

MLG 4-8 Student Teaching Handbook



Stephen F. Austin State University
College of Education
Elementary Education Department
2009 - 2010

Stephen F. Austin State University
College of Education
Elementary Education Department

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STEPHEN F. AUSTIN STATE UNIVERSITY

**James I. Perkins College of Education
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July, 2009

Dear Future Educator,

I am glad you have chosen to pursue your certification in the James I. Perkins College of Education at Stephen F. Austin State University. Since its inception, the College of Education has enjoyed a reputation for excellence in teacher preparation. The College of Education was among the first to be accredited by the National Council for Accreditation of Teacher Education (NCATE) in the 1950s and has been continuously accredited for the last 50 years. Similarly, programs in the college have been continuously approved by the Texas Education Agency and the State Board for Education Certification. Our Educator Preparation Program is field-based, meaning you will have the opportunity to practice the theories and teaching methods you learn in your college classes in public school classrooms in our partner school districts.

You have a great future with many challenges and opportunities ahead. I want to close this letter with a quote from John Blaydes, an author and motivational speaker:

As adults, when we think back to our years in school, we remember teachers, not instructional methods and techniques. We remember the teachers who saw something special in us and made a connection, planting those cherished memories and good feelings that continue to live within us wherever we are or whatever we've become.

Congratulations on your decision to become a teacher!

Best wishes,

Lisa Mize, Ph.D.
Associate Dean – Student Affairs

**COLLEGE OF EDUCATION
STEPHEN F. AUSTIN STATE UNIVERSITY**

Vision, Mission, and Values Statement

April 2004

VISION

The College of Education at Stephen F. Austin State University will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels.

MISSION

The mission of the College of Education is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.

To accomplish this mission, the goals of the College of Education are to:

- Provide programs at both undergraduate and graduate levels based upon sound pedagogical and clinical practice
- Prepare teachers, support personnel, and educational leaders for Texas
- Employ and support faculty members who are committed to excellence in teaching, scholarship, and service
- Provide a variety of teaching venues incorporating the latest technologies to a range of diverse student interests, backgrounds, and aspirations
- Maintain resources and facilities that allow each program to meet its expected outcomes
- Collaborate with external partners to enhance students' knowledge, skills, and dispositions, and to influence the ongoing exchange of ideas for mutual benefit
- Engage in outreach services
 - To address specific needs in the broader community,
 - To enhance student learning,
 - To instill commitment to service, and
 - To promote the reputation of the University, and to
- Conduct research to advance knowledge and to contribute to the common good.

VALUES

In the College of Education at Stephen F. Austin State University, we value and are committed to:

- **Academic excellence** through critical, reflective, and creative thinking
- **Life-long learning**
- **Collaboration** and shared decision-making
- **Openness** to new ideas, to culturally diverse people, and to innovation and change
- **Integrity**, responsibility, diligence, and ethical behavior
- **Service** that enriches the community

EDUCATOR CERTIFICATION

At Stephen F. Austin State University, the preparation of teachers and other educational leaders is considered the task of the entire University. A Teacher Education Council (composed of faculty and administrators from each of the Colleges that have teaching fields) makes policy for the programs. Likewise, the Professional Development School (PDS) Advisory Council involves University faculty and administrators from throughout the campus as well as teachers and administrators from PDS and community colleges which review program requirements.

Educator Preparation Programs are standard-based, learner-centered, and delivered in a collaborative, field-based environment. Technology skills and responsiveness to diversity are integral parts of the programs. As with all teacher preparation in Texas, each program completer has an academic specialization and a common core curriculum as a basis for the professional education sequence. Assessment is benchmarked throughout the program. Recommendation for certification is made by the University to the State Board for Educator Certification (SBEC) when the program, including successful TEXES testing in teaching fields and pedagogy, is completed.

Students in the various programs have a sequence of field experiences that are delivered in collaboration with partners in the public schools. Multiple schools in the East Texas area serve as sites for early field experiences for undergraduate students. Additionally, the Houston and Dallas metropolises serve as student teaching sites.

Program Accreditations

National Council for Accreditation of Teacher Education (NCATE)

The College of Education (COE) is fully accredited by the National Council for Accreditation of Teacher Education (NCATE). Information about NCATE can be found at this link:

www.ncate.org

Accountability System for Educator Preparation

All educator preparation programs in the COE are accredited by the State of Texas. The overall initial pass rate for individuals completing a certification program during 2006-2007 was 99% with each of the six demographic groups' pass rates at 96% or higher.

National Report Card – Title II

Pass rates for COE students seeking initial teacher certification during 2006-2007 for state required assessments are as follows: 100% basic skills, 99% with each of the six demographic groups' pass rates at 96% or higher.

Teacher Certification in Texas

In order to become a certified teacher in Texas, an individual must:

- demonstrate competency in the basic skills of reading, writing, and mathematics;
- earn a bachelor's degree,
- completed an approved educator certification program,
- complete a field experience (student teaching),
- pass state certification examinations in both content and pedagogy, and
- apply to the State Board for Educator Certification and be recommended by the certification program or entity.

SFASU Certifications

<p>EC – 4/EC – 6 Generalist</p> <p>4 – 8 Generalist English/Language Arts/Reading Mathematics Science Social Studies</p> <p>All Level Art Deaf & Hard of Hearing Health Education Music Physical Education Special Education Theatre</p> <p>Supplemental Bilingual/ESL Special Education Visually Impaired</p>	<p>Secondary Agriculture (6 – 12) Business Education (8 – 12) Chemistry (8 – 12) Dance (8 – 12) English/Language Arts/Reading (8 – 12) Family & Consumer Sciences (8 – 12) French (6 – 12) History (8 – 12) Hospitality, Nutrition & Food Services (8 - 12) Human Development & Family Studies (8 – 12) Journalism (8 – 12) Life Science (8 – 12) Mathematics (8 – 12) Physical Science (8 – 12) Social Studies (8 – 12) Spanish (6 – 12) Speech (8 – 12) Technology Applications (8 – 12)</p> <p>Professional Certificates Educational Diagnostician Master Mathematics Teacher (4 – 8) Master Mathematics Teacher (8 – 12) Master Reading Teacher Principal Reading Specialist School Counselor Superintendent</p>
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Acceptable Field Experience for Certification

Individuals in the Educator Certification Program will fulfill the field experience requirements for certification by **completing 13 weeks full-time student teaching** in grades four, five, six, seven, or eight within your content area.

WHY Student Teach?

The purpose of the student teaching semester is to provide each teacher candidate with support and a strong mentor as he/she is immersed in the total school experience. Once you started your internships, you were introduced to fourth and fifth grades in Internship I and to grades six, seven, and eight in Internship II. You extended your knowledge in working with small groups and whole group instruction. Student teaching provides you with full concentration in the school culture, climate, and membership as you hone your professional roles as responsibilities as an educator.

