

Mentor-Cooperating Teacher Handbook

James I. Perkins College of Education



Stephen F. Austin State University

2020-2021

Mentor / Cooperating Teacher Information

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

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 clinical 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:

- Final Dispositions by Mentor-Cooperating Teacher
- Candidate Performance Evaluation by Mentor-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 Clinical Teacher, and ask for your assistance in completion of the following forms:

- T-TESS Informal/Formal Observation assessments.

Clinical Teacher evaluation is a cooperative task shared by the Clinical Teacher, the Field Supervisor, and the Cooperating Teacher/Mentor. Much of the evaluation by the Cooperating Teacher/Mentor is informal, and thus, the Clinical Teacher may gain direction for action from brief, daily evaluations. The Field Supervisor will complete informal and formal observations in accordance to the Texas Administrative Code (TAC 228.35).

Each observation must meet the following requirements:

- Individualized pre-observation conference
 - Face-to-face is NOT required
 - No minimum duration required
 - Assessment must be completed in LiveText FEM for documentation purposes
- Formal Observation
 - Per TAC 228.35, formal observation due dates are NOT flexible
 - Must be 45 minutes in duration
 - Two observations cannot occur in one day
- Interactive post-conference
 - Face-to-face is NOT required
 - No minimum duration required
 - Assessment must be completed in LiveText FEM for documentation purposes

NOTE: Initial contact with assigned candidate must occur within the first three weeks of assignment. Contact may be made by telephone, email or other electronic communication.

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

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 clinical teacher.
- ◆ Mentoring the students in developing strategies to independently and effectively develop lesson plans.
- ◆ Allowing the clinical teacher to observe, analyze, question, plan, and teach lessons during the clinical teaching experience.
- ◆ Remaining in the classroom to monitor the clinical teacher.
- ◆ Guiding the clinical 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 clinical 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: Clinical 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: 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, the Field Supervisor, and may involve the Clinical Teaching Coordinator. It is NOT at the discretion of the SFA Clinical Teacher to determine acceptable absences.

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

PROFESSIONALISM: Clinical 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.

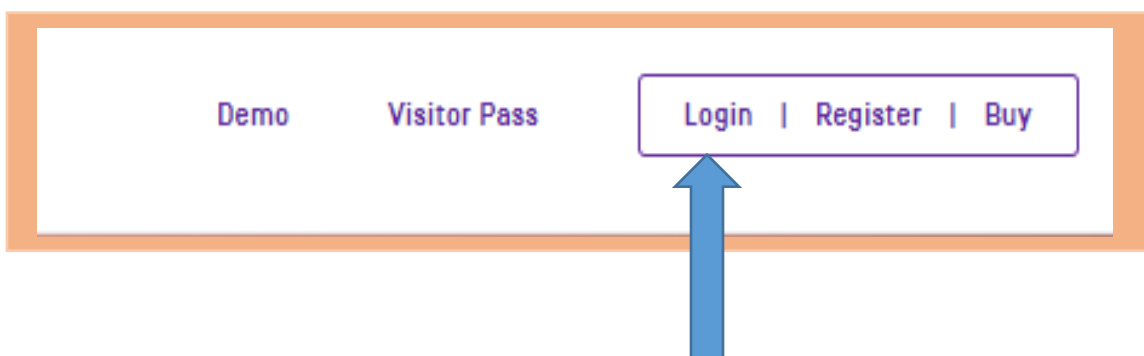
SUBSTITUTING: Clinical teachers may serve as substitute teachers only after successfully completing six weeks of clinical teaching. Clinical teachers may substitute for a maximum of five days: 2 days unpaid followed by 3 days paid, as approved by the district.

FEM Instructions

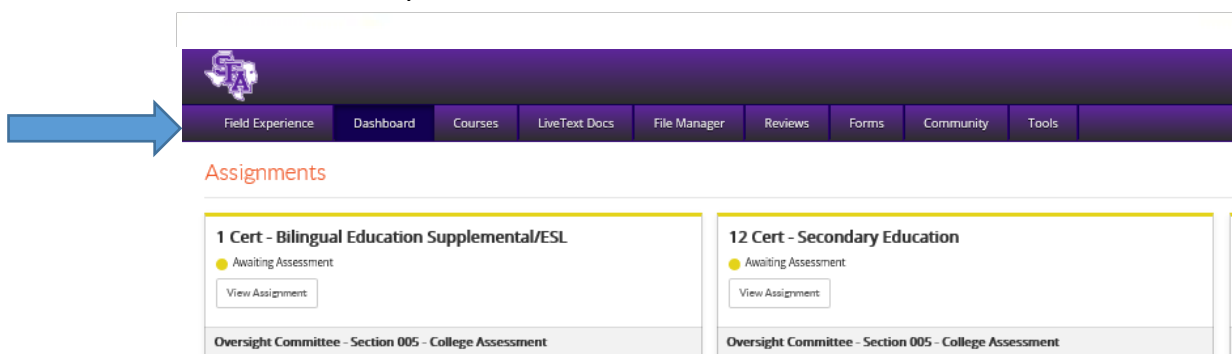
On the following pages you will find screenshots with step-by-step instructions for using the LiveText Field Experience Module (FEM). Should you have any issues or concerns, please contact us at livetext@sfasu.edu.

