Youth Advocacy & Educational Studies Handbook

coe.tcu.edu

817.257.7660
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Texas Christian University
College of Education

Mission/Vision
The TCU College of Education prepares exemplary leaders for diverse educational settings and related fields who are reflective, ethical, innovative, and committed to all learners.

We are committed to preparing individuals who will contribute to the creation of a humane and just society.

To accomplish this, the TCU College of Education
- Engages students in ethical, responsible, and meaningful scholarship and practice;
- Fosters community collaboration locally and globally; and
- Expects excellence in all college endeavors.

*Approved by the faculty of the College of Education, November 11, 2011

Core Values and Beliefs
As professionals and active citizens in our community, we strive to create a humane and just society in which all individuals can develop their full potential. We are governed by an ethical code that documents our obligations to students, colleagues, and the community which includes:

- Rationality and objectivity in our professional judgments and actions;
- Civility and caring in our interactions with others;
- Encouragement of diverse views on issues of significance to society.

Consistent with the above values, our core beliefs connect a strong foundational knowledge base with professional practice. Professionals in education:

- Study and explain the knowledge base of effective practice;
- Ground their practice in theory and research and acquire expertise through activities in diverse, field-based settings which are exemplars of practice;
- Promote high student achievement and a passion for learning by:
  a. Mastering content knowledge and effective pedagogical skills;
  b. Using multiple strategies, resources, and technologies to plan, implement, and assess instruction and to document effectiveness with students;
  c. Synthesizing knowledge from relevant, academically diverse perspectives and a variety of theoretical orientations and approaches.
- Provide services and leadership in diverse settings, ranging from local to global communities;
- Seek to improve professional settings and society;
- Collaborate with representatives from various groups within and outside the educational community.

*Approved by the faculty of the College of Education, September 29, 2000
Youth Advocacy & Educational Studies Program

The College of Education offers a bachelor of science in Youth Advocacy and Educational Studies (YAES). This program is designed for students who desire to work in the broader field of education, but do not wish to obtain teacher certification. This program provides YAES majors with an understanding of the field of education and the complex local, regional and global challenges it faces from interdisciplinary and inter-professional perspectives. Upon completion of this degree, individuals will be prepared to begin their careers in educational policy and youth advocacy by serving in the following environments: public school program administration; government supported initiatives; faith-based organizations; a variety of non-profit agencies; and for various foundations that advocate for the well-being of children and youth. View Degree Plan

The TCU College of Education YAES Teamwork: Introduction

Members of the TCU, College of Education, YAES preparation team include:

- the TCU College of Education Student: Intern
- the Organization Site Supervisor: Agency Sponsor
- the TCU College of Education Instructor: Field Supervisor
- the TCU College of Education Director of Clinical (Student) Teaching & Community Partnerships
- the TCU College of Education Career Services Advisor
- the TCU College of Education Associate Dean of Undergraduate or Graduate Studies

Role of Team Member: TCU, College of Education YAES Student Intern

Internship credit hours are variable (1-6 credit hours/term). Interns are guests serving an assigned organization, and are expected to engage in a professional and responsible manner. All organizational rules and regulations must be followed. In general, interns are expected to participate fully in the organization.

The TCU-COE YAES Student Intern will:

- Assume responsibility for the quality of the placement experience by displaying self-reliance, desire, enthusiasm, initiative and other proactive behaviors
- Consider taking part in related activities such as professional meetings and conferences
- Serve as an intern, either paid or unpaid
- Dress professionally (see Appendix A)
- Demonstrate professional ethics when interacting with youth/students, clients, staff, mentors, and other members of the organization, abiding by the Texas Educator Code of Ethics (see Appendix B)
- Exemplify professionalism in dealing with confidential information
- Be punctual and prepared each day, arriving and departing according to the agreed upon schedule
- Notify the agency sponsor as well as the field supervisor as soon as possible in case of illness, emergency or other absence. Absences will need to be made up during the semester. Make-up days will be discussed with the organizational supervisor/sponsor and the field supervisor in order to complete the necessary requirements to receive internship credit
- Communicate in a timely manner with the field supervisor and/or agency sponsor about problems, progress, learning, experiences and opportunities
- In collaboration with the field supervisor and/or agency sponsor, develop a schedule and agenda capturing time serve with the assigned agency
- Observe the members of the organization and note the techniques employed
- Learn the names of the youth, clients, volunteers, intern peers, and professionals within the organization as well as the contacts who serve as resources
- Engage in self-evaluation and self-reflection: examine the goals and outcomes of each activity or event, solicit feedback with suggestions for improvement, and seek answers to problems in a timely manner
- Develop required artifacts and upload to TCU Box and/or TCU Online as appropriate; documentation may be shared with TCU COE faculty, organizational sponsors, administrators and future employers as appropriate
- Engage with agency-related contacts in a professional manner at all times, even outside of and beyond time served with an assigned agency
- Complete internship documentation as required (see internship syllabus: weekly reflection forms, time logs, position statement, Texas Educator Code of Ethics documentation, TCU Assumption of Risk, etc.)

Additional Activities and Experiences
The following are presented as additional activities which can strengthen the internship experience:

- Learn about the organizational structure and foundational history
- Inquire about the career path of the agency sponsor and other professionals serving the agency
- Research the professional organizations which support and/or accredit the assigned agency
- Focus on improving communication strategies with agency employees and partners
- Observe administrative procedures, data collection/analysis processes, and agency policies
- Develop organizational strategies by maintaining records and planning events/activities
- Participate in ancillary and professional activities by assuming responsibilities and attending extracurricular events or meetings

Additional Intern Responsibilities
- Interns should discuss plans with the agency sponsor weekly and upload weekly reflection forms for the field supervisor by Thursday, 5pm (see Appendix D). Weekly
reflections should include narrative regarding weekly planning, tasks, involvement, projects, etc.

- Be prepared to present and participate in the semester “Internship Showcase.”

