“It must be remembered that the purpose of education is not to fill the minds of students with facts—it is to teach them to think.”

— Martin Luther King, Jr.
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INTRODUCTION
About This Handbook

This handbook has been compiled to help you, as an Intern, grow in the process of becoming a professional educator. The handbook will guide you through your Internship semesters and give you an overview of Internship activities. Your roles and responsibilities as Interns will be explained here, along with information about your field placements, including evaluation forms.

This handbook also contains policies, procedures and information for Cooperating Teachers, University Mentors and University Supervisors. Please refer to the specific section for more details.
Contact Information

College of Education

Dr. Josefina Tinajero, Dean
Dr. Judith Munter, Associate Dean
Dr. William Robertson, Associate Dean
Dr. Maria L. Gonzalez, Associate Dean

College of Education Departments
Teacher Education
Educational Psychology and Special Services
Educational Leadership and Foundations

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Terry Carrasco
Certification Specialist
747-7582
teresac@utep.edu

Testing
Manuel Cano
Coordinator of Student Data
747-8086
manuelcr@utep.edu
**Partner School Districts**

Canutillo ISD  
801 Talbot Ave.,  
Canutillo, TX 79835  
(915) 877-6600  
[www.canutillo-isd.org](http://www.canutillo-isd.org)

Clint ISD  
14521 Horizon Blvd.  
El Paso, TX 79928  
(915) 926-4000  
[www.clintweb.net](http://www.clintweb.net)

El Paso ISD  
6531 Boeing  
El Paso, TX 79925  
(915) 881-2700  
[www.episd.org](http://www.episd.org)

Socorro ISD  
12440 Rojas Dr.  
El Paso, TX 79928  
(915) 937-0000  
[www.sisd.net](http://www.sisd.net)

Ysleta ISD  
9600 Sims Dr.  
El Paso, TX 79925  
(915) 434-0000  
[www.yisd.net](http://www.yisd.net)

Smaller school districts such as Fabens and San Elizario work with the Field Placement Office to host Interns who live in their geographical areas.
COE MISSION

Our mission is to build on the strengths of caring, committed, knowledgeable pre-service and in-service educators from diverse backgrounds to promote learner-centered practices in multilingual/multicultural contexts.

To that end, the College of Education emphasizes the development of critical analysis, evidence-based decision making, and culturally responsive approaches through engagement in research, teaching, and service activities that generate transformative praxis and new knowledge about key global/local educational issues.

COE VISION

Our work in the UTEP College of Education aspires to maximize human potential by impacting educators and researchers to respond proactively and critically to emerging societal challenges and opportunities.
INTERN
SECTION
Dear UTEP Interns--

You are about to enter the final and most important stage of your professional preparation to become tomorrow’s teachers—the Internship experience. This year will be marked by challenges, peaks and valleys, and exciting moments of connection with students in the acquisition of knowledge. Approach this time with a spirit of determination to fulfill your calling as teachers. It is the young we seek to educate, and in so doing, continue to learn ourselves.

This handbook will guide you through your Internship. In its pages, you will learn how you may approach this experience, what is expected of you as an Intern, about the help and guidance that will come your way, and how you will be evaluated. We recommend that you print this document, create a binder, “My Internship Handbook,” and take it with you to your assigned classroom every day. Specific sections of the handbook also provide information for your Cooperating Teacher, University Mentor, and University Supervisor. Each one of these individuals will play a key role in your success during this exciting field experience semester.

It is with joy and enthusiasm that we send you out into the school world. We have done our best to prepare you for this time. Your assigned University Mentor will visit your school periodically, and we look forward to hearing about your experiences in the field. Please contact us at fieldexperience@utep.edu or call us at 747-5571 if you have any questions or if we can be of any assistance to you.

Best regards,

Dr. Josefina V. Tinajero, Dean
College of Education
Intern Roles and Responsibilities

You represent the University of Texas at El Paso every time you walk into a classroom. This is an exciting and important responsibility, and we want to help you feel prepared for your assignment. Remember that you are guests in your Cooperating Teacher’s classroom. You should follow all the rules and regulations of your Cooperating Teacher and of the school in which you will work. As Interns, you are expected to have the same responsibilities as your Cooperating Teacher in regard to meetings and other assigned duties. Student Interns should be treated as regular teachers by the school’s students and Cooperating Teachers.

As Interns, you are expected to:

1. Complete all Internship requirements and abide by all polices described in your orientation and in this handbook.
2. Arrive at school on time and record time on the Student Intern Log Sheet.
3. Inform your Campus, Cooperating Teacher and University Mentor when absent.
4. Dress appropriately.
5. Be dependable.
6. Accept your Cooperating Teacher’s decisions regarding material to be covered and method of presentation. Your Cooperating Teacher is the instructor of record and is responsible for all classroom activities.
7. Plan for all activities for which you are responsible.
8. Establish and maintain effective professional working relationships.
9. Handle confidential information (student records, etc.) in a professional manner.
10. Maintain the same school hours and attend the same school activities as your Cooperating Teacher.
11. Adhere to all district specific rules and timelines.

Background Checks / TB Testing

As an Intern, you will not be allowed in the classroom on the first day of the Internship until background checks and/or TB tests are cleared. It is mandatory that you start your Internship on the first day as assigned by UTEP. The school district human resources department will issue a letter of background clearance that you will deliver to your assigned school principal. You will not be allowed to start your Internship without the letter from the district.
Specific district requirements are as follows:

**Canutillo ISD**
*Background Checks*
- Log on to Canutillo ISD website: [www.canutillo-isd.org](http://www.canutillo-isd.org)
- Access job line and select “University Student Packet.”
- Complete forms, print, and return to Central Administration building to Patty Romero or Magdalena Estrada. If you have any questions, call 877-7400.
- Pay $8.00 processing fee.

**TB Tests**
- Go to the UTEP Student Health Center. Walk-ins are accepted. For more information, call 747-5624. There is a fee, which is your responsibility.

**Clint ISD**
*Background Checks*
- Log on to this Clint ISD website: [www.clintweb.net](http://www.clintweb.net)
- Select “Career Opportunities”
- Download application forms, including DPS forms for employment application.
- Complete forms, print and submit with a photocopy of your driver’s license or picture ID to Clint ISD Personnel Services, 14521 Horizon Blvd., El Paso, Texas. For more information, call 926-4000.

**El Paso ISD**
*Background Checks*
- The district will do this for you, from a list of registered students sent by the UTEP Field Placement Office.
- You will receive a background check clearance letter at the district Welcome Day.

**Fabens ISD**
*Background Checks*
- Log on to the Fabens ISD website: [www.fabensisd.net](http://www.fabensisd.net)
- Select “Employment Forms.”
- Select “Employment Applicants.”
- Complete history and reference forms.
- Complete and print Police Department Background and return to the Police Department for processing.
- Pay the $6.00 charge and deliver the receipt to the FISD Administrative Offices, 821 N.E. “G” Ave., Fabens, Texas.
- Complete and print and County Sheriff’s Background Check and return to the Sheriff’s Department for processing. Then deliver the form to FISD Administrative Offices.
- Complete and print the Department of Public Safety Background Check and return to the FISD Administrative Offices.
San Elizario ISD
Background Checks

- Pick up form from San Elizario ISD Administrative Offices, Human Resources Office, 1050 Chicken Ranch Rd., San Elizario, Texas.
- For more information, call 872-3900.

Socorro ISD
Background Checks

- Log on to website: www.sisd.net
- Select “Jobs @ SISD.”
- Select “General Information.”
- Complete the Criminal Record Form.
- Complete and print the Department of Public Safety Background Check and return to the district at 12300 Eastlake Dr., El Paso, Texas.
- For more information, call 937-0000.

Ysleta ISD
Background Checks

- Log on to website: www.yisd.net
- Select “Division of Human Resources.”
- Select “Intern Form.”
- Complete form and copy for your records.
- Submit form on line.
- For more information, call 434-0410 and ask for Lulu Petrosky, criminal records clerk, personnel department. YISD administrative offices are located at 9600 Sims Dr., El Paso, Texas.

Attendance Policy

*Interns will make up any missed Internship days with the exception of two excused absences.* An excused absence is defined as Intern illness, a sick child, or a death in the family. Otherwise, you are required to make up any missed days. This includes official school closure because of inclement weather. If you are unable to make up the day or days as posted on the school website, you are asked to work individually with your Cooperating Teacher for other possible dates. Please also contact your University Mentor.

It is **mandatory** that you start your Internship on the first day as assigned by UTEP.

Professionalism

As an Intern, you are considered a pre-service teacher and should conduct yourself in a professional manner. Arrive when your Cooperating Teacher arrives for the day. Dress professionally. Be respectful toward your students, your Cooperating Teacher, your University Mentor, and your University Supervisor. Follow all rules established by your Cooperating Teacher. You should view this time as an opportunity to show what you can do in a classroom. Your actions speak as loudly as your words.
Teacher Associate Program (TAP) General Information

The Teacher Associate Program provides you, as an Intern, with opportunities for employment as paid substitutes in partner schools while you are still enrolled in your undergraduate studies (field-based program). Employment is determined by the school principal and is handled through the respective district personnel office upon the direction of the principal. Pay is at the permanent substitute rate, without benefits, according to respective school district rates. You are required to submit proper documentation to the district personnel office when filling out the application for employment as a substitute. See the Appendix section of the handbook for TAP application and reference forms.

TAP participants are under the jurisdiction of the school district and are obligated to comply with all school district regulations.

Internship I Interns may work as substitutes (i.e., “tap”) up to two days a week outside of their Internship class hours at any partner school. Internship II and Secondary/All-level Interns may “tap” one day a week outside of their Internship/class hours at any partner school. If you wish to “tap” during a scheduled Internship day, you must inform your University Mentor ahead of time and inform them on which day the Internship day will be made up.

It is not necessary to submit a renewal application if you remain in the TAP Program at the same campus for a second semester.

Requirements
Applicants for a TAP Position must:
- Be a UTEP Intern, admitted into the Teacher Education Program;
- Have a minimum overall GPA of 2.5;
- Be admitted to the Field-Based Program of Studies (“Student Teaching Semester”);
- Complete and submit the three provided professional education reference forms.

Procedures
You must:
- Submit complete application to the UTEP Field Placement Office. (Note: It is your responsibility to check on the status of your application);
- Once approved, you should deliver the full packet of TAP application materials to the school principal;
- Meet with the school principal to request further instructions regarding the submission of application and all required paperwork to the district central office;
- Discuss scheduling with the school principal to prevent missing any class or Internship hours.

Job Interviews / Job Fairs

During the course of your Internship I/Internship II/Secondary Internship semester, the College of Education, in collaboration with our local school districts, will provide you with a Career Day Event. This is a great opportunity to interview with human resources representatives from the districts and principals from various schools to explore job opportunities. Please note that this time is counted as part of your Internship days; we require that you attend the event and visit with all of the participating school districts.

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

In addition to the opportunity to interview with the local school districts, you are also invited to participate in the Career Fair hosted by the University Career Center. You are excused from your Internship duties when you participate in this event. Here you will have the opportunity to interview with school districts from outside the region and throughout the state.

Please keep an eye on your UTEP e-mail inbox for dates for these events and other pertinent program information.

