

# **Stephen F. Austin University Teacher Resident Handbook 2025-2026**



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# Lumberjack Teacher Residency

The goal of the SFA Teacher Residency is to provide rich opportunities for Teacher Residents to collaborate within a professional learning network of diverse educators. We strive to create and support varied degrees and educator certifications that are designed to develop school-wide teacher-leaders and educational change agents.

The curriculum and educator training is grounded in research; educational policy; hands-on teaching experiences; theories of teaching and learning; diversity, inclusion, and equity; technology application and digital literacy; effective instruction; and the use of assessment and data to improve education for all students in the State of Texas. The Teacher Residency will include specialized coursework, mentorship and coaching, and a myriad of authentic teaching experiences that develop the knowledge, skills, and ethical disposition to effectively meet the current demands of educational careers.

A Teacher Resident that participates in the Teacher Residency will participate in an authentic year-long placement in a public school as part of their coursework and training. This unique experience will increase Teacher Residents' understanding of the teaching profession and putting into practice the skills and knowledge learned in the classroom. The objective of this work is that you will become a Lumberjack Teacher; continually demonstrating that you are a reflective, well prepared, effective, and student focused educator ready to become leaders of classrooms in the schools of our state.

## A Focus on Educator Preparation Program Quality



SFA University is working in partnership with US PREP to transform our Educator Preparation Program to  
Stephen F. Austin Yearlong Teacher Residency Handbook 2025-2026

ensure the highest quality programming is afforded to our Residents.

## Year Long Residency Team Roles and Commitments

The Teacher Residency year is one of the most important components of our Educator Preparation Program (EPP). There are several key roles that are critical for the success of the Teacher Resident. These roles are outlined in the Residency Partnership Framework and Acceptance document and additional details are provided in this residency handbook. The purpose of this [Residency Partnership Framework and Acceptance.docx](#) is to make all stakeholders (Site coordinator, Teacher Resident, Host Teacher, and Campus Principal/Administrator) aware of certain duties that must be fulfilled during the Residency experience. This document reflects our common interests in supporting Teacher Residents, TR, to become effective certified teachers. Additional details can be found in 19 TAC §228 and §229.

### Site Coordinator

The SFA Site Coordinator is a critical component of the supervision team for Teacher Residents. Their job is one of instruction, supervision, and university-school relations. The Site Coordinator is a representative of the university to the public schools and an advocate for the Teacher Resident. The Site Coordinator will observe, coach, and provide written feedback regarding the Teacher Residents' performance during the yearlong residency. The Site Coordinator will be the Teacher Resident's primary point of contact for communication about the Educator Preparation Program and the point of contact for the Host Teacher. To the extent possible, all communication will flow through the Site Coordinator. The Site Coordinator will serve as the first point of contact in the SFA Educator Preparation Program communication chain:

***Teacher Resident → Site Coordinator → Site Coordinator Lead → Education Studies Chair***

The roles of the Site Coordinator are:

1. Teacher Resident Support
  - a. Identify and develop Teacher Resident goals, strengths, and weaknesses related to instructional competency and professionalism.
  - b. Teacher Resident's primary contact for communication about the Educator Preparation Program and the point of contact for the Host Teacher.
  - c. To the extent possible, all communication will flow through the Site Coordinator.
2. District Liaison
  - a. Build and maintain relationships with district and campus stakeholders.  
To the extent possible, all communication will flow through the Site Coordinator.
3. Data Support
  - a. Provide up-to-date Teacher Resident data to the instructor(s) of residency courses, as they will be used to inform coursework. This data may include, but is not limited to: walkthrough areas of refinement and reinforcement; written feedback; co-teaching models observed; POP Cycle data and scores; Teacher Resident self-scores, etc.

### Host Teacher

The role of the Host Teacher (HT) is to serve as a mentor, leader, and coach who models and plans effective

instruction and professional dispositions, creates a supportive classroom environment where the Teacher Resident (TR) is encouraged to take risks, and observes and provides specific feedback to the TR to have a lasting impact on student achievement.

