

Clinical Teaching HANDBOOK

James I. Perkins College of Education



Stephen F. Austin State University
2020-2021

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

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

Associate Dean
Office of Assessment and Accountability
Dr. Christina Sinclair

Educator Preparation Program Manager
Ms. Carrie Baker

Data and Technology Manager/LiveText Coordinator
Mr. Joseph Strahl

Clinical Teaching Coordinator
Ms. Michelle Miller

Certification Assessment Coordinator
Ms. Julie Stadler

Certification Officer & ACP Manager
Ms. Katie Snyder Martin

LiveText Management and Support
Ms. Cindy Phelps

Data Analytics
Dr. Tingting Xu

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

The information enclosed is accurate at the time of compilation; however, policies are subject to change based on state and university guidelines. Check with an advisor before making a major decision based on the contents of this handbook. E-mail is always the best way to make first contact with an advisor.

This handbook is meant to offer advice as well as to note crucial policies regarding your clinical teaching; final decisions about your program of study are yours. Staff in The Office of Assessment and Accountability (McKibben 212) can help guide you through the program to complete your teacher certification. For the most up to date information visit the Clinical Teaching website at www.coe.sfasu.edu or call 936-468-1282.

Stephen F. Austin State University

Clinical Teaching Handbook

Staff and Contact Information	2
Table of Contents	4
Welcome Letter	6
COE Vision, Mission, Values and Program Accreditations	7
Understanding Clinical Teaching	9
Clinical Teaching Policies	11
Attendance Policies	14
Substitute Teaching	15
Clinical Teaching Expectations	17
Checklist for Clinical Teaching	19
Campus Experiences Reflection	21
Clinical Teaching FAQs	22
Certification Information	24
Educator Certification in Texas and Educator Credential Testing	25
SFA Certifications	26
Policies for Certification Examinations	28
Applying for Your Standard Certificate	29
Certification FAQs	36
Mandatory Trainings	37
Field Experience Module (FEM)	38
Code of Ethics and Standard Practices	47
Professional Dispositions Statement	51
Illegal Practices	54
Continuation Policy	56
Continuation Forms	58
Student Confidentiality	60
Professional Appearance	61

Suggested Schedule:	62
EC-6	63
Middle Level Grades (MLG)	68
Secondary and All-Level:	70
Topics and Strategies for Lessons	72
Forms:	74
T-TESS Self-Reflection	74
T-TESS Post-Conference Plan	75
Grades	76
Grading Policy	76
Failure Clause	77
Scoring T-TESS Observations	77
Syllabi	79
Educational Aide Responsibility Framework and Acceptance	80

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

P.O. Box 13071, SFA Station • Nacogdoches, TX 75962-6103 Office: 936.468.1298 • Fax: 936.468-1475



Dear Future Educator,

I am glad you have chosen to pursue your educator certification in the James I. Perkins College of Education at Stephen F. Austin State University. Since its inception, the Perkins College of Education has enjoyed a reputation for excellence in educator preparation. The Perkins College of Education was among the first to be accredited by the National Council for Accreditation of Teacher Education (NCATE), now the Council for the Accreditation of Educator Preparation (CAEP), in the 1950's and has been continuously accredited since that time.

Similarly, the Texas Education Agency has continuously approved programs in the college for educator certification. Our Educator Preparation Program is field-based, meaning you have the opportunity to practice the theories and teaching methods from your college classes in the public classrooms of our partner school districts. As you begin the clinical teaching semester, I encourage you to seek out every opportunity to strengthen the skills you have developed throughout your program, and to embrace the mentorship of those experienced educators on your campus.

You have chosen an exciting career, filled with both opportunities and challenges. This clinical teaching semester is just the beginning to what I hope is a long and fulfilling journey for you.

Congratulations on your decision to become a teacher. Make the most of this clinical teaching experience!

Best Wishes,

A handwritten signature in cursive script that reads "Christina Sinclair".

Dr. Christina Sinclair

Associate Dean

**STEPHEN F. AUSTIN STATE UNIVERSITY
JAMES I. PERKINS COLLEGE OF EDUCATION**

VISION

The James I. Perkins College of Education at Stephen F. Austin State University will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels.

MISSION

The mission of the James I. Perkins College of Education is to prepare competent, successful, caring, and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development in an interconnected global society.

To accomplish this mission, the goals of the College of Education are to:

- Provide programs at both undergraduate and graduate levels based upon sound pedagogical and Clinical Teaching
- Prepare teachers, support personnel, and educational leaders for Texas
- Employ and support faculty members who are committed to excellence in teaching, scholarship, and service
- Provide a variety of teaching venues incorporating the latest technologies to a range of diverse student interests, backgrounds, and aspirations
- Maintain resources and facilities that allow each program to meet its expected outcomes
- Collaborate with external partners to enhance students' knowledge, skills, and dispositions, and to influence the ongoing exchange of ideas for mutual benefit
- Engage in outreach services
- To address specific needs in the broader community
- To enhance student learning
- To instill commitment to service
- To promote the reputation of the University
- To conduct research to advance knowledge and to contribute to the common good

VALUES

- In the College of Education at Stephen F. Austin State University, we value and are committed to:
- **Academic excellence through critical, reflective, and creative thinking**
- **Life-long learning**
- **Collaboration** and shared decision-making
- **Openness** to new ideas, to culturally diverse people, and to innovation and change
- **Integrity**, responsibility, diligence, and ethical behavior
- **Service** that enriches the community

PROGRAM ACCREDITATIONS

National Council for Accreditation of Teacher Education (NCATE)

The Perkins College of Education (PCOE) is fully accredited by the former National Council for Accreditation of Teacher Education (NCATE), now the Council for the Accreditation for Educator Preparation (CAEP). We are currently seeking accreditation by CAEP in 2021. Information about NCATE can be found at this link: www.ncate.org. Information about CAEP can be found at this link: <http://caepnet.org/>

Understanding Clinical Teaching

Clinical Teaching is the culminating experience where pre-service teachers demonstrate their knowledge, skills, and dispositions related to educating pre-kindergarten through twelfth grade students. This is a time when clinical teachers demonstrate their commitment to the personal and professional qualities included in our College of Education Conceptual Framework. It is critical to view Clinical Teaching as an opportunity to grow as a professional. As guests in the public school systems, pre-service teachers demonstrate their knowledge of instruction and pedagogy as well as their commitment to serving all students while contributing to the learning community.

Pre-service teachers are assigned both a field supervisor, employed by SFA, and a cooperating teacher for each teaching assignment. Cooperating teachers are master teachers, employed by the school district, and are important components of this education experience. They provide models of effective practice, caring professionalism, and critical thinking. They are also resources, supports, and evaluators of the pre-service teachers.

The clinical teaching experience can be completed by:

- (1) Unpaid - A 15 week semester (approximately 75 days) experience (no fewer than 75 full days; a full day being 100% of the school day) or
- (2) Unpaid - A two semester $\frac{1}{2}$ day experience with a minimum of 30 weeks (no fewer than 150 half school days; a half day being 50% of the school day).
- (3) Employed as an Educational Aide (see page 79) - A 15 week semester (approximately 75 days) experience (no fewer than 75 full days; a full day being 100% of the school day) or
- (4) Employed as an Educational Aide (see page 79) - A two semester $\frac{1}{2}$ day experience with a minimum of 30 weeks (no fewer than 150 half school days; a half day being 50% of the school day).

When not directly teaching, pre-service teachers should be assisting and observing in classes, with one period per day being reserved for preparation time.

Pre-Clinical Teaching Visit

Upon receipt of your Clinical Teaching placements, become acquainted with the school of your teaching placement(s). Research the school(s) on the Internet, learning as much about the campus, and educational programs as possible. Make note of questions you may have (i.e. where to park, if/where you sign in and out each day). Call the school and schedule a brief visit with the principal and cooperating teacher.