Dress Code Policy

<table>
<thead>
<tr>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Suggested Attire:</strong></td>
<td><strong>Suggested Attire:</strong></td>
</tr>
<tr>
<td>• Skirts—knee length</td>
<td>• Shirt, tie, and dress pants (recommended for first day)</td>
</tr>
<tr>
<td>• Dresses—knee length</td>
<td>• Sport coat or blazer</td>
</tr>
<tr>
<td>• Slacks—non-denim Khaki pants</td>
<td>• Slacks—non-denim Khaki pants</td>
</tr>
<tr>
<td>• Dress pants/Pants suits</td>
<td>• Polo-type shirts</td>
</tr>
<tr>
<td>• Sweaters/Jackets</td>
<td>• Button-down shirts</td>
</tr>
<tr>
<td>• Dress blouses—not see through</td>
<td>• Turtlenecks, sweaters</td>
</tr>
<tr>
<td>• Shirts/Crewnecks—non T-shirt material. Not deep V-neck.</td>
<td>• Shirts/Crewnecks—non T-shirt material</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Inappropriate Attire:</th>
<th>Inappropriate Attire:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Shirts/Crewnecks of T-shirt material with deep V-neck</td>
<td>• Shorts/Sweat pants (except for PE)</td>
</tr>
<tr>
<td>• Shorts/Sweat pants (except for PE)</td>
<td>• Jeans</td>
</tr>
<tr>
<td>• Jeans</td>
<td>• Nylon jogging suits</td>
</tr>
<tr>
<td>• Nylon jogging suits</td>
<td>• Overalls</td>
</tr>
<tr>
<td>• Overalls</td>
<td>• Tank tops</td>
</tr>
<tr>
<td>• Bare or exposed midriffs</td>
<td>• T-shirts or T-shirt material (except for campus-sponsored spirit days or college days)</td>
</tr>
<tr>
<td>• T-shirts (except for campus-sponsored spirit days or college days)</td>
<td>• Mesh shirts</td>
</tr>
<tr>
<td>• Tank tops/Halter tops</td>
<td>• Sleeveless shirts</td>
</tr>
<tr>
<td>• Mesh or sheer tops</td>
<td>• Flip flops</td>
</tr>
<tr>
<td>• Tennis shoes (except for PE)</td>
<td>• Tennis shoes (except for PE)</td>
</tr>
<tr>
<td>• Flip flops</td>
<td>• Hats or caps</td>
</tr>
<tr>
<td>• Spaghetti strap tops or dresses</td>
<td>• Visible tattoos</td>
</tr>
<tr>
<td>• Caps</td>
<td>• Body piercing</td>
</tr>
<tr>
<td>• Visible tattoos</td>
<td></td>
</tr>
</tbody>
</table>
THE INTERNSHIP
EXPERIENCE
General Information

The College of Education, in collaboration with our regional partner districts, provides multiple, substantial, and varied experiences in schools so that Interns have a strong foundation for understanding learning theories and educational practices that enhance all students’ learning. We also encourage you to become part of the campus by participating in all daily activities. The Internship experience at the University of Texas at El Paso is tailored according to the grade level that you teach. The Internship typically takes place in the K-12 school setting and is completed during the senior year. You are assigned campus placements according to the availability of Cooperating Teachers in each district. You have the opportunity to select the district in which you would like to complete your experience; campus assignments are arranged by the Field Placement Office to accommodate your request as closely as possible.

As an Intern, you are expected to participate in all of the activities of the Cooperating Teacher. This includes but is not limited to: professional development, parent/teacher conferences and prep time. During Internship days, you are expected to arrive and depart the campus following the same schedule as your Cooperating Teacher.

**EC-6, 4-8, EC-12 Special Education Internship**

Interns pursuing elementary (EC-6), middle school (4-8) or Special Education (EC-12) certification will participate in a two-semester Internship program.

1. Internship I
   The first semester of placement (called Internship I) is a two-day, fifteen-week experience where you report to your assigned school and collaborate with your assigned Cooperating Teacher. During this first semester, you will help plan, develop and deliver lessons and help guide small-group activities. Please see the Three-Phase Framework on page 17 for more details.

2. Internship II
   The second semester (Internship II) is a three-day, fifteen-week experience where you will gradually take over the classroom and share teaching responsibilities with the Cooperating Teacher. Please see the Five-Phase Framework on page 19 for more details.

**Secondary, All-Levels Internship**

As an Intern pursuing Secondary (8-12) or All-Levels certification, you will participate in a five-day, 15-week Internship where you will gradually take over the classroom and share the teaching responsibilities with the Cooperating Teacher. Please see the Five-Phase Framework on page 19 for more details.
**Student Advising**

Advising is tailored according to the grade level that you will teach. The College of Education Advising, Recruitment and Career (ARC) Center, EDU 412, in collaboration with the Center for Arts and Science Education (CASE) located in the Academic Advising Center, will provide you with timely and accurate academic and career advising.

**EC-6, 4-8 and EC-12 SPED Advising**

If you are a pre-education student with more than 45 credit hours, or a Bachelor of Interdisciplinary Studies (BIS) student, you should visit the ARC Center prior to each semester. It is highly recommended that you be advised once during each semester. Curriculums and certification requirements change regularly. Contact the ARC Center if you have any questions, 747-5571.

**Secondary and All-Levels Advising**

If you are a secondary education student, you will major in your area of concentration. As such, advising processes vary by college. In addition to meeting with your academic department before registration, you must also meet with a secondary education advisor for advice and to have registration holds removed every semester.

**Fine Arts Majors** – Each fine arts department has different advising recommendations. Music majors are advised by Marcia Fountain. Other majors are advised by David Vasquez. Consult your departmental advisor for more information.
- Advisor – David Vasquez, Academic Advising Center, 747-5290 or email vasdavid@utep.edu
- Marcia Fountain, 747-5967 or e-mail mfountain@utep.edu

**Kinesiology Majors** – There are designated advising days each semester. See the Kinesiology website for details. [http://kinesiology.utep.edu](http://kinesiology.utep.edu)
- Advisor – Rockie Pederson, College of Health Sciences, Room 515, 747-7528 or email rpederson@utep.edu

**Liberal Arts Majors** – Major advising varies by department. Call each department for more information. Secondary education advising is recommended as early as possible.
- Advisor – David Vasquez, Academic Advising Center, 747-5290 or email vasdavid@utep.edu

**Science/Math Majors** – You will receive degree plans through the College of Science Advising Center, Bell Hall, Room 113
- Advisor – AnaLee Covey, Academic Advising Center, 747-5290 or email acovey@utep.edu
INTERNSHIP FRAMEWORKS
Internship I -- EC-6, 4-8, EC-12 SPED
Three-Phase Framework

As an Intern, (INT) you will spend weeks 1 and 2 observing in the classroom. You are required to take charge of the classroom for 12 weeks (weeks 3-14) and then return the classroom to the Cooperating Teacher (CT). See the chart below for the Internship I Three-Phase Framework and the following page for the Internship I Calendar.

<table>
<thead>
<tr>
<th>Phase 1</th>
<th>Phase 2</th>
<th>Phase 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Two Weeks</strong></td>
<td><strong>Next 12 Weeks</strong></td>
<td><strong>Final week</strong></td>
</tr>
<tr>
<td><strong>INT will:</strong></td>
<td><strong>In collaboration with the CT, INT begins to lead lessons:</strong></td>
<td><strong>INT returns assigned classroom to CT:</strong></td>
</tr>
<tr>
<td>• Begin classroom observations.</td>
<td>• INT begins to do the majority of the teaching while CT monitors and helps out in challenging situations.</td>
<td>• INT assists with observing, tutoring students and working with small groups.</td>
</tr>
<tr>
<td>• Observe CT and other master teachers in the partner school.</td>
<td>• INT will be observed delivering a core content lesson by university supervisor once by Week 6.</td>
<td>• INT observes CT and other master teachers.</td>
</tr>
<tr>
<td></td>
<td>• INT leads lessons with CT observation and feedback.</td>
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<tr>
<td></td>
<td>• CT allows and supports INT to use a variety of teaching strategies.</td>
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<td></td>
<td>• CT makes manageable recommendations for improvement.</td>
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<td>• CT includes INT in grade level meetings, parent-teacher conferences, open house, LPAC and ARD meetings, where appropriate.</td>
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<td>• INT maintains accurate classroom records with guidance from CT.</td>
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</table>

**Phase 2**

**Next 12 Weeks**
In collaboration with the CT, INT begins to lead lessons:

- INT begins to do the majority of the teaching while CT monitors and helps out in challenging situations.
- INT will be observed delivering a core content lesson by university supervisor once by Week 6.
- INT leads lessons with CT observation and feedback.
- CT allows and supports INT to use a variety of teaching strategies.
- CT makes manageable recommendations for improvement.
- CT includes INT in grade level meetings, parent-teacher conferences, open house, LPAC and ARD meetings, where appropriate.
- INT maintains accurate classroom records with guidance from CT.

**Phase 3**

Final week
INT returns assigned classroom to CT:

- INT assists with observing, tutoring students and working with small groups.
- INT observes CT and other master teachers.
Internship I Calendar
(Refer to the Three-Phase Framework for Internship I)

<table>
<thead>
<tr>
<th>Week</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<th>7</th>
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<th>14</th>
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<tbody>
<tr>
<td>In collaboration with the Cooperating Teacher (CT), the Intern will:</td>
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</tr>
<tr>
<td>Observe Cooperating Teacher, debrief with CT, discuss lessons with CT, familiarize self with school policies and classroom discipline plan, meet all administrators and support staff, learn students’ names, tutor students one-on-one, assist small groups.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Observe CT and other master teachers in the partner school. Be an active participant during subject/periods when not teaching (i.e. tutoring, small group assistance, facilitate routine procedures).</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Begin to lead lessons in collaboration with the CT. Create and teach lessons for a period of 12 weeks.</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Assist with observing, tutoring students and working with small groups.</td>
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<td>✓</td>
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<td>Observe CT and other master teachers.</td>
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</table>
## Internship II EC-6, 4-8 and EC-12 / Secondary Internship

### Five-Phase Framework

As an Intern (INT), you will gradually assume classroom duties to teach full days for eight weeks and then gradually return the class back to the Cooperating Teacher (CT). See the chart below for the Internship II Five-Phase Framework.

### Phase 1

**First Two Weeks**

**INT will:**
- Observe CT
- Debrief w/CT
- Discuss lesson w/CT

**CT and INT begin to plan together. INT will:**
- Observe CT
- Debrief w/CT
- Discuss lesson w/CT
- INT helps plan next lesson
- INT becomes part of the planning process

### Phase 2

**Next Two Weeks**

**Begin team-teaching:**
- CT begins to direct INT behavior if needed
- INT begins to share ideas in lesson planning
- INT begins to do the majority of the teaching while CT monitors and helps out in sticky situations

### Phase 3

**Next Eight Weeks**

**INT begins to present the lessons (still planning together):**
- CT begins with what’s working
- CT then gently makes recommendations for improvement
- CT keeps recommendations manageable
- CT provides specific feedback

**INT takes over the majority of the planning and teaching (with some supervision by CT):**
- CT still offers guidance
- CT allows and supports INT to use a variety of teaching strategies to include student groupings
- INT takes over planning and teaching with CT continuing to observe
- INT maintains roles and responsibilities of the classroom
- CT is the teacher of record and therefore responsible for all classroom activities
- CT includes INT in grade-level meetings with staff and faculty to include parent-teacher conferences and open house
- INT maintains accurate records with guidance from CT

### Phase 4

**Next Two Weeks**

**INT begins to return class to CT:**
- INT gradually releases one class back to CT or one subject area

### Phase 5

**Final Week**

**INT has released classroom to CT:**
- INT observes CT
- INT observes other teachers in the school

---
Rubric for Evaluating Interns

Bi-Weekly Evaluation:
Interns will meet with their Cooperating Teacher weekly to confer on progress. The bi-weekly Progress Forms are designed to determine the Intern’s progress and to recommend adjustments if required. Cooperating Teacher may select a few areas on which to focus each week. It is not necessary for Cooperating Teacher to rate the Intern on each item each evaluation period. Please use the following guidelines for the bi-weekly overall progress.

- Interns should not be evaluated as teachers. Please keep in mind that they are still learning and adapting to the profession.
- All evaluations are to be completed in the INTERN HANDBOOK and a copy sent to the field experience office for the student’s record. It is suggested that the Cooperating Teacher retain a copy of each evaluation.
- If by week 6 the Intern is struggling and in jeopardy of failing, the Intern will be placed on an improvement plan and monitored on a weekly basis in order to provide support to ensure success.

Definitions for Ratings:

Unsatisfactory: “1” Indicates the Intern's performance is lacking in this area. Intern requires positive immediate intervention to re-direct and guide efforts in order to assist the Intern in raising their performance level. **Note:** If a “1” is given more than two weeks consecutively in any one area, an immediate conference with the university mentor is advised. If by week 6 the Intern has not progressed, an improvement plan has been provided in this packet.

Basic: “2” Indicates that attention is required and that the Intern is not performing at an adequate level in a category. Intervention is required by the Cooperating Teacher, university mentor and field experience coordinator. The Cooperating Teacher is asked to contact the university mentor when a “2” is assigned so that immediate intervention and improvement efforts are employed. A follow-up meeting may be required with the Associate Dean.

Proficient: “3” Indicates the Intern’s effort is at a good level, and the Intern is improving with room for growth. Cooperating Teachers should be assisting the Intern in maximizing their efforts through re-direction and conferencing regularly.

Highly Prof: “4” Indicates the Intern’s effort and performance is at a high level and the Cooperating Teacher observes maximum effort and participation by the Intern on a regular basis in a particular category.

