FIELD SUPERVISOR HANDBOOK

STEPHEN F. AUSTIN STATE UNIVERSITY
James I. Perkins College of Education
2014 - 2015
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The information enclosed is accurate at the time of compilation; however, policies are subject to change based on state and university guidelines. Staff in The Office of Assessment and Accountability can help guide you through the processes of observations. For the most up to date information check the website at www.sfasu.edu/education, 936.468.1064.
Field Supervisor:

Thank you for agreeing to represent Stephen F. Austin State University on the public school campuses of Texas. You will be our liaison and will serve as a resource for the Student Teacher and Cooperating Teacher. Your experience and knowledge is an asset to all of us.

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

If you have any further questions or concerns please contact one of the staff members listed on the first page within this handbook. Our mission is to make this experience a good one for our students and you!

Thank you again for your part in this important piece of the teacher education experience at Stephen F. Austin State University.

Best Regards,

The Office of Assessment and Accountability
Cooperating Teacher:
The campus-based cooperating teacher for the Student Teacher.

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

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

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

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

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>August 25, 2014</td>
<td>First day of Student Teaching</td>
</tr>
<tr>
<td>August 25, 2014</td>
<td>SFA Classes Begin</td>
</tr>
<tr>
<td>August 29, 2014</td>
<td>Interns - Last day to register for fall courses and internship</td>
</tr>
<tr>
<td></td>
<td>Interns - Last day for new interns to apply for probationary certificate</td>
</tr>
<tr>
<td>October 10, 2014</td>
<td>Student Teachers - Last day of 1&lt;sup&gt;st&lt;/sup&gt; Assignment</td>
</tr>
<tr>
<td>October 13, 2014</td>
<td>Student Teachers - First day of 2&lt;sup&gt;nd&lt;/sup&gt; Assignment</td>
</tr>
<tr>
<td>December 4, 2014</td>
<td>Last day of Student Teaching</td>
</tr>
<tr>
<td>December 5, 2014</td>
<td>Job Fair at SFA in HPE Complex</td>
</tr>
<tr>
<td>December 13, 2014</td>
<td>Commencement</td>
</tr>
<tr>
<td>December 17, 2014</td>
<td>Deadline for Field Supervisor to enter grades within mySFA and LiveText</td>
</tr>
<tr>
<td></td>
<td>Return any paper forms to SFA</td>
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</tbody>
</table>

### SPRING SEMESTER

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>January 16, 2015</td>
<td>Interns - Last day to register for Spring Courses and Internship</td>
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<tr>
<td></td>
<td>Interns - Last day for new Interns to apply for probationary certificate</td>
</tr>
<tr>
<td>January 20, 2015</td>
<td>First day of Student Teaching</td>
</tr>
<tr>
<td>May 16, 2015</td>
<td>Commencement</td>
</tr>
<tr>
<td>May 18, 2015</td>
<td>Deadline for Field Supervisor to enter grades within mySFA and LiveText</td>
</tr>
<tr>
<td></td>
<td>Deadline for submission of internship evaluation Interns (Certification Officer)</td>
</tr>
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* For more detailed Spring Student Teaching dates, visit the Student Teaching Resource webpage online at www.sfasu.edu/education
Roles and Responsibilities of Field Supervisors

The Field Supervisor represents the University in the partnership for teacher preparation with the Cooperating Teacher. While the daily guidance of the Student Teacher is the responsibility of the Cooperating Teacher, the oversight of the experience is the responsibility of the Field Supervisor. The Field Supervisor prepares the Student Teacher for the experience, monitors the experience through regular observation visits, serves as a resource, and evaluates lessons and the total experience. The Field Supervisor interprets University policies that apply to student teaching, and he/she is the liaison between the Office of Assessment and Accountability and the Student Teacher. The SFA Field Supervisor standards include the following:

