

Field Supervisor 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**

Stephen F. Austin State University

Field Supervisor Handbook

Table of Contents

Staff and Contact Information	2
Table of Contents	3
Welcome Letter	4
Texas Administrative Code Definitions	5
Field Supervisor Responsibilities	7
Clinical Teacher/Intern Responsibilities	8
Participation Attendance and Schedules	9
Verification of Class Rosters & Grading Information	11
LiveText Instructions	17
Ethics and Dispositions	24
Professional Dispositions, Intervention and Program Continuation Policy	33
Frequently Asked Questions	38
Clinical Teaching Experiences	40
Campus Experiences Reflection	41
Educational Aide Responsibility Framework and Acceptance	42
Travel Reimbursement for Field Supervisors of Clinical Teachers	45
Sample: Point to Point Odometer Log	47
Sample: Point to Point Tracking Form	49
Sample: Google Maps	51
ACP Field Supervisor Information	52
ACP Welcome Letter	53
Intern Responsibilities	54
Field Supervisor Responsibilities	55
Texas Teacher Evaluation and Support System	56
Non-Teacher Programs Field Supervisor Information	59

The information enclosed is accurate at the time of compilation; however, policies are subject to change based on state and university guidelines. Staff in The Office of Assessment and Accountability can help guide you through the processes of observations. For the most up to date information, check the website at www.coe.sfasu.edu, 936.468.1282

James I. Perkins College of Education Office of
Assessment and Accountability
P.O. Box 13071, SFA Station • Nacogdoches, TX
75962-6103 Office: 936.468.1282 • Fax:
936.468.1224

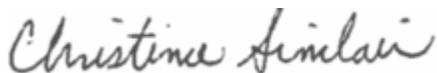
Field Supervisor:

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

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

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

Sincerely,



Dr. Christina Sinclair
Associate Dean
Office of Assessment and Accountability

Texas Administrative Code Definitions

Clinical Teaching:

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

Cooperating Teacher:

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

Field Supervisor:

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

Internship:

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

Mentor:

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

Professionalism:

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

School Day:

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

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

Roles and Responsibilities of Field Supervisors

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

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

Roles and Responsibilities of Clinical Teachers

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

Roles and Responsibilities of ACP Intern

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

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

<http://www.sfasu.edu/education>

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

Participation: Attendance, Daily Schedules and Substitute Teaching

Attendance

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

Absences

Clinical Teachers should call the school prior to an absence. All absences beyond two must be made up. Any absences exceeding five as per the syllabus will result in failing clinical teaching. Arriving early/staying late does not accrue nor can the time be used in place of an absence. Clinical teachers are required to log all absences into their LiveText FEM time log with the reason for the absence in the activity section. In addition, makeup days must also be entered in the LiveText FEM time log.

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

Formal and Informal Observations

Clinical Teacher evaluation is a cooperative task shared by the Clinical Teacher, the Field Supervisor, and the Cooperating Teacher/Mentor. Much of the evaluation by the Cooperating Teacher/Mentor is informal, and thus, the Clinical Teacher may gain direction for action from brief, daily evaluations. The Field Supervisor will complete 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.

Verification Rosters

And

Grading Information

Verification of Class Rosters

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

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

1. The **Office of the Provost** has indicated that **all** students who have never attended nor participated **must** be marked according to the following guidelines. (Field Supervisors must note attendance for all coursework associated with the Clinical Teachers' campus assignment(s))

- If the student attended class **OR** has routinely logged in and participated for web-based courses, no action relative to that specific student is necessary.
- If the student has not been attending class **OR** has not logged in and participated in web-based courses, **click the "Never Attended" box next to the student's name.**

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

2. If a student has been attending and their name does **NOT** appear on your official roster, **please immediately contact the Clinical and Field Placement Coordinator then instruct the student to go to the Registrar's Office to reconcile their registration (this needs to be done in an urgent timely manner!)**

3. Instructors of record must make Official Attendance Roster submissions for each class they are teaching. **The Registrar's submission deadline is 5:00 PM by the date emailed from the Registrar's Office.**

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

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

For any questions and/or concerns, contact: The
Registrar's Office
Phone: 936.468.2501
registrar@sfasu.edu

Assigning Course Grades Using T-TESS

Grade of P (Passing):

Formal lesson planning and additional assignments have been completed in a timely manner, and the Teacher Candidate has been conscientiously and consistently meeting professional responsibilities throughout the semester. Reflections indicate that the Teacher Candidate thinks about his/her teaching practices in specific detail, weighing options, utilizing resources, and growing in professional judgment.

