

# EC-6 Student Teaching Handbook



Stephen F. Austin State University  
College of Education  
Elementary Education Department  
2011 - 2012

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**College of Education**  
**Elementary Education Department**

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# STEPHEN F. AUSTIN STATE UNIVERSITY

**James I. Perkins College of Education  
Office of Educator Certification**

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July, 2011

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*

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

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

**Vision, Mission, and Values Statement**

*April 2004/May 2009*

**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 from diverse backgrounds who are dedicated to responsible service, leadership, social justice, 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. The Professional Educator Council (composed of faculty and administrators from each of the Colleges that have teaching fields) makes policy for the programs.

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](http://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 2009 -2010 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 2009 - 2010 for state required assessments are as follows: 100% basic skills, 99% professional knowledge and pedagogy, 98% academic content area, and/or 100% teaching special populations.

## **Teacher Certification in Texas (rules & guidelines)**

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,
- complete an approved educator certification program,
  - Undergo criminal background checks for field or clinical experiences on public school campuses
- successfully complete a 13-week block of student teaching in a TEA accredited school,
- pass state certification examinations in both content and pedagogy,
  - to take state mandated tests, you must provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card
- successfully complete state mandated fingerprint background check,
- apply to the State Board for Educator Certification, and
- be recommended by the certification program or entity.

## SFASU Certifications

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

Individuals in the EC-6 Educator Certification Program will fulfill the field experience requirements for certification by **completing 13 weeks full-time student teaching** in two assignments: pre-kindergarten or kindergarten AND one of the following grades—first, second, third, fourth, fifth, or sixth.

## **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. Your field experiences during pre-admission to Teacher Education introduced you to young children at the Early Childhood Laboratory. Once you started your internships, you were introduced to primary grades in public schools and 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 refine your professional roles and responsibilities as an educator.

## **NAEYC's CODE of ETHICAL CONDUCT**

As early childhood educators, it is essential that you not only know, but you live by the NAEYC Code of Ethical Conduct. You were introduced to this code during your undergraduate courses; now it is time for you to live your professional code. Please take time to revisit NAEYC's position statement.

[http://www.naeyc.org/positionstatements/ethical\\_conduct](http://www.naeyc.org/positionstatements/ethical_conduct)

## **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 site cooperating 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. See Student Teaching website for current, available district placement sites.

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 contingent on a feasible placement. These students must apply for admission to SFA and register for student teaching, paying tuition and fees.

## UNDERSTANDING STUDENT TEACHING

Student teaching is the culminating field experience where teacher candidates demonstrate their knowledge, skills, and dispositions related to educating children pre-kindergarten through sixth 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, teacher candidates exhibit their knowledge of child growth and development, commitment to preschool and school aged elementary education 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 children 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 three types of mentors: a field supervisor, employed by SFA; and a two cooperating teachers, employed by a participating school district. The field supervisor and cooperating teachers serve as your personal resources, support system, and evaluators. Cooperating 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 **two** different settings. You will spend six (6) or seven (7) weeks in each grade placement. One placement will be in pre-kindergarten or kindergarten, and the other in a grade one through six.

The Board of the Center for Educational Partnerships and the Teacher Education Council 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 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. **Calendar.** 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.** Principals select, using the following criteria:
  - a. three years successful teaching.
  - b. desire to work with student teachers.
  - c. appropriate teaching assignment is required for student teacher's certification.
9. **Student Teacher Responsibilities.** Student teachers are expected to adhere to the professional roles and responsibilities described in this handbook.