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, send an email to livetext@sfasu.edu or 936-468-2395.



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.

Field Experience

Parameters

Active: [Active] [Completed] | Spring 2014 | Find and/or Last Name | Search

James Perkins

Internship: Spring 2014 Student Teaching
 Site: SH 420 High School | Start Date: 05/01/2014 | End Date: 05/01/2014
 Mentor: Stephen F. Austin | [View Placement Details](#)

Name	Assessment	Date	Status
	OOE Professional Assessment Instrument (Official Spring 2014)	05/01/2014	Begin Assessment
Stephen F. Austin	OOE SPA-TD by Cooperating Teacher (Official Spring 2014)	05/01/2014	(not started)
Stephen F. Austin	OOE Program Evaluation by Cooperating Teacher (Official Spring 2014)	05/01/2014	(not started)
	OOE Field Experience/Clinical Evaluation (Official Spring 2014)	05/01/2014	Begin Assessment
James Perkins	OOE SPA-TD Final Dispositions (Official Spring 2014)	05/01/2014	(not started)

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**
 - **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 observation)
 - TESS Informal/Formal Observation (rubric for each observation)
 - **Single Assignment**
 - Flexible observation – T-TESS Informal Observation
 - First through third observation – T-TESS Formal Observation
 - **Split Assignment**
 - For each of the two placements:
 - First and second observation – T-TESS Formal Observation
 - Third Formal – T-TESS Formal Observation and Flexible – T-Tess Informal 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
- ○ Make-up dates

These entries will need to be approved (within FEM) by the Field Supervisor.

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

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

Time Log

Required Hours:0

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

Approve Hours

-Box 4: **Attachments** – By the end of the assignment, the student should have uploaded the following attachments:

- Lesson plans for each observation

*Note: if you are not seeing Box 4 it is because the student has not uploaded anything.

- Click on “Begin Assessment” in Box 2 for any grading rubric.

COE Professionalism Assessment Instrument (Official Spring 2014)

Course/Section: E.L.E. 443-002

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

Professionalism Assessment Instrument Show/Hide Rubric Descriptors

	Exceeds (3,000 pts)	Meets (2,000 pts)	Does Not Meet (1,000 pts)	NA
Demonstrates punctuality and professional attendance.	<input type="radio"/> Shows dedication by arriving early and staying...	<input type="radio"/> Has regular attendance; does not leave early.	<input type="radio"/> Excessive absences and late arrival/early...	<input type="radio"/>
Works positively with supervisors and other professionals.	<input type="radio"/> Open and responsive to suggestions.	<input type="radio"/> Follows through on suggestions.	<input type="radio"/> Ignores suggestions.	<input type="radio"/>
Dresses professionally and appropriately.	<input type="radio"/> Always dressed in clean professional attire.	<input type="radio"/> Dressed in appropriate clothes.	<input type="radio"/> Dressed in casual clothes, dirty clothes and/or...	<input type="radio"/>
Demonstrates collaboration with teachers and other professionals.	<input type="radio"/> Respects others; participates in group...	<input type="radio"/> Participates in collaboration.	<input type="radio"/> Does not participate and may have a negative...	<input type="radio"/>
Is organized and prepared for class.	<input type="radio"/> Takes initiative and asks for feedback.	<input type="radio"/> Assignments are on time and meet minimum...	<input type="radio"/> Work is late or incomplete.	<input type="radio"/>
Interacts ethically with students.	<input type="radio"/> Maintains confidentiality; supports students and...	<input type="radio"/> Attempts to support students.	<input type="radio"/> Engages in gossip; denigrates school and/or students.	<input type="radio"/>
Uses appropriate language in classrooms.	<input type="radio"/> Set an example for correct grammar.	<input type="radio"/> Uses appropriate words and sentences.	<input type="radio"/> Uses profanity, insults or inappropriate phras...	<input type="radio"/>
Models openness to all students and ideas.	<input type="radio"/> Models tolerance and acceptance to all students...	<input type="radio"/> Listens to students and makes needed modifications.	<input type="radio"/> Demotes some students; does not include all...	<input type="radio"/>
Shows enthusiasm and interest in teaching.	<input type="radio"/> Maintains high engagement and interest in course...	<input type="radio"/> Is interested in teaching and learning.	<input type="radio"/> Has no effort or interest in teaching.	<input type="radio"/>
Uses classroom and school resources appropriately.	<input type="radio"/> Consistently uses computers and phones...	<input type="radio"/> Adheres to school and university guidelines.	<input type="radio"/> Abuses computer privileges and uses phones during...	<input type="radio"/>

- You will see a grading rubric named “Final Dispositions by Mentor-Cooperating Teacher”.
- Evaluate the student by clicking on the appropriate section (Strongly Agree, Somewhat Agree, Cannot Determine, Somewhat Disagree, Strongly Disagree).
- If you are not completely finished filling out the rubric and wish to come back to it later, click “Save”.
- If you are completely finished filling out the rubric, click “Submit Assessment”.