Initially, Teacher Candidates are usually rated “Improvement Needed” or “Developing” on most indicators.

Teacher Candidates are expected to have moved from “Improvement Needed” to “Developing” or higher ratings on most indicators by the second or third observation.

Teacher Candidates who are receiving a majority of “Improvement needed” ratings prior to the second half of the clinical teaching semester will receive a Program Continuation Form and must have a growth plan in place before beginning the second half of clinical teaching.

Teacher Candidates who have not moved from “Improvement Needed” to “Developing” and then onto “Proficient” or higher ratings on most indicators by the end of the semester will not receive a grade of P (passing).

Grade of F (Failing):

Assignments inconsistently turned in, or requiring multiple reminders in order for completion are cause for a grade of F. Reflections describe teaching situations with little analysis of why events happen or why students respond in the ways they do, and what the clinical teacher could have done differently (learning from the experience). The clinical teacher focuses on external authority instead of developing professional judgments.

Teacher Candidates who are receiving a majority of “Improvement needed” ratings must have a growth plan in place before beginning the second placement. Teacher Candidates who are receiving a majority of “Improvement needed” ratings at the end of the semester will not pass.

Failing clinical teaching is also the consequence when a clinical teacher is asked to leave a field assignment by a school system or the SFA EPP field supervisor removes him/her. Under some circumstances, the Teacher Candidate may have the option of receiving an “I” (Incomplete). This is handled on a case-by- case basis by the EPP Professional Educator’s Council in consultation with the school system/partner district.

The grades described above should be used to communicate with the Teacher Candidate holistically about his/her progress.

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:
 - orientation, first contact with field supervisor, first day on campus (split placements will have two entries), each observation (formal and informal), absences, make-up days, last day on campus (split placements will have two entries)
- 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 student teacher to be removed
- More than 5 absences or 10 late arrivals/early departures
- Violation of any school policy
- Violation of any university policy Violation of the Texas Code of Ethics
- Violation of any state or federal law
- Failure to complete any course assignments
- Any other egregious acts of non-professional behavior

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

Instructions to Complete Online Form Entries

Entering Grades within mySFA

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

Procedure

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

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

LiveText Instructions

LiveText Field Experience Module (FEM)

If you have any questions/problems, please contact livetext@sfasu.edu

*** You must have a LiveText account and access to the Field Experience Module (FEM) to complete clinical teaching/intern supervision forms.**

LiveText Registration:

1. Go to www.livetext.com
2. Click on Purchase/Register
3. Click on Register Membership
4. Complete the steps for registration
5. The faculty key code is 7F7CC9A
6. Enter your FACULTY ID # (Not your SS#)

LiveText – Stephen F. Austin State University – Contact Information

Joe Strahl or Cindy Phelps Rm212, McKibben Education Building livetext@sfasu.edu 936-468-2395

Completing Supervision Forms and Entering Data

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

1. Approve Time Log hours for orientation, observations, and any absences
2. Final Dispositions by Field Supervisor (rubric)
3. Final Dispositions by Candidate (student completes, Field Supervisor verifies completion on the Clinical Teaching Completion Checklist)
4. Program Evaluation by Candidate (student completes, Field Supervisor verifies completion on the Clinical Teaching Completion Checklist)
5. T-TESS Informal/Formal Observation (rubric for each observation)
 - Single Assignment
 - T-TESS Informal Observation
 - First, second and third observations – T-TESS Formal Observation
 - Split Assignment
 - For the two placements:
 - 1st placement-T-TESS Informal Observation and First Formal T-Tess Observation
 - 2nd placement- Second and third – T-TESS Formal Observation
6. Pre and Post-Observation Conference assessment (Field Supervisor completes)