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

• Communicate with Field Supervisor and Cooperating Teacher on a regular basis in person and via email and provide an overview of the week (i.e. concerns, difficulties, successes).
• Actively participate in on-line student teaching course.
• Submit lesson plans to Cooperating Teacher and Field Supervisor
• Complete required assignments as requested from Field Supervisor such as:
  ○ Student Teaching Experiences with Reflection Log
  ○ First Week Reflection Log or Various Reflections during Semester
  ○ Reflection Journal
• Attend Teacher Job Fair

Intern Responsibilities

• Meet with Mentor weekly and document on the Time Log.
• Communicate with Field Supervisor on a regular basis in person and via e-mail
  ○ Provide an overview of the week (i.e., concerns, difficulties, successes)
• Interns should provide copies of PDAS appraisals to Field Supervisor
• Inform Principal (or designee) about the TEA Principal Survey
  ○ Standard 2 of the TEA Accountability System is linked to the Principal Survey
  ○ Principals will complete a survey on all First through Third year teachers.

Additional information is located in the Student Teaching Handbook which can be found online at:
http://www.sfasu.edu/education
Participation: Attendance, Daily Schedules and Substitute Teaching

Attendance

Student Teachers are required to maintain the same daily schedule as the Cooperating Teacher (which includes professional assignments that extend beyond the normal school day). Please note: Approval for the release of a student teacher from attendance is the responsibility of the Cooperating Teacher and the Field Supervisor, and may also involve the Student Teaching Coordinator. It is NOT at the discretion of the SFA Student Teacher to determine Attendance policies. An Absentee Form is at the back of this handbook, should you choose to use it.

Absences

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

Substituting: Student Teachers may serve as substitute teachers only after successfully completing six weeks of student teaching. They may substitute for a maximum of five days: 2 days unpaid followed by 3 days paid, as approved by the district. While subbing within their assigned classroom, the student teacher must still have another qualified teacher nearby acting as their cooperating teacher in place of the absence of their assigned cooperating teacher.

Evaluation

(Refer to Syllabus)

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

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

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

If there is a student teacher that you have concerns about, please document your concerns and communicate them with the Associate Dean immediately. 936-468-1064
Domain I: Student Participation in the Learning Process

SFA Category: Responsive Instructional Communication

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

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

SUBTOTAL Domain I

Domain II: Learner Centered Instruction

SFA Category: Appropriate Instructional Planning

1. Activities are developmentally appropriate
2. Lessons are creative and well-structured
3. Knowledge of subject matter is evident
4. Lessons are planned for differences in learning abilities
5. Instruction strategies are aligned with lesson objectives
6. Texas statewide curriculum is utilized.
7. Materials are organized and accessible

SUBTOTAL Domain II

Domain III: Evaluation and Feedback on Student Progress

SFA Category: A. Assessment
1. Pre-assessment is used to guide planning
2. Students are encouraged to self-assess
3. Post-assessment is used to plan future learning
4. Assessments are varied.

SFA Category: B. Impact on PK-12 Learning
1. Whole-group, sub groups, & individual learning is documented
2. Planning is based on individual student's knowledge
3. Lessons are aligned with student's abilities
4. Lessons are organized, interesting and engaging
5. Students are on task

SUBTOTAL OF Domain III (A and B)
<table>
<thead>
<tr>
<th>Domain IV: Management of Student Discipline, Instructional Strategies, Time and Materials</th>
<th>Domain V: Professional Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>SFA Category: Positive Classroom Environment / Climate</td>
<td>SFA Category: Professional Behavior / Advocacy</td>
</tr>
</tbody>
</table>

