

Field Experience Handbook



Angelo State University
College of Education

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Interstate Teacher Assessment and Support Consortium Critical 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:

Standard #1: Learner Development

- The candidate respects learners' differing strengths and needs and is committed to using this information to further each learner's development.
- The candidate is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.
- The candidate takes responsibility for promoting learners' growth and development.
- The candidate values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

Standard #2: Learning Differences

- The candidate believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.
- The candidate respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.
- The candidate makes learners feel valued and helps them learn to value each other.
- The candidate values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

Standard #3: Learning Environments

- The candidate is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
- The candidate values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
- The candidate is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.
- The candidate seeks to foster respectful communication among all members of the learning community.
- The candidate is a thoughtful and responsive listener and observer.

Standard #4: Content Knowledge

- The candidate realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.
- The candidate appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.
- The candidate recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.
- The candidate is committed to work toward each learner's mastery of disciplinary content and skills.

Standard #5: Application of Content

- The candidate is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.
- The candidate values knowledge outside his/her own content area and how such knowledge enhances student learning.
- The candidate values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

Standard #6: Assessment

- The candidate is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.
- The candidate takes responsibility for aligning instruction and assessment with learning goals.
- The candidate is committed to providing timely and effective descriptive feedback to learners on their progress.
- The candidate is committed to using multiple types of assessment processes to support, verify, and document learning.
- The candidate is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.
- The candidate is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

Standard #7: Planning for Instruction

- The candidate respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.
- The candidate values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.
- The candidate takes professional responsibility to use short- and long-term planning as a means of assuring student learning.
- The candidate believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

Standard #8: Instructional Strategies

- The candidate is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.
- The candidate values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.
- The candidate is committed to exploring how the use of new and emerging technologies can support and promote student learning.
- The candidate values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

Standard #9: Professional Learning and Ethical Practice

- The candidate takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.
- The candidate is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.
- The candidate sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.
- The candidate understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

Standard #10: Leadership and Collaboration

- The candidate actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.
- The candidate respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.
- The candidate takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.
- The candidate takes responsibility for contributing to and advancing the profession.
- The candidate embraces the challenge of continuous improvement and change.

Texas Administrative Code

<u>TITLE 19</u>	EDUCATION
<u>PART 7</u>	STATE BOARD OF EDUCATOR CERTIFICATION
<u>CHAPTER 247</u>	EDUCATORS' CODE OF ETHICS
<u>RULE §247.2</u>	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 is required before Clinical Teaching for candidates to observe and practice teaching techniques and instructional strategies that are studied in undergraduate courses. Field experience builds a foundation to draw upon to help our candidates develop into the best educators possible.

Undergraduate field placements are made within San Angelo Independent School District (SAISD) or Grape Creek ISD (GCISD.) 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 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 or GCISD you will need to note that on your field experience application and then secure your own placement. A letter or e-mail 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.

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 requirements for the specific course. You will work with your cooperating teacher to ensure that you have opportunities to meet those requirements. 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. Active observation does not mean that you sit and do nothing.

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. 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.

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 cooperating 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 that course.

COOPERATING TEACHER – Cooperating teachers are assigned by the campus principal. Your cooperating teacher will give constructive criticism and suggestions for improvement. You should accept the criticism graciously and try out the teacher's suggestions.

CONFIDENTIALITY – 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. Do not discuss any part of your field experience in public, including in social media such as Facebook or Twitter.

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 in all courses that are requiring field experience.

Grape Creek ISD requires a simple DPS Criminal Background check. There is a simple form to complete and drop off or fax back to the office at 325-658-8719. The form is located on our website under Field Experience Information Items.

If you will be doing your field experience outside of SAISD or GCISD, you will need to contact the district's Central Administration building to make sure you have followed all the rules and regulations of that district.

EXPECTATIONS –

You must arrive at least 10 minutes earlier than your scheduled observation time.

(You may not include travel time as part of your observation time.)

You must sign in at the office & classroom for each visit.

You must keep documentation of your hours so that your professor can verify your attendance.

You must go in with a positive attitude.

You must always use appropriate language.