*Fall semester: October  *Spring semester: March  *Summer semester: TBD

During the showcase, interns will be responsible for presenting information about their assigned organization, its structure, mission/purpose, services, location and a summary of internship experiences. Interns should work collaboratively with the agency sponsor to make sure that information shared is appropriate and accurate.

**Role of Team Member: Agency Sponsor**

Agency sponsors hold a key position when working with a Youth Advocacy & Educational Studies Student Intern. Agency sponsors are in a unique position to induct newcomers into the profession and to pass on the “torch of experience” to those who will follow in their work and service. This responsibility is significant and we appreciate the commitment of partnering agencies and agency sponsors.

The role of the agency sponsor is to expose the interns to the the organization, coach interns so their skills can be developed in a supportive environment, and provide opportunities for the intern to reflect on the purpose of the organization. By encouraging the intern to analyze his/her own progress and identify problems with possible solutions, the transfer into the role of decision-maker will evolve. Providing a climate for open and honest discussion of questions and concerns will help to create an environment of growth and support system the intern needs in order to be successful. The agency sponsor will:

- Possess professional qualifications for the role, to include a willingness to serve, experience in the field, and training in mentoring/supervision
- Meet for a 3-way conference with the field supervisor and intern within the first two weeks of the placement to discuss internship expectations (the field supervisor will arrange for this meeting)
- Define the student-intern’s role in terms of his/her duties and responsibilities. To accomplish this, agency sponsors should:
  - Clarify the intern’s role in the organization as well as responsibilities with respect to preparing for daily tasks, securing and organizing appropriate materials, and related activities
  - Provide opportunities for the intern to observe methods that are appropriate to the profession and organization
  - Assist the intern in developing a professional attitude in all of his/her contacts within the organization, school and/or community
  - Acquaint the student-intern with the organization’s policies and regulations
  - Advise the intern in advance when tasks are expected to be completed
- Choose a time to meet weekly with the intern to discuss progress and share constructive feedback (complete weekly report form)
• Encourage the intern to reflect upon his/her experiences and to analyze his/her opportunities to improve
• Review intern activities, problems, and successes with the field supervisor as warranted. The field supervisor will arrange for the initial 3-way conference and schedule 2 additional conferences with the intern during the term. Other informal visits may be unannounced. The field supervisor can be contacted at any time for assistance, guidance and support. Openly communicate with the field supervisor to ensure that any problems or concerns are addressed in a timely manner
• Review, discuss and initial/sign COE internship documentation as warranted (i.e., weekly report, timelog, mid- and end-evaluation forms, see Appendix D)
• Consider preparing a written letter of reference for the intern at the end of the experience
• Report professional intern concerns utilizing the Academic Performance and Professionalism Warning (APPW) process (see Appendix D)
• If a concern arises regarding a field supervisor, contact the Director of Clinical (Student) Teaching & Community Partnerships directly via phone 817-257-7662 or email, k.malin@tcu.edu.

Role of Team Member: TCU-COE Instructor / Field Supervisor
Supervising interns is a complex task. In addition to visiting, observing, and conferencing with the intern, the TCU-COE Field Supervisor serves as a key liaison between the university, organization site supervisor and the organization, which requires a mixture of administrative skills and “people” skills. The TCU-COE not only asks that the field supervisor is a skilled communicator, seminar teacher, mentor, and facilitator. We also expect the field supervisor to deliver, monitor, and maintain documentation that can only be completed on-site by the intern and agency sponsor. In the role as a liaison, the field supervisor will:

• Maintain professional credentials for the position of instructor (Master’s degree or higher in education or a related field);
• Provide a communication link between the TCU-COE, the assigned agency and the intern to clarify goals and objectives for the internship;
• Communicate with intern(s) and agency sponsor on a weekly basis via email, digital platform, phone or group text.
• Communicate suggestions made by the agency sponsor to the appropriate personnel at TCU and/or the College of Education
• Coordinates an orientation session for assigned interns at the beginning of term
• Ensures and evaluates work submitted by the intern
• Facilitate APPW meetings and submit related documentation as warranted
• Serve as a support to both the intern and agency sponsor
• Maintain communication with the partner organization to enlist assistance in the development and success of TCU, College of Education’s Youth Advocacy and Educational Studies program
Role of Team Member: TCU-COE Director of Clinical Teaching & Community Partnerships

With regard to YAES internship experiences, the TCU-COE Director of Community Partnerships will:

- Assigns and arrange field placements for YAES interns while maintaining partnerships with partner organizations, agencies schools and/or districts
- Initiate contact and collaborate with administrative personnel by
  - Cooperating with the TCU faculty as well as the public/partner organizations in assigning interns with organization site supervisor(s) and providing an updated list of assignments to the personnel in the partner organization
  - Maintaining approved lists of personnel in partner organizations
  - Cooperating with TCU faculty in assigning interns to field supervisors
- Provide leadership in developing and maintaining appropriate internships experiences
- Coordinate with the TCU-COE Associate Dean of Undergraduate Studies and TCU-COE Academic Advisor(s) to verify the YAES intern’s eligibility
- Review and maintain documentation (mid-term/final evaluations, YAES internship summary sheet and and weekly reflection forms) for the TCU-College of Education
- Represent TCU in its relationship with other institutions, professional organizations and groups, and accrediting agencies
- Provide for Field Supervisor professional development in supervision and coaching
- Meet with partner organizations to describe TCU-COE field experience programs, answer questions, address concerns, and to solicit recommendations for program improvement
- Collect data regularly from interns, agency sponsors, field supervisors for the purpose of program improvement
- Assist agency partners with intern Criminal Record Checks (CRCs)

Role of Team Member: TCU Career Services Consultant

With regard to YAES internships, the TCU Career Services Consultant will:

- Provide one-on-one consulting and professional workshops in topics concerning educators in the workplace and in job-search / interviewing skills
- Maintain internship files/e-mails for a minimum of 5 years
- Update alumni placement files
- Represent TCU in its relationships, professional associations and groups, and accrediting agencies
- Help organize the TCU interview day during the spring semester
• Assist interns with applying for jobs and assists agency partners with posting job announcements on Frog Jobs

Documentation Requirements for YAES Interns

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>Weekly Reports</th>
<th>Mid/End Benchmarks</th>
<th>Internship Summary Report</th>
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<tr>
<td>TCU-COE YAES Student/Intern</td>
<td>Completes</td>
<td>Signs</td>
<td></td>
</tr>
<tr>
<td>Organization Site Supervisor</td>
<td>Collaborates &amp; Signs</td>
<td>Completes Mid and/or End</td>
<td>Signs</td>
</tr>
<tr>
<td>TCU-COE Professor / Field Supervisor</td>
<td>Receives copies each week</td>
<td>Completes Mid/End benchmarks</td>
<td>Completes On-Going Documentation</td>
</tr>
<tr>
<td>TCU Director of Clinical (Student) Teaching &amp; Community Partnerships</td>
<td></td>
<td></td>
<td>Reviews and collects all documentaiton for YAES program</td>
</tr>
</tbody>
</table>

*All documentation is archived on the TCU-College of Education server for TCU-COE

TCU College of Education Directory

<table>
<thead>
<tr>
<th>CONTACT</th>
<th>TITLE</th>
<th>E-MAIL</th>
<th>TELEPHONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Jan Lacina</td>
<td>Interim Dean, College of Education Professor</td>
<td><a href="mailto:j.lacina@tcu.edu">j.lacina@tcu.edu</a></td>
<td>817-257-7660</td>
</tr>
<tr>
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<td>817-257-6792</td>
</tr>
<tr>
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<td>817-257-7662</td>
</tr>
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</tr>
<tr>
<td>Shannon Cooper</td>
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<td>817-257-5523</td>
</tr>
<tr>
<td>Melanie Coulson</td>
<td>Career Services Consultant</td>
<td><a href="mailto:m.coulson@tcu.edu">m.coulson@tcu.edu</a></td>
<td>817-257-2222</td>
</tr>
</tbody>
</table>

Absences
TCU-COE YAES interns are expected to be in attendance at their assigned field placement as agreed upon in the initial 3-way conference. Arriving late and/or leaving without approval is unprofessional, and may be cause of dismissal from internship. It is the responsibility of the intern to inform the organization site supervisor, field supervisor and the office as early as possible in case of illness or forced absence. Excessive absences due to medical or family will be reviewed on a case by case basis by the Director of Community Partnerships and the Associate Dean of Undergraduate or Graduate Studies.
**Attendance**
Internship is a critical time to develop professional behaviors (dependability, reliability and responsibility). To ensure success, active participation in the organization, community and/or university seminars will provide opportunities to learn and reflect upon educational practices. Please note the organization’s schedule (start and end times).

**Calendar: Holidays & Start Dates**
During the internship semester, student-interns will observe holidays and staff development days scheduled by the organization’s calendar regardless of the TCU calendar. Interns will follow the assigned field placement in respect to start dates, holidays, and breaks.

**Corporal Punishment**
Corporal punishment is a sensitive issue in many organizations and schools/districts. TCU interns must not resort to this method of behavior control. This form of punishment should be used at the discretion of the organization or district personnel not an intern. Refer to Texas Education Code Chapter 37: Discipline; Law and Order [http://tea.texas.gov/index2.aspx?id=2147501244&menu_id=771&menu_id2=794](http://tea.texas.gov/index2.aspx?id=2147501244&menu_id=771&menu_id2=794)

**Criminal Record Check**
All TCU-COE interns will complete the necessary criminal background checks necessary to be assigned to the field experience organization or school. Fingerprinting and drug tests may also be in effect depending on the organization. The safety and well-being of children is critical in the education field.

In accordance with Article 6252-13c, Texas Civil Statutes, the Commissioner of Education may suspend or revoke a teaching certificate for a person who has been convicted of a felony or misdemeanor for a crime, which directly relates to the duties and responsibilities of the teaching profession. The Texas Education Agency and TCU (at request of TEA) have begun a regular procedure for criminal record search of all certificate applicants.

**Evaluations**
Written documentation of the student-intern’s performance is vital. The feedback should be both specific and systematic with suggestions for improvement. Field supervisors and agency sponsors have specific forms to be used in measuring the student’s development and progress (See Appendix D). Copies of all evaluations should be shared between the TCU-COE field supervisor, agency sponsor, and intern. Copies will be provided to the agency sponsor, intern and field supervisor.

Site supervisor(s) will each complete the Midterm and Final evaluation forms. The TCU-COE YAES instructor/field supervisor may also complete mid and end evaluation forms. Final evaluations should be professional in appearance, reviewed by the intern and signed/dated by the evaluator. Both the intern and evaluator will receive a copy of the completed form.

Evaluators should send original Mid/Final evaluation forms to the field supervisor for documentation. Copies will be provided to the site supervisor and student-intern. TCU-COE
staff and TCU-COE field supervisors review the evaluations to determine strengths and weaknesses of TCU-COE YAES program.

**Full-Time Student Status**
Occasionally, an insurance provider or financial aid office needs clarification about a student’s full-time status. Those needing documentation of their status as full-time students during internship can request a letter from the Director of Clinical Teaching & Community Partnerships.

**Identification Badges**
All TCU College of Education interns/candidates should obtain and wear and an ID badge whenever visiting an organization, school, a school district’s administrative office, a PTA event or other school related meeting. Badges can be ordered for a fee of $10 at the TCU Bookstore. Contact: Smokie Shepard, 817-257-5979 smokie.shepard@tcu.edu.