## Campus Principal Roles & Responsibilities

The principal is a critical member during the yearlong residency. The principal helps to ensure that the school environment is supportive to Teacher Resident development. The principal is involved in selecting highly qualified Host Teachers for Teacher Residents and engages in regular communication with SFA to ensure TRs are supported.

# Teacher Resident Roles & Responsibilities

## Attendance

### Attendance & Absences:

- Teacher Residents (TRs) must complete a minimum of one full school year
- This includes attendance on the first and last instructional days with students
- Residency must be in a classroom supervised by a host teacher in the content area and grade level being sought
- 21 hours a week, 750 total hours for the year
- Residents are required to log their hours daily
- TRs are allowed up to three absences each semester for extenuating circumstances, such as:
  - Illness
  - Death of an immediate family member
- Notification requirements:
  - TRs must inform their site coordinator and host teacher about absences as soon as possible
  - An Absence Request Verification Form with proper documentation must be submitted and approved by the Site Coordinator

### Absence Calculations

- Late arrival or early departure: Counts as ½ day absence (regardless of time missed)
- Attending less than half of the school day: Counts as a full day absence

### Consequences for Excessive Absences

- May require an additional semester
- In some cases, may result in termination from the program

### District Approved Absences

Residents may take the full amount of earned personal/sick days per district policy, as long as the TAC requirements are also met. In addition to notifying the Site Coordinator, residents must follow the district protocols for using sick/personal days. Any absences over the allotted sick/personal days will

be addressed on a case-by-case basis.

### Three-Step Procedure for Reporting an Absence:

1. Teacher Resident notifies the Host Teacher and Site Coordinator by text before 7:00 AM. If the Host teacher cannot be reached, the Teacher Resident should call the school office and leave a message.
2. Teacher Resident should send one email to the following: (1) the Host Teacher or Multi-Classroom Leader; (2) the Site Coordinator; (3) the school contact, and (4) the Coordinator of Field Experiences (Ms. Michelle Miller) that communicates the absence from school that day.
3. Teacher Resident logs the absence in QClassroom. Paid residents should follow through with district employee expectations for reporting absences.

### Calendar

The SFA Teacher Residency cycle begins and ends on the dates designated by the Educator Preparation Services office in conjunction with district partners. Teacher Residents are also expected to follow their individual school's scheduled daily beginning and ending times. Teacher Residents will begin the school year when teachers begin the school year and follow the academic calendar of the assigned school district. Teacher Residents will observe holidays according to the district calendar, including Thanksgiving, Christmas, Spring Break, etc.

### Certification Testing Policies and Deadlines

Teacher Residents are notified of these deadlines upon admission to the Educator preparation program and monthly through the EPP Testing Newsletter. The Testing Gateways table below summarizes requirements that must be met to progress through the residency program.

#### Testing Gateways/REQUIREMENTS.

ECED 3300	ECED 3301	ECED 3320	ELED 4340	ELED 4143
No testing requirements	Complete math and science 240 Tutoring modules by last day of the semester	Pass content exam by July 26 <sup>th</sup>	Complete Science of Teaching Reading (STR) 240 Tutoring modules by Week 10  Pass/attempt STR exam by last day of the semester	Submit a complete edTPA portfolio to Pearson by final submission date

### Commitment

The SFA Teacher Residency is a full-time endeavor. Teacher Residents are asked to make a commitment to the profession from the first day of residency. We recognize that this can bring a transition to family life, work schedules, and leisurely habits; some other professions admittedly require less time and fewer requirements

outside coursework.

However, we make no apologies for the rigor and the time commitment - we are preparing Teacher Residents for a demanding but meaningful profession that impacts the schoolchildren of Texas for years to come.

Teacher Residents will be in coursework **or** in the field full time, Monday through Friday, for the entire semester. Specific weekly schedules will be provided at the SFA Teacher Residency Orientation.

## Confidential Information

Disclosures of confidential information about students, colleagues, the school, or the school district is absolutely forbidden, including any social media platform. Teacher Residents will have access to student data that must remain confidential.

## Corporal Punishment

Teacher Residents are NOT permitted to administer or serve as a witness to corporal punishment.