Professionalism Assessment Instrument Show/Hide Rubric Descriptions

	Exceeds (3,000 pts)	Meets (2,000 pts)	Does Not Meet (1,000 pts)	N/A
Demonstrates punctuality and professional attendance.	<input checked="" type="radio"/> Shows dedication by arriving early and staying... <input type="radio"/> Open and responsive to suggestions.	<input type="radio"/> Has regular attendance, does not leave early.	<input type="radio"/> Excessive absences and late arrivals/early... <input type="radio"/> Rejects suggestions.	<input type="radio"/>
Works positively with supervisors and other professionals.	<input checked="" type="radio"/> Always dressed in clean professional attire.	<input type="radio"/> Dressed in appropriate clothes.	<input type="radio"/> Dressed in casual clothes, dirty clothes and/or...	<input type="radio"/>
Dresses professionally and appropriately.	<input checked="" type="radio"/> Respects others, participates in group...	<input type="radio"/> Participates in collaboration.	<input type="radio"/> Does not participate and may have a negative...	<input type="radio"/>
Demonstrates collaboration with teachers and other professionals.	<input checked="" type="radio"/> Takes initiative and asks for feedback.	<input checked="" type="radio"/> Assignments are on time and meet minimum...	<input type="radio"/> Work is late or incomplete.	<input type="radio"/>
Is organized and prepared for class.	<input checked="" type="radio"/> Maintains confidentiality, supports students and...	<input type="radio"/> Attempts to support students.	<input type="radio"/> Engages in gossip, denies school and/or students.	<input type="radio"/>
Interacts ethically with students.	<input type="radio"/> Set an example for correct grammar.	<input type="radio"/> Uses appropriate words and sentences.	<input type="radio"/> Uses profanity, insults or inappropriate jargon...	<input type="radio"/>
Uses appropriate language in classrooms.	<input type="radio"/> Models tolerance and acceptance to all students...	<input checked="" type="radio"/> Listens to students and makes need modifications.	<input type="radio"/> Dismisses some students, does not include all...	<input type="radio"/>
Models openness to all students and ideas.	<input type="radio"/> Maintains high engagement and interest in course...	<input checked="" type="radio"/> Is interested in teaching and learning.	<input type="radio"/> Has no effort or interest in teaching.	<input type="radio"/>
Shows enthusiasm and interest in teaching.	<input checked="" type="radio"/> Consistently uses computers and phones...	<input type="radio"/> Adheres to school and university guidelines.	<input type="radio"/> Abuses computer privileges and uses phones during...	<input type="radio"/>
Uses classroom and school resources appropriately.				

20 pts



11. You will now see the assessment as completed.

12. Follow steps 6-11 for all assessments.

Placements

James Perkins

Placement Details

Status: Active

[Email All](#)

Student: James Perkins [View](#)
 Mentor: Stephen F Austin [View](#)
 Start date: 01/05/2014
 End date: 05/01/2014

Internship Site

SFADU High School 600 Main Street, Nacogoches, Tx 75462

[View Demographics](#)

Academic Details

Course Section: ELE 440-002
 Course Name: Student Teaching in ECH
 Course Code: Spring 2014 &
 Term: All Grades (EC-12)
 Field: on
 Grade Level:

Assessments

COE Professionalism Assessment Instrument (Official Spring 2014)
[View Completed](#) 05/01/2014

COE SFA-TD Final Depositors (Official Spring 2014)
[Begin](#) 05/01/2014

By Stephen F Austin
 COE SFA-TD by Cooperating Teacher (Official Spring 2014)
 (Not Started) 05/01/2014

By Stephen F Austin
 COE Program Evaluation by Cooperating Teacher (Official Spring 2014)
 (Not Started) 05/01/2014

By James Perkins
 COE SFA-TD Final Depositors (Official Spring 2014)
 (Not Started) 05/01/2014

Attachments

[E_Perkins_PDF.pdf](#)