**Individuals with Disabilities Education Act Public Law 105.17 (IDEA 2004)**
All TCU-COE interns and candidates must follow the Individualized Educational Program (IEP) developed for any student in special education in any/all classrooms. Teachers may request an Admission, Review and Dismissal (ARD) meeting to change the IEP, but they cannot ignore the IEP. Teachers are liable for implementing and maintain the IEP.

**Job Interviews**
TCU College of Education and TCU Career Services collaborate to host an interview day each spring semester. All TCU-COE students are encouraged to attend the one-day event. This day is not an excused absence and will need to be made up during the semester. Other interviews should be arranged before or after school hours. For more information, please contact our TCU Career Services Consultant, MelanieCoulson, 817-257-2222 or m.coulson@tcu.edu for more assistance. [http://coe.tcu.edu/about/career-services-center/](http://coe.tcu.edu/about/career-services-center/)

**Relationships with Students**
TCU-COE interns should exercise extreme caution against becoming too familiar with students/children under their direction and professionals within the agency they are assigned to. It is not appropriate to date or interface socially (phone, text, social media) in any way with P-12 students served by the assigned agency outside of the completion of internship hours. All interns are to adhere to the TEA Educator’s Code of Ethics (see Appendix B). [http://tea.texas.gov/index2.aspx?id=2147501244&menu_id=771&menu_id2=794](http://tea.texas.gov/index2.aspx?id=2147501244&menu_id=771&menu_id2=794)

**Termination of Internship Assignment**
Occasionally, circumstances warrant the termination of the internship field experience of a TCU-COE YAES student-intern. When such action is deemed necessary, there are specific reasons and procedures that should be followed, collaboratively, by all parties involved.

**Reasons for Termination**
1 Mutual consent and agreement for termination by the student-intern, site supervisor, organization representative and TCU-COE instructor field supervisor for reasons of illness, injury, or other unforeseen problems.

2 Failure by the student-intern to establish and maintain a satisfactory performance level in the field setting.

3 Failure by the student-intern to abide by the policies of the partner organization, site supervisor and/or organization administration.

4 Unprofessional conduct toward personnel, clients, community members, or children.

Procedures for Termination
Termination of the assignment of the student-intern for one or multiple reasons previously stated in numbers 2-4 should follow these prescribed procedures in a sequential manner:

- If professional concerns arise regarding an intern, the Agency Sponsor can request a supportive intervention using the TCU College of Education form, “Academic Performance and Professionalism Warning” (APPW). Concerns leading to this can be academic and/or can relate to the intern’s professional attitude, demeanor, abilities, or preparation. The APPW process operates as follows:
  o The agency sponsor or field supervisor fills out the APPW form (see Appendix D) by describing the situation or concern(s) in detail, indicating what steps have been taken with the intern to resolve the problem, and outlining recommendations for resolution.
  o A conference between the intern, the agency sponsor and the field supervisor are required to be present at the time the form is completed. The APPW becomes a developmental action plan. Failure on the intern’s part to follow through with recommended strategies and solutions may result in an additional APPW meeting, removal from internship, failure in internship, and/or removal from the COE.
  o The completed form is submitted to the Associate Dean for Undergraduate Studies.
  o The time frame specified on the form becomes a probationary period where an intern’s performance is monitored according to the contract.

If the organization or partner asks for the intern to leave and/or not return, the TCU-Colleges of Education will review the concerns and situation and determine if an alternate placement is appropriate or if discontinuation/dismissal is necessary.

Appeal Procedure
A student whose internship has been terminated has the right to appeal. Steps in the appeal process can be found in the TCU Undergraduate Catalog (https://tcu.codes/code/index/)
APPENDIX A: TCU College of Education Internship Dress Code

Our interns have a very positive presence and reputation in the partner organizations and schools. We want this to continue. Being the very best professional includes looking professional. The following dress code was created by TCU College of Education faculty, site supervisors, cooperating teachers, and school district principals. Please review carefully.

✓ All interns should wear a TCU engraved name badge or the assigned school’s ID badge at all times (Page 16)
✓ Dress consistently with the organization or school dress code. Please refer to your site supervisor, cooperating teacher, school administration, employee handbook, or student code of conduct.
✓ Follow the organization or school policies with regard to piercings and tattoos.
✓ Shirts or blouses (not t-shirts) should have sleeves. If you wear a top that is sleeveless or has spaghetti straps, you will need to also wear a jacket or sweater at all times during the day.
✓ Pants, slacks, or dress pants should be mid-calf in length or longer. Low-slung pants/hip-huggers are not permitted. Your pants must be high enough to cover your lower back and undergarments when bending over.
✓ Skirts or dresses should be knee-length or longer, with slits no more than 4” above the knee.
✓ Wear professional, sensible shoes appropriate to the setting. Avoid flip-flops and sneakers. (Ask permission to wear athletic shoes for athletic or outdoor activities.)
✓ Avoid clothing that is suggestive, excessively tight, or revealing. In the public setting, loose clothing is “in.” No bare midriffs, sleeveless, or low-cut tops. You must be able to sit and bend over without running the risk of exposing yourself or undergarments.
✓ Do not wear t-shirts, jeans, shorts, sneakers, or hats unless allowed by the organization's administration for special occasions.
✓ From time to time there will be special days, field trips or events. Please refer to your site supervisor for suggestions concerning appropriate attire on those days.
Enforceable Standards.


   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 be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

(N) **Standard 1.14.** The educator shall not assist another educator, school employee, contractor, or agent in obtaining a new job as an educator or in a school, apart from the routine transmission of administrative and personnel files, if the educator knows or has probable cause to believe that such person engaged in sexual misconduct regarding a minor or student in violation of the law.

(2) Ethical Conduct Toward Professional Colleagues.

(A) **Standard 2.1.** The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) **Standard 2.2.** The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) **Standard 2.3.** The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) **Standard 2.4.** The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) **Standard 2.5.** The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) **Standard 2.6.** The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) **Standard 2.7.** The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) Ethical Conduct Toward Students.

