Field Supervisor HANDBOOK

James I. Perkins College of Education

Stephen F. Austin State University

2023-2024

Revised July 2023
Stephen F. Austin State University
Educator Preparation Program
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Revised July 2023
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff and Contact Information</td>
<td>2</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>3</td>
</tr>
<tr>
<td>Welcome Letter</td>
<td>4</td>
</tr>
<tr>
<td>Texas Administrative Code Definitions</td>
<td>5</td>
</tr>
<tr>
<td>Field Supervisor Responsibilities</td>
<td>7</td>
</tr>
<tr>
<td>Clinical Teacher/Intern Responsibilities</td>
<td>8</td>
</tr>
<tr>
<td>Participation Attendance and Schedules</td>
<td>9</td>
</tr>
<tr>
<td>Verification of Class Rosters &amp; Grading Information</td>
<td>11</td>
</tr>
<tr>
<td>QClassroom Instructions</td>
<td>17</td>
</tr>
<tr>
<td>Ethics and Dispositions</td>
<td>24</td>
</tr>
<tr>
<td>Professional Dispositions, Intervention and Program Continuation Policy</td>
<td>33</td>
</tr>
<tr>
<td>Frequently Asked Questions</td>
<td>38</td>
</tr>
<tr>
<td>Clinical Teaching Experiences</td>
<td>40</td>
</tr>
<tr>
<td>Campus Experiences Reflection</td>
<td>41</td>
</tr>
<tr>
<td>Educational Aide Responsibility Framework and Acceptance</td>
<td>42</td>
</tr>
<tr>
<td>Travel Reimbursement for Field Supervisors of Clinical Teachers</td>
<td>45</td>
</tr>
<tr>
<td>Sample: Point to Point Odometer Log</td>
<td>47</td>
</tr>
<tr>
<td>Sample: Point to Point Tracking Form</td>
<td>49</td>
</tr>
<tr>
<td>Sample: Google Maps</td>
<td>51</td>
</tr>
<tr>
<td>Suggested Schedule for Clinical Teachers</td>
<td>52</td>
</tr>
<tr>
<td>Topics and Strategies for Lessons</td>
<td>61</td>
</tr>
<tr>
<td>ACP Field Supervisor Information</td>
<td>64</td>
</tr>
<tr>
<td>ACP Welcome Letter</td>
<td>65</td>
</tr>
<tr>
<td>Intern Responsibilities</td>
<td>66</td>
</tr>
<tr>
<td>Field Supervisor Responsibilities</td>
<td>67</td>
</tr>
<tr>
<td>Texas Teacher Evaluation and Support System</td>
<td>68</td>
</tr>
<tr>
<td>Non-Teacher Programs Field Supervisor Information</td>
<td>71</td>
</tr>
</tbody>
</table>

The most current version of the SFASU Educator Preparation Program Calendar can be viewed at [epp-calendar.pdf](https://sfasu.edu). 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](https://www.sfasu.edu/coe), 936.468.1282

Revised July 2023
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,

[Signature]

Dr. Christina Sinclair
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.
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 - Clinical Teaching/ACP Internship (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 QCclassroom.

• Complete required assignments as requested from Field Supervisor.

• Attend Teacher Career Fair/Job Expo

• Attend Clinical Teaching Seminar

Roles and Responsibilities of ACP Intern

• Complete the following trainings in the on-line Clinical Teaching/ACP Internship (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: http://www.sfasu.edu/education

Revised July 2023
Participation: Attendance, Absences, Substitute Teaching and Observations

Attendance

Clinical Teachers are required to maintain the same daily schedule as the Cooperating Teacher (which includes professional assignments that extend beyond the normal school day). Please note: Approval for the release of a clinical teacher from attendance is the responsibility of the Cooperating Teacher and the Field Supervisor, and may involve the Clinical Teaching Coordinator. It is NOT at the discretion of the SFA Clinical Teacher to determine Attendance policies.

Absences

Clinical Teachers should call the school prior to an absence. Clinical teachers are required to obtain 70 days in their field placement. If a student falls below the 70 days, the student will be required to extend their placement until the 70 days are met. Any absences exceeding five as per the syllabus will result in failing clinical teaching.

Arriving early/staying late does not accrue nor can the time be used in place of an absence. Clinical teachers are required to log all absences into their QClassroom time log with the reason for the absence in the activity section. In addition, makeup days must also be entered in the QClassroom time log.