10. **Evaluations and Grading.**

- a. Cooperating Teacher - Much of the cooperating teacher's evaluation is **informal**. Therefore, the student teacher should listen and gain direction for any needed changes from brief, daily evaluations by the cooperating teacher.
- b. Field Supervisor - The field supervisor provides formal evaluations of each scheduled visit and 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. Final Evaluation - Cooperatively, the field supervisor, cooperating teacher, and student teacher make a final evaluation in each of the student teacher's placements(see Appendix B). This evaluation is collected at the field supervisor's last visit in each assignment. These documents become a part of the student's permanent record in the Teacher Education Offices.
- e. The final grade given for student teaching will be pass (P) or fail (F) and is based on ALL evaluations; both formal and informal.
- f. Student teaching can only be repeated once.
- g. Course Evaluations – at the end of each semester, you will receive an automated e-mail explaining that end of semester course evaluations are available in MySFA. You are encouraged to complete the evaluation just as you have done for other professors/courses throughout your SFA career.

- 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. **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.
- 13. **Problems with Assignment.** Should you have concerns or problems with your student teaching assignment, please contact your Field Supervisor IMMEDIATELY. The Field Supervisor serves as the liaison between the Teacher Education Office, the Campus Principal, and Classroom Mentor. The Field Supervisor serves as your advocate and can help resolve any issues or concerns that you might have.

## **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, tobacco products, 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 or sexually inappropriate jokes
- using inappropriate language (i.e. lewd, cursing)
- 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.)
- using school technology (computers, cameras, etc.) for personal/unauthorized use
- leaving campus without permission of cooperating teacher
- Texting during the school day
- Facebook – posting or social networking during the school hours; student teachers should not friend students or parents
- Emailing – emailing students and parents should be for professional or school-related issues (not personal)

## **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 interactions and language 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 child or children 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 friends or family who may need it.
10. Conference with parents/guardians only with permission and in the presence of your cooperating teacher or principal.
11. If you have problems with your teaching assignment, please contact your Field Supervisor. The Field Supervisor serves as your advocate and can help resolve issues or concerns.
12. Your student teaching placement is intended to be a good experience that will prepare you for your own classroom. However, it is not always “perfect” and you may have to adjust. You are considered a “guest” on the campus and represent SFA and the faculty from your certification area.

# **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 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.

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.

An example of the calendar follows. However, your Field Supervisor will determine EXACT weekly expectations and will give that directive to you.

## **Week 1**

Your first week in each placement you are to complete the Student Teacher/PBIC Intern Reflection Journal (see Appendix J) and submit it to your field supervisor as indicated on the reflection journal document.

## **Teaching Responsibilities/Lesson Plans**

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

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 Pre-K Guidelines or 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.

### **Suggested Schedule Teaching Model**

Appendix A is a suggested schedule, designed for success. Share this schedule with your cooperating teacher and field supervisor. Following this schedule will greatly benefit you.

### **REQUIREMENT: Observe Yourself Teach**

Probably the most revealing teaching experience you can have is where you observe yourself teaching. You will videotape or digitally record at least one lesson in each placement, watch it, and complete the Student Teacher Videotape Analysis and Reflection (Appendix F) for each video. It is recommended to record during week 3 (first placement) and week 9 (second placement). Before you record each lesson, parents must complete and return the Request for Permission to Videotape in the Classroom Form (see Appendix G for English and Appendix H for Spanish) granting permission for you to videotape their 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 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.
- Learn 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 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 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. For works of 2,500-4,999 words, 500 words may be copied.	Same as above
prose, short story, short essay, Web article		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.

<http://home.earthlink.net/~cnew/research.htm#Purpose%20of%20use>

## **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. Any exceptions to this policy must be approved in advance by the Student Teaching Coordinator. SFASU's policy, prepared in collaboration with the Professional Educator Council, 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.

## **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, negligence resulting in bodily harm to children, or the operation or use of any motor vehicle.

SFASU 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(s). Research the school(s) on the Internet, learning as much about the campus(es) 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 cooperating teacher.

