Field Supervisor HANDBOOK

James I. Perkins College of Education



Stephen F. Austin State University 2025-2026

Stephen F. Austin State University Educator Preparation Program

edcertfield@sfasu.edu 936-468-1282

Dean, James I. Perkins College of Education

Dr. Judy Abbott

Associate Dean
Office of Assessment and Accountability

Dr. Christina Sinclair

Accounting Clerk III

Ms. Nikkie Strahan

Sr. Secretary

Ms. Bonnie Fyffe

Educator Preparation Program Manager

Ms. Carrie Baker

Data and Technology Manager/QClassroom Coordinator

Mr. Joseph Strahl

Clinical Teaching Coordinator

Ms. Michelle Miller

Testing and Reporting Coordinator

Ms. Caitlin Luna

Certification Coordinator

Ms. Melanie Mercer

QClassroom Management and Support

Daniella Anyabine

Data Analytics

Dr. Tingting Xu

McKibben Education Building Box 13071, SFA Station Nacogdoches, TX 75964 (936) 468-1282

Stephen F. Austin State University

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The most current version of the **SFASU Educator Preparation Program Calendar** can be viewed at <u>epp-calendar.pdf</u> (<u>sfasu.edu</u>). The information enclosed is accurate at the time of compilation; however, policies are subject to change based on state and university guidelines. Staff in The Office of Assessment and Accountability can help guide you through the processes of observations. For the most up to date information, check the website at https://www.sfasu.edu/coe, 936.468.1282

James I. Perkins College of Education Office of Assessment and Accountability

P.O. Box 13071, SFA Station • Nacogdoches, TX 75962-6103 Office: 936.468.1282 • Fax:

936.468.1224

Field Supervisor:

The Stephen F. Austin State University Educator Preparation Program is deeply grateful for the opportunity to collaborate with you in preparing the next generation of educators for the state of Texas! We value you as an important extension of our work with teacher candidates on the public school campuses across the state. As the liaison between institutions, you are a critical component, and a key source of information for the Clinical Teacher and Cooperating Teacher. Your experience and knowledge is an asset to all involved in this important process. As the 2020-2021 year progresses, please keep us informed on how best to support you in this endeavor.

This handbook will serve as a reference and should answer many of the questions you might have about procedures for supervising clinical teachers. While it is our hope that the provided information and forms serve as a beneficial resource to you, please do not ever hesitate to contact us personally with questions, ideas, or concerns.

All of the contact information for the staff members connected with the EPP are listed on the first page of this handbook. We want to make this experience meaningful for our students as well as our valuable partners, field supervisors, cooperating teachers and their schools. Thank you again for your part in this important piece of the teacher education experience at Stephen F. Austin State University.

Sincerely,

Dr. Christina Sinclair

Christina Simlar

Associate Dean

Office of Assessment and Accountability

Texas Administrative Code Definitions

Clinical Teaching:

A supervised educator assignment through an educator preparation program at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose that may lead to completion of a standard certificate; also referred to as clinical teaching.

Cooperating Teacher:

For a clinical teacher candidate, an educator who is collaboratively assigned by the educator preparation program (EPP) and campus administrator; who has at least three years of teaching experience; who is an accomplished educator as shown by student learning; who has completed cooperating teacher training by the EPP within three weeks of being assigned to a clinical teacher; who is currently certified in the certification category for the clinical teaching assignment for which the clinical teacher candidate is seeking certification; who guides, assists, and supports the candidate during the candidate's clinical teaching in areas such as planning, classroom management, instruction, assessment, working with parents, obtaining materials, district policies; and who reports the candidate's progress to that candidate's field supervisor.

Field Supervisor:

A currently certified educator hired by the educator preparation program, who preferably has advanced credentials, to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators.

Internship:

A paid supervised classroom teacher assignment for one full school year at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose that may lead to completion of a standard certificate. An internship is successful when the field supervisor and supervising campus administrator recommend to the EPP that the candidate should be recommended for a standard certificate.

Mentor:

For an internship candidate, an educator who is collaboratively assigned by the campus administrator and the educator preparation program (EPP); who has at least three years of teaching experience; who is an accomplished educator as shown by student learning; who has completed mentor training by an EPP within three weeks of being assigned to the intern; who is currently certified in the certification category in which the internship candidate is seeking certification; who guides, assists, and supports the candidate during the internship in areas such as planning, classroom management, instruction, assessment, working with parents, obtaining materials, district policies; and who reports the candidate's progress to that candidate's field supervisor.

Professionalism:

Clinical Teachers adhere to Texas Educators Code of Ethics and Standard Practices for Texas Educators, to SFA policies for university students, to the EPP Professional Dispositions and to the policies of the school where they are assigned.

School Day:

If not referring to the school day of a particular public or private school, a school day shall be at least seven hours (420 minutes) each day, including intermissions and recesses.

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Roles and Responsibilities of Field Supervisors

The Field Supervisor represents the SFA Educator Preparation Program (EPP) in the partnership for teacher preparation with the Cooperating Teacher. While the daily guidance of the Clinical Teacher is the responsibility of the Cooperating Teacher, the oversight of the experience is the responsibility of the Field Supervisor. The Field Supervisor prepares the Clinical Teacher for the experience, monitors the experience through regular observation visits, serves as a resource, and evaluates lessons and the total experience. The Field Supervisor interprets university policies that apply to clinical teaching, and he/she is the liaison between the Office of Assessment and Accountability and the Clinical Teacher. Expectations for the SFA Field Supervisor include the following:

- Follow the SFA calendar for clinical teaching and do not approve deviations for students until consulting with the Cooperating Teacher.
- Attend the mandatory Field Supervisor Orientation and meet with assigned Clinical Teachers.
 - Obtain any information about teaching dates and hours, and ensure that clinical teachers adhere to these.
- Conduct regular observation visits including a pre and post-observation conference with the Clinical Teacher after each visit.
- Share contact information with clinical teachers for ease of communication.
- IMMEDIATELY document any problems using the Professional Dispositions, Intervention, and Program Continuation Policy and Form, and assist with problem solving.
 - Communicate any issues with the Office of Assessment and Accountability.
 - Help facilitate resolution of issues, using the Professional Dispositions, Intervention, and Program Continuation Policy
 - Recommend for reassignment or early withdrawal when failure becomes evident.
- Conduct a final evaluation with the Clinical Teacher and Cooperating Teacher/Mentor.
- Make sure that the campus principal (or designee) receives a copy of evaluations (ACP interns only.
- Submit the assigned grade and submit the final evaluations within mySFA and QClassroom on or before SFA's grades due date.
- Enter Clinical Teacher and Intern data into Qclassroom.
- Accurately report mileage associated with observations, and submit by designated due date.

Roles and Responsibilities of Clinical Teachers

- Communicate with Field Supervisor and Cooperating Teacher on a regular basis in person and via email and provide an overview of the week (i.e. concerns, difficulties, successes).
- Complete the following trainings in the on-line Brightspace by D2L course <u>Clinical Teaching/ACP Internship</u> (due within the first two weeks of assignment):
 - Mental Health Training (Upload certificate to Brightspace by D2L)
 - Substance Abuse Prevention Training (Upload certificate to Brightspace by D2L)
 - Dyslexia Training (Upload certificate to Brightspace by D2L)
 - Suicide Prevention Training (Upload certificate to Brightspace by D2L)
 - FEPRA 101 (Upload certificate to Brightspace by D2L)
 - T-Tess Module and Quizzes
- Submit lesson plans to Cooperating Teacher and Field Supervisor in QClassroom.
- Complete required assignments as requested from Field Supervisor.
- Attend Teacher Job Fair
- Attend Clinical Teaching Seminar

Roles and Responsibilities of ACP Intern

- Complete the following trainings in the on-line <u>Clinical Teaching/ACP Internship</u> (due within the first two weeks of assignment):
 - Mental Health Training (Upload certificate to Brightspace by D2L)
 - Substance Abuse Prevention Training (Upload certificate to Brightspace by D2L)
 - Dyslexia Training (Upload certificate to Brightspace by D2L)
 - Suicide Prevention Training (Upload certificate to Brightspace by D2L)
 - FEPRA 101 (Upload certificate to Brightspace by D2L)
 - T-Tess Module and Quizzes
- Meet with Mentor weekly and document on the Time Log.
- Communicate with Field Supervisor on a regular basis in person and via e-mail
- Provide an overview of the week (i.e., concerns, difficulties, successes)
- Interns should provide copies of observations to Field Supervisor
- Inform Principal (or designee) about the TEA Principal Survey
 - Standard 2 of the TEA Accountability System is linked to the Principal Survey
 - Principals will complete a survey on all First through Third year teachers.

Additional information is located in the Clinical Teaching Handbook that can be found online at:

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Participation: Attendance, Absences, Substitute Teaching and Observations

Attendance

Clinical 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 Clinical Teaching assignment. Assignment dates are provided by the Clinical Teaching Coordinator prior to the beginning of placement.

In some instances, a clinical 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 clinical teacher from attendance is the responsibility of the Office of Assessment and Accountability, NOT the cooperating teacher or the field supervisor*.