Time Log

Required Hours: 200

Date	Class Info	Activity	Hrs./Mn
Total:			00

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

	Clinical Teacher Activities
First Assignment	
1	<ul style="list-style-type: none"> • Learn children’s and relevant school personnel names • Learn campus • Learn daily/weekly schedule • Observe teacher, noting how he/she moves children from one place to another Follow children (PE/computer lab/library/music/lunch etc.) • Eat lunch with children • Assist with morning and dismissal routines • Assist children and cooperating teacher • Request to execute read-aloud or basic instructional activities • Shadow teacher (go everywhere she/he goes)
2	<ul style="list-style-type: none"> • Continue Week 1 activities • Observe teacher, noting how he/she transitions children from one activity to another • Assist with reading and writing workshops <ul style="list-style-type: none"> - Guided reading, word wall, etc. - Journals, editing, mini-lessons, etc. • Take children to and from places • Secure videotape permission if doing optional videotaping
3	<ul style="list-style-type: none"> • Continue Week 2 Activities • Begin teaching, reading and writing <ul style="list-style-type: none"> - Teach at least one reading lesson - Teach at least one writing lesson • Begin teaching math and science • Work with a variety of small groups of children

	<ul style="list-style-type: none"> • Submit video documents to field supervisor if video recording (optional)
4	<ul style="list-style-type: none"> • Continue Week 3 activities • Maintain routine responsibilities • Take children to and from places • Eat lunch with children • Assume full responsibility for small group instruction • Assume full responsibility for teaching math and science • Video record teaching and review with Self- Assessment of a lesson form (optional)
5	<ul style="list-style-type: none"> • Continue Week 4 Activities • Begin Teaching social studies
6	<ul style="list-style-type: none"> • Continue Week 4 and Week 5 activities • May assume full responsibility for children and classroom • Write weekly lesson plans (like teachers write to turn in to principals)

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

11	
12	<ul style="list-style-type: none"> • Continue Week 11 activities • Begin teaching social studies
13	Continue Week 12 activities
14	<ul style="list-style-type: none"> • Assume full responsibility for children and classroom • Submit lesson plans to cooperating teacher/principal
15	<ul style="list-style-type: none"> • Assume full responsibility for children and classroom • Submit lesson plans to cooperating teacher/principal
	ATTEND SFA JOB FAIR

Clinical Practice Schedule Model for MLG 4-8 Assignments

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

Clinical Practice Schedule Model for Secondary Assignments

One Placement (Secondary)

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

Clinical Practice Process

Two Placements (All-Level)

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

Topics and Strategies for Lessons

TOPIC	STRATEGIES
Active Learning	<ul style="list-style-type: none"> • Cooperative Learning • Group Work • Discussions • Projects • Hands-on Activities • Manipulatives
Differentiated Instruction	<ul style="list-style-type: none"> • Learning Styles • Multiple Intelligences • By Interest • By Ability and Readiness
Models of Assessment	<ul style="list-style-type: none"> • Authentic Assessments • Performance Assessments • Portfolios • Projects • Rubrics • Evaluating existing assessments
Classroom Management	<ul style="list-style-type: none"> • Praise • Redirection of students • Use of rules and consequences • Organization of activities
Diversity of Students	<ul style="list-style-type: none"> • Modifications for students with special needs Use of IEPs • Tolerance of all students • Incorporation of diverse examples and concepts

Reading	<ul style="list-style-type: none">• Reading in the content area• Pre-reading and post-reading strategies (e.g. KWLs)
Curriculum	<ul style="list-style-type: none">• Appropriate use of the TEKS• Well-written lesson plans• Appropriate materials for content and age level
Other Duties	<ul style="list-style-type: none">• Attending faculty meetings• Assisting cooperating teacher• Supporting school functions and events

Professional Dispositions, Intervention, and Program Continuation Policy

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

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

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

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

1. Faculty members work with all candidates using informal attempts to change behaviors that include but are not limited to the following: providing guidance, observation, anecdotal records, differentiated instruction, and meetings with the student.
2. If the concern is not resolved, the candidate will be referred to the Departmental Program Continuation Review Panel. The Departmental Program Continuation Review Panel is comprised of the Department Chair, the Program Coordinator, and faculty appointed by the Department Chair, including but not limited to the faculty member reporting the unsatisfactory dispositions. This panel will interview the candidate and complete a Candidate Program Continuation Plan.
3. If the concern is not resolved, the candidate will be referred to the Professional Educators' Program Continuation Review Panel. This panel is comprised of at least three members from the Professional 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)

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

Candidate Program Continuation Form (Part A)

To: _____ From: _____ Date: _____

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

In the SFA Classroom:

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

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

At the Practicum / Clinical Teaching Site:

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

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

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

Candidate Program Continuation Form (Part B)

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

_____ Candidate Demonstrated Satisfactory Improvement

_____ Satisfactory Improvement by Candidate was not demonstrated;

-Referred to Professional Educator's Program Continuation Review Panel