Distinguished: “5” (For Field Placement Office Designation only) Indicates the Intern's effort and performance is at a high level and Cooperating Teacher observes maximum effort and participation by the Intern on a regular basis in a particular category. Intern must attain a final score that ranges between 50-56 points on the final evaluation with no scores lower than a “3” and successful completion of state content and PPR examinations before the end of Internship semester(s).
Final Evaluation Information

Weekly assessments provide both the Intern and Cooperating Teacher with a record of progress to be considered when completing the Final Evaluation Form. Only original forms will be accepted.

The final evaluation form will be mailed or delivered to campus administration from the UTEP Field Experience Office. The final evaluation should reflect the overall picture of all the weekly assessments with emphasis placed on the Intern’s improvement.
BECOMING A CERTIFIED TEACHER
Content and PPR Test Information

1. Qualifying Exams

For the UTEP qualifying exams, which you must pass before you take the state certification exams, you need to score 78 or better. You cannot graduate until you have passed your qualifying exams.

There is a $15 fee for each exam, which you will pay at the University Testing Center.

The Testing Center puts out a flier with the dates of all UTEP qualifying exams for the semester. That information is also posted on the Testing Center website (www.academics.utep.edu/testing), the college website (www.academics.utep.edu/texesinformation) and is posted on the bulletin boards in the 3rd and 4th floor of the Education building.

Free review sessions are available. Ask at the ARC Center, 747-5571, for more information. You must complete six hours of review before each time you take the qualifying exams.

2. State Exams

You must pass the qualifying exams before you can take the state exams. At the state level, you need to score 240 or better.

Clearance for State Exams

After you pass the qualifying exams, an e-mail notification will be sent to you regarding steps necessary to complete the registration for the state certification exams. You will be directed to state websites for information and procedures for completing this process.

Requirements for State Certification

1. Completion of all requirements.
2. Passing scores on all applicable TExES exams.
3. Successful completion of required Internships.
4. Meet all State Board of Educator Certification requirements that are in place at the time you apply for certification.

Frequently Asked Questions

TAP AND SUBSTITUTION POLICY

1. What is the TAP program?
TAP stands for Teacher Associate Program. Undergraduate students admitted to the Teacher Education Program and registered at the university can be employed as substitute teachers. You must fill out a TAP application and return it to the Field Placement Office. See Appendix pages 80 and 81, for TAP application and reference forms.

2. Can I substitute during my Internship?
Yes, as long as you have applied for the TAP program and if your substitute teaching assignment does not interfere with your Internship days. You will be paid as a substitute teacher.

3. What do I do if my Cooperating Teacher is absent?
You cannot be the substitute teacher for the day. If the teacher is absent and the substitue is a certified teacher, the hours for the day will count toward your Internship hours. If the substitute is not a certified teacher, you are free to leave but you must make up the hours before the Internship ends. You must contact your University Mentor if the Cooperating Teacher is absent.
You may also ask an Administrator if you can be placed in another classroom with a certified teacher for the day.

4. What if my Cooperating Teacher is absent for an extended period of time?
   Contact your University Mentor.

5. What if I have a doctor’s appointment?
   It is strongly encouraged that you make all doctor’s appointments for hours outside of your time at school. If you do miss class, you must make up the hours before the Internship ends.

6. Who do I contact if I know I’m going to be absent?
   Contact the school first, then your Cooperating Teacher, then call or e-mail your University Mentor.

7. What is considered an excused absence?
   Intern illness, a sick child, a death in the family.

8. How many times can I be absent?
   You are allowed two excused absences, which you do not need to make up.

EVALUATION

1. Please explain some general information about evaluation.
   You will be evaluated weekly by your Cooperating Teacher. The scale for this evaluation is 1 to 4: 1 is considered unsatisfactory; 2 is basic; 3 is proficient; and 4 is highly proficient. The areas covered in the evaluation are: participates in the learning process—learner-centered instruction; plans and is prepared; evaluates and provides feedback of student progress; management of student discipline, instructional strategies, time, and materials; maintains professional responsibilities; instruction; compliance with policies, operational procedures, and requirements; completes attendance requirements.

2. What happens if I receive 1’s or 2’s?
   Discuss with your Cooperating Teacher. Contact your University Mentor.

3. Do I need to discuss my evaluation every week with my Cooperating Teacher?
   Yes. You and your Cooperating Teacher should discuss your performance and include appropriate documentation.

4. Do I need to keep track of my weekly evaluation forms or is that the Cooperating Teacher’s responsibility?
   It is your responsibility to keep your weekly evaluation forms. Place the completed forms in your handbook.

5. What do I do if I disagree with the final evaluation I receive from my Cooperating Teacher?
   Contact your University Mentor. This is one reason why you should keep your weekly evaluation forms. They serve as documentation for you if your final evaluation is in question. Remember, it is your responsibility to communicate weekly with your Cooperating Teacher about your evaluations.

6. Can I see the final evaluation form?
   Yes.

7. Who signs my final evaluation form?
   You must sign this form along with the Cooperating Teacher.
PLACEMENT QUESTIONS

1. After I finish Internship I, can I change my placement for Internship II?
   Yes. You can request a change within your current school to a different teacher, school or grade level. You can also request a change to a different school.

2. What if I’m having a problem with my Cooperating Teacher?
   If you have a concern, speak with your University Mentor immediately.

3. Can I be moved to a different Cooperating Teacher?
   Yes, but you must speak with your University Mentor first.

TESTING INFORMATION

1. When do I need to take the qualifying exams?
   You are encouraged to take the qualifying exams during Internship I. Your Internship II will not be considered complete until you have passed the qualifying exams with a score of 78.

2. What happens if I don’t pass the qualifying exams by the end of Internship II?
   You will receive an Incomplete for Internship II. This will not be removed until you have passed the qualifying exams. You must retake the exams until you receive a 78.

3. Are there review sessions for the exams?
   Yes. Free test review sessions and study guides are available. You must record six hours of exam preparation from the ARC Center. You will receive a confirmation form that you must take with you to the testing center. For more information, contact the ARC Center, 747-5571.

4. Is there a charge for the exams?
   The University Testing Center charges $15 for qualifying exam administration fees. You must pay each time you take the exam.

GENERAL QUESTIONS

1. What is my relationship with the University Mentor?
   Contact your University Mentor whenever you have a question or concern about your Internship. The University Mentor is your advocate in your Internship experience.

2. Is it necessary to sign in and sign out every day?
   Yes. If there is no sign in sheet, please contact your University Mentor. You should use the Intern Attendance Log-in Sheet to record your attendance. Please see page 82 of the handbook for a copy of this form.

3. Is there a deadline for getting the background check done?
   You must have your background check completed before your Internship begins. Remember, this process takes time, so plan accordingly.

4. What if I don’t pass my background check?
   Contact the human resources department of your school district.

5. What GPA do I need to qualify for my Internship?
   2.5

6. Can I purchase my books after the Internship begins?
   No. You must buy your books prior to the beginning of your Internship.
7. Do I need to follow the same daily schedule as my Cooperating Teacher?
   Yes. If your Cooperating Teacher arrives at 7:30 a.m., you need to be there at that time. You will also leave for the day when your Cooperating Teacher does.

8. Can I take my state exams before my qualifying exams?
   No. You must pass your qualifying exams before you can take your state exams.

9. Do I need liability insurance for my Internship?
   Contact the Field Placement Office if you have questions about liability insurance.
COOPERATING TEACHER SECTION
Roles and Responsibilities of Lead Cooperating Teacher

Each partner school should select a Lead Cooperating Teacher who serves as a contact person for the Administrator, Cooperating Teachers, University Mentors, and UTEP’s Field Placement Office.

Lead Cooperating Teachers will spearhead a formal Internship program at their campus by:

1. Organizing and managing the Internship program.
2. Networking and collaborating with the university, Administrators, etc.
3. Overseeing the ongoing implementation and success of Internship activities.
4. Providing resources for both Cooperating Teachers and Interns.

Roles and Responsibilities of Cooperating Teacher

As a Cooperating Teacher, you have been selected to host students in clinical practice by your principals and/or the Lead Cooperating Teacher based on your level of experience and demonstrated professionalism. You play the most important role in creating a positive classroom experience for your Intern. You will work side-by-side with your Intern, guiding them through the process of moving from novice to experienced pre-service teachers.

The following are the primary responsibilities of a Cooperating Teacher:

Internship I

1. Conducts a brief campus orientation that includes but is not limited to: Introducing your Intern to key personnel, identifying important campus locations, and explaining emergency evacuation and disaster procedures.
2. Coordinates the school district calendar with the UTEP Internship calendar.
3. Provides an opportunity for the Intern to participate in structured observations in your classroom during weeks 1-2.
4. Beginning in week 3, assists the Intern in planning and teaching one lesson per week for 11 weeks during the semester.
5. Completes an evaluation form and discusses with Intern every week. Briefly touches base with the Intern every day.
6. Works with the University Mentor on any concerns about the logistics of the Internship semester.
7. Works with the Lead Cooperating Teacher, Administrator and/or University Mentor to follow the procedures for Internship support. See page 61 for the Intern Improvement Plan.
8. Participates in final evaluations with the Intern.
9. Refers any additional concerns immediately to the Field Placement Office, 747-5571.
Internship II/Secondary Internship

1. Conducts a brief campus orientation that includes but is not limited to: meeting key personnel, identifying important campus locations, and explaining emergency evacuation and disaster procedures.

2. Coordinates the school district calendar with the UTEP Internship calendar.

3. Assists the Intern in planning and teaching required lessons during the semester as reflected in the calendar.

4. Completes an evaluation form and discusses with the Intern every week. Briefly touches base with the Intern every day.

5. Ensures that the Intern is involved in all planning, grading, teaching, and extracurricular activities/duties, for a minimum of eight full weeks.

6. Notifies the University Mentor of any issues or concerns related to the Intern and assists in creating an action plan, if necessary. See page 61 for the Intern Improvement Plan.

7. Works with University Mentor on any concerns about the logistics of the Internship semester.

8. Works with the Lead Cooperating Teacher, Administrator and University Mentors to follow the procedures for Internship support. See page 61 for the Intern Improvement Plan.

9. Refers additional concerns immediately to the Field Placement Office, 747-5571.

10. Signs the final evaluation form, along with the Intern. Uses an original form and gives to the University Mentor. Forms may not be faxed.

Suggestions for Cooperating Teachers

Make your Intern feel welcome:
1. Introduce your Intern to students, faculty, and staff.
2. Show your Intern around the building and grounds.
3. Create a unique space for your Intern in the classroom.
4. Inform your Intern of staff meeting dates and times.
5. Keep your Intern actively involved in all classroom/school activities.

Inform your Intern about your classroom:
1. Familiarize your Intern with students and family situations that impact learning.
2. Share your grading policy.
3. Familiarize your Intern with your classroom management system.
4. Familiarize your Intern with emergency/disaster/evacuation procedures.
5. Show your Intern where to find resources, materials, and supplies.

Schedule regular meetings with your Intern:
1. Set aside a time to “touch base” daily.
2. Set aside time for collaboration and lesson planning.
3. Set aside weekly meetings to discuss evaluation.
Mentoring / Coaching
Pre-Conference Guiding Questions:

1. Do you have any questions about what is expected from you?
2. Tell me about your lesson plan.
3. How do you plan to engage students?
4. How will you ensure that the curriculum is learned?
5. How will you check for student understanding?
6. What materials/resources do you need to successfully teach this lesson?
7. Do you have any questions or challenges that you think might hinder you from successfully teaching this lesson? How can I, as Cooperating Teacher, help you?

Observation Questions:
1. I heard...
2. I saw...
3. I observed...

Questions for Reflection:
1. How do you feel about the lesson?
2. Tell me what you observed.
3. What went well? What didn’t work? What can you do to improve?

Intern Evaluation
Cooperating Teachers and their Interns should discuss evaluation forms at the beginning of the semester. It is critical that conversations occur frequently between the Cooperating Teacher and the Intern throughout the Internship experience. See below and pages 30 and 61 for information about the evaluation rubric and improvement plan procedures. If the Intern receives a “2” or “1” score for two or more weeks, the Cooperating Teacher should consult with the Lead Cooperating Teacher, Administrator and the University Mentor to determine the type of intervention needed. In most cases, Interns will improve with the additional support provided and complete their Internships successfully.