Once on campus, tour the building. Become familiar with important locations: office, first placement classroom, adult restrooms, etc. As a guest on campus, you are unfamiliar with campus policies and procedures. Ask if you may have or borrow a copy of the teacher and student handbooks. Study them!

Visit with your cooperating teacher. Maintain contact with your cooperating teacher by exchanging important contact information: telephone numbers, email addresses, etc. at your first meeting. After the campus visit, contact your field supervisor and let him/her know you have made your initial contacts and school visits.

Clinical Teaching Policies

The Professional Educators' Council has approved major policies guiding the Clinical Teaching experience(s) at SFASU. The policies as approved are shown below. A more detailed handbook of all practices and policies governing the Educator Preparation Program (EPP) can be found in the Educator Preparation Program Handbook on the PCOE website.

1. **Extenuating Circumstances.** Students who anticipate giving birth, having elective surgery, or other circumstances that require an extended period of absence are advised to enroll in clinical teaching at another time. Students with special circumstances related to clinical teaching should confer with the Associate Dean PRIOR to placement.
2. **Professionalism.** Clinical teachers adhere to ethical standards of the teaching profession as outlines in the Texas Administrative Code Educators' Code of Ethics, to SFA policies for university students, and to the policies of the school where they are assigned.
3. **Corporal Punishment.** Clinical teachers will not administer corporal punishment. If school personnel determine corporal punishment is necessary, a district employee, NOT the clinical teacher, must administer it.
4. **Calendar.** A semester calendar is provided with specific dates and responsibilities. Clinical teachers follow the assigned public school calendar, not the SFA calendar.
5. **Field Supervisors.** Field supervisor is defined as a certified educator, hired by the educator preparation program, who preferably has advanced credentials, to observe candidates, monitor his or her performance, and provides constructive feedback to improve his or her professional performance.
6. **Cooperating Teachers.** Cooperating teachers are selected by school district personnel to mentor clinical teachers using the following criteria:
 - At least three years successful teaching.
 - Possesses a desire to work with clinical teachers.
 - Teaching assignment content area is in clinical teacher's certification area.
7. **Clinical Teacher Responsibilities.** Clinical teachers are expected to adhere to the roles and responsibilities described in this handbook.
8. **Evaluation and Grading.** 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 informal and formal observations in accordance to the Texas Administrative Code (TAC 228.35).

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 LiveText FEM 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 LiveText FEM 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 field supervisor or cooperating teacher.

- The final grade given for clinical teaching will be pass (P) or fail (F). See syllabus for requirements.
- Clinical teaching can only be repeated once.
- Course Evaluations – at the end of each semester, candidates will receive an automated email explaining that end of semester course evaluations are available in mySFA. Students are encouraged to complete the evaluation just as is done for other professors/ courses throughout the SFA career. Other required Clinical Teaching surveys will be completed through a LiveText account as instructed in the online companion class taken with Clinical Teaching.

9. **Candidate Intervention and Program Continuation Procedures.** In the event the clinical teacher fails to meet expectations, the cooperating teacher and/or field supervisor have the authority and responsibility to discuss the clinical teacher's behavior with him/her. The cooperating teacher and field supervisor will use informal attempts to change behaviors that include but are not limited to the following: providing guidance, observation, anecdotal records, and meetings. Should informal attempts not result in improvement or a change in behavior then the field supervisor will follow the procedures outlined in the Professional Dispositions, Intervention, and Program Continuation Policy document.

Attendance Policies

1. Clinical teachers follow the same calendar, holidays, and daily schedule as the district/school to which they are assigned and they observe the local school's policy-governing teachers' daily arrival and departure times. They are required to be present each day of the Clinical Teaching assignment.
2. In some instances, a clinical teacher may be expected to stay beyond normal departure times if the cooperating teacher has a professional assignment that extends beyond the normal school day. ***Approval for the release of a clinical teacher from attendance is the responsibility of the Associate Dean of Assessment and Accountability, NOT the cooperating teacher or the field supervisor.***
3. Absences are to be requested and reported as soon as possible to the cooperating teacher and field supervisor. Each absence requires proper documentation within the LiveText FEM Module. There is a time log kept, and the absence and hours missed must be noted within that log.
4. PRIOR TO an absence, the cooperating teacher AND field supervisor are to be notified. Please check with the cooperating and field supervisor to know their expectations. In extreme cases, the Associate Dean of Assessment and Accountability may be consulted. Failure to attend the Clinical Teaching Orientation will result in an initial documented absence.
5. Clinical teachers attend school every day.
6. Leaving the school campus during the school day without prior permission from both your Cooperating Teacher and Field Supervisor is **unacceptable**.

Substitute Teaching

With the approval of Senate Bill 1, each teacher preparation program is permitted to determine its own policy regarding clinical teachers serving as substitute teachers. SFASU's policy is outlined below:

- Clinical teachers may serve as substitute teachers **only after successfully completing 6 weeks of clinical teaching.**
- A clinical teacher is not considered to be serving as a substitute if the clinical teacher assumes responsibility for the class while the cooperating teacher is out of the classroom for a part of the day, is in the building, or is engaged in an approved activity relating to clinical teaching OR if there is a paid substitute in the classroom. A clinical teacher is considered to be serving as a substitute when the cooperating teacher is absent from school and no paid personnel is in the classroom with the clinical teacher.
- A clinical teacher may be used as a substitute only if he/she is willing to do so and if the **cooperating teacher and field supervisor** recommends him/her for substituting.
- A certified classroom teacher must be in an adjacent room and agree to assist the clinical teacher if needed.
- The principal of the school or the principal's representative must be readily available in the building, must take responsibility for monitoring the clinical teacher when he/she is substituting, and must be available as a resource for discipline problems.
- **Clinical teachers may substitute for a maximum of five days:** two days unpaid, and three days paid, as approved by the district. It is the student's responsibility to fill out the appropriate paperwork in the school district's Human Resources Department for the clinical teacher to receive pay.
- If the district requires substitute teachers to attend district training, the clinical teacher IS NOT excused from his or her clinical teaching assignment to attend the training. When the clinical teacher agrees to attend district substitute teacher training, he or she MUST make up the missed day, regardless of the number of absences up to that time.
- Clinical teachers who serve as substitutes will be paid at the same rate paid as other district substitutes and the substitute's schedule must include a lunch period and a conference period.

- Clinical teachers who substitute must abide by all district guidelines for substitute teachers.
- The Office of Assessment and Accountability must approve any exceptions to this policy in advance.

Clinical Teaching Expectations

Successful clinical teachers are professional in their relationships with students, administrators, supervisors, other teachers, and the support staff. They abide by the Texas Educators' Code of Ethics and exhibit the following behaviors as they assume their responsibilities:

- Conduct themselves in a way that reflects maturity, good judgment, diplomacy and a high ethical standard.
- Develop and nurture appropriate relationships with students.
- Maintain confidentiality regarding all information concerning students.
- Adhere to all local school policies while assigned to the school district.
- Exhibit appropriate professional appearance based on good grooming and appropriateness for the teaching assignment. All school districts have expectations for teacher dress and have established dress codes, either written or expressed. Professional dress communicates respect for the role of the teacher, students, and education.

Clinical teachers continue to develop their professional career. The SFA model for Clinical Teaching is one of observation, practice, and professionalism. Clinical teachers begin their experience with confidence built from their knowledge, sound general education, and area of specialization; their many hands-on experiences during laboratory assignments and internships; and a foundation of professional practice provided during SFA's quality education courses and field experiences. These clinical teachers understand the Clinical Teaching experience represents a partnership among professionals committed to success in teaching and learning.