TEA's Code of Ethics Rules

All Texas educators are responsible for knowing the [Texas Administrative Code](#) that defines the Educators' Code of Ethics rules. Knowing the two parts to the code (Purpose and Scope [§247.1](#) and Code of Ethics and Standard Practices for Texas Educators [§247.2](#)) is essential to your future success in Texas Public School Education.

<http://www.tea.state.tx.us/index3.aspx?id=1658>

Student Teaching Placement Policies

A COE goal is to provide student teaching experiences for optimum educator development for those who must meet the challenges of schools for the 21st century. Site options are provided at schools where the University contracted for shared teacher preparation and sufficient numbers of requests make the site feasible for supervision. **Neither the University nor the student teacher may select or request specific teachers.**

Placements policies are made according to the following guidelines:

1. The Office of the Associate Dean in the COE is responsible for making all contacts with the public schools accepting student teachers. It is **inappropriate** for students or their family/friends to contact schools for placement.
2. Subject and level assignments are made according to State Board of Education requirements for teacher certification.
3. Students request three (3) possible sites from schools with which SFA has a contract for placing student teachers (see list below). Students are placed among the three (3) choices when feasible. If a person cannot be placed in a preference area, he/she is asked to make further choices.
4. Once a placement has been made and a student accepted for student teaching by a school, changes are made only in cases of serious need.

Local Area	Houston Area	Dallas Area	International
Central Heights Garrison Henderson Hillsboro Huntington Longview Lufkin Nacogdoches Tyler	Clear Creek Cypress-Fairbanks Humble	Frisco Keller Lewisville Plano	Costa Rica

5. At least four (4) students must be placed in a district for the site to be used in a given semester. **This policy is strictly enforced.**
6. Assignments to specific buildings and to specific teachers are the responsibility of public school administrators. It is *unprofessional* for the student teacher, or someone on his or her behalf, to contact the district, principal, or classroom teacher in an effort to obtain a specific placement.
7. Students cannot teach on a campus where members of the immediate family are enrolled or work.
8. Students cannot teach in a district where immediate family serves on the Board of Trustees.

Visiting Student Teachers

1. SFASU students who wish to be placed for student teaching outside the SFASU contractual schools must register for student teaching at SFA. It is the student teacher's responsibility to contact the visiting university to request supervision. Most visiting universities require registration at their institution to cover the cost of supervision.
2. Visiting student teachers may be supervised by SFA contingent on request from another university and on a feasible placement. These students must apply for admission to SFA and register for student teaching, paying tuition and fees for a minimum of seven (7) hours.

Understanding Student Teaching

Student teaching is the culminating field experience where pre-service teachers demonstrate their knowledge, skills, and dispositions related to educating students in fourth through eighth grade. This is a time when student teachers express their commitment to the personal and professional qualities included in our College of Education Conceptual Framework. It is critical to view student teaching as an opportunity to grow as a professional. As guests in the public school systems, pre-service teachers exhibit their knowledge of adolescent growth and development, commitment to middle level aged students while contributing to the learning community.

Each student teacher brings with him/her a unique set of experiences. These experiences provide a solid foundation for the student teacher semester. Being with adolescents all day, every day, for thirteen weeks will be exhausting and energizing at the same time. Eat well, get plenty of sleep, and stay healthy!

Student teachers are assigned two mentors: a field supervisor, employed by SFA; and a cooperating teacher, employed by a participating school district. The field supervisor and cooperating teachers serve as your personal resources, support system, and evaluators. Mentor teachers are master teachers and essential to your culminating education experience. They serve as models of effective practice, professionalism, and critical thinking.

Our handbook discusses policies and procedures for Stephen F. Austin State University student teachers. Carefully read and review this handbook before beginning your student teaching experience to help you create a positive and professional experience.

STUDENT TEACHING POLICIES and PROCEDURES

The student teaching semester must be a minimum of 13 full weeks of observation and teaching, to include a placement in a grade four through eight classroom within your content area.

The Board of the Center for Educational Partnerships and the Teacher Education Council has approved major policies guiding the student teaching experience(s) at SFASU. The policies as approved are shown below.

1. **Credit Hours.** The student teaching experience is 7-9 credit hours experience for all students. A 13 week calendar is set to coincide with the public school calendar, fulfilling requirements of the Texas Higher Education Coordinating Board.
2. **Extenuating Circumstances.** Students who anticipate giving birth, having elective surgery, or other circumstances that require an extended period of absence are advised to enroll in student teaching at another time. Students with special circumstances related to student teaching should confer with the Associate Dean **PRIOR** to placement.
3. **GPA.** Students are placed at a student teaching site only if they have maintained their 2.5 GPA. Students will be dropped if their GPA falls below 2.5 at the end of the semester *prior* to student teaching.
4. **Professionalism.** Student teachers adhere to ethical standards of the teaching profession, to SFA policies for university students, and to the policies of the school where they are assigned.
5. **Corporal Punishment.** Student teachers will not administer corporal punishment. If school personnel determine corporal punishment is necessary, it must be administered by a district employee, NOT the student teacher.
6. **Experiences.** A semester calendar is provided with specific dates and responsibilities. **Student teachers follow the assigned public school calendar, *not* the University calendar.**
7. **Field Supervisors.** Field supervisors are employed by the Elementary Education Department and participate in orientation each semester. They serve as supporters and guides for student teachers, making a minimum of five (5) site visits.
8. **Cooperating Teachers.** Cooperating teachers are selected by principals, using these criteria:
 - a. three years successful teaching
 - b. desire to work with student teachers
 - c. teaching assignment is required for student teacher's certification