Absences

Absences are to be requested and reported as soon as possible to the cooperating teacher and field supervisor. Each absence requires proper documentation within the QClassroom Time Log. There is a time log kept, and the absence and hours missed must be noted within that log.

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 of Assessment and Accountability may be consulted. Failure to attend the Clinical Teaching Orientation will result in an initial documented absence.

Clinical teachers attend school every day.

Leaving the school campus during the school day without prior permission from both your Cooperating Teacher and Field Supervisor is **unacceptable**.

Clinical teachers are required to report to their placement assignment dates as outlined in the placement document provided by the Clinical Coordinator. Any absences exceeding two days as per the syllabus will result in failing clinical teaching.

Substitute Teaching

Substituting: Clinical Teachers may serve as substitute teachers only after successfully completing six weeks of clinical teaching. They may substitute for a maximum of five days: 2 days unpaid followed by 3 days paid, as approved by the district. While subbing within their assigned classroom, the clinical teacher must still have another qualified teacher nearby acting as their cooperating teacher in place of the absence of their assigned cooperating teacher.

Formal Observations

Clinical Teacher evaluation is a cooperative task shared by the Clinical Teacher, the Field Supervisor, and the Cooperating Teacher/Mentor. Much of the evaluation by the Cooperating Teacher/Mentor is informal, and thus, the Clinical Teacher may gain direction for action from brief, daily evaluations. The Field Supervisor will complete four formal observations and three informal observations during the clinical teaching semester. TWO virtual formal observations and TWO virtual informal observations may be conducted through use of an unedited electronic transmission, video or technology-based method. The first informal observation must be conducted in-person. See the CT Due Dates and Requirements for each observation deadlines.

Each observation must meet the following requirements:

- Individualized pre-observation conference
 - Face-to-face is NOT required
 - No minimum duration required
 - Assessment must be completed in QClassroom for documentation purposes
- Formal Observation
 - Per TAC 228.35, formal observation due dates are NOT flexible
 - Must be 45 minutes in duration
 - Two observations cannot occur in one day
- Interactive post-conference
 - Face-to-face is NOT required
 - Conference must occur within 72 hours of the observation
 - No minimum duration required
 - Assessment must be completed in QClassroom for documentation purposes

NOTE: Initial contact with assigned candidate must occur within the first three weeks of assignment. Contact may be made by telephone, email or other electronic communication.

Per TAC 228.35(e)(2)(A)(iii), Clinical teaching is successful when the candidate demonstrates proficiency in each of the educator standards for the assignment and the field supervisor and cooperating teacher recommend to the EPP that the candidate should be recommended for a standard certificate. If either the field supervisor or cooperating teacher do not recommend that the candidate should be recommended for a standard certificate, the person who does not recommend the candidate must provide documentation supporting the lack of recommendation to the candidate and either the fields supervisor or cooperating teacher.

Verification Rosters And Grading Information

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Verification of Class Rosters

As a University Field Supervisor/Adjunct Faculty Member, you are REQUIRED to complete class rosters as per the instruction of the Registrar's Office. There are strict deadlines to be met, which will be emailed to your SFA email account between the 1st and 12th class days (be checking this regularly).

Attendance is defined by physical attendance or participation in an academically related activity such as submission of an assignment, examination, or participation in-group or online discussion. Instructors may use key assessment points of such projects, papers, discussions, etc. as benchmarks for participation.

- 1. The **Office of the Provost** has indicated that **all** students who have never attended nor participated <u>must</u> be marked according to the following guidelines. (Field Supervisors must note attendance for all coursework associated with the Clinical Teachers' campus assignment(s))
 - If the student attended class **OR** has routinely logged in and participated forweb-based courses, no action relative to that specific student is necessary.
 - If the student has not been attending class **OR** has not logged in and participated in web-based courses, **click the "Never Attended" box next to the student's name.**

REMEMBER: by clicking the "Never Attended" box, you are indicating that you have not had any contact with this student during this class (Clinical Teaching Assignment). A check in the "Never Attended" box does not mean the student is present.

- 2. If a student has been attending and their name does <u>NOT</u> appear on your official roster, please immediately contact the Clinical and Field Placement Coordinator then instruct the student to go to the Registrar's Office to reconcile their registration (this needs to be done in an urgent timely manner!)
- 3. Instructors of record must make Official Attendance Roster submissions for each class they are teaching. The Registrar's submission deadline is 5:00 PM by the date emailed from the Registrar's Office.

By submitting the online Official Attendance Roster information, you are confirming official documents. Please make sure the information you are providing is correct.

If you mark a student as "Never Attended" by mistake and the student has attended, click on the Attendance Re-Verification link located on the Faculty Services tab in Self-Service Banner and complete the online form.

For any questions and/or concerns, contact: The

Registrar's Office

Phone: 936.468.2501 registrar@sfasu.edu

Grading Policy

Grades assigned in Clinical teaching are: Pass (P) or Fail (F). The clinical teaching experience is evaluated in the following areas: (1) Daily Application Tasks, (2) Teaching Effectiveness, and (3) Candidate Dispositions Assessment. In order to successfully complete clinical teaching a candidate must meet ALL of the following criteria in each of these three major areas:

(1) Daily Application tasks:

- Time Log Must Include:
 - Professional Development/Teacher Work Day attendance, Initial contact with Field Supervisor,
 First Day on Campus with students, Observations, Last Day on Campus with students, Absences,
 Make-up Time, Tardy, SFA Orientation, SFA Job Fair, and SFA Seminar
- Assessments
 - o Final Dispositions by Candidate completed at the end of each assignment
 - o Program Evaluation by Candidate completed at the end of clinical teaching
- Mandatory Events
 - Job Fair Attendance and Participation
 - Clinical Teaching Seminar Attendance and Participation
- Attachments
 - Lesson Plans uploaded to QClassroom for each formal observation (4)
- Brightspace by D2L course <u>Clinical Teaching/ACP Internship</u> All must be completed within the first two weeks of the clinical teaching assignment
 - Mental Health Training (Upload certificate to Brightspace by D2L)
 - Substance Abuse Prevention Training (Upload certificate to Brightspace by D2L)
 - Dyslexia Training (Upload certificate to Brightspace by D2L)
 - Suicide Prevention Training (Upload certificate to Brightspace by D2L)
 - FEPRA 101 (Upload certificate to Brightspace by D2L)
 - T-Tess Module and Quizzes
- Surveys
 - End of Semester Survey (update contact information, feedback on field supervisor and cooperating teacher and Final Technology Proficiency Self-Assessment)

(2) Teaching Effectiveness

- T-TESS Observations
 - Candidate must earn a minimum average score of 2 (developing) on the final T-TESS observation (4 formal observations are required)
- Content Area Addendum
 - Candidate must earn an acceptable score as identified by the content area if indicated below
 - Note: ELAR 7-12 Clinical Teachers must score an average score of 2

(3) Candidate Dispositions Assessment

- Candidate must earn an average score of 2 on the following
 - o Final Dispositions by Field Supervisor
 - Final Dispositions by Cooperating Teacher

(4) Field Supervisor and Cooperating Teacher must recommend to the EPP that the candidate should be recommended for a standard certificate.

Failure Clause:

- Failure to complete TEA required trainings within the first two weeks of Clinical Teaching (can be found in your Brightspace by D2L course)
- Clinical teachers may immediately earn an F in this course due to the following reasons:
- The placement site asks for the student teacher to be removed
- More than 5 absences or 10 late arrivals/early departures
- Violation of any school policy
- Violation of any university policy Violation of the Texas Code of Ethics
- Violation of any state or federal law
- Failure to complete any course assignments
- Any other egregious acts of non-professional behavior

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Instructions to Complete Online Form Entries

Entering Grades within mySFA

You will be notified by email regarding the date you can begin entering grades each semester.

Procedure

- 1. Go to the SFA Website at http://www.sfasu.edu
- 2. Click on mySFA enter your username and password
- 3. Go to the "Advisor" tab located at the top of the page
- 4. Click on "Self Service Banner" link
- 5. Click on "Faculty Services"
- 6. Under Faculty, click on "Final Grades"
- 7. Enter the semester
- 8. Select Submit
- 9. Class list will appear
- 10. Be sure to check every class listed with the drop down arrow key

If the emailed deadline is not met for entering grades within mySFA, this will result in the student receiving a withheld within their clinical teaching courses. A withheld typically prevents the student from graduating, delays their final degree being conferred and delays processing time for them to receive their physical teaching certification. If you miss the deadline, you will be required to submit a Grade Change Form immediately. If you are intending to not pass a student, please send documentation of reasoning to the Office of Assessment and Accountability as soon as the problems occur.

This page is intentionally left blank. Continue below for QClassroom Instructions.

QClassroom Instructions

QClassroom

QClassroom Login:

- 1. Go to https://d2l.sfasu.edu/
- 2. Sign-in with your mySFA credentials
- 3. If you do not know your mySFA credentials, please call 936.468.4357 (image 1)
- 4. QClassroom Stephen F. Austin State University. Qualtrics classroom will access your required Assessments (image 2)
- 5. Qualtrics Dashboards will access the data that you submit and that your Clinical Teacher(s) have submitted.

