

# Texas A&M University

## Student Teaching Handbook

(revised for fall 2009 student teachers)

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## **Texas A&M University Student Teaching MISSION STATEMENT**

Student teaching is the culminating experience in the teacher education program at Texas A&M University. It requires one to display the knowledge, skills, and attitudes about teaching and learning that have accrued through the undergraduate experience.

The student teaching semester is a valuable professional experience in teacher preparation since it represents the bridge between professional preparation and professional practice. Clinical experiences are designed to provide opportunities for students to observe, plan, implement, and evaluate instructional materials and techniques in order to meet the varied learning needs of students from diverse cultures and backgrounds.

The success of the student teaching semester will depend on the cooperative efforts of many people. Our hope is that the student teacher, cooperating teacher, and the university supervisor will form a triad with closely connected goals -- all resulting in a positive and memorable student teaching experience. It is both the aim and expectation of the Texas A&M University Student Teaching Program that all participants will become reflective professional educators who facilitate successful student learning. It is intended that the schools, the University, and the student teacher will benefit from this cooperative learning experience.

# ACKNOWLEDGMENT OF STUDENT TEACHING HANDBOOK LIABILITY INSURANCE AND WAIVER OF LIABILITY

Name \_\_\_\_\_

## STUDENT TEACHING HANDBOOK INFORMATION

My signature below acknowledges that I have accessed the Texas A&M University Student Teaching Handbook online. I have read the Handbook and agree to abide by the standards, policies, and procedures defined or referenced in the Handbook. I understand that I have an obligation to inform my university supervisor of any changes in personal information, such as name, phone number, address, etc. I also accept responsibility for contacting my supervisor if I have any questions, concerns or need further explanation.

## PROFESSIONAL LIABILITY INSURANCE

Student teaching at Texas A&M University is not covered by professional liability insurance through TAMU or the public school district. Liability insurance is available through membership in the student branches (Texas Classroom Teachers Association at 888-879-8282 and/or Association of Texas Professional Educators at 800-777-ATPE). Texas A&M University students are required to join one (or both) of these organizations during the student teaching semester at no charge.

## WAIVER OF LIABILITY

By signature below, I understand and accept the condition that the College of Education and Human Development at Texas A&M University and the assigned public school district are released from any liability related to accidents or any other unexpected events which may occur in conjunction with my participation in required or voluntary activities during student teaching. I acknowledge that it is the recommendation of the College of Education and Human Development that I obtain general medical/health insurance if I am not already covered.

Signature \_\_\_\_\_

Date \_\_\_\_\_

**Note: Please download, sign and date one copy of this form and give it to your university supervisor at your Student Teaching Orientation that occurs by the first official day of student teaching.**

## OBJECTIVES OF THE STUDENT TEACHING EXPERIENCE

- To be immersed in teaching experiences that allow for a smooth transition from the role of a student at Texas A&M University to the role of a classroom teacher.
- To observe the behavior and learning styles of students in a world of diverse cultures and expectations.
- To develop high levels of teaching competence through guided teaching experience.
- To learn how to create and use effective lesson plans for instruction.
- To become competent in creating and using instructional materials and techniques.
- To effectively use technology for instruction and communication.
- To become familiar with the total public school organization and programs.
- To establish professional relationships with fellow teachers, students, administrators and parents.
- To engage in self-evaluation and professional goal setting.
- To be of mutual assistance to the cooperating school and the teacher preparation program by establishing cooperative relationships through open communication and the pursuit of common goals.

## STUDENT TEACHING COMPONENTS

### OBSERVING

Much of the first week of student teaching will be spent in observation of the classroom environment, instructional techniques, and interpersonal communication and relationships. As you observe, it will be helpful to take reflective notes for the purpose of asking questions of your cooperating teacher regarding reasons for her/his interactions and instructional methods. Frequently asking questions of “why” and “how” will provide you with a knowledge base for choosing your own methods for instruction and management. During this period of time, it is also helpful to make and fill in seating charts to quickly learn the names of the students.