You may not have firearms or ammunition in your car, purse, bag, anywhere.

You may not have tobacco products of any kind.

You may not have a cell phone. (Leave it in your car.)

You may not chew gum.

You must obtain a Criminal Background Check and secure an I.D. badge.

GRADING – Your professor will evaluate your work and issue your course grade. If you do not complete your required field experience, the result will be a failing grade.

SCHEDULE – You will be notified of mandatory Principal Meetings that you will need to attend in order to receive the contact information for your cooperating teacher. After the meeting, you will contact your cooperating teacher to work out an observation schedule that works for the both of you. 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. If you are scheduled for a one-hour observation, you will need to spend an entire hour (60 min) in the classroom. (You may not include travel time as part of your observation time.)

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. We expect our candidates to go into field experience with a positive attitude and professionally represent ASU. At all times, candidates are expected to use appropriate language and professional appearance.

DRESS CODE – Field Experience Candidates are expected to dress professionally and conform to the expected dress code of classroom teachers.

1. Candidates' hair will be clean and well groomed at all times and shall not obstruct vision.
2. Candidates must wear appropriate shoes at all times. (Flip Flops/ House slippers are not allowed.)
3. All forms of headgear (hats, caps, hoodies, bandanas, etc.) are not acceptable.
4. Shorts are not permitted.
5. Proper under garments must be worn and not be visible.
6. Any attire related to negative group behavior (gangs, etc.) will not be permitted.
7. Candidates may not wear slogan buttons or clothing with inappropriate or violent slogans or advertising. (An example would be an alcoholic beverage or tobacco advertisement.)
8. Visible body piercing shall be limited to ear piercing. All other visible piercings, including retainers or spacers, are prohibited.
9. Over-sized style pants that would give the appearance of being baggy or saggy will not be permitted.
10. Shirts and blouses must be tucked in unless they are shorter in length than the candidate's extended fingertip.
11. Sunglasses may not be worn in the buildings on the eyes, head, around the neck.
12. Candidates may not wear unusual costumes that attract attention and detract from the learning atmosphere. This includes unusual hairstyles or hair coloring.
13. Tattoos are not allowed to be visible.
14. Holes and/or shredding on jeans/pants are not permitted.
15. Female Candidates:
 - * Nothing may be worn that shows/ bares the midriff (front or back).
 - * Skirts must not be shorter than the candidate's extended fingertips.
 - * Divided skirts, hemmed above the knee, are considered shorts and may not be worn.
 - * No spaghetti straps, tank tops or visible under-clothing will be permitted.
 - * All tops must be at least 3 fingers wide on the shoulder.
 - * Low-cut tops may not be worn.
 - * Skintight attire is not acceptable. (This includes bike shorts and spandex.)

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.

SCHOOL – Be sensitive to the standards of the school and community; conduct yourself accordingly. Attempt to introduce yourself to other faculty and administrators on your campus. Find out the policies of the school, and obey school regulations.

STUDENTS – Show genuine interest in the students. Get to know your students as individuals by learning their names and their backgrounds. Be cheerful and friendly in your dealings with individuals and groups. Be consistent, fair, and impartial. Remember, you are not there to be their friend, but to be a positive educator.

CLINICAL TEACHING

The Clinical 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 educators 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-Clinical Teaching experiences leading to a fulltime Clinical Teaching experience.

As a clinical 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. You will be assigned a university supervisor who will work directly with you during your Clinical Teaching experience.

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

CLINICAL TEACHING GENERAL POLICIES AND PROCEDURES

Policies and procedures that regulate clinical teachers, both written and implied, will be found in locations throughout this handbook and other publications.

ASU CLINICAL TEACHING TEAM – During the fulltime Clinical Teaching semester, experiences will be developed, implemented, and evaluated by the Clinical Teaching "team" comprised of the university supervisor, the public school cooperating teacher, and you- the clinical teacher. The team will work cooperatively in order to develop a positive and effective Clinical Teaching experience.

Since your performance will be evaluated by your university supervisor and your cooperating classroom teacher, you will need 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 in TaskStream.