## Lesson Plan

In formal observations and course specific required lesson plans, Teacher Residents will utilize the appropriate lesson plan template for each course that includes a minimum: Targeted Learning Objective/Goal

- Academic Standards (PK Guidelines/TEKS)
- Strategies to Engage Students (Teacher does/Student Does)
- Learning Tasks to Engage Students (Teacher Does/Student Does)
- Instructional Resources/Materials Used to Engage Students in Learning
- Assessments (Monitoring during the lesson- informal AND Evaluating student learning at end of lesson – formative)

The Host Teacher may require additional information to be included on lesson plans to assist in designing instruction and teaching practices.

## Liability

Teacher Residents have the same professional status as regular teachers regarding the performance of their job-related duties as identified by the policies of the school. Many professional teacher organizations provide liability insurance with membership. These organizations may provide liability insurance free of charge for unpaid Teacher Residents and are highly encouraged.

## Professional Conduct

SFA Teacher Residents must abide by all regulations and policies established by SFA Educator Preparation Program, the Host Teacher, the campus principal, and the school district.

## Electronic Communications

Electronic communication between Teacher Residents and students should occur only on rare occasions, must serve an educational purpose, and be under the direct supervision of the Host teacher or campus administrator. Under no circumstance should a Teacher Resident provide their personal contact information

(including phone number, personal email address, or social media accounts) to students. Teacher Residents are expressly forbidden from soliciting student contact information. Teacher Residents should never interact with students through their personal social media accounts and are strongly encouraged to thoughtfully consider all social media postings. Teacher Residents will be held responsible for upholding the electronic communication guidelines of their placement campuses and districts and may be subject to disciplinary action for violations.

## Practice-Based Coursework

Teacher Residents will engage in Practice-Based coursework throughout the yearlong residency. This coursework gives Teacher Residents the opportunity to integrate the teaching and assessment of the T-TESS dimensions and Texas Teacher Competencies. Teacher Residents have consistent opportunities to practice teaching in a safe setting with modeling and rehearsal. Faculty in Teacher Residency 1 and 2 assign specific assessments that occur in the field. If a Teacher Resident fails to effectively meet the T-TESS dimensions and Texas Teacher Competencies during practice-based coursework, the Site Coordinator will complete a Program Continuation Plan with the Teacher Resident to determine next steps. Failure to succeed could result in failure of the course and delayed teacher certification.

## Professional Dispositions

Refer to the SFA Educator Preparation Program Handbook (Ethics and Dispositions). The Site Coordinator and Host Teacher will utilize the [SFA EPP Professional Dispositions](#) to engage in once a month professionalism progress monitoring with the Site Coordinator and the Teacher Resident.

## Professional Dress

Professional dress and conduct are required of all Teacher Residents. All Teacher Residents must follow their district dress code. Adhere to SFA Clinical Handbook and district expectations.

## Reporting Child Abuse - Texas Education Code, 261.101:

In accordance with the Texas Family code (TFC) anyone suspecting the abuse or neglect of a child must report the suspected abuse to the Child Protective Services Child Abuse hotline at 1-800-252-5400. Specifically, a teacher must report no later than 48 hours of first suspecting a child has been abused or neglected. All reports of suspected child abuse or neglect are confidential. If the report is made in good faith, without malice, reporters are immune from civil or criminal liability. Although your school district may have its own protocol regarding reporting, the person suspecting the abuse must be the reporter. Reporting may not be delegated to another person, remember, the law requires you to report suspected abuse, not prove that abuse occurred. In fact, professionals ask that you not attempt to validate the abuse. Knowing failure to report is a Class B misdemeanor offense. Teacher Residents will complete mental health training.

## Teacher Residency Semesters (R1/R2)

Teacher Residency 1 and Teacher Residency 2 require Teacher Residents to be immersed in the profession of teaching at their target grade range. Teacher Residents will be placed in a classroom assigned to a Host Teacher for two full semesters. They will be engaged in planning, teaching, assessing, and evaluating lessons for small and large groups of students, preparing materials, meeting with other teachers or parents, completing practice teaching requirements assigned by their courses, and otherwise assisting the Host Teacher in ways that provide experience with the complex work of teaching. In addition, Teacher Residents will spend significant

time developing the ability to reflect on what they are learning by documenting their learning in various ways.

