

## **SMU-TFA Educator Preparation Program**

# **Corps Member Internship Handbook 2019 – 2020**



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# Directory

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# Mission Statement

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The internship for TFA Corps Member Interns is one of the first experiences in the Teacher Education Program at Southern Methodist University and the first stage of the professional career. It requires the simultaneous learning and implementation of knowledge, skills, and attitudes about teaching and learning while receiving on the job training and instruction.

The success of the internship semesters will depend on the cooperative efforts of many people. Our hope is that the Corps Member Intern, mentoring teacher, and SMU Supervisor will form a team with closely connected goals – all resulting in a positive and memorable internship experience. It is both the aim and expectation of the university that all participants will become reflective professional educators who facilitate successful student learning. Children, public schools, the university, the community, and the Corps Member Intern should all benefit from this cooperative experience for years to come.

# Part I: Policies and Procedures

# Key Features of SMU-TFA Educator Preparation Program

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## Program Design

SMU's TFA Post-Baccalaureate Educator Preparation Program enables Corps Members to receive an Intern Certificate through the Texas Education Agency (TEA) that will permit them to serve as full-time classroom teachers while completing required coursework to earn full state certification.

Certification coursework is available in the following general subject areas: Core Subjects EC-6, Core Subjects EC-6 with Bilingual Supplemental, Core Subjects 4-8, English Language Arts and Reading (ELAR) 7-12, Social Studies 7-12, Math 7-12, and Science 4-8 and Science 7-12.

The program, which requires the completion of 18 credit hours, can be finished within a year. The 18 hours include 6 awarded credits for successful completion of TFA's summer institute curriculum and 4 SMU courses (12 credits) taken during the following fall and spring semesters.

- EDU 6302 Design & Assessment of Learning (3-credit **summer** institute)
- EDU 6303 Learning Environment & Professionalism (3-credit **summer** institute)
- EDU 6374 or 6376 Internship-**fall** (6374-Secondary/6376-Elementary)
- EDU 6310 Foundations of Education-**fall**
- EDU 6375 or 6377 Internship-**spring** (6375-Secondary/6377-Elementary)
- EDU 6305 Differentiated Instruction- **spring**

The SMU will recommend state certification to the Texas State Board for Educator Certification (SBEC) for Corps Members who successfully complete all program requirements (including exams and internship).

Upon completion of the program, the Corps Members have the additional option of applying their 18 credit hours towards SMU's M.Ed. program offered through the Department of Teaching and Learning in the Simmons School of Education and Human Development. Automatic acceptance is not guaranteed. Corps Members will have to apply and be accepted to Simmons Teaching and Learning Graduate School.

At the SMU Simmons School of Education and Human Development, we believe that teachers should be trained to create engaging and student-centered learning experiences in both technology-resourced environments as well as in contexts where technology is not available. Best practice for the use of technology is discussed in the context of each course as applicable to content and methodology, and is integrated in the course sequence throughout the program to meet the requirements for certification in the state of Texas. Content methods courses specifically address the use of technology for data analysis to improve teaching and learning in order to increase student achievement.

## Admission

A Corps Member must submit an application for program admission and take/pass any state-required tests for admission. SMU's Post Bac Educator Preparation Program application fee is waived for TFA Corps Members.

While enrolled in the program, Corps Members have the same privileges and benefits as other Simmons School graduate students including, but not limited to, access to libraries, computer resources, recreational facilities, student email accounts, student ID cards, and associated discounts. **Parking permits must be purchased.**

### **Important to Remember**

SMU shall provide TFA with written notification of any Corps Member who receives a written disciplinary warning or a failing course grade and/or is placed (or is likely to be placed) on Academic Probation.

### **Costs**

The SMU educator preparation program tuition cost is \$4,500. Provided the full program is completed, the tuition is due July 31, 2020. The tuition payment plan is structured such that a Corps Member may use some to all of her/his AmeriCorps award to pay tuition. Financial aid is also available to program participants on the same terms and conditions that financial aid is available to other graduate students. Please contact the University's Financial Aid office for information: <https://www.smu.edu/EnrollmentServices/FinancialAid>.

### **Texas Education Agency Fees**

TEA Fee for Intern Certificate	\$ 78.00
TEA Fingerprint Processing Fee	\$ 50.25
TEA Technology Fee (\$35) + SMU administrative fee (\$5)	\$ 40.00
Certification Exams (per exam)	\$116.00
TEA Fee for Standard Certification (at completion of program)	\$ 78.00

***All Fees are subject to change without notice.***

Books, fees, and other course materials are not included in the tuition cost for the program. Along with tuition, the TEA Technology Fee of \$40 will be deferred until July 31, 2020.

Should a Corps Member decide to register for 'other' courses while enrolled in the program or before the initial teacher education tuition is due, those *other* tuition costs must be paid by their respective due dates.

### **Separation**

A separation can occur between the intern and their employer, TFA or SMU. A voluntary separation is one that results when the Corps Member leaves of his/her own initiative through resignation. The employer, SMU, or TFA, may also initiate separation.

If the employer initiates the separation, the Corps Member will also be terminated from the SMU program.

If the employer places the intern on administrative leave, separation or a delay in certification may occur.

If TFA initiates separation or the Corps Member resigns from TFA, the Corps Member may continue their studies or be terminated from the SMU program, **at the University's discretion**. If the Corps Member is allowed to continue with the program, they will be required to pay the prevailing tuition rate charged to other university students.

Upon any separation, interns are expected to provide written notification to their SMU supervisors and the SMU Director, Amy Ferrell. Formal paperwork must be completed for SMU and the Texas Education Agency.

If separation occurs at any point during the fall semester, the intern is responsible for \$2,250 tuition (upon separation). If the separation occurs any time after the fall semester, the entire fee of \$4,500 is due. Upon any type of separation, the July 31 payment date will be void and **late fee can begin to accrue for any unpaid amount**. Payment is due upon separation. Full payment or payment plans will be handled through Office of the Bursar. Please contact the SMU Bursar's Office at 214-768-3417.

## Certification Guidelines

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### Guidelines for Successful Internship

Internship is a challenging experience! Recognize this time commitment and make the most of this tremendous opportunity for growth. It is recommended that you limit other responsibilities during the school year, including outside employment.

**my.SMU** (<https://my.smu.edu/>) is the portal to update/verify personal information, view/ rectify any holds, enroll in classes, view grades, manage your SMU financial account, plus a variety of other information and resources. Visit the my.SMU Student Essentials page to help guide you through these important tasks: <https://www.smu.edu/OIT/Services/mySMU/StudentEssentials>.

**SMU ID and Parking Permit** – Once accepted into SMU, students can order, on-line, an ID Card and Parking Permit. **All CMs are required to have an SMU ID Card by August 23.** The Parking and ID Card Services Office is located in the Hughes-Trigg Student Center, 3140 Dyer St. To upload a photo for an ID card and to activate the card, visit <http://idcard.smu.edu>. To order a parking permit, visit <http://smu.edu/parkingID>.

**Medical Forms** – All SMU students must complete the Health History Form and submit official immunization records to the Health Center via email ([healthcenter@smu.edu](mailto:healthcenter@smu.edu)), fax (214-768-2151) or postal mail (SMU Student Health Center, P.O. Box 750195, Dallas TX 75272-0195). Health Forms and instruction are at <http://www.smu.edu/StudentAffairs/HealthCenter/FrontDesk/HealthHistory>.

**Immunization records must be complete BEFORE students will be allowed to enroll for classes.** A HOLD will be placed on a student's access account for non-compliance. Students who are lacking any of the required immunizations may come to the Health Center upon arrival at SMU to receive necessary immunizations for a fee.

**Consent for SMU to Release Information to TFA** – Each CM will fill out and sign this release form in order that TFA can monitor the academic performance of the Corps Members and provide support.

