

Secondary and All-Level Internship and Student Teaching Handbook



Stephen F. Austin State University
College of Education
Department of Secondary Education and
Educational Leadership
2009 - 2010

Stephen F. Austin State University
College of Education
Department of Secondary Education and
Educational Leadership

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STEPHEN F. AUSTIN STATE UNIVERSITY

James I Perkins College of Education

Office of Educator Certification

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Office – (936) 468-2903 • FAX – (936) 468-1577

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. Seventeen school districts in East Texas, the Houston area, and the Dallas metropolis offer sites for student teaching.

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 over-all initial pass rate for individuals completing a certification program during 2005-2006 is 99% with each of the six demographic groups' pass rates at 95% or higher.

National Report Card – Title II

Ninety-nine percent (100%) of COE students seeking initial teacher certification during 2005-2006 passed all state required assessments in basic skills, professional knowledge/pedagogy, academic content area, and/or teaching special populations.

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 English/Language Arts/Reading/Social Studies 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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This table lists all areas of certification offered at SFASU. The Department of Secondary Education and Educational Leadership house the certificates under All Level, Secondary and some professional certificates.

Overview of the Secondary Education Program

Objectives

The Secondary Education Program seeks to prepare teachers as school leaders committed to youth, scholarship and lifelong learning through a scholar-practitioner learning community characterized by a learner-centered curriculum, field experience, mentoring, and practical inquiry.

Certification and Minor

The Secondary Education program offers certification through general coursework and a SED Minor. Students may obtain certification through coursework if their major does not accept the SED minor.

Prerequisite requirements for admission to the program and minor include EPS 380 and Admission to Teacher Education.

Requirements for certification listed under the College of Education in this bulletin are SED 370, 371, 372, 450, 450L, 460, 460L, 442, and 443.

Requirements for the SED minor are SED 370, 371, 372, 450, 450L, 460, 460L, 442, and 443. These courses total 24 hours for the minor.

Courses in Secondary Education (SED)

SED 370 Introduction to Pedagogy and Active Learning - Three semester hours. An overview of the pedagogical skills and competencies needed to become effective, learner-centered teachers. SED 370 is a learner-centered experience exploring active learning patterns and practices with an emphasis on the integration of instructional technology into the teaching and learning process.

SED 371 Learner-Centered Curriculum, Instruction and Assessment - Three semester hours. Application of learner-centered curriculum, instruction, and assessment with an emphasis on culturally relevant teaching within a constructivist framework. Prerequisite: EPS 380 and SED 370 and admission to Teacher Education.

SED 372 Reading and Information Literacy in Secondary Classrooms - Three semester hours. The study of reading and writing processes, language development, and conventions of writing and content reading. Emphasis will be on instructional and comprehension strategies appropriate for content area literacy instruction and assessment and for working with culturally and linguistically diverse learners to improve communication skills. Prerequisite: EPS 380 and SED 370 and admission to Teacher Education.

SED 442 Student Teaching in a Secondary Learning Community - Nine semester hours. Guided authentic learning experience in a public school learning community. Incidental fee: \$16. Prerequisite: EPS 380, SED 370, SED 371, SED 372, SED 450, SED 450L, SED 460, and SED 460L.

SED 443 The Professional Educator - Three semester hours. This web-based course is designed to synthesize educational strategies and practices while the candidate completes student teaching. It also assists students in preparation for teacher certification examinations. Prerequisite: EPS 380, SED 370, SED 371, SED 372, SED 450, SED 450L, SED 460, and SED 460L.

SED 450 Diversity in a Learner Centered Environment - Two semester hours. This course seeks to provide understanding and strategies that will empower preservice teacher candidates to assume the responsibility for the creation of a classroom learning environment wherein students from diverse cultural, linguistic, ethnic, economic, and ability backgrounds may attain maximum academic, social, and emotional success. Prerequisite: EPS 380, SED 370, SED 371, SED 372 and admission to Teacher Education. Concurrent registration with SED 450L and SED 460.

SED 450L Diverse Classroom Lab - One semester hour. Lab will facilitate application of strategies gained in SED 450. Field-based lab that is co-requisite to SED 450.

SED 460 Managing a Learner-Centered Classroom - Two semester hours. Design of instructional delivery systems with emphasis on strategies that will enable preservice teachers to effectively utilize their knowledge of cognitive, social, emotional, and physical development; diverse populations; learning styles; classroom management; and discipline management in the public school classroom. Prerequisite: EPS 380, SED 370, SED 371, SED 372 and admission to Teacher Education. Concurrent registration with SED 450 and SED 450L.