Rubric for Evaluating Interns
Biweekly Evaluation:
Interns will meet with their Cooperating Teacher weekly to confer on progress. The biweekly Progress Forms are designed to determine the Intern’s progress and to recommend adjustments if required. Cooperating Teacher may select a few areas on which to focus each week. It is not necessary for Cooperating Teacher to rate the Intern on each item each evaluation period. Please use the following guidelines for the bi-weekly overall progress.

- Interns should not be evaluated as teachers. Please keep in mind that they are still learning and adapting to the profession.
- All evaluations are to be completed in the INTERN HANDBOOK and a copy sent to the Field Experience Office for the Intern’s record. It is suggested that the Cooperating Teacher retain a copy of each evaluation.
- If by week 6 the Intern is struggling and in jeopardy of failing, the Intern will be placed on an improvement plan and monitored on a weekly basis in order to provide support to ensure success.

Definitions for Ratings:

Unsatisfactory: “1” Indicates the Intern’s performance is lacking in this area. Intern requires positive immediate intervention to re-direct and guide efforts in order to assist the Intern in raising their performance level. Note: If a “1” is given more than two weeks consecutively in any one area, an immediate
conference with the university mentor is advised. If by week 6 the Intern has not progressed, an improvement plan has been provided in this packet.

**Basic: “2”**  
Indicates that attention is required and that the Intern is not performing at an adequate level in a category. Intervention is required by the Cooperating Teacher, university mentor and field experience coordinator. The Cooperating Teacher is asked to contact the university mentor when a “2” is assigned so that immediate intervention and improvement efforts are employed. A follow-up meeting may be required with the Associate Dean.

**Proficient: “3”**  
Indicates the Intern’s effort is at a good level, and the Intern is improving with room for growth. Cooperating Teachers should be assisting the Intern in maximizing their efforts through re-direction and conferencing regularly.

**Highly Prof: “4”**  
Indicates the Intern’s effort and performance is at a high level and the Cooperating Teacher observes maximum effort and participation by the Intern on a regular basis in a particular category.

**Distinguished: “5” (For Field Placement Office Designation only)**  
Indicates the Intern’s effort and performance is at a high level and the Cooperating Teacher observes maximum effort and participation by the Intern on a regular basis in a particular category. Intern must attain a final score that ranges between 50-56 points on the final evaluation with no scores lower than a “3” and successful completion of state content and PPR examinations before the end of Internship semester(s).

**Final Evaluation Information:**

Weekly assessments provide both the Intern and Cooperating Teacher with a record of progress to be considered when completing the Final Evaluation Form. **Only original forms will be accepted.**

The final evaluation form will be mailed or delivered to campus administration from the UTEP Field Experience Office. Final evaluation should reflect the overall picture of all the weekly assessments with emphasis placed on the Intern’s improvement.
Internship I Evaluations

An evaluation must be performed at the intervals denoted in the forms. Please note that in addition to the bi-weekly evaluation forms, the Cooperating Teacher must also complete three observations of the Intern during Phase 2 using the CtASt II form located on page 83 of this handbook. A copy of completed assessment and observation forms must be submitted to the field placement office at UTEP.
End of Phase 1 Evaluation - Weeks 1 & 2

Date: From_________________ To_________________

UTEP requests that all partner schools include Interns in faculty meetings and professional development. Further, Interns will assist their Cooperating Teacher in setting up the classroom and preparing to receive the students. Weeks One and Two are based on these initial meetings and activities.

Objective: The first week of the Internship will allow the Intern and Cooperating Teacher the opportunity to develop a professional relationship. During this time the Intern will be responsible for:

- Observing Cooperating Teacher in lesson presentation.
- Learning classroom management procedures established by the Cooperating Teacher, including assignment distribution and collection, evaluation methods, record keeping, attendance policies, and discipline procedures.
- Meeting all Administrators and support personnel: Principal, Assistant Principals, Counselors, Librarian, Nurse, Secretaries, etc.
- Shadowing Cooperating Teacher in all assigned duties and responsibilities, lunch, bus, and playground duties, detention administrator, faculty meetings, teacher in-services, etc.

Objectives:

<table>
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<th>Successfully Completed</th>
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<tbody>
<tr>
<td>1. Observes Cooperating Teacher during lesson presentation.</td>
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<tr>
<td>2. Familiarizes self with Cooperating Teacher’s classroom procedures and management.</td>
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<tr>
<td>3. Meets with Administrators and support personnel.</td>
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<tr>
<td>4. Shadows Cooperating Teacher observes or participates in duties and responsibilities.</td>
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Rating Scores:

1 – Unsatisfactory  2 – Basic  3 – Proficient  4 – Highly Proficient

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<tr>
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<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>1. General Appearance – Wears appropriate school attire for campus.</td>
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<td>2. Professional Behavior – Respects students and school personnel.</td>
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<tr>
<td>3. Demonstrates self-reliance.</td>
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<td>4. Exhibits enthusiasm for teaching.</td>
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<td>5. Displays knowledge of content area.</td>
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<td>7. Establishes a pattern of punctuality and regular attendance.</td>
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<td>8. Exhibits dependability.</td>
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<td>9. Maintains rapport with students.</td>
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</tbody>
</table>
10. Special education Interns must document observation hours.
11. Follows prepared lesson plans.
12. Provides quality information to students.
13. Communicates appropriately with students.
14. Engages students in the learning process.
15. Provides feedback and evaluates students.
16. Effectively manages classroom.
17. Efficiently manages time.

Comments/Suggestions:
______________________________________________________________________________
______________________________________________________________________________
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Intern Signature: __________________________  Cooperating Teacher Signature: _________________
Biweekly Evaluation - Week 4

Date: From _______________ To _______________

Rating Scores:
1 – Unsatisfactory 2 – Basic 3 – Proficient 4 – Highly Proficient

Participates in the Learning Process: Learner-Centered Instruction:
Rating Scores

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>Provides quality and quantity of active student participation in the learning process.</td>
</tr>
<tr>
<td>2</td>
<td>Challenges students through instruction and makes connections with assignments with learning objectives and activities.</td>
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<tr>
<td>3</td>
<td>Provides instructional content based on appropriate goals and objectives that include basic knowledge and skills, as well as central themes and concepts.</td>
</tr>
<tr>
<td>4</td>
<td>Utilizes instructional strategies that promote application of learning through critical thinking and problem solving.</td>
</tr>
<tr>
<td>5</td>
<td>Uses appropriate motivational and instructional strategies that successfully and actively engage students in the learning process.</td>
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</table>

Planning and Preparation:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>Demonstrates an understanding of the Texas Essential Knowledge and Skills.</td>
</tr>
<tr>
<td>2</td>
<td>Collaborates with Cooperating Teacher in their ideas for lesson plans.</td>
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<tr>
<td>3</td>
<td>Demonstrates knowledge of the effective components of the lesson cycle (objectives, content standards, grouping of students, monitoring for understanding, assessment and closure).</td>
</tr>
<tr>
<td>4</td>
<td>Demonstrates strong content knowledge.</td>
</tr>
<tr>
<td>5</td>
<td>Demonstrates resourcefulness.</td>
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Evaluation and Feedback of Student Progress:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>Aligns assessment and feedback with goals, objectives and instructional strategies.</td>
</tr>
<tr>
<td>2</td>
<td>Uses a variety of appropriate evaluations and feedback strategies.</td>
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</table>

Management of Student Discipline, Instructional Strategies, Time and Materials:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Effectively implements the discipline management procedures approved by the district.</td>
</tr>
<tr>
<td>2</td>
<td>Maintains an environment that promotes and encourages self-discipline and self-directed learning.</td>
</tr>
<tr>
<td>3</td>
<td>Manages time and materials effectively and efficiently.</td>
</tr>
<tr>
<td>4</td>
<td>Maintains accurate records with confidentiality: grades, attendance, discipline, and documentation.</td>
</tr>
<tr>
<td>5</td>
<td>Assists in managing student behavior.</td>
</tr>
</tbody>
</table>

Professional Responsibilities:

<table>
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<tr>
<th>Rating</th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>Uses appropriate and accurate written, verbal and non-verbal communication with students.</td>
</tr>
<tr>
<td>2</td>
<td>Interacts in a supportive, courteous, respectful and encouraging manner with students</td>
</tr>
</tbody>
</table>
who are reluctant and having difficulties.

3. Follows all requirements outlined within the Internship.

4. Maintains ongoing communication with Cooperating Teacher.

5. Dresses professionally.

6. Learns students’ names, establishes mutual respect and rapport with students.

**Instruction:**

1. Observes the Cooperating Teacher and identifies effective components within the lesson cycle.

2. Participates and supports the Cooperating Teacher with instruction.

3. Teaches a minimum of one lesson or one subject/one period using components of the lesson cycle.

**Compliance with Policies, Operational Procedures and Requirements:**

1. Respects the rights of students, parents, colleagues and the community.

2. Observes and participates in classroom procedures, rules, and routines.

3. Observes, assists, and becomes acquainted with school policies and procedures.

**Attendance:**

1. Establishes a pattern of punctuality and regular attendance.

Comments/Suggestions:

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Intern Signature: ____________________________  Cooperating Teacher Signature: __________________
# Biweekly Evaluation – Week 6

Date: From_________________   To_________________

## Rating Scores:

1 – Unsatisfactory  
2 – Basic  
3 – Proficient  
4 – Highly Proficient

## Participates in the Learning Process: Learner-Centered Instruction:

### Rating Scores

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Provides quality and quantity of active student participation in the learning process.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Challenges students through instruction and makes connections with assignments with learning objectives and activities.</td>
<td></td>
<td></td>
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<tr>
<td>3.</td>
<td>Provides instructional content based on appropriate goals and objectives that include basic knowledge and skills, as well as central themes and concepts.</td>
<td></td>
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</tr>
<tr>
<td>4.</td>
<td>Utilizes instructional strategies that promote application of learning through critical thinking and problem solving.</td>
<td></td>
<td></td>
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<tr>
<td>5.</td>
<td>Uses appropriate motivational and instructional strategies that successfully and actively engage students in the learning process.</td>
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</table>

## Planning and Preparation:

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<thead>
<tr>
<th></th>
<th>1</th>
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<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Demonstrates an understanding of the Texas Essential Knowledge and Skills.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2.</td>
<td>Develops multiple lesson plans and asks Cooperating Teacher to review and provide feedback (objectives, content standards, grouping of students, monitoring for understanding, assessment and closure).</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3.</td>
<td>Plans for the needs of diverse learners.</td>
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## Evaluation and Feedback of Student Progress:

<table>
<thead>
<tr>
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<th>1</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Aligns assessment and feedback with goals, objectives and instructional strategies.</td>
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</tr>
<tr>
<td>2.</td>
<td>Uses a variety of appropriate evaluations and feedback strategies.</td>
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</tr>
<tr>
<td>3.</td>
<td>Provides timely feedback to students.</td>
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</table>

## Management of Student Discipline, Instructional Strategies, Time and Materials:

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<tr>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Effectively implements the discipline management procedures approved by the district.</td>
<td></td>
<td></td>
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<tr>
<td>3.</td>
<td>Effectively and efficiently manages time and materials.</td>
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<tr>
<td>4.</td>
<td>Maintains accurate records with confidentiality: grades, attendance, discipline, and documentation.</td>
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<tr>
<td>5.</td>
<td>Manages student behavior.</td>
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</tbody>
</table>

## Professional Responsibilities:

<table>
<thead>
<tr>
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<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Uses appropriate and accurate written, verbal and non-verbal communication with students.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2.</td>
<td>Interacts in a supportive, courteous, respectful and encouraging manner with students who are reluctant and having difficulties.</td>
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<tr>
<td>3.</td>
<td>Follows all requirements outlined within the Internship.</td>
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</tr>
</tbody>
</table>
4. Maintains ongoing communication with Cooperating Teacher.
5. Dresses professionally
6. Models and maintains mutual respect and rapport with students.
7. Creates a classroom environment that is appropriate to the lesson.

**Instruction:**

1. Teaches multiple lessons and demonstrate components of the lesson cycle
2. Uses varied/multiple questioning techniques.
3. Paces the lesson appropriately.
4. Uses a variety of instructional strategies/activities. (Differentiated Instruction)

**Compliance with Policies, Operational Procedures and Requirements:**

1. Respects the rights of students, parents, colleagues and the community.
2. Participates in and facilitates classroom procedures, rules, and routines.
3. Enforces and abides by school policies and procedures.