Image 1

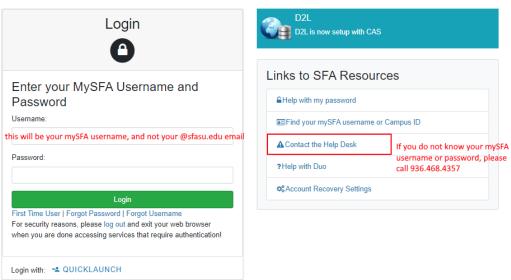
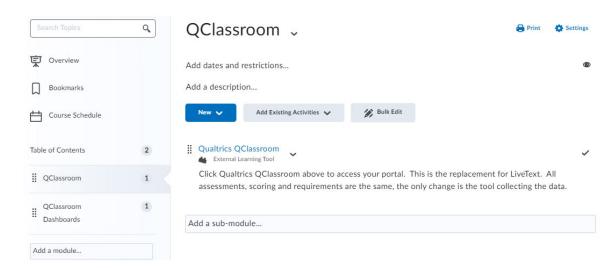


Image 2.



Completing Supervision Forms and Entering Data

For every student, you will complete a rubric for, or approve the following within the QClassroom:

- 1. Clinical Teaching Initial Contact Form
- Review time Log hours for Professional Development/Teacher Work Day attendance, Initial
 contact with Field Supervisor, First Day on Campus with students, Observations, Last Day on
 Campus with students, Absences, Make-up Time, Tardy, SFA Orientation, SFA Job Fair, and SFA
 Seminar
- 3. Final Dispositions by Field Supervisor (rubric)
- 4. Final Dispositions by Candidate (student completes, Field Supervisor verifies completion on the Clinical Teaching Completion Checklist)
- 5. Program Evaluation by Candidate (student completes, Field Supervisor verifies completion on the Clinical Teaching Completion Checklist)
- 6. T-TESS Formal Observations (rubric for each observation (4))
- 7. Pre and Post-Observation Conference assessment (Field Supervisor completes)
 - Post-Observation conference must be completed within 72 hours
- 8. Informal Observations (rubric for each observation (3))

You will need to notify the Cooperating Teacher to complete the following in QClassroom for each placement:

- 1. Final Dispositions by Mentor-Cooperating Teacher
- 2. Candidate Performance Evaluation by Mentor-Cooperating Teacher
- 3. Addendum for the student's particular field of study (rubric; only if is noted per their program)

^{*} The Field Supervisor should either print or email each T-TESS Formal Observation rubric and provide copies to the Principal (for ACP Interns only).

Ethics and Dispositions

Texas Administrative Code Chapter 247 Code of Ethics and Standard Practices for Texas Educators

Enforceable Standards.

- (1) Professional Ethical Conduct, Practices and Performance.
- (A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.
- (B) Standard 1.2. The educator shall not intentionally, knowingly, or recklessly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
- (C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
- (D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.
- (E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or that are used to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
 - (F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.
- (G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.
- (H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
- (I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
- (J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.
- (K) Standard 1.11. The educator shall not intentionally, knowingly, or recklessly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.
- (L) Standard 1.12. The educator shall refrain from the illegal use, abuse, or distribution of controlled substances, prescription drugs, and toxic inhalants.
- (M) Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.
- (2) Ethical Conduct Toward Professional Colleagues.
- (A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

- (B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.
- (C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.
- (D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.
- (E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.
- (F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
- (G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.
- (H) Standard 2.8. The educator shall not intentionally or knowingly subject a colleague to sexual harassment.
- (3) Ethical Conduct Toward Students.
- (A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
- (B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.
- (C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.
- (D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.
- (E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.
- (F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.
- (G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.
- (H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.
- (I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:
 - (i) the nature, purpose, timing, and amount of the communication;
 - (ii) the subject matter of the communication;

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

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242; amended to be effective December 27, 2016, 41 TexReg 10329; amended to be effective October 21, 2018, 43 TexReg 6839

James I. Perkins College of Education <u>Professional Dispositions Statement for Educator Preparation</u>

The Council for Accreditation of Educator Preparation (CAEP) defines professional dispositions as "the habits of professional action and moral commitments that underlie an educator's performance" (INTASC Model Core Teaching Standards). At SFA, we are committed to preparing educators whose professional dispositions reflect the core values of the Perkins College of Education, therefore professional educator candidates admitted to the educator preparation are expected to exhibit the following:

• Academic excellence. This is demonstrated by:

- critical, reflective, and creative thinking
- o full and responsible engagement in coursework
- o strong communication skills

The following characteristics are indicative of the necessary professional dispositions in this area to be admitted to educator preparation:

- ✓ I regularly attend my classes, and I am on time.
- √ I am prepared for class.
- √ I actively participate.
- ✓ I accept input from others and ask questions when I do not understand.
- ✓ I submit quality assignments on time.
- ✓ I exhibit strong communication skills.
- ✓ I seek to extend my learning beyond the classroom.
- ✓ I am willing to examine, question and develop my own ideas about presented information.

Potential for becoming a life-long learner. This is demonstrated by:

establishing habits of mind representative of a professional educator

The following characteristics are indicative of the necessary professional dispositions in this area to be admitted to educator preparation:

- √ I display curiosity and interest in my studies.
- ✓ I seek to learn more about being a professional educator.
- ✓ I engage in learning beyond the minimum requirements of the course.
- ✓ I use professional resources to enhance knowledge.

- ✓ I am committed to continuous learning after the completion of my degree.
- ✓ I am committed to continuous experiential learning and development related to my career.

• Collaboration and shared decision-making. This is demonstrated by:

- o working effectively with peers on group projects
- o engaging in constructive dialogue in classes
- responding positively to feedback from instructors
- using positive conflict resolution strategies

The following characteristics are indicative of the necessary professional dispositions in this area to be admitted to educator preparation:

- √ I seek out and consider other points of view.
- ✓ I am skilled at using direct and indirect communication with others.
- ✓ I am skilled at assessing direct and indirect communication with others.
- ✓ I receive feedback or criticism from others in a professional manner and use this information for improvement.
- ✓ I value and contribute to the group process.

• Openness to new ideas, diversity, innovation, and change. This is demonstrated by:

- o positivity to working with ALL people, in new and different situations
- consideration of other ideas and points of view
- embracing change

The following characteristics are indicative of the necessary professional dispositions in this area to be admitted to educator preparation:

- ✓ I treat everyone with respect.
- ✓ I seek to understand those who are not like me.
- ✓ I recognize my own biases.
- ✓ I consider new ideas in support of my growth as a professional educator.
- ✓ My actions indicate that I respect others' different viewpoints and invite others to safely share their views.

- Integrity, responsibility, diligence, and ethical behavior. This is demonstrated by:
 - knowledge of and adherence to the Texas Educators' Code of Ethics (TAC Title 19, Part 7, Chapter 242, Rule 247.2)
 - knowledge of and adherence to the SFA Student Academic Dishonesty Policy
 (4.1)

The following characteristics are indicative of the necessary professional dispositions in this area to be admitted to educator preparation:

- ✓ I understand what constitutes ethical and professional behavior.
- ✓ I recognize and approach situations with an understanding of ethical responsibility.
- ✓ I behave ethically and professionally at all times.
- ✓ I accept responsibility for my actions.
- √ I maintain confidentiality.
- **Service that enriches the community.** This is demonstrated by:
 - o seeking opportunities to serve children / youth / families / community
 - o seeking opportunities to serve the campus
 - o seeking opportunities to serve the profession

The following characteristics are indicative of the necessary professional dispositions in this area to be admitted to educator preparation:

- ✓ I use my time and talents to serve in a way that enriches my professional growth and benefits others.
- ✓ I consciously make connections and create relationships with others in the community.

Illegal Clinical Teaching Practices

- Taking alcoholic beverages or firearms onto school campuses, either in personal belongings or in vehicles
- Making sexual advances to students, faculty, or staff, or asking a student for a date, even if the student is over the age of 18.
- Inappropriate touching of students in your classroom. Discuss school policy regarding this with your Cooperating teacher.
- Using school resources or materials for personal use (i.e. taking projector for home use, copying personal materials, taking school stationery for personal use, etc.)

Inappropriate Clinical Teaching Behaviors

- Making direct contact with media about school activities or events
- 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)
- Leaving campus without proper authority
- Leaving campus without permission of cooperating teacher
- 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.

Digital Professionalism

- Always use cell phones/text in compliance with local school policy.
- Do not take pictures of students.
- Facebook, Twitter, Instagram, Snapchat (All social networking sites) posting or social networking during school hours is unacceptable; student teachers are not permitted to friend students or parents. It is NEVER okay to post pictures or remarks regarding students, parents or faculty on social networking sites.
- Emailing emailing students and parents should be for professional or school-related issues ONLY if instructed and overseen by your Cooperating Teacher (it is never okay for personal reasons).
- 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., Instagram, Facebook, Twitter, Snapchat etc.) or an email address that could be detrimental to your character.

Professional Dispositions, Intervention, and Program Continuation Policy

Stephen F. Austin State University James I. Perkins College of Education Office of Assessment and Accountability Professional Dispositions, Intervention, and Program Continuation Policy

The Perkins College of Education Educator Preparation Program (EPP) is responsible for preparing candidates who have the required knowledge, skills, and professional dispositions to become effective educators. Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program (CAEP Standard 3.3, 2016).