1. Demonstrates respect for diversity &
   individual differences


3. Encourages & facilitates productive interactions
   between students

4. Uses time effectively

5. Uses effective form of discipline-management

6. Incorporates technology into instruction and activities

7. Effectively monitors students time on task

<table>
<thead>
<tr>
<th>SUBTOTAL of Domain IV</th>
<th>SUBTOTAL of Domain V</th>
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<tbody>
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<table>
<thead>
<tr>
<th>SUBTOTALS: Domain I:</th>
<th>SUBTOTAL of Domain</th>
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<tbody>
<tr>
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<tr>
<td>Domain II:</td>
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<td>Domain III:</td>
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<td>Domain IV:</td>
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<tr>
<td>Domain V:</td>
<td></td>
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<tr>
<td>Combined Total:</td>
<td></td>
</tr>
</tbody>
</table>

If this is for Final Evaluation, X 2: _______

Strengths:

Areas of Improvement:

Signatures:

Classroom Teacher: ___________________________ Date: _______________________

Field Supervisor: ___________________________ Date: _______________________

Student Teacher: ___________________________ Date: _______________________

Principal/Designee: _________________________ Date: _______________________

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Professionalism Assessment Instrument

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

Candidate Name: ___________________________  Supervisor: ___________________________

Circle the appropriate observation: 1  2  3  4  5  6/If applicable

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

Professional Dispositions, Intervention, and Program Continuation Policy

The Perkins College of Education Educator Certification Program is responsible for preparing candidates who have the required knowledge, skills, and professional dispositions to become effective educators. Professional Dispositions are assessed indirectly, based on candidates’ observable behavior in education settings (NCATE, 2010).

During coursework and field experiences, faculty will assess the candidate’s demonstration of these professional dispositions and provide feedback about 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 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. 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:
- Poor Punctuality
- Poor work quality
- Dominates class discussion / group activities
- Volatile / overly emotional
- Lack of participation in class activity
- Assignments not returned in a timely manner
- Inappropriate behavior that distracts or disrupts the class
- Poor attendance
- Negative attitude
- Inappropriate comments
- Missing assignments
- Inattentiveness (sleeping, texting, etc…)
- Hostility to instructor
- Lack of interest
- Failure to meet class requirements
- Hygiene issues
- Unable to accept criticism
- Unacceptable language
- Cheating / Plagiarism
- Lack of empathy / interest in teaching
- Other:

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

<table>
<thead>
<tr>
<th>Goals to be addressed</th>
<th>Activities to facilitate improvement</th>
<th>Evidence to determine improvement</th>
<th>Timeline</th>
<th>Follow of notes</th>
<th>Date Completed</th>
</tr>
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- Candidate Demonstrated Satisfactory Improvement

- Satisfactory Improvement by Candidate was not demonstrated;

*Referred to Professional Educator’s Program Continuation Review Panel*
Verification of Class Rosters

As a University Field Supervisor/Adjunct Faculty Member, you are REQUIRED to complete class rosters as per the instruction of the Registrar’s Office. There are strict deadlines to be met, which will be emailed to your SFA email account between the 1st and 12th class days (be checking this regularly).

Attendance is defined by physical attendance or participation in an academically related activity such as submission of an assignment, examination, or participation in group or online discussion. Instructors may use key assessment points of such projects, papers, discussions, etc. as benchmarks for participation.

1. The Office of the Provost has indicated that all students who have never attended nor participated must be marked according to the following guidelines. Field Supervisors must note attendance for all coursework associated with the Student Teachers' campus assignment:

   - If the student attended class OR has routinely logged in and participated for web-based courses, no action relative to that specific student is necessary.
   - If the student has not been attending class OR has not logged in and participated in web-based courses, click the “Never Attended” box next to the student’s name.

   REMEMBER: by clicking the “Never Attended” box, you are indicating that you have not had any contact with this student during this class Student Teaching Assignment. A check in the “Never Attended” box does not mean the student is present.

2. If a student has been attending and their name does NOT appear on your official roster, please immediately contact the Clinical and Field Placement Coordinator then instruct the student to go to the Registrar’s Office to reconcile their registration (this needs to be done in an urgent timely manner!)

3. Instructors of record must make Official Attendance Roster submissions for each class they are teaching. The Registrar’s submission deadline is 5:00 PM by the date emailed from the Registrar’s Office.