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 during the clinical teaching semester. If virtual observations are conducted, TWO of the FOUR observations MUST be conducted face-to-face. TWO virtual observations may be conducted through use of an unedited electronic transmission, video or technology-based method. See the Observation Schedule 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
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 must 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 for web-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 NOT 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
     - Final Dispositions by Candidate – completed at the end of each assignment
     - 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 – Clinical Teaching/ACP Internship – 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
     - 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
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.
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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

![Login Image]

Image 2.

![QClassroom Image]
**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
2. 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

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
Professional Dispositions Statement for Educator Preparation

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
  - full and responsible engagement in coursework
  - 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
  o responding positively to feedback from instructors
  o 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
  o consideration of other ideas and points of view
  o 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:
  
  o  knowledge of and adherence to the Texas Educators’ Code of Ethics (TAC Title 19, Part 7, Chapter 242, Rule 247.2)
  o  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
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)
Candidate Program Continuation Form (Part A)

To: ______________________  From: ______________________  Date: ______________________

All Stephen F. Austin State University candidates seeking educator certification are informed that the Educator Preparation Handbook and individual departments set forth requirements for prospective educators and the expectations held for all educators. The purpose of 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:

- Poor Punctuality
- Poor work quality
- Dominates class discussion / group activities
- Volatile / overly emotional
- Lack of participation in class activity
- Assignments not returned in a timely manner
- Inappropriate behavior that distracts or disrupts the class
- Poor attendance
- Negative attitude
- Inappropriate comments
- Missing assignments
- Inattentiveness (sleeping, texting, etc...)
- Hostility to instructor
- Lack of interest
- Failure to meet class requirements
- Hygiene issues
- Unable to accept criticism
- Unacceptable language
- Cheating / Plagiarism
- Lack of empathy / interest in teaching
- Other:

At the Practicum / Clinical Teaching Site:

- Lack of integrity in professional performance
- Poor punctuality
- Poor attendance in classes and field placement
- Poor adherence to hours required of cooperating teachers
- Inconsistent daily preparation to teach
- Unacceptable language with children / youth
- Requires excessive guidance
- Displays non-professional behavior
- Evidence of cheating
- Inappropriate social interaction with pupils / teachers
- Inappropriate physical contact with pupils / teachers
- Failure to be open to new ideas
- Displays hostilities toward teachers
- Failure to interact with all learners
- Lack of interest in teaching
- Lack of empathy, interest, or care for students
- Lack of self-control in the classroom setting
- Volatile / overly emotional reactions under stress
- Deficient in instructional skills
- Lack of knowledge of content
- 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:
### Candidate Program Continuation Form (Part B)

<table>
<thead>
<tr>
<th>Goals to be addressed</th>
<th>Activities to facilitate improvement</th>
<th>Evidence to determine improvement</th>
<th>Timeline</th>
<th>Follow up notes</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
<td></td>
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</tr>
</tbody>
</table>

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
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)
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
Name: _____________________    Date: ____________________________

Type of Experience: ________________________________

What did you see?

Was this what you expected? Why or why not?

What things went really well?

Were there things that needed improvement? Why or why not?

How would you do things differently from what you observed?

What questions do you have about this experience?
Educational Aide Responsibility Framework and Acceptance
Educational Aide Responsibility Framework and Acceptance

According to Texas Administrative Code teacher candidates employed as certified educational aides may now satisfy their clinical teaching assignment requirements through their instructional duties (225.35 (k)). The purpose of this Educational Aide Responsibility Framework and Acceptance is to make all stakeholders (Field Supervisor, Educational Aide, Cooperating Teacher, and Campus Principal/Administrator) aware of certain duties that must be fulfilled. This document reflects our common interests in supporting educational aides to become effective certified teachers.

Educational Aide/Clinical Teacher (candidate): Please present a copy of this framework and acceptance to your cooperating teacher and principal. Return a signed copy to edcertfield@sfasu.edu.

Stephen F. Austin State University EPP will...

1. Ensure that the candidate maintains a 2.50 GPA prior to clinical teaching semester.
2. Ensure that the candidate passes the TExES content exam prior to clinical teaching semester.
   • The SFASU Professional Educator’s Council waived this requirement for Fall 2020 and Spring 2021 as a result of COVID-19 and the lack of testing center availabilities. However, the candidate must be approved by the department and cleared to register for their content exam prior to clinical teaching.
3. Provide on-going training to the candidate through formal university courses, seminars, and clinical supervision by a field supervisor.
4. Recommend the candidate for Texas teacher certification upon completion of all requirements of coursework, testing and field experience requirements.