SED 478 Special Topics in Education - Three to six semester hours. Provides the context for an authentic cross-cultural experience. May be repeated with different topics. Prerequisites: Junior status and a willingness to work collaboratively with others in a constructivist environment.

For more information, please contact the Department of Secondary Education and Educational Leadership at 468-2908 or Dr. Amanda Rudolph, Program Coordinator at rudolpham@sfasu.edu.

STEPS TO SECONDARY EDUCATION CERTIFICATION

1. Take EPS 380 and SED 370. These courses are prerequisites to the program. EPS 380 must be taken before admission to Teacher Education.
2. Complete a degree plan in the Dean's office of your major. This is not the Dean of the College of Education. It would be the Dean of the College where your major is located. Declare a minor, if applicable, in the Advising Center, Room 118 of McKibben Education Building.
3. Apply for admission to Teacher Education in McKibben (Education) 118 after completion of EPS 380. The application can be downloaded at http://www.sfasu.edu/education/departments/educatorcertification/docs/edcert-initial_cert_app.pdf. There is a fee for the application.
4. In order to take SED 371 and SED 372, you will need to be admitted to Teacher Education, have completed SED 370 and EPS 380 with a "2.5 GPA" or above. No permit is needed if these prerequisites are met. (Music, FCS, Spec. Ed. are not required to take SED 371 and Ag students are not required to take SED 372.)
5. Apply for internship. (SED 372 and SED 371 are prerequisites. See exceptions above.) The application will be available in McKibben 404 and you must complete it to be permitted for a internship section. The internship classes are SED 450, SED 450L, and SED 460. (Music, Spec. Ed and Deaf Ed Students do not take SED 460.)
6. During your internship, you should take your content area TExES exam if you have completed the necessary coursework. You may find registration information in the Credential Testing Office in McKibben 264 (www.education.sfasu.edu/coe/ExCet/index.html)
7. You will need to apply for Student Teaching. The student teaching forms are due September 15 for the spring and February 15 for the fall. You can ask questions about student teaching in the Educator Certification Office, McKibben Education Building Room 118J. Apply for Student Teaching at: <http://www.sfasu.edu/education/departments/educatorcertification/studentteaching/application.asp>

8. Cassidy Owens, Student Teaching Coordinator, is the person who assigns the students to field supervisors. Student Teaching counts for 6 hours and the online seminar course (SED 443) counts for 3 hours. Student teaching is considered a full load for that particular semester. You will receive a letter for insurance and financial aid purposes indicating that it is considered a full load.
9. During SED 443, you will take the Mastery Test. Once you pass the Mastery Test, you will be cleared to take the TExES PPR Certification Exam.
10. Apply for your teaching certificate at <http://www.sbec.state.tx.us/SBECOnline/default.asp>

Appeals

In the event that there are extenuating circumstances in your life, you can appeal to override the prerequisites and/or corequisites of a SED course. The following form is available for you to state your case for appealing to change the standard advising procedure for your situation. The form should be filled out and submitted to the department in McKibben 404. Three faculty members will consider the appeal and vote. The vote is determined by the majority.

Advising Appeal for Secondary Education

Name: _____

ID #: _____

Email: _____

Phone #: _____

Please explain your appeal in space provided.

Signature: _____

Date: _____

For Department Use Only:

Program Coordinator

Approved Denied

Faculty Member

Approved Denied

Faculty Member

Approved Denied

Expectations for All Field Experiences

Successful interns and student teachers are professional in their relationships with students, administrators, supervisors, other teachers, and the 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.

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, or asking a student for a date
- 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, the 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 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,

Professionalism Highlights

1. Be punctual.
2. Always be where you are supposed to be.
3. Communicate changes with cooperating teacher and field supervisor.
4. Dress as a professional.
5. Use appropriate language
6. Be prepared for class.
7. Do not try to be friends with the students.
8. Attend all meetings and events connected with your placement.
9. Have a positive attitude.
10. Be helpful.

Code of Ethics and Standard Practices for Texas Educators

Statement of Purpose. The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community.

Enforceable Standards.

Professional Ethical Conduct, Practices and Performance.

Standard 1.1. The educator shall not knowingly engage in deceptive practices regarding official policies of the school district or educational institution.

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.

Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

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, or other persons or organizations in recognition or appreciation of service.

Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other applicable state and federal laws.

Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

Ethical Conduct Toward Professional Colleagues.

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.

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

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.

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

Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, sex, disability, or family status.

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

Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC under this chapter.

Ethical Conduct Toward Students.

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

Standard 3.2. The educator shall not knowingly treat a student in a manner that adversely affects the student's learning, physical health, mental health, or safety.

Standard 3.3. The educator shall not deliberately or knowingly misrepresent facts regarding a student.

