James I. Perkins College of Education

Stephen F. Austin State University

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# Stephen F. Austin State University
## Field Supervisor Handbook
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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.sfasu.edu/education, 936.468.1064
Field Supervisor:

Thank you for your work representing Stephen F. Austin State University on the public school campuses of Texas. As the liaison between institutions, you serve as the front-line resource for the Student Teacher and Cooperating Teacher. Your experience and knowledge is an asset to all involved in this important process.

This handbook will serve as a reference and also should answer most of the questions you might have. Our hope is that the provided information and forms be a beneficial resource to you.

If you have any further questions or concerns please contact one of the staff members listed on the first page within this handbook. Our mission is to make this experience a good one for our students and you. Thank you again for your part in this important piece of the teacher education experience at Stephen F. Austin State University.

Sincerely,

Dr. Jannah Nerren
Associate Dean
Office of Assessment and Accountability
Texas Administrative Code Definitions

Cooperating Teacher: The campus-based cooperating teacher for the student teacher.

Field Supervisor: A certified educator, hired by the educator preparation program, who preferably has advanced credentials, to observe candidates, monitor his or her performance, and provide constructive feedback to improve his or her professional performance.

Internship: A one-year supervised professional assignment at a public school accredited by the TEA or a TEA-recognized private school that may lead to completion of a standard certificate.

Mentor: For a classroom teacher, a certified educator assigned by the campus administrator who has completed mentor training; who guides, assists, and supports the beginning teacher in areas such as planning, classroom management, instruction, assessment, working with parents, obtaining materials, district policies; and who reports the beginning teacher’s progress to that teacher’s educator preparation program.

Professionalism: Student Teachers adhere to Code of Ethics and Standard Practices for Texas Educators, to SFA policies for university students, and to the policies of the school where they are assigned.

Student Teaching: Minimum of a 12-week full-day teaching practicum in a program provided by an accredited university at a public school accredited by the TEA or a TEA-recognized private school that may lead to completion of a standard certificate. (Note: The number of weeks for SFA student teaching is aligned with the SFA semester schedule).
FALL SEMESTER

Student Teaching Orientation August 20th, 2015
First Day on Student Teaching Campus August 24th, 2015
Last Day of First Placement (if split placement only) October 9th, 2015
First Day of Second Placement (if split placement only) October 12, 2015

Recommended Observation Schedule
(This is a guideline only – those with split assignments will have 6 total observations; single assignments will have 5 total observations):

Round one of observations:
Recommended completion date for first informal observation: September 4, 2015
Recommended completion date for second informal observation: September 25, 2015
Recommended completion date for first formal observation: October 9, 2015

Round two of observations:
Recommended completion date for third informal observation: October 16, 2015
Recommended completion date for fourth informal observation: November 12, 2015
Recommended completion date for second formal observation: December 3, 2015

Last day of Student Teaching December 3rd, 2015
Deadline for student teaching awards
Secondary Exemplary Student Teacher Award
Olds Family Award (EC-6 or MLG)
Job Fair & Celebration of Student Teachers December 4th, SFA Norton HP
9:30-12:15

Midpoint Submission of Travel Forms: October 19th, 2015
Final Submission of Travel Forms: December 11th, 2015
All Assessments Due in LiveText January 1st, 2016
Final Closing Date for FEM January 1st, 2016
Deadline for Grades Posted to my SFA December 21st, 2015
Stephen F. Austin State University
James I. Perkins College of Education

INTERN / STUDENT TEACHING
CALENDAR 2015 - 2016

SPRING SEMESTER

Student Teaching Orientation                                    January 14th, 2016
Martin Luther King, Jr. Holiday                                  January 18th, 2016
First Day on Student Teaching Campus                            January 19th, 2016
Last Day of First Placement (If split placement only.)          March 11th, 2016
First Day of Second Placement (If split placement only.)        March 21st, 2016

Recommended Observation Schedule (this is a guideline only – those with split assignments will have 6 total observations; single assignments will have 5 total observations):

Round one of observations:
Recommended completion date for first informal observation:     February 12
Recommended completion date for second informal observation:     February 26
Recommended completion date for first formal observation:        March 11th

Round two of observations:
Recommended completion date for third informal observation:      April 4
Recommended completion date for fourth informal observation:     April 25
Recommended completion date for second formal observation:       May 5th

Last Day of On-Site Student Teaching                             May 5th
Deadline for student teaching awards:
Secondary Exemplary Student Teacher Award                       March 1
Olds Family Award (EC-6 or MLG)                                  April 20
Job Fair & Celebration of Student Teachers                      May 6th, SFA Norton HPE, 9:30-12:15

Midpoint Submission of Travel Forms                             March 23rd
Final Submission of Travel Forms                                 May 15th
Commencement                                                    May 16th
All Assessments Due in LiveText                                 May 20th
Final Closing Date for FEM                                      May 27th, 11:59 p.m.
Deadline for Grades Posted to my SFA                            May 20th
Roles and Responsibilities of Field Supervisors

The Field Supervisor represents the University in the partnership for teacher preparation with the Cooperating Teacher. While the daily guidance of the Student 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 Student 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 student teaching, and he/she is the liaison between the Office of Assessment and Accountability and the Student Teacher. The SFA Field Supervisor standards include the following:

- Participate in the training for mentoring Student Teachers.
- Obtain a calendar for student teaching and do not approve deviations for students until consulting with the Cooperating Teacher.
- Attend the mandatory Field Supervisor Orientation and meet with assigned Student Teachers.
  - Obtain information about teaching dates and hours, and share contact information.
- Conduct regular observation visits including a written evaluation and conference with the Student Teacher after each visit.
- IMMEDIATELY document any problems that arise and assist with problem solving.
  - Communicate any and all issues with the Office of Assessment and Accountability.
  - Help facilitate with the Professional Dispositions, Intervention, and Program Continuation Policy Recommendation for reassignment or early withdrawal when failure becomes evident.
- Conduct a final evaluation with the Student Teacher and Cooperating Teacher/Mentor.
- Make sure that the campus Principal (or designee) receives a copy of evaluations.
- Submit the assigned grade and submit the final evaluations within mySFA and LiveText on or before SFA’s “grades due” date.
- Enter Student Teacher and Intern data into LiveText, within the Field Experience Module (FEM)
- Accurately report mileage associated with observations, and submit by designated due date.
Stephen F. Austin State  
University James I. Perkins  
College of Education