Seminar Course

Residents are cohorted into a weekly Residency Seminar. Site Coordinators teach the Residency Seminar course and are responsible for implementing the syllabus. This course is specific to supporting Teacher Residents in their residency where they apply their learning. The course design relies heavily on Teacher Resident data to ensure students receive relevant information that directly impacts and connects to their classroom placements.

SFA Co-Teach Model

We view the entire year-long residency experience as a collaborative process between our Teacher Resident and the Host Teacher. Although it is imperative to see if a Teacher Resident can function independently, our experience is that the strongest preparation for our Teacher Residents is not time alone but rather constant supportive interaction with an experienced Host Teacher.

As the Teacher Resident becomes increasingly more involved in the planning and implementation of instruction, he or she will be more equipped and confident to teach independently. When the Teacher Resident is actively teaching, the Host Teacher is most supportive when he or she continues to observe, coach, provide feedback, and to look for opportunities for co-teaching and co-planning. In addition to team teaching the same lesson, this is an ideal time for the Host Teacher to utilize additional co-teaching models such as parallel, station, and alternative/differentiated teaching. Whichever co-teaching strategy is used,, we have found the most academic success for students, as well as the most benefit—and even enjoyment—for both Host Teachers and Teacher Residents, when both members in the teaching partnership are purposefully collaborative and active.

The six co-teaching models provide a framework for how the Host Teacher and Teacher Resident might work together, "co-teaching is defined as two teachers working together with groups of students; sharing the planning, organization, delivery, and assessment of instruction, as well as the physical space" (Bacharach et al., 2004).

Description

Co-Teaching Approach	Description
One Teach, One Assist	One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments.
One Teach, One Observe	In this model, one teacher leads instruction while the other focuses on specific, pre-planned detailed observation of students, the lesson, or delivery of instruction, with the purpose of collecting data to inform further decision-making. With this approach, for example, co-teachers can decide in advance what types of specific observational information to gather during instruction and can agree on a system for gathering the data.

<b>Team Teaching</b>	Both teachers are responsible for planning, and they share the instruction of all students. The lessons are taught by both teachers who actively engage in conversation, not lecture, to encourage discussion by students. Both teachers are actively involved in the management of the lesson and discipline.
<b>Station Teaching</b>	Both teachers divide the instructional content, and each takes responsibility for planning and teaching part of it. In station teaching, the classroom is divided into various teaching centers. The teacher and Teacher Resident are at particular stations; the other stations are run independently by the students or by a teacher's aide.
<b>Alternative/Differentiated Teaching</b>	In alternative/differentiated teaching, one teacher manages most of the class while the other teacher works with a small group inside or outside of the classroom. The small group may or may not integrate with the current lesson.
<b>Parallel Teaching</b>	In parallel teaching, the teacher, and Teacher Resident plan jointly but split the classroom in half to teach the same information at the same time.

### Suggested Release Schedule

<b>Weeks</b>	<b>Suggested Co-Teaching Strategies</b>	<b>Minimum Teacher Resident Responsibilities</b>
1-4	<ul style="list-style-type: none"> <li>• One teach   one observe</li> <li>• One teach   one assist</li> <li>• Alternative teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Assume partial responsibility for leading classroom routines (e.g., attendance, bell work, dismissal)</li> <li>• Co-plan and lead small group activities</li> </ul>
5-9	<ul style="list-style-type: none"> <li>• Above as well as</li> <li>• Station teaching</li> <li>• Parallel teaching</li> <li>• Team teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Co-plan and lead in one subject area or class period</li> <li>• Co-plan and lead small group activities</li> </ul>
10-15	<ul style="list-style-type: none"> <li>• Any co-teaching strategy appropriate for the subject area or classroom setting</li> </ul>	<ul style="list-style-type: none"> <li>• Co-plan and lead in two subject areas or class periods</li> <li>• Co-plan and lead small group activities</li> </ul>
16-20	<ul style="list-style-type: none"> <li>• Any co-teaching strategy appropriate for the subject area or classroom setting</li> </ul>	<ul style="list-style-type: none"> <li>• Co-plan and lead in three subject areas or class periods</li> <li>• Co-plan and lead small group activities</li> </ul>

