Field Supervisor HANDBOOK

James I. Perkins College of Education

Stephen F. Austin State University

2016-2017
James I. Perkins College of Education
Stephen F. Austin State University
Educator Preparation Program

Dean, James I. Perkins College of Education
  Dr. Judy Abbott

Associate Dean
Office of Assessment and Accountability
  Dr. Jannah Nerren

Clinical Practice Coordinator
  Ms. Carrie Durrett

Certification Assessment Coordinator
  Ms. Julie Stadler

Certification Officer & PBIC Manager
  Ms. Katie Snyder

Technology Coordinator
  Mr. Joe Strahl

Administrative Assistant
  Ms. Carrie Williams

McKibben Education Building Box 13071,
SFA Station Nacogdoches, TX 75962
Office: (936) 468.1064
Fax: (936) 468.1475
edcertfield@sfasu.edu www.sfasu.edu/education/
# Stephen F. Austin State University
## Field Supervisor Handbook
### Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff and Contact Information</td>
<td>2</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>3</td>
</tr>
<tr>
<td>Welcome Letter</td>
<td>4</td>
</tr>
<tr>
<td>Texas Administrative Code Definitions</td>
<td>5</td>
</tr>
<tr>
<td>College of Education Calendar</td>
<td>6-7</td>
</tr>
<tr>
<td>Field Supervisor Responsibilities</td>
<td>8</td>
</tr>
<tr>
<td>Student Teacher/Intern Responsibilities</td>
<td>9</td>
</tr>
<tr>
<td>Participation Attendance and Schedules</td>
<td>10</td>
</tr>
<tr>
<td>APPENDIX: Texas Teacher Evaluation and Support System</td>
<td>11</td>
</tr>
<tr>
<td>Assigning Course Grades Using T-TESS</td>
<td>12</td>
</tr>
<tr>
<td>APPENDIX: Professional Dispositions, Intervention and Program Continuation Policy</td>
<td>13-15</td>
</tr>
<tr>
<td>Candidate Program Continuation Form, Part A</td>
<td>16</td>
</tr>
<tr>
<td>Candidate Program Continuation Form, Part B</td>
<td>17</td>
</tr>
<tr>
<td>Verification of Class Rosters</td>
<td>18</td>
</tr>
<tr>
<td>Travel Reimbursement for Field Supervisors of Student Teachers</td>
<td>19</td>
</tr>
<tr>
<td>Sample: Point to Point Odometer Log</td>
<td>20</td>
</tr>
<tr>
<td>Point to Point Odometer Log</td>
<td>21</td>
</tr>
<tr>
<td>Sample: Point to Point Tracking Form</td>
<td>22</td>
</tr>
<tr>
<td>Point to Point Tracking Form</td>
<td>23</td>
</tr>
<tr>
<td>Sample: Google Maps</td>
<td>24</td>
</tr>
<tr>
<td>Entering Grades within mySFA</td>
<td>25</td>
</tr>
<tr>
<td>LiveText: Use and Data Entry</td>
<td>26</td>
</tr>
<tr>
<td>LiveText: Instructions</td>
<td>27-33</td>
</tr>
<tr>
<td>Frequently Asked Questions</td>
<td>34</td>
</tr>
<tr>
<td>Student Teaching Experiences</td>
<td>35</td>
</tr>
<tr>
<td>Reflections</td>
<td>36-37</td>
</tr>
<tr>
<td>APPENDIX: PBIC Field Supervisor Information</td>
<td>38</td>
</tr>
<tr>
<td>PBIC Welcome Letter</td>
<td>39</td>
</tr>
<tr>
<td>PBIC LiveText FEM Grading Guideline</td>
<td>40</td>
</tr>
<tr>
<td>What the Intern is Responsible for</td>
<td>41</td>
</tr>
<tr>
<td>What the Supervisor is Responsible for</td>
<td>42</td>
</tr>
</tbody>
</table>

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:

The Stephen F. Austin State University Educator Preparation Program is deeply grateful for the opportunity to partner with you in preparing the next generation of educators for the state of Texas! We value you as an important extension of our work with teacher candidates on the public school campuses across the state. As the liaison between institutions, you are a critical component, and a key source of information for the Student Teacher and Cooperating Teacher. Your experience and knowledge is an asset to all involved in this important process. As the 2016-2017 year progresses, please keep us informed on how best to support you in this endeavor.