By submitting the online Official Attendance Roster information, you are confirming official documents. Please make sure the information you are providing is correct.

If you mark a student as “Never Attended” by mistake and the student has attended, click on the Attendance Re-Verification link located on the Faculty Services tab in Self-Service Banner and complete the online form.

For any questions and/or concerns, contact:
   The Registrar’s Office
   Phone: 936.468.2501
   registrar@sfasu.edu
Travel Reimbursement for Field Supervisors of Student Teachers/Interns

Headquarters: According to Texas State Law your headquarters is either Stephen F. Austin State University campus or your home, whichever is the shorter distance to the schools you visit in your supervising role.

Mileage is reimbursed at the SFA rate of $.40 per mile. You are expected to utilize the shortest routes possible, per google maps. Students with one placement are to be visited a total of 5 times. Students with split placements are to be visited 6 times. Interns are to be visited a total of 3 times during the course of 2 semesters. Any additional visits must be approved in writing by the Office of Assessment and Accountability, stating the reasoning behind the additional visitation. You are expected to coordinate observations within close proximity schools of multiple students, accommodating as many as the schedule will permit within a single day. Field Supervisors will only be permitted and should only be assigned to travel within a 30-45 mile radius (as decided by the Student Teaching Coordinator and Associate Dean) of their headquarters. Any distance exceeding this must be approved in writing by the Associate Dean of the Office of Assessment and Accountability.

You are required to maintain an up-to-date accurate log. You must check for every visit whether the student seen was a Student Teacher or an Intern. The Office of Assessment and Accountability is responsible to estimate your full semester travel based on the actual assignments per your rosters. This is completed prior to the Field Supervisor Orientation. The travel estimated is the maximum that a Field Supervisor would be expected to claim. An email will be sent out during the semester requesting your mid-semester logs for auditing purposes.

You have the option to utilize either the Point-to-Point Odometer Log or the Point-to-Point Tracking Log. The final log can be submitted on paper or in electronic format. Both versions are available for download on the Student Teacher Resource webpage. You must also complete the Field Supervisor Student Tracking sheet. Failure to complete logs as specified on the following sample pages, will result in delayed processing and can result in travel being denied for reimbursement. If visits to the assigned schools do not coordinate with logged visits within LiveText and/or if they do not have written approval as stated above, then those visits will not be reimbursed. If it is determined that your travel is unreasonably exceeding the mileage as stated per google maps, this will result in recalculation internally and will delay processing.

You must choose one of the following selections for Mileage Tracking:

Option 1) Utilize the “Point-to-Point Odometer Log”

Point to point mileage must be exact and complete for each trip recorded. Trips to and from for different days to the same locations MUST be consistent in overall mileage. We will only cover mileage to and from authorized locations, not for personal stops and errands. If mileage is not consistent, this will result in an audit on your calculations with verification utilizing Google Maps.

Option 2) Utilize the “Point-to-Point Tracking Form”

When using this form, you are required to record your visits to each school in the exact order visited. The Office of Assessment and Accountability will calculate your mileage based on the shortest distance routes provided through Google Maps.

Final logs must be submitted to Carrie Williams by the Friday following the last day of assigned Student Teaching. It is imperative that all Supervisors meet the set deadline. Once received, processing takes 2-3 weeks to verify and then is sent to the SFA Travel Office for final verification and check processing. The total reimbursement time frame is typically 6-8 weeks.
Field Supervisor Student Tracking
for Mileage Reimbursement (to be submitted with Mileage Log)

Field Supervisor: ___________________________    Campus ID: ______________

Student Name: ___________________________    □ Intern  □ Student Teacher

1st School: ___________________________    Address: ___________________________

2nd School: ___________________________    Address: ___________________________

Dates Observed: __________________________________________________________________