The Educational Aide/Clinical Teacher (candidate) will...

1. Complete all content coursework and maintain a 2.50 GPA prior to the clinical teaching semester.
2. Apply for clinical teaching through mySFA for the semester in which they plan to clinical teaching while being employed as an educational aide.
3. Pass the TExES content exam prior to the clinical teaching semester.
   • The SFASU Professional Educator’s Council waived this requirement for Fall 2020 and Spring 2021 as a result of COVID-19 and the lack of testing center availabilities. However, the candidate must be approved by the department and cleared to register for their content exam prior to clinical teaching.
4. Be currently employed and certified as an educational aide.
5. Perform instructional duties such as lesson planning, delivering instruction, implementing classroom management plan, grading, etc. (50% of the time must be in the content area and grade level of the certificate being sought).
6. Be assigned a cooperating teacher who:
   • Holds a valid classroom teacher certificate in the area being sought by the educational aide/clinical teacher.
   • Has a minimum of three years of teaching experience.
7. Understand that previous experience as an educational aide cannot be used to satisfy the clinical teaching requirement.

8. **Agree to attend all clinical teaching mandatory events on the SFA campus (Orientation, Job Fair, Seminar)**
The Field Supervisor will...

1. Provide on-site evaluations of the candidate during his/her clinical teaching semester.
2. Maintain open lines of communication regarding the candidate’s progress/growth.
3. Serve as the liaison between the university and school district.
4. Collaborate with the cooperating teacher to recommend to the EPP that the candidate should be recommended for a standard certificate.
   1. 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 EPP, candidate and either the field supervisor or cooperating teacher.

The Cooperating Teacher is asked to...

1. Complete and submit requested forms through SFA’s online data management system, QClassroom. If you have questions or need help with this please call 936-468-3825 or email QClassroom@sfasu.edu.
2. Collaborate with the field supervisor to recommend to the EPP that the candidate should be recommended for a standard certificate.
   1. 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 EPP, candidate and either the field supervisor or cooperating teacher.
3. Immediately report any concerns or possible issues to the candidate’s assigned field supervisor.
4. Share information and guide the candidate.
5. Mentor the candidate in developing strategies to independently and effectively develop lesson plans.
6. Allow the candidate to observe, analyze, question, plan and teach lessons.
7. Provide specific, constructive feedback for the purpose of professional growth.
8. Help candidate develop professionalism by providing specific praise as well as constructive feedback.

The Campus Principal and District is asked to...

1. Verify that the candidate is performing instructional duties such as lesson planning, delivering instruction, implementing classroom management plan, grading, etc. (50% of the time must be in the content area and grade level of the certificate being sought).
2. Assign a cooperating teacher to the candidate prior to the beginning of the clinical teaching semester. The cooperating teacher must:
   1. Hold a valid classroom teacher certificate in the area being sought by the educational aide/clinical teacher.
   2. Have a minimum of three years of teaching experience.
   3. Be the teacher in the classroom. The educational aid/clinical teacher should not have his/her own classroom during the required 15 weeks of clinical teaching.
4. Discuss, from time-to-time, the candidate’s growth with the assigned cooperating teacher and field supervisor.

Note: email edcertfield@sfasu.edu for the most up-to-date form which requires signatures from the SFA, district and student.
Travel Reimbursement Information
Travel Reimbursement for Field Supervisors of Clinical Teachers/interns

Headquarters: 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](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 Q Classroom 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

| 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 | X |     | 112240 | 112247 | 7 |
|       | Nac HS to McMichael MS | X |     | 112247 | 112256 | 9 |
|       | McMichael MS to Home | X |     | 112256 | 112266 | 10 |
| 18-Jan | Home to Raguet Elementary | X |     | 112295 | 112301 | 6 |
|       | Raguet Elementary to Home | X |     | 112301 | 112307 | 6 |
| 16-Feb | Home to Raguet Elementary | X |     | 112330 | 112336 | 6 |
|       | Raguet Elementary to Nac HS | X |     | 112336 | 112343 | 7 |
|       | Nac HS to Home | X |     | 112343 | 112351 | 8 |
** You must check whether the travel was to observe a student teacher or an intern (for accounting purposes.)