Other important members of your support team include your campus principal, campus teachers, fellow clinical teachers, and the ASU Field Experience Advisor. Your Clinical Teaching experience should include learning about school operations that occur outside of your classroom because those activities directly affect your students. Clinical Teaching is your chance to see how all the pieces of the public school life fit together.

Here is a brief description of each team member's role:

Campus Principal – 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 be able to step in and help with the situation. The principal is there to support you in your effort to become a teacher.

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 you as you make the transition from Clinical Teaching to your first teaching position. Clinical Teaching is the avenue through which you advance 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 Clinical 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 Clinical 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 clinical 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 cooperating teacher to see how you are doing.

It is your responsibility to keep your university supervisor advised of any situation, both good and bad. For instance, if you have a problem with a student or parent, inform your university supervisor even if the cooperating teacher or campus principal resolves the problem. The supervisor needs to be aware of any incidents that could affect your successful completion of Clinical Teaching. If you are late or absent, you must contact your cooperating 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 Clinical Teaching experience!

ATTENDANCE – The clinical teacher must follow the public school calendar during the Clinical Teaching assignment and is expected to be in school every working day. You are not allowed to leave during the school day unless absolutely necessary and approved by the cooperating teacher. In the case of any situation in which the clinical 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 clinical 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 Clinical 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 clinical 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 Clinical Teaching.

4-5 Absences: These absences will also be made up with additional days after Clinical 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. The candidate will more than likely be asked to withdraw from the program or receive an "Incomplete."

CALENDAR –The Clinical Teaching Calendar is posted on the ASU website to help you. It has important deadlines that will guide you through this semester, and it is your responsibility to adhere to the calendar and attend required meetings and events.

CELL PHONES – Cell phones should not be used for personal use when you are supervising or instructing students. The ringer should be on silent, and the cell phone should not be visible. If you have a specific reason to have your ringer on, you need to notify your University Supervisor.

CHAIN OF COMMAND – It is very important that you follow the proper chain of command in order to report problems. Always give your cooperating teacher and university supervisor a chance to work with you to solve a problem first. The Field Experience Advisor will be available to handle any situations that cannot be resolved by the university supervisor.

It is crucial that you establish good working relationships with your other support team members, such as the campus principal, other campus teachers, and fellow clinical teachers. However, the most important relationships are with your immediate team members: your university supervisor and the cooperating teacher.

CHILD PROTECTIVE SERVICES – It is your responsibility to contact Child Protective Services if you believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect by any person. If a student tells you about any abuse or neglect, you are required by law to contact CPS within 48 hours. Contact CPS at 1-800-252-5400 or <http://txabusehotline.org>

CONFIDENTIALITY – Be extremely careful about keeping information regarding students private – especially when out in public. No discussions should be made to anyone other than the student and/or parent, your team, and supervisor. Please make sure all written documentation is properly put away and kept confidential. When communicating via e-mail regarding students, never put a student's name in the subject box, and always be completely factual with no opinions. It is prohibited to post anything about your students, parents, co-workers, or campus on Facebook or social media.

CRIMINAL BACKGROUND CHECK- If you are doing your Clinical Teaching in SAISD, you must have a criminal background check run and cleared at the beginning of your Clinical 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 clinical teacher orientation.

If you will be doing your Clinical 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 Clinical Teaching.

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

DISCIPLINE – Learn the procedures for classroom management in your cooperating teacher’s class, and use them. If you have trouble controlling behaviors, ask for help. If necessary, recommend additions only after you have tried their procedures. Never put a student out in the hallway unattended.

DRINKS & FOOD – Clinical teachers are not allowed to eat or drink in class. The Texas Public School Nutrition Policy has strict rules regarding foods on campus. It is not approved to give students food (such as reward candy or incentives) in class.