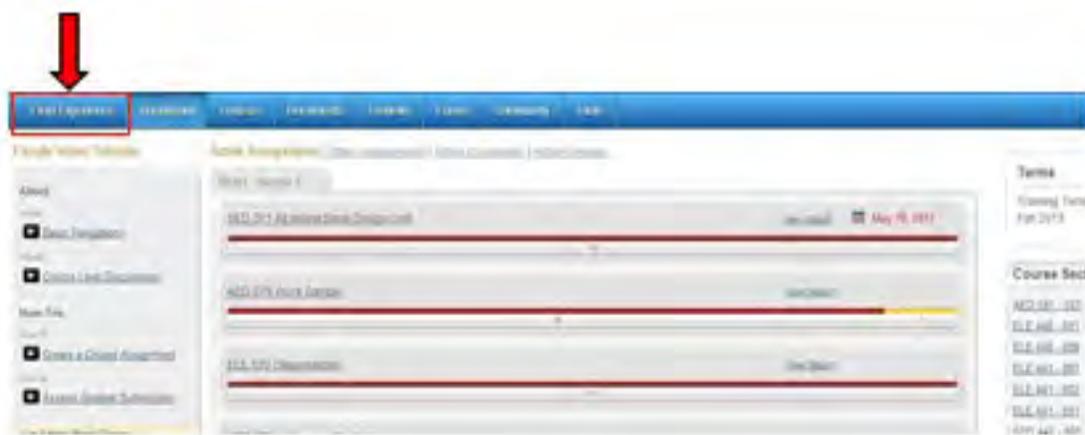
You will need to notify the Cooperating Teacher to complete the following in FEM for each placement:

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

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

LiveText – Field Supervisors – Clinical Teachers - Field Experience Management Module

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 for some reason you do not see this tab email livetext@sfasu.edu.



3. You will see a new page containing your student’s names and some of their placement Information. *Note: LiveText terminology states “Internship” regardless of student. Please disregard.
4. Click on “View Placement Details” on the far right of your screen.



5. You will see a series of boxes:



-Box 1: **Placement Details** - Contains that particular student's placement information (student, mentor, site, etc.)

-Box 2: **Assessments** - Contains all assessments associated with this student's placement.

- Students need to complete the following:
 - Program Evaluation by Candidate
 - Final Dispositions by Candidate
- Mentor/Cooperating teacher needs to complete the following:
 - Final Dispositions by Mentor-Cooperating Teacher
 - Candidate Performance Evaluation by Mentor-Cooperating Teacher
 - Addendum (depending on student's certification area)
- Field Supervisor needs to complete following:
 - Final Dispositions by Field Supervisor
 - Candidate Performance Evaluation by Faculty (Field Supervisor)
 - T-TESS Pre and Post Observation Conference Informal/Formal (rubrics for each formal observation)

- T-TESS Informal/Formal Observation (rubric for each observation)

-Box 3: **Time Log** - Contains a time log where students will need to enter the following:

- Orientation
- First contact with Field Supervisor
- First and last day on campus
- Absences and tardies
- Make-up dates
- Observations

These entries will need to be approved (within FEM) by you (Field Supervisors).

To approve Time Log entries (see image below), check the boxes under “Approve” and to the right of the time log entry. Then, click “Approve Hours” below the entries. These will need to be approved before the completion of their clinical teaching.

*Note: students are allowed only two absences (every two late arrivals or dismissals = one absence). Every absences after that will need to be made up. After five absences, the student will fail.

The image shows a screenshot of a 'Time Log' interface. At the top, it says 'Time Log' and 'Required Hours:0'. Below this is a table with the following columns: 'Date', 'Class Info', 'Activity', 'Hrs:Mn', and 'Apprv'. The table contains one data row: '06/12/14', '1st Placement', 'Absense', '08:00', and a checkbox. Below the table is a 'Total:' row showing '8:0' and another checkbox. At the bottom of the interface is a button labeled 'Approve Hours'.