ST=Student Teacher
INT=Intern
## Point-to-Point Tracking Log

<table>
<thead>
<tr>
<th>Date</th>
<th>Travel (to/from)</th>
<th>ST</th>
<th>INT</th>
<th>Total Miles</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-Jan</td>
<td>Home to Raguet Elementary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Raguet Elementary to Nac HS</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nac HS to McMichael MS</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>McMichael MS to Home</td>
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<td>X</td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>Raguet Elementary to Home</td>
<td>X</td>
<td></td>
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<tr>
<td>16-Feb</td>
<td>Home to McMichael MS</td>
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<tr>
<td></td>
<td>McMichael MS to Nac HS</td>
<td></td>
<td>X</td>
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<tr>
<td></td>
<td>Nac HS to Home</td>
<td></td>
<td>X</td>
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</tr>
</tbody>
</table>

**Calculated via Google Maps by the Office of Assessment & Accountability**

---

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

ST=Student Teacher
INT=Intern

<table>
<thead>
<tr>
<th>Date</th>
<th>Travel (to/from)</th>
<th>ST</th>
<th>INT</th>
<th>Total Miles (office use only)</th>
</tr>
</thead>
</table>
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 ft
 total 489 ft
 2. Turn left toward Griffith Blvd
go 112 ft
 total 0.1 mi
 3. Turn left onto Griffith Blvd
 About 55 secs
 go 0.2 mi
 total 0.3 mi
 4. Turn left onto Raguet St
 About 52 secs
 go 0.3 mi
 total 0.6 mi
 5. Turn left onto E College St
 About 50 secs
 go 0.3 mi
 total 0.9 mi
 6. Turn right onto North St/U.S. 59F Business N
 About 5 mins
 go 4.0 mi
 total 4.9 mi
 7. Slight left onto US-259 N/North St
 Continue to follow US-259 N
 Destination will be on the left
 About 2 mins
 Total: 6.9 mi – about 11 mins

8. Head south on US-259 S toward Co Rd 104/Geldmeier Rd
 About 2 mins
 go 1.9 mi
 total 1.9 mi
 9. Continue onto North St/U.S. 59F Business S
 About 4 mins
 go 3.6 mi
 total 5.4 mi
 10. Turn left onto E Austin St
 About 2 mins
 go 0.7 mi
 total 6.1 mi
 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
 About 2 mins
 go 0.5 mi
 total 8.1 mi
 13. Turn left onto Park St
 Destination will be on the left
 go 0.2 mi
 total 8.3 mi
 Total: 8.3 mi – about 14 mins

14. Head west on Park St toward Martinsville St
 About 4 mins
 go 1.3 mi
 total 1.3 mi
 15. Turn left onto N Mound St
 Destination will be on the right
 go 0.2 mi
 total 1.5 mi
 Total: 1.5 mi – about 4 mins

16. Head north on N Mound St toward Park St
 About 2 mins
 go 0.7 mi
 total 0.7 mi
 17. Turn right onto E Starr Ave
 go 160 ft
 total 0.8 mi
 18. Take the 1st left onto Clark Blvd
 About 55 secs
 go 0.2 mi
 total 1.0 mi
 19. Turn left onto Griffith Blvd
 Destination will be on the right
 go 410 ft
 total 1.1 mi
 Total: 1.1 mi – about 4 mins