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, sex, disability, national origin, religion, or family status.

Standard 3.5. The educator shall not engage in physical mistreatment of a student.

Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student.

Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any student or knowingly allow any student to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

Dress Code

Secondary and All Level students who are interning or student teaching must adhere to the professional dress code.

1. Clothes should be clean and professional.
2. Candidates should wear apparel that is modest.
3. Candidates should remove piercings, excluding ears, while at sites. Please note some school districts will not allow men to wear earrings at all.
4. Tattoos should be covered if possible while on site.
5. Candidates should wear clothing that is appropriate to their field and grade level.

Recommended Attire

Slacks or khakis
 Knee length dresses or skirts
 Collared shirts
 Professional blouses
 Loafers or heels

Inappropriate Attire

Jeans (unless district approves)
 Mini skirts
 T-shirts
 Revealing shirts, tank tops, spaghetti straps
 Flip flops, stilettos

At minimum you must follow the guidelines set by the district you are interning or student teaching in. Remember to dress as if it is a job interview everyday.

Exceptions: Candidates teaching in kinesiology may wear appropriate athletic wear when needed.

INTERNSHIP

The Secondary and All Level internship is an intensive field experience that happens prior to student teaching. The internship is comprised of two courses and one lab. SED 450 Diversity in a Learner Centered Environment and SED 460 Managing a Learner Centered Environment are taught in a block format on SFASU campus. The one hour lab SED 450L is scheduled for three hours at an area school. The site professor will meet the interns at the site each week.

You must register for the same section of each course. The site professor will teach SED 450, SED 460 and facilitate the lab. You cannot mix sections of the courses and labs.

Currently the internships site are:

- Nacogdoches High School
- Mike Moses Middle School
- Lufkin High School
- Central Heights High School

All student with the exception of music and special education/deaf hard of hearing will attend internship at one of those sites. Students cannot set up an internship site on their own.

Music, special ed and DHH students will be placed in our partner school primarily. However, if the number of students is too great for these sites to accommodate them the site professor will make alternate arrangements. In addition, these students will not meet together at a specific site each week, but will follow the guidelines given by the site professor for completing internship hours.

Internship applications are due in November and April for the following semester. Applications are available in McKibben 404. The following pages include an example application.

APPLICATION FOR INTERNSHIP

Department of Secondary Education and Educational Leadership

Perkins College of Education

Attention Kinesiology Majors: You must have completed KIN 207, 214, 234, 235, 236, and 251 to be eligible for enrollment in the internship. See David Goodman for clearance.

For SED prerequisites see below.

Name _____

Email _____

Student ID# _____

Local Address _____ Telephone _____

Home Address _____ Telephone _____

Teaching Field(s) _____ All-Level? Yes No

When do you plan to student teach? Semester _____ Year _____

When do you plan to graduate? Semester _____ Year _____

SCHEDULE FOR INTERNSHIP

NOTE: All classes are taught on the SFA campus, but mentor teachers will be assigned based on campus availability. Please choose one of the following options in the first column:

Options	SED 450	SED 450 L	SED 460	Mentor Location
1	SED 450.001 ED 481 MW 1:30-2:20	SED 450L021 Onsite R 12:30-3:30	SED 460.001 ED 481 MW 2:30-3:45	Lufkin HS
2	SED 450.002 ED 451 TR 2:00-2:50	SED 450L022 Onsite W 12:00-3:00	SED 460.002 ED 451 TR 12:30-1:45	Nacogdoches HS
3	SED 450.003 ED 451 TR 9:30-10:20	SED 450L023 Onsite F 8:00-11:00	SED 460.003 ED 451 TR 8:00-9:15	Mike Moses MS
4	SED 450.004 ED 439 MW 2:30-3:20	SED 450L024 Onsite F 8:30-11:30	SED 460.004 ED 439 MW 1:00-2:15	Central Heights HS
5	For Sp Ed Majors SED 450.005 ED 451 T 4:00-6:00	For Sp Ed Majors SED 450L025 ED 451 T 6:00-6:50	***	TBA
6	For Music Majors SED 450.006 ED 469 TR 9:30-10:20	For Music Majors SED 450L026 ED 469 R 10:30-11:20	***	TBA

(a)

(b) SITE PREFERENCE

Note: You may request a specific site for your mentor teacher, but final determination will be made by the Intern Coordinator. Verifiable documentation may be required.