Date	Class Info	Activity	Hrs:Mn	Apprv
06/12/14	1st Placement	Absense	08:00	<input type="checkbox"/>
Total:			8:0	<input type="checkbox"/>

Approve Hours

-Box 4: **Attachments** – By the end of the assignment, the following attachments should be included:

- o Lesson plans for each observation

6. Click on “Begin Assessment” to start grading any rubric.

COE Professionalism Assessment Instrument (Official Spring 2014)

Comments And Feedback: **Required! Comment! Box!**

	Exceeds (3,000 pts)	Meets (2,000 pts)	Does Not Meet (1,000 pts)	NA
Demonstrates punctuality and professional attendance.	<input type="checkbox"/> Shows dedication by arriving early and staying.	<input type="checkbox"/> Has regular absences; does not leave early.	<input type="checkbox"/> Excessive absences and late arrival/early	<input type="checkbox"/>
Works positively with supervisors and other professionals.	<input type="checkbox"/> Open and responsive to suggestions.	<input type="checkbox"/> Follows through on suggestions.	<input type="checkbox"/> Ignores suggestions.	<input type="checkbox"/>
Dresses professionally and appropriately.	<input type="checkbox"/> Never dressed in clean professional attire.	<input type="checkbox"/> Dressed in appropriate clothes.	<input type="checkbox"/> Dressed in casual clothes, dirty clothes and/or	<input type="checkbox"/>
Demonstrates collaboration with teachers and other professionals.	<input type="checkbox"/> Respects others; participates in group.	<input type="checkbox"/> Participates in collaboration.	<input type="checkbox"/> Does not participate and may have a negative	<input type="checkbox"/>
Is organized and prepared for class.	<input type="checkbox"/> Takes initiative and asks for feedback.	<input type="checkbox"/> Assignments are late and of low quality.	<input type="checkbox"/> Does not ask for feedback.	<input type="checkbox"/>
Interacts ethically with students.	<input type="checkbox"/> Maintains confidentiality; supports students and	<input type="checkbox"/> Attempts to support students.	<input type="checkbox"/> Engages in gossip; denigrates school and/or	<input type="checkbox"/>
Uses appropriate language in classrooms.	<input type="checkbox"/> Sets an example for correct grammar.	<input type="checkbox"/> Uses appropriate words and sentences.	<input type="checkbox"/> Uses profanity, insults, or inappropriate phras	<input type="checkbox"/>
Models openness to all students and ideas.	<input type="checkbox"/> Models tolerance and acceptance to all students.	<input type="checkbox"/> Listens to students and makes need	<input type="checkbox"/> Dismisses some students; does not include all	<input type="checkbox"/>
Shows enthusiasm and interest in teaching.	<input type="checkbox"/> Maintains high engagement and interest in class.	<input type="checkbox"/> Is interested in teaching and learning.	<input type="checkbox"/> Has no effort or interest in teaching.	<input type="checkbox"/>
Uses classroom and school resources appropriately.	<input type="checkbox"/> Consistently uses computers and phones.	<input type="checkbox"/> Adheres to school and university policies.	<input type="checkbox"/> Abuses computer privileges and uses phones	<input type="checkbox"/>

7. You will see a grading rubric named “T-TESS Formal Observation 1”.

8. Evaluate the student by clicking on the appropriate section (Exceeds, Meets, Does Not Meet, and N/A).

9. You must add a comment and the date and length of visit to the comment box at the top. Each observation must be at least 45 minutes. You can choose to comment on individual sections of the rubric by clicking “Add”.