(A) **Standard 3.1.** The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) **Standard 3.2.** The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) **Standard 3.3.** The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) **Standard 3.4.** The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) **Standard 3.5.** The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) **Standard 3.6.** The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.
(G) **Standard 3.7.** The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) **Standard 3.8.** The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) **Standard 3.9.** The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

(i) the nature, purpose, timing, and amount of the communication;
(ii) the subject matter of the communication;
(iii) whether the communication was made openly or the educator attempted to conceal the communication;
(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
(v) whether the communication was sexually explicit; and
(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

**Source Note:** The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242; amended to be effective December 27, 2016, 41 TexReg 10329

**Link:** [http://ritter.tea.state.tx.us/sbcrules/tac/chapter247/index.html](http://ritter.tea.state.tx.us/sbcrules/tac/chapter247/index.html)
APPENDIX C: Education Code – Civil Immunity

<table>
<thead>
<tr>
<th>TITLE 2</th>
<th>PUBLIC EDUCATION</th>
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<tbody>
<tr>
<td>SUBTITLE D</td>
<td>EDUCATORS AND SCHOOL DISTRICT EMPLOYEES AND VOLUNTEERS</td>
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<tr>
<td>CHAPTER 22</td>
<td>SCHOOL DISTRICT EMPLOYEES AND VOLUNTEERS</td>
</tr>
<tr>
<td>SUBCHAPTER A</td>
<td>RIGHTS, DUTIES, AND BENEFITS</td>
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<td>(Section 22.051 &amp; 22.0511)</td>
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SUBCHAPTER B. CIVIL IMMUNITY

Sec. 22.051. DEFINITION; OTHER IMMUNITY. (a) In this subchapter, "professional employee of a school district" includes:

(1) a superintendent, principal, teacher, including a substitute teacher, supervisor, social worker, school counselor, nurse, and teacher's aide employed by a school district;

(2) a teacher employed by a company that contracts with a school district to provide the teacher's services to the district;

(3) a student in an education preparation program participating in a field experience or internship;

(4) a school bus driver certified in accordance with standards and qualifications adopted by the Department of Public Safety of the State of Texas;

(5) a member of the board of trustees of an independent school district; and

(6) any other person employed by a school district whose employment requires certification and the exercise of discretion.

(b) The statutory immunity provided by this subchapter is in addition to and does not preempt the common law doctrine of official and governmental immunity.

Added by Acts 2003, 78th Leg., ch. 204, Sec. 15.01, eff. Sept. 1, 2003; Acts 2003, 78th Leg., ch. 1197, Sec. 1, eff. Sept. 1, 2003.

Amended by: Acts 2013, 83rd Leg., R.S., Ch. 443 (S.B. 715), Sec. 17, eff. June 14, 2013.

Sec. 22.0511. IMMUNITY FROM LIABILITY. (a) A professional employee of a school district is not personally liable for any act that is incident to or within the scope of the duties of the employee's position of employment and that involves the exercise of judgment or discretion on the part of the employee, except in circumstances in which a professional employee uses excessive force in the discipline of students or negligence resulting in bodily injury to students.
(b) This section does not apply to the operation, use, or maintenance of any motor vehicle.

(c) In addition to the immunity provided under this section and under other provisions of state law, an individual is entitled to any immunity and any other protections afforded under the Paul D. Coverdell Teacher Protection Act of 2001 (20 U.S.C. Section 6731 et seq.), as amended. Nothing in this subsection shall be construed to limit or abridge any immunity or protection afforded an individual under state law. For purposes of this subsection, "individual" includes a person who provides services to private schools, to the extent provided by federal law.

(d) A school district may not by policy, contract, or administrative directive:

(1) require a district employee to waive immunity from liability for an act for which the employee is immune from liability under this section; or

(2) require a district employee who acts in good faith to pay for or replace property belonging to a student or other person that is or was in the possession of the employee because of an act that is incident to or within the scope of the duties of the employee's position of employment.


Amended by: Acts 2007, 80th Leg., R.S., Ch. 116 (S.B. 370), Sec. 1, eff. May 17, 2007.

Sec. 22.053. SCHOOL DISTRICT VOLUNTEERS. (a) A volunteer who is serving as a direct service volunteer of a school district is immune from civil liability to the same extent as a professional employee of a school district under Section 22.0511.

(b) In this section, "volunteer" means a person providing services for or on behalf of a school district, on the premises of the district or at a school-sponsored or school-related activity on or off school property, who does not receive compensation in excess of reimbursement for expenses.

(c) This section does not limit the liability of a person for intentional misconduct or gross negligence.


Sec. 22.054. LIABILITY OF CERTAIN INSTITUTIONS OF HIGHER EDUCATION. (a) A private or independent institution of higher education is not liable for damages arising from an act or omission of a person associated with the institution, including an employee or student, arising
in the course and scope of that person's activities as a volunteer in a primary or secondary school.

(b) A school district may agree to provide or pay for attorney services for the defense of a private or independent institution of higher education if:

(1) the institution is assisting in the provision of volunteer services to primary or secondary schools in the district;

(2) a claim for damages is brought against the institution in relation to those services; and

(3) the board of trustees of the school district reasonably believes that the institution is not liable for the claim under Subsection (a).

(c) In this section:

(1) "Private or independent institution of higher education" has the meaning assigned by Section 61.003.

(2) "Volunteer" means a person rendering services for or on behalf of a public school who does not receive compensation from the district in excess of reimbursement for expenses. The person may receive compensation from a person other than the district.