First choice: _____ Second choice: _____

Reason: _____

APPLICATION ESSAY (Please see reverse side) _____ →

PLEASE RETURN TO: Amanda Rudolph, McKibben 404, (936) 468-1891, rudolpham@sfasu.edu

For Office Use Only					
Prerequisites:	EPS 380	SED 370	SED 371	SED 372	
Sem Taken/Grade	_____/____	_____/____	_____/____	_____/____	
***SED 372 and SED 450/460 may not be taken at the same time.					
Admitted to Teacher Education?	Y	N	Current GPA	Date Received	_____
Placement site:	Lufkin HS	Nacogdoches HS	Mike Moses MS	Central Heights HS	Sp Ed/Deaf Ed Music

To: Secondary Education Internship Applicants

**From: Amanda Rudolph
Internship Coordinator**

Re: Fall 2009 Internship

The Department of Secondary Education and Educational Leadership welcomes you as an applicant for the Fall 2009 Internship. Please read the following carefully before submitting your application.

Frequently Asked Questions Regarding the Internship:

How am I assigned a site for my mentor teacher?

Applications are processed in the order that they are received. First in will have a better chance of your requested site. However, our priority is to try to place you in your content area. In order to meet that goal, you may not receive your requested site.

What are the prerequisites for the Internship?

You must first be admitted to teacher education and have completed EPS 380, SED 370, 371, and 372 (if on your degree plan). You may not take SED 372 at the same time you are taking the Internship SED 450/460.

How and when do I register for the internship?

Before you can register for the Internship (SED 450, 450 Lab, and 460), your application must first be approved by the Secondary Education Internship Coordinator, Amanda Rudolph. You may then register for the classes listed. The section numbers for SED 450 and 460 must be the same and you must register for the accompanying labs.

What is the lab?

The lab reflects the time you spend with your mentor teacher on site outside of class time. You will allocate approximately 10 hours per week for ten weeks to spend with your mentor; special ed, deaf ed, and music majors will spend 5 hours per week for 10 weeks. Your lab schedule will be based on the agreement worked out between you and your mentor.

What do the SED 450 and 460 courses involve?

SED 450 and 460 are designed like any other university course. Each has assignments, exams, and grades which are separate from your lab hours.

What scheduling considerations should I make for this semester?

It is best to not overload your schedule during this term. The Internship workload is intensive and you need time to complete your lab requirement. Be sure to allow enough time between classes so that you can arrive at your site ON TIME. Arriving late to your 450/460 classes and/or your mentor's class can result in an official reprimand from this department. Any class conflicts must be resolved prior to the beginning of the semester.

When will I know where I am assigned?

Internship assignments will be emailed to you on or after April 17, 2009.

GUIDELINES FOR INTERNSHIPS

MEETINGS

Internship labs will meet once a week throughout the semester.

These meetings will take place on the scheduled days and times for the labs.

These meeting will take place on the site campus.

You should check in with your site professor at the appropriate location each week.

SUPERVISION

Lab instructors will observe the intern for:

One planned lesson in the classroom for at least 20 minutes.

Two drop in observations throughout the semester.

HOURS

Students will complete 45 hours of observations and assignments during the lab.

ASSIGNMENTS

Students will complete the following assignments:

1. Observation Hours (100 pts): Students will complete observation hours at the appropriate field site.
2. Field Activities: Students will complete activities that are designed to aid in the applications of strategies related to course topics.
3. Reflections: Students will write reflective papers discussing their experiences with teachers and students in the public school.

STUDENT TEACHING

Understanding Student Teaching

Student teaching is the culminating field experience where pre-service teachers demonstrate their knowledge, skills, and dispositions related to educating children pre-kindergarten through sixth grade. This is a time when student teachers demonstrate 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 demonstrate their knowledge of instruction and pedagogy as well as their commitment to serving all students while contributing to the learning community.

Cooperating teachers are master teachers and important components of this culminating education experience. They provide models of effective practice, caring professionalism, and critical thinking. They are also resources, supports, and evaluators of the student teachers. The student teaching semester must be a minimum of 13 full weeks of observation and teaching. When not directly teaching, student teachers should be assisting and observing in classes, with one period per day being reserved for preparation time.

Guidelines for Student Teacher Placements

Secondary Education candidates, with few exceptions, must student teach part in a high school setting. Secondary Education majors must student teach in ALL areas for which certification is being sought. All-Level areas (art, music, special education, physical education, deaf and hard of hearing) must student teach in both an elementary and a high school placement.

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 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 to contact schools for their own placement.
2. Subject and level assignments are made according to State Board of Education requirements for teacher certification.
3. Students request three possible sites from schools with which SFA has a contract for placing student teachers (see list below). Students are placed among the three 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.

<u>Local Area</u>	<u>Houston Area</u>	<u>Dallas Area</u>	<u>International</u>
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 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

9. 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.

10. Visiting student teachers may be supervised by SFA contingent on request from another university and contingent 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 six (6) hours.