This handbook will serve as a reference and should answer many of the questions you might have about procedures for supervising student teachers. While it is our hope that the provided information and forms serve as a beneficial resource to you, please do not ever hesitate to contact us personally with questions, ideas, or concerns.

All of the contact information for the staff members connected with the EPP are listed on the first page of this handbook. We want to make this experience meaningful for our students as well as our valuable partners; field supervisors, cooperating teachers and their schools. Thank you again for your part in this important piece of the teacher education experience at Stephen F. Austin State University.

Sincerely,

Dr. Jannah Nerren
Associate Dean
Office of Assessment and Accountability
Texas Administrative Code Definitions

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 Texas Educators Code of Ethics and Standard Practices for Texas Educators, to SFA policies for university students, to the EPP Professional Dispositions and to the policies of the school where they are assigned.

Student Teaching:
TEA requires a 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 15 full weeks and is aligned with the SFA semester schedule).
FALL SEMESTER

Student Teaching Orientation: August 18th, 2016
First Day on Student Teaching Campus: August 29th, 2016
Last Day of First Placement (if split placement only): October 14th, 2016
First Day of Second Placement (if split placement only): October 17th, 2016
Last Day of Student Teaching: December 6th, 2016
Job Fair & Celebration of Student Teachers: December 8th, 2016

Recommended Observation Schedule:
(This is a guideline only – those with split assignments will have 6 total observations; single assignments will have 5 total observations):

**Round one of observations**:  
Recommended completion date for first informal observation: September 16, 2016  
Recommended completion date for second informal observation: September 23, 2016  
Recommended completion date for first formal observation: October 7, 2016

**Round two of observations**:  
Recommended completion date for third informal observation: October 28, 2016  
Recommended completion date for fourth informal observation: November 11, 2016  
Recommended completion date for second formal observation: December 2, 2016

Award Nomination Deadlines:

Deadline for Secondary Exemplary Student Teacher Nomination: November 1st, 2016  
Deadline for Olds Family Award (EC-6 or MLG) Nomination: November 11th, 2016  
Deadline for Outstanding Field Supervisor Nomination: November 20th, 2016  
Deadline for Outstanding Cooperating Teacher Nomination: November 20th, 2016

Midpoint Submission of Travel Forms: October 24th, 2016  
Final Submission of Travel Forms: December 16th, 2016  
All Assessments Due in LiveText: January 1st, 2017  
Final Closing Date for FEM: January 1st, 2017  
Deadline for Grades Posted to my SFA: December 21st, 2016
INTERN / STUDENT TEACHING CALENDAR 2016 - 2016

SPRING SEMESTER

Student Teaching Orientation
Martin Luther King, Jr. Holiday
First Day on Student Teaching Campus
Last Day of First Placement (If split placement only.)
First Day of Second Placement (If split placement only.)
Last Day of On-Site Student Teaching
Job Fair & Celebration of Student Teachers

January 12th, 2017
January 16th, 2017
January 17th, 2017
March 3rd, 2017
March 6th, 2017
May 4th, 2017
May 5th, SFA Norton HPE,
9:00-12:30

Recommended Observation Schedule:
(this is a guideline only – those with split assignments will have 6 total observations; single assignments will have 5 total observations):

Round one of observations:
Recommended completion date for first informal observation: February 3rd, 2017
Recommended completion date for second informal observation: February 10th, 2017
Recommended completion date for first formal observation: February 24th, 2017

Round two of observations:
Recommended completion date for third informal observation: March 24th, 2017
Recommended completion date for fourth informal observation: April 21st, 2017
Recommended completion date for second formal observation: April 28th, 2017