**Attendance:**

1. Establishes a pattern of punctuality and regular attendance.

Comments/Suggestions:

______________________________________________________________________________
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Intern Signature: _________________________   Cooperating Teacher Signature: ______________
# Biweekly Evaluation – Week 8

Date: From_______________ To_______________

**Rating Scores:**
1 – Unsatisfactory  2 – Basic  3 – Proficient  4 – Highly Proficient

## Participates in the Learning Process: Learner-Centered Instruction:

### Rating Scores

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Provides quality and quantity of active student participation in the learning process.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Challenges students through instruction and makes connections with assignments with learning objectives and activities.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3.</td>
<td>Provides instructional content based on appropriate goals and objectives that include basic knowledge and skills, as well as central themes and concepts.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Utilizes instructional strategies that promote application of learning through critical thinking and problem solving.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Uses appropriate motivational and instructional strategies that successfully and actively engage students in the learning process.</td>
<td></td>
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</tr>
</tbody>
</table>

## Planning and Preparation:

1. Demonstrates an understanding of the Texas Essential Knowledge and Skills.
2. Develops multiple lesson plans and asks Cooperating Teacher to review and provide feedback (objectives, content standards, grouping of students, monitoring for understanding, assessment and closure).
3. Plans for the needs of diverse learners.

## Evaluation and Feedback of Student Progress:

1. Aligns assessment and feedback with goals, objectives and instructional strategies.
2. Uses a variety of appropriate evaluations and feedback strategies.
3. Provides timely feedback to students.

## Management of Student Discipline, Instructional Strategies, Time and Materials:

1. Effectively implements the discipline management procedures approved by the district.
3. Effectively and efficiently manages time and materials.
4. Maintains accurate records with confidentiality: grades, attendance, discipline, and documentation.
5. Manages student behavior.

## Professional Responsibilities:

1. Uses appropriate and accurate written, verbal and non-verbal modes of communication with students.
2. Interacts in a supportive, courteous, respectful and encouraging manner with students who are reluctant and having difficulties.
3. Follows all requirements outlined within the Internship.
4. Maintains ongoing communication with Cooperating Teacher.
5. Dresses professionally.
6. Models and maintains mutual respect and rapport with students.
7. Creates a classroom environment that is appropriate to the lesson.

**Instruction:**

1. Teaches multiple lessons and demonstrate components of the lesson cycle
2. Uses varied/multiple questioning techniques.
3. Paces the lesson appropriately.
4. Uses a variety of instructional strategies/activities. (Differentiated Instruction)

**Compliance with Policies, Operational Procedures and Requirements:**

1. Respects the rights of students, parents, colleagues and the community.
2. Participates in and facilitates classroom procedures, rules, and routines.
3. Enforces and abides by school policies and procedures.

**Attendance:**

1. Establishes a pattern of punctuality and regular attendance.

Comments/Suggestions:

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Intern Signature: _______________________  Cooperating Teacher Signature: ___________________
## Biweekly Evaluation - Week 10

Date: From _______________ To _______________

### Rating Scores:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>2</td>
<td>Basic</td>
</tr>
<tr>
<td>3</td>
<td>Proficient</td>
</tr>
<tr>
<td>4</td>
<td>Highly Proficient</td>
</tr>
</tbody>
</table>

### Participates in the Learning Process: Learner-Centered Instruction:

<table>
<thead>
<tr>
<th>Rating Scores</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provides quality and quantity of active student participation in the learning process.</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2. Challenges students through instruction and makes connections with assignments with learning objectives and activities.</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>3. Provides instructional content based on appropriate goals and objectives that include basic knowledge and skills, as well as central themes and concepts.</td>
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</tr>
<tr>
<td>4. Utilizes instructional strategies that promote application of learning through critical thinking and problem solving.</td>
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<td></td>
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</tr>
<tr>
<td>5. Uses appropriate motivational and instructional strategies that successfully and actively engage students in the learning process.</td>
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</table>

### Planning and Preparation:

| 1. Demonstrates an understanding of the Texas Essential Knowledge and Skills. |
| 2. Develops multiple lesson plans and asks Cooperating Teacher to review and provide feedback (objectives, content standards, grouping of students, monitoring for understanding, assessment and closure). |
| 3. Plans for the needs of diverse learners. |

### Evaluation and Feedback of Student Progress:

| 1. Aligns assessment and feedback with goals, objectives and instructional strategies. |
| 2. Uses a variety of appropriate evaluations and feedback strategies. |
| 3. Provides timely feedback to students. |

### Management of Student Discipline, Instructional Strategies, Time and Materials:

| 1. Effectively implements the discipline management procedures approved by the district. |
| 3. Effectively and efficiently manages time and materials. |
| 4. Maintains accurate records with confidentiality: grades, attendance, discipline, and documentation. |
| 5. Manages student behavior. |

### Professional Responsibilities:

| 1. Uses appropriate and accurate written, verbal and non-verbal modes of communication with students. |
| 2. Interacts in a supportive, courteous, respectful and encouraging manner with students who are reluctant and having difficulties. |
| 3. Follows all requirements outlined within the Internship. |
| 4. Maintains ongoing communication with Cooperating Teacher. |
5. Dresses professionally
6. Models and maintains mutual respect and rapport with students.
7. Creates a classroom environment that is appropriate to the lesson.

**Instruction:**
1. Teaches multiple lessons and demonstrate components of the lesson cycle
2. Uses varied/multiple questioning techniques.
3. Paces the lesson appropriately.
4. Uses a variety of instructional strategies/activities. (Differentiated Instruction)

**Compliance with Policies, Operational Procedures and Requirements:**
1. Respects the rights of students, parents, colleagues and the community.
2. Participates in and facilitates classroom procedures, rules, and routines.
3. Enforces and abides by school policies and procedures.

**Attendance:**
1. Establishes a pattern of punctuality and regular attendance.

**Comments/Suggestions:**
______________________________________________________________________________
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______________________________________________________________________________

Intern Signature: ____________________________  Cooperating Teacher Signature: ____________________________
Biweekly Evaluation - Week 12

Date: From_______________ To_______________

Rating Scores:
1 – Unsatisfactory  2 – Basic  3 – Proficient  4 – Highly Proficient

Participates in the Learning Process: Learner-Centered Instruction:
Rating Scores

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
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<tbody>
<tr>
<td>1.</td>
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<td>5.</td>
<td>Uses appropriate motivational and instructional strategies that successfully and actively engage students in the learning process.</td>
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</table>

Planning and Preparation:

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<tbody>
<tr>
<td>1.</td>
<td>Demonstrates an understanding of the Texas Essential Knowledge and Skills.</td>
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<td>2.</td>
<td>Develops multiple lesson plans and asks Cooperating Teacher to review and provide feedback (objectives, content standards, grouping of students, monitoring for understanding, assessment and closure).</td>
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<td>3.</td>
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Evaluation and Feedback of Student Progress:

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<tbody>
<tr>
<td>1.</td>
<td>Aligns assessment and feedback with goals, objectives and instructional strategies.</td>
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<tr>
<td>2.</td>
<td>Uses a variety of appropriate evaluations and feedback strategies.</td>
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<td>3.</td>
<td>Provides timely feedback to students.</td>
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Management of Student Discipline, Instructional Strategies, Time and Materials:

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<tr>
<td>1.</td>
<td>Effectively implements the discipline management procedures approved by the district.</td>
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<td>3.</td>
<td>Effectively and efficiently manages time and materials.</td>
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<td></td>
</tr>
<tr>
<td>4.</td>
<td>Maintains accurate records with confidentiality: grades, attendance, discipline, and documentation.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Manages student behavior.</td>
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</table>

Professional Responsibilities:

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<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Uses appropriate and accurate written, verbal and non-verbal modes of communication with students.</td>
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<td></td>
</tr>
<tr>
<td>2.</td>
<td>Interacts in a supportive, courteous, respectful and encouraging manner with students who are reluctant and having difficulties.</td>
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<td></td>
</tr>
<tr>
<td>3.</td>
<td>Follows all requirements outlined within the Internship.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Maintains ongoing communication with Cooperating Teacher.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. Dresses professionally
6. Models and maintains mutual respect and rapport with students.
7. Creates a classroom environment that is appropriate to the lesson.

**Instruction:**

1. Teaches multiple lessons and demonstrate components of the lesson cycle
2. Uses varied/multiple questioning techniques.
3. Paces the lesson appropriately.
4. Uses a variety of instructional strategies/activities. (Differentiated Instruction)

**Compliance with Policies, Operational Procedures and Requirements:**

1. Respects the rights of students, parents, colleagues and the community.
2. Participates in and facilitates classroom procedures, rules, and routines.
3. Enforces and abides by school policies and procedures.

**Attendance:**

1. Establishes a pattern of punctuality and regular attendance.

Comments/Suggestions:

________________________________________________________________________
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Intern Signature: _________________________ Cooperatorng Teacher Signature: ___________
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Internship II Evaluations

An evaluation must be performed at the intervals denoted in the forms. Please note that in addition to the bi-weekly evaluation forms, the Cooperating Teacher must also complete two observations of the Intern during Phase 3 using the CtASt II form located on page 83 of this handbook. A copy of completed assessment and observation forms must be submitted to the field placement office at UTEP.
End of Phase 1 Evaluation (Weeks 1 & 2)

Date: From _______________ To _______________

UTEP requests that all partner schools include Interns in faculty meetings and professional development. Further, Interns will assist their Cooperating Teacher in setting up the classroom and preparing to receive the students. Weeks One and Two are based on these initial meetings and activities.

Objective: The first week of the Internship will allow the Intern and Cooperating Teacher the opportunity to develop a professional relationship. During this time the Intern will be responsible for:

- Observing Cooperating Teacher in lesson presentation.
- Learning classroom management procedures established by the Cooperating Teacher, including assignment distribution and collection, evaluation methods, record keeping, attendance policies, and discipline procedures.
- Meeting all Administrators and support personnel: Principal, Assistant Principals, Counselors, Librarian, Nurse, Secretaries, etc.
- Shadowing Cooperating Teacher in all assigned duties and responsibilities, lunch duty, bus duty, playground duty, detention administrator, faculty meetings, teacher in-services, etc.

Objectives:

<table>
<thead>
<tr>
<th></th>
<th>Successfully Completed</th>
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<tbody>
<tr>
<td>1.</td>
<td>Observes Cooperating Teacher during lesson presentation.</td>
</tr>
<tr>
<td>2.</td>
<td>Familiarizes self with Cooperating Teacher's classroom procedures and management.</td>
</tr>
<tr>
<td>3.</td>
<td>Meets with Administrators and support personnel.</td>
</tr>
<tr>
<td>4.</td>
<td>Shadows Cooperating Teacher, observes or participates in duties and responsibilities.</td>
</tr>
</tbody>
</table>

Rating Scores:

1 – Unsatisfactory    2 – Basic    3 – Proficient    4 – Highly Proficient

<table>
<thead>
<tr>
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<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>General Appearance – Wears appropriate school attire for campus.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2.</td>
<td>Professional Behavior – Respects students and school personnel.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Demonstrates self-reliance.</td>
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<tr>
<td>4.</td>
<td>Exhibits enthusiasm for teaching.</td>
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<tr>
<td>5.</td>
<td>Displays knowledge of content area.</td>
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<td></td>
<td></td>
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<tr>
<td>7.</td>
<td>Establishes a pattern of punctuality and regular attendance.</td>
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<tr>
<td>8.</td>
<td>Exhibits dependability.</td>
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<tr>
<td>9.</td>
<td>Maintains rapport with students.</td>
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</tr>
</tbody>
</table>
10. Special education Interns must document observation hours.
11. Follows prepared lesson plans.
12. Provides quality information to students.
13. Communicates appropriately with students.
14. Engages students in the learning process.
15. Provides feedback and evaluates students.
16. Effectively manages classroom.
17. Efficiently manages time.

Comments/Suggestions:
______________________________________________________________________________
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Intern Signature: __________________________
Cooperating Teacher Signature: __________________________
End of Phase 2 Evaluation – Week 4

Date: From___________________ To___________________

Rating Scores:
1 – Unsatisfactory   2 – Basic   3 – Proficient   4 – Highly Proficient

Participates in the Learning Process: Learner-Centered Instruction:
Rating Scores

1. Provides quality and quantity of active student participation in the learning process.
2. Challenges students through instruction and makes connections with assignments with learning objectives and activities.
3. Provides instructional content based on appropriate goals and objectives that include basic knowledge and skills, as well as central themes and concepts.
4. Utilizes instructional strategies that promote application of learning through critical thinking and problem solving.
5. Uses appropriate motivational and instructional strategies that successfully and actively engage students in the learning process.