**Enrolling in classes** – Each CM will receive a handout during August Orientation indicating the courses to enroll in before each semester. Instructions will be included. If any **HOLDS** are indicated on a student's profile on my.smu.edu, a block will be placed preventing enrollment in classes. Any holds must be rectified immediately. If a student *fails to enroll before the deadline*, an enrollment petition form must be completed by the student with an attached written explanation, along with a memo from the professor granting permission to enroll in the class. All documents are to be submitted to the Dean's Office, and a fine will be issued to the student.



**Communication** – Important information is delivered via email, remind.com and Canvas. **Please check them frequently.**

1. **Remind.com** – All CMs are **required** to subscribe to this messaging app. When you receive the invitation to join the group, **SMU-TFA 2019-20**, please accept.
2. **Email** – SMU's Dept. of Teaching and Learning Educator Preparation Program Office, Accounts Payable, Health Center, and I.D. and Parking Services, all send important communications that cannot be ignored. **CMs must check their SMU email account on a daily basis.**
3. **Canvas** – Canvas is a learning management system enhancing the course delivery and classroom instruction at SMU. See **<https://www.smu.edu/OIT/Services/Canvas>** to log on and for help.

### **Pedagogy and Professional Responsibilities (PPR) TExES exam**

A qualifying exam will be administered to measure a student's knowledge and understanding of academic and professional responsibilities in K-12 classroom. Corps Members must take and pass the SMU Qualifying Exam before receiving approval to take the state examination. The first administration will be given in the fall in EDU 6310 Foundation course. ***If a Corps Member does not pass the first administration qualifier with an 80, they will schedule a meeting with the director to establish a study plan. If a Corps Member does not pass a second administration of the qualifier, they will attend a mandatory 4 hour Saturday test preparation class from 8:00-12:00. If the Corps Member does not pass the third administration of the qualifier, in addition to creating a second detailed study plan, they will attend a mandatory 6 hour Saturday test preparation class from 8:00-2:00.***

**The PPR qualifier must be passed by December 14, 2019.** After successfully passing the SMU qualifying exam, students will receive an email with directions to register for the state exam. Corps Members should follow the directions on the State Board for Educator Certifications website for state examination dates, registration information, and other program services. (**<http://www.tx.nesinc.com/>**). **The state PPR must be passed in order to complete certification requirements.**

### **Internship Grades**

Final grades for Internship are determined by SMU Instructors. Final semester grades for Internship will be issued according to Southern Methodist University's grading scale. **All Corps Member Interns must make an A or B in all four of their SMU courses to be approved for Standard Certification.**

### **Notify SMU Supervisor immediately if any of the following occur:**

- Your teaching placement has been changed.
- You are removed from the classroom or are reassigned to any other position/campus.
- You are placed on a growth plan by campus administration.
- You go on medical leave (or any other type of leave) from your school.
- You experience any other situation that might affect your certification status.

**NOTE: Failure to comply with these requests could result in dismissal from the SMU program.**

# Guidelines to Apply for Certification

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Upon completion of all course requirements for your certification and required TExES examinations, the following procedures should be followed to apply for certification.

1. The individual/applicant must get on the system and apply at:

**<https://secure.sbec.state.tx.us/SBECOnline/login.asp>**

- Login to your account associated with your TEA ID
- Click on **View My Educator Certification Account**
- On the left tool bar, click the following:
  - Applications
  - Standard Teaching Certification
- Apply
- Agree to the affidavit
- For the entity choose **Southern Methodist University (University Based)**

**NOTE: Please be sure to type your name exactly how you want it to appear on your certificate. Whatever you type under the “Educator Profile” is what will appear on your certificate.**

2. SBEC must receive the correct application **FEE** from the applicant for your application to be processed. Fees are paid online during the application process.
3. Once the applicant has completed their sections, Southern Methodist University will be able to view and process pending applications. Recommendations will not be processed until SBEC has received the **initial application fee required**.
4. Once these activities have successfully been performed, SBEC will process the issuing of the credentials. This includes confirming that all requirements have been met, and performing a criminal history check. Once those are satisfied, the credential will be issued and placed on the website under the "Official Record for Educator Certificates". You may download a copy of your certificate from the public link: **<https://secure.sbec.state.tx.us/SBECOnline/virtcert.asp>**.

# Responsibilities of SMU Intern

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## Guidelines

- Corps Member Interns will be observed on site a minimum of three times during each semester. They are to provide their supervisor with a copy of their lesson plan 48 hours prior to the observation.
- Corps Member Interns will confer with their university supervisor and instructor on a regular basis.
- Corps Member Interns will respond to e-mails within 24 hours.
- Corps Member Interns will attend **all** face-to-face classes in EDU 6310 Foundations in Education and EDU 6305 Differentiated Instruction.

## General Responsibilities

- Develop a knowledge of content, effective teaching strategies, and human development.
- Establish clear instructional objectives and making students aware of these objectives.
- Motivate students to achieve outcome-based performances.
- Note variations in individual differences and look for ways to handle those differences.
- Use the instructional resources available in the school and community.

## Professionalism

- As a professional, the Corps Member Intern should maintain a positive outlook.
- Exhibit professional dress, behavior and attitude throughout all interactions during the Internship assignment.
- Welcome constructive suggestions and incorporate them in subsequent planning and teaching.
- Be discreet with confidential information; know FERPA law.
- Interact with other faculty members in a positive manner.
- Meet the principal, vice-principals, and work with the assigned mentor teacher to become familiar with school climate, culture and policies.
- Adhere to the Professional Code of Ethics.

# Internship Contract

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The following form must be completed prior to beginning the Internship.

Corps Member Intern: \_\_\_\_\_

The following objectives must be accomplished without exception in order to complete Internship.

1. Comply with all requirements for certification.
2. Complete all Internship courses with a passing grade (B) assigned by the SMU Instructors.
3. Be the **teacher of record** for the entire academic year.
4. Submit all work/assignments on time.
5. Collaborate in a positive and professional manner with all staff and faculty from SMU and the mentoring school district.
6. Notify SMU Supervisor **immediately** if any of the following occur:
  - Your placement has been changed.
  - You are removed from the classroom or reassigned to any other position.
  - Your go on medical leave (or any other type of leave) from your school.
  - You experience any other situation that might affect your certification status.
7. Communicate with the SMU Supervisor weekly and immediately notify his/her supervisor if an emergency situation arises.
8. If separation occurs during the first fall semester, you are responsible for \$2,250 tuition (upon separation).
9. If separation occurs after the fall semester, but before the program is complete, you are responsible for the full tuition \$4,500 (upon separation).

Corps Member Intern Signature: \_\_\_\_\_ Date: \_\_\_\_\_

SMU Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Part II: Campus Mentor Guidelines

# Texas Education Association

## Beginning Teacher

## Induction and Mentoring

The purpose of the Beginning Teacher Induction and Mentoring (BTIM) program is to establish or enhance a beginning teacher induction and mentoring program designed to increase retention of beginning teachers. Texas Education Code §21.458 states that public school districts and open-enrollment charter schools may assign a qualified mentor teacher to each classroom teacher who has less than two years of teaching experience in a subject area or grade level.

### **Mentor Teacher Requirements**

To the extent practicable, a teacher mentor must:

- teach in the same school,
- teach the same subject or grade level as applicable, and
- meet qualifications as determined by the commissioner.

Mentor teachers are required to have:

- have at least three complete years of teaching experience and a superior history of improving student performance
- have completed of a research-based mentor and induction training program approved by the commissioner
- have completed of a mentor training program provided by the district

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For more information about BTIM or Mentoring, please contact Educator Initiatives at 512-463-5280, or the Regional Education Service Center in your area.

[http://tea.texas.gov/Texas\\_Educators/Educator\\_Initiatives\\_and\\_Performance/Beginning\\_Teacher\\_Induction\\_and\\_Mentoring/](http://tea.texas.gov/Texas_Educators/Educator_Initiatives_and_Performance/Beginning_Teacher_Induction_and_Mentoring/)

# Intern/Mentor/Supervisor Agreement

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

## **Meeting for initial preparation for internship**

Thanks for mentoring our SMU Corps Member this coming year

Exchange phone numbers and emails – Directory of SMU Intern Supervisors

Complete Field-Based Mentor information form

Review Mentor Standards

Review Responsibilities of Mentor

Show Responsibilities of SMU Interns/Policies and Procedures/Components

Roles and Responsibilities of SMU Intern Supervisor

I, \_\_\_\_\_, mentor for \_\_\_\_\_,  
understand and will do my best to fulfill my responsibilities as outlined in the SMU Mentor Handbook I  
received today. I hereby agree to keep all conversations and instructional feedback in regard to the mentee  
confidential.

