

## Mentor / Cooperating Teacher Information

### Fall 2016

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](mailto:nerrenjanna@sfasu.edu)

Carrie Durrett      Field Experience and Clinical Practices Coordinator      [cdurrett@sfasu.edu](mailto:cdurrett@sfasu.edu)  
-Student Teaching / Placement Questions

Joe Strahl      PCOE Technology Coordinator      [livetext@sfasu.edu](mailto:livetext@sfasu.edu)  
-LiveText / FEM Questions

**Visit us online:** [www.sfasu.edu/education](http://www.sfasu.edu/education)

**All materials related to clinical teaching can be found here:**

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

#### **Important Dates Fall 2016:**

Student Teaching Orientation	January 12 <sup>th</sup> , 2017
Martin Luther King, Jr. Holiday	January 16 <sup>th</sup> , 2017
First Day on Student Teaching Campus	January 17 <sup>th</sup> , 2017
Last Day of First Placement (If split placement only.)	March 3 <sup>rd</sup> , 2017
First Day of Second Placement (If split placement only.)	March 6 <sup>th</sup> , 2017
Last Day of On-Site Student Teaching	May 4 <sup>th</sup> , 2017

**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](http://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](mailto:livetext@sfasu.edu).

Additionally, there are resources available to guide you online at our website:

[www.sfasu.edu/education](http://www.sfasu.edu/education)

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

- Final Dispositions by Cooperating Teacher
- Candidate Performance 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

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.

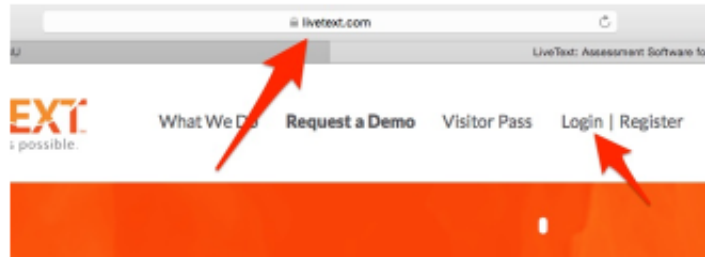
**SUBSTITUTING:** Student teachers may serve as substitute teachers only after successfully completing six weeks of student teaching. Student teachers may substitute for a maximum of five days: 2 days unpaid followed by 3 days paid, as approved by the district.

## **FEM Instructions**

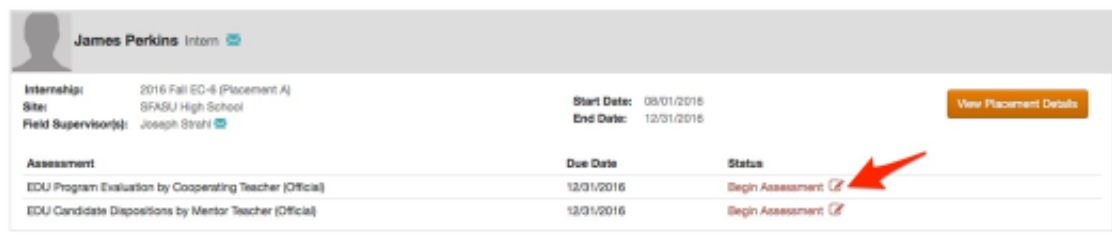
On the following pages you will find screenshots with step-by-step instructions for using the LiveText Field Experience Module (FEM). Should you have any issues or concerns, please contact us at [livetext@sfasu.edu](mailto:livetext@sfasu.edu).

## LiveText- Assessment

1. Login to LiveText (<https://www.livetext.com>). You should have received an email containing your LiveText username and password. Use that information to log in. \*Note: If you did not receive an email, contact Joe Strahl at [livetext@sfasu.edu](mailto:livetext@sfasu.edu) or 936-468-3825.