Clinical teachers shadow the teacher, assuming his/her professional duties over time. They follow school routines such as signing in and out each day in the designated location, typically the office. If the teacher has early morning duty, so does the clinical teacher. If the teacher has afternoon bus duty, so does the clinical teacher. When the teacher is expected to be in a meeting, and it is deemed appropriate, the clinical teacher must be in attendance.

On campus and off, the clinical teacher is to display a positive disposition toward children and colleagues. Professionalism should be visible in all actions of the clinical teacher, both on and off campus.

The clinical teacher works with the cooperating teacher to determine which lessons will be taught by the clinical teacher.

Beginning with observation the clinical teacher moves toward limited teaching, with gradual assumption of all teaching responsibilities. Eventually, he/she assumes full classroom responsibilities (See Appendix A, B and C).

The cooperating teacher determines the major objectives for lessons, and he/she monitors the clinical teacher's development of the lessons. Each clinical teacher assumes full responsibility in planning lessons to achieve TEKS. Cooperating teachers retain a copy of all lesson plans. Planning is done in close cooperation with the cooperating teacher and may include the field supervisor. The cooperating teacher approves all lesson plans, assessments, guest speakers, field trips, and grades prior to implementation.

Checklist for Clinical Teaching

- Log in to LiveText to review placement information and setup account accordingly.
- Contact cooperating teacher approximately one week before entering the classroom.
- Set-up a time to meet him/her and ask important questions prior to first day on campus.
- Inquire about parking and visitation policies.
- Volunteer to assist the teacher in any way possible.
- First day: check in at the office. Meet the principal.
- Meet other school personnel related to the assignment.
- Obtain information about the teacher's assignments, daily schedule, lesson plans, materials/supplies, and special responsibilities.
- Learn students' names as soon as possible.
- Study classroom management practices and analyze effective strategies.
- Become familiar with the teacher's philosophy, policies, and assessment methods.
- Become familiar with all policies relating to your teaching assignment.
- Practice using equipment needed for the lessons you will teach.
- Make and have cooperating teacher approve lesson plans for each lesson taught.
- Over-plan for first few lessons.
- Take responsibility for the classroom environment, arrangement, order, etc.
- Return all resources and equipment used to the appropriate storage area.
- Share assigned teacher duties.
- Attend faculty meetings, assemblies, parents' nights, advisory council meetings, teacher in-service and any other activity in which your cooperating teacher attends.
- Participate in sponsorship of youth organizations and other professional groups for which your field supervisor has responsibility.
- Confer regularly with your cooperating teacher.
- Call your field supervisor when a problem arises.
- Welcome your field supervisor's visits and confer with him/her to obtain assistance for your professional development.
- Participate in the final evaluation process.
- Be punctual.
- Always be where you are supposed to be.
- Communicate changes with cooperating teacher and field supervisor.
- Dress professionally.
- Use appropriate language.
- Be prepared for lessons and classes to be taught.
- Do not try to be friends with the students.
- Attend all meetings and events connected to your placement.

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

During Clinical Teaching, it is important to get as many experiences as possible and to reflect upon how one would handle these experiences in the future during your first teaching assignment. The following is a list of experiences you may want to work into your schedule this semester. Try to do as many as is feasible. Ten would be a good target number to achieve. Once you have completed each experience, reflect upon it using the following format and return your reflection to your University Field Supervisor.

Experiences:

ARD (Admission, Review, and Dismissal) Committee Meeting

Campus Planning Meeting

Counselor's Office Observation

Department/Team Meeting

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

ESL Class Observation

Faculty Meeting

504 Meeting

Gifted/Talented Class or Activity

LPAC (Language Proficiency Assessment Committee)

Lunch with students

Media Center or Library Observation

Nurses Office Observation

Open House

Parent Conference

Physical Education Class/Playground Observation

School Board Meeting

Teacher Assistance

Team Meeting Tutorials

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

Name: _____ **Date:** _____

Type of Experience: _____

What did you see?

Was this what you expected? 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?

Clinical Teaching Frequently Asked Questions

Question: What does Clinical Teaching Involve?

Answer: *During your Clinical Teaching semester, you will report to your assigned public school with your assigned cooperating teacher as if you were the teacher of that classroom. Clinical Teaching courses do not meet on the SFA campus.*

Question: What is the time commitment with Clinical Teaching?

Answer: *Although Clinical Teaching is 6-9 credit hours, you should consider yourself a full-time student because you are expected to be on your assigned campus all day, five days a week.*

While on a field campus in a school district, you are required to keep the contract hours for all employed teachers on that campus. You may need to stay after school to prepare lessons you will be teaching, attend meetings or attend school-sponsored functions.

Question: Can I take other classes while in Clinical Teaching?

Answer: *You cannot take courses during the school day. You may be permitted to take online or campus coursework in conjunction with Clinical Teaching hours, if it does not interfere with your assigned Clinical Teaching hours. If you want to take an additional course during Clinical Teaching, you must appeal using the appropriate appeal form found on the [Assessment and Accountability webpage: http://coe.sfasu.edu/documents/add_course_work_waiver.pdf](http://coe.sfasu.edu/documents/add_course_work_waiver.pdf).*

Question: When does the Clinical Teacher's day begin and end?

Answer: *As a Clinical Teacher, you should report to your campus when your cooperating teacher is required to report to their campus and you may not leave until your cooperating teacher's teaching day is complete. It is suggested that clinical teachers should mirror their cooperating teacher's arrival and departure time.*

Question: Whose holiday schedules do I follow, the university or the school district?

Answer: *Clinical Teachers follow the Holiday schedule that the school district follows. The university sets your beginning and ending day of Clinical Teaching.*

Question: Am I required to attend Staff Development Days?

Answer: *Yes, you are required to attend all school district staff development days.*

Question: What is the absence policy during Clinical Teaching?

Answer: *Clinical Teachers are expected to be present every day of Clinical Teaching. In the case of a serious illness or emergency, the Clinical Teacher should notify his/her cooperating teacher and the university supervisor no later than 7:00a.m., on the morning of the absence. Unless approved by the university supervisor, the Office of Assessment and Accountability and the host school administration, any absence from Clinical Teaching will need to be made up. You must log all absences within your FEM time log in LiveText. See the attendance policy.*

Certification Information

At Stephen F. Austin State University, the preparation of teachers and other educational leaders is considered the task of the entire university. The Professional Educators' Council (composed of faculty and administrators from each college with teaching concentrations) develops policy for the programs.

The Educator Preparation Program is standard-based, learner-centered, and delivered in a collaborative, field-based environment. Technology skills and responsiveness to diversity are integral parts of the programs. As with all teacher preparation in Texas, each program completer has an academic specialization and a common core curriculum as a basis for the professional education sequence. Assessment is benchmarked throughout the program.

Recommendation for certification is made by SFA to the State Board for Educator Certification (SBEC) when the program, including successful TEXES testing in teaching fields and pedagogy, is completed.

Students in the various programs have a sequence of field experiences that are delivered in collaboration with partners in the public schools. Multiple schools in the East Texas area serve as sites for early field experiences for undergraduate students. Multiple school districts in East Texas, the Houston area, and the Dallas metropolis offer sites for Clinical Teaching.

Teacher Certification in Texas

In order to become a certified teacher in Texas, an individual must:

- Demonstrate competency in the basic skills of reading, writing, and mathematics
- Earn a bachelor's degree
- Complete an approved educator certification program
- Undergo criminal background checks for field or clinical experiences on public school campuses
- Successfully complete Clinical Teaching in a TEA accredited school
- Pass state certification examinations in both content and pedagogy
- To take state mandated tests, you must provide one of the following primary ID documents: passport, driver's license, state or providence ID cards, a national ID card, or military ID card
- Successfully complete state-mandated fingerprint background check
- Apply to the State Board for Educator Certification
- Be recommended by the certification program or entity

Educator Credential Testing

Texas law requires that every person seeking educator certification perform satisfactorily on comprehensive examinations. The purpose of these examinations is to ensure that each educator has the necessary content and professional knowledge to perform satisfactorily in Texas public schools.