Student Teacher Responsibilities

• 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).
• Actively participate in on-line student teaching course.
• Submit lesson plans to Cooperating Teacher and Field Supervisor
• Complete required assignments as requested from Field Supervisor such as:
  ○ Student Teaching Experiences with Reflection Log
  ○ First Week Reflection Log or Various Reflections during Semester
  ○ Reflection Journal
• Attend Teacher Job Fair

Intern Responsibilities

• Meet with Mentor weekly and document on the Time Log.
• Communicate with Field Supervisor on a regular basis in person and via e-mail
  ○ Provide an overview of the week (i.e., concerns, difficulties, successes)
• Interns should provide copies of PDAS appraisals 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 Student Teaching Handbook which can be found online at:  
http://www.sfasu.edu/education
Participation: Attendance, Daily Schedules and Substitute Teaching

Attendance

Student 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 student teacher from attendance is the responsibility of the Cooperating Teacher and the Field Supervisor, and may also involve the Student Teaching Coordinator. It is NOT at the discretion of the SFA Student Teacher to determine Attendance policies. An Absentee Form is at the back of this handbook, should you choose to use it.

Absences

Student Teachers should call the school prior to an absence. All absences beyond two must be made up. Any absences exceeding 5 as per the syllabus will result in failing student teaching. Arriving early/staying late does not accrue nor can the time be used in place of an absence. Student teachers are expected to complete a form of absence approval with their Field Supervisor and Cooperating Teacher. Also, they are expected to log all absences into their LiveText FEM time log with activity stating the absence.

Substituting: Student Teachers may serve as substitute teachers only after successfully completing six weeks of student 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 student teacher must still have another qualified teacher nearby acting as their cooperating teacher in place of the absence of their assigned cooperating teacher.

Evaluation

(Refer to Syllabus)

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

The Field Supervisor uses the SFA evaluation form provided to evaluate each lesson he/she observes. A conference follows each observation. In the conferences, the Field Supervisor reinforces effective teaching and serves as a resource for addressing the problems or deficiencies of the Student Teacher.

During the Field Supervisor’s final visit, the Student Teacher, the Cooperating Teacher/Mentor and the Field Supervisor confer on the final evaluation. Each signs the completed form. All documents completed by the Field Supervisor and Cooperating Teacher/Mentor become a part of the student’s placement file and university permanent record. A grade of “P” (pass) or “F” (fail) is submitted by the Field Supervisor. If unsuccessful, student teaching may be repeated only once.
APPENDIX:

Field Supervisor References
Date: __________

Assignment: 1  2  Informal: 1  2  3  4  Final Evaluation: 1  2

Student Teacher: ________________________  CID#: ________________________

Classroom Teacher: _____________________  Field Supervisor: ____________________

Grade Level: ______ District: ____________________________  Campus: ______________

**Evaluation Criteria:**

4 = Exceeds Expectations (Occurs Almost All of the Time);  
2 = Basic (Occurs Some of the Time);  
3 = Proficient (Occurs Most of the Time);  
1 = Unsatisfactory (Occurs less than 1/2 of the time)

<table>
<thead>
<tr>
<th>Domain I: Student Participation in the Learning Process</th>
<th>Domain II: Learner Centered Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>SFA Category: Responsive Instructional Communication</td>
<td>SFA Category: Appropriate Instructional Planning</td>
</tr>
</tbody>
</table>

**Students:**

1. Are actively engaged and successful in learning  
2. Demonstrate critical thinking and problem solving  
3. Connect learning and life experiences

**The Candidate:**

1. Sets appropriate lesson pace  
2. Encourages self-motivations  
3. Engages all students  
4. Provides feedback/promotes high expectations

**SUBTOTAL Domain I**  

**SUBTOTAL Domain II**

---
<table>
<thead>
<tr>
<th>Domain III: Evaluation and Feedback on Student Progress</th>
</tr>
</thead>
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<tr>
<td>SFA Category: A. Assessment</td>
</tr>
<tr>
<td>1. Pre-assessment is used to guide planning</td>
</tr>
<tr>
<td>2. Students are encouraged to self-assess</td>
</tr>
<tr>
<td>3. Post-assessment is used to plan future learning</td>
</tr>
<tr>
<td>4. Assessments are varied.</td>
</tr>
<tr>
<td>SFA Category: B. Impact on PK-12 Learning</td>
</tr>
<tr>
<td>1. Whole-group, subgroups, &amp; individual learning is documented</td>
</tr>
<tr>
<td>2. Planning is based on individual student's knowledge</td>
</tr>
<tr>
<td>3. Lessons are aligned with student's abilities</td>
</tr>
<tr>
<td>4. Lessons are organized, interesting and engaging</td>
</tr>
<tr>
<td>5. Students are on task</td>
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</table>

SUBTOTAL OF Domain III (A and B)
<table>
<thead>
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<th>Domain IV: Management of Student Discipline, Instructional Strategies, Time and Materials</th>
<th>Domain V: Professional Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>SFA Category: Positive Classroom Environment / Climate</td>
<td>SFA Category: Professional Behavior / Advocacy</td>
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<tbody>
<tr>
<td>1.</td>
<td>Demonstrates respect for diversity &amp; individual differences</td>
</tr>
<tr>
<td>3.</td>
<td>Encourages &amp; facilitates productive interactions between students</td>
</tr>
<tr>
<td>4.</td>
<td>Uses time effectively</td>
</tr>
<tr>
<td>5.</td>
<td>Uses effective form of discipline-management</td>
</tr>
<tr>
<td>6.</td>
<td>Incorporates technology into instruction and activities</td>
</tr>
<tr>
<td>7.</td>
<td>Effectively monitors students time on task</td>
</tr>
<tr>
<td>SUBTOTAL of Domain IV</td>
<td>SUBTOTAL of Domain V</td>
</tr>
</tbody>
</table>