2. Find the appropriate student and select "Begin Assessment".



3. Complete the assessment by clicking on the appropriate section {3, 2, 1, N/A}.

4. You may choose to add a comment to the comment box.


5. You can also choose to add a comment to the individual sections of the rubric by clicking "Add".

	Excellent (3,000 pts)	Acceptable (2,000 pts)	Unacceptable (1,000 pts)	N/A
Plan and deliver appropriate instruction/supervision/guidance	<input checked="" type="radio"/> Excellent <b>3.</b>	<input type="radio"/> Acceptable	<input type="radio"/> Unacceptable	<input type="radio"/>
Establish a positive environment/climate	<input type="radio"/> Excellent	<input type="radio"/> Acceptable	<input type="radio"/> Unacceptable	<input type="radio"/>
Use appropriate responsive communication (verbal/oral)	<input type="radio"/> Excellent	<input type="radio"/> Acceptable	<input type="radio"/> Unacceptable	<input type="radio"/>
Use content knowledge	<input type="radio"/> Excellent	<input type="radio"/> Acceptable	<input type="radio"/> Unacceptable	<input type="radio"/>
Demonstrate understanding of the influence of diversity (social class, gender, race, ethnicity, talents, disabilities, religion, and geographic location) upon children/youth, families, and the community	<input type="radio"/> Excellent <b>5.</b>	<input type="radio"/> Acceptable	<input type="radio"/> Unacceptable	<input type="radio"/>
Use appropriate assessment for climate and delivery of	<input type="radio"/> Excellent	<input type="radio"/> Acceptable	<input type="radio"/> Unacceptable	<input type="radio"/>

6. If you are not completely finished filling out the rubric and wish to come back to it later, select "Save".
7. When you are completely finished filling out the rubric, select "Submit Assessment".

Engages appropriate customer service	# A01	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer drafting skills (Revit - AutoCAD)	# A01	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Business skills	# A01	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication skills	# A01	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Codes and accessibility skills	# A01	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Products and Materials	# A01	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Space Planning	# A01	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall design skills	# A01	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

0 pts



#### LiveText – Stephen F. Austin State University – Support Information

Joe Strahl

Room 212, McKibben Education Building

[livetext@sfasu.edu](mailto:livetext@sfasu.edu)

936-468-3825

# **Clinical Practice Schedule Model for All Assignments:**

**EC-6**

**MLG**

**Secondary Single Placement**

**Secondary All-Level**



# Clinical Practice Schedule Model for EC-6 Split Assignments

	Student Teacher Activities
First Assignment	
1	<ul style="list-style-type: none"> <li>• Learn children’s and relevant school personnel names</li> <li>• Learn campus</li> <li>• Learn daily/weekly schedule</li> <li>• Observe teacher, noting how he/she moves children from one place to another</li> <li>• Follow children (PE/computer lab/library/music/lunch etc.)</li> <li>• Eat lunch with children</li> <li>• Assist with morning and dismissal routines</li> <li>• Assist children and cooperating teacher</li> <li>• Request to execute read-aloud or basic instructional activities</li> <li>• Shadow teacher (go everywhere she/he goes)</li> </ul>
2	<ul style="list-style-type: none"> <li>• Continue Week 1 activities</li> <li>• Observe teacher, noting how he/she transitions children from one activity to another</li> <li>• Assist with reading and writing workshops               <ul style="list-style-type: none"> <li>- Guided reading, word wall, etc.</li> <li>- Journals, editing, mini-lessons, etc.</li> </ul> </li> <li>• Take children to and from places</li> <li>• Secure videotape permission if doing optional videotaping</li> </ul>
3	<ul style="list-style-type: none"> <li>• Continue Week 2 Activities</li> <li>• Begin teaching, reading and writing               <ul style="list-style-type: none"> <li>- Teach at least one reading lesson</li> <li>- Teach at least one writing lesson</li> </ul> </li> <li>• Begin teaching math and science</li> <li>• Work with a variety of small groups of children</li> <li>• Submit video documents to field supervisor if video recording (optional)</li> </ul>
4	<ul style="list-style-type: none"> <li>• Continue Week 3 activities</li> <li>• Maintain routine responsibilities</li> <li>• Take children to and from places</li> <li>• Eat lunch with children</li> <li>• Assume full responsibility for small group instruction</li> <li>• Assume full responsibility for teaching math and science</li> <li>• Video record teaching and review with Self- Assessment of a lesson form (optional)</li> </ul>
5	<ul style="list-style-type: none"> <li>• Continue Week 4 Activities</li> <li>• Begin Teaching social studies</li> </ul>
6	<ul style="list-style-type: none"> <li>• Continue Week 4 and Week 5 activities</li> <li>• May assume full responsibility for children and classroom</li> <li>• Write weekly lesson plans (like teachers write to turn in to principals)</li> </ul>

