

Mentor-Cooperating Teacher Handbook

James I. Perkins College of Education



Stephen F. Austin State University

2023-2024

Mentor / Cooperating Teacher Information

Thank you for mentoring an SFA clinical teacher! This information packet is intended to provide answers to any questions you may have about the clinical teaching mentoring process.

The most current version of the **SFASU Educator Preparation Program Calendar** can be viewed at [epp-calendar.pdf \(sfasu.edu\)](http://epp-calendar.pdf(sfasu.edu)).

Additionally, contact information is included for all SFA staff involved in clinical teaching. Please do not hesitate to contact us with any of your questions.

What to Expect:

The Texas Higher Education Coordinating Board, the National Council for Accreditation of Teacher Educators, and the Southern Association of Schools and Colleges require SFA to collect data for each teacher candidate. A component of being a cooperating teacher requires you to complete and submit requested forms through our online data management system, Qclassroom. You should have received an email FROM qclassroom@sfasu.edu in your school email account with a link and password. If you cannot find this, please check your junk or spam folder. IF you still do not find this, please contact our office at QClassroom@sfasu.edu.

Additionally, there are resources available to guide you online at our website:

<https://www.sfasu.edu/coe>

The SFA Field Supervisor should ask you to complete the following forms in QClassroom:

- Final Dispositions by Mentor-Cooperating Teacher
- Candidate Performance Evaluation by Mentor-Cooperating Teacher
- Addendum (This is dependent on the program. Not all programs collect this. If you are to complete it, it will appear in your QClassroom assessments.)

Additionally, the SFA Field Supervisor will formally observe the Clinical Teacher, and ask for your assistance in completion of the following forms:

- T-TESS Formal Observation assessments.
1. 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. 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
 - 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.

Responsibilities of the Mentor or Cooperating Teacher:

You, the Mentor or Cooperating Teacher, are one of the most important and influential people in the preparation of professional teachers. This influence is critical to the teaching profession. Cooperating Teachers are selected because of their personal experiences within the classroom and their willingness to mentor our future educators and complete the required documents.

Cooperating Teacher Responsibilities Include:

- ◆ Sharing information and guiding the clinical teacher.
- ◆ Mentoring the students in developing strategies to independently and effectively develop lesson plans.
- ◆ Allowing the clinical teacher to observe, analyze, question, plan, and teach lessons during the clinical teaching experience.
- ◆ Remaining in the classroom to monitor the clinical teacher.
- ◆ Guiding the clinical teacher to think reflectively about lessons taught.
- ◆ Providing specific, constructive feedback for the purpose of professional growth.

- ◆ Completing the required forms for SFA.
- ◆ Taking students seriously. A question of problem that seems trivial to you is new ground for clinical teachers.
- ◆ Nurture self-sufficiency. Utilize your personal teaching experiences to encourage confidence and independent thinking.
- ◆ Help students develop professionalism by providing specific praise as well as constructive feedback.

Important Topics:

ABSENCES: 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.

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, the Field Supervisor, and may involve the Clinical

Teaching Coordinator. It is NOT at the discretion of the SFA Clinical Teacher to determine acceptable absences.

CORPORAL PUNISHMENT: Clinical teachers will not administer corporal punishment. If school personnel determine corporal punishment is necessary, it must be administered by a district employee, NEVER a clinical teacher.

PROFESSIONALISM: Clinical teachers adhere to ethical standards of the teaching profession, to SFA policies for university students, and to the policies of the school where they are assigned.

SUBSTITUTING: Clinical teachers may serve as substitute teachers only after successfully completing six weeks of clinical teaching. Clinical teachers may substitute for a maximum of five days: 2 days unpaid followed by 3 days paid, as approved by the district.

Qclassroom Instructions

All Assessments are completed in Qclassroom, you will receive an email to your unique portal, if you do not receive it you may access it by going to this website

<https://tinyurl.com/qclassroom> or emailing QClassroom@sfasu.edu.