Student Name: ___________________________    □ Intern  □ Student Teacher

1st School: ___________________________    Address: ___________________________

2nd School: ___________________________    Address: ___________________________

Dates Observed: __________________________________________________________________

Student Name: ___________________________    □ Intern  □ Student Teacher

1st School: ___________________________    Address: ___________________________

2nd School: ___________________________    Address: ___________________________

Dates Observed: __________________________________________________________________

Student Name: ___________________________    □ Intern  □ Student Teacher

1st School: ___________________________    Address: ___________________________

2nd School: ___________________________    Address: ___________________________

Dates Observed: __________________________________________________________________

Student Name: ___________________________    □ Intern  □ Student Teacher

1st School: ___________________________    Address: ___________________________

2nd School: ___________________________    Address: ___________________________

Dates Observed: __________________________________________________________________
# Point to Point ODOMETER Log

<table>
<thead>
<tr>
<th>Date</th>
<th>Travel (to/from)</th>
<th>ST</th>
<th>INT</th>
<th>Start Odometer</th>
<th>End Odometer</th>
<th>Total Miles</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-Jan</td>
<td>Home to Raguet</td>
<td>X</td>
<td></td>
<td>112234</td>
<td>112240</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Elementary to Nac HS</td>
<td>X</td>
<td></td>
<td>112240</td>
<td>112247</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Nac HS to McMichael</td>
<td></td>
<td>X</td>
<td>112247</td>
<td>112256</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>MS to Home</td>
<td>X</td>
<td></td>
<td>112256</td>
<td>112266</td>
<td>10</td>
</tr>
<tr>
<td>18-Jan</td>
<td>Home to Raguet</td>
<td>X</td>
<td></td>
<td>112295</td>
<td>112301</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Elementary to Home</td>
<td>X</td>
<td></td>
<td>112301</td>
<td>112307</td>
<td>6</td>
</tr>
<tr>
<td>16-Feb</td>
<td>Home to Raguet</td>
<td>X</td>
<td></td>
<td>112330</td>
<td>112336</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Elementary to Nac HS</td>
<td>X</td>
<td></td>
<td>112336</td>
<td>112343</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Nac HS to Home</td>
<td>X</td>
<td></td>
<td>112343</td>
<td>112351</td>
<td>8</td>
</tr>
</tbody>
</table>

**Total Mileage:**

Page ____ of ____  65
** You must check whether the travel was to observe a student teacher or an intern (for accounting purposes.)

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

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

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

ST=Student Teacher
INT=Intern

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

Page _____ of _____

Total Mileage:
Directions to 1936 North St, Nacogdoches, TX 75965
17.8 mi—about 33 mins
FIELD SUPERVISOR NAME
01/01/13

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 sees
go 0.2 mi
total 0.3 mi

4. Turn left onto Raguet St
About 52 sees
go 0.3 mi
total 0.6 mi

5. Turn left onto E College St
About 50 sees
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

8. Head south on US-259 S toward CoRd 104/Geldmeier Rd
About 2 mins
go 1.9 mi
total 11.9 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

14. Head west on Park St toward Martinsville St
About 4 mins
go 1.3 mi
total 11.3 mi

15. Turn left onto N Mound St
Destination will be on the right
About 2 mins
go 0.2 mi
total 11.5 mi

16. Head north on N Mound St toward Park St
About 2 mins
go 0.7 mi
total 0.7 mi

17. Turn right onto E Starr Ave
About 55 sees
go 190 ft
total 0.8 mi

18. Take the 1st left onto Clark Blvd
About 55 sees
go 0.2 mi
total 1.0 mi

19. Turn left onto Griffith Blvd
Destination will be on the right
About 2 mins
go 410 ft
total 1.1 mi

20. Sample:

Google Map Verified Calculations

Total: 8.9 mi—about 11 mins
total 0.0 mi

Total: 8.3 mi—about 14 mins
total 0.0 mi

Total: 1.5 mi—about 4 mins
total 0.0 mi

Total: 1.1 mi—about 4 mins
total 0.0 mi

24
Instructions to Complete Online Form Entries

Entering Grades within mySFA

You will be notified by email regarding the date you being entering grades for each semester.