7	<ul style="list-style-type: none"> <li>• Continue Week 6 activities</li> <li>• Assume full responsibility for children and classroom</li> <li>• Write weekly lesson plans (like teachers write to turn into principal).</li> </ul>
8	<ul style="list-style-type: none"> <li>• Observe one full day in each age/grade level in which you are not assigned</li> <li>• Observe teaching in other classrooms</li> <li>• Complete observation sheets for each observation and submit daily</li> </ul>
<b>Second Assignment</b>	<b>NOTE: Check student teaching calendar for exact week of switch to second assignment</b>
9	<ul style="list-style-type: none"> <li>• Learn children's names</li> <li>• Learn daily/weekly schedule</li> <li>• Learn and assist with daily routines</li> <li>• Follow children (P.E., computer lab, library, music, lunch, etc.)</li> <li>• Eat lunch with children</li> <li>• Assist with morning and dismissal routines</li> <li>• Assist children and cooperating teacher</li> <li>• Observe teacher, noting how she moves children from one place to another</li> <li>• Shadow teacher (go everywhere she/he goes)</li> <li>• Begin working with small groups</li> <li>• Work with reading and writing workshops: <ul style="list-style-type: none"> <li>- Guided reading, word wall, etc.</li> <li>- Journals, editing, mini-lessons, etc.</li> </ul> </li> </ul>
10	<ul style="list-style-type: none"> <li>• Continue Week 9 activities</li> <li>• Begin teaching math and science</li> <li>• Begin teaching reading and writing <ul style="list-style-type: none"> <li>- Teach at least two reading lessons</li> <li>- Teach at least two writing lessons</li> </ul> </li> </ul>
11	<ul style="list-style-type: none"> <li>• Continue Week 10 activities</li> <li>• Assume full responsibility for teaching math and science</li> </ul>
12	<ul style="list-style-type: none"> <li>• Continue Week 11 activities</li> <li>• Begin teaching social studies</li> </ul>
13	Continue Week 12 activities
14	<ul style="list-style-type: none"> <li>• Assume full responsibility for children and classroom</li> <li>• Submit lesson plans to cooperating teacher/principal</li> </ul>
15	<ul style="list-style-type: none"> <li>• Assume full responsibility for children and classroom</li> <li>• Submit lesson plans to cooperating teacher/principal</li> </ul>
	<b>ATTEND SFA JOB FAIR</b>

# Clinical Practice Schedule Model for MLG 4-8

## Assignments

Block	Responsibilities of Student Teacher
A Weeks 1-3	<ul style="list-style-type: none"> <li>✓ Observations, learn names, learn school, handle administrative duties</li> <li>✓ Work one-on-one with students</li> <li>✓ Continue as before, adding co-teaching lessons and begin individual lessons</li> <li>✓ Increase amount of individual lessons and planning solo units</li> </ul>
B Weeks 4-6	<ul style="list-style-type: none"> <li>✓ Begin full time, full charge teaching.</li> <li>✓ Video Lesson (optional)</li> <li>✓ Continue as before</li> </ul>
C Weeks 7-9	<ul style="list-style-type: none"> <li>✓ Continue as before</li> </ul>
D Weeks 10-12	<ul style="list-style-type: none"> <li>✓ Continue as before</li> </ul>
E Weeks 13-15	<ul style="list-style-type: none"> <li>✓ Continue as before</li> <li>✓ Complete solo unit(s), begin more co-teach lessons</li> <li>✓ Continue to co-teach as transition to completion of student teaching.</li> <li>✓ Visit other classrooms as permitted.</li> <li>✓ Attend SFASU Career Fair</li> </ul>

# Clinical Practice Schedule Model for Secondary Assignments

## One Placement (Secondary)

BLOCK	WEEK	RESPONSIBILITIES OF STUDENT TEACHER
A	1	<ul style="list-style-type: none"> <li>Observations, call roll, learn names, learn school, handle administrative duties, work one-on-one with students</li> </ul>
A	2	<ul style="list-style-type: none"> <li>Continue as before adding co-teaching lessons and being individual lessons</li> </ul>
A	3	<ul style="list-style-type: none"> <li>Increase amount of individual lessons and begin planning solo units</li> </ul>
B	4	<ul style="list-style-type: none"> <li>Being full time, full charge teaching</li> </ul>
B	5	<ul style="list-style-type: none"> <li>Continue as before</li> </ul>
C	6	<ul style="list-style-type: none"> <li>Continue as before</li> </ul>
C	7	<ul style="list-style-type: none"> <li>Continue as before</li> </ul>
D	8	<ul style="list-style-type: none"> <li>Continue as before</li> </ul>
D	9	<ul style="list-style-type: none"> <li>Continue as before</li> </ul>
E	10	<ul style="list-style-type: none"> <li>Continue as before</li> </ul>
E	11	<ul style="list-style-type: none"> <li>Complete solo unit(s), begin more co-teaching lessons</li> </ul>
E	12	<ul style="list-style-type: none"> <li>Continue to co-teach as transition to completion of student teaching</li> </ul>