### ASSISTING

After a short period of observation time, you will be ready to become more involved with the students. The cooperating teacher may give specific suggestions for activities that will help you to become involved. For example:

- a. Monitor student work at their desks to give one-on-one assistance,
- b. Distribute papers or materials,
- c. Grade papers,
- d. Check attendance,
- e. Assist students with make-up work/tutorials.

Please let the teacher know when you are ready to become more involved. The cooperating teacher may be reluctant to “push” you. At the same time, be sensitive to your cooperating teacher and do not attempt to “take over” the class too quickly. Demonstrate enthusiasm and initiative.

### TEAMING

To initiate your teaching experience in the class, you may begin by co-planning and co-teaching a selected lesson. This may be done in any number of ways. For example:

- ❖ Divide the class into two groups with each of you taking a group for instruction.
- ❖ Divide the instructional time—one person does the introduction and presentation of skills, while the other person carries out the independent practice and evaluation segments of the lesson.
- ❖ One person may present the lesson content while the other one supervises the cooperative group work.
- ❖ Teaming allows the student teacher to gain some initial experience in front of the class with support from the cooperating teacher. It also allows the students to observe the cooperative relationship of the student teacher and cooperating teacher.

### TEACHING/LESSON PLANS

After having observed the cooperating teacher model the preparation for and teaching of lesson plans, the student teacher will be able to assume some responsibility for planning and teaching. The lesson plan (long form) will be written and submitted to the cooperating teacher at least **two days** prior to teaching it in order to gain constructive feedback for revisions and ultimate success. The purpose of the long lesson plan format is: (a) to assist in organizing thinking processes while designing an effective lesson; (b) to provide a tool for communicating plans to the cooperating teacher and supervisor; and (c) to give confidence in teaching a lesson in a

sequential manner. This process will accelerate throughout the first several weeks until the student has had experience in creating and teaching multiple lesson plans in all subject areas and periods of the school day. After a consistent demonstration of success in writing and teaching long lesson plans, generally five long lesson plans per subject/block of time and **upon agreement by the supervisor and cooperating teacher**, the student teacher will be allowed to choose a "short form" lesson plan for the remainder of student teaching.

**NOTE:** As the student teacher assumes more responsibility, lesson plans must be prepared and presented to the cooperating teacher no later than Friday prior to teaching instead of two days prior to teaching. The time requirement for submitting lesson plans to the cooperating teacher is at the discretion of the university supervisor and cooperating teacher. Students are encouraged to reflect in writing about the success of the lesson. These reflections should include ideas for changes in future instruction and classroom management, reasons the lesson was/was not successful, etc.

### **FULL RESPONSIBILITY**

A gradual building of teaching responsibility leads to the full responsibility experience. This means that for consecutive days, the student teacher has the full responsibility of planning and teaching the whole school day as if she/he were the regular classroom teacher. All other responsibilities that the teacher has during this time will also be assumed by the student teacher.

There are two periods of full responsibility (10 days each) during the semester, usually during weeks 5-8 and during weeks 10-12. If preferred, the first full responsibility can be split into 2 one-week sessions. For example, the student teacher would have full responsibility week 6, take week 7 to reflect/conference with the cooperating teacher, and continue full responsibility week 8. These times may be flexible to meet individual classroom needs.

### **THREE-WAY CONFERENCE/EVALUATION**

During the 6<sup>th</sup>-7<sup>th</sup> week and the 11<sup>th</sup> -12<sup>th</sup> week of student teaching, the cooperating teacher and supervisor meet to discuss your progress followed by a three-way conference and evaluation. During the conference, they will each complete an evaluation form and discuss its meaning and ramifications for your success as a teacher in your own classroom. You may also be asked to fill out an evaluation form as a means of reflection on the progress you have made and areas where improvement needs to occur. The mid-point and final evaluations are submitted electronically to indicate that you have fulfilled the requirements of student teaching. The evaluations are based on the PDAS Appraisal Framework.

The revised Framework can be viewed at: <http://www5.esc13.net/pdas/docs/forms/Framework.pdf>.

