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Stephen F. Austin State University Educator Preparation Program

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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, 936.468.1282
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 2018-2019 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,

[Signature]

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.
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 (PBIC 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 D2L course - Clinical Teaching/PBIC Internship (due within the first two weeks of assignment):
  • Mental Health Training (Upload certificate to D2L)
  • Substance Abuse Prevention Training (Upload certificate to D2L)
  • Dyslexia Training (Upload certificate to D2L)
  • Suicide Prevention Training (Upload certificate to 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 PBIC Intern

• Complete the following trainings in the on-line Clinical Teaching/PBIC Internship (due within the first two weeks of assignment):
  • Mental Health Training (Upload certificate to D2L)
  • Substance Abuse Prevention Training (Upload certificate to D2L)
  • Dyslexia Training (Upload certificate to D2L)
  • Suicide Prevention Training (Upload certificate to 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
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.

**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.

**Evaluation (Also refer to syllabus)**

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 a lesson evaluation during each visit.

The Field Supervisor uses the T-TESS Formal/Informal Observation rubrics provided to evaluate each lesson he/she observes. A pre and post observation conferences must accompany each observation.

During the Field Supervisor’s final visit, the Clinical Teacher, the Cooperating Teacher/Mentor and the Field Supervisor confer on the final grade. The Field Supervisor submits a grade of “P” (pass) or “F” (fail). If unsuccessful, clinical teaching may be repeated only once.
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)
- D2L course – Clinical Teaching/PBIC Internship – All must be completed within the first two weeks of the clinical teaching assignment
  - Mental Health Training (Upload certificate to D2L)
  - Substance Abuse Prevention Training (Upload certificate to D2L)
  - Dyslexia Training (Upload certificate to D2L)
  - Suicide Prevention Training (Upload certificate to 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
  - 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 D2L course)
- Student 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
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)
4. Program Evaluation by Cooperating Teacher

* The Field Supervisor should either print or email each T-TESS Formal Observation rubric and provide copies to the Principal (for PBIC 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 Candidate Dispositions by Candidate

- Mentor/Cooperating teacher needs to complete the following:
  - Final Dispositions by Mentor-Cooperating Teacher
  - Candidate Performance Evaluation by Mentor-Cooperating Teacher
  - Program Evaluation by Cooperating Teacher
  - Addendum (depending on student’s certification area)

- Field Supervisor needs to complete following:
  - Final Dispositions by Field Supervisor
  - T-TESS Pre and Post Observation Conference Informal/Formal (rubrics for each formal 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 (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.*
-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.

![Rubric Image]

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”.

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

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

12. You will now see the assessment as completed.

13. Follow steps 6-11 for all assignments.
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:
  
  o working effectively with peers on group projects
  o engaging in constructive dialogue in classes
  o responding positively to feedback from instructors
  o 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:

  o positivity to working with ALL people, in new and different situations
  o consideration of other ideas and points of view
  o 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
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)
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:
### Candidate Program Continuation Form (Part B)

<table>
<thead>
<tr>
<th>Goals to be addressed</th>
<th>Activities to facilitate improvement</th>
<th>Evidence to determine improvement</th>
<th>Timeline</th>
<th>Follow up notes</th>
<th>Date Completed</th>
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**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
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 Teacher, 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 (PBIC 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) (PBIC Interns only)
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
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 Carrie Baker, Educator Preparation Program, EPP, Manager at edcertfield@sfasu.edu.

Stephen F. Austin State University EPP will...

1. Ensure that the candidate maintains a 2.75 GPA prior to clinical teaching semester.
2. Ensure that the candidate passes the TExES content exam prior to clinical teaching semester.
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 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.
   - 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 Educational Aide/Clinical Teacher (candidate) will...

1. Complete all content coursework and maintain a 2.75 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.
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 day 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.

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 936-468-2395 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.
   - 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 day 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:
   • Hold a valid classroom teacher certificate in the area being sought by the educational aide/clinical teacher.

3. Have a minimum of three years of teaching experience.

Discuss, from time-to-time, the candidate’s growth with the assigned cooperating teacher and field supervisor.

(Revised May 8, 2019)
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](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 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>
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<td>Raguet Elementary to Nac HS</td>
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<td>112247</td>
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<tr>
<td></td>
<td>Nac HS to McMichael MS</td>
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<tr>
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<td>McMichael MS to Home</td>
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<td>Nac HS to Home</td>
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# Point-to-Point ODOMETER Log

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** 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

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

Page 1 total:
** You must check whether the travel was to observe a student teacher or an intern (For accounting purposes.)

<table>
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<tr>
<th>Date</th>
<th>Travel (to/from)</th>
<th>ST</th>
<th>INT</th>
<th>Total Miles (office use only)</th>
</tr>
</thead>
</table>

ST=Student Teacher
INT=Intern

Page _____ of _____

Page 1 total:

Total Mileage:
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

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

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

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 160 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


PBIC
Field Supervisor
Information
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.

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 PBIC program should be directed to me, Katie Snyder Martin, as I am the PBIC 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/PBIC Manager
Office: 936-468-1740
Fax: 936-468-1224
snyderke1@sfasu.edu
edcert@sfasu.edu
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

- **D2L course – Clinical Teaching/PBIC Internship** – All must be completed within the first two weeks of the clinical teaching assignment
  - Mental Health Training (Upload certificate to D2L)
  - Substance Abuse Prevention Training (Upload certificate to D2L)
  - Dyslexia Training (Upload certificate to D2L)
  - Suicide Prevention Training (Upload certificate to 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 much be at least 45 minutes)
  - Mentor Training Checklist (Mentor completes rubric)
  - Monthly contact logs (Mentor completes rubric)
  - Final Dispositions by Mentor-Cooperating Teacher
  - Program Evaluation by Candidate (2nd semester)
  - Final Dispositions by Candidate (2nd semester)
  - Addendums by Mentor-Cooperating Teacher (if included in Livetext)
  - Program Evaluation by Cooperating Teacher (both semesters)

- If notified by the EPP Office, ensure the following trainings have been completed:

  **D2L course – Clinical Teaching/PBIC Internship** – All must be completed within the first two weeks of the clinical teaching assignment

  - Mental Health Training (Upload certificate to D2L)
  - Substance Abuse Prevention Training (Upload certificate to D2L)
  - Dyslexia Training (Upload certificate to D2L)
  - Suicide Prevention Training (Upload certificate to D2L)
  - T-Tess Module and Quizzes
Texas Teacher Evaluation and Support System (T-TESS) FORMS
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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Score</th>
<th>Evidence</th>
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<tbody>
<tr>
<td>Standards and Alignment</td>
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<td>Data and Assessment</td>
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<td>Knowledge of Students</td>
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<td>Activities</td>
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### INSTRUCTION

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<td>Content Knowledge Expertise</td>
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<td>Communication</td>
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<td>Differentiation</td>
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### LEARNING ENVIRONMENT

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<th>Indicator</th>
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<tr>
<td>Classroom Environment, Routines and Procedures</td>
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T-TESS Post-Conference Plan

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

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

Texas Teacher Evaluation and Support System (T-TESS)
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. Paige Mask

Principal Program Coordinator
  Dr. Barbara Qualls

School Counselor Program Coordinator
  Dr. Robbie Steward

Superintendent Program Coordinator
  Dr. Barbara Qualls

Visual Impairment Program Coordinator
  Dr. Robbie Steward

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.