# Clinical Practice Process

## Two Placements (All-Level)

BLOCK	WEEK	RESPONSIBILITIES OF STUDENT TEACHER
A	1	<ul style="list-style-type: none"> <li>• Observations, call roll, learn names, learn school, handle administrative duties, work one-on-one with students</li> </ul>
A	2	<ul style="list-style-type: none"> <li>• Continue as before adding co-teaching lessons and being individual lessons</li> </ul>
A	3	<ul style="list-style-type: none"> <li>• Begin full time, full charge teaching</li> </ul>
B	4	<ul style="list-style-type: none"> <li>• Continue as before</li> </ul>
B	5	<ul style="list-style-type: none"> <li>• Complete solo unit(s), begin more co-teach lessons</li> </ul>
C	6	<ul style="list-style-type: none"> <li>• Continue to co-teach as transition to completion of student teaching</li> </ul>
C	7	<ul style="list-style-type: none"> <li>• Observations, call roll, learn names, learn school, handle administrative duties, work one-on-one with students</li> </ul>
D	8	<ul style="list-style-type: none"> <li>• Continue as before adding co-teaching lessons and being individual lessons</li> </ul>
D	9	<ul style="list-style-type: none"> <li>• Begin full time, full charge teaching</li> </ul>
E	10	<ul style="list-style-type: none"> <li>• Continue as before</li> </ul>
E	11	<ul style="list-style-type: none"> <li>• Complete solo unit(s), begin more co-teach lessons</li> </ul>
E	12	<ul style="list-style-type: none"> <li>• Continue to co-teach as transition to completion of student teaching</li> </ul>

## Topics and Strategies for Lessons

TOPIC	STRATEGIES
Active Learning	<ul style="list-style-type: none"> <li>• Cooperative Learning</li> <li>• Group Work</li> <li>• Discussions</li> <li>• Projects</li> <li>• Hands-on Activities</li> <li>• Manipulatives</li> </ul>
Differentiated Instruction	<ul style="list-style-type: none"> <li>• Learning Styles</li> <li>• Multiple Intelligences</li> <li>• By Interest</li> <li>• By Ability and Readiness</li> </ul>
Models of Assessment	<ul style="list-style-type: none"> <li>• Authenticate Assessments</li> <li>• Performance Assessments</li> <li>• Portfolios</li> <li>• Projects</li> <li>• Rubrics</li> <li>• Evaluating existing assessments</li> </ul>
Classroom Management	<ul style="list-style-type: none"> <li>• Praise</li> <li>• Redirection of students</li> <li>• Use of rules and consequences</li> <li>• Organization of activities</li> </ul>
Diversity of Students	<ul style="list-style-type: none"> <li>• Modifications for students with special needs</li> <li>• Use of IEPs</li> <li>• Tolerance of all students</li> <li>• Incorporation of diverse examples and concepts</li> </ul>
Reading	<ul style="list-style-type: none"> <li>• Reading in the content area</li> <li>• Pre-reading and post-reading strategies (e.g. KWLs)</li> </ul>
Curriculum	<ul style="list-style-type: none"> <li>• Appropriate use of the TEKS</li> <li>• Well-written lesson plans</li> <li>• Appropriate materials for content and age level</li> </ul>
Other Duties	<ul style="list-style-type: none"> <li>• Attending faculty meetings</li> <li>• Assisting cooperating teacher</li> <li>• Supporting school functions and events</li> </ul>

## **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](mailto:nerrenjanna@sfasu.edu).

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

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 Educators' Council, including but not limited to the Associate Dean of Student and Faculty Affairs and faculty members with at least one representative from the student's program and at least one representative from an outside department. The Professional Educators' Program Continuation Review Panel will interview the candidate and determine:
  - a. If the candidate may continue in the program and meet conditions established by the panel, or
  - b. The candidate has not demonstrated satisfactory improvement in accordance with the Candidate Program Continuation Plan and is removed from the Educator Certification Program.
4. Candidates may appeal the decision of the Professional Educators' Program Continuation Review Panel to the Dean of the College of Education within five class days. The following documentation is required:
  - a. Copy of Candidate Program Continuation Plan
  - b. Formal letter with supporting evidence as to why the candidate should not be removed for the Educator Certification Program.
  - c. The dean will respond in a timely manner.



**d.** Any further appeal will follow policy A-2: Academic Appeal and begin at 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)

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

\_\_\_\_\_ Candidate Demonstrated Satisfactory Improvement

\_\_\_\_\_ Satisfactory Improvement by Candidate was not demonstrated;  
*-Referred to Professional Educator's Program Continuation Review Panel*