10. If you are not completely finished filling out the rubric and wish to come back to it later, click “Save”.

11. If you are completely finished filling out the rubric, click “Submit Assessment”.

	Exceeds (3,000 pts)	Meets (3,000 pts)	Does Not Meet (1,000 pts)	N/A
Demonstrates punctuality and professional attendance.	<ul style="list-style-type: none">Shows dedication by arriving early and staying.Open and responsive to suggestions.	<ul style="list-style-type: none">Has regular attendance; does not leave early.Follows through on suggestions.	<ul style="list-style-type: none">Excessive absences and late arrivals/leaving.Rejects suggestions.	
Works positively with supervisors and other professionals.				
Dresses professionally and appropriately.	<ul style="list-style-type: none">Always dressed in clean professional attire.Respects others; participates in group.	<ul style="list-style-type: none">Dressed in appropriate clothes.Participates in collaboration.	<ul style="list-style-type: none">Dressed in casual clothes, dirty clothes and/or inappropriate jewelry.Does not participate and may have a negative attitude.	
Demonstrates collaboration with teachers and other professionals.				
Is organized and prepared for class.	<ul style="list-style-type: none">Takes initiative and asks for feedback.	<ul style="list-style-type: none">Assignments are on time and meet minimum.	<ul style="list-style-type: none">Work is late or incomplete.	
Interacts ethically with students.	<ul style="list-style-type: none">Maintains confidentiality; supports students and...	<ul style="list-style-type: none">Attempts to support students.	<ul style="list-style-type: none">Engages in gossip; denigrates school and/or students.	
Uses appropriate language in classrooms.	<ul style="list-style-type: none">Set an example for correct grammar.	<ul style="list-style-type: none">Uses appropriate words and sentences.	<ul style="list-style-type: none">Uses profanity, insults or inappropriate jargon.	
Models openness to all students and ideas.	<ul style="list-style-type: none">Models tolerance and acceptance for all students...	<ul style="list-style-type: none">Listens to students and makes need modifications.	<ul style="list-style-type: none">Dismisses some students; does not include all students.	
Shows enthusiasm and interest in teaching.	<ul style="list-style-type: none">Maintains high engagement and interest in course...	<ul style="list-style-type: none">Is interested in teaching and learning.	<ul style="list-style-type: none">Has no effort or interest in teaching.	
Uses classroom and school resources appropriately.	<ul style="list-style-type: none">Consistently uses computers and phones.	<ul style="list-style-type: none">Adheres to school and university guidelines.	<ul style="list-style-type: none">Abuses computer privileges and uses phones during class.	

12. You will now see the assessment as completed.

13. Follow steps 6-11 for all assignments

James Perkins

Placement Details
Status: Active
Email: [redacted]
Student: James Perkins [redacted]
Mentor: Stephen F. Austin [redacted]
Start date: 01/05/2014
End date: 10/05/2014
Internship Site: SFA High School 000 Main Street, Nacogdoches, TX 75962
View Demographics

Assessments
COE Professionalism Assessment Instrument (Official Spring 2014)
View Completed [redacted] 05/05/2014
Student Experience/Clinical Evaluation (Official Spring 2014)
Begin [redacted] 05/05/2014
By Stephen F. Austin
COE SFA-TD by Cooperating Teacher (Official Spring 2014)
View [redacted] 05/05/2014
By Stephen F. Austin
COE Program Evaluation by Cooperating Teacher (Official Spring 2014)
View [redacted] 05/05/2014
By James Perkins
COE SFA-TD Final Dispositions (Official Spring 2014)
View [redacted] 05/05/2014

Time Log
Required Hours: 200
Date Class Info Activity Hrs. Min
Total 0 0

Attachments
f_suttons_2014.pdf

Ethics and Dispositions

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

Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) Standard 1.2. The educator shall not intentionally, knowingly, or recklessly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or that are used to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) Standard 1.11. The educator shall not intentionally, knowingly, or recklessly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use, abuse, or distribution of controlled substances, prescription drugs, and toxic inhalants.

(M) Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(H) Standard 2.8. The educator shall not intentionally or knowingly subject a colleague to sexual harassment.

(3) Ethical Conduct Toward Students.