Award Nomination Deadlines:

Deadline for Secondary Exemplary Student Teacher Nomination March 1st, 2017
Deadline for Olds Family Award (EC-6 or MLG) Nomination April 7th, 2017
Deadline for Outstanding Field Supervisor Nomination April 15th, 2017
Deadline for Outstanding Cooperating Teacher Nomination April 15th, 2017

Midpoint Submission of Travel Forms March 20th, 2017
Final Submission of Travel Forms May 12th, 2017
All Assessments Due in LiveText May 26th
Final Closing Date for FEM May 26th
Deadline for Grades Posted to my SFA May 21st, 2017
Roles and Responsibilities of Field Supervisors

The Field Supervisor represents the SFA Educator Preparation Program (EPP) in the partnership for teacher preparation with the Cooperating Teacher. While the daily guidance of the 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. Expectations for the SFA Field Supervisor include the following:

- Follow the SFA 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 and information about teaching dates and hours, and ensure that student teachers adhere to these.
- Conduct regular observation visits including a written evaluation and conference with the Student Teacher after each visit.
- Share contact information with student teachers for ease of communication.
- IMMEDIATELY document any problems using the Professional Dispositions, Intervention, and Program Continuation Policy and Form, and assist with problem solving.
  - Communicate any issues with the Office of Assessment and Accountability.
  - Help facilitate resolution of issues, using the Professional Dispositions, Intervention, and Program Continuation Policy
  - Recommend for reassignment or early withdrawal when failure becomes evident.
- Conduct a final evaluation with the 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, including the T-TESS module.
• Complete Mental Health Training and submit certificate of completion in LiveText FEM.
• Submit lesson plans to Cooperating Teacher and Field Supervisor in LiveText FEM.
• 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 Career Fair

PBIC Intern Responsibilities

• Meet with Mentor weekly and document on the FEM Time Log.
• Communicate with Field Supervisor on a regular basis in person and via e-mail
  ○ Provide an overview of the week (i.e., concerns, difficulties, successes)
• Interns should provide copies of 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 (Also 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.
APPENDIX:

Texas Teacher Evaluation and Support System
T-TESS
Grading Information
(Supporting Materials are in LiveText FEM)
Assigning Course Grades Using T-TESS

Grade of P (Passing):

Formal lesson planning and all additional assignments have been completed in a timely manner, and the Teacher Candidate has been conscientiously and consistently meeting professional responsibilities throughout the semester. Reflections indicate that the Teacher Candidate thinks about his/her teaching practices in specific detail, weighing options, utilizing resources, and growing in professional judgment.

Initially, Teacher Candidates are usually rated “Improvement Needed” or “Developing” on most indicators.

Teacher Candidates are expected to have moved from “Improvement Needed” to “Developing” or higher ratings on most indicators by the second or third observation.

Teacher Candidates who are receiving a majority of “Improvement Needed” ratings prior to the second half of the student teaching semester will receive a Program Continuation Form and must have a growth plan in place before beginning the second half of student teaching.

Teacher Candidates who have not moved from “Improvement Needed” to “Developing” and then onto “Proficient” or higher ratings on most indicators by the end of the semester will not receive a grade of P (passing).

Grade of F (Failing):

Assignments inconsistently turned in, or requiring multiple reminders in order for completion are cause for a grade of F. Reflections describe teaching situations with little analysis of why events happen or why students respond in the ways they do, and what the student teacher could have done differently (learning from the experience). The student teacher focuses on external authority instead of developing professional judgments.

Teacher Candidates who are receiving a majority of “Improvement Needed” ratings must have a growth plan in place before beginning the second placement. Teacher Candidates who are receiving a majority of “Improvement Needed” ratings at the end of the semester will not pass.

Failing student teaching is also the consequence when a student teacher is asked to leave a field assignment by a school system or he/she is removed by the SFA EPP field supervisor. Under some circumstances the Teacher Candidate may have the option of receiving an “I” (Incomplete). This is handled on a case-by-case basis by the EPP Professional Educator’s Council in consultation with the school system/partner district.