Prior to admission to the EPP, during coursework, and in campus and field experiences, faculty will assess the candidate's demonstration of these professional dispositions and provide feedback to facilitate progress.

Within any education or major area course, should a candidate demonstrate unsatisfactory professional dispositions, the following procedure will be followed:

- 1. 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, differentiated instruction, and meetings with the student.
- 2. If the concern is not resolved, the candidate will be referred to the Departmental Program Continuation Review Panel. The Departmental Program Continuation Review Panel is comprised of the Department Chair, the Program Coordinator, and faculty appointed by the Department Chair, including but not limited to the faculty member reporting the unsatisfactory dispositions. This panel will interview the candidate and complete a Candidate Program Continuation Plan.
- 3. If the concern is not resolved, the candidate will be referred to the Professional Educators' Program Continuation Review Panel. This panel is comprised of at least three members from the Professional Educator's Council, including but not limited to the Associate Dean of Student and Faculty Affairs and faculty members with at least one representative from the student's program and at least one representative from an outside department. The Professional Educators' Program Continuation Review Panel will interview the candidate and determine:
 - a. If the candidate may continue in the program and meet conditions established by the panel, or
 - b. The candidate has not demonstrated satisfactory improvement in accordance with the Candidate Program Continuation Plan and is removed from the Educator Certification Program.

- 4. Candidates may appeal the decision of the Professional Educators' Program Continuation Review Panel to the Dean of the College of Education within five class days. The following documentation is required:
 - a. Copy of Candidate Program Continuation Plan
 - b. Formal letter with supporting evidence as to why the candidate should not be removed for the Educator Certification Program.
 - c. The dean will respond in a timely manner.
 - d. Any further appeal will follow policy A-2: Academic Appeal and begin at step 4.

For instances where the educational learning environment is threatened, the candidate may be removed from the classroom pending prompt review by the Professional Educators' Program Continuation Review Panel. (Policy D- 34: Student Discipline)

Stephen F. Austin State University James I. Perkins College of Education

Candidate Program Continuation Form (Part A)

To:

From:_____

Date: _____

Preparation Handbook and individual department	s set forth requirements for prospective educators and the
expectations held for all educators. The purpose of	f this continuation form is to inform you that the following
professional dispositions are not being met or are	deficient as indicated:
In the SFA Classroom:	At the Practicum / Clinical Teaching Site:
Poor Punctuality	Lack of integrity in professional performance
Poor work quality	Poor punctuality
Dominates class discussion / group activities	Poor attendance in classes and field placement
Volatile / overly emotional	Poor adherence to hours required of cooperating teachers
Lack of participation in class activity	Inconsistent daily preparation to teach
Assignments not returned in a timelymanner	Unacceptable language with children / youth
Inappropriate behavior that distracts or disrupts the class	requires excessive guidance
Poor attendance	Displays non-professional behavior
Negative attitude	Evidence of cheating
Inappropriate comments	Inappropriate social interaction with pupils /teachers
Missing assignments	Inappropriate physical contact with pupils / teachers
Inattentiveness (sleeping, texting,etc)	Failure to be open to new ideas
Hostility to instructor	Displays hostilities toward teachers
Lack of interest	Failure to interact with <u>all</u> learners
Failure to meet class requirements	Lack of interest in teaching
Hygiene issues	Lack of empathy, interest, or care for students
Unable to accept criticism	Lack of self-control in the classroom setting
Unacceptable language	Volatile / overly emotional reactions under stress
Cheating / Plagiarism	Deficient in instructional skills
Lack of empathy / interest in teaching	Lack of knowledge of content
Other:	Does not participate in public school campus activities
	Refusal to accept constructive suggestions
	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
	Ineffective use of written / oral language
	Hygiene issues
	Does not willingly help other candidates
	Failure to implement constructive suggestions
	Other:

Stephen F. Austin State University James I. Perkins College of Education

Candidate Program Continuation Form (Part B)

Goals to be addressed	Activities to facilitate improvement	Evidence to determine improvement	Timeline	Follow up notes	Date Completed
1.					
2.					
3.					

Candidate Demonstrated Satisfactory Improvement						
Satisfactory Improvement by Candidate was not demonstrated;						
-Referred to Professional Educator's Program Continuation Review Panel						

Frequently Asked Questions, Clinical Teaching Experiences And Reflections

Stephen F. Austin State University James I Perkins College of Education

Forms: Frequently Asked Questions

Question: Whom can I ask for help entering information into QClassroom?

Answer: All questions may be directed to QClassroom@sfasu.edu or (936)468-2395

Question: Do I turn in all of the forms?

Answer: YES! Please submit all documentation as required in the Qclassroom module. The Texas

Education Agency requires in the Texas Administrative Code that "The field supervisor shall document instructional practices observed, provide written feedback through an interactive conference with the candidate, and should provide a copy of the written feedback to the candidate's campus administrator. Coaching shall be provided by the field supervisor as

appropriate."

All copies of evaluations will be available to the Clinical Teacher, Cooperating Teaching, Campus

Administrator, and The Office of Assessment and Accountability through QClassroom. A copy

should be made available to the campus administrator (in most cases the principal), either in

hard copy or through email (ACP Interns only).

Question: Who gets copies of the formal observation forms?

Answer: 1. Student (available in QClassroom)

2. Field Supervisor (available in QClassroom)

3. Mentor (available in QClassroom)

4. Principal (or designee) – (available in QClassroom) (ACP Interns only-email or hard copy)

Stephen F. Austin State University James I. Perkins College of Education

Clinical Teaching Experiences

During clinical teaching, it is important to get as many experiences as possible and to reflect upon how one would handle these experiences in the future during your first teaching assignment. The following is a list of experiences clinical teachers may want to work into the clinical teaching experience. It is advisable to try to engage in as many as is feasible. Ten would be a good target number to achieve. Once a candidate has completed each experience, they may reflect upon it using the following format and submit the reflection in QClassroom.

Experiences:

ARD (Admission, Review, and Dismissal) Committee Meeting

Campus Planning Meeting

Counselor's Office Observation

Department/Team Meeting

Duty: Lunch, Cafeteria, Hall, Bus, etc. ESL

Class Observation

Faculty Meeting

504 Meeting

Gifted/Talented Class or Activity

LPAC (Language Proficiency Assessment Committee)

Lunch with students

Media Center or Library Observation

Nurses Office Observation

Open House

Parent Conference

Physical Education Class/Playground Observation

School Board Meeting

Teacher Assistance Team Meeting

Tutorials

Stephen F. Austin State University James I. Perkins College of Education

Campus Experiences Reflection

Name:	Date:
Type of Experience:	
What did you see?	
Was this what you expected? W	hy or why not?
What things went really well?	
Were there things that needed in	mprovement? Why or why not?
How would you do things differe	ntly from what you observed?
What questions do you have abo	out this experience?

Educational Aide Responsibility Framework and Acceptance

Educational Aide Responsibility Framework and Acceptance

Candidates employed as certified educational aides may satisfy their clinical teaching assignment requirement through their instructional duties. Clinical teaching must meet requirements for clinical teaching as specified in §228.67 of this title (relating to Clinical Teaching) and in Subchapter F of this chapter (relating to Support for Candidates During Required Clinical Experiences). The purpose of this **Educational Aide Responsibility Framework and Acceptance** is to ensure that all stakeholders—including the Field Supervisor, Educational Aide, Cooperating Teacher, and Campus Principal/Administrator—are aware of the duties that must be fulfilled. This document reflects our shared commitment to supporting educational aides in becoming effective certified teachers.

Educational Aide/Clinical Teacher (Candidate): Please provide a copy of this framework to your cooperating teacher and principal. A signed copy must be returned to edcertfield@sfasu.edu.

Stephen F. Austin State University EPP Responsibilities

The university will:

- 1. Ensure the candidate maintains a minimum 2.50 GPA prior to the clinical teaching semester.
- 2. Ensure the candidate passes the TExES content exam before beginning the clinical teaching semester.
- 3. Provide ongoing training through university coursework, seminars, and clinical supervision by a field supervisor.
- 4. Recommend the candidate for Texas teacher certification upon completion of all coursework, testing, and field experience requirements.

Educational Aide/Clinical Teacher (Candidate) Responsibilities

The candidate will:

- 1. Complete all required coursework while maintaining a minimum 2.50 GPA before the clinical teaching semester.
- 2. Apply for clinical teaching through mySFA for the semester in which they plan to complete their clinical teaching while employed as an educational aide.
- 3. Pass the TEXES content exam prior to the clinical teaching semester.
- 4. Perform instructional duties such as lesson planning, delivering instruction, implementing a classroom management plan, and grading in the grade level and content area for which certification is being sought for the entire school day.
- 5. Be assigned a cooperating teacher who:
 - o Holds a valid classroom teacher certificate in the candidate's certification area.
 - Has at least three years of teaching experience.
- 6. Understand that previous experience as an educational aide does not count toward fulfilling the clinical teaching requirement.
- 7. Hold a valid educational aide certification.
- 8. Attend all mandatory clinical teaching events on the SFA campus, including Orientation, the Job Fair, and the
- 9. Spend at least 50% of the school day with their mentor teacher in the grade level and content area in which they seek certification.
 - Example: If a candidate is pursuing EC-6 certification but works as a paraprofessional in a SPED classroom, they must spend at least 50% of the day in an EC-6 classroom with their mentor teacher.
- 10. Complete an edTPA portfolio during their placement, which includes:
- A focus on their specific content area.
- Daily participation in that content area with the same group of students.
- A portfolio demonstrating lesson planning, teaching, and assessment, including three consecutive lessons

- that build upon one another.
- Attendance at 3-4 edTPA writing days throughout the semester to ensure successful completion of this
 certification requirement.