9. **Student Teacher Responsibilities.** Student teachers are expected to adhere to the roles and responsibilities described in this handbook (see Student Teacher Roles and Responsibilities, pages 15 and 16). The student teacher should follow the proposed Student Teaching Schedule Model for MLG 4-8 (see Appendix A).
10. **Evaluation.** Each evaluation is a cooperative task shared by the student teacher, the cooperating teacher, and the field supervisor.
 - a. Much of the cooperating teacher's evaluation is informal, and thus, the student teacher should gain direction for action from brief, daily evaluations. The field supervisor provides formal evaluation of each scheduled visit.
 - b. The field supervisor uses the SFA Field Experience/Clinical Practice Evaluation form (see Appendix B) to evaluate each observed lesson. A conference follows each observation where the field supervisor reinforces effective teaching and addresses deficiencies or problems, providing suggestions for enhancing planning, instruction, interaction, and assessment.
 - c. During the field supervisor's last visit in each assignment, a final evaluation of the student teacher's performance is made cooperatively by the field supervisor, the cooperating teacher, and the student teacher. This document becomes a part of the student's permanent record in the Placement and Teacher Education Offices.
 - d. A final evaluation for students visiting at another university must be received before a grade is recorded.
 - e. The final grade given for student teaching will be pass (P) or fail (F).
 - f. Student teaching can only be repeated once.
11. **Candidate Intervention and Program Continuation Procedures.** In the event the student teacher fails to meet expectations, the cooperating teacher and/or field supervisor have the authority and responsibility to discuss the student teacher's behavior with him/her. The cooperating teacher and field supervisor will use informal attempts to change behaviors that include but are not limited to the following: providing guidance, observation, anecdotal records, and meetings. Should informal attempts not result in improvement or a change in behavior then the field supervisor will follow the procedures outlined in the Candidate Intervention and Program Continuation Procedures document (see Appendix C).
12. **TB Testing.** Stephen F. Austin State University does not require you to get a TB test; however, some districts may. Check with your district to see if you must have a TB test. TB tests are available at Health Services on the SFA campus. Please remember it is a three- or four-day process to have the test administered and have it read. Should you get the TB test and fail to have it read on the designated day, you must wait 30 days to retake the skin test OR you must pay for a chest x-ray. IF the school district where you are student teaching requires a TB test and you fail to have a negative reading prior to the first day of student teaching, you will NOT be permitted on campus until you present the test results.

13. **Withdrawing Admission Status.** Faculty approval for admission to teacher education is paired with a policy for reviewing the admission status of students at any time when a faculty member feels an individual has violated the Professional Educator's Code of Ethics. The Code of Ethics is sent to students along with their letter of admission to teacher education. If a faculty member determines that an individual student may not have the capacity to become a successful teacher, the faculty member follows the Candidate Intervention and Program Continuation Procedures outlined in the Appendix C of this handbook.

Student Teaching Attendance Policies

1. Student teachers follow the same calendar, holidays, and daily schedule as the district/school to which they are assigned, and they observe the local school's policy governing teachers' daily arrival and departure times. They are required to be present each day of the student teaching assignment.
2. Student teachers attend school every day. Leaving the school campus during the school day is unacceptable. It is the student teacher's responsibility to inform the cooperating teacher, field supervisor, and school office as early as possible in case of illness or forced absence.
3. In some instances, a student teacher may be expected to stay beyond normal departure times if the cooperating teacher has a professional assignment that extends beyond the normal school day. ***Approval for the release of a student teacher from attendance is the responsibility of the Associate Dean for Education, NOT the cooperating teacher or the field supervisor.***
4. Absences are to be reported as soon as possible to the cooperating teacher and field supervisor. Each absence requires proper documentation using the Student Teacher Absentee Form (see Appendix D) and is placed in the student's permanent file at SFASU.
5. **Absences beyond two days must be made up.** The cooperating teacher and field supervisor will help plan the make-up schedule. PRIOR TO an absence, the cooperating teacher AND field supervisor are to be notified. Please check with the cooperating teacher and field supervisor to know their expectations. In extreme cases, the Associate Dean may be consulted. *Failure to attend the Student Teacher Orientation is a documented absence.*

Student Teacher Standards of Behavior

Successful student teachers are professional in their relationships with students, parents, administrators, supervisors, teachers, and support staff. They abide by the **Professional Code of Ethics** and exhibit the following behaviors as they assume their responsibilities:

- conduct themselves in a way that reflects maturity, good judgment, diplomacy, and a high ethical standard.
- develop and nurture appropriate relationships with students.
- maintain confidentiality regarding all information concerning students.
- adhere to all local school policies while assigned to the school district.
- exhibit appropriate professional appearance based on good grooming and appropriateness for the teaching assignment. All school districts have expectations for teacher dress and have established dress codes, either written or expressed. Professional dress communicates respect for the role of the teacher, students, and education.

Thriving student teachers maintain a high level of moral integrity. They avoid ALL illegal and inappropriate behaviors/practices.

Illegal and Inappropriate Student Teacher Behaviors/Practices

- taking alcoholic beverages or firearms onto school campuses, either in personal belongings or in vehicles
- making direct contact with media about school activities
- making sexual advances to students, faculty, or staff
- inviting guest speakers without permission from cooperating teacher
- planning field-trips before discussing with cooperating teacher
- making arrangements for parent conferences without approval of cooperating teacher
- criticizing school district, faculty, or students in the community
- gossiping about students, teachers, or any other school affiliated person
- talking negatively about curriculum or policies and procedures
- using incorrect grammar
- telling inappropriate ethnic jokes
- following an inappropriate chain of command (i.e. complaining to the principal before talking with the cooperating teacher)
- using school resources or materials for personal use (i.e. taking projector for home use, copying personal materials, taking school stationery for personal use, etc.)
- leaving campus without proper authority

Student Teacher “Things to Remember”

1. First impressions. Experiments by Princeton psychologists Janine Willis and Alexander Todorov reveal that all it takes is one tenth of one second to form an impression of a stranger from their face. This means your appearance DOES make a profound statement about the kind of person you are and the kind of student teacher you are likely to be. Good grooming and hygiene are essential to your professional image. Clothes do not have to be expensive, but appropriate and worn properly.

<http://www.princeton.edu/~atodorov/Publications/Willis&Todorov-PsychScience.pdf>

2. Formal register is expected in the school setting. Proper grammar and pronunciation are essentials.
3. Attention to public exposure, such as FaceBook or MySpace, is critical as posting can be detrimental to your character.
4. If you use a personal answering message, it, too, should not deter from your character. Nor should an email address.
5. You are not permitted to administer medicine, even if your cooperating teacher says it is all right. Decline and cite University policy as the reason for not doing so.
6. Corporal punishment is NEVER permitted.
7. You must never transport a student or students in your own vehicle.
8. All materials prepared with school supplies remain on campus.
9. Your cell phone is to remain off while in the classroom. If there are extenuating circumstances, notify the front office that you may receive a call to the school and ask them to contact you immediately. Provide the school office number to those who may need it.
10. Conference with parents/guardians only with the permission and in the presence of your cooperating teacher or principal.

Student Teacher ROLES and RESPONSIBILITIES

Student teachers continue to develop their professional career. The SFA model for student teaching is one of observation, practice, and professionalism. Student teachers begin their experience with confidence built from their knowledge, sound general education, and area of specialization; their many hands-on experiences during laboratory assignments and internships; and a foundation of professional practice provided during SFA's quality education courses and field experiences. These student teachers understand the student teaching experience represents a partnership among professionals committed to success in teaching and learning.