(A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- (i) the nature, purpose, timing, and amount of the communication;
- (ii) the subject matter of the communication;

(iii) whether the communication was made openly, or the educator attempted to conceal the communication;

(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;

(v) whether the communication was sexually explicit; and

(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

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

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

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

- **Academic excellence.** This is demonstrated by:
 - critical, reflective, and creative thinking
 - full and responsible engagement in coursework
 - strong communication skills

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

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

- **Potential for becoming a life-long learner.** This is demonstrated by:
 - establishing habits of mind representative of a professional educator

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

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

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

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

- 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; student teachers are not permitted to friend students or parents. It is NEVER okay to post pictures or remarks regarding students, parents or faculty on social networking sites.
- Emailing – emailing students and parents should be for professional or school-related issues ONLY if instructed and overseen by your Cooperating Teacher (it is never okay for personal reasons).
- Professional communication and demeanor is the hallmark of a good student teacher.
- Remember that you should not discuss your personal life or any aspect of your life that could call your behavior into question. This includes attention to any information you may have posted on the World Wide Web (i.e., Instagram, Facebook, Twitter, Snapchat etc.) or an email address that could be detrimental to your character.

**Professional
Dispositions,
Intervention, and
Program Continuation
Policy**

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

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

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

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

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

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

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

Stephen F. Austin State University

James I. Perkins College of

Education

Candidate Program Continuation Form (Part A)

To: _____ From: _____ Date: _____

All Stephen F. Austin State University candidates seeking educator certification are informed that the *Educator Preparation Handbook* and individual departments set forth requirements for prospective educators and the expectations held for all educators. ***The purpose of this continuation form is to inform you that the following professional dispositions are not being met or are deficient as indicated:***

In the SFA Classroom:

- Poor Punctuality
- Poor work quality
- Dominates class discussion / group activities
- Volatile / overly emotional
- Lack of participation in class activity
- Assignments not returned in a timely manner

- Inappropriate behavior that distracts or disrupts the class
- Poor attendance
- Negative attitude
- Inappropriate comments
- Missing assignments
- Inattentiveness (sleeping, texting, etc...)
- Hostility to instructor
- Lack of interest
- Failure to meet class requirements
- Hygiene issues
- Unable to accept criticism
- Unacceptable language
- Cheating / Plagiarism
- Lack of empathy / interest in teaching
- Other:

At the Practicum / Clinical Teaching Site:

- Lack of integrity in professional performance
- Poor punctuality
- Poor attendance in classes and field placement
- Poor adherence to hours required of cooperating teachers
- Inconsistent daily preparation to teach
- Unacceptable language with children / youth

- _____ requires excessive guidance
- Displays non-professional behavior
- Evidence of cheating
- Inappropriate social interaction with pupils / teachers
- Inappropriate physical contact with pupils / teachers
- Failure to be open to new ideas
- Displays hostilities toward teachers
- Failure to interact with all learners
- Lack of interest in teaching
- Lack of empathy, interest, or care for students
- Lack of self-control in the classroom setting
- Volatile / overly emotional reactions under stress
- Deficient in instructional skills
- Lack of knowledge of content
- Does not participate in public school campus activities
- Refusal to accept constructive suggestions
- Does not work well with others
- Displays negative attitudes
- Does not take initiative in group projects / work
- Dominates group discussion / activities
- Does not complete individual assignment/work for group project
- Unable to interact effectively with children/youth collaboration
- Ineffective use of written / oral language
- Hygiene issues
- Does not willingly help other candidates
- Failure to implement constructive suggestions
- Other:

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

Candidate Program Continuation Form (Part B)

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

_____ Candidate Demonstrated Satisfactory Improvement

_____ Satisfactory Improvement by Candidate was not demonstrated;

-Referred to Professional Educator's Program Continuation Review Panel

Frequently Asked Questions, Clinical Teaching Experiences And Reflections

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

Forms: Frequently Asked Questions

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

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

Question: Do I turn in all of the forms?

Answer: *YES! Please submit all documentation as required in the LiveText field Experience Module (FEM). The Texas Education Agency requires in the Texas Administrative Code that “The field supervisor shall document instructional practices observed, provide written feedback through an interactive conference with the candidate, and should provide a copy of the written feedback to the candidate's campus administrator. Informal observations and coaching shall be provided by the field supervisor as appropriate.”*

All copies of evaluations will be available to the Clinical Teacher, Cooperating Teaching, Campus Administrator, and The Office of Assessment and Accountability through LiveText FEM. A copy should be made available to the campus administrator (in most cases the principal), either in hard copy or through email (ACP Interns only).

