Field Experience Handbook

Angelo State University

College of Education

The Field Experience Handbook is developed from currently identified professional educator preparation activities and responsibilities as well as laws, rules, regulations, requirements and policies of various state agencies and organizations. Changes are made in the governing strategies, guidelines, and mandates of these groups periodically. Information applicable to Angelo State University regarding these changes will be included in future handbook revisions.

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Professional Dispositions
Angelo State University Educator Preparation Program

As reflective practitioners, candidates will demonstrate commitment to and performance of professional dispositions, appropriately applied in all aspects of personal and educational endeavors.

Specifically, candidates at Angelo State University demonstrate these proficiencies:

Professionalism

- ***Timeliness*** is consistent in class, clinical experiences, and group work, appointments, completion of assignments.
- ***Attendance*** is consistent in class, clinical experiences, group meetings, appointments, student teaching and internships
- ***Appearance and dress*** matches schools' dress standards and expectations when candidates are present in the schools.
- ***Demeanor*** reflects proactive planning, preparation, and engagement in classes and in the schools.
- ***Initiative*** is demonstrated by offering ideas and suggestions to others, setting goals for self-improvement, seeking advice and feedback, and independently searching for, creating, or modifying plans and materials.
- ***Ethics*** is demonstrated by not being in direct violation of federal and state statutes *such as* maintaining confidentiality about EC-12 students and their families. Candidates will follow the Code of Ethics for Texas Educators, disclosing any unlawful activity upon application to and during the teacher education program that might adversely affect ability to obtain a teaching license, as well as passing criminal background checks and drug screening required by the school systems.

Teaching Qualities

- ***Demonstrates an understanding that all children can learn*** through differentiated lesson plans, materials, and teaching strategies.
- ***Demonstrates organization*** through student-centered planning, selection/preparation of materials, time management.
- ***Demonstrates flexibility*** in modifying ideas, materials, plans, lesson implementation, and course assignments.
- ***Values diversity and demonstrates fairness*** through inclusive non-discriminatory materials, lessons, and assessments by creating caring classroom environments that are inviting for diverse students' participation, learning, and equitable access to instruction.
- ***Promotes success for all students*** through best practices, informative assessments, and inclusive environments.

Relationships with Others

- ***Cooperates*** with instructors/school personnel; resolves differences or misunderstandings respectfully and reflectively.
- ***Responds productively and respectfully to feedback*** from instructors, classroom teachers, mentors, and principals.
- ***Establishes rapport*** with EC-12 students and their families.
- ***Collaborates*** with peers, instructors, schools' personnel and parents; shares responsibilities, ideas, materials.
- ***Affirms*** perspective and contributions of diverse students, teachers, families, instructors, and peers.

Professional Development

- ***Engages in reflection*** by using various forms of feedback about candidates' teaching effectiveness, including assessment data showing impact on EC-12 students' learning.
- ***Understands the need for life-long learning*** through additional reading, classroom observations, and participating in professional development opportunities and organizations.
- ***Demonstrates involvement*** with parents, families, school personnel, and community agencies on behalf of students.

(Adapted from the University of North Carolina, Charlotte)

Texas Administrative Code

TITLE 19 EDUCATION
PART 7 STATE BOARD OF EDUCATOR CERTIFICATION
CHAPTER 247 EDUCATORS' CODE OF ETHICS
RULE §247.2 Code of Ethics and Standard Practices for Texas Educators

Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his

or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M) Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) Ethical Conduct Toward Students.

(A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a

program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

(i) the nature, purpose, timing, and amount of the communication;

(ii) the subject matter of the communication;

(iii) whether the communication was made openly or the educator attempted to conceal the communication;

(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;

(v) whether the communication was sexually explicit; and

(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242

FIELD EXPERIENCE

FIELD EXPERIENCE GENERAL POLICIES AND PROCEDURES

FIELD EXPERIENCE PLACEMENTS- Undergraduate field placements are made within San Angelo Independent School District (SAISD). When you enroll in a course that requires field experience you will fill out a short application that will be turned into the Educator Preparation Information Center (EPI Center). On that application you will list three campuses where you would prefer to do your field experience. The Field Experience Advisor will work with SAISD campus administrators to make your placement, taking into consideration your choice of schools. The campus administrator will decide which teachers to assign field experience candidates.

If you would like to do your field experience outside of SAISD you will need to note that on your field experience application and then secure your own placement. A letter from the campus administrator must be provided to the Field Experience Advisor that states you have permission from the campus administration to complete your field experience on their campus.

CRIMINAL BACKGROUND CHECK- If you are doing your field experience in SAISD you must have a criminal background check run and cleared at the beginning of each semester before going onto any SAISD campus. The Field Experience Advisor will provide the information on how to complete a criminal background check at the beginning of each semester to each course that is requiring field experience.

If you will be doing your field experience outside of SAISD you will need to contact the district of choices' Central Administration building to make sure you have followed all the rules and regulations of the district in which you will be doing your field experience.

COOPERATING TEACHER – Cooperating teachers are assigned by the campus principals and are responsible for providing you the level of experience required by the course for which you are enrolled. Your cooperating teacher will give constructive criticism and suggestions for improvement. You should accept the criticism graciously and try out the teacher's suggestions.

GRADING – Your professor is responsible for the evaluation of your work and the issuance of your course grade. If you do not complete your required field experience the result will be a failing grade.

SCHEDULE – Once you receive the contact information for your cooperating teacher you will contact your teacher to work out an observation schedule that works for the both of you to start your observations. If a course requires you to observe ten hours a semester you are expected to observe one hour a week for ten weeks. If you are required to observe twenty hours a semester you are expected on your campus two hours a week for ten weeks, etc.