Professional Roles and Responsibilities

Student teachers shadow the cooperating teacher, assuming his/her professional duties over time. They follow school routines such as signing in and out each day in the designated location, typically the office. If the cooperating teacher has early morning duty, so does the student teacher. If the cooperating teacher has afternoon bus duty, so does the student teacher. When the cooperating teacher is expected to be in a meeting and it is deemed appropriate, the student teacher must be in attendance.

The student teacher is to display a positive disposition about education in general and specifically about children and colleagues both on and off the school campus. His or her professionalism is visible in all he/she does, both on and off campus.

It is the student teacher's responsibility to remain positive and professional in all he or she says and does. Public schools have parents and community members serving as volunteers in the school. The student teacher must monitor his or her conversations at all times, constantly maintaining a high level of confidentiality. This means he or she must refrain from discussing personal issues while on campus and always avoid gossiping.

Teaching Responsibilities/Lesson Plans

With the cooperating teacher, the student teacher works to determine which lessons they will be teach. A Student Teaching Schedule Form (see Appendix E) is completed and provided to the field supervisor for the purpose of planning evaluative visits.

Beginning with observation, the student teacher moves toward limited teaching, with gradual assumption of teaching responsibilities. Eventually, he/she assumes all classroom responsibilities for at least one week of "total teaching". (See Student Teaching Process in Appendix A).

The cooperating teacher determines the major objectives for lessons and he/she monitors the student teacher's development of the lessons. Each student teacher assumes full responsibility in planning lessons to achieve selected TEKS. Cooperating teachers retain a copy of all lesson plans. Planning is done in close cooperation with the cooperating teacher and may include the field supervisor. The cooperating teacher must approve all lesson plans, assessments, guest speakers, field trips, and grades prior to implementation.

REQUIREMENT: Observe Yourself Teach

Probably the most revealing teaching experience you can have is where you observe yourself teaching. You will videotape at least one lesson, watch it, and complete the Student Teacher Videotape Analysis and Reflection (Appendix F). Before you record the lesson, parents must complete and return the Request for Permission to Videotape in the Classroom (see Appendix G for English and Appendix H for Spanish) from each parent to videotape his/her child. Based on your own observation, make the necessary changes to improve your teaching. Share your analysis and reflection with your field supervisor and provide him/her with the original permission forms.

Checklist for Student Teachers

- Contact your cooperating teacher approximately one week before entering the classroom.
- Set-up a time to meet him/her and ask important questions prior to first day on campus. Inquire about parking and visitation policies.
- Volunteer to assist the teacher in any way possible.
- First day: check in at the office. Meet the principal.
- Meet other school personnel related to the assignment.
- Obtain information about the cooperating teacher's assignments, daily schedule, lesson plans, materials/supplies, and special responsibilities.
- Learn students' names the FIRST day on site.
- Study classroom management practices and analyze effective strategies.
- Become familiar with the cooperating teacher's philosophy, policies, and assessment methods.
- Become familiar with all policies relating to your teaching assignment.
- Practice using equipment needed for the lessons you will teach.
- Make and have mentor teacher approve lesson plans for each lesson taught.
- Over plan for first few lessons.
- Take responsibility for the classroom environment, arrangement, order, etc.
- Return all resources and equipment used to the appropriate storage area.
- Share assigned teacher duties.
- Attend faculty meetings, assemblies, parents' nights, advisory council meetings, teacher in-service, and any other activity in which your cooperating teacher attends.
- Participate in sponsorship of youth organizations and other professional groups for which your cooperating teacher has responsibility.
- Confer regularly with your cooperating teacher.
- Call your field supervisor when a problem arises.
- Welcome your field supervisor's visits and confer with him/her to obtain assistance for your professional development.
- Participate in the final evaluation process.
- Demonstrate professional behavior in dress; relations with students; loyalty to SFA, your assigned school, and to the education profession.
- Practice ethical behavior in confidentiality and conversations—avoid gossip at all costs.
- Avoid discussion of your personal life with students.

Fair Use Chart for Teachers

Work or Materials to be used for Educational Purposes	Fair Use Restrictions for Face-to-Face Teaching	Illegal Use without Explicit Permission from Creator/Author
chapter in a book	Single copy for teacher for research, teaching, or class preparation. Multiple copies (one per student per class) okay if material is (a) adequately brief, (b) spontaneously copied, (c) in compliance with cumulative effect test. Copyright notice and attribution required.	Multiple copies used again and again without permission. Multiple copies to create anthology. Multiple copies to avoid purchase of textbook or consumable materials.
newspaper/magazine article	Same as above. Multiple copies of complete work of less than 2,500 words and excerpts up to 1,000 words or 10% of work, whichever is less.	Same as above
prose, short story, short essay, Web article	For works of 2,500-4,999 words, 500 words may be copied.	Same as above
poem	Same as for first item. Multiple copies allowed of complete poem up to 250 words -- no more than two printed pages. Multiple copies of up to 250 words from longer poems.	Same as above
artwork or graphic image - chart, diagram, graph, drawing, cartoon, picture from periodical, newspaper, or book, web page image	Same as for first item. No more than 5 images of an artist/photographer in one program or printing and not more than 10% or 15% of images from published collective work, whichever is less.	Same as first item Incorporation or alteration into another form or as embellishment, decoration for artistic purposes for other than temporary purposes.
motion media - film and videotape productions	Single copy of up to 3 minutes or 10% of the whole, whichever is less. Spontaneity required.	Multiple copies prohibited. Incorporation or alteration into another form as embellishment for artistic purposes for other than temporary purposes prohibited.
music -sheet music, songs, lyrics, operas, musical scores, compact disk, disk, or cassette taped recordings	Single copy of up to 10% of a musical composition in print, sound, or multimedia form.	Same as immediately above
broadcast programs	Single copy of off-air simultaneous broadcast may be used for a period not to exceed the first 45 consecutive calendar days after recording date. Use by only individual teachers. Copyright notice required.	Same as immediately above. May not be done at direction of superior. May not be altered.