Field Supervisor Responsibilities

The field supervisor will:

- 1. Conduct on-site evaluations of the candidate during the clinical teaching semester.
- 2. Maintain open communication regarding the candidate's progress and professional growth.
- 3. Serve as a liaison between the university and the school district.
- 4. Collaborate with the cooperating teacher to determine whether the candidate should be recommended for certification.
- 5. If the field supervisor does not recommend the candidate for certification, they must provide documentation to the EPP, the candidate, and the cooperating teacher.

Cooperating Teacher Responsibilities

The cooperating teacher is responsible for:

- 1. Completing and submitting required forms through SFA's QClassroom data management system.
 - o Questions? Contact 936-468-3825 or gclassroom@sfasu.edu.
- 2. Collaborating with the field supervisor to evaluate the candidate's readiness for certification.
- 3. Reporting concerns or issues to the candidate's assigned field supervisor.
- 4. Providing guidance and mentorship to the candidate.
- 5. Assisting the candidate in developing effective lesson planning strategies.
- 6. Allowing the candidate to observe, analyze, question, plan, and teach lessons.
- 7. Offering specific, constructive feedback to foster professional growth.
- 8. Supporting the candidate in developing professionalism, offering both praise and constructive feedback.

Campus Principal and District Responsibilities

The campus principal and district will:

- 1. Verify that the candidate is performing instructional duties such as lesson planning, delivering instruction, implementing a classroom management plan, and grading.
 - The candidate must spend a minimum of 50% the instructional day with their mentor teacher in the content area and grade level for which they are seeking certification.
- 2. Assign a cooperating teacher before the clinical teaching semester begins. The cooperating teacher must:
 - Hold a valid classroom teacher certificate in the candidate's certification area.
 - Have at least three years of teaching experience.
 - Be the primary teacher in the classroom. (The candidate cannot serve as the full-time classroom teacher during the required 15-week clinical teaching placement.)
- 3. Discuss the candidate's progress periodically with the assigned cooperating teacher and field supervisor.

This document serves as a mutual agreement to ensure all educational aides receive the guidance and support necessary to transition into a certified teaching role.

Travel Reimbursement Information

Stephen F. Austin State University James I. Perkins College of Education

Travel Reimbursement for Field Supervisors of Clinical Teachers/Interns

<u>Headquarters:</u> According to Texas State Law, your headquarters is either Stephen F. Austin State University campus or your home, whichever is the shorter distance to the schools you visit in your supervising role.

Mileage is reimbursed at the SFA rate of \$.625 per mile. You are expected to utilize the shortest routes possible, per Google maps. All students will be visited 4 times. Two (2) of the four (4) observations may be conducted through use of an unedited electronic transmission, video or technology-based method. Interns are to be visited 5 times during the course of 2 semesters. The Office of Assessment and Accountability, stating the reasoning behind the additional visitation, must approve any additional visits in writing. You are expected to coordinate observations within close proximity schools of multiple students, accommodating as many as the schedule will permit within a single day.

You are required to maintain an up-to-date accurate log. You must log every visit whether the student seen was a Clinical Teacher or an Intern. The Office of Assessment and Accountability is responsible to estimate your full semester travel based on the actual assignments per your rosters. This is completed prior to the Field Supervisor Orientation. The travel estimated is the maximum that a Field Supervisor would be expected to claim.

You have the option to utilize either the Point-to-Point Odometer Log or the Point-to-Point Tracking Log. The final log can be submitted on paper or in electronic format. Both versions are available for download on the Clinical Teacher Resource found here https://www.sfasu.edu/coe/student-resources/educator-preparation/clinical-teaching. Failure to complete logs as specified on the following sample pages will result in delayed processing and can result in travel being denied for reimbursement. If visits to the assigned schools do not coordinate with logged visits within QClassroom and/or if they do not have written, approval as stated above, then those visits will not be reimbursed. If it is determined that your travel is unreasonably exceeding the mileage as stated per google maps, this will result in recalculation internally and will delay processing.

You must choose one of the following selections for Mileage Tracking;

Option 1) Utilize the "Point-to-Point Odometer Log"

Point to point mileage must be exact and complete for each trip recorded. Trips to and from for different days to the same locations MUST be consistent in overall mileage. We will only cover mileage to and from authorized locations, not for personal stops and errands. If mileage is not consistent, this will result in an audit on your calculations with verification utilizing Google Maps.

Option 2) Utilize the "Point-to-Point Tracking Form"

When using this form, you are required to record your visits to each school in the exact order visited. The Office of Assessment and Accountability will calculate your mileage based on the shortest distance routes provided through Google Maps.

Final logs must be submitted to Nikkie Strahan by the Friday following the last day of assigned Clinical Teaching. It is imperative that all Supervisors meet the set deadline. Once received, processing takes 2-3 weeks to verify and then is sent to the SFA Travel Office for final verification and check processing. The total reimbursement period is typically 6-8 weeks.

	Point to Point ODOMETER Log					
Name:	Mr. Stephen Austin			ID#: 12345678		
Address:	1234 Purple Street			or SFA		<u> </u>
Date	Travel (to/from)	ST	INT	Start Odometer	End Odometer	Total Miles
12-Jan	Home to Raguet Elementary	X		112234	112240	6
	Raguet Elementary to Nac HS	×		112240	112247	7
	Nac HS to McMichael MS		X	112247	112256	9
	McMichael MS to Home		Х	112256	112266	10
						0
18-Jan	Home to Raguet Elementary	X		112295	112301	6
	Raguet Elementary to Home	X		112301	112307	6
		1		11222		Ō
16-Feb	Home to Raguet Elementary	X		112330	112336	6
	Raguet Elementary to Nac HS	T X		112336	112343	7
	Nac HS to Home	l x		112343	112351	8
	1,100,100,101110	+ "		112040	112001	0
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					Page of _	65
						63
					Total Mileage	

Point-to-Point ODOMETER Log

Name:				ID#:	The state of the s	B
Address:				or SFA	-	7
Date	Travel (to/from)	ST	INT	Start Odometer	End Odometer	Total Miles
						9
						9
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		\vdash				
						- 6
						- 0
						- 0
						9
						- 7
						-
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						0
					-	

** You must check whether the travel was to observe a student teacher or an intern |For accounting purposes.}

ST=Student Teacher INT=Intern

44

Total Mileage

				_	
	Point to Point Tracking Log				
Name:	Mr. Stephen Austin			ID#: 12345678	
Address:	1234 Purple Street			or SFA	
Date	Travel (to/from)	ST	INT	Total Miles (office use only)	Calculated via
12-Jan	Home to Raguet Elementary	X			google maps
	Raguet Elementary to Nac HS	X			by the Office of
	Nac HS to McMichael MS		X		Ássessment &
	McMichael MS to Home		X		Accountability
18-Jan	Home to Raguet Elementary	T X			
	Raguet Elementary to Home	×			
	<u> </u>				
16-Feb	Home to McMichael MS		X		
	McMichael MS to Nac HS	X			
	Nac HS to Home	X			
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	Page of	1		Total Mileage:	I

Point to Point Tracking Log

Name:	ame: ID#:				
Address:				or SFA	
Date	Travel (to/from)	ST	INT	Total Miles (office use only)	
				70-20 ASSE	google maps
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					Assessment & Accountability
					Accountability
					
					** You must
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					an intern
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					5
					ST=Student
					Teacher
		ļ			INT=Intern
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				Page 1 total:	
	Page of _			Total Mileage:	



Directions to 1936 North St, Nacogdoches, TX 75965 17.8 mi – about 33 mins FIELD SUPERVISOR NAME