Question: Who gets copies of the formal observation forms?

Answer:

- 1. Student (available in LiveText FEM)*
- 2. Field Supervisor (available in LiveText FEM)*
- 3. Mentor (available in LiveText FEM)*
- 4. Principal (or designee) – (available in LiveText FEM, by email or hard copy) (ACP Interns only)*

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

Clinical Teaching Experiences

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

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?

Educational Aide Responsibility Framework and Acceptance

Educational Aide Responsibility Framework and Acceptance

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

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

Stephen F. Austin State University EPP will...

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

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

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

The Field Supervisor will...

1. Provide on-site evaluations of the candidate during his/her clinical teaching semester.
2. Maintain open lines of communication regarding the candidate's progress/growth.
3. Serve as the liaison between the university and school district.
4. Collaborate with the cooperating teacher to recommend to the EPP that the candidate should be recommended for a standard certificate.
 1. If either the field supervisor or cooperating teacher do not recommend that the candidate should be recommended for a standard certificate, the person who does not recommend the candidate must provide documentation supporting the lack of recommendation to the EPP, candidate and either the field supervisor or cooperating teacher.

The Cooperating Teacher is asked to...

1. Complete and submit requested forms through SFA's online data management system, 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.

Travel Reimbursement Information

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

Travel Reimbursement for Field Supervisors of Clinical Teachers/Interns

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

Mileage is reimbursed at the SFA rate of \$.54 per mile. You are expected to utilize the shortest routes possible, per Google maps. Students with one placement are to be visited 4 times (three formal face-to-face and 1 informal face-to-face or virtual). Students with split placements are to be visited 4 times (three formal face-to-face and 1 informal face-to-face or virtual). Interns are to be visited 5 times during the course of 2 semesters. The Office of Assessment and Accountability, stating the reasoning behind the additional visitation, must approve any additional visits in writing. You are expected to coordinate observations within close proximity schools of multiple students, accommodating as many as the schedule will permit within a single day. The informal observation can be done virtual or face-to-face but will not be reimbursed for mileage.

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

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

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

Option 1) Utilize the “Point-to-Point Odometer Log”

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

Option 2) Utilize the “Point-to-Point Tracking Form”

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

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

Point-to-Point Tracking Log



Name: Mr. Stephen Austin

ID#: 12345678

Address: 1234 Purple Street

or SFA

Date	Travel (to/from)	ST	INT	Total Miles <i>(office use only)</i>
12-Jan	Home to Raguet Elementary	X		
	Raguet Elementary to Nac HS	X		
	Nac HS to McMichael MS		X	
	McMichael MS to Home		X	

Calculated via
google maps
by the Office of
Assessment &
Accountability

18-Jan	Home to Raguet Elementary	X		
	Raguet Elementary to Home	X		

16-Feb	Home to McMichael MS		X	
	McMichael MS to Nac HS	X		
	Nac HS to Home	X		

SAMPLE

Page 1 total:

Total Mileage:

Page ____ of ____



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

SFA TO CENTRAL HEIGHTS TO MIKE MOSES TO TJR TO HOME
 01/01/13

	1936 North St, Nacogdoches, TX 75965	
	1. Head west on Griffith Blvd	go 489 ft total 489 ft
	2. Turn left toward Griffith Blvd	go 112 ft total 0.1 mi
	3. Turn left onto Griffith Blvd About 55 secs	go 0.2 mi total 0.3 mi
	4. Turn left onto Raguet St About 52 secs	go 0.3 mi total 0.6 mi
	5. Turn left onto E College St About 50 secs	go 0.3 mi total 0.9 mi
	6. Turn right onto North St/U.S. 59F Business N About 6 mins	go 4.0 mi total 4.9 mi
	7. Slight left onto US-259 N/North St Continue to follow US-259 N Destination will be on the left About 2 mins	go 2.1 mi total 6.9 mi
		Total: 6.9 mi – about 11 mins
	10317 U.S. 259, Nacogdoches, tx	total 0.0 mi
	8. Head south on US-259 S toward Co Rd 104/Geldmeier Rd About 2 mins	go 1.9 mi total 1.9 mi
	9. Continue onto North St/U.S. 59F Business S About 4 mins	go 3.5 mi total 5.4 mi
	10. Turn left onto E Austin St About 2 mins	go 0.7 mi total 6.1 mi
	11. Turn right onto N Farm to Market Rd 1275/N University Dr About 3 mins	go 1.5 mi total 7.6 mi
	12. Turn left onto Martinsville St About 2 mins	go 0.5 mi total 8.1 mi
	13. Turn left onto Park St Destination will be on the left	go 0.2 mi total 8.3 mi
		Total: 8.3 mi – about 14 mins
	2801 Park St, Nacogdoches, TX 75961	total 0.0 mi
	14. Head west on Park St toward Martinsville St About 4 mins	go 1.3 mi total 1.3 mi
	15. Turn left onto N Mound St Destination will be on the right	go 0.2 mi total 1.5 mi
		Total: 1.5 mi – about 4 mins
	411 N Mound St, Nacogdoches, TX 75961	total 0.0 mi
	16. Head north on N Mound St toward Park St About 2 mins	go 0.7 mi total 0.7 mi
	17. Turn right onto E Starr Ave	go 190 ft total 0.8 mi
	18. Take the 1st left onto Clark Blvd About 55 secs	go 0.2 mi total 1.0 mi
	19. Turn left onto Griffith Blvd Destination will be on the right	go 410 ft total 1.1 mi
		Total: 1.1 mi – about 4 mins
	1936 North St, Nacogdoches, TX 75965	

ACP

**Field Supervisor
Information**

Dear Field Supervisor,

Thank you so much for your willingness to serve the SFA Alternative Certification Program (ACP) Interns in your supervisory role! I truly appreciate the expertise and leadership you readily provide our students.

Important things to remember:

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

Any issues or concerns pertaining to the ACP program should be directed to me, Katie Snyder Martin, as I am the ACP Coordinator and ultimately responsible for all things associated.

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

Best,

Katie Snyder Martin, M.Ed.
Certification Officer/ACP Manager
Office: 936-468-1740
Fax: 936-468-1224
snyderke1@sfasu.edu
edcert@sfasu.edu

For Supervisors of ACP Interns

Intern Responsibilities

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

Field Supervisor Responsibilities

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

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

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

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

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

T-TESS System
POST CONFERENCE SELF-REFLECTION FORM

Teacher Name: _____ Date of Observation: _____

Reflect on your lesson and write in the evidence you have for each indicator. Record your responses on this form including a score for each indicator.

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.

Non-Teacher Programs

Field Supervisor

Handbook

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

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

Associate Dean of Assessment & Accountability
Dr. Christina Sinclair

Data and Technology Manager/LiveText Coordinator
Mr. Joe Strahl

Educator Preparation Program Manager
Ms. Carrie Baker

Certification Officer
Ms. Katie Snyder Martin

Educational Diagnostician Program Coordinator
Dr. Summer Koltonski

Principal Program Coordinator
Dr. Barbara Qualls

School Counselor Program Coordinator
Dr. Wendy Killam

Superintendent Program Coordinator
Dr. Barbara Qualls

Visual Impairment Program Coordinator
Dr. Shannon Darst

McKibben Education Building Box 13071, SFA Station Nacogdoches, TX 75962
Office: (936) 468.1282
Fax: (936) 468.1224
edcert@sfasu.edu
www.sfasu.edu/education/

Practicum Requirements

Minimum practicum requirements:

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

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

Support and Training

Candidate support and site supervisor training:

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

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

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

Field supervisor support during practicum:

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

- Participate in an individualized pre-observation conference with the candidate; document educational practices observed;

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

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

Observation requirements:

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