Student Teaching Substituting Policies

With the approval of Senate Bill 1, each teacher preparation program is permitted to determine its policy regarding student teachers serving as substitute teachers. SFASU's policy, prepared in collaboration with the Center for Educational Partnerships, is outlined below:

1. Student teachers may serve as substitute teachers **only after successfully completing 6 weeks of the semester.**
2. A student teacher is not considered to be serving as a substitute if the student teacher assumes responsibility for the class while the cooperating teacher is out of the classroom for a part of the day, is in the building, or is engaged in an approved activity relating to student teaching, OR if there is a paid substitute in the classroom.
3. A student teacher is considered to be serving as a substitute when the cooperating teacher is absent from school and no paid personnel is in the classroom with the student teacher.
4. A student teacher may be used as a substitute only if he/she is willing to do so and if the **cooperating teacher and field supervisor** recommend him/her for substituting. The building principal may not arbitrarily decide it is all right for the student teacher to serve as a substitute.
5. A certified classroom teacher must be in an adjacent room and agree to assist the student teacher if needed.
6. The principal of the school or the principals' representative must be readily available in the building, must take responsibility for monitoring the student teacher when he/she is substituting, and must be responsive as a resource for discipline problems.
7. Student teachers may substitute for a maximum of five days: two days unpaid, and three days paid, as approved by the district. It is the student's responsibility to fill out the appropriate paperwork in the school district's Human Resources Department for the student teacher to receive pay.
8. If the district requires substitute teachers to attend district training, the student teacher IS NOT excused from his or her student teaching assignment to attend the training. When the student teacher agrees to attend district substitute teacher training, he or she MUST make up the missed day, regardless of the number of absences up to that time.
9. Student teachers serving as substitutes will be paid at the same rate as paid to other district substitutes and the substitute's schedule must include a lunch period and a conference period.
10. Student teachers who substitute must abide by all district guidelines for substitute teachers.
11. Any exceptions to this policy must be approved in advance by the Student Teaching Office.

STUDENT TEACHER PROFESSIONAL LIABILITY

Student teachers are entitled to protection of law, just as are their cooperating teachers and school principal. However, protection does not apply in the case of excessive force in discipline or negligence resulting in bodily harm to children. Protection does not apply to the operation or use of any motor vehicle.

Stephen F. Austin State University does not provide liability insurance for student teachers; however, student teachers are encouraged to join a professional organization offering insurance. Two such organizations are ATPE and TSTA and membership is free.

Student teachers, with the exception of all week teaching, should not be left alone on a regular basis or for long periods of time (thirty minutes or more). The cooperating teacher, in conjunction with the field supervisor, should approach the student teacher and discuss his/her readiness to handle the teaching assignment/classroom behavior before being left alone in the classroom.

Playgrounds and field trips are places where student teachers should NEVER be left alone with children without a certified teacher in sight. While this may seem harsh, it is for the student teacher's protection. It is the student teacher's responsibility to notify his/her field supervisor immediately if this guideline is violated.

If you attend the district's substitute teaching orientation and serve as a substitute teacher, you are protected by the school district's liability insurance.

Each student teacher is to complete and sign the Professional Liability Insurance and Waiver of Liability (see Appendix I) form and immediately present it to his or her field supervisor.

Pre-student Teaching Visit

Upon receipt of your student teaching placements, become acquainted with the school of your student teaching placement. Research the school on the Internet, learning as much about the campus and educational programs as possible. Make note of questions you may have (i.e. where to park, must/where you sign in and out each day). Call the school and schedule a brief visit with the principal and your cooperating teacher.

Once on campus, tour the building, becoming familiar with important locations: office, placement classroom, adult restrooms, etc. As a guest on campus, you are unfamiliar with campus policies and procedures. Ask if you may have or borrow a copy of the teacher and student handbooks. Study them.

Visit with your cooperating teacher. Maintaining contact with your cooperating teacher is imperative, so exchange important contact information: telephone numbers, email addresses, etc. at your first meeting.

After your campus visit, contact your field supervisor and let him/her know you have made your initial contacts and school visit.

If you are assigned a campus on which you were assigned for Internship I or Internship II, you still must make arrangements to meet with your cooperating teacher prior to the first day of student teaching.

Olds Family Endowment Outstanding Student Teacher Award

The Olds family in Nacogdoches, Texas established an Endowment Fund to provide an award each semester for the outstanding student teacher in the Department of Elementary Education.

1. The purpose of the Olds Family Endowment Fund is to support the Olds Family Award of \$100.00 each fall and spring semester for a total of \$200.00 annually. This award will be given to a new outstanding student teacher each semester in the Department of Elementary Education.
2. Each semester the Department of Elementary Education shall report to the Olds family regarding the disbursements of funds for the award and the recipients of the award. The Department of Elementary Education will be responsible for requesting that the recipient of the award convey his or her thanks to the Olds family, preferably by letter.
3. Selection of the recipient(s) of the Olds Family Award shall be the responsibility of the Department of Elementary Education under the supervision of the departmental chair in accordance with established procedures for selecting the outstanding student teacher.
4. The award shall be in the form of a check payable to the recipient and presented at the appropriate time near or at the end of the student teaching experience each fall and spring semester.

Additional information about the Olds Family Endowment Outstanding Student Teacher Award is located on the SFA Education site

<http://www.sfasu.edu/education/departments/elementary/scholarships/olds.asp>

APPENDIX A
Stephen F. Austin State University
College of Education – Office of Teacher Education Field Experience
Student Teaching Schedule Model for MLG 4-8 Assignments

BLOCK	WEEK	Responsibilities of Student Teacher
A	1	Observations, call roll, learn names, learn school, handle administrative duties, work one on one with students
A	2	Continue as before adding co-teaching lessons and begin individual lessons
A	3	Increase amount of individual lesson and begin planning solo units
B	4	Begin full time, full charge teaching, video a lesson
B	5	Continue as before
C	6	Continue as before
C	7	Continue as before
C	8	Continue as before
D	9	Continue as before
D	10	Continue as before
D	11	Continue as before
E	12	Complete solo unit(s), begin more co-teach lessons
E	13	Continue to co-teach as transition to completion of student teaching, visit other classrooms as permitted, attend SFASU Job Fair

APPENDIX A
Stephen F. Austin State University
College of Education – Office of Teacher Education Field Experience
Field Supervisor Model for MLG 4-8 Assignments

BLOCK	Duties for Field Supervisors
<p style="text-align: center;">A Weeks 1-3</p>	<ul style="list-style-type: none"> • One observation of an individual lesson • Check in with student teachers to answer questions and address concerns • Provide support for transition to full time full charge teaching
<p style="text-align: center;">B Weeks 4 & 5</p>	<ul style="list-style-type: none"> • One observation of an individual lesson • Debrief with student teacher after the observations • Continue to provide support • Maintain communication weekly • Offer feedback on lessons and lesson plans • Discuss video lesson
<p style="text-align: center;">C Weeks 6-8</p>	<ul style="list-style-type: none"> • One observation of an individual lesson • Debrief with student teacher after the observations • Continue to provide support • Maintain communication weekly • Offer feedback on lessons and lesson plans
<p style="text-align: center;">D Weeks 9-11</p>	<ul style="list-style-type: none"> • One observation of an individual lesson • Debrief with student teacher after the observations • Continue to provide support • Maintain communication weekly • Offer feedback on lessons and lesson plans

<p>E Weeks 12-13</p>	<ul style="list-style-type: none">• One observation of an individual lesson• Support transition to conclusion of student teaching• Complete final evaluation with student teacher and their cooperating teacher
--------------------------	---

APPENDIX B
Stephen F. Austin State University
College of Education – Office of Teacher Education
Experience/Clinical Practice Evaluation

APPENDIX B
Stephen F. Austin State University
College of Education – Office of Teacher Education Field
Experience/Clinical Practice Evaluation

PBIC Intern/Student Teacher _____ SID# _____

Grade Level _____ District _____ Campus _____

Cooperating Teacher _____ Field Supervisor _____

Observation Number (CIRCLE) 1 2 3 4 5 Final Evaluation

Directions: Use the following rating scale and place a number in the blank beside each indicator to assess the student's performance in each area.