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</thead>
<tbody>
<tr>
<td>1. Is dependable, on-time and prepared</td>
</tr>
<tr>
<td>2. Uses appropriate communication</td>
</tr>
<tr>
<td>3. Maintains professional dress and behavior</td>
</tr>
<tr>
<td>4. Interacts and collaborates appropriately with staff</td>
</tr>
<tr>
<td>5. Works productively with supervisors</td>
</tr>
<tr>
<td>6. Uses knowledge of legal and ethical guidelines for behavior</td>
</tr>
<tr>
<td>7. Complies with district and university policies</td>
</tr>
<tr>
<td>8. Displays a desire to become a competent professional</td>
</tr>
<tr>
<td>9. Attends school related activities</td>
</tr>
<tr>
<td>10. Demonstrates a willingness to learn and improve</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>SUBTOTALS:</th>
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</thead>
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<tr>
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<td></td>
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<tr>
<td>Domain II:</td>
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<tr>
<td>Domain III:</td>
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<td>Domain IV:</td>
<td></td>
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<tr>
<td>Domain V:</td>
<td></td>
</tr>
<tr>
<td>Combined Total:</td>
<td>If this is for Final Evaluation, X2:</td>
</tr>
</tbody>
</table>

**Strengths:**

**Areas of Improvement:**

**Signatures:**

Classroom Teacher: ___________________________ Date: ___________________________

Field Supervisor: ___________________________ Date: ___________________________

Student Teacher: ___________________________ Date: ___________________________

Principal/Designee: ___________________________ Date: ___________________________
<table>
<thead>
<tr>
<th>Field Experience/Clinical Evaluation</th>
<th>4,000-Exceeds Expectations (Occurs Almost All of the Time)</th>
<th>3,000-Proficient (Occurs Most of the Time)</th>
<th>2,000-Basic (Occurs Some of the Time)</th>
<th>1,000-Unsatisfactory (Occurs less than 1/2 of the time)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students: Are actively engaged and successful in learning.</td>
<td>All students are actively engaged and successful in learning.</td>
<td>Most students are actively engaged and successful in learning.</td>
<td>Students are sometimes actively engaged and successful in learning.</td>
<td>Does not meet criteria.</td>
</tr>
<tr>
<td>Students: Demonstrate critical thinking and problem solving.</td>
<td>All students demonstrate critical thinking and problem solving.</td>
<td>Most students demonstrate critical thinking and problem solving.</td>
<td>Students sometimes demonstrate critical thinking and problem solving.</td>
<td>Does not meet criteria.</td>
</tr>
<tr>
<td>Candidate: Sets appropriate lesson pace.</td>
<td>The candidate always sets appropriate lesson pace.</td>
<td>The candidate almost always sets appropriate lesson pace.</td>
<td>The candidate sometimes sets appropriate lesson pace.</td>
<td>Does not meet criteria.</td>
</tr>
<tr>
<td>Candidate: Engages all students.</td>
<td>The candidate always engages all students.</td>
<td>The candidate almost always engages all students.</td>
<td>The candidate sometimes engages all students.</td>
<td>Does not meet criteria.</td>
</tr>
<tr>
<td>Candidate: Provides feedback/promotes high expectations.</td>
<td>The candidate always provides feedback/promotes high expectations.</td>
<td>The candidate almost always provides feedback/promotes high expectations.</td>
<td>The candidate sometimes provides feedback/promotes high expectations.</td>
<td>Does not meet criteria.</td>
</tr>
<tr>
<td>Activities are developmentally appropriate.</td>
<td>All activities are developmentally appropriate.</td>
<td>Most activities are developmentally appropriate.</td>
<td>Some activities are developmentally appropriate.</td>
<td>Does not meet criteria.</td>
</tr>
<tr>
<td>Lessons are creative and well-structured.</td>
<td>All lessons are creative and well-structured.</td>
<td>Most lessons are creative and well-structured.</td>
<td>Some lessons are creative and well-structured.</td>
<td>Does not meet criteria.</td>
</tr>
<tr>
<td>Knowledge of subject matter is evident.</td>
<td>All knowledge of subject matter is evident.</td>
<td>Most knowledge of subject matter is evident.</td>
<td>Some knowledge of subject matter is evident.</td>
<td>Does not meet criteria.</td>
</tr>
<tr>
<td>Lessons are planned for differences in learning abilities.</td>
<td>All lessons are planned for differences in learning abilities.</td>
<td>Most lessons are planned for differences in learning abilities.</td>
<td>Some lessons are planned for differences in learning abilities.</td>
<td>Does not meet criteria.</td>
</tr>
<tr>
<td>Instruction strategies are aligned with lesson objectives.</td>
<td>All instruction strategies are aligned with lesson objectives.</td>
<td>Most instruction strategies are aligned with lesson objectives.</td>
<td>Some instruction strategies are aligned with lesson objectives.</td>
<td>Does not meet criteria.</td>
</tr>
<tr>
<td>Texas statewide curriculum is utilized.</td>
<td>All Texas statewide curriculum is utilized.</td>
<td>Most Texas statewide curriculum is utilized.</td>
<td>Some Texas statewide curriculum is utilized.</td>
<td>Does not meet criteria.</td>
</tr>
<tr>
<td>Materials are organized and accessible.</td>
<td>All materials are organized and accessible.</td>
<td>Most materials are organized and accessible.</td>
<td>Some materials are organized and accessible.</td>
<td>Does not meet criteria.</td>
</tr>
<tr>
<td>Pre-assessment is used to guide planning.</td>
<td>All pre-assessment is used to guide planning.</td>
<td>Most pre-assessment is used to guide planning.</td>
<td>Some pre-assessment is used to guide planning.</td>
<td>Does not meet criteria.</td>
</tr>
<tr>
<td>Students are encouraged to self-assess.</td>
<td>All students are encouraged to self-assess.</td>
<td>Most students are encouraged to self-assess.</td>
<td>Some students are encouraged to self-assess.</td>
<td>Does not meet criteria.</td>
</tr>
<tr>
<td>Post-assessment is used to plan future learning.</td>
<td>All post-assessment is used to plan future learning.</td>
<td>Most post-assessment is used to plan future learning.</td>
<td>Some post-assessment is used to plan future learning.</td>
<td>Does not meet criteria.</td>
</tr>
<tr>
<td>Assessments are varied.</td>
<td>All assessments are varied.</td>
<td>Most assessments are varied.</td>
<td>Some assessments are varied.</td>
<td>Does not meet criteria.</td>
</tr>
<tr>
<td>Whole-group, sub groups, &amp; individual learning is documented.</td>
<td>All whole-groups, sub groups, &amp; individual learning is documented.</td>
<td>Most whole-groups, sub groups, &amp; individual learning is documented.</td>
<td>Some whole-groups, sub groups, &amp; individual learning is documented.</td>