The College of Education's Office of Assessment and Accountability has responsibility for verifying eligibility and authorizing students to take the following educator credential examinations authorized by the State Board for Educator Certification (SBEC):

- TExES (Texas Examinations for Education Standards)
- TASC (Texas Assessment of Sign Communication)
- AAFCS (the tests for Human Sciences/Home Economics teaching fields)

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

Certifications

EC-6	SECONDARY	ALL LEVEL
Core Subjects	Agriculture, Food and Natural Resources (6-12) Business Education (6-12) (ACP only) Chemistry (7-12) Dance (6-12) English/Language Arts/Reading (7-12) Family & Consumer Sciences (6-12) History (7-12) Hospitality, Nutrition & Food Sciences (8-12) Human Development & Family Studies (8-12) Life Sciences (7-12) Mathematics (7-12) Physical Science (6-12) Social Studies (7-12) Speech (7-12) Technology Applications (EC-12)	Art Deaf & Hard of Hearing French – LOTE Health Music Physical Education Spanish – LOTE Special Education Theatre
4-8		
Core Subjects English/Language Arts/Reading Mathematics Science Social Studies		

SUPPLEMENTAL	PROFESSIONAL	
Bilingual Education - Spanish English as a Second Language Special Education Teacher of Students with Visual Impairments EC-12	Principal Reading Specialist School Counselor Superintendent Educational Diagnostician	

The Department of Secondary Education and Educational Leadership house the certificates under All-Level and Secondary Education. The Department of Elementary Education houses all certificates for Elementary Education or Middle Level Grades.

Certification Exams

Texas law requires that every person seeking educator certification perform satisfactorily on comprehensive examinations. The purpose of the examinations is to ensure that each educator has the necessary content and professional knowledge to perform satisfactorily in Texas public schools.

Policies for all individuals seeking certification through SFASU:

- An individual is eligible to sit for a test upon completion of all coursework required for the test.
- An individual must have clearance from the appropriate department to take a test.
- An individual will be approved for only one test at a time.
- An individual who fails a test must retake the failed test and pass it before being cleared to take a **different test**.
- A student must pass the appropriate TExES test in his/her content area prior to clinical teaching.
- According to the Texas Administrative Code, only four subsequent attempts on a certification exam are allowed after an initial failed attempt. This means that SFA can only clear candidates for five total attempts on any certification exam.
- Candidates are eligible to take additional TExES exams AFTER passing their TExES exams (Content & PPR) for the Standard Certificate. An example includes, but is not limited to, *TExES154: ESL Supplemental*.
- If an individual is successful on the additional exams, they can be added to the certificate after the Standard Certificate has been issued by TEA 4 – 6 weeks after graduation.

You **MUST** pass the TExES examination in your specific content area & PPR prior to being eligible to apply for your Standard Certificate.

APPLYING FOR YOUR STANDARD CERTIFICATE

Certificate recommendations require the following:

- All program coursework completed
- All grades posted
- Degree conferred by the Registrar's office on final transcript (may take up to 6-8 weeks AFTER graduation)
- Clinical teaching completed
- Certification tests passed (Content and PPR)
- An online application submitted to TEA www.tea.state.tx.us (see Step-by-Step Guide on the next page)
- Payment to TEA for the certificate and fingerprint check

Earliest dates to apply for certificates each semester (Do NOT apply until your TExES testing is completed):

- December graduates may begin applying October 1
- May graduates may begin applying March 1
- August graduates may begin applying July 1

Additional Information:

- TEA will NOT mail you a hard copy of your certificate. You can view your certificate on the TEA website.
- SFA will only recommend you for certification in the content area that we prepared you for.
- An educator who holds a Standard Texas Teaching Certificate has the option to take any content TExES exam by using the Certification by Exam option. If you are successful on these exams, YOU are responsible for adding them to your certificate.
Please note: Additional exams will not be available until the Standard Certificate has been issued by TEA. Clearance from SFA is not needed to take the additional exam.
- You will be required to renew your certification through TEA every five years.

Recommendation cannot be made by SFA until degrees have been conferred by the Registrar's office, which can take up to 4-6 weeks AFTER graduation.

Students will be notified by TEA that they have been recommended by SFA.

The Office of Assessment and Accountability would like to thank you in advance for your patience and understanding

*****IMPORTANT*****

For employment seeking purposes prior to recommendation, email edcert@sfasu.edu and request a

STATEMENT OF ELIGIBILITY FOR HIRE LETTER

(also referred to as a Pending Letter)

Before emailing edcert@sfasu.edu to request your letter, be sure you meet these requirements:

- Must be enrolled in your clinical experience coursework
- Must be in your last semester and applied for graduation
- Must have passed your content and PPR exams
- Must have applied for certification through TEA

In your Pending Letter Request email, you must include:

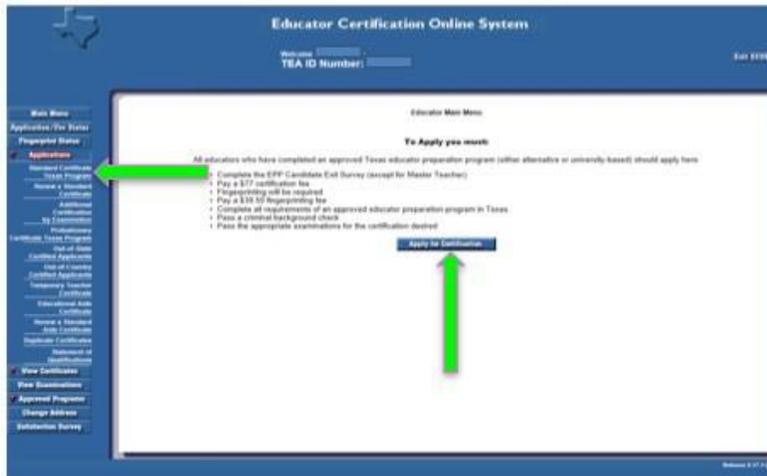
- Your full name, including your maiden name if applicable
- Your SFA ID

Step by Step Instructions When Applying for Your Certificate

1. Once you log into your TEAL account, click **Applications** in the menu on the left side of the screen



2. Click **Standard Certificate Texas Program** from the menu on the left side of the screen, then **Apply for Certification** in the center of the screen.



3. Read the Applicant's Affidavit and select your answers for the three questions:

4. On the same screen, select **Stephen F. Austin State University (University Based)** from the dropdown menu.

*****EVEN IF YOU HAVE A MASTER'S DEGREE, DO NOT SELECT MASTER TEACHER*****

MAKE SURE YOU DID NOT SELECT MASTER TEACHER!