Planning and Preparation:

1. Demonstrates an understanding of the Texas Essential Knowledge and Skills.
2. Collaborates with Cooperating Teacher in their ideas for lesson plans.
3. Demonstrates knowledge of the effective components of the lesson cycle (objectives, content standards, grouping of students, monitoring for understanding, assessment and closure).
4. Demonstrates strong content knowledge.
5. Demonstrates resourcefulness.

Evaluation and Feedback of Student Progress:

1. Aligns assessment and feedback with goals, objectives and instructional strategies.
2. Uses a variety of appropriate evaluations and feedback strategies.

Management of Student Discipline, Instructional Strategies, Time and Materials:

1. Effectively implements the discipline management procedures approved by the district.
3. Manages time and materials effectively and efficiently.
4. Maintains accurate records with confidentiality: grades, attendance, discipline, and documentation.
5. Assists in managing student behavior.

Professional Responsibilities:

1. Uses appropriate and accurate written, verbal and non-verbal communication with students.
2. Interacts in a supportive, courteous, respectful and encouraging manner with students who are reluctant and having difficulties.
3. Follows all requirements outlined within the Internship.
4. Maintains ongoing communication with Cooperating Teacher.
5. Dresses professionally.
6. Learns students’ names, establishes mutual respect and rapport with students.

**Instruction:**

1. Observes the Cooperating Teacher and identifies effective components within the lesson cycle.
2. Participates and supports the Cooperating Teacher with instruction.
3. Teaches a minimum of one lesson or one subject/one period using components of the lesson cycle.

**Compliance with Policies, Operational Procedures and Requirements:**

1. Respects the rights of students, parents, colleagues and the community.
2. Observes and participates in classroom procedures, rules, and routines.
3. Observes, assists, and becomes acquainted with school policies and procedures.

**Attendance:**

1. Establishes a pattern of punctuality and regular attendance.

Comments/Suggestions:

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Intern Signature: _________________________  Cooperating Teacher Signature: ________________
Biweekly Evaluation - Week 6

Date: From_______________ To_______________

Rating Scores:
1 – Unsatisfactory  2 – Basic  3 – Proficient  4 – Highly Proficient

Participates in the Learning Process: Learner-Centered Instruction:
Rating Scores

1. Provides quality and quantity of active student participation in the learning process. 1 2 3 4
2. Challenges students through instruction and makes connections with assignments with learning objectives and activities. 1 2 3 4
3. Provides instructional content based on appropriate goals and objectives that include basic knowledge and skills, as well as central themes and concepts. 1 2 3 4
4. Utilizes instructional strategies that promote application of learning through critical thinking and problem solving. 1 2 3 4
5. Uses appropriate motivational and instructional strategies that successfully and actively engage students in the learning process. 1 2 3 4

Planning and Preparation:

1. Demonstrates an understanding of the Texas Essential Knowledge and Skills. 1 2 3 4
2. Develops multiple lesson plans and asks Cooperating Teacher to review and provide feedback (objectives, content standards, grouping of students, monitoring for understanding, assessment and closure). 1 2 3 4
3. Plans for the needs of diverse learners. 1 2 3 4

Evaluation and Feedback of Student Progress:

1. Aligns assessment and feedback with goals, objectives and instructional strategies. 1 2 3 4
2. Uses a variety of appropriate evaluations and feedback strategies. 1 2 3 4
3. Provides timely feedback to students. 1 2 3 4

Management of Student Discipline, Instructional Strategies, Time and Materials:

1. Effectively implements the discipline management procedures approved by the district. 1 2 3 4
2. Maintains an environment that promotes and encourages self-discipline and self-directed learning. 1 2 3 4
3. Effectively and efficiently manages time and materials. 1 2 3 4
4. Maintains accurate records with confidentiality: grades, attendance, discipline, and documentation. 1 2 3 4
5. Manages student behavior. 1 2 3 4

Professional Responsibilities:

1. Uses appropriate and accurate written, verbal and non-verbal communication with students. 1 2 3 4
2. Interacts in a supportive, courteous, respectful and encouraging manner with students who are reluctant and having difficulties. 1 2 3 4
3. Follows all requirements outlined within the Internship. 1 2 3 4
4. Maintains ongoing communication with Cooperating Teacher.
5. Dresses professionally
6. Models and maintains mutual respect and rapport with students.
7. Creates a classroom environment that is appropriate to the lesson.

**Instruction:**
1. Teaches multiple lessons and demonstrate components of the lesson cycle
2. Uses varied/multiple questioning techniques.
3. Paces the lesson appropriately.
4. Uses a variety of instructional strategies/activities. (Differentiated Instruction)

**Compliance with Policies, Operational Procedures and Requirements:**
1. Respects the rights of students, parents, colleagues and the community.
2. Participates in and facilitates classroom procedures, rules, and routines.
3. Enforces and abides by school policies and procedures.

**Attendance:**
1. Establishes a pattern of punctuality and regular attendance.

Comments/Suggestions:
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Intern Signature: _________________________  Cooperating Teacher Signature: _________________
Biweekly Evaluation - Week 8

Date: From____________________  To____________________

**Rating Scores:**

1 – Unsatisfactory  2 – Basic  3 – Proficient  4 – Highly Proficient

**Participates in the Learning Process: Learner-Centered Instruction:**

**Rating Scores**

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<td>1. Provides quality and quantity of active student participation in the learning process.</td>
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<td>2. Challenges students through instruction and makes connections with assignments with learning objectives and activities.</td>
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<td>3. Provides instructional content based on appropriate goals and objectives that include basic knowledge and skills, as well as central themes and concepts.</td>
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<td>4. Utilizes instructional strategies that promote application of learning through critical thinking and problem solving.</td>
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<td>5. Uses appropriate motivational and instructional strategies that successfully and actively engage students in the learning process.</td>
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**Planning and Preparation:**

1. Demonstrates an understanding of the Texas Essential Knowledge and Skills.
2. Develops multiple lesson plans and asks Cooperating Teacher to review and provide feedback (objectives, content standards, grouping of students, monitoring for understanding, assessment and closure).
3. Plans for the needs of diverse learners.

**Evaluation and Feedback of Student Progress:**

1. Aligns assessment and feedback with goals, objectives and instructional strategies.
2. Uses a variety of appropriate evaluations and feedback strategies.
3. Provides timely feedback to students.

**Management of Student Discipline, Instructional Strategies, Time and Materials:**

1. Effectively implements the discipline management procedures approved by the district.
3. Effectively and efficiently manages time and materials.
4. Maintains accurate records with confidentiality: grades, attendance, discipline, and documentation.
5. Manages student behavior.

**Professional Responsibilities:**

1. Uses appropriate and accurate written, verbal and non-verbal modes of communication with students.
2. Interacts in a supportive, courteous, respectful and encouraging manner with students who are reluctant and having difficulties.
3. Follows all requirements outlined within the Internship.
4. Maintains ongoing communication with Cooperating Teacher.
5. Dresses professionally.
6. Models and maintains mutual respect and rapport with students.
7. Creates a classroom environment that is appropriate to the lesson.

Instruction:
1. Teaches multiple lessons and demonstrate components of the lesson cycle
2. Uses varied/multiple questioning techniques.
3. Paces the lesson appropriately.
4. Uses a variety of instructional strategies/activities. (Differentiated Instruction)

Compliance with Policies, Operational Procedures and Requirements:
1. Respects the rights of students, parents, colleagues and the community.
2. Participates in and facilitates classroom procedures, rules, and routines.
3. Enforces and abides by school policies and procedures.

Attendance:
1. Establishes a pattern of punctuality and regular attendance.

Comments/Suggestions:
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Intern Signature: ___________________________ Cooperating Teacher Signature: ___________________________
**Biweekly Evaluation - Week 10**

Date: From_______________ To_______________

**Rating Scores:**
1 – Unsatisfactory  2 – Basic  3 – Proficient  4 – Highly Proficient

**Participates in the Learning Process: Learner-Centered Instruction:**

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<td>1. Provides quality and quantity of active student participation in the learning process.</td>
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<td>2. Challenges students through instruction and makes connections with assignments with learning objectives and activities.</td>
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<td>3. Provides instructional content based on appropriate goals and objectives that include basic knowledge and skills, as well as central themes and concepts.</td>
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<td>4. Utilizes instructional strategies that promote application of learning through critical thinking and problem solving.</td>
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<td>5. Uses appropriate motivational and instructional strategies that successfully and actively engage students in the learning process.</td>
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**Planning and Preparation:**

1. Demonstrates an understanding of the Texas Essential Knowledge and Skills.

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2. Develops multiple lesson plans and asks Cooperating Teacher to review and provide feedback (objectives, content standards, grouping of students, monitoring for understanding, assessment and closure).

3. Plans for the needs of diverse learners.

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**Evaluation and Feedback of Student Progress:**

1. Aligns assessment and feedback with goals, objectives and instructional strategies.

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2. Uses a variety of appropriate evaluations and feedback strategies.

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3. Provides timely feedback to students.

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**Management of Student Discipline, Instructional Strategies, Time and Materials:**

1. Effectively implements the discipline management procedures approved by the district.

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3. Effectively and efficiently manages time and materials.

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4. Maintains accurate records with confidentiality: grades, attendance, discipline, and documentation.

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5. Manages student behavior.

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**Professional Responsibilities:**

1. Uses appropriate and accurate written, verbal and non-verbal modes of communication with students.

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2. Interacts in a supportive, courteous, respectful and encouraging manner with students who are reluctant and having difficulties.

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3. Follows all requirements outlined within the Internship.

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4. Maintains ongoing communication with Cooperating Teacher.

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5. Dresses professionally
6. Models and maintains mutual respect and rapport with students.
7. Creates a classroom environment that is appropriate to the lesson.

**Instruction:**
1. Teaches multiple lessons and demonstrate components of the lesson cycle
2. Uses varied/multiple questioning techniques.
3. Paces the lesson appropriately.
4. Uses a variety of instructional strategies/activities. (Differentiated Instruction)

**Compliance with Policies, Operational Procedures and Requirements:**
1. Respects the rights of students, parents, colleagues and the community.
2. Participates in and facilitates classroom procedures, rules, and routines.
3. Enforces and abides by school policies and procedures.

**Attendance:**
1. Establishes a pattern of punctuality and regular attendance.

Comments/Suggestions:
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Intern Signature: _________________________ Cooperating Teacher Signature: ________________
End of Phase 3 Evaluation - Week 12

Date: From _______________ To _______________

Rating Scores:
1 – Unsatisfactory  2 – Basic  3 – Proficient  4 – Highly Proficient

Participates in the Learning Process: Learner-Centered Instruction:
Rating Scores

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<tr>
<td>1. Provides quality and quantity of active student participation in the learning process.</td>
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<td>2. Challenges students through instruction and makes connections with assignments with learning objectives and activities.</td>
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<td>3. Provides instructional content based on appropriate goals and objectives that include basic knowledge and skills, as well as central themes and concepts.</td>
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<td>4. Utilizes instructional strategies that promote application of learning through critical thinking and problem solving.</td>
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<td>5. Uses appropriate motivational and instructional strategies that successfully and actively engage students in the learning process.</td>
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Planning and Preparation:

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<td>1. Demonstrates an understanding of the Texas Essential Knowledge and Skills.</td>
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<tr>
<td>2. Develops multiple lesson plans and asks Cooperating Teacher to review and provide feedback (objectives, content standards, grouping of students, monitoring for understanding, assessment and closure).</td>
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<tr>
<td>3. Plans for the needs of diverse learners.</td>
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Evaluation and Feedback of Student Progress:

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<td>1. Aligns assessment and feedback with goals, objectives and instructional strategies.</td>
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<tr>
<td>2. Uses a variety of appropriate evaluations and feedback strategies.</td>
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<td>3. Provides timely feedback to students.</td>
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Management of Student Discipline, Instructional Strategies, Time and Materials:

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<td>1. Effectively implements the discipline management procedures approved by the district.</td>
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<td>3. Effectively and efficiently manages time and materials.</td>
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<td>4. Maintains accurate records with confidentiality: grades, attendance, discipline, and documentation.</td>
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<td>5. Manages student behavior.</td>
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Professional Responsibilities:

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<td>2. Interacts in a supportive, courteous, respectful and encouraging manner with students who are reluctant and having difficulties.</td>
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<td>3. Follows all requirements outlined within the Internship.</td>
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<td>4. Maintains ongoing communication with Cooperating Teacher.</td>
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</table>
5. Dresses professionally
6. Models and maintains mutual respect and rapport with students.
7. Creates a classroom environment that is appropriate to the lesson.

