Thank you for mentoring an SFA student teacher! This information packet is intended to provide answers to any questions you may have about the student teaching mentoring process. Additionally, contact information is included for all SFA staff involved in student teaching. Please do not hesitate to contact us with any of your questions.

Contacts for the Office of Assessment & Accountability:

Jannah Nerren  
Associate Dean  
nerrenjanna@sfasu.edu

Carrie Durrett  
Field Experience and Clinical Practices Coordinator  
-Student Teaching / Placement Questions  
cdurrett@sfasu.edu

Hayley Gillen  
Data Management / LiveText Coordinator  
-LiveText / FEM Questions  
livetext@sfasu.edu

Julie Stadler  
Certification and Assessment Coordinator  
-Certification Testing Questions  
stadlerjd@sfasu.edu

Katie Snyder  
Certification Officer and PBIC Coordinator  
-Certification Questions  
snyderke1@sfasu.edu

Visit us online:  www.sfasu.edu/education

Important Dates:

Student Teacher Orientation at SFA:  August 20th, 2015

First day on campus: August 24th, 2015

Last day for first placement in split assignments – Friday, October 9, 2015

First day of second placement in split assignment – Monday, October 12, 2015

Last day of student teaching – Thursday, December 3rd, 2015

Job Fair and Celebration of Student Teachers - Friday, December 4th

Commencement – Saturday, December 19th, 2015
What to Expect:

The Texas Higher Education Coordinating Board, the National Council for Accreditation of Teacher Educators, and the Southern Association of Schools and Colleges require SFA to collect data for each teacher candidate. A component of being a cooperating teacher requires you to complete and submit requested forms through our online data management system, LiveText (www.LiveText.com). When a student teacher was assigned to you as a mentor, LiveText automatically generated an account for you. You should have received an email FROM LIVETEXT (not SFA) in your school email account with a username and password. If you cannot find this, please check your junk or spam folder. If you still do not find this, please contact our office at livetext@sfasu.edu.

Additionally, there are resources available to guide you online at our website: www.sfasu.edu/education

The SFA Field Supervisor should ask you to complete the following forms in LiveText:

• Dispositions Checklist by Cooperating Teacher
• Program Evaluation by Cooperating Teacher
• Addendum (This is dependent on the program. Not all programs collect this. If you are to complete it, it will appear in your LiveText assessments.)

Additionally, the SFA Field Supervisor will formally observe the Student Teacher, and ask for your assistance in completion of the following forms:

• Field Experience/Clinical Evaluation
• Professionalism Assessment Instruction

Field Supervisors serve as a liaison to the Student Teaching Offices at SFA. Please immediately report any concerns or possible issues with your Student Teachers to their assigned Field Supervisor.

Responsibilities of the Mentor or Cooperating Teacher:

You, the Mentor or Cooperating Teacher, are one of the most important and influential people in the preparation of professional teachers. This influence is critical to the teaching profession. Cooperating Teachers are selected because of their personal experiences within the classroom and their willingness to mentor our future educators and complete the required documents.

Cooperating Teacher Responsibilities Include:

♦ Sharing information and guiding the student teacher.
♦ Mentoring the students in developing strategies to independently and effectively develop lesson plans.

♦ Allowing the student teacher to observe, analyze, question, plan, and teach lessons during the student teaching experience.

♦ Remaining in the classroom to monitor the student teacher.

♦ Guiding the student teacher to think reflectively about lessons taught.

♦ Providing specific, constructive feedback for the purpose of professional growth.

♦ Completing the required forms for SFA.

♦ Taking students seriously. A question of problem that seems trivial to you is new ground for student teachers.

♦ Nurture self-sufficiency. Utilize your personal teaching experiences to encourage confidence and independent thinking.

♦ Help students develop professionalism by providing specific praise as well as constructive feedback.

**Important Topics:**

**ABSENCES:** Student Teachers must call the placement school prior to an absence. All absences beyond two must be made up. Arriving early/staying late does not accrue nor can the time be used in place of an absence.

