and early literacy development.
- Standard IV: Reading Comprehension
  - Teachers understand the importance of reading for understanding, know the components of comprehension, and teach students strategies for improving comprehension.
- Standard V: Writing Language
  - Teachers understand that writing is a developmental process and provide instruction that helps students develop competence in written communication.

**Texas Educator Standards:**

Standard 1: Instructional Planning and Delivery

Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

(A) Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.

(B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.

(C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.

(D) Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.

(E) Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.

(F) Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.

**Rationale for Including Artifact and Reflection:**

*I chose this item (or these items) for my portfolio because (be specific) ...*

*“This unit plan demonstrates my ability to effectively plan instruction using the TEKS. The students really enjoyed learning about Aesop’s fables. Through the fables, I was able to provide my students with strategies to comprehend and learn new vocabulary. For my unit, I created a number of projects that required my students to collaborate, use prior knowledge, and problem solving skills. For one of the projects, my students created their own original fables.”*

## Wiley College Student Teaching Performance Assessment

Wiley College Field Supervisor Evaluation     
  Cooperating Teacher Evaluation     
  Student Teacher Self-Evaluation

Student Teacher: \_\_\_\_\_ Field Supervisor: \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_ School Placement \_\_\_\_\_

Grade Level/Content Area \_\_\_\_\_ Date: \_\_\_\_\_ Observation Time: \_\_\_\_\_

### *Rating System for Teacher Candidate:*

The quality of student work during the field experience is indicated by rating. This rating system is in accordance with the Education Division's rating requirements. Ratings given during the field experience are defined as follows:

**Exceeds Expectations (74-84 points):** The teacher candidate clearly demonstrates the ability to perform at levels that are exceptional, distinguished, and beyond expected criteria.

**Meets Expectations (63-73 points):** The teacher candidate demonstrates, to some extent, the ability to perform at levels that are knowledgeable, proficient, and meet criteria.

**Needs Improvement (52-62 points):** The teacher candidate demonstrates the ability to perform at levels that are initial, preliminary, and basic.

**Does Not Meet Expectations (51 or fewer points):** The teacher candidate is not demonstrating at the expected levels of performance.

Please indicate the rating that indicated the teacher candidate's performance by checking the box of the appropriate rating below.

	<b>Exceeds Expectations (4 points)</b>	<b>Meets Expectations (3 points)</b>	<b>Needs Improvement (2 points)</b>	<b>Does Not Meet Expectations (1 point)</b>
How well does the candidate demonstrate knowledge of content area (according to major) and pedagogy (according to certification area)? TEA Educator Standards Correlation: Standard 1 & Standard 3				
How well does the candidate set goals and objectives for instructional design (instructional planning including assessment design and instructional delivery)? TEA Educator Standards Correlation: Standard 1, Standard 2, Standard 3, and Standard 5				

<p>To what extent does the candidate demonstrate knowledge of and ability to use resources and to create learning experiences? TEA Educator Standards Correlation: Standard 3 and Standard 4</p>				
<p>To what extent does the candidate demonstrate the ability to design and administer student assessment? TEA Educator Standards Correlation: Standard 1</p>				
<p>How well does the candidate use knowledge of student development to create instruction and promote self-assessment? TEA Educator Standards Correlation: Standard 1</p>				
<p>How well does the candidate create an environment of respect and rapport that promotes a culture for learning? TEA Educator Standards Correlation: Standard 1, Standard 2, Standard 4, and Standard 5</p>				
<p>How well does the candidate manage student behavior while maintaining a culture for learning? TEA Educator Standards Correlation: Standard 4</p>				
<p>How well does the candidate manage classroom procedures and organize the learning environment? TEA Educator Standards Correlation: Standard 4 and Standard 5</p>				
<p>How well does the candidate engage students and encourage their understanding of content? TEA Educator Standards Correlation: Standard 1, Standard 2, Standard 3, Standard 4, and Standard 5</p>				
<p>How well does the candidate communicate with students? TEA Educator Standards Correlation: Standard 1 and Standard 4</p>				
<p>How well does the candidate use questioning and discussion techniques to promote student engagement and learning? TEA Educator</p>				

Standards Correlation: Standard 1 and Standard 4				
How well does the candidate assess student learning during instruction? Does the candidate demonstrate flexibility and responsiveness to students' needs when using assessment? TEA Educator Standards Correlation: Standard 1, Standard 2, Standard 4 and Standard 5				
How well does the candidate incorporate literacy practices within instructional design (instructional planning including assessment design and instructional delivery)? TEA Educator Standards Correlation: Standard 1 and Standard 3				
How well does the candidate reflect on practice and professional growth? TEA Educator Standards Correlation: Standard 1, Standard 2, Standard 3, Standard 4 and Standard 5				
How well does the candidate use student support systems? How well does the candidate interact well with school, family and community connections? TEA Educator Standards Correlation: Standard 2 and Standard 4				
Areas of Strength (Glows)				
Opportunities for Improvement (Grows)				

**Wiley College  
School of Education**

Final Evaluation of Student Teacher by Cooperating Teacher

Student Teacher: \_\_\_\_\_ Field Supervisor: \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_ School Placement \_\_\_\_\_

Grade Level/Content Area \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Please note candidate's strengths or areas in which s/he can improve in each category below. When possible, please provide specific examples or comments to support your view.

1. Conducts self in a professional manner (e.g., professional dress, attendance, preparation, respect)
  
  
  
  
  
  
  
  
  
  
2. Encourages development of a positive self-image in learners (e.g., gets to know students, positive interactions with students)
  
  
  
  
  
  
  
  
  
  
3. Interacts effectively with students, colleagues, administrators, parents
  
  
  
  
  
  
  
  
  
  
4. Demonstrates effective pre-professional teaching skills (e.g., planning, implementing lesson)
  
  
  
  
  
  
  
  
  
  
5. Communicates effectively through speaking, writing, and listening modes (e.g., gives clear directions, listens to students, uses media)

**Wiley College  
School of Education**

Final Evaluation of Cooperating Teacher by Student Teacher

Student Teacher: \_\_\_\_\_ Field Supervisor: \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_ School Placement \_\_\_\_\_

Grade Level/Content Area \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Please answer the following questions. When possible, please provide specific examples or comments to support your view

1. How would you rate (Exceeds Expectations, Meets Expectations, Needs Improvement, or Does Not Meet Expectations) this placement (school setting and cooperating teacher)? Please explain.
  
2. How did the Cooperating Teacher support you in meeting the expectations for Student Teaching?
  
3. How available was the Cooperating Teacher to you?
  
4. How would you rate (Exceeds Expectations, Meets Expectations, Needs Improvement, or Does Not Meet Expectations) the communication with your Cooperating Teacher? Please explain.
  
5. How would you describe your school? Was it inviting? Did you feel supported?
  
6. What did you learn that helped you develop as a teacher?
  
7. Would you recommend this placement to other Wiley College Student Teachers and/or field students? Please explain.
  
8. If you were given the opportunity, would you apply for a position at this school?