You should arrive on your assigned campus in plenty of time to find parking, sign in at the front office, and make it to your classroom before your scheduled start time. Being early is being on time. If you are scheduled for a one hour observation, that is an entire hour (60min) in the classroom.

ATTENDANCE – You are expected on your assigned campus every week. Your cooperating teacher often will plan activities around you being in the classroom, so make sure you are consistent with your attendance. Being timely and consistent is part of being a professional. If you are unable to make your observation time you need to contact your professor, your cooperating teacher, and the front office of your assigned campus so they will not be expecting you on campus.

LATE ARRIVAL – Normally, there should be no reason for you to be late for scheduled field experience. If the situation is unavoidable, you must notify your professor, your assigned teacher and the front office of your assigned school to notify them you will be late to campus. Excessive late arrivals may result in you not being able to complete your field experience. If you cannot complete your field experience assignment you will receive a failing grade for your enrolled course that is requiring the field experience.

DRESS – Field Experience Candidates are expected to dress professionally and conform to the expected dress code of classroom teachers. Good grooming and personal cleanliness are particularly important to all teachers. Remember to dress appropriately for the teaching activities you will be performing. For example, do not wear a waist length shirt if you will be writing on the board.

ACTIVITIES- The level of field experience required is dependent upon the course in which you have enrolled. Your course syllabus and your professor will discuss the level of field experience required for the specific course. You will then work with your Cooperating Teacher to achieve the level of field experience required. Some courses will require that you actively observe. Active observation means that you might sit with a small group or next to one child while observing what the teacher is doing throughout the classroom. An active observation does not mean that you sit in the corner and do nothing.

FIELD EXPERIENCE BEHAVIORS AND ATTITUDES

The Field Experience Candidate is expected to adhere to the Teaching Dispositions of Angelo State University and the Code of Ethics and Standard Practices for Texas Educators.

SCHOOL – It is up to each field experience candidate to adjust to the school where they have been assigned rather than to expect the school to adjust to the field experience candidate. Be sensitive to the standards of the school and community; conduct yourself accordingly. Make an attempt to introduce yourself to other faculty and administrators on your campus. Find out the policies of the school. Obey school regulations. If the administrator or faculty member should confide in you, the comments are confidential. Keep all information about students confidential and report only to authorized personnel. In short, be a good listener and control any impulse to engage in gossip. Be sensitive and tactful in your contributions to conversations.

EMPLOYEES – Cooperate with the administration, faculty and staff. This will broaden your experience and give you an opportunity to make contributions of some significance

that will be appreciated by the school. Join in, but be cautious when making comments and conversation.

STUDENTS – Show genuine interest in the students. Learn to know your students as individuals. Learn their names, and their backgrounds-as quickly as possible. Be cheerful and friendly in your dealings with individuals and groups. Be consistent, fair and impartial. Do not concern yourself with trying to make the students like you.

STUDENT TEACHING

The student teaching assignment is the most important field-based experience for the potential professional educator. The purpose of the teacher education program at Angelo State University is to develop well-rounded beginning teachers who are prepared in their subject fields and have had pertinent and practical experience in all phases of teacher education. Several field-based courses provide pre-student teaching experiences leading to a fulltime student teaching experience.

During the fulltime student teaching semester, experiences will be developed, implemented, and evaluated by the student teaching “team” comprised of the university supervisor, the public school cooperating teacher and the student teacher. The “team” will work cooperatively in order to develop a positive and effective student teaching experience. Some academic departments for secondary teacher certification will also request specific assessments of student teacher skills from the public school teacher.

As a student teacher, you will experience apprehension, excitement, and a variety of other emotions as you enter this semester. These are all to be expected; however, we believe that you have the preparation and the potential to be successful. It will be challenging as you gradually assume the responsibilities of a professional. When you engage this challenge, you will be accepting an obligation to the public school students and their classroom teachers.

STUDENT TEACHING GENERAL POLICIES AND PROCEDURES

Policies and procedures that regulate student teachers, both written and implied, will be found in locations throughout this handbook, the university bulletin, and other publications. Each candidate is assigned to a university supervisor who will work directly with the student teacher during the fulltime student teaching experience.

STUDENT TEACHING PLACEMENT- Your student teaching placement will be made in a Texas Accredited public school for a fourteen-week student teaching experience. The student teaching placement is determined based on your previous field experience work. The Field Experience Advisor evaluates each candidate's field experience history to determine placement for student teaching to insure the candidate has experience working with diverse student populations.

CRIMINAL BACKGROUND CHECK- If you are doing your student teaching in SAISD you must have a criminal background check run and cleared at the beginning of your student teaching semester before going onto any SAISD campus. The Field Experience Advisor will provide the information on how to complete a criminal background check before student teacher orientation.

If you will be doing your student teaching outside of SAISD you will need to contact your assigned districts' Central Administration building once you have received your placement to make sure you have followed all the rules and regulations of the district in which you will be doing your student teaching.

STUDENT TEACHING TEAM – There are several people who will help guide you during your student teaching experience. Since your performance will be evaluated by your university supervisor and your cooperating classroom teacher, your responsibility is to fulfill the requirements set forth by both of them. You will be evaluated in many areas such as: planning, teaching, assessment, attitude, enthusiasm, classroom management, relationships with others, and willingness to participate in activities outside the classroom. Performance expectations for all areas are detailed in rubric format in your online portfolio using TaskStream.