Procedure

1. Go to the SFA Website at http://www.sfasu.edu
2. Click on mySFA - enter your username and password
3. Go to the “My Services” tab located at the top of the page
4. Click on “Self Service Banner”
5. Click on “Faculty Services”
6. Under Faculty, click on “Grade Courses”
7. Enter the semester
8. Select Submit
9. Class list will appear
10. Be sure to check every class listed with the drop down arrow key

If the emailed deadline is not met for entering grades within mySFA, this will result in the student receiving a withheld within their student teaching courses. A withheld typically prevents the student from graduating, delays their final degree being conferred and delays processing time for them to receive their physical teaching certification. If you miss the deadline, you will be required to submit a Grade Change Form immediately. If you are intending to not pass a student, please send documentation of reasoning to the the Office of Assessment and Accountability as soon as the problems occur.
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 your student teaching/Intern supervision forms.

**LiveText Registration:**

1. Go to www.livetext.com
2. Click on Purchase/Register
3. Click on Register Membership
4. Complete the steps for registration
5. The faculty key code is 7F7CC9A
6. Enter your FACULTY ID # (Not your SS#)

**Completing Supervision Forms and Entering Data:**

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

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

1. Professionalism Assessment Instruction
2. Field Experience/Clinical Practice Evaluation
3. Approve Time Log hours for observed visit and any absences

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

1. PCOE SFA TDI
2. PCOE Program Evaluation
3. Addendum for the student’s particular field of study (only is noted per their program)

- If you are supervising a student that has one assignment, you will have:
  - 4 Informal Observations
  - 1 Final Evaluation.
- If you are supervising a student that has a split assignment you will have:
  - 2 Informal Observations per placement
  - 1 Formal Evaluation per placement

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

*The Field Supervisor is required to print copies of the Final Evaluation(s) and provide one each to the Principal and Cooperating Teacher of the Student Teacher!*
LiveText- Field Supervisors-Field Experience Management Module

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

2. Click on the "Field Experience" tab in the top left corner of your screen. *Note: if for some reason you do not see this tab email/livetext@sfasu.edu.

3. You will see a new page containing your student’s names and some of their placement information. *Note: LiveText terminology states "Internship” regardless of student. Please disregard.

4. *Note: The only assessments you will need to complete are the "PCOE Professionalism Assessment Instrument (Official Fall 2014)" and "PCOE Field Experience/Clinical Evaluation (Official Spring 2014)".

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

---

James Perkins 

Internship: Spring 2014 student Teaching

Site: SFASU High School

Mentor: Stephen F Austin

Start Date: 01/06/2014

End Date: 02/28/2014

Name | Assessment | Date
---|---|---
Stephen F Austin | CDE Professionalism Assessment Instrument (Official Spring 2014) | 05/01/2014
Stephen F Austin | CDE SFA TD/Cooperating Teacher (Official Spring 2014) | 05/01/2014
Stephen F Austin | CDE Program Evaluation by Cooperating Teacher (Official Spring 2014) | 05/01/2014
James Perkins | CDE Field Experience/Clinical Evaluation (Official Spring 2014) | 05/01/2014

---

Field Experience Placement Details

---

View Placement Details
6. You will see a series of boxes:

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

- **Box 2**: Contains all assessments associated with this student's placement. Students need to complete the "PCOE SFA-TDI Initial Disposition" & the "PCOE SFA-TDI Final Disposition" before completing their student teaching. Mentor (cooperating) teachers need to complete "PCOE SFA-TDI by Cooperating Teacher" and "PCOE Program Evaluation by Cooperating Teacher". You (supervisors) need to complete the "PCOE Professionalism Assessment Instrument (Official Fall 2014)" and the "PCOE Field Experience/Clinical Evaluation (Official Spring 2014)" for each visit.