SFA TO CENTRAL HEIGHTS TO MIKE MOSES TO TJR TO HOME 01/01/13 $\,$

	1.	Head west on Griffith Blvd	go 489 f
	•	Toronto Control Control	total 489 fi
1	2.	Turn left toward Griffith Blvd	go 112 fi total 0.1 m
1	3.	Turn left onto Griffith Blvd About 55 secs	go 0.2 m total 0.3 m
I	4.	Turn left onto Raguet St About 52 secs	go 0.3 m total 0.6 m
ı	5.	Turn left onto E College St About 50 secs	go 0.3 m total 0.9 m
•	6.	Turn right onto North St/U.S. 59F Business N About 6 mins	go 4.0 m total 4.9 m
9	7.	Slight left onto US-259 N/North St Continue to follow US-259 N Destination will be on the left About 2 mins	go 2.1 m total 6.9 m
			Total: 6.9 mi - about 11 mins
1	1031	7 U.S. 259, Nacogdoches, tx	total 0.0 m
9	8.	Head south on US-259 S toward Co Rd 104/Geldmeier Rd About 2 mins	go 1.9 m total 1.9 mi
	9.	Continue onto North St/U.S. 59F Business S About 4 mins	go 3.5 m total 5.4 m
ı	10.	Turn left onto E Austin St About 2 mins	go 0.7 m total 6.1 m
	11.	Turn right onto N Farm to Market Rd 1275/N University Dr About 3 mins	go 1.5 mi total 7.6 mi
	12	Turn left onto Martinsville St	go 0.5 mi
	14.	About 2 mins	total 8.1 mi
1	13.	Turn left onto Park St	go 0.2 mi total 8.3 mi
_		Destination will be on the left	Total: 8.3 mi – about 14 mins
2	2801	Park St, Nacogdoches, TX 75961	total 0.0 m
	14.	Head west on Park St toward Martinsville St About 4 mins	go 1.3 mi total 1.3 mi
1	15.	Turn left onto N Mound St Destination will be on the right	go 0.2 m total 1.5 m
			Total: 1.5 mi - about 4 mins
4	411 I	N Mound St, Nacogdoches, TX 75961	total 0.0 m
	16.	Head north on N Mound St toward Park St About 2 mins	go 0.7 m total 0.7 m
•	17.	Turn right onto E Starr Ave	go 190 fi total 0.8 m
1	18.	Take the 1st left onto Clark Blvd About 55 secs	go 0.2 m total 1.0 m
1	19.	Turn left onto Griffith Blvd	go 410 fi total 1.1 m
		Destination will be on the right	total 1.1 III

Suggested Schedule for Clinical Teaching

Stephen F. Austin State University Suggested Schedule for Clinical Teaching Single Placements

Week	Clinical Teacher	Field Supervisor	Cooperating Teacher
1 Observing	 Clinical teacher will observe mentor teacher Learn children's and relevant school personnel names Learn campus Learn daily/weekly schedule Observe how teacher handles transitioning for students Shadow the students throughout the day (PE/computer lab/ library/music/ lunch etc.) Eat lunch with children Assist with morning and dismissal routines Assist childing and cooperating teacher Shadow teacher (go where the teacher goes) 	 Check in with clinical teacher to answer questions and address concerns Initiate communication with the cooperating teacher and encourage open dialogue to address any concerns throughout the semester Encourage communication with the clinical teacher Discuss optional video lesson. Remind CT to get paperwork signed prior to recording if doing the video Reinforce any expectations that have been set by you as the supervisor and EPP. Schedule Formal Observation 1 to be conducted during weeks 1-5 	 Provide relevant student information to your clinical teacher that is needed to make informed planning decisions Assist clinical teacher in meeting other teaching staff and administrators Coordinate a time to support the CT in planning and lesson execution Visit with the field supervisor and maintain an open dialogue to address any concerns Allow the CT to shadow you and your students throughout the week to learn appropriate routines
2 Assisting	 Clinical teacher will teach 10% of the lessons CT will assist the cooperating teacher while continuing to gradually change your role in the classroom Assisting with grading papers, distributing handouts, checking attendance, one-on-one student assistance Continue observing your mentor teacher Take students from place to place on campus Secure videotape permission for videoing purposes Observe during the lesson planning 	 Check in with clinical teacher to answer questions and address concerns Communicate with the cooperating teacher for a weekly check in Remind CT to get paperwork signed prior to recording if doing the video. Reinforce any expectations that have been set by you as the supervisor and EPP. 	 CT should be teaching approximately 10% of the lessons Allow your CT to begin assisting or observing during planning periods Allow your CT to start assisting in one-onone student supports and3 small group instructions Observe CT during these CT/student interactions Answer any questions and guide your clinical teacher in the classroom.
3 Assisting	 Clinical teacher will teach 25% of the lessons Continue Week 2 activities 	Check in with clinical teacher to answer questions and address concerns	CT should be teaching approximately 25% of the lessons

	 CT should be working with a variety of small groups of students Submit signed video recording permission forms to appropriate person(s) and keep copies for your record 	 communicate with the cooperating teacher for a weekly check in Reinforce any expectations that have been set by you as the supervisor and EPP. 	Continue Week 2 activities
4 Teaming	 Clinical teacher will teach 25% of the lessons Continue Week 3 activities CT should be working with a variety of small groups of students CT should be more engaged in planning of lessons and activities Team teaching: examples: CT can present a warm up to the class and mentor teaches the lesson and vice versa 	 Check in with clinical teacher to answer questions and address concerns communicate with the cooperating teacher for a weekly check in Reinforce any expectations that have been set by you as the supervisor and EPP. 	 CT should be teaching approximately 25% of the lessons Continue Week 3 activities CT should be more engaged in planning lessons and activities Team teaching: examples: CT can present a warm up to the class and mentor teaches the lesson and vice versa
5 Teaming	 Clinical teacher will teach 30% of the lessons Continue Week 4 activities CT should be working with a variety of small groups of students CT should be more engaged in planning of lessons and activities Team teaching: examples: CT can present a warm up to the class and mentor teaches the lesson and vice versa 	 Check in with clinical teacher to answer questions and address concerns communicate with the cooperating teacher for a weekly check in Reinforce any expectations that have been set by you as the supervisor and EPP. Schedule Formal Observation 2 to be conducted during weeks 6-9 	 CT should be teaching approximately 30% of the lessons Continue Week 4 activities CT should be more engaged in planning lessons and activities Team teaching: examples: CT can present a warm up to the class and mentor teaches the lesson and vice versa
6 Teaming	 Clinical teacher will teach 50% of the lessons Continue Week 5 activities 	 Check in with clinical teacher to answer questions and address concerns communicate with the cooperating teacher for a weekly check in Reinforce any expectations that have been set by you as the supervisor and EPP. 	 CT should be teaching approximately 50% of the lessons Continue Week 5 activities

7 Teaming	 Clinical teacher will teach 50% of the lessons Continue Week 6 activities CT should be gradually increasing the amount of lesson planning and lesson execution each week 	 Check in with clinical teacher to answer questions and address concerns communicate with the cooperating teacher for a weekly check in Reinforce any expectations that have been set by you as the supervisor and EPP. 	 CT should be teaching approximately 50% of the lessons Continue Week 7 activities CT should be gradually increasing the amount of lesson planning and lesson execution each week
8 Teaming	 Clinical teacher will teach 75% of the lessons Continue Week 7 activities CT should be gradually increasing the amount of lesson planning and lesson execution each week 	Continue Week 7 Activities	 CT should be teaching approximately 75% of the lessons Continue Week 7 activities CT should be gradually increasing the amount of lesson planning and lesson execution each week
9 Teaming	 Clinical teacher will teach 75% of the lessons Continue Week 8 activities CT should be gradually increasing the amount of lesson planning and lesson execution each week 	 Continue Week 8 Activities Schedule Formal Observation 3 to be conducted during weeks 10-13 	 CT should be teaching approximately 75% of the lessons Continue Week 8 activities CT should be gradually increasing the amount of lesson planning and lesson execution each week
10 Teaching	 Clinical teacher will teach 100% of the lessons Continue Week 9 activities CT should assume responsibility for preparing lesson plans and submitting those to the cooperating teacher and field supervisor the week prior 	Continue Week 9 Activities	 Clinical teacher will teach 100% of the lessons Continue Week 9 activities The CT should assume responsibility for preparing lesson plans and submitting those to the cooperating teacher and field supervisor the week prior
11-14 Teaching Full Responsibility	 Clinical teacher will teach 100% of the lessons Continue Week 10 activities CT should assume responsibility for preparing lesson plans and submitting 	 Continue Week 10 Activities Schedule Formal Observation 4 to be conducted during weeks 14 until the end of clinical teaching 	 Clinical teacher will teach 100% of the lessons Continue Week 10 activities

	those to the cooperating teacher and field supervisor the week prior • During weeks 11-13, the clinical teacher will assume full responsibility of planning and teaching the students in the classroom		•	The CT should assume responsibility for preparing lesson plans and submitting those to the cooperating teacher and field supervisor the week prior During weeks 11-13, the clinical teacher will assume full responsibility of planning and teaching the students in the classroom
15-16 Gradual shift back to the cooperating teacher	 In the final 1-2 weeks at the district, the clinical teacher will gradually begin shifting classroom duties back to the cooperating teacher. Make sure all time-logs are completed in QClassroom. Tie up any lose end with assignment submissions. Make sure your field supervisor and your cooperating teacher have completed your assessment(s) in QClassroom. 	 Begin wrapping up the semester with your clinical teacher Make sure all assessments are completed in QClassroom. Remind the CT to complete the QClassroom time log Remind the cooperating teacher to complete the necessary assessment in QClassroom 	•	In the final 1-2 weeks at the district, the clinical teacher will gradually begin shifting classroom duties back to the cooperating teacher. Complete any assessments needed for you clinical teacher in QClassroom.