\_\_\_\_\_

Mentor

\_\_\_\_\_

Intern

\_\_\_\_\_

SMU Supervisor

**\*Documentation for TEA file**

# School-Based Mentor Information

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Mentor's Name: \_\_\_\_\_

Mentor's Email: \_\_\_\_\_

Intern's Name \_\_\_\_\_

School: \_\_\_\_\_ District: \_\_\_\_\_

Grade(s): \_\_\_\_\_ Subject: \_\_\_\_\_

Degree: \_\_\_\_\_ Date: \_\_\_\_\_ Institution: \_\_\_\_\_

Check if applicable:    ☐ Departmentalized    ☐ Self-Contained    ☐ Year-Round School

Special Certification/  
Endorsement    ☐ ESL    ☐ G/T    ☐ Spec. Ed.    ☐ Bilingual    ☐ Early Childhood  
                                 ☐ Other

Teaching Experience:

Years in Current School: \_\_\_\_\_ School: \_\_\_\_\_

Years in Previous School(s): \_\_\_\_\_

Current Professional and Academic Memberships:

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Please complete and return to:

SMU – Department of Teaching & Learning  
Jill Moore  
P. O. Box 750455  
Dallas, Texas 75275-0455

Or by email: [smu-tfa@smu.edu](mailto:smu-tfa@smu.edu)



# Mentor Standards

What does a Mentor need to know and be able to do?

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## **The Mentor:**

- 1. Has theoretical and practical knowledge of teaching and learning for both adults and children.**
  - a. Understands learning in both children and adults
  - b. Identifies the range of learning and performance problems and successes
  - c. Models specific strategies with diverse students to overcome learning and performance problems and encourage success
- 2. Understands the theoretical and practical aspects of mentoring, observation of novice educators, and providing feedback.**
  - a. Stays in frequent contact with the novice
  - b. Provides professional guidance for the novice
    - Identifies a range of problems and successes
    - Provides strategies for improvement
  - c. Provides specific feedback to the novice in a timely manner for professional improvement of growth
- 3. Understands the functions and methods of K-12 public and private schools.**
  - a. Models professional ethics, classroom discipline strategies, and time management techniques
  - b. Models various teaching strategies with diverse students in K-12 schools
  - c. Models lesson planning, material selection, and assessment of K-12 students
  - d. Models professional communication skills with colleagues, parents, students, and community members
  - e. Guides the novice in understanding school culture
- 4. Is responsible in executing his or her professional responsibilities.**
  - a. Models best practices in the classroom
    - Models maintenance of accurate records
    - Models advocacy for students
    - Models service to the school
    - Models reflection
    - Models continued professional development
    - Models flexibility
  - b. Provides frequent informal coaching for the novice
  - c. Communicates with the novice, the Intern Supervisor, and the campus principal about the progress of the novice.

# Responsibilities of Mentor

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The mentoring teacher is the most important member of the team. In contact with the Corps Member Intern daily, he/she should have his/her finger on the pulse of the Corps Member Intern and be constantly aware of achievements and needs. The mentoring teacher is a model for the Corps Member Intern and must demonstrate effective teaching and professional demeanor. The responsibilities of the mentoring teacher include:

1. To orient the Corps Member Intern to:
  - ◆ the building facilities and resources
  - ◆ the personnel such as special teachers, counselors, etc.
  - ◆ the school policies
  - ◆ effective classroom management techniques and the campus management guidelines
  - ◆ the school community
2. To help the Corps Member Intern succeed by:
  - ◆ monitoring effective use of time
  - ◆ creating a climate in which he/she is encouraged to self-evaluate as well as ask questions
  - ◆ praising and encouraging
  - ◆ keeping interactive lines of communication open
  - ◆ discussing problems frankly, one at a time
  - ◆ sharing professional experiences and materials
  - ◆ capitalizing on the special interests, talents, and background of an internship in order to enrich the curriculum
  - ◆ encouraging alternative teaching approaches and management techniques
4. To model and guide the Corps Member Intern as he/she plans, teaches, and evaluates his/her work by modeling lesson preparation and instruction.
5. To promote daily interactive discussions concerning the strengths and weaknesses of the internship's effectiveness in the teaching-learning situation.
6. To help the Corps Member Intern implement recommendations received during teaching observations and evaluation sessions.
7. To confer with the Intern Supervisor on an as need basis. Performance problems should be identified, documented, and discussed with Corps Member Intern and the Intern Supervisor as early as possible. The university retains the ultimate responsibility for the final grade.
8. To complete effectiveness evaluations of the Corps Member Intern and discuss them with the Intern. Participate in a three-way conference at least once during the semester with the Intern and the Intern Supervisor.
9. To report any concerns to the Intern Supervisor. This can be accomplished through e-mail communication.

# "How-To" for Mentor Teacher Guidelines

## Implementing Responsibilities

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1. Introduce the Corps Member Intern to administrators, other faculty members, and the school staff. Familiarize the Corps Member Intern with the school facilities, resources, and policies regarding the use of materials and equipment. Clue the student in to the unique culture of the school, including not only formal practices but also the "unwritten rules" which characterize the campus.
2. Include the Corps Member Intern in teaching-related experiences, curriculum planning, faculty meetings, in-service meetings, meetings of professional organizations, extra-curricular responsibilities. This is where he/she begins to learn about leadership in the profession.
3. Provide a set of textbooks, teachers' manuals, curriculum guides, or school handbooks as needed.
4. Explain to the methods of record keeping for attendance, tardiness, grades, conduct, cumulative folders, etc. Discuss emergency and health procedures.
5. Demonstrate how you devise your lesson plans and how you use many different resources and ideas. Tell the student why you use the materials or teach as you do. Introduce the students to professional journals and professional organizations. Help the students raise questions when doing his/her own planning of lessons. A Corps Member Intern may not be aware of your intent simply from observing your model a lesson or procedure. Explain the "why" as well as the "how."
6. Demonstrate the use of curriculum guides, teachers' manuals and portfolios for your grade level. Corps Member Interns have had varied experiences with such procedures.
7. Choose a particular time for planning on weekly basis. In addition, establish a regularly scheduled conference time. A Corps Member Intern will need close supervision and a lot of assistance in the initial stages of making lesson plans. It is helpful early on in the semester to do long-range planning and to schedule the weeks for full responsibility.
8. Help the Corps Member Intern develop specific and clear policy and procedures concerning classroom management from the very beginning. Indicate how a situation will be handled if a student misbehaves if you were in the same situation.
9. Be prepared to give step-by-step guidance. The transition from the university to the classroom is difficult and may require explanations of detailed procedures in the classroom.
10. When appropriate, speak with the Corps Member Intern before a parent conferences or telephone conversations. Guide her/him to use diplomacy and appropriate communication skills so that parents are not alienated.
11. Request lesson plans before an observation; Corps Member Interns are required to submit lesson plans in advance of any teaching they do.

12. Remember to ask the Corps Member Intern for his/her opinion in matters and be sure to give the credit when he/she generates suggestions and ideas that can be used.
13. Provide continual feedback. He/she needs your help and suggestions.
14. Give pointers on how you set up a classroom at the beginning of a school year.
15. Develop a collegial relationship as you work together. Provide phone numbers or email address where you can be reached.
16. Hold the Corps Member Intern accountable for attendance, punctuality, and other aspects of professionalism.