21-30 and beyond	<ul style="list-style-type: none"> <li>Any co-teaching strategy appropriate for the subject area or classroom setting</li> </ul>	<ul style="list-style-type: none"> <li>Assume full responsibility for leading classroom routines when alone in classroom (e.g., attendance, bell work, student engagement, direction/redirection, dismissal)</li> <li>Co-plan and lead all subject areas or class periods</li> </ul>
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## Observations & Coaching

Assessment of the performance of a Teacher Resident is a collaborative process engaged in by the Host Teacher, the Site Coordinator, and the Teacher Resident as a team, based on a series of formative and summative assessments. The Site Coordinator will support Teacher Residents to utilize self-reflection through the POP Cycle which consists of 3 steps: 1. Pre-conference. 2. Observation 3. Post-Conference. Teacher Residents will teach a total of 4 formal, full-class, observed lessons, 2 during each of the teacher residency semesters.

### Formal Observations (POP Cycle) of Teacher Residents

**Host Teacher:** During the lesson, Host Teachers are encouraged to observe. Following the lesson, Host Teachers are invited to have a discussion with the Site Coordinator based on the Teacher Resident's performance. In addition, the Host Teacher is encouraged to discuss and document both reinforcements and refinements of the lesson. Formal observation and feedback from both the Site Coordinator and the Host Teacher are used to support the Teacher Resident's overall growth in teaching performance.

**Site Coordinator:** The Site Coordinator will schedule a time with the Teacher Resident for a pre-conference discussion of the instructional lesson and the time for observing the specific lesson. Teacher Residents will submit all materials needed for lesson execution. The Site Coordinator will evaluate the Teacher Resident using the T-TESS Rubric, then determine one area of refinement and one area of reinforcement. This feedback is stored in the QClassroom and shared with the Host Teacher and Teacher Resident.

**Teacher Resident:** The Teacher Resident will collaborate with their Host Teacher to identify the standard (TEKS, ELPS, Technology Applications) & content for the lesson. Formal observations of teaching performance are preceded by a Pre-Conference meeting between the Site Coordinator and the Teacher Resident. The Pre-Conference meeting is followed by a formal observation and in-depth Post-Conference meeting in which the Site Coordinator provides specific, actionable feedback to the Teacher Resident in areas of refinement and reinforcement identified during the formal observation.

### POP Cycle Performance Gateway

Teacher Residents will participate in two complete POP cycles each semester and are expected to exhibit growth in instructional competencies. Teacher Residents are required to meet the following performance gates regarding teaching performance:

By the end of Teacher Residency 1, Teacher Residents must have scores of Developing (2) or above on each of the dimensions. Failure to achieve this standard could result in a Program Continuation Plan and failure of course, which could result in the extension of program completion time.

By the end of Teacher Residency 2, Teacher Residents must score Developing (2) or higher on each of the dimensions. Failure to achieve this standard could result in a Program Continuation Plan, extra POP cycle, and failure of course, which could result in the extension of program completion time.

\*If a Teacher Resident does not meet a performance gate, s/he will be given a failing grade for the course and will not be allowed to continue in the program. If a Teacher Resident is at risk of not meeting a performance gate, the Site Coordinator will fill out a Program Continuation Plan with the Teacher Resident to determine next steps. All Program Continuation Plans should be submitted via an electronic Qualtrics link obtained from the Clinical Experience Coordinator in the Office of Assessment and Accountability.

## Preparing for the POP Cycle

The Site Coordinator will coordinate with the Teacher Resident to schedule the POP cycles. It is the expectation that Teacher Residents are prepared for each element of the POP Cycle and have informed their Host Teacher of the dates and times for each component of the POP Cycle. Upon confirmation with all parties, the Site Coordinator should send calendar invites to the Teacher Resident for each component of the POP Cycle.

When scheduling the Pre-Conference, Observation, and Post-Conference for each Teacher Resident, consider:

1. The Teacher Resident's lesson plan for the POP Cycle observation should be shared with the Site Coordinator via email 48 hours before the Pre-Conference.
2. The Pre-Conference should occur 24-48 hours before the observation—plan for one hour.
3. Observation should occur 24-48 hours following the Pre-Conference. Allot one and a half hours for the observation.
4. The Post-Conference should occur 48 hours after the observation—plan for one hour.