Stephen F. Austin State University Suggested Schedule for Clinical Teaching Split Placements Placement A

Week	Clinical Teacher	Field Supervisor	Cooperating Teacher
1 Observing In placement A	 Observe cooperating teacher Learn children's and relevant school personnel names Learn campus Learn daily/weekly schedule Observe how teacher handles transitioning for students Shadow the students throughout the day (PE/computer lab/ library/music/ lunch etc.) Eat lunch with children Assist with morning and dismissal routines Assist children and cooperating teacher Shadow teacher (go where the teacher goes) Submit signed video recording permission forms to appropriate person(s) and keep copies for your record 	 Check in with clinical teacher to answer questions and address concerns Initiate communication with the cooperating teacher and encourage open dialogue to address any concerns throughout the semester Encourage communication with the clinical teacher Discuss optional video lesson. Remind clinical teacher to get paperwork signed prior to recording if doing the video Reinforce any expectations that have been set by you as the supervisor and EPP. Schedule Formal Observation 1 to be conducted during weeks 1-5 Log into QClassroom to review placements and assessments required throughout the semester 	 Provide relevant student information to your clinical teacher that is needed to make informed planning decisions Assist clinical teacher in meeting other teaching staff and administrators Coordinate a time to support the clinical teacher in planning and lesson execution Visit with the field supervisor and maintain an open dialogue to address any concerns Allow the clinical teacher to shadow you and your students throughout the week to learn appropriate routines Log into QClassroom to review placements and assessments required throughout the semester
2 Assisting	 Teach 10-25% of the lessons Assist the cooperating teacher while continuing to gradually change your role in the classroom Assist with grading papers, distributing handouts, checking attendance, one-on-one student assistance Continue observing cooperating teacher Take students from place to place on campus Secure videotape permission for videoing purposes 	 Check in with clinical teacher to answer questions and address concerns Communicate with the cooperating teacher for a weekly check in Remind clinical teacher to get paperwork signed prior to recording if doing the video. Reinforce any expectations that have been set by you as the supervisor and EPP. 	 Clinical teacher should be teaching approximately 10-25% of the lessons Allow your clinical teacher to begin assisting or observing during planning periods Allow your clinical teacher to start assisting in one-on-one student support and small group instructions Observe clinical teacher during these clinical teacher /student interactions

3-4 Teaming	 Observe during the lesson planning Teach 25-50% of the lessons Continue Week 1- 2 activities Work with a variety of small groups of students 	 Check in with clinical teacher to answer questions and address concerns Communicate with the cooperating teacher for a weekly check in Reinforce any expectations that have been set by you as the supervisor and EPP. 	 Answer any questions and guide your clinical teacher in the classroom. Clinical teacher should be teaching approximately 25-50% of the lessons Continue Week 1-2 activities
4-6 Teaching	 Teach 50-75% of the lessons Continue Week 3-4 activities Work with a variety of small groups of students Be more engaged in planning of lessons and activities Team teaching: examples: clinical teacher can present a warmup to the class and cooperating teaches the lesson and vice versa 	 Check in with clinical teacher to answer questions and address concerns Communicate with the cooperating teacher for a weekly check in Reinforce any expectations that have been set by you as the supervisor and EPP. Schedule Formal Observation 2 to be conducted during weeks 6 until end of placement A 	 Clinical teacher should be teaching approximately 50-75% of the lessons Continue Week 3-4 activities Clinical teacher should be more engaged in planning lessons and activities Team teaching: example: clinical teacher can present a warmup to the class and cooperating teacher teaches the lesson and vice versa
6-until placement change to B placement Fully Responsible for Classroom Lessons and Teaching	 Teach 100% of the lessons Continue Week 4-6 activities Work with a variety of small groups of students Be more engaged in planning of lessons and activities Team teaching: example: clinical teacher can present a warmup to the class and cooperating teaches the lesson and vice versa 	 Check in with clinical teacher to answer questions and address concerns Communicate with the cooperating teacher for a weekly check in Reinforce any expectations that have been set by you as the supervisor and EPP. 	 Clinical teacher should be teaching approximately 100% of the lessons Continue Week 4-6 activities Clinical teacher should be more engaged in planning lessons and activities Team teaching: example: clinical teacher can present a warmup to the class and cooperating teacher teaches the lesson and vice versa

Stephen F. Austin State University Suggested Schedule for Clinical Teaching Split Placements Placement B

Week	Clinical Teacher	Field Supervisor	Cooperating Teacher
1 Observing In placement B	 Observe cooperating teacher Learn children's and relevant school personnel names Learn campus Learn daily/weekly schedule Observe how teacher handles transitioning for students Shadow the students throughout the day (PE/computer lab/ library/music/ lunch etc.) Eat lunch with children Assist with morning and dismissal routines Assist children and cooperating teacher Shadow teacher (go where the teacher goes) Submit signed video recording permission forms to appropriate person(s) and keep copies for your record 	 Check in with clinical teacher to answer questions and address concerns Initiate communication with the cooperating teacher and encourage open dialogue to address any concerns throughout the semester Encourage communication with the clinical teacher Discuss optional video lesson. Remind clinical teacher to get paperwork signed prior to recording if doing the video Reinforce any expectations that have been set by you as the supervisor and EPP. Schedule Formal Observation 3 to be conducted during weeks 1-4 Log into QClassroom to review placements and assessments required throughout the semester 	 Provide relevant student information to your clinical teacher that is needed to make informed planning decisions Assist clinical teacher in meeting other teaching staff and administrators Coordinate a time to support the clinical teacher in planning and lesson execution Visit with the field supervisor and maintain an open dialogue to address any concerns Allow the clinical teacher to shadow you and your students throughout the week to learn appropriate routines Log into QClassroom to review placements and assessments required throughout the semester
2 Assisting	 Teach 10-25% of the lessons Assist the cooperating teacher while continuing to gradually change your role in the classroom Assist with grading papers, distributing handouts, checking attendance, one-on-one student assistance Continue observing cooperating teacher Take students from place to place on campus Secure videotape permission for videoing purposes 	 Check in with clinical teacher to answer questions and address concerns Communicate with the cooperating teacher for a weekly check in Remind clinical teacher to get paperwork signed prior to recording if doing the video. Reinforce any expectations that have been set by you as the supervisor and EPP. 	 Clinical teacher should be teaching approximately 10-25% of the lessons Allow your clinical teacher to begin assisting or observing during planning periods Allow your clinical teacher to start assisting in one-on-one student support and small group instructions Observe clinical teacher during these clinical teacher /student interactions

3-4 Teaming	 Observe during the lesson planning Teach 25-50% of the lessons Continue Week 1-2 activities Work with a variety of small groups of students 	 Check in with clinical teacher to answer questions and address concerns Communicate with the cooperating teacher for a weekly check in Reinforce any expectations that have been set by you as the supervisor and EPP. Schedule Formal Observation 4 to be conducted during weeks 5 until end of placement B 	 Answer any questions and guide your clinical teacher in the classroom. Clinical teacher should be teaching approximately 25-50% of the lessons Continue Week 1-2 activities
4-6 Teaching	 Teach 50-75% of the lessons Continue Week 3-4 activities Work with a variety of small groups of students Be more engaged in planning of lessons and activities Team teaching: examples: clinical teacher can present a warmup to the class and cooperating teaches the lesson and vice versa 	 Check in with clinical teacher to answer questions and address concerns Communicate with the cooperating teacher for a weekly check in Reinforce any expectations that have been set by you as the supervisor and EPP. 	 Clinical teacher should be teaching approximately 50-75% of the lessons Continue Week 3-4 activities Clinical teacher should be more engaged in planning lessons and activities Team teaching: example: clinical teacher can present a warmup to the class and cooperating teacher teaches the lesson and vice versa
6-until placement B ends Fully Responsible for Classroom Lessons and Teaching	 Teach 100% of the lessons Continue Week 4-6 activities Work with a variety of small groups of students Be more engaged in planning of lessons and activities Team teaching: example: clinical teacher can present a warmup to the class and cooperating teaches the lesson and vice versa 	 Check in with clinical teacher to answer questions and address concerns Communicate with the cooperating teacher for a weekly check in Reinforce any expectations that have been set by you as the supervisor and EPP. 	 Clinical teacher should be teaching approximately 100% of the lessons Continue Week 4-6 activities Clinical teacher should be more engaged in planning lessons and activities Team teaching: example: clinical teacher can present a warmup to the class and cooperating teacher teaches the lesson and vice versa

Topics and Strategies for Lessons

TOPIC	STRATEGIES	
Active Learning	 Cooperative Learning Group Work Discussions Projects Hands-on Activities Manipulatives 	
Differentiated Instruction	Learning StylesMultiple IntelligencesBy InterestBy Ability and Readiness	
Models of Assessment	 Authenticate Assessments Performance Assessments Portfolios Projects Rubrics Evaluating existing assessments 	
Classroom Management	 Praise Redirection of students Use of rules and consequences Organization of activities 	
Diversity of Students	 Modifications for students with special needs Use of IEPs Tolerance of all students Incorporation of diverse examples and concepts 	
Reading	 Reading in the content area Pre-reading and post-reading strategies (e.g. KWLs) 	

Curriculum	 Appropriate use of the TEKS Well-written lesson plans Appropriate materials for content and age level
Other Duties	 Attending faculty meetings Assisting cooperating teacher Supporting school functions and events

ACP

Field Supervisor Information

Dear Field Supervisor,

Thank you so much for your willingness to serve the SFA Alternative Certification Program (ACP) Interns in your supervisory role!