*You have a four-fold life to live: a body, a brain, a heart and a soul...these are your living tools.  
To use and develop them is not a task... It is a golden opportunity."*

*William H. Danforth*

# Part III: Internship and Foundations Courses

# Internship Courses

## EDU 6374 and 6376

### Fall 2019

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Post Baccs	EC-6:	Fall Term 6376	Spring Term 6377
	Secondary:	Fall Term 6374	Spring Term 6375

The Intern is the **teacher of record** in an EC-12 classroom. In addition to daily attendance at the assigned school, participation in the Internship seminars (attend four All Corps Conferences) is required in order to receive a passing grade for Internship. (Note: **Southern Methodist University will not recommend a student for certification unless the student has completed all Internship requirements successfully.**)

Internship is a two-semester program that requires a three-hour course per semester. An internship must be with a Texas Education Agency (TEA) Accredited school. Students must obtain a teaching position with probationary certification in the area in which they passed the PACT. Interns must be Teacher of Record the entire year and teach while supervised by an SMU Supervisor and a school-based **certified** mentor teacher. During this time, the Corps Member Intern will comply with the requirements outlined for Internships. Corps Member Interns are required to meet with SMU supervisor on a regular basis. Participation in these meetings is necessary in order to receive a passing grade for internship. Final semester grades for internship will be issued based on completion of assignments and internship rubric. You must earn a B or better to avoid retaking the course and/or delaying your certification by one year.

#### **All of the course documents can be found on Canvas.**

**Canvas** – Canvas is a learning management system enhancing the course delivery and classroom instruction at SMU. See <https://www.smu.edu/OIT/Services/Canvas> to log on and for help.

# EDU 6374 and 6376 Internship Course

## Assignments and Grading

### Fall 2019

Daily Schedule – due at beginning of semester and whenever a change occurs

- 5 total points

Major Assignments: 3 Monthly Lesson Observations – 90 total points

- Lesson Plan – Provided 48 hours prior to scheduled observation  
10 points each – 30 total points
- Lesson Plan Reflection – due 48 hours after scheduled observation  
10 points each – 30 total points
- Post Conference – 72 hours after scheduled observation  
10 points each – 30 total points

Intern Self-Evaluation – due at end of semester conference with Supervisor

- 5 points

#### Grading Scale

100-94 = A	89-87 = B+	79-77 = C+	69-67 D+
93-90 = A-	86-84 = B	76-74 = C	66-64 D
	83-80 = B-	73-70 = C-	63-60 D-
			<59 F

**All assignments are required for TEA Certification. A grade of B or higher in this course is required for certification.**

# Internship Calendar for 2019-2020

September 2019	<ol style="list-style-type: none"> <li>1. Schedule 1<sup>st</sup> formal observation with Supervisor</li> <li>2. Provide your daily schedule to your Supervisor.</li> <li>3. Due to Supervisor: <ul style="list-style-type: none"> <li>• Lesson Plan 48 hours <b>before your observation</b></li> <li>• Lesson Plan Reflection <b>due within 48 hours of observation</b></li> </ul> </li> </ol>
October 2019	<ol style="list-style-type: none"> <li>1. Schedule 2<sup>nd</sup> formal observation with Supervisor</li> <li>2. Due to Supervisor: <ul style="list-style-type: none"> <li>• Lesson Plan 48 hours <b>before your observation</b></li> <li>• Lesson Plan Reflection (<b>due within 48 hours of observation</b>)</li> </ul> </li> <li>3. Mandatory PPR Qualifier</li> </ol>
November 2019	<ol style="list-style-type: none"> <li>1. Schedule 3<sup>rd</sup> formal observation with Supervisor</li> <li>2. Due to Supervisor: <ul style="list-style-type: none"> <li>• Lesson Plan 48 hours <b>before your observation</b></li> <li>• Lesson Plan <b>Reflection (due within 48 hours of observation)</b></li> </ul> </li> </ol>
December 2019	<ol style="list-style-type: none"> <li>1. Due to Supervisor: Intern Semester Self- Evaluation</li> </ol>
February 2020	<ol style="list-style-type: none"> <li>1. Schedule 4<sup>th</sup> formal observation with Supervisor</li> <li>2. Due to Supervisor: <ul style="list-style-type: none"> <li>• Lesson Plan 48 hours <b>before your observation</b></li> <li>• Lesson Plan Reflection (<b>due within 48 hours of observation</b>)</li> </ul> </li> </ol>
March 2020	<ol style="list-style-type: none"> <li>1. Schedule 5<sup>th</sup> formal observation with Supervisor</li> <li>2. Due to Supervisor: <ul style="list-style-type: none"> <li>• Lesson Plan 48 hours <b>before your observation</b></li> <li>• Lesson Plan Reflection (<b>due within 48 hours of observation</b>)</li> </ul> </li> </ol>
April 2020	<ol style="list-style-type: none"> <li>1. Schedule 6<sup>th</sup> formal observation with Supervisor</li> <li>2. Due to Supervisor: <ul style="list-style-type: none"> <li>• Lesson Plan 48 hours <b>before your observation</b></li> <li>• Lesson Plan Reflection (<b>due within 48 hours of observation</b>)</li> </ul> </li> <li>3. Final Intern Semester Self -Evaluation</li> </ol>
May 2020	<p><b>All due by May 4</b></p> <ul style="list-style-type: none"> <li>• SMU Supervisor Evaluation</li> <li>• Exit Survey</li> <li>• Apply for Standard Certification (Guidelines on page 10)</li> </ul>



# Role and Responsibilities of SMU Supervisors

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No internship program will be effective unless rapport founded upon mutual respect and understanding, exists between the SMU Supervisor and the Corps Member Intern. The SMU Supervisor gives direction to the activities, methods, and techniques employed by the Corps Member Intern in the teaching process. Overall, the goal is to accept the Corps Member Intern as a professional and to nurture his/her development into an effective educator.

1. Act as a liaison between the campus principals, mentor, Corps Member Interns, and the Director of SMU-TFA Educator Preparation Program.
2. Conduct an internship orientation at the beginning of the semester emphasizing responsibilities for the intern, various avenues of support, and the information needed to make a smooth transition from being a university student to being a successful teacher.
3. Arrange orientation of mentor teacher by providing information on the nature of the program, responsibilities, and best modes of effective communication with Corps Member Intern, SMU Supervisor, and university.
4. Observe Corps Member Interns a minimum of three times during the semester. Provide feedback after every observation, including at least one face-to-face meeting.
5. Document observations and obtain the necessary signatures on the SMU Summary of Observations Report.
6. Observe, evaluate, and confer with Corps Member Interns on a regular basis regarding teaching/planning to emphasize continual growth. Help Corps Member Intern analyze their teaching and gain insight into why teaching was more or less effective. Offer alternate strategies/techniques if needed.
7. Evaluate Corps Members' lesson plans and unit plans.
8. Facilitate cooperation between the mentor teacher and the Corps Member Intern. Provide troubleshooting, support, and conflict resolution if needed.
9. Complete a written report of each visit; share with Corps Member Intern and principal.
10. Conduct an end of semester evaluation in person with the Corps Member Intern at the end of each semester. Assign a grade to the Corp Member Intern and send that grade to Amy Ferrell.
11. Document thoroughly any infractions of school policy or professionalism as well as unsatisfactory progress in classroom instruction and management. Document the time, date, and manner in which you brought these concerns to the attention of the Intern. Provide documentation to Amy Ferrell.
12. Continue your own professional development through attendance and participation in appropriate seminars as arranged.
13. Contact, via email, Amy Ferrell, the Director, as needed, on Corps Member Intern's progress.

# Texas Teacher Standards

## Domain 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.*

**Standard 1.1:** Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.

- Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.
- Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.
- Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.

**Standard 1.2:** Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.

- Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.
- Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.
- Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.

**Standard 1.3:**

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

- Teachers differentiate instruction, aligning methods and techniques to diverse student needs.
- Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.
- Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

**Standard 1.4:** Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.

- Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.
- Teachers validate each student's comments and questions, utilizing them to advance learning for all students.
- Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.

**Standard 1.5:** Teachers incorporate complex, higher order thinking, leading class discussions and activities that provide opportunities for deeper learning.

- Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.
- Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.
- Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.

**Standard 1.6:** Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.

- Teachers monitor and assess student progress to ensure that their lessons meet students' needs.
- Teachers provide immediate feedback to students in order to reinforce their learning and ensure they understand key concepts.
- Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

## Domain 2 – Knowledge of Student and Student Learning

*Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.*

**Standard 2.1:** Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all learners in their pursuit of academic and social-emotional success.

- Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.

- Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.
- Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.

**Standard 2.2:** Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.

- Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.
- Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.
- Teachers understand the role of language and culture in learning, and know how to modify their practices to support language acquisition such that language is comprehensible and instruction is fully accessible.

**Standard 2.3:** Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

- Teachers understand how learning occurs and how learners develop, construct meaning and acquire knowledge and skills.
- Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.
- Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.

### Domain 3 – Content Knowledge and Expertise

**Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lesson plans and their ability to match objectives and activities to relevant state standards.**

**Standard 3.1:** Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.

- Teachers understand how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.
- Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.
- Teachers keep current with developments, new content, new approaches and changing methods of instructional delivery within their discipline.

**Standard 3.2:** Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.

- Teachers organize curriculum to facilitate student understanding of the subject matter.
- Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.
- Teachers promote literacy and the academic language within the discipline, and make discipline-specific language accessible to all learners.

**Standard 3.3:** Teachers demonstrate content specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.

- Teachers teach both the key content knowledge and the key skills of the discipline.
- Teachers make appropriate and authentic connections across disciplines, subjects, and students' real world experiences.

### Domain 4 – Learning Environment

**Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximize student learning.**

**Standard 4.1:** Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.

- Teachers embrace students' backgrounds and experiences as an asset in their learning environment.
- Teachers maintain and facilitate respectful, supportive, positive and productive interactions with and among students.
- Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.

**Standard 4.2:** Teachers organize their classrooms in a safe and accessible manner that maximizes learning.

- Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.
- Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.

**Standard 4.3:** Teachers establish and communicate consistent routines for effective classroom management, including clear expectations for student behavior.

- Teachers implement behavior management systems to maintain an environment in which all students can learn effectively.
- Teachers maintain a strong culture of individual and group accountability for class expectations.
- Teachers cultivate student ownership in developing classroom culture and norms.

**Standard 4.4:** Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.

- Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.
- Teachers maximize instructional time, including managing transitions.
- Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.
- Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

#### Domain 5 – Data Driven Practice

**Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.**

**Standard 5.1:** Teachers implement both formal and informal methods of measuring student progress.

- Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.
- Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.

**Standard 5.2 :** Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.

- Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.
- Teachers involve all students in self-assessment, goal setting, and monitoring progress.
- Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.

**Standard 5.3:** Teachers regularly collect, review, and analyze data to monitor student progress.

- Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.
- Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.

**Standard 5.4:** Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.

- Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.
- Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.

#### Domain 6 – Professional Practices & Responsibilities

**Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.**

**Standard 6.1:** Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.

- Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.

- Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.
- Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.

**Standard 6.2:** *Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.*

- Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.
- Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.

**Standard 6.3** *Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.*

- Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.
- Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.

**Standard 6.4** *Teachers model ethical and respectful behavior and demonstrate integrity in all situations.*

- Teachers adhere to the "Code of Ethics and Standard Practices for Texas Educators" in the State Board for Educator Certification rules, including following policies and procedures at their specific school placement(s).
- Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.
- Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.

# Texas Educators' Code of Ethics

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TAC Title 19, Part 7, Chapter 247: RULE §247.1 states: The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

## **Enforceable Standards.**

### **(1) Professional Ethical Conduct, Practices and Performance.**

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

### **(2) Ethical Conduct Toward Professional Colleagues.**

- (A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
- (B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.
- (C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.
- (D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

- (E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.
- (F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
- (G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

**(3) Ethical Conduct Toward Students.**

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

**Source Note:** The provisions of this **Texas Administrative Code §247.2** were 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.

# Lesson Plan Framework

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Prior to each of your observations, you **must** submit your lesson plan to allow for review and feedback. You may use any template you wish; however, your lesson plan must include the following:

1. Lesson Content Objectives and TEK(S) being addressed.
2. List all the materials you will need for the lesson and include when possible. This will include websites, videos, handouts, etc. All handout need to be attached to your lesson plan.
3. Procedures: This is your step-by-step plan for the entire lesson. It should be written in enough detail so another teacher could teach the lesson. Provide a time estimate as well as either a script or bulleted items of things you will say/do.
  - **Launch/Introduction/Motivation (TIME)**
    - What will you do to “Hook” the students? What other things do you have to address to help students develop a context for what they are learning in this lesson?
  - **Lesson Activities Sequence and Procedures: (TIME)**
    - This is a step-by-step guide for how you will teach your lesson. It should be written in the order in which you will teach it and be written in a way that is easy to read and follow. If you are going to have a discussion, list discussion prompts and possible follow-up questions. If you are asking questions, include the questions. If you are giving a lecture, provide a script or bulleted list of what you will say. Make sure you
  - **Assessment- (TIME)**
    - How you will assess your students based on what you want to them to know/be able to do for this particular lesson.
    - Include any formative assessments and summative you plan to use.
  - **Closure (TIME)**
    - What you do/say to summarize/wrap up lesson. How you will tie it into the next lesson?
4. Organization of students. *Describe how you are grouping your students in the lesson (which could be more than one way) – whole group, pairs, triads, small groups, and/or cooperative group? Provide a rationale for choosing that grouping.*
5. Management Strategies: *Describe your strategies for the following (as applicable)*
  - ☐ Securing attention
  - ☐ Distributing/collecting materials, supplies, or completed work
  - ☐ Transitions
  - ☐ Movement
  - ☐ Monitoring
  - ☐ Anticipating possible need for redirection
  - ☐ Special management considerations for students with special needs



# Sample Lesson Plan Reflection

Within 72 hours of each observation, you are to submit a lesson plan reflection. This form will be available for you on Canvas.

Intern: \_\_\_\_\_

SMU Supervisor: \_\_\_\_\_

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

INSTRUCTIONAL DELIVERY – Respond to these questions for each aspect.		
<b>September Focus:</b> <b>Standard 4: Learning Environment</b>	<i>Were the following aspects of your lesson effective for all students?</i> <u><b>Provide evidence</b></u> to support your answer.	<i>What would you do differently to improve the lesson?</i> <u><b>Explain why.</b></u>
<b>Goals and Objectives</b>		
<b>Instructional Procedures and Strategies</b> <b>(Hook, Lesson, Activities)</b>		

	<p><i>Were the following aspects of your lesson effective for all students?</i></p> <p><b><u>Provide evidence</u></b> to support your answer.</p>	<p><i>What would you do differently to improve the lesson?</i></p> <p><b><i>Explain why.</i></b></p>
<p><b>Assessment Strategies</b> (Guided Practice, Independent Practice, DOL)</p>		
<p><b>Classroom Management Procedures</b></p>		

# SMU TFA Intern Supervisor Calendar for 2019-20

September 2019	<ol style="list-style-type: none"> <li>1. Intern Contract</li> <li>2. Intern/Mentor/Supervisor Agreement</li> <li>3. School-Based Mentor Information</li> <li>4. Intern Lesson Plan</li> <li>5. Intern Lesson Plan Reflection</li> <li>6. Post Conference Documentation</li> </ol>
October 2019	<ol style="list-style-type: none"> <li>1. Intern Lesson Plan</li> <li>2. Intern Lesson Plan Reflection</li> <li>3. Post Conference Documentation</li> </ol>
November 2019	<ol style="list-style-type: none"> <li>1. Intern Lesson Plan</li> <li>2. Intern Lesson Plan Reflection</li> <li>3. Post Conference Documentation</li> </ol>
December 2019	<ol style="list-style-type: none"> <li>1. Intern Semester Self- Evaluation</li> <li>2. Semester Grade for Intern (with documentation) to Amy</li> <li>3. Page one of "Summary of Intern Observations"</li> </ol>
January or February 2020	<ol style="list-style-type: none"> <li>1. Intern Lesson Plan</li> <li>2. Intern Lesson Plan Reflection</li> <li>3. Post Conference Documentation</li> </ol>
March 2020	<ol style="list-style-type: none"> <li>1. Intern Lesson Plan</li> <li>2. Intern Lesson Plan Reflection</li> <li>3. Post Conference Documentation</li> </ol>
April/May 2020	<ol style="list-style-type: none"> <li>1. Intern Lesson Plan</li> <li>2. Intern Lesson Plan Reflection</li> <li>3. Post Conference Documentation</li> <li>4. Intern Semester Self- Evaluation</li> <li>5. Semester Grade for Intern (with documentation) to Amy</li> <li>6. Summary of Intern Observations</li> <li>7. From Intern: SMU Supervisor Evaluation by Corps Member Intern and TFA Corps Member Exit Survey</li> </ol>