Pre-Student Teaching Visit

Once you receive confirmation of your student teaching placement, you should become acquainted with your assigned school, cooperating teacher, and principal. It is likely that you will have questions, even anxieties, and the best assurances may be gained by a visit to the school. During this visit you will learn about courses you will be teaching, the textbooks you will use, and perhaps the content you will be expected to cover. If possible, you may wish to borrow copies of the tests, teacher's manuals, and course outlines. In addition, you will want to ask for copies of the school's teacher handbook and pupil handbook. These handbooks will describe school policies, daily schedules, records, reports, and the school calendar. Be sure to let your supervisor know when you have contacted your cooperating teacher.

STUDENT TEACHING POLICIES

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

1. **Credit Hours.** The student teaching experience is 6 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 to 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.
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 E) 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.

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 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. 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.***
3. Absences are to be reported as soon as possible to the cooperating teacher and field supervisor. Each absence requires proper documentation (Student Teacher Absentee Form, see Appendix D) which is placed in the student's permanent file at SFASU.
4. **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 and field supervisor to know their expectations. In extreme cases, the Associate Dean may be consulted.
5. 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.

Student Teaching Substituting Policies

1. **Student Teachers Serving as Substitute Teachers.** With the approval of Senate Bill 1, each teacher preparation program is permitted to determine its own policy regarding student teachers serving as substitute teachers. SFASU's policy, prepared in collaboration with the Center for Educational Partnerships, is outlined below:
2. Student teachers may serve as substitute teachers **only after successfully completing 6 weeks of the semester.**
3. 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. 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.
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 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 Responsibilities

Student teachers shadow the 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 teacher has early morning duty, so does the student teacher. If the teacher has afternoon bus duty, so does the student teacher. When the teacher is expected to be in a meeting and it is deemed appropriate, the student teacher must be in attendance.

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

Teaching Responsibilities/Lesson Plans

With the cooperating teacher, the student teacher works to determine which lessons will be taught by the student teacher.

Beginning with observation, the student teacher moves toward limited teaching, with gradual assumption of teaching responsibilities. Eventually, he/she assumes full classroom responsibilities (See Student Teaching Process Chart).

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 TEKS. Cooperating teachers retain a copy of all lesson plans. Planning is done in close cooperation with the mentor teacher and may include the field supervisor. All lesson plans, assessments, guest speakers, field trips, and grades are approved by the mentor teacher prior to implementation.

Checklist for Student Teachers

- Contact 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 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 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 cooperating 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 field supervisor 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.

PROFESSIONAL LIABILITY

- The student teacher is entitled to the same protection of law accorded to the cooperating teacher and principal in the school where he/she is assigned. This protection does not apply in cases where there is use of excessive force in the discipline of students or negligence resulting in bodily injury to students, nor does the protection apply to the operation or use of any motor vehicle.
- The University has not provided the student teacher with liability insurance. Student teachers may want to investigate insurance coverage offered by organizations such as ATPE and TSTA.
- In the weeks before the full teaching load, student teachers should not be left alone on a regular basis with the class. The student teacher and cooperating teacher should agree regarding the student teacher's readiness to handle the teaching assignment and classroom behavior before being left alone in the classroom.
- A student teacher who has been approved as a substitute teacher is protected with liability insurance by the school district.

TAKE STUDENT TEACHING SERIOUSLY

Remember, this experience is one of the most important of your college career. Give it your best effort. You now must take responsibility for your teaching career by completing this experience successfully. Be sure to communicate with both your cooperating teacher and field supervisor at all times. If you encounter a serious problem, inform your field supervisor **immediately**. If needed, contact Mrs. Owens