Other important members of your support team include your campus principal, campus teachers, fellow student teachers, and the ASU Field Experience Advisor. You will be asked to observe and/or interview staff and faculty members on your campus. Your student teaching experience should include learning about school operations that occur outside of your classroom because those activities directly affect your students. Student teaching is your chance to see how all the pieces of the public school life fit together.

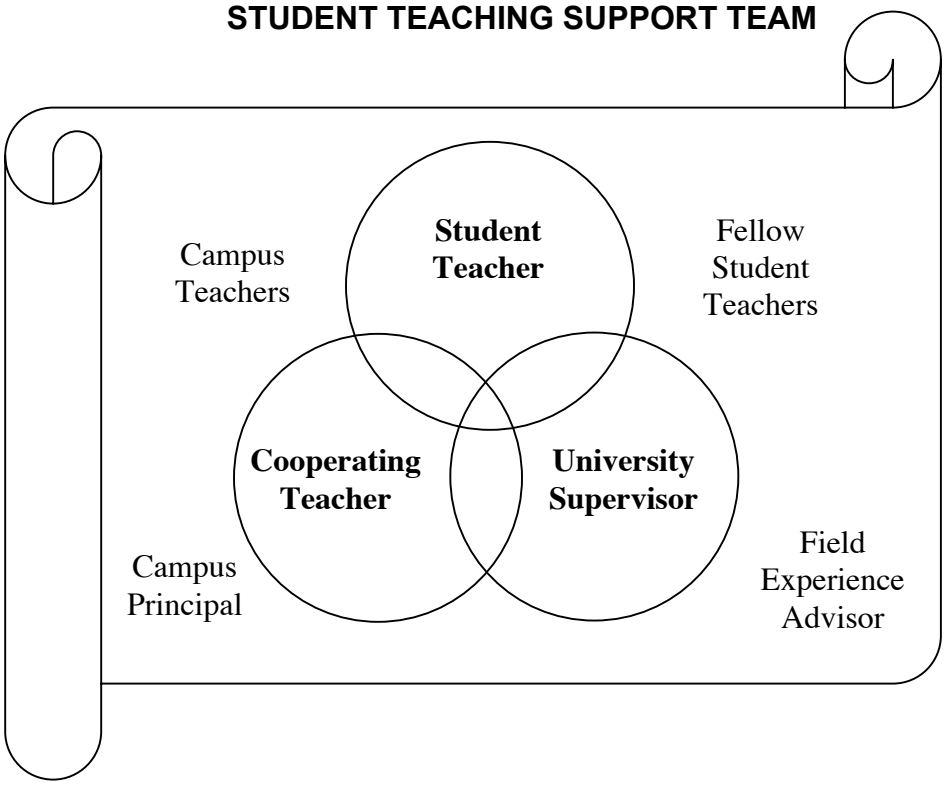
The campus principal will treat you as if you are an employee. If you should have a problem with a student or parent that cannot be resolved by your classroom teacher, the principal will step in and help with the situation. The principal is there to support you in your effort to become a teacher.

The Field Experience Advisor will be available to handle any situations that cannot be resolved by the university supervisor. It is very important that you follow the proper

chain of command in order to report problems. Always give your university supervisor a chance to work with you to solve a problem before coming to the Field Experience Advisor; however, if you think you need to speak with the Advisor in confidence, please do not hesitate to do so.

Although it is crucial that you establish good working relationships with your other support team members, the most important relationships are with your immediate team members: your university supervisor, the cooperating teacher and yourself.

STUDENT TEACHING SUPPORT TEAM



COOPERATING TEACHER – Cooperating teachers have a minimum of three years teaching experience and are Texas Certified Teachers. They are assigned by the campus principals and are responsible for easing you into your teaching responsibilities. Your cooperating teacher will give constructive criticism and suggestions for improvement. You should accept the criticism graciously and try out the teacher's suggestions. The cooperating teacher is a key person in assisting the student teacher to make the transition from student teaching to the first teaching position. Student teaching is basically the avenue through which the student teacher advances from theory to practice.

The only way to establish a successful relationship with your cooperating teacher is through effective communication. If you do not understand what your teacher is asking you to do, ask for clarification. If you still do not understand, ask again. Keep the lines of communication open and flowing freely or you may both become frustrated and unhappy resulting in a negative student teaching experience. If you have discussed

your concerns with your cooperating teacher and the relationship does not improve, tell your university supervisor about the problems you are having.

UNIVERSITY SUPERVISOR – The role of the university supervisor is to serve as a facilitator for the implementation of the student teaching program. Acting as the liaison between Angelo State University and the public schools, university supervisors maintain proper communication with the Field Experience Advisor, campus principals, cooperating teachers, and student teachers.

Your university supervisor will visit you four-six times during the semester. The supervisor may observe you teaching a lesson, check your portfolio, attend a benchmark meeting, or visit with you and/or your classroom teacher to see how you are doing.

It is your responsibility to keep your university supervisor advised of any situation, both good and bad, that happens during student teaching. For instance, if you have a problem with a student or parent, inform your university supervisor even if the classroom teacher or campus principal resolves the problem. The supervisor needs to be aware of any incidents that could affect your successful completion of student teaching. If you are late or absent, you must contact your classroom teacher as well as your university supervisor. Above all, always communicate your successes, needs, or fears to your university supervisor. We want you to have a wonderful, positive student teaching experience!