**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, the Field Supervisor, and may involve the Student Teaching Coordinator. It is NOT at the discretion of the SFA Student Teacher to determine acceptable absences.

**CORPORAL PUNISHMENT:** Student teachers will not administer corporal punishment. If school personnel determine corporal punishment is necessary, it must be administered by a district employee, NEVER a student teacher.

**PROFESSIONALISM:** Student teachers adhere to ethical standards of the teaching profession, to SFA policies for university students, and to the policies of the school where they are assigned.
SUBSTITUTING: Student teachers may serve as substitute teachers only after successfully completing six weeks of student teaching. Student teachers may substitute for a maximum of five days: 2 days unpaid followed by 3 days paid, as approved by the district.

**FEM Instructions**

On the following pages you will find screenshots with step-by-step instructions for using the LiveText Field Experience Module (FEM). Should you have any issues or concerns, please contact us at livetext@sfasu.edu.

1. You should have received an email containing your LiveText username and password. Use that information in step 2 (below). *Note: If you did not receive an email, contact Hayley Gillen at livetext.sfasu.edu or 936-468-7050.*

2. Login to LiveText (https://www.livetext.com).

3. You will see a page similar to the image below. It contains a list of your student teachers and minimal placement information. *Note: The names will be different, but the process is the same.*

4. Click on “View Placement Details” to the far right of the student's name.

5. You will see a series of boxes:
   - **Box 1:** Contains that particular student's placement information (student, supervisor, site, etc.) *Note: You will see a blue "email" next to the student and supervisor's name. Click on it and you will be able to email them directly through LiveText.
   - **Box 2:** Contains all assessments associated with this student's placement. Students need to complete the "EDU Final Candidate Disposition" before completing their student teaching. Supervisors need to complete "EDU Professionalism Assessment Instrument" and "EDU Field Experience/Clinical Evaluation". Mentor teachers (you) need to complete "EDU Candidate Dispositions by Mentor Teacher", "EDU Program Evaluation by Cooperating Teacher", and an Addendum if listed.
6. 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 & observed visits. These entries will need to be approved within FEM by the Field Supervisors.

*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 4: Contains an “Attachments” option. This is where student's uploaded lesson plans (for their observed lessons) will appear.

7. Click on “Begin” in Box 2 for “PCOE SFA-TDI by Cooperating Teacher”.

8. You will see a grading rubric named “EDU Candidate Dispositions by Mentor Teacher (Official)”.

9. Evaluate by clicking on the appropriate section (Definitely Agree, Mostly Agree, Slightly Agree, Slightly Disagree, Mostly Disagree, or Definitely Disagree).

10. You may choose to add a comment to the comment box or to individual sections of the rubric by clicking “Add”.

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

13. You will now see the assessment as completed.

14. Now repeat steps 6-11 for “EDU Program Evaluation by Cooperating Teacher (Official)).” *Note: you may also have a “Begin” option with an addendum (if you do, repeat steps 6-11 for that as well).
Program Continuation Instructions

On the following pages you will find a form that should be used if you have any issues with your student teacher that need to be documented. This form is used as a tool to help guide student teachers when they have any areas that require immediate attention and improvement. Please read carefully the information provided with this document. Should you have questions or concerns, first consult with the SFA Field Supervisor. Should you need further assistance, please contact Dr. Jannah Nerren, Associate Dean at nerrenjanna@sfasu.edu.
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)
Candidate Program Continuation Form (Part A)

To: ________________________  From: ________________________  Date: __________

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

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

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<tr>
<th>Goals to be addressed</th>
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<th>Evidence to determine improvement</th>
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<th>Follow-up notes</th>
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__1__ Candidate Demonstrated Satisfactory Improvement

__2__ Satisfactory Improvement by Candidate was not demonstrated;

-Referred to Professional Educator’s Program Continuation Review Panel