Once on campus, tour the building. Become familiar with important locations: office, first 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>

**For additional information, please contact Dr. Wynter Chauvin at [wchauvin@sfasu.edu](mailto:wchauvin@sfasu.edu)**

**APPENDIX A**  
**Stephen F. Austin State University**  
**College of Education – Office of Teacher Education Field**  
**Student Teaching Schedule Model for EC-6 Split Assignments**

**First Assignment**

**Week 1**

- learn children's and relevant school personnel names
- learn campus
- learn daily/weekly schedule
- learn and assist with routines
- observe teacher, noting how she moves children from one place to another
- follow children (PE/computer lab/library/music, lunch, etc.)
- eat lunch with children
- assist with morning and dismissal routines
- assist children and cooperating teacher
- observe teacher, noting how she moves children from one place to another
- request to execute read-alouds or basic instructional activities
- shadow teacher (go every where she/he goes)

**Week 2**

- continue Week 1 activities
- assist with reading and writing workshops
  - guided reading, word wall, etc.
  - journals, editing, mini-lessons, etc.
- take children to and from places
- secure videotape permission

**Week 3**

- continue Week 2 activities
- observe teacher, noting how she moves children from one place to another
- begin teaching reading and writing
  - teach at least one reading lesson
  - teach at least one writing lesson
- begin teaching math and science
- work with a variety of small groups of children

**Week 4**

- submit video documents to field supervisor
- continue Week 3 activities
- observe teacher, noting how she moves children from one place to another
- maintain routine responsibilities
- take children to and from places
- eat lunch with children
- assume full responsibility for small group instruction
- assume full responsibility for teaching math and science

**Week 5**

- continue Week 4 activities
- observe teacher, noting how she moves children from one place to another
- begin teaching social studies

**Week 6**

- continue Week 5 activities
- assume full responsibility for children and classroom
- write weekly lesson plans (like teachers turn in to principals)

**Week 7 OBSERVE OTHER CLASSROOMS**

- observe one full day in each age/grade level in which you are not assigned
- observe teaching in other classrooms (i.e. special education, deaf education, bilingual education, music, computer lab, P.E.)
- complete observation forms for each observation & report daily to field supervisor

## **Second Assignment**

### **Week 8**

- learn children's names
- learn daily/weekly schedule
- learn and assist with daily routines
- follow children (PE/computer lab/library/music, lunch, etc.)
- eat lunch with children
- assist with morning and dismissal routines
- assist children and cooperating teacher
- observe teacher, noting how she moves children from one place to another
- shadow teacher (go every where she/he goes)
- work with reading and writing workshops
  - guided reading, word wall, etc.
  - journals, editing, mini-lessons, etc.
- begin working with small groups

### **Week 9**

- continue Week 8 activities
- begin teaching reading and writing
  - teach at least two reading lessons
  - teach at least two writing lessons
- begin teaching math and science

### **Week 10**

- continue Week 9 activities
- continue working with reading and writing
  - teach at least two reading lessons
  - teach at least two writing lessons
- assume full responsibility for math and science

### **Week 11**

- continue Week 10 activities
- begin teaching social studies

### **Week 12**

- assume full responsibility for children and classroom
- submit lesson plans to cooperating teacher/principal

### **Week 13**

- assume full responsibility for children and classroom
- submit lesson plans to cooperating teacher/principal

**ATTEND JOB FAIR** (this does NOT count as an absence)

**APPENDIX A**  
**Stephen F. Austin State University**  
**College of Education – Office of Teacher Education Field Experience**  
**Field Supervisor Model for EC - 6 Split Assignments**