EVALUATION PROGRAM – The evaluation of student teachers is based on the Texas Beginning Educator Support System (TxBess). The TxBess Program Standards are four Clusters broken down into twenty-two standards. Texas teachers are evaluated on the same professional elements presented in a different format. The program used by the State is the Professional Development and Appraisal System (PDAS). You may download and view the Teacher Self-Report Form and Summative Annual Appraisal Form from the Texas Education Agency website at http:/www.tea.state.tx.us/eddev/PDAS/. Preparation and planning using the professional new teacher standards during student teaching will help you throughout your teaching career. You will know exactly what will be expected from you as a teacher in the State of Texas.

PORTFOLIOS – Student teachers will create an online portfolio during the semester – the Direct Response Portfolio (DRF). The DRF will be started right away. It is an ever-growing reflective and selective collection that includes lesson plans, a reflective journal, and artifacts that may be used to prove performance levels in each of the twenty-two TxBess Standards.

CONFERENCES – You will have four Effects on Student Learning Conferences during the semester to assess your performance up to that point. Each of these conferences has clearly defined outcomes related to the TxBess Standards. You, your cooperating teacher, and your university supervisor will participate in these meetings.

GRADING – Although you will be assessed using four performance levels – Developing, Beginning Competent, Advanced Competent, and Proficient– your final student teaching grade will be either Pass or Fail.

If you receive a score of "Developing" in any area during your benchmark conferences, you will be given an opportunity to correct the area of weakness or withdraw from student teaching with a "W" by the last day to drop a course or withdraw from the university as specified in the university bulletin (catalog). A "Developing" given in any one of the TxBess standards during the final evaluation meeting will result in a failing grade. The final evaluation will be determined based on collaboration between your cooperating teacher and university supervisor. Your university supervisor is your ASU faculty member for the semester and is responsible for determining and reporting the final grade to the university.

> GPA NOTE - Because grading is on a Pass/Fall basis, your student teaching grade will not affect your grade point average (GPA) at all; however, you will receive regular grades in the professional development 'block' class and that grade will affect your GPA.

DAILY WORK SCHEDULE – Student teachers are required to follow the same work schedule as their assigned classroom teacher. This includes, but is not limited to, faculty meetings, late duty, early duty, and tutoring. Student teachers do not have to participate in extended-day teaching programs. Extended-day instruction occurs after a teacher's regular workday and compensation is paid to that teacher for the additional hours. Most teachers are required to do regular after-school tutoring and you will be expected to participate in this type of tutoring. If your cooperating teacher teaches after school, be sure to clarify whether the instruction is regular tutoring or extended-day instruction. You may participate in extended-day instruction if you choose, but you are not required to do so, and you will not receive pay.

You should arrive at least 30 minutes in advance of the scheduled student arrival time depending on your level of preparation in the classroom the day before. Always allow yourself enough time to finish classroom preparations so that you are able to greet students as they arrive. If you need to go in earlier, get approval from your cooperating teacher and find out the procedures for earlier arrival.

Although we want you to follow the same daily schedule as your cooperating teacher, this is not always possible. Some teachers tend to stay very late to complete their work and then arrive at the last minute while others come in very early then leave as soon as permitted. You will arrive at school at least 30 minutes before the students arrive every day. You may stay as late as permitted by your cooperating teacher and campus principal but do not leave before the approved departure time.

PROFESSIONAL DEVELOPMENT (BLOCK) CLASS SCHEDULE – This class is an online class, and the only face-to-face meeting you will have is during student teacher orientation.

ATTENDANCE – The student teacher must follow the public school calendar during the student teaching assignment and is expected to be in school every working day. In the case of any situation in which the student teacher must be absent from school, the

cooperating teacher AND the university supervisor MUST be notified prior to the absence or, in the case of an illness or emergency, as soon as you know you will not be on campus. Be sure to leave a set of your lesson plans in the classroom at all times in case you have to be absent. All absences will be documented and must be made up according to a written plan that is jointly developed by the student teacher, the university supervisor, and the cooperating teacher. Excessive absences could result in removal from the program, or a "Developing" rating in the area of professional responsibilities. If a candidate does not make-up absences, an "Incomplete" may be given for the grade and the time will have to be made up after grades are posted for the semester. If you are scheduled to graduate at the end of your student teaching semester, an Incomplete will prevent you from graduating until the following semester, for more information on incomplete grades, please refer to the current ASU bulletin. As a student teacher, your students and cooperating teacher rely on you to be in the classroom every day.

APPROVED ABSENCE MAKE UP ACTIVITIES:

1-3 absences: Absences will be made up with additional days after student teaching.

4-5 absences: These absences will also be made up with additional days after student teaching. In addition, candidates will be required to write a supplemental research paper (3 full pages 12 pt font) for each absence over four.

More than 5 absences: Individual cases will be reviewed by the Field Experience Advisor and the candidate will more than likely be asked to withdraw from the program or receive an "Incomplete."

LATE ARRIVAL – Normally, there should be no reason for the student teacher to be late for school or other responsibilities. If the situation is unavoidable, the cooperating teacher AND university supervisor must be notified. Excessive late arrivals may result in a "Developing" rating in the area of professional responsibilities. As a teacher, it is crucial that you arrive early enough to prepare your classroom for the day and greet your students as they arrive. If you are not in your classroom when students are scheduled to arrive, you may be held responsible for any incidents that occur.

SUBSTITUTE TEACHING - Angelo State University student teachers cannot be used as substitute teachers. However, in an emergency situation, the student teacher may assume the duties of the teacher for a brief period of time in the classroom provided an adjacent certified classroom teacher supervises and that the university supervisor is contacted. An emergency substitute teaching form must be completed and signed by the campus principal. Principals must make every effort to find a district substitute before using a student teacher in this capacity.