<td>Does not meet criteria.</td>
</tr>
<tr>
<td>Planning is based on individual student's knowledge.</td>
<td>All planning is based on individual student's knowledge.</td>
<td>Most planning is based on individual student's knowledge.</td>
<td>Some planning is based on individual student's knowledge.</td>
<td>Does not meet criteria.</td>
</tr>
<tr>
<td>Lessons are aligned with student's abilities.</td>
<td>All lessons are aligned with student's abilities.</td>
<td>Most lessons are aligned with student's abilities.</td>
<td>Some lessons are aligned with student's abilities.</td>
<td>Does not meet criteria.</td>
</tr>
<tr>
<td>Lessons are organized, interesting, and engaging.</td>
<td>All lessons are organized, interesting, and engaging.</td>
<td>Most lessons are organized, interesting, and engaging.</td>
<td>Some lessons are organized, interesting, and engaging.</td>
<td>Does not meet criteria.</td>
</tr>
<tr>
<td>Students are on task.</td>
<td>All students are on task.</td>
<td>Most students are on task.</td>
<td>Some students are on task.</td>
<td>Does not meet criteria.</td>
</tr>
<tr>
<td>Candidate: Demonstrates respect for diversity &amp; individual differences.</td>
<td>The candidate always demonstrates respect for diversity &amp; individual differences.</td>
<td>The candidate almost always demonstrates respect for diversity &amp; individual differences.</td>
<td>The candidate sometimes demonstrates respect for diversity &amp; individual differences.</td>
<td>Does not meet criteria.</td>
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<tr>
<td>Candidate: Encourages &amp; facilitates productive interactions between students.</td>
<td>The candidate always encourages &amp; facilitates productive interactions between students.</td>
<td>The candidate almost always encourages &amp; facilitates productive interactions between students.</td>
<td>The candidate sometimes encourages &amp; facilitates productive interactions between students.</td>
<td>Does not meet criteria.</td>
</tr>
<tr>
<td>Candidate: Uses time effectively.</td>
<td>The candidate always uses time effectively.</td>
<td>The candidate almost always uses time effectively.</td>
<td>The candidate sometimes uses time effectively.</td>
<td>Does not meet criteria.</td>
</tr>
<tr>
<td>Candidate: Uses effective forms of discipline-management.</td>
<td>The candidate always uses effective forms of discipline-management.</td>
<td>The candidate almost always uses effective forms of discipline-management.</td>
<td>The candidate sometimes uses effective forms of discipline-management.</td>
<td>Does not meet criteria.</td>
</tr>
<tr>
<td>Candidate: Incorporates technology into instruction and activities.</td>
<td>The candidate always incorporates technology into instruction and activities.</td>
<td>The candidate almost always incorporates technology into instruction and activities.</td>
<td>The candidate sometimes incorporates technology into instruction and activities.</td>
<td>Does not meet criteria.</td>
</tr>
<tr>
<td>Candidate: Effectively monitors students time on task.</td>
<td>The candidate always effectively monitors students time on task.</td>
<td>The candidate almost always effectively monitors students time on task.</td>
<td>The candidate sometimes effectively monitors students time on task.</td>
<td>Does not meet criteria.</td>
</tr>
<tr>
<td>Candidate: is dependable, on-time and prepared.</td>
<td>The candidate is always dependable, on-time, and prepared.</td>
<td>The candidate is almost always dependable, on-time, and prepared.</td>
<td>The candidate is sometimes dependable, on-time, and prepared.</td>
<td>Does not meet criteria.</td>
</tr>
<tr>
<td>Candidate: Uses appropriate communication.</td>
<td>The candidate always uses appropriate communication.</td>
<td>The candidate almost always uses appropriate communication.</td>
<td>The candidate sometimes uses appropriate communication.</td>
<td>Does not meet criteria.</td>
</tr>
<tr>
<td>Candidate: Maintains professional dress and behavior.</td>
<td>The candidate always maintains professional dress and behavior.</td>
<td>The candidate almost always maintains professional dress and behavior.</td>
<td>The candidate sometimes maintains professional dress and behavior.</td>
<td>Does not meet criteria.</td>
</tr>
<tr>
<td>Candidate: Interacts and collaborates appropriately with staff.</td>
<td>The candidate always interacts and collaborates appropriately with staff.</td>
<td>The candidate almost always interacts and collaborates appropriately with staff.</td>
<td>The candidate sometimes interacts and collaborates appropriately with staff.</td>
<td>Does not meet criteria.</td>
</tr>
<tr>
<td>Candidate: Works productively with supervisors.</td>
<td>The candidate always works productively with supervisors.</td>
<td>The candidate almost always works productively with supervisors.</td>
<td>The candidate sometimes works productively with supervisors.</td>
<td>Does not meet criteria.</td>
</tr>
<tr>
<td>Candidate: Uses knowledge of legal and ethical guidelines for behavior.</td>
<td>The candidate always uses knowledge of legal and ethical guidelines for behavior.</td>
<td>The candidate almost always uses knowledge of legal and ethical guidelines for behavior.</td>
<td>The candidate sometimes uses knowledge of legal and ethical guidelines for behavior.</td>
<td>Does not meet criteria.</td>
</tr>
<tr>
<td>Candidate: Complies with district and university policies.</td>
<td>The candidate always complies with district and university policies.</td>
<td>The candidate almost always complies with district and university policies.</td>
<td>The candidate sometimes complies with district and university policies.</td>
<td>Does not meet criteria.</td>
</tr>
<tr>
<td>Candidate: Displays a desire to become a competent professional.</td>
<td>The candidate always displays a desire to become a competent professional.</td>
<td>The candidate almost always displays a desire to become a competent professional.</td>
<td>The candidate sometimes displays a desire to become a competent professional.</td>
<td>Does not meet criteria.</td>
</tr>
<tr>
<td>Candidate: Attends school related activities.</td>
<td>The candidate always attends school related activities.</td>
<td>The candidate almost always attends school related activities.</td>
<td>The candidate sometimes attends school related activities.</td>
<td>Does not meet criteria.</td>
</tr>
<tr>
<td>Candidate: Demonstrates a willingness to learn and improve.</td>
<td>The candidate always demonstrates a willingness to learn and improve.</td>
<td>The candidate almost always demonstrates a willingness to learn and improve.</td>
<td>The candidate sometimes demonstrates a willingness to learn and improve.</td>
<td>Does not meet criteria.</td>
</tr>
</tbody>
</table>
**Professionalism Assessment Instrument**

For each observation, please complete the professionalism assessment instrument below by marking the appropriate box in each row.