The grades described above should be used to communicate with the Teacher Candidate holistically about his/her progress.
APPENDIX:

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 Educator’s Council, including but not limited to the Associate Dean of Student and Faculty Affairs and faculty members with at least one representative from the student’s program and at least one representative from an outside department. The Professional Educators’ Program Continuation Review Panel will interview the candidate and determine:
   a. If the candidate may continue in the program and meet conditions established by the panel, or b. The candidate has not demonstrated satisfactory improvement in accordance with the Candidate Program Continuation Plan and is removed from the Educator Certification Program.

4. Candidates may appeal the decision of the Professional Educators’ Program Continuation Review Panel to the Dean of the College of Education within five class days. The following documentation is required:
   a. Copy of Candidate Program Continuation Plan
   b. Formal letter with supporting evidence as to why the candidate should not be removed for the
Educator Certification Program.

c. The dean will respond in a timely manner.

d. Any further appeal will follow policy A-2: Academic Appeal and begin at step 4.

For instances where the educational learning environment is threatened, the candidate may be removed from the classroom pending prompt review by the Professional Educators’ Program Continuation Review Panel. (Policy D-34: Student Discipline)
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 / Student Teaching Site:
- Lack of integrity in professional performance
- Poor punctuality
- Poor attendance in classes and field placement
- 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</th>
<th>Activities to facilitate improvement</th>
<th>Evidence to determine improvement</th>
<th>Timeline</th>
<th>Follow of notes</th>
<th>Date Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Candidate Demonstrated Satisfactory Improvement
- Satisfactory Improvement by Candidate was not demonstrated;
  - Referred to Professional Educator’s Program Continuation Review Panel
Stephen F. Austin State University  
James I. Perkins College of  
Education

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

   REMEMBER: by clicking the “Never Attended” box, you are indicating that you have not had any contact with this student during this class (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
Stephen F. Austin State University
James I. Perkins College of Education

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.

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. 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.
## Point-to-Point ODOMETER Log

<table>
<thead>
<tr>
<th>Date</th>
<th>Travel (to from)</th>
<th>ST</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 Elementary</td>
<td>X</td>
<td>112234</td>
<td>112240</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Raguet Elementary to Nac HS</td>
<td>X</td>
<td>112240</td>
<td>112247</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Nac HS to McMichael MS</td>
<td>X</td>
<td>112247</td>
<td>112256</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>McMichael MS to Home</td>
<td>X</td>
<td>112256</td>
<td>112266</td>
<td>10</td>
</tr>
<tr>
<td>18-Jan</td>
<td>Home to Raguet Elementary</td>
<td>X</td>
<td>112306</td>
<td>112301</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Raguet Elementary to Home</td>
<td>X</td>
<td>112301</td>
<td>112307</td>
<td>6</td>
</tr>
<tr>
<td>16-Feb</td>
<td>Home to Raguet Elementary</td>
<td>X</td>
<td>112330</td>
<td>112336</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Raguet Elementary to Nac HS</td>
<td>X</td>
<td>112336</td>
<td>112343</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Nac HS to Home</td>
<td>X</td>
<td>112343</td>
<td>112351</td>
<td>8</td>
</tr>
</tbody>
</table>

**Total Mileage**
** 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>Name</th>
<th>ID#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Stephen Austin</td>
<td>12345678</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1234 Purple Street</td>
<td>or SFA</td>
</tr>
</tbody>
</table>

<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>
<td>12-Jan</td>
<td>Home to Raguet Elementary</td>
<td>×</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Raguet Elementary to Nac HS</td>
<td>×</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nac HS to McMichael MS</td>
<td></td>
<td>×</td>
<td></td>
</tr>
<tr>
<td></td>
<td>McMichael MS to Home</td>
<td></td>
<td>×</td>
<td></td>
</tr>
<tr>
<td>18-Jan</td>
<td>Home to Raguet Elementary</td>
<td>×</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Raguet Elementary to Home</td>
<td>×</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16-Feb</td>
<td>Home to McMichael MS</td>
<td></td>
<td>×</td>
<td></td>
</tr>
<tr>
<td></td>
<td>McMichael MS to Nac HS</td>
<td></td>
<td>×</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nac HS to Home</td>
<td></td>
<td>×</td>
<td></td>
</tr>
</tbody>
</table>