TEACHING – There will be times when your cooperating teacher leaves the classroom so that you can work on your instructional and classroom management skills; however, the teacher should be easy to locate in case of an emergency. Your cooperating teacher should not be participating in any activities outside the classroom that would

make it difficult for him or her to respond to an emergency in a timely manner (i.e. off-campus). If you think you are being used as a substitute without consultation, contact your university supervisor immediately.

TExES CERTIFICATION EXAMS – All candidates must take and pass at least two TExES exams before they can be recommended for teacher certification. Depending on the certificate you are seeking, you will be required to pass an exam in the content area, (i.e. ECH-6 Generalist, 4-8 Reading/Language Arts, 8-12 Math) as well as an exam on pedagogy (Pedagogy and Professional Responsibilities (PPR)). Some certificates may require additional testing (i.e. Special Education, Foreign Languages).

Candidates may take their required content area TExES exam when they have completed all of their major coursework and received approval from the appropriate department. The content area exam may be taken prior to student teaching. When you are approved to student teach you will be approved to take the PPR exam.

If you plan on taking your TExES exams during student teaching please try to schedule them on a weekend so that you do not have to be out of the classroom. If however, you are unable to schedule the exam on a weekend you will be able to take two half-day absences for the purpose of taking your exams. These two half-days are not exchangeable for other absences if you have already taken your TExES exams. They are only allowed for testing. You will be required to provide a copy of your testing ticket as verification that you were taking a test.

DRESS – Student teachers are expected to dress professionally and conform to the expected dress code of the teachers. Good grooming and personal cleanliness are particularly important to all teachers. Remember to dress appropriately for the teaching activities you will be performing. For example, do not wear a waist length shirt if you will be writing on the board. It is recommended that you dress up even more professionally for job fairs, interviews, etc.

MISCELLANEOUS NOTES –

- Personal visitors are not allowed on campus.
- Do not leave campus during the day unless absolutely necessary and approved.
- Eat lunch with other teachers. Do not isolate yourself!

STUDENT PERFORMANCE ACTIVITIES AND RESPONSIBILITIES

PROGRAM GUIDELINES FOR STUDENT TEACHERS

These are general guidelines required for all student teachers. Failure to comply in a timely manner with these general guidelines will affect the student teacher's final evaluation. Student teachers will follow these general guidelines during the student teaching term. All written assignments must be completed on time as instructed by your university supervisor.

LESSON PLANS – Detailed written lesson plan preparation is essential for you. Plans for the lessons you are responsible for teaching the following week must be turned in and approved by your cooperating teacher the week prior to teaching the lesson. Make copies of the approved lesson plans to leave in the classroom in case of an absence. If

there is an emergency and you have to teach the class but have made no lesson plans, use the cooperating teacher's plans.

WEEKLY TEACHING SCHEDULES – Student teachers are required to provide their university supervisor with a copy of the weekly schedule for planned teaching activities using the form provided in the appendices. University supervisors will use this schedule to plan their visits. Include such things as art, reading specialist, library, computer lab, recess, etc. If any changes occur in your weekly schedule, you must notify your supervisor. Your supervisor works with several other student teachers and it is frustrating to plan visits based on the schedule turned in only to arrive to find that the class is in the computer lab rather than actively involved in a math lesson.

MASTER SCHEDULE AND COOPERATING TEACHER'S SCHEDULE – Each student teacher is to provide the university supervisor with a Master Schedule (Course/Activity) and Cooperating Teacher's Schedule using the form provided in the appendices. Include lunch periods, planning times, conference periods, class meeting times, etc.

WEEKLY ASSESSMENT EVALUATIONS – Weekly assessment evaluations may be used by the cooperating teacher and university supervisors at any time during the assignment to convey the current performance and progress of the student teacher. The purpose of these assessments is largely diagnostic and formative and should be reflected in a benchmark conference. They should assist all concerned in identifying the progress that has been made and identifying those areas that need attention and improvement.

DEPARTMENTAL ASSESSMENTS – Assessments by ASU departments of a student teacher's performance according to identified content standards may be used in selected secondary teaching fields. These assessments are completed by the cooperating teacher at the end of the semester and are generally summative in nature.

GRADE APPEALS – The assignment of a grade in a course is the responsibility of the university supervisor and is based on professional judgment. Candidates having a grievance concerning their grade in student teaching should follow the university Grade Grievance Procedures.

STUDENT TEACHING BEHAVIORS AND ATTITUDES

Unquestionably, student teaching is a learning experience. The student teacher is to develop professional behaviors that are considered desirable and effective for helping pupils learn, to fulfill procedural responsibilities, and to demonstrate interpersonal behaviors that facilitate cooperative and productive relationships with others.

SCHOOL – It is up to each student teacher to adjust to the school where they are student teaching rather than to expect the school to adjust to the student teacher. Be sensitive to the standards of the school and community; conduct yourself accordingly. Be loyal to and support the programs of the campus and school district. Make an attempt to introduce yourself to other faculty and administrators on your campus. Find out the policies of the school. Obey school regulations. If the administrator or faculty

member should confide in you, the comments are confidential. Keep all information about students confidential and report only to authorized personnel. In short, be a good listener and control any impulse to engage in gossip. Be sensitive and tactful in your contributions to conversations.

EMPLOYEES – Cooperate with the administration, faculty and staff. This will broaden your experience and give you an opportunity to make contributions of some significance that will be appreciated by the school. Join in, but be cautious when making comments and conversation.