EVALUATION – Clinical teachers will be evaluated by the University Supervisor and the Cooperating Teacher in many different areas, such as: planning, teaching, assessment, attitude, enthusiasm, classroom management, relationships with others, and willingness to participate in areas outside the classroom. The evaluation of clinical teachers is based on the InTASC Model Core Teaching Standards & the Texas Teacher Standards - the same elements that Texas teachers are evaluated with T-TESS. Clinical teachers will create an online portfolio in TaskStream. It is a reflective and selective collection of lesson plans, journal, and artifacts. Four “Effects on Student Learning” Conferences will be held to evaluate your performance. You will be assessed using three performance levels- Improvement Needed, Developing, & Proficient. If you receive a “I” in any area, you will be given an opportunity to correct the area of weakness or withdraw from clinical teaching. The cooperating teacher may use weekly evaluations to convey performance and progress. For secondary clinical teachers, assessments by ASU departments will be given at the end of the semester to identify performance according to content standards. Your final clinical teaching grade will be either Pass or Fail.

FAILURES – There are things that can lead to a failing grade for clinical teachers, such as inappropriate relationships with students (language, personal relationships, discipline), poor attendance, unprofessional appearance, lack of planning, inability to control the class, and/or principal request for removal from campus.

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 Clinical Teaching should follow the university Grade Grievance Procedures.

I.D. BADGES – All clinical teachers are required to wear an identification badge to school.

JOBS – Because of the enormous commitment of time and energy needed to be successful, it is strongly recommended that you do not work while you are participating in the full-time Clinical Teaching experiences. These 14 weeks often require before and after school participation in addition to the time needed outside of school for lesson planning and preparation. Dedication to completing Clinical Teaching at the highest possible level is your number one priority.

LATE ARRIVAL – Typically, there should be no reason for you 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.

PROCEDURES – Learn the procedures for your classroom. The best teachers have a procedure for everything, including: attendance/ tardies, lunch count, make up assignments, hall passes, emergencies, health concerns, classroom discipline, and more.

ROUTINES – Learn the daily routines for the classroom to which you are assigned by actively observing the teacher in the classroom. Active observation includes walking around the classroom and assisting students, checking for understanding, and monitoring student performance. Take initiative, pitch in, and ask how you can help. Observation does not mean sitting down all day.

SAFETY – #1 priority of all staff! Be informed about procedures, and be alert, prepared, and vigilant about all issues involving the safety of your campus.

CLINICAL TEACHING SEMINAR (BLOCK) CLASS SCHEDULE – This is an online class, and the only face-to-face meeting you will have is during clinical teacher orientation.

SUBSTITUTE TEACHING – Angelo State University clinical teachers cannot be used as substitute teachers. However, in an emergency situation, the clinical 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 clinical teacher in this capacity.

SUGGESTED SCHEDULE FOR CLINICAL TEACHING – By the end of the first week of each experience, the cooperating teacher and the clinical teacher should develop a written calendar/ timeline for gradual assumption of teaching responsibilities by the clinical teacher. The calendar/ timeline should be flexible, and serve as a means of communication rather than a guarantee. Both the clinical teacher and the cooperating teacher must be comfortable with the outlined plan. Early planning is essential to allow for a maximum amount of full-time teaching for the clinical teacher. Suggestions are provided to help in mapping out a calendar/ timeline.

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. You will be required by the State to pass the Texas Examination of Educator Standards (TExES) for your teaching field or content area (i.e. EC-6 Generalist, Special Education EC-12, History 8-12, etc.) and the Pedagogy and Professional Responsibilities (PPR) exam. 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 Clinical Teaching. When you are approved to clinical teach you will be approved to take the PPR exam.

If you plan to take your TExES exams during Clinical 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 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.

VISITORS – All visitors (including parents who wish to visit a classroom) must come by the office first to obtain a visitor’s pass (which requires a driver’s license). It is the responsibility of all staff to question any visitor who is in the hallways. If you expect a visitor, notify the office that they will be coming to your room. Personal visitors are not allowed during instruction.

WORK DAY – Clinical teachers are expected to arrive a minimum of 30 minutes before class begins and to remain a minimum of 30 minutes after children are dismissed unless otherwise directed by your cooperating teacher. (You may be expected to arrive earlier or remain later.) You must be prepared for the day and ready to greet students & monitor the hallways (by standing at the door) when the first bell rings. You are to shadow your teacher throughout the day. You may not leave campus unless absolutely necessary and approved. You should attend all meetings your cooperating teacher attends unless told otherwise. You may leave when your cooperating teacher leaves.