## Preparing for the Pre-Conference

Site Coordinator:

- Review the Teacher Resident's lesson plan and associated data.
- Script specific feedback and questions before the Pre-Conference.

Teacher Resident:

- Share the lesson plan and associated data with the Site Coordinator via email 48 hours before the Pre-Conference.
  - o Pre-assessment should be completed with student work data to develop the lesson plan.

Host Teacher:

- May guide the Teacher Resident in identifying the standards to be taught during the POP.
- Plan to let the Teacher Resident administer the pre-assessment.

## The Pre-Conference

The Pre-Conference serves as an opportunity for the Teacher Resident to review and rehearse a lesson

segment with the Site Coordinator to receive immediate feedback. The Pre-Conference should occur 24 to 48 hours before the Observation, with an expected one-hour duration. The Host Teacher must be made aware of the time the Teacher Resident will be out of the classroom for this conference.

The following resources should be used:

- [SFA.POP Cycle Packet](#)
- Pre-Conference with Notes: [SFA Pre-Conference Guide with Notes](#)

Site Coordinator:

- Use the Pre-Conference Discussion Guide to support and prepare the Teacher Resident to best instruct their students through questioning and reflection.
- Lead the Teacher Resident to connect their lesson and planning to the language from the evaluation rubric (T-TESS).
- Document notes of Teacher Resident responses or adjustments and next steps that might need to be completed before the lesson.

Teacher Resident:

- Articulate their lesson plan and explain why they have selected the activities, groupings, materials, accommodations, etc., that will best support their students' needs in meeting the objective (including alignment of the TEKS and objectives).
- Record the Pre-Conference (written notes and video, if possible).
- Discuss the alignment of the lesson plan and student needs based on data.
- Explain their rationale for how they plan to implement the lesson plan.

## The Observation

The purpose of the Observation is to provide the Teacher Resident the opportunity to show the application of their learning and clinical experience. It lasts at least 45 minutes, with the Teacher Resident assuming full teaching responsibilities within the classroom. The Site Coordinator and Host Teacher are present in observational capacities.

Site Coordinator:

- Use the SFA Formal Observation Form in QClassroom to script evidence of:
  - Teacher Resident's words and actions.
  - Student responses, words, actions.
- All dimensions and evidence must be scored before the Post-Conference.
- Time permitting, speak informally with the Host Teacher to debrief the lesson, including areas of reinforcement, refinement, and support for the Teacher Resident. This calibration will support the Teacher Resident by ensuring consistent feedback from the Host Teacher and Site Coordinator.

Teacher Resident:

- Video record the entire lesson and provide the Site Coordinator with a copy of the recording.

- Implement the lesson.
- Collect student work as evidence/data from the lesson.
- After observation, prepare for Post-Conference by:
  - Viewing video of the lesson.
  - Scripting evidence from the lesson for evaluation dimensions.
  - Evaluating student work from the lesson, and identifying emerging data from student work.
  - Self-scoring the lesson.
  - Identifying areas of refinement and reinforcement.
  - Completing the POP Cycle Self-Evaluation.

#### Host Teacher:

- Remain in the classroom during the observation. During the POP Cycle, the Teacher Resident should independently lead the planned lesson. The Teacher Resident should have primary responsibility for instruction.
- Share feedback with the Site Coordinator, including areas of reinforcement and refinement along with any specific next steps.

## The Post-Conference

The purpose of the Post-Conference is to provide the Teacher Resident an opportunity to reflect on the lesson. This reflection should include a discussion of successful and unsuccessful portions of the lesson and adjustments that might need to be considered to improve future instruction. The Post-Conference should be scheduled 48 to 72 hours after the Observation and last approximately one hour. The Site Coordinator and Teacher Resident should be in attendance for this conference.