STUDENTS – Show genuine interest in the students. Learn to know your students as individuals. Learn their names, and their backgrounds-as quickly as possible. Learn the regulations for teachers and students in the cooperating school. Make certain that students fully understand what is expected of them. Be cheerful and friendly in your dealings with individuals and groups. Be consistent, fair and impartial. Do not concern yourself with trying to make the students like you. The atmosphere you create can foster a productive or unproductive learning environment, make management and discipline smooth or difficult, and set you up as an effective or ineffective teacher.

COOPERATING TEACHER AND UNIVERSITY SUPERVISOR- Develop a good relationship with your cooperating teacher and university supervisor. Do not hesitate or be afraid to ask for advice. Know definitely what is expected. Consider your cooperating teacher as one who will assist you in becoming a competent teacher. Your university supervisor is available to help you and should be utilized to the fullest extent. Feel free to contact your university supervisor. Be receptive to suggestions, criticism, and praise from your cooperating teacher and university supervisor. Do not limit your participation to classroom activities. Try to participate in all activities and duties expected of classroom teachers.

The following are additional guidelines to assist you with your student teaching responsibilities:

1. Become familiar with school policies and practices and work in a manner consistent with them;
2. Read the Codes of Conduct (for faculty and students) for your assigned district.
3. Become acquainted with the instructional materials available at the school as well as district curriculum guides;
4. Learn the procedures used by the cooperating teacher:
    a. Attendance/Tardies
    b. Lunch count
    c. Makeup assignments
    d. Hall passes
    e. Emergency – Fire drill, tornado, etc.
    f. Health/medication/accommodations
    g. Classroom discipline procedures

COOPERATING TEACHER RESPONSIBILITY

The cooperating teacher must be a Texas certified teacher and is required to have a minimum of three years teaching experience. The campus administrator assigns the cooperating teachers to student teachers on each individual campus. Some school districts have their central office approve the use of cooperating teachers after the campus administrators have made their selection as a check and balance system.

The school-based cooperating teacher's role is essential and influential in determining the success of the student teacher's teaching experience. As the "teacher of record" the mentor is the role model who, on a daily basis, will instruct, advise, observe, and provide feedback on the effectiveness of the candidates performance in the classroom. In this role the mentor shares pedagogic and supervisory responsibilities with the university supervisor to create a supportive learning environment for the student teacher.

Responsibilities to:

Student Teacher

- Assign a time for the initial orientation of the student teacher to the classroom routines, school calendar, policies, procedures, building facilities, teaching resources, and personnel.

- Brief the student teacher on any relevant issues relating to students.

- Explain to the student teacher personal beliefs on teaching, classroom management, and specific directions on working as a team in the classroom.

- Prepare the students in the classroom for the arrival and roll of the student teacher in classroom activities. Particularly issues of student teacher "authority" in the classroom.

- Provide opportunities for guided observation and a graduated participation in the teaching process, culminating in the student teacher accepting full professional responsibility for the class towards the latter half of the assignment.

- Demonstrate and discuss with the student teacher a range of effective teaching and classroom management techniques and methods. Share both your successes and disappointments in your practice.

- Inform the student teacher as to your requirements regarding written lesson plans and other relevant preparatory exercises and procedures before teaching the class: and procedures after the lesson is delivered.

- Set up, in consultation with student teacher, (and university supervisor if necessary), a comprehensive and regular observation and teaching schedule.

- Organize for feedback, both written and through discussion, to the student teacher as soon as possible after the teaching event, and for other planned conferences as required.

- Close conferences with both a review of events recording strengths and also generate items requiring attention for the next lesson.

- Encourage self-evaluation by the student teacher as practice towards developing a reflective stance to teaching and learning, through clarifying, rephrasing and redirecting, and probing gently, as needed. Consider using a weekly evaluation tool in order to promote dialogue.

- Involve the student teacher in recess/cafeteria duty, faculty meetings, parent-teacher conferences, professional development sessions, and other extracurricular activities as and when appropriate.

University Supervisor:

- Participate in three-way meetings with the university supervisor and the student teacher as and when required- particularly at the beginning of the semester for planning purposes, and for evaluation conferences during the assignment.

- Collaborate with the university supervisor in helping the student teacher meet the requirements of the student teaching program, and in preparing for evaluation.

- Maintain communication with the university supervisor on an ongoing basis.

- Identify and document any concerns about candidates progress as early as possible and contact the university supervisor to discuss and implement improvement/growth plans.

GENERAL PROGRAM INFORMATION

- The Angelo State University student teaching experience lasts 14 weeks. The semester is divided into two rotations of approximately seven (7) weeks each.

- Each ECH-6 and All Level student teacher is assigned two rotations and a cooperating teacher for each rotation. Secondary candidates, 4-8 and 8-12 student teachers, may have only one rotation and one cooperating teacher.

- The rotations may be in the same school, or in different schools depending on the level of certification and area of specialization.

- All student teachers are assigned a university supervisor from Angelo State University.

- During the student teaching semester all student teachers are expected to follow all rules and regulations that apply to the faculty of the assigned campus. This includes attendance at Professional Development Days, unless decided otherwise by the school administration. Should the latter be the case, the student teacher is expected to communicate this to the university supervisor.

- Student teaching is a fulltime activity for the student teacher during the semester. The student teacher may not be involved in any other jobs during the school day.

- The final grade for student teaching is assigned by the university supervisor in consultation with the cooperating teacher.

SUGGESTIONS FOR PREPARATION BEFORE ARRIVAL OF STUDENT TEACHER

- Prepare your class for the student teacher's arrival. (Share appropriate biographical information and explain the purpose of the student teaching experience.)

INFORMATION FOR THE STUDENT TEACHER

- Provide the student teacher with an orientation packet containing parking information, class schedule, student and teacher handbooks, class rolls, seating charts, and lesson plans for the first few days.