*Calculated via google maps by the Office of Assessment & Accountability*

---

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

ST = Student Teacher
INT = Intern
1936 North St, Nacogdoches, TX 75965

1. Head **west** on Griffith Blvd
   - go 469 ft
   - total 469 ft

2. Turn left toward **Griffith Blvd**
   - go 112 ft
   - total 0.1 mi

3. Turn left onto **Griffith Blvd**
   - About 55 secs
   - go 0.2 mi
   - total 0.3 mi

4. Turn left onto **Raguet St**
   - About 52 secs
   - go 0.3 mi
   - total 0.6 mi

5. Turn left onto **E College St**
   - About 50 secs
   - go 0.3 mi
   - total 0.9 mi

6. Turn right onto **North St/U.S. 59F Business N**
   - About 6 mins
   - go 4.0 mi
   - total 4.9 mi

7. Slight left onto **US-259 N/North St**
   - Continue to follow US-259 N
   - Destination will be on the left
   - About 2 mins
   - go 2.1 mi
   - total 6.9 mi

---

Total: **6.9 mi** – about **11 mins**

---

10317 U.S. 259, Nacogdoches, tx

8. Head **south** on US-259 S toward Co Rd 104/Geldmeier Rd
   - go 1.9 mi
   - total 1.9 mi

9. Continue onto **North St/U.S. 59F Business S**
   - About 4 mins
   - go 3.5 mi
   - total 5.4 mi

10. Turn left onto **E Austin St**
    - About 2 mins
    - go 0.7 mi
    - total 6.1 mi

11. Turn right onto **N Farm to Market Rd 1275/N University Dr**
    - About 3 mins
    - go 1.5 mi
    - total 7.6 mi

12. Turn left onto **Martinsville St**
    - About 2 mins
    - go 0.5 mi
    - total 8.1 mi

13. Turn left onto **Park St**
    - Destination will be on the left
    - go 0.2 mi
    - total 8.3 mi

---

Total: **8.3 mi** – about **14 mins**

---

2801 Park St, Nacogdoches, TX 75961

14. Head **west** on Park St toward Martinsville St
    - go 1.3 mi
    - total 1.3 mi

15. Turn left onto **N Mound St**
    - Destination will be on the right
    - go 0.2 mi
    - total 1.5 mi

---

Total: **1.5 mi** – about **4 mins**

---

411 N Mound St, Nacogdoches, TX 75961

16. Head **north** on N Mound St toward Park St
    - go 0.7 mi
    - total 0.7 mi

17. Turn right onto **E Starr Ave**
    - go 160 ft
    - total 0.8 mi

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

19. Turn left onto **Griffith Blvd**
    - Destination will be on the right
    - go 410 ft
    - total 1.1 mi

---

Total: **1.1 mi** – about **4 mins**

---

1936 North St, Nacogdoches, TX 75965
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 “Advisor “ tab located at the top of the page
4. Click on “Self Service Banner” link
5. Click on “Faculty Services”
6. Under Faculty, click on “Final Grades”
7. Enter the semester
8. Select Submit
9. Class list will appear
10. Be sure to check every class listed with the drop down arrow key

If the emailed deadline is not met for entering grades within mySFA, this will result in the student receiving a withheld within their 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 Office of Assessment and Accountability as soon as the problems occur.
LiveText Field Experience Module (FEM)

If you have any questions/problems, please contact livetext@sfasu.edu

* You must have a LiveText account and access to the Field Experience Module (FEM) to complete 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:**

For every student you will complete a rubric for, or approve the following within the LiveText FEM:

1. Approve Time Log hours for orientation, observations, and any absences
2. Mental Health Training Certificate (student uploads, you complete rubric verifying)
3. Online T-TESS Module Completion Screenshot (student uploads, you complete rubric verifying)
4. Candidate Dispositions by Field Supervisor (rubric)
5. Final Dispositions by Candidate (student completes, you complete rubric verifying)
6. Program Evaluation by Candidate (student completes, you complete rubric verifying)
7. Field Experience/Clinical Practice Evaluation (rubric for each observation)
8. Addendum for the student’s particular field of study (rubric; only if is noted per their program)
9. Those piloting T-TESS will complete:
   - Goal Setting Template (student uploads, you complete rubric verifying)
   - Evidence Sheet for each observation (student uploads, you complete rubric verifying)
   - Refinement Plan (student uploads, you complete rubric verifying)

You will need to notify the Cooperating Teacher to complete the following in FEM for each placement:

1. Candidate Dispositions by Cooperating Teacher
2. Candidate Performance Evaluation by Cooperating Teacher

• 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

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

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

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

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

4. *Note: The only assessments you will need to complete are the “EDU Professionalism Assessment Instrument (Official)” and “EDU Field Experience/Clinical Evaluation (Official)”.

5. Click on “View Placement Details” on the far right of your screen.
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 “EDU Final Candidate Dispositions” before completing their student teaching. Mentor (cooperating) teachers need to complete “EDU Candidate Dispositions by Mentor Teacher”, “EDU Program Evaluation by Cooperating Teacher”, and a possible Addendum (depending on program). You (supervisors) need to complete the “EDU Professionalism Assessment Instrument (Official)”, the “EDU Field Experience/Clinical Evaluation (Official)” for each visit, and the “EDU Mental Health Training (Official).

*Note - the number of visits required:
• EC-6 & All Level: 2 Informal and 1 Formal PER Placement (double placement)

• ELE 4-8, MLG 4-8, & SED 8-12:

4 Informal and 1 Formal (single placement)

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, SFA orientation, first day on campus (site), interactive conference with supervisor, observed visits, & last day on campus. 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.
-Box 4: This is where student’s uploaded lesson plans and certificate of completion for their Mental Health Training will appear. *Note: students will need to submit their lesson plans for all their observed lessons. *Note: if you are not seeing Box 4 it is because the student has not uploaded anything.

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

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

11. You must add a comment to the comment box at the top, but you can choose to comment on individual sections of the rubric by clicking “Add”.

<table>
<thead>
<tr>
<th>Professionalism Assessment Instrument</th>
<th>Exceeds (3,000 pts)</th>
<th>Meets (2,000 pts)</th>
<th>Does Not Meet (1,000 pts)</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates punctuality and professional attendance.</td>
<td>Shows dedication by arriving early and staying.</td>
<td>Miss regular attendance; does not leave early</td>
<td>Excessive absences and late arrivals/late departure</td>
<td></td>
</tr>
<tr>
<td>Works positively with supervisors and other professionals.</td>
<td>Open and responsive to suggestions</td>
<td>Follows through on suggestions</td>
<td>Suggests</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</td>
<td></td>
</tr>
<tr>
<td>Demonstrates collaboration with teachers and other professionals.</td>
<td>Respects others, participates in group discussions</td>
<td>Participates in collaboration</td>
<td>Does not participate and may have a negative impact on others</td>
<td></td>
</tr>
<tr>
<td>Is organized and prepared for class.</td>
<td>Takes initiative and asks for feedback</td>
<td>Assignments are on time and meet minimum standards</td>
<td>Work is late or incomplete</td>
<td></td>
</tr>
<tr>
<td>Interacts ethically with students.</td>
<td>Maintains confidentiality, supports students and colleagues</td>
<td>Attempts to support students</td>
<td>Engages in gossip, denigrates school and/or students</td>
<td></td>
</tr>
<tr>
<td>Uses appropriate language in classroom.</td>
<td>Sets an example for correct grammar</td>
<td>Uses appropriate words and sentences</td>
<td>Uses profanity, insults or inappropriate jokes</td>
<td></td>
</tr>
<tr>
<td>Models openness to all students and ideas.</td>
<td>Model tolerance and acceptance to all students and ideas</td>
<td>Listens to students and makes needed modifications</td>
<td>Dismisses students, does not include all inputs</td>
<td></td>
</tr>
<tr>
<td>Show enthusiasm and interest in teaching.</td>
<td>Maintains high engagement and interest in course</td>
<td>Is interested in teaching and learning</td>
<td>Has no effort or interest in teaching</td>
<td></td>
</tr>
<tr>
<td>Uses classroom and school resources appropriately.</td>
<td>Consistently uses computers and phones</td>
<td>Adheres to school and university guidelines</td>
<td>Absent from computer privileges and uses phones</td>
<td></td>
</tr>
</tbody>
</table>
12. If you are not completely finished filling out the rubric and wish to come back to it late, click “Save”.