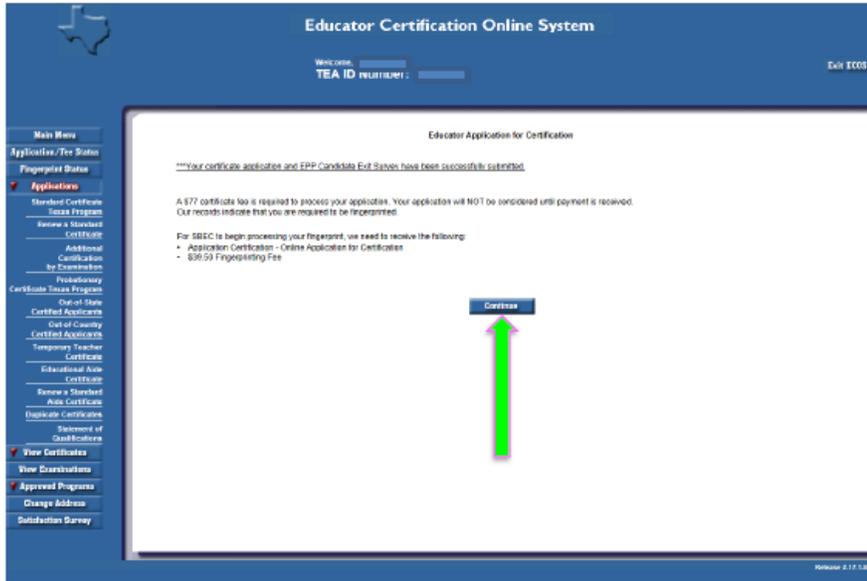
5. Once you click Apply, this screen will appear. Verify that you have selected Stephen F. Austin State University (University Based) and click CONTINUE

5. Once you click Apply, this screen will appear. Verify that you have selected Stephen F. Austin State University (University Based) and click CONTINUE

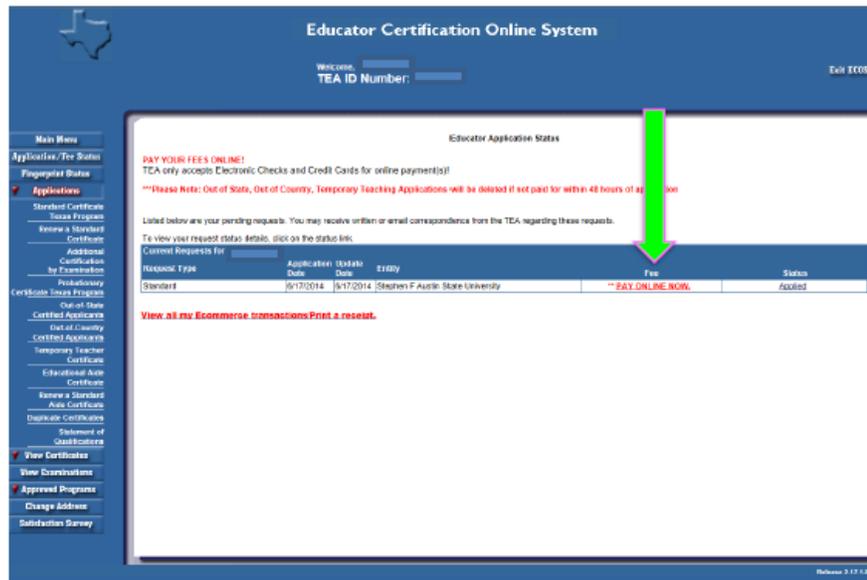
6. You will be required to complete the Candidate Exit Survey. Click Next to begin.

6. You will be required to complete the Candidate Exit Survey. Click Next to begin.

7. Once you complete the entire Candidate Exit Survey, this screen will appear. Please note that it also informs you that a certificate fee is required to process your application. Click Continue.



8. Click PAY ONLINE NOW in order to pay for your certificate. TEA will not process your certification until it has been paid.



9. Once you have submitted your payments and the SFA Certification Officer verifies that you have successfully completed all requirements, SFA will recommend you for certification. It will change from Applied to Recommended in the Status Box. After SFA has recommended you, it will take TEA two or three days to process and post your certificate. **TEA will not mail you a certificate; you can only view them online.**

The screenshot displays the 'Educator Application Status' page. At the top, it says 'Educator Certification Online System' and includes fields for 'Welcome, [Name]' and 'TEA ID Number: [ID]'. A navigation menu on the left lists various options like 'Main Menu', 'Application/Tea Status', 'Payment Status', and 'Applications'. The main content area is titled 'Educator Application Status' and contains the following text:

PAY YOUR FEES ONLINE!
TEA only accepts Electronic Checks and Credit Cards for online payments(s)
****Please Note: Out of State, Out of Country, Temporary Teaching Applications will be deleted if not paid for within 10 days of application.**

Listed below are your pending requests. You may receive written or email correspondence from the TEA regarding these requests.
To view your request status details, click on the status link.

Request Type	Application Update Date	Entity	Fee	Status
Standard	10/15/2018 - 10/15/2018 (Expires 11/15/2018)		***\$22,000.00/ANNUAL	Applied

Below the table, there is a red warning: **YOUR BEING RECOMMENDED INDICATES THAT YOU HAVE A PROBLEM.**

A green arrow points from a pink box labeled 'Status will change to Recommended' to the 'Status' column of the table.

Initial Certification FAQs

1. **I'm going to graduate this semester, what do I do?**
 - a. APPLY FOR CERTIFICATION
2. **When can I start applying for certification?**
 - a. See dates on page 32 of this handbook
3. **I walked across the stage at graduation, doesn't that mean I'm automatically certified?**
 - a. No! You have to apply for your certification through TEA
4. **I already applied for my certificate, passed my content and PPR exams, and graduated but my certificate isn't posted. Why?**
 - a. You cannot be recommended for certification until your degree is conferred on your final transcript by the Office of the Registrar, which can take up to 4-6 weeks **AFTER** graduation
5. **I can see on mySFA that my final grades have already been posted. Isn't that good enough?**
 - a. No! The state legally requires you to have a Bachelor's degree conferred on your transcript, which can take up to 4-6 weeks after graduation, before you can be certified.
6. **I graduated, completed all of my coursework and passed both of my tests, but my degree hasn't been conferred on my transcript, so I can't be recommended for certification yet. I have a job offer and they need me to be certified. What do I do?**
 - a. You need to email edcert@sfasu.edu and request a *Statement of Eligibility for Hire Letter* (also referred to as a Pending Letter). ***It is the discretion of the potential employer whether or not to accept this letter!***
7. **I applied but didn't get my certificate in the mail.**
 - a. TEA no longer sends paper copies of your certificate. You can view your certificate online in your TEAL account and print it from there.
8. **I got married recently and applied for my certification with my married name. Is this going to be a problem when it comes to being recommended?**
 - a. No, but it may slightly delay your recommendation. We use your SFA ID and SSN to find your information and records for certification recommendation. If you changed your name with TEA or SFA at any time, please email edcert@sfasu.edu and let our Certification Officer know.

Mandatory Trainings

Effective December 27, 2016, 19 TAC §228.30(c)(3) requires educator preparation programs to provide instruction regarding mental health, substance abuse, youth suicide and dyslexia to candidates seeking certification in any certification class.

You are required to complete the following trainings.

- 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)
 - T-Tess Module and Quizzes

LiveText / Field Experience Module (FEM)

The LiveText Field Experience Module (FEM) is utilized for entering and grading observations and evaluations throughout the Clinical Teaching semester. All clinical teachers are expected to meet deadlines set forth by their Field Supervisor and the James I. Perkins College of Education for submission of documentation.

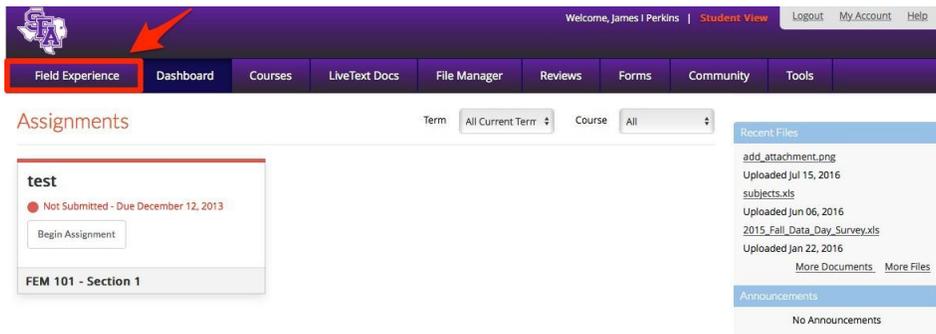
All clinical teachers are required to have a LiveText account that includes the Field Experience Module (FEM) prior to the start of the Clinical Teaching semester.