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

- **Box 3**: Contains a time log where students will need to log all of their absences, tardiness & observed visits. These entries will need to be approved within FEM by you (Supervisors).

  To do this check the boxes under "Apprv" and to the right of the time log entry. Then, click "Approve Hours" below the entries. These will need to be approved before the completion of their student teaching.

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

8. Click on "Begin" in Box 2 for "PCOE Professionalism Assessment Instrument (Official Spring 2014)".
9. You will see a grading rubric named “PCOE Professionalism Assessment Instrument (Official Fall 2014)”.

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

11. You may choose to add a comment to the comment box or to individual sections of the rubric by clicking "Add".

12. If you are not completely finished filling out the rubric and wish to come back to it later, click "Save".

13. If you are completely finished filling out the rubric, click "Submit Assessment".
14. You will now see "PCOE Professionalism Assessment Instrument (Official Fall 2014)" as completed.

15. Now repeat steps 6-11 for "PCOE Field Experience/Clinical Evaluation (Official Spring 2014)".

*Note: You will need to print the "PCOE Field Experience/Clinical Evaluation - FORMAL" forms from LiveText. These will need to be signed by you (the Supervisor), the mentor, the student teacher, and the principal/designee. Once signed, you will need to give a copy to each of the above parties and our office.

Placements

James Perkins

<table>
<thead>
<tr>
<th>Placement Details</th>
<th>Assessment</th>
<th>Time Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>Status: Active</td>
<td>COE Professionalism Assessment Instrument (Official Fall 2014)</td>
<td></td>
</tr>
<tr>
<td>Student: James Perkins</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentor: Stephen F. Austin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Start date: 06/01/2014</td>
<td></td>
<td></td>
</tr>
<tr>
<td>End date: 10/05/2014</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internship Site</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SFASU High School</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Details</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course: ELE 440-002</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Name: Student Teaching in ECH</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Desc: Spring 2014 &amp; Term: Art/Grades (EC-12)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field: 9th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade Level:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assessments

- COE Professionalism Assessment Instrument (Official Spring 2014) View completed 05/10/2014
- COE Field Experience/Clinical Evaluation (Official Spring 2014) View completed 05/10/2014
- COE SFA-TO by Cooperating Teacher (Official Spring 2014) (Not Started) 05/01/2014
- COE Program Evaluation by Cooperating Teacher (Official Spring 2014) (Not Started) 05/01/2014
- COE SFA-TDI Final Dispositions (Official Spring 2014) (Not Started) 05/01/2014

Attachments

- E Portfolios PDF Qdf

LiveText – New Field Supervisors – Create Your LiveText Account

1. Go to www.livetext.com
2. Click on Purchase/Register
3. Click on Register Membership
4. Complete the steps for registration
5. The faculty key code is 7F7CC9A
6. Enter your faculty 10# (SFA campus 10#) (not Social Security#)

LiveText – Stephen F. Austin State University – Contact Information

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

LiveText – Stephen F. Austin State University – October-December Contact

Joe Strahl
Room 212, McKibben Education Building
livetext@sfasu.edu
936-468-3825
Forms: Frequently Asked Questions

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

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

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

Question: Where do I send the final evaluation and all other paper documentation?
Answer: All paper documentation is to be sent to Stephen F. Austin State University at the end of each semester. Forms may be delivered to McKibben 212, or mailed to:
   Carrie Durrett 
   PO Box 13071, SFA Station 
   Nacogdoches, TX 75962

**Be sure that all paper forms have been entered into the FEM module before mailing."
Student Teacher: ___________________________  Cell phone: ___________________________
Cooperating Teacher: _________________________  Primary phone: _________________________
Date(s) Absent: _______________________________  If not all day, what hours? _______________

_____ personal absence (planned and proper notification in advance: doctor appointment, interview, etc.)

********************

EMERGENCY Absence

to be completed the first day back to school from emergency absence

_____ emergency absence (unavoidable/unexpected: illness, accident, etc.)
Reason for absence:

date/time field supervisor was notified ________________________________
date/time cooperating teacher was notified ________________________________

Provide this document to the field supervisor at next observation/meeting.