IMPORTANT FACTS

- Some school districts will require TB testing before you begin your student teaching. You must follow the guidelines of your assigned district. When possible, you will be told prior to the school district orientation, what you need to do in this regard.
- You are a guest in the teacher's classroom. Listen and observe; question respectfully; never compare her students with others in the school; never get involved in gossip or negative conversation that might transpire.
- There are many parents and community members volunteering in the schools. Be sure that your conversations with others in the work room, hallways, and lounge are professional. Avoid discussing very personal things and confidential information.
- Corporal punishment (even in the mildest form) is not permitted at any time. Be careful of the ways in which you touch your students, especially when you become angry or frustrated.
- Do not drive your own car to take students on a field trip or to deliver them anywhere away from campus. If you are asked to do so, respectfully explain why you cannot comply. You could be legally liable for any accidents or injuries.
- Always use good judgment about giving information to parents about a student. It is highly recommended that this be done only in the Cooperating teacher's presence and with the Cooperating teacher's permission.
- Grading papers only for the subjects you are teaching is a practice you are encouraged to follow during student teaching. If you are experiencing pressure from your Cooperating teacher to do a lot of grading and busy work, you should notify your field supervisor immediately.
- Writing lesson plans or using the computer for personal reasons during class time is not permitted. You should be using that time to observe your Cooperating teacher and/or to work with students.
- Avoid using your cell phone at school. Be certain that it is turned off in the classroom.
- Confidentiality regarding children in your classroom, information about the parents of your students, or information shared with you by your Cooperating teacher **MUST** be maintained.
- Use good judgment when touching children in your classroom. Discuss school policy regarding this with your Cooperating teacher.
- First impressions are extremely important in the public schools. Dress appropriately and professionally at all times. Good grooming and hygiene is part of the professional image you create.
- Professional communication and demeanor is the hallmark of a good student teacher.
- Remember that you should not discuss your personal life or any aspect of your life that could call your behavior into question. This includes attention to any information you may have posted on the World Wide Web (i.e., My Space.com, FaceBook.com, etc.) or an email address that could be detrimental to your character.

Student Teaching Process One Placement (Secondary)

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
B	5	Continue as before
C	6	Continue as before
C	7	Continue as before
D	8	Continue as before
D	9	Continue as before
E	10	Continue as before
E	11	Complete solo unit(s), begin more co-teach lessons
E	12	Continue to co-teach as transition to completion of student teaching

Student Teaching Process Two Placements (All-Level)

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	Begin full time, full charge teaching
B	4	Continue as before
B	5	Complete solo unit(s), begin more co-teach lessons
C	6	Continue to co-teach as transition to completion of student teaching
C	7	Observations, call roll, learn names, learn school, handle administrative duties, work one on one with students
D	8	Continue as before adding co-teaching lessons and begin individual lessons
D	9	Begin full time, full charge teaching
E	10	Continue as before
E	11	Complete solo unit(s), begin more co-teach lessons
E	12	Continue to co-teach as transition to completion of student teaching

Field Supervisor Duties for Student Teaching Process

BLOCK	Duties for Field Supervisors
A Weeks 1-3	<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
B Weeks 4 & 5	<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
C Weeks 6 & 7	<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
D Weeks 8 & 9	<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
E Weeks 10-12	<ul style="list-style-type: none"> • One observation of an individual lesson • Support transition to conclusion of student teaching

Topics and Strategies for Lessons

TOPIC	STRATEGIES
Active Learning	<ul style="list-style-type: none"> • Cooperative Learning • Group Work • Discussions • Projects • Hands-on Activities • Manipulatives
Differentiated Instruction	<ul style="list-style-type: none"> • Learning Styles • Multiple Intelligences • By Interest • By Ability
Models of Assessment	<ul style="list-style-type: none"> • Authentic Assessments • Performance Assessments • Portfolios • Projects • Rubrics • Evaluating existing assessments
Classroom Management	<ul style="list-style-type: none"> • Praise • Redirection of students • Use of rules and consequences • Organization of activities
Diversity of Students	<ul style="list-style-type: none"> • Modifications for students with special needs • Use of IEPs • Tolerance of all students • Incorporation of diverse examples and concepts
Reading	<ul style="list-style-type: none"> • Reading in the content area • Pre-reading and post-reading strategies (e.g. KWLs)
Curriculum	<ul style="list-style-type: none"> • Appropriate use of the TEKS • Well-written lesson plans • Appropriate materials for content and age level
Other Duties	<ul style="list-style-type: none"> • Attending faculty meetings • Assisting cooperating teacher • Supporting school functions and events

Educator Credential Testing

Texas law requires that every person seeking educator certification perform satisfactorily on comprehensive examinations. The purpose of these examinations is to ensure that each educator has the necessary content and professional knowledge to perform satisfactorily in Texas public schools.

The College of Education's Office of Assessment and Accountability has responsibility for verifying eligibility and authorizing students to take the following educator credential examinations authorized by the State Board for Educator Certification (SBEC):

- **TEExES** (Texas Examinations for Educator Standards) – new, revised tests
- **ExCET** (Examinations for the Certification of Educators in Texas) – being replaced by TEExES
- **TEExMaT** (Texas Examinations for Master Teachers)
- **TOPT** (Texas Oral Proficiency Test) for language certification other than English
- **TASC** (Texas Assessment of Sign Communication)
- **AAFCS** (the tests for Human Sciences/Home Economics teaching fields)