Throughout the Clinical Teaching experience, there are specific evaluations and tasks given within the FEM system. Specific details about this are provided during Clinical Teaching Orientation and by the field supervisor.

For questions regarding LiveText, call (936) 468-2395 or email livetext@sfasu.edu.

Instructions for Using LiveText / Field Experience Module (FEM)

1. Login to LiveText (https://www.livetext.com)
2. Click on the “Field Experience” tab in the top left corner of your screen. **Note: If you do not see the “Field Experience” tab - you will need to purchase it for \$18 (email livetext@sfasu.edu for instructions).*



3. You will see a new page containing some of your placement information.
- *Note: Your placement information will be different, but the process is the same.*
4. Click on “View Placement” on the far right of your screen.

Course: EC-6 - Placement A-001
Hours Completed: 0/0
Internship: 2016 Fall EC-6 (Placement A)
Start Date: 08/01/2016
End Date: 12/31/2016

First < 1 > Last
Page 1 of 1

[View Placement](#)



5. You will see a series of boxes:

- Box 1: Contains your placement details (Supervisor, Mentor, Site, etc.)
- Box 2: Contains all assessments associated with your placement. You will need to complete *all assessments* before completing your clinical teaching. Your mentor (cooperating) teacher will need to complete all assessment associated with their name. Your Supervisor will need to complete all the assessment associated with their name and will be assessing you against the Texas Teacher Evaluation and Support System (T-Tess).

The screenshot shows a user profile for James Perkins (Intern). The page is divided into three main sections: Placement Details, Assessments, and Time Log.

Placement Details (Box 1): This section contains information about the intern's placement. It includes the intern's name (James Perkins), the field supervisor (Joseph Strahl), and the mentor/cooperating teacher (Stephen F. Austin). It also lists the start date (08/01/2016), end date (12/31/2016), and status (Active). There is an "Email All" button. The internship site is identified as SFASU High School, 000 Main Street, Nacogdoches TX 75962, with a "View Demographics" button. Academic details include the course section (EC-6 - Placement A-001), course name (EC-6 - Placement A), course description, term (Fall 2016), content area (Art (EC-12)), and grade level (9th).

Assessments (Box 2): This section lists various assessments assigned to the intern. It starts with "EDU Final Candidate Dispositions (Official)" with a "Begin Assessment" button and a due date of 12/31/2016. Below this is a "Request for extension" button. There are three assessment entries, each with a "By" field and an "Assessment Assigned" status with a due date of 12/31/2016:

- By Stephen F Austin: EDU Program Evaluation by Cooperating Teacher (Official)
- By Stephen F Austin: EDU Candidate Dispositions by Mentor Teacher (Official)
- By Joseph Strahl: EDU Field Experience/Clinical Evaluation - FORMAL 1 (Official)
- By Joseph Strahl: EDU Field Experience/Clinical Evaluation - INFORMAL 1 (Official)
- By Joseph Strahl: EDU Field Experience/Clinical Evaluation - INFORMAL 1 (Official)

Time Log: This section shows the required hours (0) and a table for logging hours. The table has columns for Date, Category, Activity, Add'l Info, HH:MM, and Apprv. The total hours are currently 0.0. There is an "Add Hours" button.

6. You will see a series of boxes: (continued)

-Box 3: Contains a time log where you will need to log In Service/Teacher Work Day attendance, First contact with Field Supervisor, First Day on Campus, Observations, Last Day on Campus, Absences, Make-up Time, Tardy, SFA Orientation, SFA Job Fair, and SFA Seminar. These entries will need to be approved within FEM by your Field Supervisor.

Do not log daily attendance.

Click on “+Add Hours” to enter the date and number of hours of the log entry. Under “Activity” enter the period it occurred (1:00-2:00). Under “Category”, select which activity from the dropdown you are entering (absence, first day on campus, etc.).

-Box 4: Contains a “+ Add Attachments” option. This is where you will need to attach all of your lesson plans for the observed lessons.

7. Click on “+ Add Attachments” in Box 4.

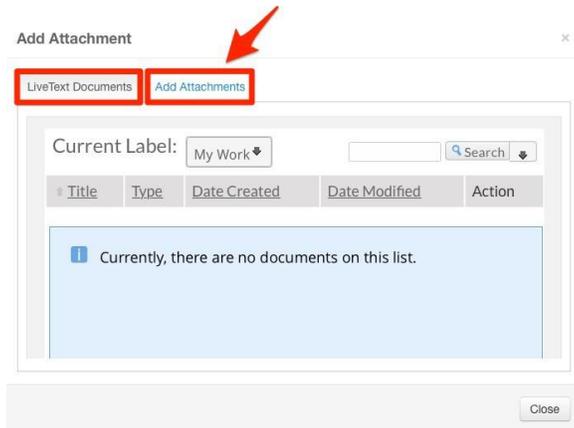
Date	Category	Activity	Add'l Info	HH:MM	Apprv
Total:				0:0	

+ Add Attachments

8. You will see a pop-up window stating “Add Attachment”. You have two options for attaching a file:

- LiveText Documents: you would use this option if you created your lesson plans in LiveText.
- Add Attachments: you would use this option if you were uploading your lesson plans from another source (your computer, usb, etc.)

9. For the purposes of this demonstration, we are going to use the “Add Attachments” option. Click on “Add Attachments”.



10. Click on “+ Upload New File”.

Add Attachment ×

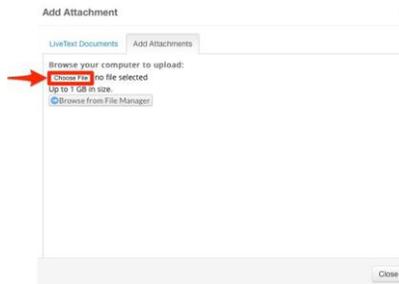
LiveText Documents **Add Attachments**

Current Label: Uncategorized +Upload New File

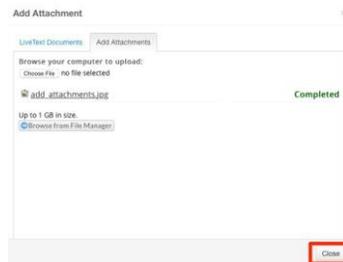
Showing 1-5 of 9 1 2 Next

File Name	File Type	Size	Date Uploaded	Actions
2015_Fall_Data_Day_Survey.xls	xls	55 Kb	Jan 22	Add Download
add_attachment.png	png	53 Kb	Jul 15	Add Download
EnvisionSFA_1.csv	csv	5 Kb	November 14, 2014	Add Download

11. Click on “Choose File”. Find the file(s) that you wish to upload and select “Choose”.



12. Once LiveText has successfully uploaded your file, it will state “Completed” to the right of your file name.
13. Click “Close” in the bottom right corner of the pop-up window.