Week	
1 - 2	<p>Check in with student teacher (ST) to answer questions and address concerns.  Encourage communication.  <b>Schedule first formal observation.</b>  Discuss video lesson. Remind ST to get paper work signed before the end of week 2.  Visit with cooperating teacher about ST's progress.</p>
3	<p><b>Observe first formal lesson.</b> Debrief with ST after the observation.  Provide support.  Maintain weekly communications.  Offer feedback on lessons and lesson plans.  Schedule second formal observation.  Visit with cooperating teacher about ST's progress.</p>
4	<p><b>Schedule second formal observation.</b>  Provide support.  Maintain weekly communications.  Offer feedback on lessons, lesson plans, and video commentary.  Visit with cooperating teacher about ST's progress.</p>
5	<p><b>Observe second formal lesson.</b> Debrief with ST after the observation.  Provide support.  Maintain weekly communications.  Offer feedback on lessons and lesson plans.  Schedule third formal observation.  Visit with cooperating teacher about ST's progress.</p>
6	<p><b>Observe third formal lesson.</b> Debrief with ST after the observation.  Provide support.  Maintain weekly communications.  Offer feedback on lessons and lesson plans.  Visit with cooperating teacher about ST's progress.  With ST and cooperating teacher, complete the FINAL EVALUATION form for first placement.  Assist cooperating teaching in planning classroom visitations for week 7.</p>
7	<p>ST observes other classrooms all week.  ST is to communicate with you on a daily basis about his/her observations.  Help transition ST to new placement.</p>
8	<p>Check in with ST to answer questions and address concerns about new placement.  Remind ST to get paper work signed for video lesson before the end of the week.  Visit with cooperating teacher about ST's progress.</p>
9	<p><b>Schedule fourth formal lesson.</b>  Provide support.  Maintain weekly communications.  Offer feedback on lessons and lesson plans.  Visit with cooperating teacher about ST's progress.</p>
10	<p><b>Observe fourth formal lesson.</b> Debrief with ST after the observation.  Provide support.  Maintain weekly communications.  Offer feedback on lessons and lesson plans.  <b>Schedule fifth formal observation.</b>  Visit with cooperating teacher about ST's progress.</p>
11-12	<p><b>Observe fifth formal lesson.</b> Debrief with ST after the observation.  Provide support.  Maintain weekly communications.  Offer feedback on lessons and lesson plans.  Visit with cooperating teacher about ST's progress.  With ST and cooperating teacher, complete the FINAL EVALUATION form for first placement.</p>
12-13	<p><b>Complete travel request for SFA.</b>  <b>Compile documentation and submit appropriate paperwork to Student Teaching Office.</b></p>

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

**Field Experience/Clinical Practice  
Student Teacher/ Intern Evaluation  
College of Education, Stephen F. Austin State University**

Name \_\_\_\_\_ Grade Level/District/Building \_\_\_\_\_ Date \_\_\_\_\_  
 Grade Level ( CIRCLE) EC-4 4-8 8-12 EC-12 Mentor Teacher \_\_\_\_\_ University Mentor \_\_\_\_\_  
 Teaching Field \_\_\_\_\_ SSN/Campus ID \_\_\_\_\_

Observation Number (CIRCLE) 1 2 3 4 5

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

<p><b>_____ A. Assessment</b></p> <p>_____ Uses pre-assessments to determine baseline of knowledge.</p> <p>_____ Utilizes pre-assessments to guide selection objectives/activities</p> <p>_____ Continuously evaluates student achievement using a variety of on- going assessments.</p> <p>_____ Utilizes post-assessments to evaluate and guide future instruction.</p> <p>_____ Promotes students' use of self – assessment</p> <p>_____ Organizes assessment data using chart, graphs, lists, etc.</p> <p>_____ Maintains ongoing records of authentic assessment</p>	<p><b>Comments</b></p>
<p><b>_____ B. Appropriate Instructional Planning</b></p> <p>_____ Plans developmentally appropriate activities</p> <p>_____ Creates well structured lesson plans</p> <p>_____ Utilizes Texas statewide curriculum</p> <p>_____ Promotes critical, reflective, and creative thinking</p>	<p><b>Comments</b></p>
<p><b>_____ C. Positive Classroom Environment/Climate</b></p> <p>_____ Demonstrates respect for diversity/individual differences</p> <p>_____ Promotes respectful and productive interactions among students, parents, and colleagues</p> <p>_____ Communicates importance of content</p> <p>_____ Uses time effectively (i.e. students not off-task, disruptive)</p> <p>_____ Maintains safe/productive physical environment (i.e. materials accessible, physical arrangement allows safe movement and facilitates learning)</p>	
<p><b>_____ D. Responsive Instructional Communication</b></p> <p><b>_____ D. 1. Communication</b></p> <p>_____ Communicates effectively with students</p> <p>_____ Non-verbal (i.e. avoids improper body language/gestures)</p> <p>_____ Verbal (i.e. no profanity, avoids slang, uses proper grammar)</p> <p>_____ Written (i.e. accurate and clear)</p> <p>_____ Uses accurate and appropriate language (i.e. conveys meaning clearly)</p> <p>_____ Exhibits effective interpersonal skills</p> <p>_____ Demonstrates flexibility and responsiveness</p> <p>_____ Responds appropriately to various learning situations (i.e. lack of student engagement, unanticipated opportunities)</p> <p>_____ Encourages openness to new ideas, diverse people and to innovation and change</p> <p>_____ Appreciates diversity in culture, socio-economic status, and student abilities</p> <p>_____ Shows genuine respect for all children/youth (diversity, i.e. ethnicity, socio-economic status, student abilities, gender, religion)</p>	