CANDIDATE PERFORMANCE ACTIVITIES AND RESPONSIBILITIES

PROGRAM GUIDELINES FOR CLINICAL TEACHERS

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

LESSON PLANS – As emergent teacher candidates, clinical teachers are expected to follow the school’s expectations for lesson planning. Lesson plans must be completed and approved by your cooperating teacher. Most cooperating teachers ask for them by Thursday the week prior to teaching. You need to plan extension activities for your lessons. The Texas Education Agency (TEA) dictates the time allotted for subjects during the day, so you must use the entire class period for student learning.

WEEKLY TEACHING SCHEDULES – Clinical 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, library, computer lab, recess, etc. If any changes occur in your weekly schedule, you must notify your supervisor. Your supervisor works with several other clinical 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 clinical teacher is to provide the university supervisor with a Master Schedule and Cooperating Teacher’s Schedule using the form provided on the ASU website. Include lunch periods, planning times, conference periods, class meeting times, etc.

WEEKLY ASSESSMENTS– Weekly assessments may be used by the cooperating teacher and university supervisor at any time during the assignment to convey the current performance and

progress of the clinical 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.

CLINICAL TEACHING BEHAVIORS AND ATTITUDES

Unquestionably, Clinical Teaching is a learning experience. The clinical 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.

DISPOSITIONS – Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development. 1) Professional Practice 2) Professional Qualities 3) Professional Relationships 4) Professional Development

DRESS CODE – Clinical teachers are expected to dress professionally and conform to the expected dress code of classroom teachers. Remember, you want to distinguish yourself from the students and stand out with the faculty. Wear neat, tailored clothing appropriate for teachers.

1. Candidates' hair will be clean and well groomed at all times and shall not obstruct vision.
2. Candidates must wear appropriate shoes at all times. (Flip Flops/ House slippers are not allowed.)
3. All forms of headgear (hats, caps, hoodies, bandanas, etc.) are not acceptable.
4. Shorts are not permitted.
5. Proper under garments must be worn and not be visible.
6. Any attire related to negative group behavior (gangs, etc.) will not be permitted.
7. Candidates may not wear slogan buttons or clothing with inappropriate or violent slogans or advertising. (An example would be an alcoholic beverage or tobacco advertisement.)
8. Visible body piercing shall be limited to ear piercing. All other visible piercings, including retainers or spacers, are prohibited.
9. Over-sized style pants that would give the appearance of being baggy or saggy will not be permitted.
10. Shirts and blouses must be tucked in unless they are shorter in length than the candidate's extended fingertip.
11. Sunglasses may not be worn in the buildings on the eyes, head, around the neck.
12. Candidates may not wear unusual costumes that attract attention and detract from the learning atmosphere. This includes unusual hairstyles or hair coloring.
13. Tattoos are not allowed to be visible.
14. Holes and/or shredding on jeans/pants are not permitted.
15. Female Candidates:
 - * Nothing may be worn that shows/ bares the midriff (front or back).
 - * Skirts must not be shorter than the candidate's extended fingertips.
 - * Divided skirts, hemmed above the knee, are considered shorts and may not be worn.
 - * No spaghetti straps, tank tops or visible under-clothing will be permitted.
 - * All tops must be at least 3 fingers wide on the shoulder.
 - * Low-cut tops may not be worn.
 - * Skintight attire is not acceptable. (This includes bike shorts and spandex.)

SCHOOL – Be sensitive to the standards of the school and community; conduct yourself accordingly. Attempt to introduce yourself to other faculty and administrators on your campus. Find out the policies of the school, and obey school regulations.

STUDENTS – Show genuine interest in the students. Get to know your students as individuals by learning their names and their backgrounds. Be cheerful and friendly in your dealings with individuals and groups. Be consistent, fair, and impartial. Remember, you are not there to be their friend, but to be a positive educator. 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.

DISMISSAL – Failure to comply with procedures and expectations could result in dismissal from the program. Here are additional reasons a candidate could be dismissed.

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.
 - c. Other sanctions deemed appropriate by the committee.
9. The committee's decision is final.