- Students need to complete the following:
 - Program Evaluation by Candidate ○ Final Candidate Dispositions by Candidate
- **Mentor/Cooperating teacher needs to complete the following:**
 - **Final Dispositions by Mentor-Cooperating Teacher**
(candidate must earn an average score of 2) ○
Candidate Performance Evaluation by Mentor-Cooperating Teacher ○ **Addendum (depending on student's certification area)**
- Field Supervisor needs to complete following:
 - Clinical Teacher Initial Contact Form
 - Final Dispositions by Field Supervisor (candidate must earn an average score of 2)
 - T-TESS Pre and Post Observation Conference
 - Post Observation Conference must be completed within 72 hours of formal observation
 - TESS Formal Observation (rubric for each observation)

Suggested Schedule for Clinical Teaching

Stephen F. Austin State University

Suggested Schedule for Clinical Teaching Single Placements

Week	Clinical Teacher	Field Supervisor	Cooperating Teacher
1 Observing	<ul style="list-style-type: none"> Clinical teacher will observe mentor teacher Learn children's and relevant school personnel names Learn campus Learn daily/weekly schedule Observe how teacher handles transitioning for students Shadow the students throughout the day (PE/computer lab/library/ music/ lunch etc.) Eat lunch with children Assist with morning and dismissal routines Assist childing and cooperating teacher Shadow teacher (go where the teacher goes) 	<ul style="list-style-type: none"> Check in with clinical teacher to answer questions and address concerns Initiate communication with the cooperating teacher and encourage open dialogue to address any concerns throughout the semester Encourage communication with the clinical teacher Discuss optional video lesson. Remind CT to get paperwork signed prior to recording if doing the video Reinforce any expectations that have been set by you as the supervisor and EPP. Schedule Formal Observation 1 to be conducted during weeks 1-5 	<ul style="list-style-type: none"> Provide relevant student information to your clinical teacher that is needed to make informed planning decisions Assist clinical teacher in meeting other teaching staff and administrators Coordinate a time to support the CT in planning and lesson execution Visit with the field supervisor and maintain an open dialogue to address any concerns Allow the CT to shadow you and your students throughout the week to learn appropriate routines
2 Assisting	<ul style="list-style-type: none"> Clinical teacher will teach 10% of the lessons CT will assist the cooperating teacher while continuing to gradually change 	<ul style="list-style-type: none"> Check in with clinical teacher to answer questions and address concerns Communicate with the cooperating teacher for a weekly check in 	<ul style="list-style-type: none"> CT should be teaching approximately 10% of the lessons Allow your CT to begin assisting or observing during planning periods

	<p>your role in the classroom</p> <ul style="list-style-type: none"> Assisting with grading papers, distributing handouts, checking attendance, one-on-one student assistance Continue observing your mentor teacher Take students from place to place on campus Secure videotape permission for videoing purposes Observe during the lesson planning 	<ul style="list-style-type: none"> Remind CT to get paperwork signed prior to recording if doing the video. Reinforce any expectations that have been set by you as the supervisor and EPP. 	<ul style="list-style-type: none"> Allow your CT to start assisting in one-on-one student supports and 3 small group instructions Observe CT during these CT/student interactions Answer any questions and guide your clinical teacher in the classroom.
3 Assisting	<ul style="list-style-type: none"> Clinical teacher will teach 25% of the lessons Continue Week 2 activities CT should be working with a variety of small groups of students Submit signed video recording permission forms to appropriate person(s) and keep copies for your record 	<ul style="list-style-type: none"> Check in with clinical teacher to answer questions and address concerns communicate with the cooperating teacher for a weekly check in Reinforce any expectations that have been set by you as the supervisor and EPP. 	<ul style="list-style-type: none"> CT should be teaching approximately 25% of the lessons Continue Week 2 activities
4 Teaming	<ul style="list-style-type: none"> Clinical teacher will teach 25% of the lessons Continue Week 3 activities CT should be working with a 	<ul style="list-style-type: none"> Check in with clinical teacher to answer questions and address concerns communicate with the cooperating teacher for a weekly check in 	<ul style="list-style-type: none"> CT should be teaching approximately 25% of the lessons Continue Week 3 activities CT should be more engaged in