**APPENDIX C**  
**Stephen F. Austin State University**  
**College of Education – Office of Teacher Education**  
**Concern/Deficiency Form (CDF)**

To: \_\_\_\_\_ Date: \_\_\_\_\_ Campus: \_\_\_\_\_  
From: \_\_\_\_\_ Grade: \_\_\_\_\_ Cooperating 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:***

**Integrity**

- lack of integrity in professional performance
- poor punctuality
- poor attendance in classes and field placement
- poor adherence to hours required of cooperating teachers
- inconsistent daily preparation to teach
- unacceptable language with children/youth
- requires excessive guidance
- displays non-professional behavior
- evidence of cheating
- evidence of plagiarism
- inappropriate social interaction with pupils/teachers
- inappropriate physical contact with pupils/teachers

**Academic Excellence**

- lack of planning
- deficient in instructional skills
- lack of knowledge of content
- assignments not returned in a timely manner
- failure to meet class requirements

**Openness**

- refusal to accept constructive suggestions
- failure to implement constructive suggestions
- failure to be open to new ideas
- displays hostilities toward teachers
- failure to interact with all learners
- lack of interest in teaching

**Life-Long Learning**

- does not participate in university sponsored activities

**Collaboration**

- does not work well with others
- displays negative attitudes
- does not take initiative in group projects/work
- dominates group discussion/activities
- does not complete individual assignment/work for group project
- unable to interact effectively with children/youth collaboration

**Service**

- does not participate in public school campus activities
- does not willingly help other candidate
- ineffective use of written/oral language

\*Failure to correct deficiencies could result in being denied admittance to Teacher Education or removal from the program.



## 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 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 E**  
**Stephen F. Austin State University**  
**College of Education – Office of Teacher Education**  
**Student Teaching Schedule Form**

Student Teacher \_\_\_\_\_

SID# \_\_\_\_\_

Address \_\_\_\_\_

City/ZIP \_\_\_\_\_

email \_\_\_\_\_

cell phone \_\_\_\_\_

**FIRST Placement**

campus \_\_\_\_\_

grade \_\_\_\_\_

teacher \_\_\_\_\_

principal \_\_\_\_\_

teacher's phone contact \_\_\_\_\_

campus phone \_\_\_\_\_

room number/wing \_\_\_\_\_

school hours \_\_\_\_\_

**SECOND Placement**

campus \_\_\_\_\_

grade \_\_\_\_\_

teacher \_\_\_\_\_

principal \_\_\_\_\_

teacher's phone contact \_\_\_\_\_

campus phone \_\_\_\_\_

room number/wing \_\_\_\_\_

school hours \_\_\_\_\_

# APPENDIX F

**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 G**  
**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**

# APPENDIX H

## Stephen F. Austin State University Personal Data for Student Teachers/PBIC Interns

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 for student teaching? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