3 = Exemplary 2 = Acceptable 1 = Unacceptable 0 = Not attempted/observed

_____ **A. Appropriate Instruction** **COMMENTS**

- _____ plans developmentally appropriate activities
- _____ creates well structured lesson plans
- _____ utilizes Texas statewide curriculum
- _____ continuously evaluates student achievement using a variety of assessments
- _____ promotes students' use of self-assessment

_____ **B. Classroom Environment**

- _____ demonstrates respect for diversity/individual differences
- _____ promotes respectful and productive interactions among students
- _____ communicates importance of content
- _____ uses time effectively (i.e. students not off-task, disruptive)
- _____ maintains safe and productive physical environment
(i.e. materials accessible, physical arrangement allows safe movement and facilitates learning)

_____ **C. Responsive Instruction**

_____ **C1.**

- _____ communicates effectively
- _____ uses accurate and appropriate language
(i.e. conveys meaning clearly)
- _____ exhibits effective interpersonal skills
- _____ extends students' thinking (i.e. through discussion, inquiry, problem-solving, critical & creative thinking)
- _____ utilizes effective questioning strategies

_____ **C2.**

- _____ engages students in learning
- _____ creates actively engaging lessons using a variety of materials, resources and technology
- _____ links content to prior knowledge

- _____ sets appropriate lesson pace
- _____ engages all students
- _____ encourages students' self-motivation

COMMENTS

- _____ C3.
- _____ provides feedback to students
 - _____ provides appropriate, immediate feedback
 - _____ promotes students' ability to use feedback
 - _____ bases feedback on high expectations for all students

- _____ C4.
- _____ demonstrates flexibility and responsiveness
 - _____ responds appropriately to various learning situations (i.e. lack of student engagement, unanticipated opportunities)
 - _____ ensures students' success through alternative instructional approaches

- _____ D. Professionalism
- _____ uses appropriate communication with students
 - _____ non-verbal (i.e. avoids improper body language/gestures)
 - _____ verbal (i.e. no profanity, avoids slang)
 - _____ written (i.e. accurate and clear)
 - _____ promotes professionalism through appropriate dress/appearance
 - _____ interacts appropriately with staff and other educators
 - _____ works productively with supervisors and mentors to enhance professional knowledge and skills (i.e. accepts constructive criticism and implements suggestions)
 - _____ interacts appropriately with parents and community members
 - _____ uses knowledge of legal and ethical guidelines to guide behavior in education-related settings
 - _____ complies with state, university, district and campus policies

PBIC Intern/Student Teacher Comments:

Comments/Suggestions for Improvement (may be continued on additional page):

principal or cooperating teacher

field supervisor

PBIC intern/student teacher

date

APPENDIX C
Stephen F. Austin State University
College of Education – Office of Teacher Education
Candidate Intervention and Program Continuation Procedures

Faculty members work with all candidates using informal attempts to change behaviors that include but are not limited to the following: providing guidance, observation, anecdotal records, and meetings with the student. If informal attempts do not result in improvement or a change in behavior then the faculty member will follow the procedures outlined in this document.

1. If a faculty member determines that there is a preponderance of evidence (not just one situation) that a candidate is not meeting course/program expectations and/or one or more of the College of Education's values (academic excellence, integrity, openness, collaboration, service, life-long learning) the faculty member meets with the candidate and documents the meeting using the **Concern/Deficiency Form (CDF)** with appropriate documentation.

Responsibility for Documentation: Faculty member
Faculty member maintains signed record for five years.

2. If this guidance does not bring about the required candidate improvement, the faculty member creates an **Intervention & Growth Plan (IGP)** that contains identifiable and tangible behavioral goals that must be met within a specified time frame. The **IGP** is signed by the faculty member and candidate. If a candidate is unsuccessful in achieving the required improvements outlined on the **IGP**, the faculty member may:
 - a. grant additional time;
 - b. revise the **IGP**; or
 - c. refer the candidate to a **Departmental Program Continuation Review Panel** using the **Concern/Deficiency Form with appropriate documentation** and attach a copy of the **IGP**.

Responsibility for Documentation: Faculty member.

If "a" or "b", faculty member maintains signed record for 5 years.

If "c", a copy of the CDF and IGP is sent to the chair of the department.

Chair's Note: At the end of the semester, the chair may request that faculty members **submit the name** of any candidate that has a **Concern/Deficiency Form** or an **Intervention & Growth Plan** to the Department Chair.

3. The **Departmental Program Continuation Review Panel** (composed of the department chair, the faculty member who referred the candidate, and at least one other faculty member) reviews the candidate's academic record (including the IGP) to determine if:
 - a. the concern is resolved and dismissed,
 - b. the candidate is referred back to the faculty member and continues with the **IGP**, or
 - c. the candidate is referred to the **Teacher Education Continuation Review Panel**.

Responsibility for Documentation: The referring faculty member submits the **Concern/Deficiency Form with appropriate documentation** and the **IGP** to the Department Chair. Documentation is retained in the **departmental office**. If

“c”, copies of all documentation are sent to the Associate Dean for Student Affairs with the referral.

If the candidate is referred back to the faculty member (b) and remains unsuccessful in achieving the required improvements outlined by the **Departmental Program Continuation Review Panel**, the faculty member must refer the candidate back to the **Departmental Program Continuation Review Panel** for further action. If the candidate is referred to the **Teacher Education Continuation Review Panel**, the following occurs:

4. The **Teacher Education Council Review Panel** (composed of the Associate Dean for Student Affairs, the department chair, and three faculty who are members of the SFA Teacher Education Council) reviews the referral and determines if:
 - a. the candidate continues with the **IGP** or
 - b. the candidate is removed from Teacher Education.

Responsibility for Documentation: Associate Dean
Documentation is retained in the Associate Dean’s office.

5. A candidate may appeal the decision of the **Teacher Education Council Review Panel** to the Dean of the College of Education (COE). In appealing to the Dean of the COE, the candidate must provide a written appeal with supporting documentation. The Dean of the COE may refer the appeal to the COE College Council for Review and a recommendation. The Dean will determine the outcome of the appeal.