Apply what you have learned, have a positive Clinical Teaching experience, and become the best educator you can be!



COOPERATING TEACHER RESPONSIBILITIES

The cooperating teacher must be a Texas certified teacher and is required to have a minimum of three years teaching experience. Campus administrators determine which campus teachers will be assigned clinical teachers each semester. Often, district administrators will approve these cooperating teachers.

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

GENERAL PROGRAM INFORMATION

The Angelo State University Clinical Teaching experience lasts 14 weeks. The semester is divided into two rotations of approximately seven (7) weeks each. Each ECH-6 and All Level clinical teachers are assigned two rotations with a cooperating teacher for each rotation. Secondary candidates, 4-8, and 8-12 clinical 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 clinical teachers are assigned a university supervisor from Angelo State University.

During the Clinical Teaching semester, all clinical 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 clinical teacher is expected to communicate this to the university supervisor.

Clinical Teaching is a fulltime activity for the clinical teacher during the semester. The clinical teacher may not be involved in any other jobs during the school day.

The final grade for Clinical Teaching is assigned by the university supervisor in consultation with the cooperating teacher.

COOPERATING TEACHER CHECKLIST

Things to do prior to the arrival of your clinical teacher:

- Set up a desk/workspace for your clinical teacher in your classroom.
- Gather pertinent handouts and materials for your clinical teacher, such as the school calendar, classroom procedures, classroom management plan, policies, safety procedures, curriculum resources, etc.

- Prepare your students for the arrival and role of the clinical teacher, particularly issues of clinical teacher “authority” in the classroom.

Once your clinical teacher arrives:

- Introduce him/her to the class, and show your clinical teacher where to sit to start observing.
- Model classroom routines and expectations. Involve the clinical teacher in recess, cafeteria duty, faculty meetings, parent/ teacher conferences, professional development, and other activities that you do during the school day.
- Take the clinical teacher on a tour of the campus, introducing him/her to other staff members.
- Arrange a time for an initial orientation with the clinical teacher to discuss parking, routines, lesson planning, procedures, facilities, schedules, and upcoming events.
- Outline explicitly the duties and responsibilities you will assign to the clinical teacher during the course of the teaching experience, especially those that involve additional time before and after school.
- Provide opportunities for guided observation and a graduated participation in the teaching process, culminating in the clinical teacher accepting full professional responsibility for the class towards the latter half of the assignment.
- As your clinical teacher begins to phase in and teach, provide feedback, both written and through discussion as soon as possible after each teaching event. (Your university supervisor will ask you for feedback regarding the clinical teacher’s progress, and you can use this documentation for support.)
- Set aside a few minutes each day for a conference with your clinical teacher. Encourage the clinical teacher to ask questions.
- Maintain regular communication with the University Supervisor, and participate in three-way meetings with the University Supervisor and the clinical teacher.
- Track attendance. Clinical teachers are expected to attend every day. Absences must be made up at the end of the Clinical Teaching assignment. If a clinical teacher misses more than 2 days, contact the University Supervisor.

If your clinical teacher is experiencing any difficulties:

- Communicate with your clinical teacher and give suggestions for improvement.
- Identify and document any concerns about candidates as early as possible and contact the University Supervisor to discuss and implement improvement/ growth plans.

FREQUENTLY ASKED QUESTIONS:

What kind of paperwork is required?

There is minimal paperwork required. The University Supervisor will compile all of the written documentation and evaluations for the clinical teacher. Cooperating teachers will be asked to provide feedback based on a rubric and participate in 2-4 benchmark conferences with the University Supervisor and the clinical teacher. A “Cooperating Teacher Weekly Evaluation” is provided to help

guide the feedback discussion. There will be a short survey to complete at the end of the Clinical Teaching.

How often should cooperating teachers leave the clinical teacher alone?

Clinical teachers should not be regarded as substitutes. They are students beginning their first teaching experience who are placed in an experienced teacher's classroom to learn and grow professionally under direct supervision and guidance. Without the cooperating teacher's guidance and feedback, the Clinical Teaching experience is not effective.