1936 North St, Nacogdoches, TX 75965
Suggested Schedule for Clinical Teaching
<table>
<thead>
<tr>
<th>Week</th>
<th>Clinical Teacher</th>
<th>Field Supervisor</th>
<th>Cooperating Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Observing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Clinical teacher will <strong>observe</strong> mentor teacher</td>
<td>• Check in with clinical teacher to answer questions and address concerns</td>
<td>• Provide relevant student information to your clinical teacher that is needed to make informed planning decisions</td>
</tr>
<tr>
<td></td>
<td>• Learn children’s and relevant school personnel names</td>
<td>• Initiate communication with the cooperating teacher and encourage open dialogue to address any concerns throughout the semester</td>
<td>• Assist clinical teacher in meeting other teaching staff and administrators</td>
</tr>
<tr>
<td></td>
<td>• Learn campus</td>
<td>• Encourage communication with the clinical teacher</td>
<td>• Coordinate a time to support the CT in planning and lesson execution</td>
</tr>
<tr>
<td></td>
<td>• Learn daily/weekly schedule</td>
<td>• Discuss optional video lesson. Remind CT to get paperwork signed prior to recording if doing the video</td>
<td>• Visit with the field supervisor and maintain an open dialogue to address any concerns</td>
</tr>
<tr>
<td></td>
<td>• Observe how teacher handles transitioning for students</td>
<td>• Reinforce any expectations that have been set by you as the supervisor and EPP.</td>
<td>• Allow the CT to shadow you and your students throughout the week to learn appropriate routines</td>
</tr>
<tr>
<td></td>
<td>• Shadow the students throughout the day (PE/computer lab/library/music/lunch etc.)</td>
<td>• Schedule Formal Observation 1 to be conducted during weeks 1-5</td>
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</tr>
<tr>
<td></td>
<td>• Eat lunch with children</td>
<td>• CT should be teaching approximately 10% of the lessons</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Assist with morning and dismissal routines</td>
<td>• Allow your CT to begin assisting or observing during planning periods</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Assist childing and cooperating teacher</td>
<td>• Allow your CT to start assisting in one-on-one student supports and 3 small group instructions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Shadow teacher (go where the teacher goes)</td>
<td>• Observe CT during these CT/student interactions</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Answer any questions and guide your clinical teacher in the classroom.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td><strong>Assisting</strong></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Clinical teacher will teach 10% of the lessons</td>
<td>• CT should be teaching approximately 10% of the lessons</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• CT will assist the cooperating teacher while continuing to gradually change your role in the classroom</td>
<td>• Allow your CT to begin assisting or observing during planning periods</td>
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<tr>
<td></td>
<td>• Assisting with grading papers, distributing handouts, checking attendance, one-on-one student assistance</td>
<td>• Allow your CT to start assisting in one-on-one student supports and 3 small group instructions</td>
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</tr>
<tr>
<td></td>
<td>• Continue observing your mentor teacher</td>
<td>• Observe CT during these CT/student interactions</td>
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</tr>
<tr>
<td></td>
<td>• Take students from place to place on campus</td>
<td>• Answer any questions and guide your clinical teacher in the classroom.</td>
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<td></td>
<td>• Secure videotape permission for videoing purposes</td>
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<tr>
<td></td>
<td>• Observe during the lesson planning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td><strong>Assisting</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Clinical teacher will teach 25% of the lessons</td>
<td>• Check in with clinical teacher to answer questions and address concerns</td>
<td>• CT should be teaching approximately 25% of the lessons</td>
</tr>
<tr>
<td></td>
<td>• Continue Week 2 activities</td>
<td>• Communicate with the cooperating teacher for a weekly check in</td>
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<td></td>
<td>• Remind CT to get paperwork signed prior to recording if doing the video.</td>
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<td></td>
<td></td>
<td>• Reinforce any expectations that have been set by you as the supervisor and EPP.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Teaming</td>
<td>5</td>
<td>Teaming</td>
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</tr>
<tr>
<td></td>
<td>• CT should be working with a variety of small groups of students&lt;br&gt;• Submit signed video recording permission forms to appropriate person(s) and keep copies for your record&lt;br&gt;• Communicate with the cooperating teacher for a weekly check in&lt;br&gt;• Reinforce any expectations that have been set by you as the supervisor and EPP.</td>
<td></td>
<td>• Clinical teacher will teach 25% of the lessons&lt;br&gt;• Continue Week 3 activities&lt;br&gt;• CT should be working with a variety of small groups of students&lt;br&gt;• CT should be more engaged in planning of lessons and activities&lt;br&gt;• Team teaching: examples: CT can present a warm up to the class and mentor teaches the lesson and vice versa&lt;br&gt;• Check in with clinical teacher to answer questions and address concerns&lt;br&gt;• Communicate with the cooperating teacher for a weekly check in&lt;br&gt;• Reinforce any expectations that have been set by you as the supervisor and EPP.</td>
</tr>
<tr>
<td>Week</td>
<td>Teaming</td>
<td>Clinical teacher will teach 50% of the lessons</td>
<td>Continue Week 6 activities</td>
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</tr>
<tr>
<td>7</td>
<td>Teaming</td>
<td>• Clinical teacher will teach 50% of the lessons</td>
<td>• Continue Week 6 activities</td>
</tr>
<tr>
<td>8</td>
<td>Teaming</td>
<td>• Clinical teacher will teach 75% of the lessons</td>
<td>• Continue Week 7 Activities</td>
</tr>
<tr>
<td>9</td>
<td>Teaming</td>
<td>• Clinical teacher will teach 75% of the lessons</td>
<td>• Continue Week 8 Activities</td>
</tr>
<tr>
<td>10</td>
<td>Teaching</td>
<td>• Clinical teacher will teach 100% of the lessons</td>
<td>• Continue Week 9 Activities</td>
</tr>
<tr>
<td>11-14</td>
<td>Teaching</td>
<td>• Clinical teacher will teach 100% of the lessons</td>
<td>• Continue Week 10 Activities</td>
</tr>
<tr>
<td></td>
<td>Full Responsibility</td>
<td>• Clinical teacher will teach 100% of the lessons</td>
<td>• Continue Week 10 Activities</td>
</tr>
</tbody>
</table>
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           | In the final 1-2 weeks at the district, the clinical teacher will gradually begin shifting classroom duties back to the cooperating teacher.  
| Gradual shift back to the cooperating teacher | Make sure all time-logs are completed in QCQ.  
|                | Tie up any lose end with assignment submissions.  
|                | Make sure your field supervisor and your cooperating teacher have completed your assessment(s) in QCQ.  
|                | Begin wrapping up the semester with your clinical teacher  
|                | Make sure all assessments are completed in QCQ.  
|                | Remind the CT to complete the QCQ time log  
|                | Remind the cooperating teacher to complete the necessary assessment in QCQ.  
|                | 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 QCQ.  