Responsibility for Documentation: Dean of the COE
Documentation is retained in the Dean’s office.

6. If a resolution of the matter is not reached, the candidate may follow the University policy for [Academic Appeals by Students \(A-2\)](#) SFA Home / Policies Academic Appeals by Students (A-2).

APPENDIX C

Stephen F. Austin State University

College of Education – Office of Teacher Education

Concern/Deficiency Form (CDF)

To: _____ Date: _____ Campus: _____
 From: _____ Grade: _____ Mentor Teacher: _____

All Stephen F. Austin State University candidates seeking teacher certification are informed that the *Teacher Preparation Handbook* and individual departments set forth requirements for prospective teachers and the expectations held for all teachers. ***The purpose of this concern/deficiency notice is to inform you that the following professional expectations are not being met or are deficient as indicated:***

- | | | |
|---|---|--|
| <p><u>Integrity</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> lack of integrity in professional performance <input type="checkbox"/> poor punctuality <input type="checkbox"/> poor attendance in classes and field placement <input type="checkbox"/> poor adherence to hours required of mentor teachers <input type="checkbox"/> inconsistent daily preparation to teach <input type="checkbox"/> unacceptable language with children/youth <input type="checkbox"/> requires excessive guidance <input type="checkbox"/> displays non-professional behavior <input type="checkbox"/> evidence of cheating <input type="checkbox"/> evidence of plagiarism <input type="checkbox"/> inappropriate social interaction with pupils/teachers <input type="checkbox"/> inappropriate physical contact with pupils/teachers <input type="checkbox"/> ineffective use of written/oral language | <p><u>Academic Excellence</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> lack of planning <input type="checkbox"/> deficient in instructional skills <input type="checkbox"/> lack of knowledge of content <input type="checkbox"/> assignments not returned in a timely manner <input type="checkbox"/> failure to meet class requirements <p><u>Openness</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> refusal to accept constructive suggestions <input type="checkbox"/> failure to implement constructive suggestions <input type="checkbox"/> failure to be open to new ideas <input type="checkbox"/> displays hostilities toward teachers <input type="checkbox"/> failure to interact with <u>all</u> learners <input type="checkbox"/> lack of interest in teaching <p><u>Life-Long Learning</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> does not participate in university sponsored | <p style="text-align: right;">activities</p> <p><u>Collaboration</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> does not work well with others <input type="checkbox"/> displays negative attitudes <input type="checkbox"/> does not take initiative in group projects/work <input type="checkbox"/> dominates group discussion/activities <input type="checkbox"/> does not complete individual assignment/work for group project <input type="checkbox"/> unable to interact effectively with children/youth collaboration <p><u>Service</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> does not participate in public school campus activities <input type="checkbox"/> does not willingly help other candidates |
|---|---|--|

Other _____

Failure to correct the deficiencies noted above may result in denial of admission to Teacher Education or removal from the program. In order to correct the deficiencies, the following action is required: _____

Candidate	Date	Date to be completed
Field Supervisor	Date	
Cooperating Teacher (optional)	Date	

APPENDIX D
Stephen F. Austin State University
College of Education – Office of Teacher Education
Student Teacher Absentee Form

Student Teacher _____ cell phone _____
 Cooperating Teacher _____ primary phone _____
 date(s) absent _____ If not all day, what hours? _____

_____ **personal absence** (planned and proper notification in advance: doctor appointment, interview, etc.)

EMERGENCY Absence

to be completed the first day back to school from emergency absence

_____ **emergency absence** (unavoidable/unexpected: illness, accident, etc.)

Reason for absence:

date/time field supervisor was notified _____

date/time cooperating teacher was notified _____

Provide this document to the field supervisor at next observation/meeting.

PERSONAL Absence

to be approved as far in advance as possible

Prior to an absence personal in nature, complete this form and obtain the necessary signatures of approval. Failure to secure approval at least 48 hours before the absence will result in a recorded absence. This absence is subject to make-up.

Reason for absence

date of student teacher request _____ signature _____

date of cooperating teacher approval _____ signature _____

date of field supervisor approval _____ signature _____

APPENDIX F
Stephen F. Austin State University
College of Education – Office of Teacher Education
Student Teacher Videotaping Tips

Adhering to the following suggestions will insure you a quality video.

For the person being taped:

1. Use a brand name tape or DVD.
2. Erase any pre-taped segments if using a used tape or DVD.
3. Prepare an "introduction" poster or segment.
4. Choose a location away from windows as this casts shadows and makes a poor quality tape.
5. Dress professionally.

Video Preparation:

1. Neatly label video/DVD and video container.
2. Play the tape, or record, a few seconds at the beginning of the tape so no portion of the lesson will be cropped.
3. Shoot the "introduction" poster or segment before the lesson begins.

For the camera operator:

1. Find a good location where you can remain in one place.
2. Hold the camera very still.
3. "Panning" should be done v-e-r-y s-l-o-w-l-y. Fast motions make the viewers dizzy.
4. Recording should be of the student teacher AND the students. There is no need to show the entire room. It belongs to someone else and has no relevance to the purpose of the video.
5. Avoid breathing into the camera. The microphone is very sensitive and picks up the slightest of sounds.
6. **Work out "start" and "stop" signals with the person you are filming before the taping begins. Lack of planning makes for awkward moments.**

APPENDIX F
Stephen F. Austin State University
College of Education – Office of Teacher Education
Student Teacher Videotape Video Viewing Guide

- Professional Appearance
 - well groomed
 - hair is not in face
 - legs are together
 - “bend over” rule is in order
 - appropriate jewelry
 - Were you positioned so you could monitor students while writing?
- Mannerisms
 - Record the number of times you touched your hair/face.
 - Record the number of times you fidget, rock back and forth or from side to side, or perform other distracting behaviors.
 - Record the number of “Ummm,” “Okay,” or other distracting comments you make.
- Voice
 - Confident
 - “Teacher voice” (can be heard by all children, but does not yell)
 - Enunciates clearly
 - Avoids East Texas slang, adds “ing” to words rather than “in”
- Calling on Students
 - Record the number of girls and boys on whom you called.
 - Record the names of the students on whom you called.
 - Record the number of times you called on each student listed above.
 - Did you only call on students with raised hands?
 - Whom did you call on that did not have raised hand?
- Responding to Students
 - What was your response to an incorrect answer?
 - What was your response to a correct answer?
 - How often did you ask a student to justify his/her thinking?
 - Did you encourage student to think or did you give them the answers? Cite examples.
 - Did you listen to student or acknowledge them? How do you know?
- Questioning Students
 - Record each question you asked. Identify the Bloom’s level for EACH question asked.
 - Analyze your questions. How many low level questions did you ask? How many high level questions did you ask?
- Engaging Children
 - How many students were attentive to your beginning transition?
 - What did you do to gain the attention of those not attending? Did it work? Why/why not?
 - During the lesson, how many students were on task for at least 80% of the time? How many students were not on task? What did you do to engage them?
- Timing
 - How much time did you spend talking?
 - How much time did students spend talking?
 - How much time did the students spend “doing” the activity/lesson?