COE Office of Assessment and Accountability

Staff: George Ann Leonard, Director (936) 468-1607 texasexcet@sfasu.edu

Location: McKibben Education Building, Room 118

Hours: Monday through Friday 8:00 – 5:00

Mailing Address: Stephen F. Austin State University

Office of Assessment and Accountability

Box 6103 – SFA Station

Nacogdoches, TX 75962-6103

Websites: <http://www.sfasu.edu/education/texas>

State Board for Educator Certification (SBEC) 1-888-863-5880

Website: <http://www.sbec.state.tx.us>

SFASU Advisors for TEExES Exams

8-12 Certification

Teaching Field Content Test PPR Test Advisor Email Address

Agriculture (6-12)	TEExES 172 TEExES 130	Dr. Dale Perritt
Business Education (6-12)	TEExES 176 TEExES 130	Dr. Debbie DuFrene
Chemistry (8-12)	TEExES 140 TEExES 130	Dr. John Moore
Dance (8-12)	ExCET 44 or TEExES 179 TEExES 130	Mr. Stan Bobo
English Language Arts Reading (8-12)	TEExES 131 TEExES 130	Dr. Norjuan Austin
Family & Consumer Sciences (6-12)	AAFCS 200 TEExES 130	Ms. Mary Olle
French (6-12)	ExCET 48 & TOPT TEExES 130	Dr. Joyce Johnston
History (8-12)	TEExES 133 TEExES 130	Dr. Jeff Bremer
Hospitality, Nut. & Food Sci (8-12)	AAFCS 201 TEExES 130	Ms. Mary Olle
Human Dev & Family Studies (8-12)	AAFCS 202 TEExES 130	Ms. Mary Olle
Journalism (8-12)	ExCET 46 or TEExES 156 TEExES 130	Dr. Wanda Mouton
Life Science (8-12)	TEExES 138 TEExES 130	Dr. Josephine Taylor
Mathematics (8-12)	TEExES 135 TEExES 130	Dr. Debbie Pace
Physical Science (8-12)	TEExES 137 TEExES 130	Dr. John Moore
Social Studies (8-12)	TEExES 132 TEExES 130	Dr. Jeff Bremer
Spanish (6-12)	ExCET 47 & TOPT TEExES 130	Dr. Jeana Paul-Urena
Speech (8-12)	ExCET 42 or TEExES 155 TEExES 130	Mr. Stephen Jeffcoat
Technology Applications (8-12)	TEExES 139 TEExES 130	Dr. Debbie DuFrene

All-Level Certification

Teaching Field Content Test PPR Test Advisor Email Address

Art (EC-12)	TEExES 178 TEExES 160	Dr. Marsha Blount
Deaf and Hard of Hearing (EC-12)	ExCET 40 & TASC OR TEExES 181 & TASC TEExES 160	Dr. Scott Whitney
Health (EC-12)	TEExES 157 TEExES 160	Dr. DawnElla Rust
Music (EC-12)	TEExES 177 TEExES 160	Dr. Mark Turner
Physical Education (EC-12)	TEExES 158 TEExES 160	Mr. David Goodman
Special Education (EC-12)	TEExES 161 TEExES 160	Dr. Paige Mask
Theatre (EC-12)	TEExES 180 TEExES 160	Ms. Carolyn Conn

* Advisor for TEExES 130 and TEExES 160 is Dr. Amanda Rudolph at rudolpham@sfasu.edu

**Stephen F. Austin State University
2009-20010 Policies for All Certification Examinations
(TExES, ExCET, TExMaT, TOPT, TASC, AAFCS)**

Policies for all individuals seeking certification through SFASU:

1. An individual must be admitted to the appropriate program and maintain the admission requirements.
 - Individuals seeking initial teacher certification must be admitted to Teacher Education and continue to meet the criteria of a 2.5 over-all GPA and a 2.5 in each teaching field.
 - Individuals seeking standard certification at the master's level must meet and maintain the admission requirements of the Graduate School as outlined in the Stephen F. Austin State University Graduate Bulletin and the requirements of the department responsible for the certificate program (principal, superintendent, counselor, educational diagnostician, master reading teacher, and master math teacher).
2. An individual is eligible to take a test upon completion of all coursework required for the test and with the approval of the department responsible for the certificate program.
3. An individual must have clearance from the appropriate department to take a test.
4. In order to be recommended by SFASU for educator certification, an individual must register using an identification number issued by the State Board for Educator Certification and with the approval of the SFASU College of Education's Office of Assessment and Accountability.
5. An individual will be approved for only one test at a time.
6. An individual who fails a test must retake the failed test and pass it before being cleared to take a different test.
7. If a student has coursework that is more than 3 years old, a TExES/ExCET Committee may be convened to decide what, if any, coursework may be required before the individual is cleared to test.
8. An individual who is seeking teacher certification through SFASU's Post Baccalaureate Initial Certification (PBIC) and has a major or 24 hours, 12 of which are upper level, in the target content area (excluding EC-4 and composite fields), will be approved for one opportunity to test in the content area. A successful attempt will satisfy the PBIC content requirement. If the individual does not pass the content test, the teaching field advisor will determine what remediation or coursework will be required before the individual will be allowed to retest.