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Clinical Teacher</th>
<th>Field Supervisor</th>
<th>Cooperating Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>Observing In placement A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 1 | • 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 | | |
| 2 | • 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 | |
<table>
<thead>
<tr>
<th>3-4</th>
<th>Teaming</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Observe during the lesson planning</td>
<td>• Check in with clinical teacher to answer questions and address concerns</td>
</tr>
<tr>
<td>• Teach 25-50% of the lessons</td>
<td>• Communicate with the cooperating teacher for a weekly check in</td>
</tr>
<tr>
<td>• Continue Week 1-2 activities</td>
<td>• Reinforce any expectations that have been set by you as the supervisor and EPP.</td>
</tr>
<tr>
<td>• Work with a variety of small groups of students</td>
<td></td>
</tr>
<tr>
<td>• Clinical teacher should be teaching approximately 25-50% of the lessons</td>
<td></td>
</tr>
<tr>
<td>• Continue Week 1-2 activities</td>
<td></td>
</tr>
<tr>
<td>• Work with a variety of small groups of students</td>
<td></td>
</tr>
<tr>
<td>• Be more engaged in planning of lessons and activities</td>
<td></td>
</tr>
<tr>
<td>• Team teaching: examples: clinical teacher can present a warmup to the class and cooperating teaches the lesson and vice versa</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4-6</th>
<th>Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Teach 50-75% of the lessons</td>
<td>• Check in with clinical teacher to answer questions and address concerns</td>
</tr>
<tr>
<td>• Continue Week 3-4 activities</td>
<td>• Communicate with the cooperating teacher for a weekly check in</td>
</tr>
<tr>
<td>• Work with a variety of small groups of students</td>
<td>• Reinforce any expectations that have been set by you as the supervisor and EPP.</td>
</tr>
<tr>
<td>• Be more engaged in planning of lessons and activities</td>
<td>• Schedule Formal Observation 2 to be conducted during weeks 6 until end of placement A</td>
</tr>
<tr>
<td>• Team teaching: example: clinical teacher can present a warmup to the class and cooperating teaches the lesson and vice versa</td>
<td>• Clinical teacher should be teaching approximately 50-75% of the lessons</td>
</tr>
<tr>
<td>• Continue Week 3-4 activities</td>
<td></td>
</tr>
<tr>
<td>• Clinical teacher should be more engaged in planning lessons and activities</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6-until placement change to B placement</th>
<th>Fully Responsible for Classroom Lessons and Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Teach 100% of the lessons</td>
<td>• Check in with clinical teacher to answer questions and address concerns</td>
</tr>
<tr>
<td>• Continue Week 4-6 activities</td>
<td>• Communicate with the cooperating teacher for a weekly check in</td>
</tr>
<tr>
<td>• Work with a variety of small groups of students</td>
<td>• Reinforce any expectations that have been set by you as the supervisor and EPP.</td>
</tr>
<tr>
<td>• Be more engaged in planning of lessons and activities</td>
<td></td>
</tr>
<tr>
<td>• Team teaching: example: clinical teacher can present a warmup to the class and cooperating teaches the lesson and vice versa</td>
<td>• Clinical teacher should be teaching approximately 100% of the lessons</td>
</tr>
<tr>
<td>• Continue Week 4-6 activities</td>
<td></td>
</tr>
<tr>
<td>• Clinical teacher should be more engaged in planning lessons and activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Team teaching: example: clinical teacher can present a warmup to the class and cooperating teacher teaches the lesson and vice versa</td>
</tr>
</tbody>
</table>
# Suggested Schedule for Clinical Teaching Split Placements