	variety of small groups of students <ul style="list-style-type: none"> • CT should be more engaged in planning of lessons and activities • Team teaching: examples: CT can present a warm up to the class and mentor teaches the lesson and vice versa 	<ul style="list-style-type: none"> • Reinforce any expectations that have been set by you as the supervisor and EPP. 	planning lessons and activities <ul style="list-style-type: none"> • Team teaching: examples: CT can present a warm up to the class and mentor teaches the lesson and vice versa
5 Teaming	<ul style="list-style-type: none"> • Clinical teacher will teach 30% of the lessons • Continue Week 4 activities • CT should be working with a variety of small groups of students • CT should be more engaged in planning of lessons and activities • Team teaching: examples: CT can present a warm up to the class and mentor teaches the lesson and vice versa 	<ul style="list-style-type: none"> • Check in with clinical teacher to answer questions and address concerns • communicate with the cooperating teacher for a weekly check in • Reinforce any expectations that have been set by you as the supervisor and EPP • Schedule Formal Observation 2 to be conducted during weeks 6-9 	<ul style="list-style-type: none"> • CT should be teaching approximately 30% of the lessons • Continue Week 4 activities • CT should be more engaged in planning lessons and activities • Team teaching: examples: CT can present a warm up to the class and mentor teaches the lesson and vice versa
6 Teaming	<ul style="list-style-type: none"> • Clinical teacher will teach 50% of the lessons • Continue Week 5 activities • 	<ul style="list-style-type: none"> • Check in with clinical teacher to answer questions and address concerns • communicate with the cooperating teacher for a weekly check in • Reinforce any expectations that have been set by you as the supervisor and EPP. 	<ul style="list-style-type: none"> • CT should be teaching approximately 50% of the lessons • Continue Week 5 activities

7 Teaming	<ul style="list-style-type: none"> • Clinical teacher will teach 50% of the lessons • Continue Week 6 activities • CT should be gradually increasing the amount of lesson planning and lesson execution each week • 	<ul style="list-style-type: none"> • Check in with clinical teacher to answer questions and address concerns • communicate with the cooperating teacher for a weekly check in • Reinforce any expectations that have been set by you as the supervisor and EPP. 	<ul style="list-style-type: none"> • CT should be teaching approximately 50% of the lessons • Continue Week 7 activities • CT should be gradually increasing the amount of lesson planning and lesson execution each week
8 Teaming	<ul style="list-style-type: none"> • Clinical teacher will teach 75% of the lessons • Continue Week 7 activities • CT should be gradually increasing the amount of lesson planning and lesson execution each week 	<ul style="list-style-type: none"> • Continue Week 7 Activities 	<ul style="list-style-type: none"> • CT should be teaching approximately 75% of the lessons • Continue Week 7 activities • CT should be gradually increasing the amount of lesson planning and lesson execution each week
9 Teaming	<ul style="list-style-type: none"> • Clinical teacher will teach 75% of the lessons • Continue Week 8 activities • CT should be gradually increasing the amount of lesson planning and lesson execution each week 	<ul style="list-style-type: none"> • Continue Week 8 Activities • Schedule Formal Observation 3 to be conducted during weeks 10-13 	<ul style="list-style-type: none"> • CT should be teaching approximately 75% of the lessons • Continue Week 8 activities • CT should be gradually increasing the amount of lesson planning and lesson execution each week

10 Teaching	<ul style="list-style-type: none"> • Clinical teacher will teach 100% of the lessons • Continue Week 9 activities • CT should assume responsibility for preparing lesson plans and submitting those to the cooperating teacher and field supervisor the week prior 	<ul style="list-style-type: none"> • Continue Week 9 Activities 	<ul style="list-style-type: none"> • Clinical teacher will teach 100% of the lessons • Continue Week 9 activities • The CT should assume responsibility for preparing lesson plans and submitting those to the cooperating teacher and field supervisor the week prior
11-14 Teaching Full Responsibility	<ul style="list-style-type: none"> • Clinical teacher will teach 100% of the lessons • Continue Week 10 activities • 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 	<ul style="list-style-type: none"> • Continue Week 10 Activities • Schedule Formal Observation 4 to be conducted during weeks 14 until the end of clinical teaching 	<ul style="list-style-type: none"> • Clinical teacher will teach 100% of the lessons • Continue Week 10 activities • The CT should assume responsibility for preparing lesson plans and submitting those to the cooperating teacher and field supervisor the week prior • During weeks 11-13, the clinical teacher will assume full responsibility of planning and teaching the students in the classroom
15-16 Gradual shift back to the cooperating teacher	<ul style="list-style-type: none"> • In the final 1-2 weeks at the district, the clinical teacher will gradually begin 	<ul style="list-style-type: none"> • Begin wrapping up the semester with your clinical teacher • Make sure all assessments are 	<ul style="list-style-type: none"> • In the final 1-2 weeks at the district, the clinical teacher will gradually begin