During this experience, clinical teachers should demonstrate that they can manage the class on their own. Therefore, cooperating teachers may occasionally leave the classroom for short periods and stay within close proximity. The clinical teacher should be informed of what to do if they need assistance during these times. Ultimately, the cooperating teacher retains the responsibility for the classroom, the students, and the clinical teacher.

What should I do when the University Supervisor comes to visit?

Continue with whatever has been planned. The University Supervisor does not wish to disrupt the lesson. Each visit should include a conversation with the cooperating teacher and the clinical teacher regarding progress, as long as it does not interfere with the regular classroom schedule.

What can be done about clinical teachers who are not performing satisfactorily?

There should be no surprises when it comes to performance of clinical teachers. It is very important to regularly and consistently communicate and give feedback regarding strengths and areas of concern to their clinical teacher. It is equally important to communicate these strengths and areas of concern to the University Supervisor.

Sometimes, cooperating teachers do not take opportunities to effectively communicate areas of concern with their clinical teachers for fear of hurting their feelings or because of lack of time during the school day. For the clinical teacher to be able to grow professionally, this must be done.

Clinical teachers have opportunities to correct their areas of concern. Some of them can do it quite rapidly, while others might have to repeat or extend the Clinical Teaching experience. University Supervisors will guide growth plans or provide other interventions so that cooperating teachers do not bear the burden of a clinical teacher who is not progressing.

**Thank you for hosting a clinical teacher
and helping to shape our future educators!**



UNIVERSITY SUPERVISOR RESPONSIBILITIES

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

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

Procedures & Expectations

- For ECH-6 and All Level candidates, make four-six formal visits to observe the clinical teacher each semester. While some observations will be unscheduled, scheduled observations are done a **minimum** of two times per placement. (There may be instances when more visits are necessary.)
- For 4-8 and 7-12 candidates, make four-six formal visits to observe the clinical 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 visits are necessary.)
- Contact clinical teacher(s)/ principal(s)/ cooperating teacher(s) and establish an open line of communication.
- Hold an orientation meeting to review expectations & requirements with Clinical teachers & Cooperating Teachers.
- Document visits on the Record of Clinical Teaching Observations and Conferences form.
- Conduct 4 EOSL Benchmarks (Clinical teachers will enter their lessons & supporting documents in TaskStream).
- Input EOSL Assessment Checklist data in TaskStream, & participate in interactive conferences with the cooperating teacher & clinical teacher.
 - EOSL 1-2 in the first seven weeks
 - EOSL 3-4 in the second seven weeks
- Communicate weekly with the clinical teachers (e-mail or in person).
- Communicate regularly with cooperating teachers (e-mail or in person).
- Provide written & or verbal feedback within 2 days.

- If the clinical teacher is used as a substitute, have them fill out the Emergency Substitution Report.
- If the clinical teacher is absent, have them fill out the Absence Report & the Make-Up Verification Report.
- Review clinical teacher(s) portfolio(s) in TaskStream.
- Complete 1 Final Clinical Teaching Checklist per clinical teacher (with supporting documents) and turn in to the Field Experience Advisor at the end of the semester.
- Enter Final Grade (Pass/ Fail) in Ramport.
- Report all problems, concerns, and celebrations to the Field Experience Advisor.

APPLYING FOR CERTIFICATION

Please reference the Teacher Certification Handbook on the Angelo State University website.

<http://www.angelo.edu/dept/ceducation/>

FMI:

Mrs. Maggie Blair
Certification Specialist
ASU Station #10914
San Angelo, Texas 76909-0914
(325) 486-6601
maggie.blair@angelo.edu

FORMS

All forms for Clinical teachers, Cooperating Teachers, & University Supervisors may be found on this page:

http://www.angelo.edu/dept/ceducation/stfe_resources.php

Complaint Process

The College of Education and the Texas Education Agency have a formal complaint process. Should you be dissatisfied with the customer service provided by the college you may access the complaint at: www.angelo.edu/dept/ceducation/college-of-education-complaint-process.

FOR MORE INFORMATION

Contact the Field Experience Advisor
Lori Herron
(325) 486-6609

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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