Sec. 22.0835. ACCESS TO CRIMINAL HISTORY RECORDS OF STUDENT TEACHERS AND VOLUNTEERS BY LOCAL AND REGIONAL EDUCATION AUTHORITIES. (a) A school district, open-enrollment charter school, or shared services arrangement shall obtain from the department and may obtain from any other law enforcement or criminal justice agency or a private entity that is a consumer reporting agency governed by the Fair Credit Reporting Act (15 U.S.C. Section 1681 et seq.), all criminal history record information that relates to:

(1) a person participating in an internship consisting of student teaching to receive a teaching certificate; or

(2) a volunteer or person who has indicated, in writing, an intention to serve as a volunteer with the district, school, or shared services arrangement.

(b) A private school or regional education service center may obtain from any law enforcement or criminal justice agency all criminal history record information that relates to a person who volunteers or has indicated, in writing, an intention to serve as a volunteer with the school or service center.

(c) A person to whom Subsection (a) or (b) applies must provide to the school district, open-enrollment charter school, private school, regional education service center, or
shared services arrangement a driver's license or another form of identification containing the person's photograph issued by an entity of the United States government.

(d) A person to whom Subsection (a) applies may not perform any student teaching or volunteer duties until all requirements under Subsections (a) and (c) have been satisfied.

(e) Subsections (a) and (c) do not apply to a person who volunteers or is applying to volunteer with a school district, open-enrollment charter school, or shared services arrangement if the person:

(1) is the parent, guardian, or grandparent of a child who is enrolled in the district or school for which the person volunteers or is applying to volunteer;

(2) will be accompanied by a school district employee while on a school campus; or

(3) is volunteering for a single event on the school campus.

(f) A school district, open-enrollment charter school, or shared services arrangement may obtain from any law enforcement or criminal justice agency all criminal history record information that relates to a person to whom Subsection (e) applies.

(g) A school district, open-enrollment charter school, private school, regional education service center, or shared services arrangement may require a student teacher, volunteer, or volunteer applicant to pay any costs related to obtaining criminal history record information under this section.

Added by Acts 2007, 80th Leg., R.S., Ch. 1372 (S.B. 9), Sec. 9, eff. June 15, 2007.

Sec. 22.0837. FEE FOR NATIONAL CRIMINAL HISTORY RECORD INFORMATION. The agency by rule shall require a person submitting to a national criminal history record information review under Section 22.0832, 22.0833, or 22.0836 to pay a fee for the review in an amount not to exceed the amount of any fee imposed on an applicant for certification under Subchapter B, Chapter 21, for a national criminal history record information review under Section 22.0831. The agency or the department may require an entity authorized to collect information for a national criminal history record information review to collect the fee required under this section and to remit the funds collected to the agency.

Added by Acts 2007, 80th Leg., R.S., Ch. 1372 (S.B. 9), Sec. 9, eff. June 15, 2007.

Sec. 22.08391. CONFIDENTIALITY OF INFORMATION. (a) Information collected about a person to comply with this subchapter, including the person's name, address, phone number, social security number, driver's license number, other identification number, and fingerprint records:

(1) may not be released except:
(A) to comply with this subchapter;

(B) by court order; or

(C) with the consent of the person who is the subject of the information;

(2) is not subject to disclosure as provided by Chapter 552, Government Code; and

(3) shall be destroyed by the requestor or any subsequent holder of the information not later than the first anniversary of the date the information is received.

(b) Any criminal history record information received by the State Board for Educator Certification as provided by this subchapter is subject to Section 411.090(b), Government Code.

(c) Any criminal history record information received by the agency as provided by this subchapter is subject to Section 411.0901(b), Government Code.

(d) Any criminal history record information received by a school district, charter school, private school, regional education service center, commercial transportation company, or education shared services arrangement or an entity that contracts to provide services to a school district, charter school, or shared services arrangement as provided by this subchapter is subject to Section 411.097(d), Government Code.

Added by Acts 2009, 81st Leg., R.S., Ch. 1146 (H.B. 2730), Sec. 9A.05, eff. September 1, 2009.

Sec. 22.902. INSTRUCTION RELATED TO CARDIOPULMONARY RESUSCITATION AND USE OF AUTOMATED EXTERNAL DEFIBRILLATOR. (a) A school district shall annually make available to district employees and volunteers instruction in the principles and techniques of cardiopulmonary resuscitation and the use of an automated external defibrillator, as defined by Section 779.001, Health and Safety Code.

(b) The instruction provided in the use of an automated external defibrillator must meet guidelines for automated external defibrillator training approved under Section 779.002, Health and Safety Code.

(c) Each school nurse, assistant school nurse, athletic coach or sponsor, physical education instructor, marching band director, cheerleading coach, and any other school employee specified by the commissioner and each student who serves as an athletic trainer must participate in the instruction in the use of an automated external defibrillator. A person described by this subsection must receive and maintain certification in the use of an automated external defibrillator from the American Heart Association, the American Red Cross, or a similar nationally recognized association.
(d) The commissioner shall adopt rules as necessary to implement this section.

(e) This subsection applies only to a private school that receives an automated external defibrillator from the agency or receives funding from the agency to purchase or lease an automated external defibrillator. A private school shall adopt a policy under which the school makes available to school employees and volunteers instruction in the principles and techniques of cardiopulmonary resuscitation and the use of an automated external defibrillator. The policy must comply with the requirements prescribed by this section and commissioner rules adopted under this section, including the requirements prescribed by Subsection (c).

Added by Acts 2007, 80th Leg., R.S., Ch. 1371 (S.B. 7), Sec. 3, eff. June 15, 2007.
APPENDIX D: YAES Evaluation and Documentation Forms

- TCU-COE YAES Student-Intern Commitment Form
- TCU Assumption of Risk Form
- TCU-COE Safety Guidelines
- Organization Site Supervisor Commitment Form
- YAES Internship Semester Summary form *Completed by TCU-COE YAES Instructor/Field Supervisor
- Weekly Evaluation and Daily Checklist/Log *Completed by the TCU-COE YAES Student-Intern
- Midterm or End/Final Evaluation Form *Completed by the Organization Site Supervisor
- Academic Performance and Professionalism Warning
- Retention in the Teacher Education Program
Youth Advocacy & Educational Studies
TCU-COE Student Internship
Commitment Form

I, the undersigned, commit to the following:

_____ 1. Maintaining the academic requirements for the Youth Advocacy and Educational Studies program and internship.

_____ 2. Fully participating as a student-intern.

_____ 3. Engaging in motivated learning, reflection and improvement throughout the internship experience.

_____ 4. Modeling professionalism. I will uphold the behaviors of a professional as stated in the Texas Education Agency, Texas Administrative Code of Ethics and Educator Standards (Early Childhood-Grade 12).