# Foundations Course EDU 6310

## Fall 2019

**Note: Spring Internship and Differentiation Course Syllabi will be provided to Interns in January.**

### **Course Description**

This course is an overview of the foundations of education that undergirds the practice of teaching. The framework for this course will be the **Teacher Education Standards: Pedagogy and Professional Responsibility** (following this syllabus) with a focus on the learning environment, planning, instruction, and professional practices. Teachers will be invited to think systematically about their own classroom practices.

Part of the requirements for this course is for Interns to successfully pass the PPR qualifier exam.

### **Required Texts**

Readings will be assigned in class or using links posted on Canvas.

### **Meeting dates and times**

This course meets weekly on the SMU campus.

### **How to enroll in the course**

You will be given instructions on how to enroll in your assigned section of this course.

### **Assignments and Grading**

Your instructor will give you a more detailed syllabus, course calendar, and assignments and grading instructions in your first class meeting.

### **All of the course documents can be found on Canvas.**

**Canvas** – Canvas is a learning management system enhancing the course delivery and classroom instruction at SMU. See <http://www.smu.edu/BusinessFinance/OIT/Services/CoursesSMU> to log on and for help.

# TEA Pedagogy and Professional Responsibility Standards

Domain 1: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

## I. Designing Instruction

Understands students' social and emotional developmental  
Recognizes and understands different learning needs, esp. ELL  
Understands what motivates students to learn  
Understands and executes culturally responsive teaching  
Utilizes research-based best practices

## II. Content and Pedagogy

Can use the TEKS to plan instruction  
Deeply understands the content they are teaching, including  
pre-requisite skills needed  
prior knowledge needed  
student misconceptions  
connections across the other disciplines

## III. Instructional Goals and Objectives

Develops goals that are:

- clear, meaningful, relevant, and developmentally appropriate
- able to be assessed
- reflective of student background and interest
- reflective of students' learning needs
- utilize technology
- can access resources outside of the classroom

## IV. Coherent Instruction

Develops and executes instruction that:

- is TEKS based
- is written and executed with high expectations for student achievement
- is planned and executed with higher levels of thinking
- is engaging
- varies strategies
- uses appropriate resource
- is appropriately paced

## V. Assessment

- Role of assessment in planning and learning
- Alignment of assessments
- Various types of assessments
- Role of technology in assessment
- Student self-assessment

**Domain 2: The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.**

- I. Creating an Environment of Respect and Rapport**
  - Create a culture of *learning and respect*
  - Interactions *with* students reflect *support and respect*
  - Interactions *among* students are *polite, respectful, and cooperative*
  - Strategies *promote active engagement* in learning
- II. Establishing an Environment for Learning and Excellence**
  - *High expectations* are communicated and reflected in *daily objectives lessons, activities, and assessments*
  - *Rules and procedures* promote learning
  - *Groups* are organized and managed well
  - Classroom is managed to promote learning
  - *Routines and procedures* are well-established
- III. Maintain Safe Physical Environment**
  - Organized and *productive use of space*
  - *Safety procedures known and practiced*
  - Classroom is *accessible to all students*
- IV. Managing Behavior**
  - *High expectations for student behavior*
  - Rules and consequences are *known and shared*
  - Consistently *enforces standards and expectations* for behavior
  - Encourages *student management and monitoring* of their own behavior
  - *Effective methods* for responding to positive and negative behaviors
  - *Positive learning environment* is consistently maintained
  - *Respect for student rights and dignity*

**Domain 3: The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.**

- I. Communication**
  - Communicates with students, parents, and others *clearly and accurately*, both in *written and oral formats*
  - Uses *age-appropriate* communication
  - Employs skilled *questioning strategies, inquiry, higher order thinking, problem solving, and productive, supportive interactions*
- II. Student Engagement**
  - Create *engaging instructional activities*
  - Choose *instructional materials, resources, and technologies* that are *suitable for instructional goals* and cognitively engage students
  - Link new learning with *prior learning*

- Use *flexible grouping* to promote productive student interactions and enhance learning.
- Use different *motivational strategies* in varied learning contexts
- *Structure and pace the lesson* to promote student engagement and active learning.

### III. Feedback

- Provide *timely, accurate, constructive, substantive, and specific feedback*
- Promote *students' ability* to use feedback to guide and *enhance their own learning*
- Base feedback on *high expectations for achievement*

### IV. Flexibility and Responsiveness

- Respond to various situations with *flexibility*
- Adjust instruction based on formative/ongoing assessment
- Use *alternative instructional approaches* to ensure all students learn and succeed

**Domain 4: The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.**

### I. Communicating

- *Interacts appropriately* with families from *diverse backgrounds*
- Conducts *effective parent-teacher conferences*
- *Communicates with families* on a regular basis to *share information and respond* to families' concerns
- *Engage families* in their children's education and instruction

### II. Interacting with other educators and contributing to the school district

- Maintain *supportive and cooperative relationships* with colleagues
- Engage in *collaborative decision making and problem solving* to support *students' best interest*
- Work *productively with supervisors and mentors* to address and enhance professional skills and knowledge
- *Communicate effectively and appropriately* with other educators and the school community

### III. Continuing professional development

- Participate in various types of *professional development*
- *Enhance content and pedagogical knowledge* through a variety of activities
- Use *self-assessment* to identify strengths, challenges, potential problems, improve teaching, and achieve instructional goals

### IV. Legal and ethical requirements

- Use knowledge of *legal and ethical guidelines* to guide behavior in education-related situations
- Serve as an *advocate for students* and the profession
- Maintain *accurate records*
- Use *knowledge of structure of state and local education systems* to seek information and assistance in addressing issues

# Part IV: Evaluation Processes and Forms



# TFA Intern Evaluation Instrument



SMU

ANNETTE CALDWELL SIMMONS  
SCHOOL OF EDUCATION  
& HUMAN DEVELOPMENT

## Clinical Teacher (Intern) Evaluation Report

DATE: \_\_\_\_\_ START TIME: \_\_\_\_\_ STOP TIME: \_\_\_\_\_ Observation # \_\_\_\_\_

CLINICAL TEACHER: \_\_\_\_\_ DISTRICT/CAMPUS: \_\_\_\_\_

SMU SUPERVISOR (PRINT NAME): \_\_\_\_\_ SIGNATURE \_\_\_\_\_

The following clinical teacher evaluation form is divided into four domains as adopted by the State Board of Education. These domains are Planning, Instruction, Learning Environment, and Professional Practice and Responsibilities. The Dimensions within each domain ensure clinical teachers have the knowledge and skills to teach in Texas public schools. Please complete the form by checking the appropriate box. Use Not Applicable (NA) when the element is not observed or is irrelevant to the particular setting/observation/evaluation.

SCALE: \*\*1=Needs Improvement 2=Developing \*3=Proficient 4=Accomplished \*\*5=Distinguished

\*\*Requires written "COMMENTS" specifying observed, shared or recorded evidence if scoring 1=Needs Improvement or 5=Distinguished.

\*Proficient is the goal.