- Make arrangements for the student teacher to have access to textbooks, curriculum guides, computer and computer resources, and teacher guides.

- Provide the student teacher with information concerning what the students have been doing up to this point and what is planned for the remainder of the semester.

INTRODUCTIONS

- Arrange a time for the student teacher to meet with school personnel.

- Organize time to accompany the student teacher on a tour of the building and other facilities.

EXPLAIN EXPECTATIONS

- Outline explicitly the duties and responsibilities you will assign to the student teacher during the course of the teaching experience, especially those which involve additional time before and after school.

- Encourage the student teacher to participate in school activities, such as PTA/PTO events, concerts, student council meetings, school sponsored extra-curricular events where your students might be participating.

ESTABLISHING COMMUNICATION

- Set aside a few minutes each day for a conference with your student teacher. Encourage the student teacher to ask questions.

UNIVERSITY SUPERVISOR RESPONSIBILITY

The university supervisor is teacher certified and holds a minimum of a Graduate Degree. They are the official representative of Angelo State University and serves as liaison between the university and the faculty in the cooperating schools. The supervisor carries a shared responsibility with the cooperating teacher for the student teacher's induction into beginning the process of becoming an effective teacher.

One of the chief functions of the university supervisor is to clarify, collaboratively, the expectations held for the performance of each member of the student teaching team at the beginning of the student teaching experience.

Responsibilities to:

Student Teacher

- Review the Student Teaching Handbook with student teachers, familiarize student teachers with their responsibilities during the semester (e.g. academic, legal, ethical).

FOR ECH-6 AND ALL LEVEL CANDIDATES

- To make four-six formal visits to observe the student teacher each semester. While some observations will be unscheduled, scheduled observations are done a **minimum** of two times per placement.

FOR 4-8 OR 8-12 CANDIDATES

- To make a minimum of four formal visits to observe the student teacher each semester. While some observations will be unscheduled, scheduled observations are done a **minimum** of four times and should be spaced throughout the 14 weeks of the placement.

- There may be instances when more than the suggested number of visits are necessary.

- Provide written and verbal feedback to the student teacher as soon as possible after an observation.

- Encourage student teachers to reflect analytically on their classroom performances.

- To meet/communicate weekly with the student teacher in order to check lesson plans and discuss the progress of the teaching experience.

- To observe candidates at a variety of times and range of subjects the candidate is responsible for teaching.

- Review continuously student teacher's performance and take appropriate and timely action.

- Monitor the student teacher's progress through regular communication with the cooperating teacher and student teacher.

Cooperating Teacher

- Ensure that contact is made and maintained with the cooperating teacher at the beginning of the semester and during the course of the student teaching semester.

- Facilitate three-way orientation conference at the beginning of semester.

- Review university requirements, pedagogic and administrative, with the cooperating teacher.

- Facilitate discussions, as required during the semester, with the student teacher and the cooperating teacher in which the student teacher is given a clear evaluation of his/her performance with specific guidelines for completing the semester successfully.

Angelo State University EPI Center

- Keep accurate records of student teachers evaluations, visitation reports, and any missed meetings, tardies, or absences for the student teaching semester.

- Attend any scheduled training programs and any other meetings scheduled for supervisors.

- Report any problems in candidate progress to the Field Experience Advisor immediately.

- Turn in grades and the final evaluation forms for each student teacher, and other relevant documentation used/collected during the semester on student teachers supervised.

- Personally enter the final grades in the online reporting system.

ANGELO STATE UNIVERSITY
College of Education

Applying for Certification

Please reference the Teacher Certification Handbook on the Angelo State University website. http://www.angelo.edu/dept/ceducation/documents/cert_handbook.pdf

Or Contact

Ms. Christine Pruitt
Certification Advisor
ASU Station #10914
San Angelo, Texas 76909-0914
(325) 486-6601
christine.pruitt@angelo.edu

Dismissal from the Educator Preparation Program

(Based in part upon Title 19, Part 7, Chapter 249 of the Texas Administrative Code)

The grounds for dismissal from the Educator Preparation Program (EPP) shall be based upon the following purposes as presented in T19:P.7:C249:SubA:Rule249.5:

1. To protect the safety and welfare of Texas schoolchildren and school personnel.
2. To ensure educators and applicants are morally fit and worthy to instruct or to supervise the youth of the state.
3. To regulate and to enforce the standards of conduct of educators and applicants.
4. To enforce an educators' code of ethics.

Each candidate in the Educator Preparation Program will be of good moral character as defined in Chapter 249. Good moral character is defined as "the virtues of a person as evidenced, at a minimum, by his or her not having committed crimes relating directly to the duties and responsibilities of the education profession or acts of moral turpitude." Acts for which an individual will be dismissed from the Educator Preparation Program of Angelo State University will include, but not be limited to, the following as related to "good moral character."

1. Reported criminal history.
    a. Felony criminal offense;
    b. Indecent exposure;
    c. Public lewdness;
    d. Child abuse and/or neglect;
    e. Possession of a weapon on school property;
    f. Drug offenses occurring on school property;
    g. Sale to or making alcohol or other drugs available to a student or minor;
    h. Sale, distribution, or display of harmful material to a student or minor.
    i. Certificate fraud;
    j. Serious testing violations;
    k. Deadly conduct.
2. Solicited or engaged in sexual conduct or a romantic relationship with a student or minor
3. Sexually or physically abused a student or minor or engaged in any other illegal conduct with a student or minor.
4. Possessed, transferred, sold, or distributed a controlled substance.
5. Illegally transferred, appropriated, or expended school property or funds.
6. Attempted by fraudulent or unauthorized means to obtain or to alter any certificate or permit that would entitle the individual to be employed in a position requiring such certificate or permit or to receive additional compensation associated with a position.
7. Committed a crime, any part of such crime having occurred on school property of school – sponsored event.
8. Violation of the Texas Teacher Code of ethics..