********************

PERSONAL Absence

to be approved as far in advance as possible

Prior to an absence personal in nature, complete this form and obtain the necessary signatures of approval. Failure to secure approval at least 48 hours before the absence will result in a recorded absence. This absence is subject to make-up.
Reason for absence:

date of student teacher request: ________________  signature: ________________________________
date of cooperating teacher approval: _____________  signature: ________________________________
date of field supervisor approval: ________________  signature: ________________________________
# SED 442 and SED 443 Comparison Chart

## SED 442

**Suggested texts:**
- Lemov, Doug: *Teach Like a Champion*
- Wong & Wong: *The First Days of School*
- Kelley, W. Michael: *Rookie Teaching for Dummies*
- Nater, Swen: *You Haven't Taught Until They Have Learned*

**Suggested assignments/activities:**
1. Classroom Arifacts
   a. Student-centered presentations/PowerPoint
   b. Handouts
   c. Webquests
   d. Lesson plans
2. Written reflections
   a. Length: no more than 500 words per week
   b. Possible topics
      i. Readings from texts, including relating the techniques in the readings to student teaching experiences
      ii. Classroom management
      iii. School culture and climate
      iv. C-SCOPE curriculum
   v. Lesson planning
   vi. In-service activities
3. Time log (how much time spent per day doing various activities)
   a. Bus duty/lunch duty
   b. Faculty meetings
   c. ARD meetings
   d. Prep work/planning
   e. Grading
   f. Other paperwork
   g. Extracurricular (athletic, arts, UIL)
4. Observing other teachers
5. Portfolio

## SED 443

**Suggested texts:**
- Nath & Cohen: *Becoming a Middle School or High School Teacher in Texas*
- Morales: *Content Review and Practice Book for the Teacher Educator Certificate Program 154*

**Required text:**
- Schimmel, Fischer, & Stellman: *School Law*

**Course topics/assignments:**
1. Mastery Exam
2. Certification test support
   a. TExES 160 PPR
   b. TExES 154 ESL supplemental
3. Job search/professionalism
   a. Professional qualities & dispositions
   b. Philosophy of education
   c. Resume
   d. Job applications, interviews, & contracts
   e. Digital professionalism
4. Educational law
   a. Tort liability
   b. Child abuse & neglect
   c. Copyright & fair use
   d. Free speech
   e. Due process
   f. Search & seizure
   g. Religion
   h. Discrimination
   i. FERPA
5. Surveys/Evaluations
   a. Mentor teacher evaluation
   b. Field supervisor evaluation
   c. Dispositions assessment
   d. Program completer survey
Student Teaching Experiences

During student teaching it is important to get as many experiences as possible and to reflect upon how one would handle these experiences in the future during your first teaching assignment. The following is a list of experiences you may want to work into your schedule this semester. Try and do as many as is feasible. Ten would be a good target number to achieve. Once you have completed each experience, reflect upon it using the following format and return your reflection to your University Supervisor.

Experiences:
ARD (Admission, Review, and Dismissal) Committee Meeting
Campus Planning Meeting
Counselor’s Office Observation
Department/Team Meeting
Duty: Lunch, Cafeteria, Hall, Bus, etc.
ESL Class Observation
Faculty Meeting
504 Meeting
Gifted/Talented Class or Activity
LPAC (Language Proficiency Assessment Committee)
Lunch with students
Media Center or Library Observation
Nurses Office Observation
Open House
Parent Conference
Physical Education Class/Playground Observation
School Board Meeting
Teacher Assistance Team Meeting
Tutorials
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?