14. You will now see your attached item listed under “Attachments”.

Attachments

	Date	Type	Uploaded by	
add_attachments.jpg	08/01/16		James Perkins	

[+ Add Attachments](#)

Clinical Teacher LiveText FEM Requirements:

- Time Log
 - Absence
 - Attended In Service or Teacher Work Day
 - First contact with Field Supervisor
 - First Day on Campus (On Campus or Virtual)
 - Each Observation
 - Last Day on Campus (On Campus or Virtual)
 - Make-Up Time
 - SFA Orientation
 - Tardy
 - SFA Job Fair
 - SFA Seminar
- Assessments
 - Final Dispositions by Candidate
 - Program Evaluation by Candidate
- Attachments (Upload the following items)
 - Lesson plans for each observed lesson

Clinical Teacher Brightspace by D2L Requirements:

- 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)
 - T-Tess Module and Quizzes

LiveText – Stephen F. Austin State University – Contact Information

- Cindy Phelps or Joe Strahl
- Room 212, McKibben Education
Building livetext@sfasu.edu
- 936-468-2395

Code of Ethics and Standard Practices for Texas Educators

Texas Administrative Code Chapter 247

Statement of Purpose. The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

Enforceable Standards.

- (I) 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 knowingly 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 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 or knowingly 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 or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.
- M. Standard 1.13. The educator shall not 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.

(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.

Formatted: Tab stops: 0.24", Left

- 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.

ACEI's Code of Ethical Conduct

(For EC-6 Teacher Candidates)

As educators of children, it is essential that you know and adhere by the ACEI's Code of Ethical Conduct. You were introduced to this code during your coursework; now it is time for you live your professional code. Please take time to revisit ACEI's position statement at <http://acei.org>.

James I. Perkins College of Education
Professional Dispositions Statement for
Educator Preparation

Professional dispositions are defined by the Council for Accreditation of Educator Preparation (CAEP) 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:

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

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

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

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

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

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

- ✓ I treat everyone with respect.
- ✓ I seek to understand those who are not like me.
- ✓ I recognize my own biases.

- ✓ I consider new ideas in support of my growth as a professional educator.
- ✓ My actions indicate that I respect others' different viewpoints and invite others to safely share their views.

- **Integrity, responsibility, diligence, and ethical behavior.** This is demonstrated by:

- knowledge of and adherence to the Texas Educators' Code of Ethics (TAC Title 19, Part 7, Chapter 242, Rule 247.2)
- knowledge of and adherence to the SFA Student Academic Dishonesty Policy (4.1)

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

- ✓ I understand what constitutes ethical and professional behavior.
- ✓ I recognize and approach situations with an understanding of ethical responsibility.
- ✓ I behave ethically and professionally at all times.
- ✓ I accept responsibility for my actions.
- ✓ I maintain confidentiality.

- **Service that enriches the community.** This is demonstrated by:

- seeking opportunities to serve children / youth / families / community
- seeking opportunities to serve the campus
- 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; clinical 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 clinical 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.

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 Educators' 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 step4.

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 D34: 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 *Teaching 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 / Student Teaching Site:

- Lack of integrity in professional performance
- Poor punctuality]
- Poor attendance in classes and field placement
- Poor adherence to hours required of mentor 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)

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/

PCOE Student Services and Advising Center

Revised 12/11/2020

Student Confidentiality

- You are a guest in the teacher's classroom. Listen and observe; question respectfully; never compare his/her students with others in the school; never get involved in gossip or negative conversations that might transpire.
- There are many parents and community members volunteering in the schools. Be sure that your conversations with others in the workroom, hallways, and lounge are professional. Avoid discussing personal things and confidential information.
- Always use good judgment about giving information to parents about a student. It is highly recommended that this be done only in the cooperating teacher's presence and with the cooperating teacher's permission.
- Confidentiality regarding children in your classroom, information about the parents of your students, or information shared with you by your cooperating teacher **MUST** be maintained.
- The Family Education and Privacy Act (FERPA) was enacted by Congress to protect the privacy of student educational records. This privacy right is a right vested in the student. When in doubt, it is always advisable to err on the side of caution and to not release student educational records without first fully notifying the student about the disclosure.

Professional Appearance

Clinical teachers must adhere to the following professional dress code requirements:

- Clothes should be clean and professional.
- Candidates should wear apparel that is modest.
- Candidates should remove piercings, excluding ears, while at sites. Please note some school districts will not allow men to wear earrings at all.
- Men should follow district policy regarding facial hair.
- Tattoos should be covered while on site.
- Candidates should wear clothing that is appropriate to their field and grade level.

Recommended Attire

Slacks or khakis

Knee length dresses or skirts

Collared shirts

Professional blouses

Loafers or heels

Inappropriate Attire

Jeans (unless district approves)

Mini skirts

T-shirts

Revealing shirts, tank tops, spaghetti straps

Flip-flops, stilettos

At minimum, you must follow the guidelines set by the district you are performing your Clinical Teaching hours in. Remember to dress as if it is a job interview every day.

Exceptions: Candidates teaching in physical education/coaches/dance/marching band may wear appropriate athletic wear when needed.

Suggested Schedules

**Stephen F. Austin State University
James I. Perkins College of Education
Clinical Teaching Schedule Model for EC-6 Split Assignments**

WEEK	Clinical Teacher	Field Supervisor
1	<ul style="list-style-type: none"> • Learn children’s and relevant school personnel names • Learn campus • Learn daily/weekly schedule • Observe teacher, noting how he/she moves children from one place to another • Follow children (PE/computer/lab/library/music/lunch etc.) • Eat lunch with children • Assist with morning and dismissal routines • Assist children and cooperating teacher • Request to execute read-alouds or basic instructional activities • Shadow teacher (go everywhere he/she goes) 	<ul style="list-style-type: none"> • Check in with clinical teacher (CT) to answer questions and address concerns • Encourage communication • Discuss optional video lesson. Remind CT to get paperwork signed prior to recording if doing the video • Visit with the cooperating teacher about CT’s progress
2	<ul style="list-style-type: none"> • Continue Week 1 activities • Observe teacher, noting how he/she transitions children from one activity to another • Assist with reading and writing workshops <ul style="list-style-type: none"> ○ Guided readings, word wall, etc. ○ Journals, editing, mini-lessons, etc. • Take children to and from places • Secure videotape permission if doing optional videotaping 	<ul style="list-style-type: none"> • Continue with activities from Week 1

3	<ul style="list-style-type: none"> • Continue Week 2 activities • Begin teaching, reading, and writing <ul style="list-style-type: none"> ○ Teach at least one reading lesson ○ Teach at least one writing lesson • Begin teaching math and science • Work with a variety of small groups of children • Submit video documents to field supervisor if recording video (optional) 	<ul style="list-style-type: none"> • Provide support • Maintain weekly communications • Offer feedback on lessons and lesson plans • Visit with cooperating teacher about CT's progress
4	<ul style="list-style-type: none"> • Continue Week 3 activities • Maintain routine responsibilities • Take children to and from places • Eat lunch with children • Assume full responsibility for small group instruction • Assume full responsibility for teaching math and science <p>Video record yourself teaching and reviewing with Self-Assessment of a lesson form (optional)</p>	<ul style="list-style-type: none"> • Schedule second formal observation • Provide support • Maintain weekly communications • Offer feedback on lessons and lesson plans <p>Visit with cooperating teacher about CT's progress</p>
5	<ul style="list-style-type: none"> • Continue week 4 activities • Begin teaching social studies 	<ul style="list-style-type: none"> • Provide support • Maintain weekly communications • Offer feedback on lessons and lesson plans • Visit with cooperating teacher about CT's progress
6	<ul style="list-style-type: none"> • Continue Week 4 and Week 5 activities • Of cooperating teacher and field supervisor are in agreement then assume full responsibility for children and classroom • Write weekly lesson plans (like teachers write to turn in to principals) 	<ul style="list-style-type: none"> • Provide support • Maintain weekly communications • Offer feedback on lessons and lesson plans • Visit with cooperating teacher about CT's progress