The following resources should be used:

- [SFA.POP Cycle Packet](#)
- Post-Conference with Notes: [SFA Post-Conference Guide with Notes](#)

#### Site Coordinator:

- Use the completed SFA Formal Observation Form in QClassroom with observation notes and scores to guide the Post-Conference discussion.
  - Ask guiding questions requiring the Teacher Resident to reflect on the lesson and connect to the rubric and student data.
  - Document strategies for improvement; follow-up on these strategies is crucial for Teacher Resident growth.
- After the Post-Conference:
  - Enter scores, feedback, evidence, areas of refinement and reinforcement, and actionable next

steps into the Formal Observation form in QClassroom.

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- o Ensure all parts of the POP Cycle are logged on the Site Coordinator Log

Teacher Resident Expectation:

- Record the Post-Conference (written notes and video).
- Come prepared with all necessary items as identified in the [Post-Conference Planning Guide with Notes June 2022 QO1.3](#)
- Submit all required documentation to the Site Coordinator.

## After the POP Cycle

The Site Coordinator should ensure that:

- All Site Coordinator forms have been completed, uploaded, and shared as required by the program.
- Teacher Residents have completed and uploaded all required materials (forms, videos, etc.) and shared them with the appropriate individuals (Site Coordinators, Site Coordinator Leaders, etc.).
- Host Teachers have completed and shared their required forms (T-TESS Professional Practices and Responsibilities Rubric Form, observations notes, etc.).
- Data from the POP Cycles must be shared with the Site Coordinator Lead and Seminar instructors. This data sharing will ensure that the Teacher Residency course uses current data to provide Teacher Residents with relevant and up-to-date information in the Seminar course.
  - o The data is also utilized in Governance with the partner districts.

## Informal Observations: Walkthroughs

Site Coordinators provide Teacher Residents with follow-up support before and after the formal observation through a walkthrough process. Site Coordinators complete the Walkthrough Feedback Form indicating reinforcements, refinements, and actionable next steps for growth. Walkthroughs should last 15-20 minutes and occur four times per semester.

## Preparing for Walkthroughs

The Site Coordinator will schedule all walkthroughs for the semester. These walkthroughs are unannounced and should occur primarily during Teacher Resident instructional time. It is the expectation that Teacher Residents regularly communicate their daily classroom schedules with the Site Coordinator, as the Site Coordinator will be visiting the Teacher Resident based on the provided schedule.

Site Coordinator:

- Complete the Walkthrough/Informal Observation Feedback Form in QClassroom indicating reinforcements, refinements, and actionable next steps for growth.
  - o High-quality feedback should be timely and specific and include:

- Evidence directly from the observation.
  - Identified areas of refinement with evidence and connection to the T-TESS rubric.
  - Prompts for the Teacher Resident to reflect through guiding questions connecting the Teacher Resident's actions to the impact on student achievement.
  - Suggestions for actionable next steps.
- The Walkthrough Feedback Form should be completed within 24 hours of the walkthrough.
  - Fill out a Program Continuation Plan for any Teacher Resident at risk of not meeting performance gates.

## After Walkthroughs

Site Coordinator ensures that:

- All Site Coordinator forms for walkthroughs have been completed.
- Walkthrough data and feedback has been shared with the Teacher Resident.
- Data from walkthroughs will be shared with the Site Coordinator Leader.
- Data is used to inform the seminar course to provide Teacher Residents with relevant and up-to-date information.

## Professional Opportunities & Employment

**Paid Residencies** - Some of SFA's district partners have elected to provide payment to students during the residency. Participation in a paid residency program IS NOT GUARANTEED; many factors are considered for placement, including the selection of students by the respective districts. Students selected for a paid residency are considered employees of that district and are subject to the rules and policies for employment set forth by the district, including length of placement. Residents in every district SFA partners within the yearlong residency program have the opportunity to earn funds through serving as a substitute teacher one day per week.

**Professional Opportunities** - Any professional development opportunities to include seminars, meetings, and training that Teacher Residents attend should be documented. Teacher Residents should submit any documents or certificates that were provided for attending training or professional development to the Site Coordinator.

The SFA Career and Professional Development Center can provide training on how to create an effective resume and development of interview skills. The SFA Career Fair is provided each semester to help Teacher Candidates prepare for interviews, build a professional network, and perhaps even obtain a teaching position. Attendance at the Career Fair is mandatory. Teacher Candidates can reach the Career and Professional Development Department by email at: [careerservices@SFA.edu](mailto:careerservices@SFA.edu).