### Instruction:
1. Teaches multiple lessons and demonstrate components of the lesson cycle
2. Uses varied/multiple questioning techniques.
3. Paces the lesson appropriately.
4. Uses a variety of instructional strategies/activities. (Differentiated Instruction)

### Compliance with Policies, Operational Procedures and Requirements:
1. Respects the rights of students, parents, colleagues and the community.
2. Participates in and facilitates classroom procedures, rules, and routines.
3. Enforces and abides by school policies and procedures.

### Attendance:
1. Establishes a pattern of punctuality and regular attendance.

Comments/Suggestions:

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Intern Signature: _________________________        Cooperating Teacher Signature: _________________________
End of Phase 4 Evaluation - Week 14

Date: From ________________ To ________________

**Rating Scores:**

1 – Unsatisfactory  2 – Basic  3 – Proficient  4 – Highly Proficient

**Participates in the Learning Process:** Learner-Centered Instruction:

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<tr>
<td>1. Provides quality and quantity of active pupil participation in the learning process.</td>
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<td>2. Challenges pupils through instruction and makes connections with assignments and the learning objectives and activities.</td>
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<td>3. Provides instructional content based on appropriate goals and objectives that include basic knowledge and skills, as well as central themes and concepts.</td>
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<td>5. Uses appropriate motivational and instructional strategies that successfully and actively engage pupils in the learning process.</td>
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**Planning and Preparation:**

1. Demonstrates an understanding of the Texas Essential Knowledge and Skills.

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2. Develops multiple lesson plans and asks Cooperating Teacher to review and provide feedback (objectives, content standards, grouping of pupils, monitoring for understanding, assessment and closure).

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3. Plans for the needs of diverse learners.

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**Evaluation and Feedback of Pupil Progress:**

1. Aligns assessment and feedback with goals, objectives and instructional strategies.

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2. Uses a variety of appropriate evaluations and feedback strategies.

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3. Provides timely feedback to pupils.

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**Management of Pupil Discipline, Instructional Strategies, Time and Materials:**

1. Effectively implements the discipline management procedures approved by the district.

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3. Effectively and efficiently manages time and materials.

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4. Maintains accurate records with confidentiality: grades, attendance, discipline, and documentation.

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5. Manages pupil behavior.

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**Professional Responsibilities:**

1. Uses appropriate and accurate written, verbal and non-verbal modes of communication with pupils.

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2. Interacts in a supportive, courteous, respectful and encouraging manner with pupils who are reluctant and having difficulties.

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3. Follows all requirements outlined within the Internship.

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4. Maintains ongoing communication with Cooperating Teacher.
5. Dresses professionally
6. Models and maintains mutual respect and rapport with pupils.
7. Creates a classroom environment that is appropriate to the lesson.

**Instruction:**
1. Observes other master teachers on campus utilizing the observation protocol (CtASl I).
2. Teaches multiple lessons and demonstrates all components of the lesson cycle.
3. Uses varied/multiple questioning techniques.
4. Paces the lesson appropriately.
5. Uses a variety of instructional strategies/activities (differentiated instruction).

**Compliance with Policies, Operating Procedures and Requirements:**
1. Respects the rights of pupils, parents, colleagues and the community.
2. Participates in and facilitates classroom procedures, rules, and routines.
3. Enforces and abides by school policies and procedures.

**Attendance:**
1. Establishes a pattern of punctuality and regular attendance.

**Comments/Suggestions:**
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Intern Signature: ________________________  Cooperating Teacher Signature: ________________________
Intern Support

Intern Improvement Plan: Procedures

The purpose of the Improvement Plan is to provide Interns with an opportunity for professional growth and the necessary support to improve their performance in each of the evaluation areas.

The following Improvement Plan procedures will be used by the Cooperating Teacher and the University Mentor if an Intern is scoring “1’s” on their weekly evaluation form. If they have not improved by week six, they will be placed on the Improvement Plan. Interns and their Cooperating Teachers need to meet to decide which steps need to be taken in order for the Intern to demonstrate growth in the targeted areas. Notification of the Improvement Plan will be submitted to the Lead Cooperating Teacher, the University Mentor, and the Administrator. If the Intern’s score does not improve from unsatisfactory (“1”) by the 12th week, the Cooperating Teacher must notify the university. The Intern will be asked to repeat the Internship the following semester.

Intern Improvement Plan: Implementation Instructions

When a problem situation occurs with an Intern, the Lead Cooperating Teacher is consulted to assess and resolve the situation. If the situation needs further assessment, the Campus Administrator will be called in to evaluate and resolve the situation. If another measure needs to be taken, the University Mentor will be consulted. If the University Mentor is unable to resolve the situation, the UTEP Field Placement Office will be contacted as the final decision maker.
Intern Improvement Plan: Implementation Diagram

The Lead Cooperating Teacher serves as a contact person for Interns, Cooperating Teachers, University Mentors and the Field Placement Office. The flow chart below provides a possible reporting route for documenting the problem situations.

1. **Situation with intern is identified**
   - **YES**: LCT assesses and resolves the situation
   - **NO**: Proceed to the next step.

2. **Campus administrator assesses and resolves situation**
   - **YES**: Proceed to the next step.
   - **NO**: Proceed to the next step.

3. **University Mentor assesses and resolves the situation**
   - **YES**: Proceed to the next step.
   - **NO**: UTEP Field Placement Office assesses and resolves the situation

4. **UTEP Field Placement Office assesses and resolves the situation**
   - **YES**: Situation resolved
## Intern Improvement Plan Form

Date: ____________________  
Intern: ____________________

Lead Cooperating Teacher: ____________________  
Cooperating Teacher: ____________________  
Administrator: ____________________  
University Mentor: ____________________  
University Supervisor: ____________________

### Participation in the Learning Process: Learner-Centered Instruction

<table>
<thead>
<tr>
<th>Category</th>
<th>Strengths</th>
<th>Weaknesses</th>
<th>Measurable Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides quality and quantity of active student participation in the learning process.</td>
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<tr>
<td>Challenges students through instruction, and makes connections with assignments, with learning objectives, and activities.</td>
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<tr>
<td>Provides instructional content based on appropriate goals and objectives that include basic knowledge and skills, as well as central themes and concepts.</td>
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<tr>
<td>Uses instructional strategies that promote application of learning through critical thinking and problem solving.</td>
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<tr>
<td>Uses appropriate motivational and instructional strategies that successfully and actively engage students in the learning process.</td>
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</tbody>
</table>

### Planning and Preparation

<table>
<thead>
<tr>
<th>Category</th>
<th>Strengths</th>
<th>Weaknesses</th>
<th>Measurable Goals</th>
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</thead>
<tbody>
<tr>
<td>Demonstrates an understanding of the Texas Essential Knowledge and Skills.</td>
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</table>
Develops multiple lesson plans and asks Cooperating Teacher to review and provide feedback.

Plans for the needs of diverse learners.

### Evaluation and Feedback of Student Progress

<table>
<thead>
<tr>
<th>Category</th>
<th>Strengths</th>
<th>Weaknesses</th>
<th>Measurable Goals</th>
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</thead>
<tbody>
<tr>
<td>Aligns assessment and feedbacks with goals, objectives, and instructional strategies.</td>
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<tr>
<td>Uses a variety of evaluations and feedback strategies that are appropriate to the varied characteristics of students.</td>
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<tr>
<td>Provides timely feedback to students.</td>
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### Management of Student Discipline, Instructional Strategies, Time, and Materials

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<tr>
<th>Category</th>
<th>Strengths</th>
<th>Weaknesses</th>
<th>Measurable Goals</th>
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<tbody>
<tr>
<td>Effectively implements the discipline management procedures approved by the district.</td>
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<tr>
<td>Maintains a classroom environment that promotes and encourages self-discipline and self-directed learning.</td>
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<tr>
<td>Effectively and efficiently manages time and materials.</td>
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<tr>
<td>Maintains accurate records with confidentiality: grades, attendance, discipline, and documentation.</td>
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<tr>
<td>Manages student behavior.</td>
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### Professional Responsibilities

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<tr>
<th>Category</th>
<th>Strengths</th>
<th>Weaknesses</th>
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<tbody>
<tr>
<td>Uses appropriate and accurate written, verbal, and non-verbal modes of communication with students.</td>
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<tr>
<td>Interacts in a supportive, courteous, respectful and encouraging manner with students who are reluctant and having difficulties.</td>
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<tr>
<td>Follows all requirements as defined by UTEP and your assigned school district.</td>
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<tr>
<td>Maintains ongoing communication with the Cooperating Teacher.</td>
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<tr>
<td>Dresses professionally.</td>
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<tr>
<td>Models and maintains mutual respect and rapport with students.</td>
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<tr>
<td>Creates a classroom environment that is appropriate to the lesson.</td>
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### Instruction

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<th>Strengths</th>
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<tbody>
<tr>
<td>Teaches multiple lessons and demonstrates components of the lesson cycle.</td>
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<tr>
<td>Uses varied/multiple questioning techniques.</td>
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<td>Paces the lesson appropriately.</td>
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<tr>
<td>Uses a variety of instructional strategies/activities.</td>
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### Compliance with Policies, Operational Procedures, and Requirements

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<td>Respects the rights of students, parents, colleagues, and the community.</td>
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<tr>
<td>Participates in and facilitates classroom procedures, rules, and routines.</td>
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<td>Enforces and abides by school policies and procedures.</td>
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### Attendance

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<tbody>
<tr>
<td>Establishes a pattern of punctuality and regular attendance.</td>
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Intern Improvement Plan: Weekly Progress Forms

This form should only be used when Interns have consulted with the University Mentor and need to be placed on an Improvement Plan. The Cooperating Teacher should document deficiencies on the following form where applicable, if an Intern is placed on an Improvement Plan.

Intern: ___________________  Cooperating Teacher: ___________________

Starting Date: _______________  Ending Date: ___________________

Grade/Subject: __________  University Mentor:_____________________

Rating Scores:
4—Highly proficient; 3—Proficient; 2—Basic; 1—Unsatisfactory

**Participates in the Learning Process: Learner-Centered Instruction**

| Provides quality and quantity of active student participation in the learning process. |
| Challenges students through instruction and makes connections with assignments |
| Provides instructional content based on appropriate goals and objectives that include basic knowledge and skills, as well as central themes and concepts. |
| Utilizes instructional strategies that promote application of learning through critical thinking and problem solving. |
| Uses appropriate motivational and instructional strategies that successfully and actively engage students in the learning process. |

**Planning and Preparation**

| Demonstrates an understanding of the Texas Essential Knowledge and Skills. |
| Develops multiple lesson plans and asks Cooperating Teacher to review and provide feedback (objectives, current standards, grouping of students, monitoring for understanding, assessment, and closure). |
| Plans for the needs of diverse learners. |

**Evaluation and Feedback of Student Progress**

| Aligns assessment and feedback with goals, objectives, and instructional strategies |
| Uses a variety of appropriate evaluations and feedback strategies. |
| Provides timely feedback to students. |
### Materials

| Effectively implements the discipline management procedures approved by the district. |
| Maintains a classroom environment that promotes and encourages self-discipline and self-directed learning. |
| Effectively and efficiently manages time and materials. |
| Maintains accurate records with confidentiality: grades, attendance, discipline, and documentation. |
| Manages student behavior. |

### Professional Responsibilities

| Uses appropriate and accurate written, verbal, and non-verbal modes of communication with students. |
| Interacts in a supportive, courteous, respectful and encouraging manner with students who are reluctant and having difficulties. |
| Follows all requirements outlined in the Internship. |
| Maintains ongoing communication with the Cooperating Teacher. |
| Dresses professionally. |
| Models and maintains mutual respect and support with students. |
| Creates a classroom environment that is appropriate to the lesson. |

### Instruction

| Teaches multiple lessons and demonstrates components of the lesson cycle. |
| Uses varied/multiple questioning techniques. |
| Paces the lesson appropriately. |
| Uses a variety of instructional strategies/activities. |

### Compliance with Policies, Operational Procedures, and Requirements

| Respects the rights of students, parents, colleagues, and the community. |
| Participates in and facilitates classroom procedures, rules, and routines. |
| Enforces and abides by school policies and procedures. |

### Attendance

| Establishes a pattern of punctuality and regular attendance. |
Frequently Asked Questions

1. Who keeps track of the weekly evaluation forms?
   Interns are responsible for keeping track of the weekly evaluation forms. You may, however, want to photocopy them for your own records.