As a TCU-COE YAES student-intern, I will

_____ a. Maintain open communication with my assigned site supervisor and TCU-COE YAES instructor/field supervisor.

_____ b. Accept duties and responsibilities within the organization/school community in order to gain knowledge and experience.

_____ c. Reflect upon feedback from observations, written and/or verbal, to help develop strategies in order to improve when working with youth.

_____ d. Complete and maintain a schedule that allows time to work with youth, mentors and administrators.

_____ e. Participate in the three-way conference with the site supervisor and TCU-COE YAES instructor/field supervisor.

_____ f. Maintain an electronic database or portfolio of weekly reports/reflections, evaluations, observations and resources to complete the internship successfully.

_____ g. Work collaboratively with the assigned site supervisor, organization staff/faculty and the TCU-COE YAES instructor/field supervisor.

_____ h. Use technology and social media in an appropriate and purposeful manner.

TCU-COE YAES Student-Intern Name (Printed) __________________________

TCU ID # __________________________

TCU-COE YAES Student-Intern Name (Signed) __________________________

DATE __________________________

E-MAIL ADDRESS

SEASON

FALL □ SPRING □ SUMMER □

YEAR ________
INSTITUTIONAL ARRANGEMENTS: I understand that TCU is not an agent of, and has no responsibility for, any third party which may provide any services including food, lodging, travel, or other goods or services associated with the Program. I understand that TCU may provide these services only as a convenience to participants and that accordingly, TCU accepts no responsibility, in whole or in part, for delays, loss, damage or injury to persons or property whatsoever, caused to me or others prior to departure, while traveling or while staying in designated lodging. I further understand that TCU is not responsible for matters that are beyond its control. I acknowledge that TCU reserves the right to cancel the trip without penalty or to make any modifications to the itinerary and/or academic program as deemed necessary by TCU.

INDEPENDENT ACTIVITY: I understand that TCU is not responsible for any loss or damage I may suffer when I am traveling independently or I am otherwise separated or absent from any TCU activity. In addition, I understand that any travel that I do independently on my own before or after the TCU sponsored Program is entirely at my own expense and risk.

HEALTH AND SAFETY: I have been advised to consult a medical doctor with regard to my personal medical needs. I state that there are no health-related reasons or problems that preclude or restrict my participation in this Program. I have obtained the required immunizations, if any. I recognize that TCU is not obligated to attend to any of my medical or medication needs, and I assume all risk and responsibility. I agree to pay all expenses relating thereto.

TCU RULES, REGULATIONS AND POLICIES: I agree to obey and comply at all times with all of the rules, regulations, codes and policies of TCU while participating in the Program. I agree to notify my professor immediately of any injury or loss.

TRAVEL CHANGES: If I become separated from the Program group, fail to meet a departure airplane, bus, or train, or become sick or injured, I will, to a reasonable extent, and at my own expense seek out, contact, and reach the Program group at its next available destination.

SIGNATURE: I indicate that by my signature below that I have read the terms and conditions of participation and agree to abide by them. I have carefully read this Informed Consent and Assumption of Risk Form and acknowledge that I understand it. My signature below indicates that I have read and freely signed this agreement, which take effect as a sealed instrument.

Signature of Program Participant ____________________________ Date ____________

Signature of Parent or Legal Guardian (if minor) ____________________________ Date ____________
Safety Guidelines
Suggestions For Your Safety Off-Campus...

Walking to and from your car...

- Have entry/ignition keys in hand before starting for your car so you’re not trying to find them while you walk to the car or standing at the car door.
- Stay alert when crossing the parking lot and watch for suspicious persons.
- If you have a cell phone, have it within easy reach.
- Even if your car was locked when you left it, check the interior prior to entry for uninvited guests.
- If a stranger approaches you, continue walking to your car, politely decline requests for money or information. Don’t stop walking toward your car.
- If asked for help, offer to call the police or suggest they return to the business. DO NOT offer assistance yourself or allow a stranger to use your cell phone.
- If a situation seems suspicious, look for someone to help you or dial 9-1-1.

While driving...

- Follow established roadways. Use familiar streets, not back roads or “shortcuts”.
- Make sure all doors are locked while driving.
- Put purses and/or other valuables out of sight, if possible, or cover item(s) with a towel.
- Stay alert at stop signs and traffic lights. If a stranger approaches your car at a traffic light, drive away.
- Don’t leave your car’s engine running while you’re out of or away from the car.
- If your car breaks down or you have a flat, call for assistance from within your (locked) car and remain inside until help arrives.
- Don’t travel to remote areas by yourself.
- Be sure you have plenty of gas before you start a trip.
- Plan your route. Get driving directions from the Internet if necessary.

If you should become involved in an accident:

- At night, drive (if possible) to a lighted area.
- If the occupants of the other car make you uncomfortable, call the police from within your (locked) car and remain inside until the police arrive.
- Jot down the description and license number of the other car while you wait for the police.
Youth Advocacy & Educational Studies
TCU-COE Student Internship
Site Supervisor Commitment Form

I, ____________________________ (Site Supervisor Full Name) commit to the following as the site supervisor to ____________________________ (TCU-COE YAES Student-Intern),

___ 1. Fully participating as the organization site supervisor in support of the Texas Christian University, College of Education Youth Advocacy & Educational Studies student-intern.