	<p>shifting classroom duties back to the cooperating teacher.</p> <ul style="list-style-type: none"> • Make sure all time-logs are completed in QClassroom. • Tie up any loose ends with assignment submissions. • Make sure your field supervisor and your cooperating teacher have completed your assessment(s) in QClassroom. 	<p>completed in QClassroom.</p> <ul style="list-style-type: none"> • Remind the CT to complete the QClassroom time log • Remind the cooperating teacher to complete the necessary assessment in QClassroom 	<p>shifting classroom duties back to the cooperating teacher.</p> <ul style="list-style-type: none"> • Complete any assessments needed for your clinical teacher in QClassroom.
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Suggested Schedule for Clinical Teaching Split Placements
Placement A

Week	Clinical Teacher	Field Supervisor	Cooperating Teacher
1 Observing In placement A	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 • Observe during the lesson planning 	<ul style="list-style-type: none"> • 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. • 	<ul style="list-style-type: none"> • 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 • Answer any questions and guide your clinical teacher in the classroom.
3-4 Teaming	<ul style="list-style-type: none"> • Teach 25-50% of the lessons • Continue Week 1- 2 activities • Work with a variety of small groups of students • 	<ul style="list-style-type: none"> • Check in with clinical teacher to answer questions and address concerns • Communicate with the cooperating teacher for a weekly check in • Reinforce any expectations that have been set by you as the supervisor and EPP. 	<ul style="list-style-type: none"> • Clinical teacher should be teaching approximately 25-50% of the lessons • Continue Week 1-2 activities
4-6 Teaching	<ul style="list-style-type: none"> • Teach 50-75% of the lessons 	<ul style="list-style-type: none"> • Check in with clinical teacher to answer 	<ul style="list-style-type: none"> • Clinical teacher should be teaching

	<ul style="list-style-type: none"> • Continue Week 3-4 activities • Work with a variety of small groups of students • Be more engaged in planning of lessons and activities • Team teaching: examples: clinical teacher can present a warmup to the class and cooperating teaches the lesson and vice versa 	<p>questions and address concerns</p> <ul style="list-style-type: none"> • Communicate with the cooperating teacher for a weekly check in • Reinforce any expectations that have been set by you as the supervisor and EPP. • Schedule Formal Observation 2 to be conducted during weeks 6 until end of placement A 	<p>approximately 50-75% of the lessons</p> <ul style="list-style-type: none"> • Continue Week 3-4 activities • Clinical teacher should be more engaged in planning lessons and activities • Team teaching: example: clinical teacher can present a warmup to the class and cooperating teacher teaches the lesson and vice versa
<p>6-until placement change to B placement Fully Responsible for Classroom Lessons and Teaching</p>	<ul style="list-style-type: none"> • Teach 100% of the lessons • Continue Week 4-6 activities • Work with a variety of small groups of students • Be more engaged in planning of lessons and activities • Team teaching: example: clinical teacher can present a warmup to the class and cooperating teaches the lesson and vice versa 	<ul style="list-style-type: none"> • Check in with clinical teacher to answer questions and address concerns • Communicate with the cooperating teacher for a weekly check in • Reinforce any expectations that have been set by you as the supervisor and EPP. • Schedule Formal Observation 2 *Check EPP calendar for observation deadlines 	<ul style="list-style-type: none"> • Clinical teacher should be teaching approximately 100% of the lessons • Continue Week 4-6 activities • Clinical teacher should be more engaged in planning lessons and activities • Team teaching: example: clinical teacher can present a warmup to the class and cooperating teacher teaches the lesson and vice versa

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

Placement B

Week	Clinical Teacher	Field Supervisor	Cooperating Teacher
1 Observing In placement B	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