2. As the Cooperating Teacher, do I need to print the handbook or is that the Intern’s responsibility?
   You should print out your own copy of the entire handbook.

3. If I know I’m going to be absent, can my Intern teach the class?
   Only if your Intern is part of the TAP program. Otherwise, you need a substitute teacher for the day. If the substitute is not a certified teacher, you need to tell your Administrator to move your Intern to a class with a certified teacher or certified substitute.

4. Can I request a change of Intern if a personality clash exists?
   Yes. Speak with your Administrator and contact the University Mentor.

5. What do I do with the final evaluation form?
   You must sign the final evaluation form, along with your Intern. The University Mentor will hand collect the original evaluation forms. These forms may not be faxed.
UNIVERSITY MENTOR
SECTION
Roles and Responsibilities of a University Mentor

The University Mentor has the responsibility of linking the Cooperating Teacher, the Administrator, and Interns with university and partner school activities. In order to coordinate these activities, the University Mentor works with University Instructors, Clinical Faculty, Site Administrator and Interns. Each partner school is assigned a University Mentor. The University Mentor will:

- Communicate with Clinical Faculty and Principals concerning mutual responsibilities and program expectations.
- Clarify Interns’ roles within the schools.
- Monitor Interns’ activities in the classroom and school.
- Apprise the Principal and the university (and university professors when appropriate) of any special problems/concerns encountered by Interns or Clinical faculty.
UNIVERSITY SUPERVISOR
SECTION
Roles and Responsibilities of a University Supervisor

The essential functions of a University Supervisor are to visit Interns in their assigned classrooms in K-12 schools and conduct structured evaluations of each Intern's performance. University Supervisors will observe Interns for approximately 1 hour and 15 minutes per visit. They will visit Interns three times during the Internship experience. University Supervisors will conduct structured evaluations of Intern performance and submit these evaluations to the College of Education, ARC Center, for inclusion in the Intern's academic record.
APPENDICES
Requirements for UTEP Graduation

1. Complete all degree requirements.
2. Have an overall GPA of 2.5 or better
3. Have a Professional Studies and Interdisciplinary Specialization GPA of 2.5 or better.

Definition of Professional Development Schools

A Professional Development School (PDS) is a collaboratively planned and implemented partnership for the academic and clinical preparation of Interns and the continuous professional development of both school system and institution of higher education (IHE) faculty. The focus of the PDS partnership is improved student performance through research-based teaching and learning. A PDS may involve a single or multiple schools, school systems and IHEs and may take many forms to reflect specific partnership activities and approaches to improving both teacher education and Pre K-12 schools.

PDS has four goals:

- Improvement of student learning
- Preparation of educators
- Professional development of educators
- Research and inquiry into improving practice

Definition of Partnership Schools

Partner Schools work closely with UTEP in developing future teachers. All of the elements of PDS Schools (see above) hold true, except for the engagement of UTEP faculty and/or research teams. Partner Schools provide sites for future teachers to learn from the mentoring and guidance of Cooperating Teachers and school communities. University Mentors and University Supervisors visit these sites on a regular basis. However, UTEP classes are not taught on site in these schools.
Code of Ethics and Standard Practices for Texas Educators

Enforceable Standards

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.

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.
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.
### Professional Development and Appraisal System (PDAS) at a Glance

**An Abbreviated Version**

<table>
<thead>
<tr>
<th>Domain 1</th>
<th>Successful student participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>You have your students actively and successfully engaged in learning. Student learning is at a high cognitive level. Your students are self-directed. You connect student learning to prior knowledge, real-world applications and across disciplines.</td>
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<table>
<thead>
<tr>
<th>Domain 2</th>
<th>Learner-centered instruction</th>
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</thead>
<tbody>
<tr>
<td>You align the goals, objectives, content, and strategies with the TEKS and make sure all is learner-centered with motivational techniques that successfully and actively engage students in the learning process. You promote critical thinking and problem solving along with appropriate questioning techniques to challenge your students. Your students know the importance of the content. You connect student learning to prior knowledge, real-world applications and across disciplines. You use appropriate and available technology to enrich your instructional process.</td>
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<table>
<thead>
<tr>
<th>Domain 3</th>
<th>Evaluation &amp; feedback on student progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>You monitor and access your students’ academic growth on an on-going basis. Based upon your data, you provide students constructive feedback that is aligned with the learning goals, objectives, and instructional strategies. Assessments are differentiated and appropriate to each student’s learning characteristics. You provide opportunities for students to relearn concepts and information.</td>
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<tr>
<th>Domain 4</th>
<th>Management of student discipline, instructional strategies, time, and materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>You have effective and efficient systems in place for discipline (behavior expectations), classroom environment, selection of equitable instructional material, managing time and materials. Your various means (telling, showing, modeling, practicing, reviewing, etc.) that they have a clear understanding of classroom expectations. You intervene and re-direct immediately and appropriately in a positive non-threatening manner. You have the same expectations for all your students.</td>
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<thead>
<tr>
<th>Domain 5</th>
<th>Professional communication</th>
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</thead>
<tbody>
<tr>
<td>You use appropriate and effective verbal, nonverbal, and written communication with students, parents, staff, community members, and other professionals. Your interactions are supportive, courteous, and respectful with everyone.</td>
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</table>

<table>
<thead>
<tr>
<th>Domain 6</th>
<th>Professional development</th>
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</thead>
<tbody>
<tr>
<td>You correlate your professional development opportunities with prior performance appraisals, the TEKS, the needs of students, and the goals of the campus and district. You work collaboratively toward the improvement of academic performance for all students.</td>
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<thead>
<tr>
<th>Domain 7</th>
<th>Compliance with policies, operating procedures, and requirements</th>
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</thead>
<tbody>
<tr>
<td>You comply with national, state, district, and campus requirements and participate in the development of operating procedures and offer suggestions for improvement. You comply with all verbal and written directives. Aside from your classroom, you consistently contribute to making your campus safe, orderly, and a stimulating place where all students can learn.</td>
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<tr>
<th>Domain 8</th>
<th>Improvement of academic performance of all students on the campus</th>
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<tbody>
<tr>
<td>You work collaboratively with your colleagues to align your instruction to TEKS/TAKS. With your colleagues, you collaboratively analyze TAKS performance data to identify areas of strengths and weaknesses. Once you have identified your goals and objectives, you coordinate with your colleagues to determine sequence of classroom instruction, selection of instructional materials and activities to support and promote student learning. You provide students constructive feedback and inform them of their learning progress. You monitor student attendance and contact parents, counselors or other officials regarding an intervention plan for a student with serious attendance problems. You work with colleagues to identify and assess the needs of at-risk students. You meet with parents and other teachers of any student who is failing or in danger of failing to develop an appropriate intervention plan. You participate in and/or contribute to campus-wide programs that support at-risk students.</td>
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TAP Application

The University of Texas at El Paso
College of Education
ARC Center – 747-5571
Teacher Associate Program (TAP) Application

Check one: Internship I _____ Internship II ______
Semester: Fall _____ Spring_______
Area of Specialization: __________________________________________

Name: __________________________________________________________

Student ID: __________________________ Date: ______________________

Address: ________________________________________________________

City, State, Zip: _________________________________________________

Phone: ___________________________ E-Mail: _________________________

(FOR OFFICE USE ONLY)
☐ Student Teacher ___________________

☐ 2.5 overall GPA _________________

☐ Admitted to Teacher Education _____________________

☐ Three Professional References – Forms Attached ___________________

Approved: ______________________________________________________

Campus Administrator Date Approved: ______________________________

Field Experience Specialist Date: _________________________________

Revised: 08/10
TAP Reference Form

The University of Texas at El Paso
College of Education
Advising-Recruitment-Career Center – 747-5571

Name of Intern:

____________________________________________________________

Date: ______________

The Intern named above has named you as a professional reference. She/he is applying for a position as a substitute teacher through the TAP Program. Please share your assessment of this person’s qualities and characteristics. Two references must be from professional educators.

<table>
<thead>
<tr>
<th>Qualities</th>
<th>Exceptional</th>
<th>Acceptable</th>
<th>Not Acceptable</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personality</td>
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<td>Personal Appearance</td>
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<tr>
<td>Self-Control, Poise, Tact</td>
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<td>Cooperative, team player</td>
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<tr>
<td>Enthusiasm</td>
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<tr>
<td>Resourcefulness</td>
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</table>

Are you related to this applicant, if so, how?

________________________________________________________________________

How long have you known this applicant?

________________________________________________________________________

What is/was your relationship with the applicant?

________________________________________________________________________

Signature: _____________________________________________________________

Position: ____________________________

Mailing Address:

________________________________________________________________________

Phone #: _____________________________  E-mail:

________________________________________________________________________

Rev.08-2010
# Intern Attendance Log-in Sheet

Please note the dates and times you are at your Internship. Have your Cooperating Teacher initial each day you attend.

<table>
<thead>
<tr>
<th>Date</th>
<th>Time In</th>
<th>Time Out</th>
<th>Cooperating Teacher Initials</th>
<th>Comments</th>
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</table>

Intern Signature: ____________________  Cooperating Teacher Signature: ____________________
Student Checklist

____ Go to the ARC Center for advising in the semester before the Internship begins.

____ Attend the Intern Orientation. Check with the ARC Center for specific time, date, and location. For more information, call the ARC Center, 747-5571.

____ Print the Student Handbook and place in a binder. Take with you on your Internship days.

____ Visit your school one week before the Internship begins. Meet your Cooperating Teacher, Administrator, and office staff.

____ Your Internship begins.

____ Meet with your Cooperating Teacher to discuss your evaluation every week.

____ Contact your University Mentor if any problems or questions arise.

____ Discuss your final evaluation with your Cooperating Teacher.

____ Sign your final evaluation form, along with your Cooperating Teacher.

____ Internship ends.

____ Internship II will begin the following semester, if applicable.

____ Create professional Resume and Portfolio.

____ Attend Career Day.

____ Complete qualifying exams

____ Attend graduation clearing session with certification office.

____ Apply for graduation and pay graduation fees.

____ Purchase regalia.

____ Attend commencement ceremony.

____ Apply for teacher certification.

____ Submit fingerprint and background information.

____ Pay state certification fee.
## CtASSt II - Cooperating Teacher Assisting Student teacher

### Coaching Log

**Intern Name:** __________________________  **Cooperating Teacher/Campus:** __________________________________________

**Lesson Focus:** __________________________  **Period:** _________________________  **Date:** __________

<table>
<thead>
<tr>
<th><strong>Pre-Conference:</strong> (TEKS, Materials Needed, Learning Goal/s, Engager, Modeling, Monitoring Students’ Understanding, Closure, Concerns)</th>
<th><strong>Observation:</strong> (Engager, Modeling, Pacing, Questioning, Student Engagement, Monitoring for Understanding, Constructive Feedback, Activity, Instructional Strategies)</th>
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<tr>
<th><strong>Post Conference:</strong> (Successes, Challenges, Surprises, Specific Recommendation for Improvement)</th>
<th><strong>Next Steps:</strong> (As a result of the conferencing cycle what will be your next steps?)</th>
</tr>
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### Directions:

1. **Pre-Conference box:** Meet with the teacher you will observe and decide a focus for the lesson. Identify the data you will collect.
2. **Observation box:** Conduct observation and document data.
3. **Post-Conference box:** Analyze the data, document and discuss. What patterns or trends emerged?
# Acknowledgments

Special thanks go to everyone who participated in the creation of this handbook.

**Teachers from partner school districts:**

Nancy Apodaca, H.D. Hilley Elementary, Socorro ISD  
Yvonne Avila, Montwood High School, Socorro ISD  
Evelyne Dovali, Riverside High School, Ysleta ISD  
Julissa Esquivel, Marion Manor Elementary, Ysleta ISD  
Sylvia Gonzalez, Chester Jordon, Socorro ISD  
Sharie Kranz, Coronado High School, El Paso ISD  
Shannon Lynch, Dr. Nixon Elementary, El Paso ISD  
Gabriela Marquez, Canutillo Middle School, Canutillo ISD  
Jessica Melendez-Carrillo, Jose Damian Elementary, Canutillo ISD  
Elizabeth Mitchell, Wiggs Middle School, El Paso ISD  
Jessica Pussman, Sun Ridge Middle School, Socorro ISD

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The PDS Committee from the College of Education  
The ARC Center Staff