9. Inability to comply with the Angelo State University Educator Preparation Program disposition statements.
10. Violation of the Angelo State University student code of conduct.
11. Inability to place a candidate in a field based setting due to actions within a school district.

Process

1. Violations addressed in the Dismissal policy will be forwarded to the Admission, Dismissal, and Retention Committee.
2. The violation will be documented in writing.
3. The documented violations will be sent to the Director of Field Experiences. The Director will notify the candidate of the complaint.
4. Within 10 working days, the information will be given to the Chair of the Admission, Dismissal, and Retention Committee.
5. The Chair of the ADR Committee will convene a meeting within 10 days of receiving the information.
6. A decision of the committee will be presented to the Chair of the Teacher Education Council within 40 working days of the original complaint.
7. The committee can request that the candidate present information.
8. The committee can recommend:
    a. Permanent dismissal from the program. (Automatic dismissal for Violations 1 to 7)
    b. Suspension from the program for a determined period of time.
    c. Other sanctions deemed appropriate by the committee.
9. The committee's decision is final.

MASTER SCHEDULE

Student Teacher _____ School _____

Cooperating Teacher(s):

_____ (Rm #_____)

_____ (Rm #_____)

Period	Start Time	End Time	Rm #	Course/Activity
0				
1				
2				
3				
4				
5				
6				
7				
8				

Conference: _____

Lunch: _____

Best possible place to find you –

Before school: _____

After school: _____

Additional information:

WEEK: _____TO: _____

Angelo State University
College of Education

WEEKLY TEACHING SCHEDULE

Student Teacher _____ Campus/Teacher _____

**Highlight (yellow) the period, time, and activities during which you will be teaching a lesson. Please mark with a red star (*) periods you would like to be observed. Please mark more than one period and more than one day per week when possible.*

	PD	TIME	RM	PLANNED ACTIVITIES
MONDAY				
TUESDAY				
WEDNESDAY				
THURSDAY				
FRIDAY				

ANGELO STATE UNIVERSITY
COLLEGE OF EDUCATION

STUDENT TEACHER ABSENCE REPORT

Name: _____

Campus ID:_____

School: _____

Date of Absence: _____Total Hours Missed: _____

Plans for Make-Up*:

_____

_____

_____

_____

_____

_____

_____

_____
Student Teacher Signature

_____
Cooperating Teacher Signature

_____
University Supervisor Signature

MAKE-UP VERIFICATION FORM

Name:_____

Campus ID:_____

School:_____

Date:_____ Time:_____
(from--to)

Date of Absence:_____

Notes:_____

_____

_____

_____

_____

_____
Student Teacher Signature

_____
Cooperating Teacher Signature

EMERGENCY SUBSTITUTION REPORT

This form is to be used when the student teacher is required to act as a substitute teacher.

Campus:_____

Student Teacher:_____

Date of Substitution:_____

Class Periods:_____

Cooperating Teacher for which the student teacher is substituting:

_____

If this substitution is for someone other than the student teacher's assigned cooperating teacher, please explain:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

_____	_____
Signature Building Principal	Signature Cooperating Teacher
_____	_____
Student Teacher's Signature	University Supervisor's Signature

Effects on Student Learning Assessment Checklist

D – Developing **BC** – Beginning Competent **AC** – Advanced Competent **P** – Proficient

_____ _____ _____

Student Teacher Cooperating Teacher - Grade Date

1. ____☐____ Knowledge of content and pedagogy
   ____☐____ Demonstrates knowledge of students
   ____☐____ Selects key knowledge and skills
   ____☐____ Knowledge of/makes use of materials, resources and technology
   ____☐____ Designs activities that promote student learning
   ____☐____ Plans to assess student learning

2. ____☐____ Creates an environment of rapport and respect
   ____☐____ Candidate establishes a culture for learning
   ____☐____ Manages classroom procedures
   ____☐____ Manages student behavior
   ____☐____ Organizes physical space

3. ____☐____ Communicates clearly and accurately
   ____☐____ Uses questioning and discussion techniques
   ____☐____ Engages students in learning
   ____☐____ Assesses student learning
   ____☐____ Demonstrates flexibility and responsiveness

4. ____☐____ Reflects on teaching
   ____☐____ Maintains accurate records
   ____☐____ Communicates with families/caregivers
   ____☐____ Contributes to the school
   ____☐____ Grows and develops professionally
   ____☐____ Serves as an advocate for students

Comments:

Dear Parent or Guardian,

Your child's school has allowed us to place a student teacher in his or her classroom. As part of our ongoing effort to provide quality feedback to our candidates, the student teachers will be required to make a videotape of himself or herself teaching a lesson.

The student teacher will watch the video, write a self-analysis, and then return the video to your child's teacher. Every effort will be made to film only the ASU student teacher, not your child. Please contact me at 942-2520 if you have any questions.

Thank you for supporting tomorrow's teachers!

Lesley Casarez
Field Experience Advisor

Parent Signature:_____ Date:_____

A MEMBER OF THE TEXAS TECH UNIVERSITY SYSTEM • EQUAL OPPORTUNITY EMPLOYER

Angelo State University
COLLEGE OF EDUCATION
ASU Station, #10893
San Angelo, TX 76909

Phone (325) 942-2209
Fax (325) 942-2039