<table>
<thead>
<tr>
<th>Candidate Name:</th>
<th>Supervisor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circle the appropriate observation: 1 2 3 4 5 6/if applicable</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Component</th>
<th>Exceeds</th>
<th>Meets</th>
<th>Does Not Meet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates punctuality and professional attendance</td>
<td>Shows dedication by arriving early and staying late as needed</td>
<td>Has regular attendance; does not leave early</td>
<td>Excessive absences and late arrivals/early departures</td>
</tr>
<tr>
<td>Works positively with supervisors and other professionals</td>
<td>Open and responsive to suggestions</td>
<td>Follows through on suggestions</td>
<td>Rejects suggestions</td>
</tr>
<tr>
<td>Dresses professionally and appropriately</td>
<td>Always dressed in clean professional attire</td>
<td>Dressed in appropriate clothes</td>
<td>Dressed in casual clothes; dirty clothes and/or inappropriate wear such as flip flops and t-shirts</td>
</tr>
<tr>
<td>Demonstrates collaboration with teachers and other professionals</td>
<td>Respects others; participates in group activities; values other perspectives</td>
<td>Participates in collaboration</td>
<td>Does not participate and may have a negative attitude</td>
</tr>
<tr>
<td>Is organized and prepared for class</td>
<td>Takes initiative and ask for feedback</td>
<td>Assignments are on time and meet minimum standards</td>
<td>Work is late or incomplete</td>
</tr>
<tr>
<td>Interacts ethically with students</td>
<td>Maintains confidentiality; supports students and respects them</td>
<td>Attempts to support students</td>
<td>Engages in gossip; derides school and/or students</td>
</tr>
<tr>
<td>Uses appropriate language in classrooms</td>
<td>Sets an example for correct grammar</td>
<td>Uses appropriate words and sentences</td>
<td>Uses profanity, insults or inappropriate jokes/stories</td>
</tr>
<tr>
<td>Models openness to all students and ideas</td>
<td>Models tolerance and acceptance to all students; differentiates for all students</td>
<td>Listens to students and makes needed modifications</td>
<td>Dismisses some students; does not include all students in learning</td>
</tr>
<tr>
<td>Shows enthusiasm for an interest in teaching</td>
<td>Maintains high engagement and interest in course work and class</td>
<td>Is interested in teaching and learning</td>
<td>Has no effort or interest in teaching</td>
</tr>
<tr>
<td>Uses classroom and school resources appropriately</td>
<td>Consistently uses computers and phones appropriately and models behavior for students</td>
<td>Adheres to school and university guidelines</td>
<td>Abuses computer privileges and uses phones during class</td>
</tr>
</tbody>
</table>

2.4.e Policies, procedures and practices for managing candidate complaints

APPENDIX C

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, 2015).

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)
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 / Student Teaching Site:
- **Lack of integrity in professional performance**
- **Poor punctuality**
- **Poor attendance in classes and field placement**
- **Poor adherence to hours required of cooperating teachers**
- **Inconsistent daily preparation to teach**
- **Unacceptable language with children / youth**
- **Requires excessive guidance**
- **Displays non-professional behavior**
- **Evidence of cheating**
- **Inappropriate social interaction with pupils / teachers**
- **Inappropriate physical contact with pupils / teachers**
- **Failure to be open to new ideas**
- **Displays hostilities toward teachers**
- **Failure to interact with all learners**
- **Lack of interest in teaching**
- **Lack of empathy, interest, or care for students**
- **Lack of self-control in the classroom setting**
- **Volatile / overly emotional reactions under stress**
- **Deficient in instructional skills**
- **Lack of knowledge of content**
- **Does not participate in public school campus activities**
- **Refusal to accept constructive suggestions**
- **Does not work well with others**
- **Displays negative attitudes**
- **Does not take initiative in group projects / work**
- **Dominates group discussion / activities**
- **Does not complete individual assignment/work for group project**
- **Unable to interact effectively with children/youth collaboration**
- **Ineffective use of written / oral language**
- **Hygiene issues**
- **Does not willingly help other candidates**
- **Failure to implement constructive suggestions**
- **Other:**
Candidate Program Continuation Form (Part B)

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

| Candidate Demonstrated Satisfactory Improvement |
| Satisfactory Improvement by Candidate was not demonstrated; |

*Referral to Professional Educator’s Program Continuation Review Panel*
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 Student 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 (Student 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
Stephen F. Austin State
University James I. Perkins
College of Education

Travel Reimbursement for Field Supervisors of Student 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 $0.40 per mile. You are expected to utilize the shortest routes possible, per Google maps. Students with one placement are to be visited a total of 5 times. Students with split placements are to be visited 6 times. Interns are to be visited a total of 3 times during the course of 2 semesters. Any additional visits must be approved in writing by the Office of Assessment and Accountability, stating the reasoning behind the additional visitation. You are expected to coordinate observations within close proximity schools of multiple students, accommodating as many as the schedule will permit within a single day.

You are required to maintain an up-to-date accurate log. You must check for every visit whether the student seen was a Student 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. An email will be sent out during the semester requesting your mid-semester logs for auditing purposes.

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 Student Teacher Resource webpage. 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 Carrie Williams by the Friday following the last day of assigned Student 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 time frame is typically 6-8 weeks.
# Point-to-Point ODOMETER Log

<table>
<thead>
<tr>
<th>Date</th>
<th>Travel (to/from)</th>
<th>ST</th>
<th>INT</th>
<th>Start Odometer</th>
<th>End Odometer</th>
<th>Total Miles</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-Jan</td>
<td>Home to Raguet Elementary</td>
<td>X</td>
<td></td>
<td>112234</td>
<td>112240</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Raguet Elementary to Nac HS</td>
<td>X</td>
<td></td>
<td>112240</td>
<td>112247</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Nac HS to McMichael MS</td>
<td>X</td>
<td></td>
<td>112247</td>
<td>112256</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>McMichael MS to Home</td>
<td>X</td>
<td></td>
<td>112256</td>
<td>112266</td>
<td>10</td>
</tr>
<tr>
<td>18-Jan</td>
<td>Home to Raguet Elementary</td>
<td>X</td>
<td></td>
<td>112295</td>
<td>112301</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Raguet Elementary to Home</td>
<td>X</td>
<td></td>
<td>112301</td>
<td>112307</td>
<td>6</td>
</tr>
<tr>
<td>16-Feb</td>
<td>Home to Raguet Elementary</td>
<td>X</td>
<td></td>
<td>112330</td>
<td>112336</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Raguet Elementary to Nac HS</td>
<td>X</td>
<td></td>
<td>112336</td>
<td>112343</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Nac HS to Home</td>
<td>X</td>
<td></td>
<td>112343</td>
<td>112351</td>
<td>8</td>
</tr>
</tbody>
</table>
** You must check whether the travel was to observe a student teacher or an intern (for accounting purposes.)