7	<ul style="list-style-type: none"> • Continue Week 6 activities • Assume full responsibility for children and classroom • Write weekly lesson plans (like teachers write to turn into principals) 	<ul style="list-style-type: none"> • Provide support • Maintain weekly communication • Offer feedback on lessons and lesson plans • Assist cooperating teacher in planning classroom visitations for Week 8
8	<ul style="list-style-type: none"> • Observe one full day in each age/grade level in which you are not assigned • Observe teaching in other classrooms (i.e. special education, deaf education, bilingual education, music, computer lab, P.E.) • Complete observation sheets for each observation and submit daily 	<ul style="list-style-type: none"> • CT observes other classrooms all week • CT is to communicate with field supervisor on a daily basis about daily observations • Help transition ST to new placement
	Second Assignment	NOTE: Check clinical teaching calendar for exact week of switch to second assignment
9	<ul style="list-style-type: none"> • Learn children's names • Learn daily/weekly schedule • Learn and assist with daily routines • Follow children (P.E., computer lab, library, music, lunch, etc.) • Eat lunch with children • Assist with morning and dismissal routines • Assist children and cooperating teacher • Observe teacher, noting how she moved children from one place to another • Shadow teacher (go everywhere he/she goes) • Begin working with small groups • Work with reading and writing workshops <ul style="list-style-type: none"> ○ Guided reading, word wall, etc. ○ Journals, editing, mini-lessons, etc. 	<ul style="list-style-type: none"> • Check in with CT to answer questions and address concerns about new placement • Remind CT to get video paperwork signed if doing optional video recording • Visit with cooperating teacher about CT's progress

10	<ul style="list-style-type: none"> • Continue Week 9 activities • Begin teaching math and science • Begin teaching reading and writing • Teach at least two reading lessons • Teach at least two writing lessons 	<ul style="list-style-type: none"> • Provide support • Maintain weekly communications • Offer feedback on lessons and lesson plans • Visit with cooperating teacher about CT's progress
11	<ul style="list-style-type: none"> • Continue Week 10 activities • Assume full responsibility for teaching math and science 	<ul style="list-style-type: none"> • Provide support • Maintain weekly communications • Offer feedback on lessons and lesson plans • Visit cooperating teacher about CT's progress
12	<ul style="list-style-type: none"> • Continue Week 11 activities • Begin teaching social studies 	<ul style="list-style-type: none"> • Provide support • Maintain weekly communications • Offer feedback on lessons and lesson plans • Visit with cooperating teacher about CT's progress
13	<ul style="list-style-type: none"> • Continue Week 12 activities 	<ul style="list-style-type: none"> • Provide support • Maintain weekly communications • Offer feedback on lessons and lesson plans • Visit with cooperating teacher about CT's progress
14	<ul style="list-style-type: none"> • Assume full responsibility for children and classroom • Submit lesson plans to cooperating teacher/principal 	<ul style="list-style-type: none"> • Provide support • Maintain weekly communications • Offer feedback on lessons and lesson plans • Visit with cooperating teacher about CT's progress

15	<ul style="list-style-type: none"> • Assume full responsibility for children and classroom • Submit lesson plans to cooperating teacher/principal 	<ul style="list-style-type: none"> • Provide support • Maintain weekly communications • Offer feedback on lessons and lesson plans
	<p>ATTEND SFA JOB FAIR</p> <p><i>This is a mandatory event. Not attending the job fair will result in an absence. Professional dress is required!</i></p>	<ul style="list-style-type: none"> • Complete travel request for SFA • Compile documentation and submit appropriate paperwork to Office of Assessment & Accountability • Enter data into LiveText

**Stephen F. Austin State University
James I. Perkins College of Education
Clinical Teaching Schedule Model for MLG 4-8 Assignments**

BLOCK	Responsibilities of Clinical Teacher	Duties for Field Supervisors
A Weeks 1-3	<ul style="list-style-type: none"> • Observations, call roll, learn names, learn school, handle administrative duties, work one on one with students • Continue as before, adding co-teaching lessons and begin individual lessons • Increase amount of individual lessons and planning solo units 	<ul style="list-style-type: none"> • Check in with clinical teachers to answer questions and address concerns • Provide support for transition to full time, full charge teaching
B Weeks 4-6	<ul style="list-style-type: none"> • Begin full time, full charge teaching. Video Lesson (optional) • Continue as before 	<ul style="list-style-type: none"> • Continue to provide support • Maintain communication weekly • Offer feedback on lessons and lesson plans • Discuss video lesson (if applicable)
C Weeks 7-9	<ul style="list-style-type: none"> • Continue as before 	<ul style="list-style-type: none"> • Continue to provide support • Maintain communication weekly • Offer feedback on lessons and lesson plans
D Weeks 10-12	<ul style="list-style-type: none"> • Continue as before 	<ul style="list-style-type: none"> • Continue to provide support • Maintain communication weekly • Offer feedback on lessons and lesson plans

E Weeks 13-15	<ul style="list-style-type: none">• Continue as before• Complete solo unit(s), begin more co-teach lessons• Continue to co-teach as transition to completion of clinical teaching. Visit other classrooms as permitted. Attend SFASU Job Fair.	<ul style="list-style-type: none">• Support transition to conclusion of clinical teaching
---------------------	--	---

**Stephen F. Austin State University
James I. Perkins College of Education
Clinical Teaching Schedule Model for Secondary and All-Level**

BLOCK	Duties for Field Supervisors
<p style="text-align: center;">A Weeks 1-3</p>	<ul style="list-style-type: none"> • Check in with clinical teachers to answer questions and address concerns • Provide support for transition to full time, full charge teaching
<p style="text-align: center;">B Weeks 4-6</p>	<ul style="list-style-type: none"> • Continue to provide support • Maintain communication weekly • Offer feedback on lessons and lesson plans
<p style="text-align: center;">C Weeks 7-9</p>	<ul style="list-style-type: none"> • Continue to provide support • Maintain communication weekly • Offer feedback on lessons and lesson plans • <i>NOTE: All-Level Candidates will move to second assignment between weeks 7 and 9. Check with field supervisor for exact week of switch to second assignment</i>
<p style="text-align: center;">D Weeks 10-12</p>	<ul style="list-style-type: none"> • Continue to provide support • Maintain communication weekly • Offer feedback on lessons and lesson plans

<p>E</p> <p>Weeks 13-15</p>	<ul style="list-style-type: none">• Support transition to conclusion of Clinical Teaching
-----------------------------	---

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

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

	<ul style="list-style-type: none"> • Tolerance of all students • Incorporation of diverse examples and concepts
Reading	<ul style="list-style-type: none"> • Reading in the content area • 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

Texas Teacher Evaluation and Support System (T-TESS)

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.

Planning		
Indicator	Score	Evidence
Standards and Alignment		
Data and Assessment		
Knowledge of Students		
Activities		
INSTRUCTION		
Indicator	Score	Evidence
Achieving Expectations		
Content Knowledge Expertise		
Communication		
Differentiation		

LEARNING ENVIRONMENT		
Indicator	Score	Evidence
Classroom Environment, Routines and Procedures		
Managing Student Behavior		
Classroom Culture		

T-TESS Post-Conference Plan

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

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

Texas Teacher Evaluation and Support System (T-TESS)

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:
 - In Service/Teacher Work Day attendance, First contact with Field Supervisor, First Day on Campus, Observations, Last Day on Campus, 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 FEM for each observed lesson (minimum of 3)
- 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)
 - T-Tess Module and Quizzes

(2) Teaching Effectiveness

- T-TESS Observations
 - Candidate must earn an average score of 2 (developing) across all formal T-TESS observations (3 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 clinical 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
-
-

Syllabi

Please click the link below for syllabi information

*(Syllabi information can also be found in your Clinical Teaching
Brightspace by D2L course)*

<http://coe.sfasu.edu/students/sy>

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, LiveText. If you have questions or need help with this please call 936-468-3825 or email livetext@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.