APPENDIX F
Stephen F. Austin State University
College of Education – Office of Teacher Education
Student Teacher Videotape Commentary

Name _____ Date of Video _____

Lesson Objective _____

Focus

- ___ uses a transition to get students' attention.
- ___ explicitly states learning objective(s) or outcome(s) and HOW students will use newly learned skills

Learner-centered Instruction

- ___ instruction matches lesson plan
- ___ content is age/grade level appropriate
- ___ learning tasks are real, relevant, and meaningful
- ___ makes connections to students' lives.
- ___ explicitly states how students can apply new information
- ___ directions are clear and concise
- ___ appropriate questions are asked
- ___ encourages inquiries and HOTS
- ___ maintains appropriate pacing of the lesson
- ___ sensory input includes visuals, auditory input other than talking, hands-on activities

Assessment and Feedback

- ___ monitors all activities
- ___ provides valuable feedback to learners
- ___ appropriately redirects inappropriate responses

Classroom Management

- ___ uses a variety of transitions
- ___ employs smooth transitions between activities
- ___ materials are appropriate and ready for use
- ___ demonstrates "with-it-ness"
- ___ appropriately redirects inappropriate behavior
- ___ encourages appropriate behaviors

Communication

- ___ verbal communication demonstrates appropriate grammar and respect for others
- ___ written communication demonstrates good writing skills (grammar, sentence structures, spelling)

Disposition and Professionalism

- ___ positive and pleasant demeanor
- ___ obviously enjoys adolescents
- ___ appropriate dress and grooming
- ___ demonstrates thoughtful and responsive listening
- ___ makes all students feel valued and helps them learn to respect each other
- ___ is enthusiastic

APPENDIX G- English
Stephen F. Austin State University
College of Education - Office of Teacher Education
Request for Permission to Videotape in the Classroom

Due to the nature of the Certification Program, videotaping of student teachers and interns during times when they are in the classroom teaching, team teaching, or assisting is done primarily to benefit the student teacher/intern. Much can be gained by watching oneself teach and interact with students. Often what is observed by a cooperating teacher or a field supervisor and what an intern/student teacher sees is different. We all benefit from reflecting. This is why we ask your permission to allow your daughter or son to be video-taped during a class lesson.

I, _____, give permission for my child,
parent's name

_____, to be video-taped while
child's name

SFA student teacher/interns are being video-taped in the classroom. I understand the taping is primarily for student-teacher/intern evaluation purposes only.

school

district

classroom teacher's signature

date

parent's signature

date

Thank you,

Lisa Mize

Lisa Mize, Ph.D.
Associate Dean – Student Affairs

APPENDIX H - Spanish
Stephen F. Austin State University
College of Education - Office of Teacher Education
Permiso para videogravar estudiantes

Como un requisito para obtener la certification de maestra, las internas y practicantes para maestros, necesitan videogravar a los estudiantes cuando estan enseñando la leccion de practica. La grabacion del video es en beneficio de las maestros y de las practicantes. Se puede aprender mucho viendo la grabacion. Cuando la practicante era observada solamente por la maestra de la clase, la profesora de la universidad y la alumna observada podian no estar de acuerdo con dicha observacion. Ahora todos nos beneficiamos y analizamos el video. Es por esto que les pedimos permiso para que su nino (a) pueda ser grabado(a) en el video mientras la practicante esta enseñando su leccion.

Yo _____ doy mi permiso para que mi nino(a) este presente cuando _____ esta siendo vidoegrabada en la clase. Entiendo que esto es solamente con el motivo de evaluar a la practicante.

escuela

distrito


firma de la maestra/o de la clase

fecha

firma de padre or apoderado

fecha

Gracias por su cooperacion,



Lisa Mize
Associate Dean – Student Affairs

APPENDIX I

**Stephen F. Austin State University
College of Education – Office of Teacher Education
PROFESSIONAL LIABILITY INSURANCE and
WAIVER of LIABILITY**

Name _____

Student Teaching Semester _____

Professional Liability Insurance

Stephen F. Austin State University does not provide professional liability insurance for student teachers; however, it is available through membership in the student branches of some professional organizations (Texas Classroom Teachers Association at 888-879-8282 and/or Association of Texas Professional Educators at 888-777-ATPE). Student teachers are encouraged to locate an organization that will best meet their needs.

Waiver of Liability

I hereby affirm that I understand and accept the condition that the College of Education at Stephen F. Austin State University and the assigned public school district are released from any liability related to accidents or any other unexpected event which occur related to my required or voluntary participation in activities during student teaching. I acknowledge that the College of Education strongly recommends I obtain professional insurance to protect myself.

signature

date

field supervisor

district/campus

APPENDIX J
Stephen F. Austin State University
Personal Data for Student Teachers

Name _____ Grade level placement _____
 SID# _____

Local address _____

Telephone contacts _____ email _____
 Cell _____ home _____ work _____

Emergency contact person _____ relationship _____
 Telephone contacts _____
 Cell _____ home _____ work _____

Marital status _____ Birth date _____
 ___ married
 ___ single
 ___ divorced

Internship I site _____ grade level _____
 Classroom teacher _____ site coordinator _____

Internship II site _____ grade level _____
 Classroom teacher _____ site coordinator _____

Will you be taking a class during your student teaching? ___ no ___ yes
 If yes, please list.
 Course _____ day/time _____
 Professor _____

Will you be working during student teaching? ___ no ___ yes
 If yes, please list employer.
 Employer _____
 Schedule _____

What is your greatest concern about student teaching?

What is your greatest expectation about student teaching?

Identify three (3) professional goals you want to achieve during this placement.

APPENDIX J
Stephen F. Austin State University
Student Teaching/PBIC Intern Reflection Journal

At the end of each day, for the first week, email your field supervisor with responses to each of the following prompts.

highlights of my day (humorous, scary, exciting, sad anecdotes about my teaching day; effective methods of discipline or teaching strategies, successes, etc.)

challenges of my day (personal concerns, pressures, ineffective methods of discipline or teaching strategies, time management problems, frustrations, etc.)

self-evaluation (reflection of observations, what I did, how I might handle situations differently, something new I tried, goals I met)

goals for my growth (based on self-evaluation)

question(s) for field supervisor