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Travel (to/from)</th>
<th>ST</th>
<th>INT</th>
<th>Total Miles</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-Jan</td>
<td>Home to Raguet Elementary</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Raguet Elementary to Nac HS</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nac HS to McMichael MS</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>McMichael MS to Home</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>18-Jan</td>
<td>Home to Raguet Elementary</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Raguet Elementary to Home</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16-Feb</td>
<td>Home to McMichael MS</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>McMichael MS to Nac HS</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nac HS to Home</td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Calculated via google maps by the Office of Assessment & Accountability

---

**SAMPLE**

Page ____ of ____

Page 1 total: 

Total Mileage:
**You must check whether the travel was to observe a student teacher or an intern (for accounting purposes.)**

ST=Student Teacher
INT=Intern
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  
About 2 mins  
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  
About 2 mins  
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 150 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  
About 50 secs  
go 410 ft  
total 1.1 mi

Total: 1.1 mi – about 4 mins

1936 North St, Nacogdoches, TX 75965
Instructions to Complete Online Form Entries

Entering Grades within mySFA

You will be notified by email regarding the date you will be entering grades for 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 student 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

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 student 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#)

Completing Supervision Forms and Entering Data:

See pages 25-28 within this handbook for instruction on using the Field Experience Module (FEM)

For every student you will complete the following during each observation within the LiveText FEM:

1. Professionalism Assessment Instruction
2. Field Experience/Clinical Practice Evaluation
3. Approve Time Log hours for observed visit and any absences
4. Mental Health Training
5. Candidate Dispositions by Field Supervisor

You will need to notify the Cooperating Teacher to complete the following in FEM at each Final Evaluation:

1. Candidate Dispositions by Mentor Teacher
2. Program Evaluation by Cooperating Teacher
3. Addendum for the student’s particular field of study (only is noted per their program)

• If you are supervising a student that has one assignment, you will have:
  - 4 Informal Observations
  - 1 Final Evaluation.

• If you are supervising a student that has a split assignment you will have:
  - 2 Informal Observations per placement
  - 1 Formal Evaluation per placement

<table>
<thead>
<tr>
<th>FORM</th>
<th>Single Placement Student Teachers (MLG 4-8 and All-Level)</th>
<th>Split Placement Student Teachers (EC-6 and EC-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Log</td>
<td>Five total visits documented on this log.</td>
<td>Six total visits documented on this log.</td>
</tr>
<tr>
<td>Field Experience/</td>
<td>Total of 4 informal and 1 final.</td>
<td>Total of 4 informal and 2 final.</td>
</tr>
<tr>
<td>Clinical Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professionalism</td>
<td>Completed for every visit.</td>
<td>Completed for every visit.</td>
</tr>
<tr>
<td>Assessment Instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Addendum in Student’s</td>
<td>Depends on Field of Study. Provided by Clinical and Field</td>
<td>Depends on Field of Study. Provided by Clinical</td>
</tr>
<tr>
<td>Field of Study</td>
<td>Placement Coordinator.</td>
<td>and Field Placement Coordinator.</td>
</tr>
<tr>
<td>TDI by Cooperating</td>
<td>One completed for final evaluation</td>
<td>Completed for each Final Evaluation. (total of</td>
</tr>
<tr>
<td>Teacher</td>
<td></td>
<td>two)</td>
</tr>
<tr>
<td>Program Evaluation by</td>
<td>One completed for final evaluation</td>
<td>Completed for each Final Evaluation. (total of</td>
</tr>
<tr>
<td>Cooperating Teacher</td>
<td></td>
<td>two)</td>
</tr>
</tbody>
</table>

* The Field Supervisor is required to print copies of the Final Evaluation(s) and provide one each to the Principal and Cooperating Teacher of the Student Teacher.
LiveText – Field Supervisors – Student 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. *Note: The only assessments you will need to complete are the “EDU Professionalism Assessment Instrument (Official)” and “EDU Field Experience/Clinical Evaluation (Official)”.

5. Click on “View Placement Details” on the far right of your screen.

**Box 1**

- Placement Details
  - Status: Active
  - Student: James Perkins email
  - Mentor: Stephen F. Austin email
  - Start date: 01/06/2014
  - End date: 05/01/2014

- Internship Site
  - SFASU High School, 000 Main Street, Nacogdoches, TX 75962

- Academic Details
  - Course Section: ELE 440-002
  - Course Name: Student Teaching in ED
  - Course Desc: Spring 2014 & Term: Art
  - Field: 5th
  - Grade Level:

**Box 2**

- Assessments
  - COE Professionalism Assessment Instrument (Official Spring 2014)
    - By: Stephen F. Austin
    - Started: 05/01/2014
  - COE Field Experience/Clinical Evaluation (Official Spring 2014)
    - By: Stephen F. Austin
    - Started: 05/01/2014

- Addenda
  - COE Final Candidate Dispositions (Official Spring 2014)
    - By: James Perkins
    - Started: 05/01/2014

- Attachments
  - E_Portfolios_PDF.pdf

6. You will see a series of boxes:

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

- **Box 2**: Contains all assessments associated with this student’s placement. Students need to complete the “EDU Final Candidate Dispositions” before completing their student teaching. Mentor (cooperating) teachers need to complete “EDU Candidate Dispositions by Mentor Teacher”, “EDU Program Evaluation by Cooperating Teacher”, and a possible Addendum (depending on program). You (supervisors) need to complete the “EDU Professionalism Assessment Instrument (Official)”, the “EDU Field Experience/Clinical Evaluation
(Official)” for each visit, and the “EDU Mental Health Training (Official).

*Note - the number of visits required:

• EC-6 & All Level: 2 Informal and 1 Formal PER Placement (double placement)

• ELE 4-8, MLG 4-8, & SED 8-12:

4 Informal and 1 Formal (single placement)

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

-Box 3: Contains a time log where students will need to log all of their absences / tardiness, SFA orientation, first day on campus/site, interactive conference with supervisor, observed visits, & last day on campus. These entries will need to be approved (within FEM) by you (Supervisors).