13. If you are completely finished filling out the rubric, click “Submit Assessment”.
14. You will now see “EDU Professionalism Assessment Instrument (Official)” as completed.

15. Now repeat steps 6-11 for “EDU Field Experience/Clinical Evaluation (Official) and the “EDU Mental Health Training (Official)”.

*Note: You can either print the “EDU Field Experience/Clinical Evaluation – FORMAL” forms from LiveText or use the form provided in your binder. 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.

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 ID# (SFA campus ID#) (not Social Security #)

LiveText – Stephen F. Austin State University – Contact Information

Joe Strahl  Rm212, 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 as required in the LiveText field Experience Module (FEM).

The Texas Education Agency requires in the Texas Administrative Code that “The field supervisor shall document instructional practices observed, provide written feedback through an interactive conference with the candidate, and provide a copy of the written feedback to the candidate's campus administrator. Informal observations and coaching shall be provided by the field supervisor as appropriate.”

All copies of evaluations will be available to the Student Teacher, Cooperating Teaching, Campus Administrator, and The Office of Assessment and Accountability through Livetext FEM. A copy must also be made available to the campus administrator (in most cases the principal), either in hard copy or through email. Our office must have verification that has been received by the campus administrator.

Question: Who gets copies of the formal observation form?
Answer: 1. Student (available in LiveText FEM)

2. Field Supervisor (available in LiveText FEM)

3. Principal (or designee) -(available in LiveText FEM) However, please make sure that you have a conversation with the campus administrator (principal or designee) to ensure he/she is aware that it is available there. We will also be sending each campus administrator an email and requesting a response verifying that they have received access to the forms.

4. This is important because:
   a. Principals will be required to complete a survey on all first through third year teachers
   b. TEA believes that this process will assist principals in completing the survey.
   c. During Compliance Audit Visits, SFA will have to show verification that the campus administrator received the formal observation documentation.
James I. Perkins College of Education

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 student teachers may want to work into the student teaching experience. It is advisable to try and engage in as many as is feasible. Ten would be a good target number to achieve. Once a candidate has completed each experience, they may reflect upon it using the following format and submit the reflection in LiveText FEM.

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

PBIC

Field

Supervisor

Information
Dear Field Supervisor,

Thank you so much for your willingness to serve the SFA Post Baccalaureate Initial Certification (PBIC) Interns in your supervisory role! I truly appreciate the expertise and leadership you readily provide our students. I will send you an email with a list of your PBIC interns as soon as they are finalized.

The LiveText Guideline for Interns and the LiveText Grading Guideline for Interns, which are different from the LiveText guidelines for student teachers, are included in this notebook. When accessing LiveText to input information regarding interns, please refer to the appropriate guideline.