<p>2 Assisting</p>	<ul style="list-style-type: none"> • 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 • Observe during the lesson planning 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 • Answer any questions and guide your clinical teacher in the classroom.
<p>3-4 Teaming</p>	<ul style="list-style-type: none"> • Teach 25-50% of the lessons • Continue Week 1-2 activities • Work with a variety of small groups of students 	<ul style="list-style-type: none"> • Check in with clinical teacher to answer questions and address concerns • Communicate with the cooperating teacher for a weekly check in • Reinforce any expectations that have been set by you as the supervisor and EPP. • Schedule Formal Observation 4 to be conducted during weeks 5 until end of placement B 	<ul style="list-style-type: none"> • Clinical teacher should be teaching approximately 25-50% of the lessons • Continue Week 1-2 activities

4-6 Teaching	<ul style="list-style-type: none"> • Teach 50-75% of the lessons • Continue Week 3-4 activities • Work with a variety of small groups of students • Be more engaged in planning of lessons and activities • Team teaching: examples: clinical teacher can present a warmup to the class and cooperating teaches the lesson and vice versa 	<ul style="list-style-type: none"> • Check in with clinical teacher to answer questions and address concerns • Communicate with the cooperating teacher for a weekly check in • Reinforce any expectations that have been set by you as the supervisor and EPP. 	<ul style="list-style-type: none"> • Clinical teacher should be teaching approximately 50-75% of the lessons • Continue Week 3-4 activities • Clinical teacher should be more engaged in planning lessons and activities • Team teaching: example: clinical teacher can present a warmup to the class and cooperating teacher teaches the lesson and vice versa
6-until placement B ends Fully Responsible for Classroom Lessons and Teaching	<ul style="list-style-type: none"> • Teach 100% of the lessons • Continue Week 4-6 activities • Work with a variety of small groups of students • Be more engaged in planning of lessons and activities • Team teaching: example: clinical teacher can present a warmup to the class and cooperating teaches the lesson and vice versa 	<ul style="list-style-type: none"> • Check in with clinical teacher to answer questions and address concerns • Communicate with the cooperating teacher for a weekly check in • Reinforce any expectations that have been set by you as the supervisor and EPP. 	<ul style="list-style-type: none"> • Clinical teacher should be teaching approximately 100% of the lessons • Continue Week 4-6 activities • Clinical teacher should be more engaged in planning lessons and activities • Team teaching: example: clinical teacher can present a warmup to the class and cooperating teacher teaches the lesson and vice versa

Topics and Strategies for Lessons

TOPIC	STRATEGIES
Active Learning	<ul style="list-style-type: none"> • Cooperative Learning • Group Work • Discussions • Projects • Hands-on Activities • Manipulatives
Differentiated Instruction	<ul style="list-style-type: none"> • Learning Styles • Multiple Intelligences • By Interest • By Ability and Readiness
Models of Assessment	<ul style="list-style-type: none"> • Authenticate Assessments • Performance Assessments • Portfolios • Projects • Rubrics • Evaluating existing assessments
Classroom Management	<ul style="list-style-type: none"> • Praise • Redirection of students • Use of rules and consequences • Organization of activities
Diversity of Students	<ul style="list-style-type: none"> • Modifications for students with special needs • Use of IEPs • Tolerance of all students • Incorporation of diverse examples and concepts
Reading	<ul style="list-style-type: none"> • Reading in the content area

	<ul style="list-style-type: none"> • Pre-reading and post-reading strategies (e.g. KWLs)
Curriculum	<ul style="list-style-type: none"> • Appropriate use of the TEKS • Well-written lesson plans • Appropriate materials for content and age level
Other Duties	<ul style="list-style-type: none"> • Attending faculty meetings • Assisting cooperating teacher • Supporting school functions and events

Professional Dispositions, Intervention, and Program Continuation Policy

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

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

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

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

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

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

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

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

Candidate Program Continuation Form (Part A)

To: _____ From: _____ Date: _____

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:

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

Candidate Program Continuation Form (Part B)

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

_____ Candidate Demonstrated Satisfactory Improvement

_____ Satisfactory Improvement by Candidate was not demonstrated;

-Referred to Professional Educator's Program Continuation Review Panel