## Placement B

<table>
<thead>
<tr>
<th>Week</th>
<th>Clinical Teacher</th>
<th>Field Supervisor</th>
<th>Cooperating Teacher</th>
</tr>
</thead>
</table>
| 1    | • 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  |
| 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 videotaping 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  |
<table>
<thead>
<tr>
<th>3-4</th>
<th>4-6</th>
<th>6-until placement B ends</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaming</strong></td>
<td><strong>Teaching</strong></td>
<td><strong>Fully Responsible for Classroom Lessons and Teaching</strong></td>
</tr>
<tr>
<td>• Observe during the lesson planning</td>
<td>• Check in with clinical teacher to answer questions and address concerns</td>
<td>• Check in with clinical teacher to answer questions and address concerns</td>
</tr>
<tr>
<td>• Answer any questions and guide your clinical teacher in the classroom.</td>
<td>• Communicate with the cooperating teacher for a weekly check in</td>
<td>• Communicate with the cooperating teacher for a weekly check in</td>
</tr>
<tr>
<td></td>
<td>• Reinforce any expectations that have been set by you as the supervisor and EPP.</td>
<td>• Reinforce any expectations that have been set by you as the supervisor and EPP.</td>
</tr>
<tr>
<td></td>
<td>• Schedule Formal Observation 4 to be conducted during weeks 5 until end of placement B</td>
<td></td>
</tr>
<tr>
<td>• Teach 25-50% of the lessons</td>
<td>• Clinical teacher should be teaching approximately 25-50% of the lessons</td>
<td></td>
</tr>
<tr>
<td>• Continue Week 1-2 activities</td>
<td>• Continue Week 3-4 activities</td>
<td>• Continue Week 4-6 activities</td>
</tr>
<tr>
<td>• Work with a variety of small groups of students</td>
<td>• Be more engaged in planning of lessons and activities</td>
<td>• Be more engaged in planning of lessons and activities</td>
</tr>
<tr>
<td></td>
<td>• Team teaching: examples: clinical teacher can present a warmup to the class and cooperating teaches the lesson and vice versa</td>
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<tr>
<td></td>
<td>• Clinical teacher should be teaching approximately 50-75% of the lessons</td>
<td>• Clinical teacher should be teaching approximately 100% of the lessons</td>
</tr>
<tr>
<td></td>
<td>• Continue Week 1-2 activities</td>
<td>• Continue Week 3-4 activities</td>
</tr>
<tr>
<td></td>
<td>• Clinical teacher should be more engaged in planning lessons and activities</td>
<td>• Clinical teacher should be more engaged in planning lessons and activities</td>
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<td>• Team teaching: example: clinical teacher can present a warmup to the class and cooperating teaches the lesson and vice versa</td>
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<td></td>
<td>• Clinical teacher should be teaching approximately 100% of the lessons</td>
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<td></td>
<td>• Continue Week 4-6 activities</td>
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<tr>
<td></td>
<td></td>
<td>• Clinical teacher should be more engaged in planning lessons and activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Team teaching: example: clinical teacher can present a warmup to the class and cooperating teaches the lesson and vice versa</td>
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</tbody>
</table>
Topics and Strategies for Lessons
<table>
<thead>
<tr>
<th>TOPIC</th>
<th>STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active Learning</td>
<td>• Cooperative Learning</td>
</tr>
<tr>
<td></td>
<td>• Group Work</td>
</tr>
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<td></td>
<td>• Discussions</td>
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<tr>
<td></td>
<td>• Projects</td>
</tr>
<tr>
<td></td>
<td>• Hands-on Activities</td>
</tr>
<tr>
<td></td>
<td>• Manipulatives</td>
</tr>
<tr>
<td>Differentiated Instruction</td>
<td>• Learning Styles</td>
</tr>
<tr>
<td></td>
<td>• Multiple Intelligences</td>
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<td>• By Interest</td>
</tr>
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<td></td>
<td>• By Ability and Readiness</td>
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<tr>
<td>Models of Assessment</td>
<td>• Authenticate Assessments</td>
</tr>
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<td>• Performance Assessments</td>
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<td>• Portfolios</td>
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<td>• Projects</td>
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<td></td>
<td>• Rubrics</td>
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<td>• Evaluating existing assessments</td>
</tr>
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<td>Classroom Management</td>
<td>• Praise</td>
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<td></td>
<td>• Redirection of students</td>
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<td>• Use of rules and consequences</td>
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<td></td>
<td>• Organization of activities</td>
</tr>
<tr>
<td>Diversity of Students</td>
<td>• Modifications for students with special needs</td>
</tr>
<tr>
<td></td>
<td>• Use of IEPs</td>
</tr>
<tr>
<td></td>
<td>• Tolerance of all students</td>
</tr>
<tr>
<td></td>
<td>• Incorporation of diverse examples and concepts</td>
</tr>
<tr>
<td>Reading</td>
<td>• Reading in the content area</td>
</tr>
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<td></td>
<td>• Pre-reading and post-reading strategies (e.g. KWLs)</td>
</tr>
</tbody>
</table>
| 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, do not 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
Intern Responsibilities