	Needs Improvement	Developing	Proficient	Accomplished	Distinguished
<b>PLANNING</b> - Evidence is apparent in the lesson plan.					
Standards & Alignment: The clinical teacher designs, organizes and implements clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners					
• All goals and lesson objectives aligned to TEKS					
• Integrated technology as applicable and appropriate					
• All materials and assessments sequenced and relevant to students					
• All materials provide appropriate lesson time and closure					
• All materials fit into broader unit and course objectives					
Data & Assessment: The clinical teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.					
• Formal and informal assessments monitor progress of all students.					
• Substantive and specific timely feedback given to students, families and other school personnel while maintaining confidentiality					
• Analysis of student data connected to specific instructional strategies					
Knowledge of Students: Through knowledge of students and proven practices, the clinical teacher ensures high levels of learning, social-emotional development and achievement for all students.					
• All lessons connect to student prior knowledge and experiences					
• All lesson adjust for student strengths and gaps in background knowledge, life experiences and skills					
Activities: The clinical teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.					
• Questions encourage all students to engage in complex, higher order thinking					
• Instructional groups based on student needs					
• All student understand individual roles within instructional groups					
• Activities, resources, technology, instructional materials aligned to instructional purposes					

COMMENTS: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

	Needs Improvement	Developing	Proficient	Accomplished	Distinguished
<b>INSTRUCTION – Evidence is apparent in instruction and classroom.</b>					
<i>Achieving Expectations: The clinical teacher supports all learners in their pursuit of high levels of academic and social-emotional success.</i>					
• Sets academic expectations that challenge all students					
• Evidence that most students demonstrate mastery of objective					
• Addresses student mistakes and follows through to ensure student mastery					
• Provides student opportunity to take initiative of their own learning					
<i>Content Knowledge &amp; Expertise: The clinical teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.</i>					
• Conveys accurate content knowledge					
• Integrates learning objectives with other disciplines					
• Anticipates possible student misunderstandings					
• Accurately reflects how lesson fits within structure of discipline and TEKS					
• Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative & research-based)					
<i>Communication: The clinical teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.</i>					
• Uses probing questions to clarify, elaborate learning					
• Recognizes possible student misunderstandings and responds with an array of teaching techniques to clarify concepts.					
• Asks remember, understand and apply level questions focusing on lesson objective and provoking questions					
• Provides explanations that are clear					
• Uses verbal and written communication that is clear and correct					
• Establishes classroom practices that provide for most student to communicate effectively with their teacher and their peers					
<i>Differentiation: The clinical teacher differentiates instruction, aligning methods and techniques to diverse student needs.</i>					
• Adapts lesson to address individual needs of all students					
• Regularly monitors quality of student participation and performance					
• Recognizes when students become confused or disengaged and responds to student learning or socio-emotional needs					
• Provides differentiated instructional methods and content to ensure students have opportunity to master what is being taught.					
<i>Monitor &amp; Adjust: The clinical teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.</i>					
• Utilizes input from student in order to monitor and adjust instruction and activities.					
• Monitors student behavior and responses for engagement and understanding					
• Adjusts instruction and activities to maintain student engagement					

**COMMENTS:** \_\_\_\_\_

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\_\_\_\_\_

	Needs Improvement	Developing	Proficient	Accomplished	Distinguished
<b>LEARNING ENVIRONMENT – Evidence is apparent in the classroom.</b>					
<i>Classroom Environment, Routines &amp; Procedures: The clinical teacher organizes a safe, accessible and efficient classroom.</i>					
• All procedures, routines and transitions are clear and efficient					
• Students actively participate in groups, manage supplies and equipment with very limited teacher direction					
• Classroom is safe and organized to support learning objectives and is accessible to most students					
<i>Managing Student Behavior: The clinical teacher establishes, communicates and maintains clear expectations for student behavior.</i>					
• Consistently implements the campus and/or classroom behavior system proficiently					
• Most students meet expected classroom behavior standards					
<i>Classroom Culture: the clinical teacher leads a mutually respectful and collaborative class of actively engaged learners.</i>					
• Engages all students in relevant, meaningful learning					
• Students work respectfully individually and in groups					

COMMENTS: \_\_\_\_\_

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<b>PROFESSIONAL PRACTICES &amp; RESPONSIBILITIES</b>					
<i>Professional Demeanor &amp; Ethics: The clinical teacher meets SMU and district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.</i>					
• Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators					
• Meets all professional standards (e.g., attendance, professional appearance and behaviors)					
• Advocates successfully for the needs of students in the classroom					
<i>Goal Setting: The teacher reflects on his/her practice.</i>					
• Sets short- and long-term professional goals based on self-assessment, reflection and supervisor feedback					
• Meets all professional goals resulting in improvement in practice and student performance					
<i>Professional Development: The teacher enhances the professional community.</i>					
• Collaboratively practices in all scheduled professional development activities, campus professional learning communities, grade- or subject-level team membership, committee membership or other opportunities					
<i>School Community Involvement: The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.</i>					
• Communicates the mission, vision and goals of the school to students, colleagues, parents and families					
• Contacts parents/guardians regularly regarding students' academic and social/emotional growth					
• Actively participates in all school outreach activities					

COMMENTS: \_\_\_\_\_

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### REFLECTION:

Clinical teacher's greatest strength:

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Clinical teacher's greatest challenge:

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Recommendations/Next Steps/Goals:

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# Intern Semester Self-Evaluation

This evaluation is designed to assess the Corps Member Intern's attributes, characteristics, and behaviors that contribute to successful and effective teaching. The Corps Member Intern, Mentor Teacher, and SMU Supervisor will complete the evaluation twice during the Internship. (End of 1<sup>st</sup> semester and 2<sup>nd</sup> semester)

Corps Member Intern: \_\_\_\_\_ Evaluation: ☐ 1<sup>st</sup> Semester ☐ 2<sup>nd</sup> Semester

Please rate each item based upon your personal/professional interaction and observation of the Student Teacher. Omit those items for which data is not available.

Use the following scale for each item below: 3 = consistently 2 = sometimes 1 = never 0 = not applicable

	Rating
<b>PLANNING</b>	
<i>designs, organizes and implements clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners</i>	3 2 1 0
<i>uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction</i>	3 2 1 0
<i>demonstrates a thorough knowledge of students and proven practices, the clinical teacher ensures high levels of learning, social-emotional development and achievement for all students</i>	3 2 1 0
<i>plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement</i>	3 2 1 0
<b>INSTRUCTION</b>	
<i>supports all learners in their pursuit of high levels of academic and social-emotional success.</i>	3 2 1 0
<i>uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs</i>	3 2 1 0
<i>clearly and accurately communicates to support persistence, deeper learning and effective effort</i>	3 2 1 0
<i>differentiates instruction, aligning methods and techniques to diverse student needs</i>	3 2 1 0
<i>formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments</i>	3 2 1 0
<b>LEARNING ENVIRONMENT</b>	
<i>organizes a safe, accessible and efficient classroom</i>	3 2 1 0
<i>establishes, communicates and maintains clear expectations for student behavior</i>	3 2 1 0
<i>leads a mutually respectful and collaborative class of actively engaged learners</i>	3 2 1 0
<b>PROFESSIONAL PRACTICES AND RESPONSIBILITIES</b>	
<i>meets SMU and district expectations for communication, attendance, professional appearance, decorum, and procedural, ethical, legal and statutory responsibilities</i>	3 2 1 0
<i>reflects on his/her practice</i>	3 2 1 0
<i>enhances the professional community</i>	3 2 1 0
<i>demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach</i>	3 2 1 0
<i>completes all certification requirements professionally and timely</i>	3 2 1 0

Corps Member Intern \_\_\_\_\_ Date \_\_\_\_\_

SMU Supervisor \_\_\_\_\_ Date \_\_\_\_\_

Intern Grade for Fall EDU 6374 or 6376 \_\_\_\_\_

Does the intern require a Teacher Professional Growth Plan? Y / N

Intern Grade for Spring EDU 6375 or 6377 \_\_\_\_\_

Does the intern require a Teacher Professional Growth Plan? Y / N

# SMU Supervisor Evaluation by Corps Member Intern

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This form is completed by the intern. *Please return in a sealed envelope to: SMU, Amy Ferrell, P.O. Box 750455, Dallas, TX 75275, or it can be returned to your SMU Supervisor in a sealed envelope after the last observation.*

Corps Member's SMU Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

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

The SMU Supervisor:	Poor		Average		Excellent
1. acted in a professional manner with me and with my mentoring teacher.	1	2	3	4	5
2. was accessible when problems or questions arose.	1	2	3	4	5
3. observed and evaluated me an adequate number of times in the semester.	1	2	3	4	5
4. provided feedback related to my lesson preparation, classroom environment, and teaching strategies that were useful and helped me grow.	1	2	3	4	5

Comments: \_\_\_\_\_

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\_\_\_\_\_

# TFA Corps Members Exit Survey

2019-20

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*Thank you for your valuable feedback! This form is available on Canvas and should be completed by the Corps Member Intern no later than May 6<sup>th</sup>, 2020.*

How did the Foundations course provide you with relevant information and skills to prepare you for effective teaching? How could that course be improved?