Important things to remember:
1) Initial contact (via email, phone, etc.) must occur by September 4
2) First semester interns require TWO Informal evaluations
3) Second semester interns require ONE Formal evaluation
   a. In addition to submission via LiveText, formal evaluations will need to be printed and signed then submitted to my office.
   b. We are requiring that ALL evaluations, both formal and informal, must include comments from you. TEA mandates that we submit these comments for accountability purposes.
4) If an intern has not submitted all required assignments in LiveText, do not submit a passing grade for them in MySFA. They must satisfactorily meet all requirements and turn in all assignments in order to pass.
5) If you, their mentor teacher, or their employer has a professional concern about an intern, please notify me immediately. This includes if they are put on a growth plan by their administrator. As their supervisor, you have the discretion to give additional assignments to help the intern learn where and how they can improve professionally.
   a. I have received communication from principals in the past that is completely opposite of what the field supervisor has encountered with an intern. Please make sure to consult with the administrator and mentor teacher during your visits to address any concerns they may have that you are not able to see in the short amount of time you are in their classroom.

Any issues or concerns pertaining to the PBIC program should be directed to me, Katie Snyder, as I am the PBIC Coordinator and ultimately responsible for all things associated.

Again, I truly want to thank you for your dedication to making our students successful educators and I look forward to working with you!

Best,

Katie Snyder, M.Ed.
Certification Officer/PBIC Coordinator
Office: 936-468-1740
Fax: 936-468-1475
snyderke1@sfasu.edu
edcert@sfasu.edu
LiveText Grading Guideline

For Supervisors of PBIC Interns

Stephen F. Austin State University - Fall 2015
What the **Intern** is Responsible For

<table>
<thead>
<tr>
<th>1st Semester Intern</th>
<th>2nd Semester Intern</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FEM Assessments</strong></td>
<td><strong>FEM Assessments</strong></td>
</tr>
<tr>
<td>• EDU Initial Candidate Disposition Assessment (Official)</td>
<td>• EDU Final Candidate Disposition Assessment (Official)</td>
</tr>
<tr>
<td><strong>Attachments</strong></td>
<td><strong>Attachments</strong></td>
</tr>
<tr>
<td>• Observed lesson plans</td>
<td>• Observed lesson plans</td>
</tr>
<tr>
<td><strong>Time Log</strong></td>
<td><strong>Time Log</strong></td>
</tr>
<tr>
<td>• First/Last day on campus of the semester</td>
<td>• First/Last day on campus of the semester</td>
</tr>
<tr>
<td>• Document first contact with Field Supervisor</td>
<td>• Document first contact with Field Supervisor</td>
</tr>
<tr>
<td>• Absences</td>
<td>• Absences</td>
</tr>
<tr>
<td>• Observed visits</td>
<td>• Observed visits</td>
</tr>
</tbody>
</table>
What the **Supervisor** is Responsible For

In addition to making sure the intern has completed assessments, attached documents, and input required information in the Time Log, you will also need to submit the following:

<table>
<thead>
<tr>
<th>1&lt;sup&gt;st&lt;/sup&gt; Semester Intern</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Semester Intern</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Two informal evaluations</td>
<td>• One formal evaluation</td>
</tr>
<tr>
<td>• EDU Field Experience/Clinical Evaluation – INFORMAL 1 (Official)</td>
<td>• EDU Field Experience/Clinical Evaluation – FORMAL 1 (Official)</td>
</tr>
<tr>
<td>• EDU Field Experience/Clinical Evaluation – INFORMAL 2 (Official)</td>
<td>• One Assessment Instrument</td>
</tr>
<tr>
<td>• Two Assessment Instruments</td>
<td>• EDU Professionalism Assessment Instrument – FORMAL 1 (Official)</td>
</tr>
<tr>
<td>• EDU Professionalism Assessment Instrument – INFORMAL 1 (Official)</td>
<td>• One Mental Health Training</td>
</tr>
<tr>
<td>• EDU Professionalism Assessment Instrument – INFORMAL 2 (Official)</td>
<td>• EDU Mental Health Training (Official)</td>
</tr>
<tr>
<td>• One Candidate Disposition</td>
<td>• One Candidate Dispositions by Field Supervisor (Official)</td>
</tr>
</tbody>
</table>