___ 2. Modeling professionalism. I will uphold the behaviors of a professional as stated in the Texas Education Agency, Texas Administrative Code of Ethics and Educator Standards (Early Childhood-Grade 12).

As a TCU-COE YAES site supervisor, I will

___ a. Maintain open communication with my assigned TCU-COE YAES student-intern and instructor/field supervisor.

___ b. Define the duties and responsibilities within the organization/school community in order for the student-intern to gain knowledge and experience.

___ d. Complete and maintain a schedule that allows time for the student-intern to work with youth, mentors and administrators.

___ e. Provide support and feedback to the TCU-COE YAES student-intern through input on the weekly report to help the student-intern reflect and improve throughout the internship experience.

___ f. Participate in the three-way conference with the site supervisor and TCU-COE YAES instructor/field supervisor.

___ g. Work collaboratively with the assigned TCU-COE YAES student-intern and instructor/field supervisor.

___ h. Demonstrate the appropriate use of technology and social media as a resource.

__________________________________________
TCU-COE YAES Site Supervisor Name (Printed)

__________________________________________
TCU-COE YAES Site Supervisor Name (Signed)

__________________________________________
ORGANIZATION

__________________________________________
DATE

__________________________________________
E-MAIL ADDRESS

SEMESTER  ☐ FALL  ☐ SPRING  ☐ SUMMER
YEAR  ________
## Youth Advocacy & Educational Studies
### TCU-COE Student Internship
#### Summary Sheet

**Year**: 
- [ ] FALL
- [ ] SPRING
- [ ] SUMMER

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<th>TCU-COE INSTRUCTOR / FIELD SUPERVISOR</th>
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### Start Date (mm/dd/yy)  |  End Date (mm/dd/yy)
---|---

#### Documentation

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<th>TCU Instructor/ Field Supervisor Signature</th>
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**TOTAL MINUTES**

Refer to Observation Form & Notes

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**TOTAL MINUTES**

Refer to Observation Form & Notes

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5/2019
Youth Advocacy & Educational Studies
TCU-COE Student Internship
Weekly Reflection Form

TCU Student: ____________________________  Week of: ____________________________

Site Supervisor: ____________________________  Organization: ____________________________

TCU Professor/Field Supervisor: ____________________________  Location: ____________________________

This report is designed to give the TCU College of Education intern information at regular intervals concerning his/her progress toward completing the necessary requirements of the internship. The TCU-COE student will be responsible for completing and submitting the document in collaboration with the site supervisor. The information pertinent to your student and the situation which he/she is involved during the week will help them reflect and prepare for the upcoming week.

The TCU-COE YAES intern was engaged in the following during the week:
( Check as many as apply).

☐ Fundraising planning  ☐ Researching for donors/grants  ☐ Site Visit(s)
☐ Fundraising implementation  ☐ Social Media  ☐ Office tasks
☐ Marketing  ☐ Updating Website  ☐ Other: ____________________________

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<th>Tuesday</th>
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<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
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Date
(MM/DD/YYYY)

Hours : Minutes

Reflect on one of the following topics each week.

☐ A valuable learning experience this week was…  ☐ An area that is a strength of mine during internship is…

☐ An area that I want to improve my skills is…  ☐ Here is an area of interest in my internship…

Signature of Site Supervisor: ____________________________________  Date: ____________________________

*A copy will be provided to the Supervisor, TCU Student & TCU Field Supervisor/Professor.
It may be scanned or electronically submitted as a PDF.
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<th>STUDENT-INTERN EVALUATION</th>
<th>Excellent 5</th>
<th>Very Good 4</th>
<th>Satisfactory 3</th>
<th>Needs Improvement 2</th>
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<td>Effectively performs assignments</td>
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<td>Demonstrates critical thinking and problem-solving skills</td>
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<td>Making and meeting deadlines</td>
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<td>Seems interested, involved and enthusiastic about the internship experience</td>
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## Youth Advocacy & Educational Studies
**TCU-COE Student Internship**
**Supervisor Evaluation**

### Student-Intern Evaluation

1. Describe the ways that the Intern's performance benefits your organization.

2. What development have you observed in the student-intern’s skills, knowledge, personal and/or professional performance?

3. What do you consider to be the student-intern’s strengths?

4. What do you consider to be the areas of improvement for the student-intern?

5. Overall, how would you rate your experience with the TCU-COE YAES student-intern?

   - Excellent
   - Good
   - Average
   - Poor

### Internship – Program Experience

1. What are your suggestions for improving the TCU, College of Education, Youth Advocacy and Educational Studies Internship program?

2. Based on your experiences thus far, would you supervise another intern or recommend the Youth Advocacy and Educational Studies Internship program to others?

3. Do you have any other comments that would help the TCU, College of Education and the students?

4. Overall, how would you rate your experience with the TCU-COE YAES internship?

   - Excellent
   - Good
   - Average
   - Poor

### Supervisor’s Signature

---

**DATE**

---

5/2019 Page 2 of 2
TCU-College of Education
Academic Performance and Professionalism Warning

This form must be completed and signed by the TCU-COE YAES Student-Intern, Site Supervisor, and/or TCU-COE Instructor/Field Supervisor and shared with the TCU-COE Director of Clinical Teaching & Community Partnerships.

<table>
<thead>
<tr>
<th>TCU-COE YAES Student Intern</th>
<th>TCU ID #</th>
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<th>Site Supervisor</th>
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Concerns (also include steps attempted for addressing concerns prior to this warning):

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Potential Strategies & Solutions:

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Strategies and Solutions should be completed by:

SIGNATURES:

TCU-COE YAES Student-Intern  Date

Organization Site Supervisor  Date

TCU-COE Instructor/Field Supervisor  Date

TCU-COE Director of Clinical Teaching & Community Partnership  Date

TCU-COE Associate Dean  Date

Please return completed form to the office of the Associate Dean - Bailey Building 201  CC: Campus Life