Important things to remember:

- 1) Initial contact (via email, phone, etc.) must occur during the first three weeks of the assignment.
- 2) First semester interns require three formal evaluations.
- 3) Second semester interns require two formal evaluations.
- a. We are requiring that ALL evaluations, both formal and informal, must include comments from you. TEA mandates that we submit these comments for accountability purposes.
- 4) If an intern has not submitted all required assignments in QClassroom, <u>do not</u> submit a passing grade for them in MySFA. They must satisfactorily meet all requirements and turn in all assignments in order to pass.
- 5) If you, their mentor teacher, or their employer has a professional concern about an intern, please notify me immediately. This includes if they are put on a growth plan by their administrator. As their supervisor, you have the discretion to give additional assignments to help the intern learn where and how they can improve professionally.
 - a. I have received communication from principals in the past that is completely opposite of what the field supervisor has encountered with an intern. Please make sure to consult with the administrator and mentor teacher during your visits to address any concerns they may have that you are not able to see in the short amount of time you are in their classroom.

Any issues or concerns pertaining to the ACP program should be directed to edcert@sfasu.edu.

Again, I truly wanted to thank you for your decision to making our students successful educators and I look forward to working with you!

Best,

Office of Assessment and Accountability

Office: 936-468-1282 Fax: 936-468-1224 edcert@sfasu.edu

For Supervisors of ACP Interns

Intern Responsibilities

- Attachments
 - Lesson plans for each formal observation
- Time Log
 - o First and last day on campus
 - o Initial contact with field supervisor
 - Absences
 - Make-up days
 - Date and duration of each formal observation (each formal need to be at least 45 minutes)
- QClassroom Assessments
 - Program Evaluation by Candidate
 - o Final Dispositions by Candidate
- Brightspace by D2L course <u>ACP Internship</u> All must be completed within the first two
 weeks of the clinical teaching assignment
 - Mental Health Training (Upload certificate to Brightspace by D2L)
 - Substance Abuse Prevention Training (Upload certificate to Brightspace by D2L)
 - Dyslexia Training (Upload certificate to Brightspace by D2L)
 - Suicide Prevention Training (Upload certificate to Brightspace by D2L)
 - FEPRA 101 (Upload certificate to Brightspace by D2L)
 - T-Tess Module and Quizzes

Field Supervisor Responsibilities

- Field Supervisor
 - Five T-TESS Pre-Conference assessments in QClassroom for each formal observation
 - Five T-TESS Formal Observation assessments in QClassroom (three 1st semester and two 2nd semester)
 - Five T-TESS Post-Conference assessments in QClassroom
 - Six Informal Observation assessments in QClassroom (three 1st semester and three 2nd semester)
 - o Final Disposition by Field Supervisor assessment in QClassroom
- Ensure the following have been completed by the intern and/or mentor in QClassroom
 - Attendance on Monthly Time Log in QClassroom
 - First and last day on campus
 - Initial contact with field supervisor
 - Absences
 - Make-up days
 - Date and duration of each formal observation (each observation much be at least 45 minutes)
 - Mentor Training Checklist (Mentor completes rubric both semesters)
 - Monthly contact logs (Mentor completes rubric both semesters)
 - o Candidate Performance Evaluation by Mentor-Cooperating Teacher (both semesters)
 - Final Dispositions by Mentor-Cooperating Teacher (both semesters)
 - Program Evaluation by Candidate (2nd semester)
 - Final Dispositions by Candidate (2nd semester)
 - o Addendums by Mentor-Cooperating Teacher (if included in QClassroom both semesters)
- If notified by the EPP Office, ensure the following trainings have been completed:

Brightspace by D2L course – $\underline{ACP\ Internship}$ – All must be completed within the first two weeks of the internship assignment (1st semester)

- o Mental Health Training (Upload certificate to Brightspace by D2L)
- Substance Abuse Prevention Training (Upload certificate to Brightspace by D2L)
- Dyslexia Training (Upload certificate to Brightspace by D2L)
- Suicide Prevention Training (Upload certificate to Brightspace by D2L)
- o FEPRA 101 (Upload certificate to Brightspace by D2L)
- T-Tess Module and Quizzes

Per TAC 228.35(e)(2)(A)(vii), An internship is successful when the candidate demonstrates proficiency in each of the educator standards for the assignment and the field supervisor and campus supervisor recommend to the EPP that the candidate should be recommended for a standard certificate. If either the field supervisor or campus supervisor do not recommend that the candidate should be recommended for a standard certificate, the person who does not recommend the candidate must provide documentation supporting the lack of recommendation to the candidate and either the fields supervisor or campus supervisor.

Texas Teacher Evaluation and Support System (T-TESS) FORMS

T-TESS System POST CONFERENCE SELF-REFLECTION FORM

Teacher Name:______Date of Observation: _____

Reflect on your lesson and versesponses on this form inclu		you have for each indicator. Record your n indicator.
Planning		
Indicator	Score	Evidence
Standards and Alignment		
Data and Assessment		
Knowledge of Students		
Activities		
INSTRUCTIO	N	
Indicator	Score	Evidence
Achieving Expectations		
Content Knowledge Expertise		
Communication		
Differentiation		
LEARNING EN	WIRONMEN	Т
Indicator	Score	Evidence
Classroom Environment, Routines and Procedures	Score	LVIGETICE

Managing Student Behavior		
Classroom Culture		

T-TESS Post-Conference Plan

Reinforcement Plan Form
Reinforcement Area (Dimension): Click here to enter text.
Self-Analysis Question: Click here to enter text.
Seir-Analysis Question: Click nere to enter text.
Evidence: Click here to enter text.

Refinement Plan Form
Refinement Area (Dimension): Click here to enter text.
Self-Analysis Question: Click here to enter text.
Evidence: Click here to enter text.
Recommendations: Click here to enter text.

Texas Teacher Evaluation and Support System (T-TESS)

Non-Teacher Programs Field Supervisor Handbook

James I. Perkins College of Education Educator Preparation Program Administration and Staff

Interim Dean, James I. Perkins College of Education

Dr. Stacy Hendricks

Associate Dean of Assessment & Accountability

Dr. Christina Sinclair

Data and Technology Manager/QClassroom Coordinator

Mr. Joe Strahl

Educator Preparation Program Manager

Ms. Carrie Baker

Certification Coordinator

Ms. Melanie Mercer

Educational Diagnostician Program Coordinator

Dr. Summer Koltonski

Principal Program Coordinator

Dr. Brian Uriegas

Superintendent Program Coordinator

Dr. Barbara Qualls

Visual Impairment Program Coordinator

Dr. Michael Munro

McKibben Education Building Box 13071, SFA Station Nacogdoches, TX 75962

Office: (936) 468.1282 Fax: (936) 468.1224 edcert@sfasu.edu

https://www.sfasu.edu/coe

Practicum Requirements

Minimum practicum requirements:

For certification in a class other than classroom teacher, each EPP shall provide a practicum for a minimum of 160 clock-hours whereby a candidate must demonstrate proficiency in each of the educator standards for the certificate class being sought.

- A practicum experience must take place in an actual school setting rather than a distance learning lab or virtual school setting.
- A practicum shall not take place in a setting where the candidate:
 - o has an administrative role over the site supervisor; or
 - o is related to the field supervisor or site supervisor by blood (consanguinity) within the third degree or by marriage (affinity) within the second degree.

Support and Training

Candidate support and site supervisor training:

In order to support a new educator and to increase educator retention, an EPP shall collaborate with the campus or district administrator to assign a site supervisor during the candidate's practicum.

If an individual who meets the certification category and/or experience criteria for a site supervisor is not available, the EPP and campus or district administrator shall assign an individual who most closely meets the criteria and document the reason for selecting an individual that does not meet the criteria.

The EPP is responsible for providing site supervisor training that relies on scientifically-based research, but the program may allow the training to be provided by a school, district, or regional education service center if properly documented.

Field supervisor support during practicum and observation requirements:

- 1. Initial Contact (TAC 228.101(b)(2))
 - a. Must occur within the first quarter of the assignment start date
- 2. Informal Observations (TAC 228.101(b)(5))
 - a. Three informal observations during the practicum assignment
 - i. 15 minutes or more in duration each semester of the practicum assignment
 - ii. Informal observations of practicum candidates may be virtual, either synchronous or asynchronous
 - iii. are informed by written feedback provided during post-observation conferences
 - 1. In other words: are related to feedback from the previous post-observation conference.

- iv. include observation and feedback on targeted skills
- 3. Formal Observations (TAC 228.117)
 - a. Three formal observations are required during the practicum assignment
 - i. One formal observation must occur each third of the assignment
 - ii. The formal observations must be at least 135 minutes in duration throughout the practicum
 - b. Additional formal observation information
 - i. An individualized pre-observation conference must occur prior to each formal observation
 - 1. May be in-person or virtual
 - ii. Each formal observation must be followed by a post-observation conference within 72 hours of the educational activity
 - 1. Must by individualized, synchronous and interactive with the candidate
 - iii. Field supervisor must provide a copy of the written feedback to the candidate's site supervisor.
- 4. Candidate, Field Supervisor, and Site Supervisor collaboration (TAC 228.101(b)(12))
 - a. For non-teacher candidates in a practicum, the field supervisor shall collaborate with the candidate and site supervisor throughout the practicum experience.