To do this check the boxes under “Apprv” 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 student teaching.

*Note: students are allowed only 2 absences (every 2 late arrivals or dismissals = 1 absence). Every absences after that will need to be made up. After 5 absences the student will fail.
Box 3

-Box 4: This is where student’s uploaded lesson plans and certificate of completion for their Mental Health Training will appear. *Note: students will need to submit their lesson plans for all their observed lessons. *Note: if you are not seeing Box 4 it is because the student has not uploaded anything.

8. Click on “Begin” in Box 2 for “EDU Professionalism Assessment Instrument (Official)”.

Box 4
9. You will see a grading rubric named “EDU Professionalism Assessment Instrument (Official)”.

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

11. You must add a comment to the comment box at the top, but you can choose to comment on individual sections of the rubric by clicking “Add”.

![Required Comment Box]
12. If you are not completely finished filling out the rubric and wish to come back to it later, click “Save”.

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

14. You will now see “EDU Professionalism Assessment Instrument”.
15. Now repeat steps 6-11 for “EDU Field Experience/Clinical Evaluation (Official) and the “EDU Mental Health Training (Official)”.

*Note: You can either print the “EDU Field Experience/Clinical Evaluation – FORMAL” forms from LiveText or use the form provided in your binder. These will need to be signed by you (the Supervisor), the mentor, the student teacher, and the principal/designee. Once signed, you will need to give a copy to each of the above parties and our office.

LiveText – New Field Supervisors – Create Your LiveText Account

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# (SFA campus ID#) (not Social Security #)

LiveText – Stephen F. Austin State University – Contact Information

Hayley Gillen  Room 212, McKibben Education Building
livetext@sfasu.edu  936-468-7050
Forms: Frequently Asked Questions

Question: Who can I ask for help entering information into LiveText?
Answer: All questions may be directed to livetext@sfasu.edu

Question: Do I turn in all of the forms?
Answer: YES! Please submit all documentation for TEA Visits to support what has been entered into LiveText. You must give a copy of the final evaluation to the Student Teacher, Principal, Cooperating Teaching and The Office of Assessment and Accountability.

Question: Who gets copies of the completed evaluation form?
Answer: 1. Student
2. Field Supervisor
3. Principal (or designee) - please make sure that the Principal or designee gets this copy!
   a. Principals will be required to complete a survey on all first through third year teachers
   b. The TEA believes that this process will assist Principals in completing the survey.
   c. During Compliance Audit Visits, SFA will have to show the forms with the signature of the Principal or designee.

Question: Where do I send the final evaluation and all other paper documentation?
Answer: All paper documentation is to be sent to Stephen F. Austin State University at the end of each semester. Forms may be delivered to McKibben 212, or mailed to:

Carrie Durrett
PO Box 13071, SFA Station
Nacogdoches, TX 75962

**Be sure that all paper forms have been entered into the FEM module before mailing.
During student 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 and 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 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
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?
APPENDIX:

PBIC
Field
Supervisor
References
Dear Field Supervisor,

Thank you so much for your willingness to serve the SFA Post Baccalaureate Initial Certification (PBIC) Interns in your supervisory role! I truly appreciate the expertise and leadership you readily provide our students. I will send you an email with a list of your PBIC interns as soon as they are finalized.

The LiveText Guideline for Interns and the LiveText Grading Guideline for Interns, which are different from the LiveText guidelines for student teachers, are included in this notebook. When accessing LiveText to input information regarding interns, please refer to the appropriate guideline.

**Important things to remember:**

1) Initial contact (via email, phone, etc.) must occur by September 4
2) First semester interns require TWO Informal evaluations
3) Second semester interns require ONE Formal evaluation  
   a. In addition to submission via LiveText, formal evaluations will need to be printed and signed then submitted to my office.
   b. 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 PBIC program should be directed to me, Katie Snyder, as I am the PBIC Coordinator and ultimately responsible for all things associated.

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

Best,

Katie Snyder, M.Ed.
Certification Officer/PBIC Coordinator
Office: 936-468-1740
Fax: 936-468-1475
snyderke1@sfasu.edu
edcert@sfasu.edu
LiveText Grading Guideline

For Supervisors of PBIC Interns

Stephen F. Austin State University - Fall 2015
What the **Intern** is Responsible For

<table>
<thead>
<tr>
<th>1st Semester Intern</th>
<th>2nd Semester Intern</th>
</tr>
</thead>
<tbody>
<tr>
<td>• FEM Assessments</td>
<td>• FEM Assessments</td>
</tr>
<tr>
<td>• EDU Initial Candidate Disposition Assessment (Official)</td>
<td>• EDU Final Candidate Disposition Assessment (Official)</td>
</tr>
<tr>
<td>• Attachments</td>
<td>• Attachments</td>
</tr>
<tr>
<td>• Observed lesson plans</td>
<td>• Observed lesson plans</td>
</tr>
<tr>
<td>• Time Log</td>
<td>• Time Log</td>
</tr>
<tr>
<td>• First/Last day on campus of the semester</td>
<td>• First/Last day on campus of the semester</td>
</tr>
<tr>
<td>• Document first contact with Field Supervisor</td>
<td>• Document first contact with Field Supervisor</td>
</tr>
<tr>
<td>• Absences</td>
<td>• Absences</td>
</tr>
<tr>
<td>• Observed visits</td>
<td>• Observed visits</td>
</tr>
</tbody>
</table>
What the **Supervisor** is Responsible For

*In addition to making sure the intern has completed assessments, attached documents, and input required information in the Time Log, you will also need to submit the following:*