- **Attachments**
  - Lesson plans for each formal observation

- **Time Log**
  - First and last day on campus
  - 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
  - Final Dispositions by Candidate

- **Brightspace by D2L course – ACP Internship** – 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)
  - FEPRRA 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
  - 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 must be at least 45 minutes)
  - Mentor Training Checklist (Mentor completes rubric – both semesters)
  - Monthly contact logs (Mentor completes rubric – both semesters)
  - 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)
  - 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 – ACP Internship – All must be completed within the first two weeks of the internship assignment (1st semester)
    - 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)
    - FEPPRA 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 field 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 write in the evidence you have for each indicator. Record your responses on this form including a score for each indicator.

<table>
<thead>
<tr>
<th><strong>Planning</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
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<td>Indicator</td>
<td>Score</td>
<td>Evidence</td>
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<td>Standards and Alignment</td>
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<td>Data and Assessment</td>
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<td>Activities</td>
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<th><strong>INSTRUCTION</strong></th>
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<td>Differentiation</td>
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<td>Indicator</td>
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<td>Classroom Environment, Routines and Procedures</td>
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<td>Managing Student Behavior</td>
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<td>Classroom Culture</td>
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**T-TESS Post-Conference Plan**

**Reinforcement Plan Form**

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<td>Self-Analysis Question:</td>
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<td>Evidence:</td>
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**Refinement Plan Form**

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<td>Evidence:</td>
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<td>Recommendations:</td>
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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

Dean, James I. Perkins College of Education
    Dr. Judy Abbott

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
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Principal Program Coordinator
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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:
  - has an administrative role over the site supervisor; or
  - 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:

Supervision of each candidate shall be conducted with the structured guidance and regular ongoing support of an experienced educator who has been trained as a field supervisor. For each formal observation, the field supervisor shall:

- Participate in an individualized pre-observation conference with the candidate; document educational practices observed;
• Provide written feedback through an individualized, synchronous, and interactive post-observation conference with the candidate; and provide a copy of the written feedback to the candidate's site supervisor.
• Neither the pre-observation conference nor the post-observation conference need to be onsite.
• Formal observations conducted through collaboration with school or district personnel can be used to meet the requirements of this subsection.
• Informal observations and coaching shall be provided by the field supervisor as appropriate.

The field supervisor shall collaborate with the candidate and site supervisor throughout the practicum experience.

Observation requirements:
• Formal observations must be at least 135 minutes in duration in total throughout the practicum and must be conducted by the field supervisor.
• At least one of the formal observations must be on the candidate's site in a face-to-face setting.
• If a formal observation is not conducted on the candidate's site in a face-to-face setting, the formal observation may be provided by use of electronic transmission or other video or technology-based method. A formal observation that is not conducted on the candidates' site in a face-to-face setting must include a pre- and post-conference.
• An EPP must provide a minimum of one formal observation within the first third of the practicum, one formal observation within the second third of the practicum, and one formal observation within the final third of the practicum.