How did the Differentiation course provide you with relevant information and skills to prepare you for effective teaching? How could that course be improved?

What was most helpful in preparing you for the state PPR exam?

If we ever had the opportunity to add a course to our teacher education program (for certification) at SMU, what course would you like to see offered (if any) to help strengthen the preparation of our teacher candidates?

How did the application and enrollment process work for you in terms of helping you plan and organize? Was the information presented in a clear manner?

Were there particular individuals who made a significant contribution to your learning and your skill development?

As you think back on the various assignments and projects you had during your courses, which ones stand out as being the most relevant and helpful learning experiences?

What can we do to improve our program for future corps members?

# Teacher Professional Growth Plan Instructions

## Step I. Areas Identified for Development of Professional Practice

Identify in priority order areas for development and growth based on the teacher's most recent observation, work as part of a collaborative team, school, TFA coach, and any other information/evidence examined to inform this plan. Consider opportunities for the teacher to grow professionally by using his/her strengths and/or by taking leadership roles, as appropriate. For each area, explain the rationale and related sources of evidence for its inclusion.

## Step II. Professional Learning Goals and Activities

Determine specific professional learning goals to address the areas identified for development in Section I. There may be more than one learning goal identified per area; some learning goals may address multiple areas. Next, describe one or more professional learning activities to address each goal. For each learning activity, consider follow-up activities, as appropriate, that will help the teacher deepen learning and/or apply the learning to practice (e.g., additional coaching, working with collaborative team). Next, estimate the number of hours the teacher is expected to receive upon completing both the initial and follow-up activities. Finally, indicate the required completion date.

## Step III. Progress Summary

Describe evidence of the teacher's progress on the growth plan as discussed during a minimum of one annual conference between the teacher and supervisor. The supervisor and teacher together may also review the teacher's progress toward attainment of the growth plan goals during the school year and revise the professional learning goals and/or activities if warranted by evidence of the teacher's progress or lack of progress. Append items of evidence to the growth plan as necessary to document progress in addition to the information entered into this form.

### Interim Review of Progress (optional)

For each area identified for development of professional practice, determine and describe the teacher's interim progress, as well as any revisions made to the growth plan. In addition, enter the sources of evidence that were reviewed and the date of each review.

### Summative Review of Progress (required)

For each area identified for development of professional practice, indicate if expectations were met or not met as well as the sources of evidence that were reviewed. Finally, enter the summative review date. A new growth plan will need to be created if expectations are not met.



# Teacher Professional Growth Plan

Plan Begin/End Dates	School Name	Date
Teacher Name	Assignment/Department/Grade Level	Supervisor Name

## I. Areas Identified for Development of Professional Practice

No.	Areas Identified for Development	Rationale/Sources of Evidence
1		
2		
3		

## II. Professional Learning Goals and Activities to Develop Professional Practice

Area No.	Professional Learning Goals	Initial Activities	Follow-up Activities (as appropriate)	Estimated Hours	Completion Date
1					
2					
3					

*My signature below indicates that I have received a copy of this Professional Growth Plan and that I understand and contributed to its contents.*

Teacher Signature \_\_\_\_\_ Supervisor Signature \_\_\_\_\_

Date \_\_\_\_\_

Date \_\_\_\_\_

### III. Progress Summary

#### Interim Review of Progress (optional)

Area No.	Demonstrated Progress	Sources of Evidence	Revisions (if applicable)	Review Date
1				
2				
3				

Teacher Signature \_\_\_\_\_ Supervisor Signature \_\_\_\_\_

Date \_\_\_\_\_

Date \_\_\_\_\_

#### Summative Review of Progress (required)

Area No.	Professional Learning Goals	Expectations Met (Y) or Not Met (N)	Sources of Evidence	Summative Review Date
1				
2				
3				

Teacher Signature \_\_\_\_\_ Supervisor Signature \_\_\_\_\_

Date \_\_\_\_\_

Date \_\_\_\_\_

# Summary of Intern Observations

TFA Intern Name:	_____
E-mail:	_____ Phone: _____
Campus:	_____ District: _____
Grade Level/Subject:	_____
SMU Supervisor:	_____
Mentor Teacher:	_____ E-Mail: _____
School Principal:	_____ E-Mail: _____

First Contact:	Date: _____ Start Time: _____ End Time: _____
First Meeting with Intern and Mentor	Date: _____ Start Time: _____ End Time: _____
Mentor Information	Name: _____ Position: _____
	E-Mail: _____ Phone: _____
Mentor Signature	

<b>Observation One</b>	Within first six weeks of Placement/Assignment
Pre-Conference	Date: _____ Start Time: _____ End Time: _____
Classroom Observation	Date: _____ Start Time: _____ End Time: _____
In-Person Post-Conference	Date: _____ Start Time: _____ End Time: _____
SMU Supervisor Signature	
TFA Intern Signature	
Principal/Designee Observation Receipt	

<b>Observation Two</b>	
Classroom Observation	Date: _____ Start Time: _____ End Time: _____
Interactive Post-Conference	Date: _____ Start Time: _____ End Time: _____
SMU Supervisor Signature	
TFA Intern Signature	
Principal/Designee Observation Receipt	

<b>Observation Three</b>	
Classroom Observation	Date: _____ Start Time: _____ End Time: _____
In-person Post-Conference	Date: _____ Start Time: _____ End Time: _____
Intern Self-Evaluation Due	Received: Yes / No
SMU Supervisor Signature	
TFA Intern Signature	
Principal/Designee Observation Receipt	

<b>Observation Four</b>	
Classroom Observation	Date: Start Time: End Time:
Interactive Post-Conference	Date: Start Time: End Time:
SMU Supervisor Signature	
TFA Intern Signature	
Principal/Designee Observation Receipt	

<b>Observation Five</b>	
Classroom Observation	Date: Start Time: End Time:
Interactive Post-Conference	Date: Start Time: End Time:
SMU Supervisor Signature	
TFA Intern Signature	
Principal/Designee Observation Receipt	

<b>Observation Six and Final Conference</b>	
Classroom Observation	Date: Start Time: End Time:
In-Person Post-Conference	Date: Start Time: End Time:
Intern Self-Evaluation Due	Received: Yes / No
Intern SMU Supervisor Evaluation	e-mailed to <a href="mailto:afferrell@smu.edu">afferrell@smu.edu</a> no later than May 6 Sent: Yes / No
Exit Survey	e-mailed to <a href="mailto:afferrell@smu.edu">afferrell@smu.edu</a> no later than May 6 Sent: Yes / No
SMU Supervisor Signature	
TFA Intern Signature	
Principal/Designee Observation Receipt	

<b>Additional Support Dates</b>	<b>Nature of Support</b>
1.	
2.	
3.	
4.	
All Assignments Completed	Date:
All Evaluations Completion	Date:

This form will be completed by the SMU supervisor and returned to the Director of the Educator Preparation Program when grades are posted. All documents will be saved to individual's TEA file. This form will be uploaded once all signatures are collected. Thank you for your dedication to our students.