<table>
<thead>
<tr>
<th>1st Semester Intern</th>
<th>2nd Semester Intern</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Two informal evaluations</strong></td>
<td><strong>One formal evaluation</strong></td>
</tr>
<tr>
<td>- EDU Field Experience/Clinical Evaluation – INFORMAL 1 (Official)</td>
<td></td>
</tr>
<tr>
<td>- EDU Field Experience/Clinical Evaluation – INFORMAL 2 (Official)</td>
<td></td>
</tr>
<tr>
<td><strong>Two Assessment Instruments</strong></td>
<td><strong>One Assessment Instrument</strong></td>
</tr>
<tr>
<td>- EDU Professionalism Assessment Instrument – INFORMAL 1 (Official)</td>
<td></td>
</tr>
<tr>
<td>- EDU Professionalism Assessment Instrument – INFORMAL 2 (Official)</td>
<td></td>
</tr>
<tr>
<td><strong>Two Assessment Instruments</strong></td>
<td><strong>One Mental Health Training</strong></td>
</tr>
<tr>
<td>- EDU Professionalism Assessment Instrument – INFORMAL 1 (Official)</td>
<td></td>
</tr>
<tr>
<td>- EDU Professionalism Assessment Instrument – INFORMAL 2 (Official)</td>
<td></td>
</tr>
<tr>
<td><strong>One Candidate Disposition</strong></td>
<td><strong>One Candidate Disposition</strong></td>
</tr>
<tr>
<td>- EDU Candidate Dispositions by Field Supervisor (Official)</td>
<td></td>
</tr>
</tbody>
</table>
Step by Step

1) Login to LiveText [https://www.livetext.com](https://www.livetext.com)

2) Click on the “Field Experience” tab in the top left corner of your screen *(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 (*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:** Contains that particular student’s placement information (student, mentor, site, etc.)

**Box 2:** Contains all assessments associated with this student’s placement.

**Box 3:** Time Log

**Box 4:** Attachments
6) Time Log (Box 3)

PBIC Interns will need to log:

• First/Last day on campus of the semester
• Document first contact with Field Supervisor
• Absences
• Observed visits

**You will need to approve these entries!**

**To do this:**

a) Check the boxes under “Apprv” to the right of the time log entry.
b) Click “Approve Hours” below the entries. *These will need to be approved before the completion of the semester.*

PBIC Interns are expected to remain within the boundaries of their employment contract regarding absences
7) Attachments (Box 4)

Contains an “+ Add Attachments” option.
This is where the student’s uploaded lesson plans will appear.

Reminder:

- Students will need to submit their lesson plans for all observed lessons.
- 2nd semester Interns will also need to attach their Mental Health Training Certificate of Completion.
- If you are not seeing Box 4 it is because the student has not submitted their documents.
8. Click on “Begin” in Box 2 for “EDU Professionalism Assessment Instrument (Official)"
9. You will see a grading rubric named “EDU Professionalism Assessment Instrument (Official)”.
10. Evaluate the student by clicking on the appropriate section (Exceeds, Meets, Does Not Meet, N/A).
11. For PBIC Interns, SFA is required by the state to submit comments from every observation. 
   Do not leave the comment box empty!
12. If you are not completely finished filling out the rubric and wish to come back to it later, click “Save”

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

<table>
<thead>
<tr>
<th>Professionalism Assessment Instrument</th>
<th>Exceeds (3,000 pts)</th>
<th>Meets (2,000 pts)</th>
<th>Does Not Meet (1,000 pts)</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates punctuality and professional attendance.</td>
<td>☐ Complete</td>
<td>Shares dedication by arriving early and staying...</td>
<td>☐ Has regular attendance, does not leave early...</td>
<td>☐ Excessive absences and late arrivals...</td>
</tr>
<tr>
<td>Works positively with supervisors and other professionals.</td>
<td>☐ Partial</td>
<td>Open and responsive to suggestions...</td>
<td>☐ Follows through on suggestions...</td>
<td>☐ Rejects suggestions...</td>
</tr>
<tr>
<td>Dresses professionally and appropriately.</td>
<td>☐ Partial</td>
<td>Always dressed in clean professional attire...</td>
<td>☐ Dressed in appropriate clothes...</td>
<td>☐ Dressed in casual clothes, dirty clothes and/or...</td>
</tr>
<tr>
<td>Demonstrates collaboration with teachers and other professionals.</td>
<td>☐ Partial</td>
<td>Respects others, participates in group...</td>
<td>☐ Participates in collaboration...</td>
<td>☐ Does not participate and may have a negative...</td>
</tr>
<tr>
<td>Is organized and prepared for class.</td>
<td>☐ Partial</td>
<td>Takes initiative and asks for feedback...</td>
<td>☐ Assignments are on time and meet minimum...</td>
<td>☐ Work is late or incomplete...</td>
</tr>
<tr>
<td>Interacts ethically with students.</td>
<td>☐ Partial</td>
<td>Maintains confidentiality; supports students and...</td>
<td>☐ Attempts to support students...</td>
<td>☐ Engages in gossip; demeans school and/or students...</td>
</tr>
<tr>
<td>Uses appropriate language in classrooms.</td>
<td>☐ Partial</td>
<td>Sets an example for correct grammar...</td>
<td>☐ Uses appropriate words and sentences...</td>
<td>☐ Uses profanity, insults or inappropriate phrases...</td>
</tr>
<tr>
<td>Models openness to all students and ideas.</td>
<td>☐ Partial</td>
<td>Maintains tolerance and acceptance for all students...</td>
<td>☐ Listens to students and makes needed modifications...</td>
<td>☐ Demeans some students; does not include all...</td>
</tr>
<tr>
<td>Shows enthusiasm and interest in teaching.</td>
<td>☐ Partial</td>
<td>Maintains high engagement and interest in course...</td>
<td>☐ Is interested in teaching and learning...</td>
<td>☐ Has no effort or interest in teaching...</td>
</tr>
<tr>
<td>Uses classroom and school resources appropriately.</td>
<td>☐ Partial</td>
<td>Consistently uses computers and phones...</td>
<td>☐ Adheres to school and university guidelines...</td>
<td>☐ Abuses computer privileges and uses phones during...</td>
</tr>
</tbody>
</table>
14. You will now see “EDU Professionalism Assessment Instrument (Official)” as completed.

15. Click “Begin” to complete each Assessment assigned to you based on the semester of your Intern.

For 2nd Semester Interns, you will need to print the “EDU Field Experience/Clinical Evaluation – FORMAL” forms from LiveText. These will need to be signed by you (the Supervisor), the mentor, the student teacher, and the principal/designee. Once signed, you will need to give a copy to each of the above parties and our office as required by law in the Texas Administrative Code (TAC) 228.35(f).
LiveText – New Field Supervisors – Create Your LiveText Account

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# (SFA campus ID#) (not Social Security #)

LiveText – Stephen F. Austin State University – Contact Information

Hayley Gillen
Room 212, McKibben Education Building
livetext@sfasu.edu
936-468-7050