Revised by Teacher Education Council, October 1, 2004

When to Apply for Your Certificate

You cannot be recommended for a certificate until you have completed all requirements:

- a degree conferred on your final transcript
- all grades posted
- documentation of field experience or appropriate teaching experience
- certification tests necessary for a specific certificate.

If you apply too early, your name will be removed from the recommendation list. Please do not apply for your certificate until you have completed the following:

UNDERGRADUATES

1. At least two certification exams (PPR and a Content ExCET or TExES)
2. Student Teaching
3. Bachelor's degree conferred

How to Apply for Your Certificate

Certificate recommendations require the following:

- All coursework completed
- All grades posted
- Degree conferred on final transcript
- Field experience completed
- Certification tests completed for specific certificate (PPR and Content)*
- An online application submitted to SBEC (www.sbec.state.tx.us)
- Payment to SBEC for the certificate and fingerprint check

Dates to apply for certificates:

- December graduates may apply November 1st
- May graduates may apply April 1st
- August graduates may apply July 1st

Application Procedures:

Submit a State Board for Educator Certification (SBEC) online application by accessing the state's website www.sbec.state.tx.us

- Login with your user name and password
- Update the demographic information (SBEC requires that you keep your information updated).
- Review the information on the SBEC website
- Select Applications on the left hand tool bar
- Select Standard Application from the application list
- Answer questions on the applicant's affidavit
- Choose Stephen F. Austin State University as the entity
- Indicate specifically the certificate for which you are applying (EC-4 Generalist, 4-8 Math, 8-12 Life Science, etc.)
- Complete the remaining portion of the application and SFASU University based, College Recommendation
- Submit your application
- Submit your payment and fingerprint fee
- Make arrangements to get your fingerprint scan

*In order to be approved to take your content TExES you must submit a clearance application to the Office of Assessment and Accountability. The Clearance Application Form along with information regarding test dates and

APPENDIX A

Intervention & Growth Plan 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 member¹ 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 B Concern/Deficiency Form (CDF)

To: _____ **Date:** _____ **School:** _____
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 | <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>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>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 <input type="checkbox"/> ineffective use of written/oral language | <p><u>Life-Long Learning</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> does not participate in university sponsored activities | <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	
_____ Mentor Teacher (optional)	_____ Date	

APPENDIX D Stephen F. Austin State University



Student Teacher ABSENTEE FORM

Student Teacher _____

Telephone _____

cell home work

Cooperating Teacher _____

Telephone _____

cell home work

Field Supervisor _____

Telephone _____

cell home work

Date(s) of absence _____

If not all day, what hours _____

UNPLANNED ABSENCE

To be completed the first day back and given to the field supervisor at his/her next campus visit.

Explanation of EMERGENCY (unavoidable, unexpected: illness, accident, etc.) absence:

date/time field supervisor was notified _____ notified by phone email

date/time cooperating teacher was notified _____ notified by phone email

PLANNED ABSENCE

To be completed as soon as possible and given to the field supervisor at his/her next campus visit.

Explanation of PLANNED (doctor's appointment, interview) absence:

date/time field supervisor was notified _____ notified by phone email

date/time cooperating teacher was notified _____ notified by phone email

Does the absence warrant make-up? yes no
If so, when will the make-up occur? date _____

student teacher's signature _____ date _____

field supervisor's signature _____ date _____

cooperating teacher's signature _____

Appendix E

Stephen F. Austin State University College of Education – Office of Teacher Education 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 F

TExES Competencies for Pedagogy and Professional Responsibilities

Domain I – Designing Instruction and Assessment to Promote Student Learning

Competency 001:

The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.

Competency 002:

The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.

Competency 003:

The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

Competency 004:

The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

Domain II – Creating a Positive, Productive Classroom Environment

Competency 005:

The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

Competency 006:

The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

Domain III – Implementing Effective, Responsive Instruction and Assessment

Competency 007:

The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

Competency 008

The teacher provides appropriate instruction that actively engages students in the learning process.

Competency 009:

The teacher incorporates the effective use of technology to plan, organize, deliver and evaluate instruction for all students.

Competency 010:

The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

Domain IV – Fulfilling Professional Roles and Responsibilities

Competency 011:

The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.

Competency 012:

The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

Competency 013:

The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas. Code of Ethics and