# Site Coordinator Specific Responsibilities

## District Liaison

The role of a Site Coordinator is to be a liaison between the university and district stakeholders (Host Teachers, Campus Administrators, District Administrators, etc.). Supporting a mutually beneficial relationship through effective and open communication and aligned goals is a crucial responsibility to ensure that all participants, especially the Teacher Residents, receive a quality experience.

## Governance

Site Coordinators will conduct the quarterly governance meetings for each district. Governance meetings serve as an opportunity to focus on the work of the Residency through mutually beneficial partnerships that highlight opportunities for further development of aligned goals. The Site Coordinator will:

- Collect, organize, and disaggregate Teacher Resident and program data including, but not limited to: POP Cycle data, walkthrough data areas of refinement and reinforcement, co-teaching model frequency, Host Teacher feedback, Teacher Resident feedback, etc.
- Communicate with university and district partners to determine the date, time, and location and send a calendar invitation.

## Host Teacher Trainings

Host Teacher trainings will be provided by the Site Coordinator. Training agendas will be based on field data and Host Teachers' feedback to support Teacher Residents' growth as educators.

## Site Coordinator Trainings

One of the bedrocks of success the SFA Yearlong Residency has been built upon is the quality feedback residents receive from their Site Coordinators. Site Coordinators will meet regularly to discuss, cohere, and calibrate around program standards that ensure equity and quality experience for residents regardless of their placement location. All Site Coordinators and Site Coordinator Leaders will attend regular team trainings.

## Termination of Teacher Resident Assignment

The Educator Preparation Program is a cooperative relationship between SFA, partnering school districts, Host teachers and the Teacher Resident. Each Teacher Resident must understand her/his presence in the district, and in a particular classroom, is that of a guest. Occasionally there are circumstances that warrant the termination of a Teacher Resident placement. Termination may be initiated by the Teacher Resident, the school principal, the school district, or SFA. Refer to the Ethics and Dispositions section of the [SFA Ed Prep Handbook](#) for expectations.

## Educator Preparation Program Complaint Process

As defined by TAC 228.70: a resident or former resident in an Educator Preparation Program (EPP), an applicant

for candidacy in an EPP, an employee or former employee of an EPP, a Host teacher, a mentor, a Director of Educator Preparation Services in a school district, charter school, or private school may submit, in accordance with subsection (c) (1) of this section, a complaint about an EPP for investigation and resolution.

## Filing a Complaint

Stephen F. Austin State University's Educator Preparation Program has established the following procedures for responding to formal complaints regarding customer service provided by SFA's EPP faculty and staff. The information below is also at this link:<https://www.sfasu.edu/coe/student-resources/complaint-process>

## Filing a Grade Appeal or Academic Grievance

A student who wishes to appeal a grade, or who wishes to contest the course requirements, examinations, course content, admission to a program, instructor behavior, or similar issue, must first make informal attempts to resolve the issue at hand. Information designed to help you navigate the situation and ensure your concerns are addressed can be found at [Concerns About Faculty and Staff page](#) on the Dean of Students Office website. After informal resolution strategies have been pursued, you may file a formal written complaint through your [mySFA](#) account. Select the "File a Formal Written Complaint" link in the "University Policies" box on the [mySFA](#) home screen.

## Filing a Complaint with the Texas Education Agency

If any stakeholder has a complaint regarding the EPP that they wish to report to the Texas Education Agency, they must first provide a written copy of the complaint to the faculty involved (when applicable) using the "File a Formal Written Complaint" link in your [mySFA](#) account. If the issue is not resolved, the chain of communication would be the program coordinator, the department head, the Associate Dean of Assessment and Accountability, the Dean of the College of Education and finally a committee from the Professional Educator's Council. The Associate Dean of Assessment and Accountability will be responsible for following-up with the student regarding the status of the complaint. If the entire process does not result in resolution of the issue, the stakeholder may then forward the written complaint to TEA.

See link: [TEA NOTICE OF COMPLAINT RIGHTS](#)

[TEA Notice of Complaint Rights \(this is the link\)](#)

## Contact

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