# STUDENT TEACHING POLICIES

## LENGTH OF SEMESTER

The student teaching semester has been designated as 60 days (twelve to fifteen weeks) according to the department guidelines and/or student's performance.

## ATTENDANCE

Student teachers are expected to be in attendance at their cooperating school each day. Leaving the school campus during the school day is not permitted without prior approval. It is the responsibility of the student teacher to inform the cooperating teacher, university supervisor, and school office as early as possible in case of an illness or forced absence. All absences must be made up by the student teacher. Excessive absences may result in removal from student teaching.

## HOLIDAYS AND STAFF DEVELOPMENT DAYS

During the student teaching semester, student teachers will observe the holidays scheduled by the school system to which they are assigned regardless of the holidays observed by Texas A&M University. Student teachers are expected to be at school on staff development days and to participate in any professional development programs when appropriate.

## RELATIONSHIP WITH STUDENTS

Student teachers should exercise extreme caution against becoming too familiar with students under their direction. It is not appropriate to socialize in any way with students within the district to which the student teacher is assigned without the presence of the cooperating teacher. The student teacher should be considered a professional not a "friend."

## CORPORAL PUNISHMENT

Corporal punishment is a sensitive issue in many schools and student teachers must not resort to this method of behavior control. Texas A&M University policy requires that if corporal punishment is recommended, it is to be administered by the cooperating teacher or other appropriate certified personnel.

## SEMINAR ATTENDANCE

Professional development seminars conducted by supervisors are mandatory for all student teachers and vary in number and content.

## WORK/COURSES

Student teaching is considered a full academic load. Additional course work is not allowed during the student teaching semester. Employment during student teaching is not advisable due to the tremendous time commitment expected for preparation. If financial needs require that some employment be assumed, this should be limited to 10-12 hours per week, preferably on weekends. Weekday afternoons should be free for seminars, faculty meetings, and curriculum planning. Any issues concerning employment during student teaching should be discussed in advance with your supervisor.

## STUDENT WITH SPECIAL NEEDS

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Support Services for Students with Disabilities in Room B118 of the Cain Hall. The telephone number is 979-845-1637.

## Student Teaching Assignments

- Download the Student Teaching Handbook at [http://tlac.tamu.edu/articles/student\\_teaching\\_handbook](http://tlac.tamu.edu/articles/student_teaching_handbook). Bring a signed copy of the Acknowledgement of Student Teaching Handbook to the university supervisor verifying that you have thoroughly read the handbook.
- Complete the Cooperating Teacher Information Sheet and turn it in to the supervisor. If applicable, include a bell or class change schedule.
- Submit a Weekly Student Teaching Schedule to your supervisors **each week**. This assists the supervisor in scheduling his/her visits for observations. When filling it out weekly, you will only have to add the specifics regarding your periods of instruction. Each supervisor will specify where and when this schedule should be complete. It is your responsibility to email or turn it in **on time** to reflect organization and professionalism.
- Discuss a Pacing Schedule with your cooperating teacher. Begin filling out the Projected Student Teaching Schedule. Preferably turn this in to the university supervisor by the end of the third week.
- Organize a Student Teaching Notebook using a large three-ringed binder with individual dividers. Keep this notebook on your desk so that the supervisor may access it for during each visit. The notebook should contain the following components:
  - Calendar of events -TAMU student teaching calendar of events and a school district calendar.
  - Lesson Plans - Place a lesson plan in your notebook for each lesson that you teach. Use the lesson plan formats provided in the Supplements part of the handbook. Ask that the cooperating teacher initial the plan before you place it in your notebook. Keep the most recent lesson plans at the front of this section.
  - Reflective Journal - One technique that will help you practice reflective skills is to keep a daily journal of your student teaching experiences and your personal reactions to those events. You may also reflect on a lesson you have taught by writing on the back of the lesson plan. Questions to help with these reflections are found below.
  - Cooperating Teacher/Supervisor Evaluations - Your cooperating teacher and supervisor will evaluate you and give written feedback frequently. These evaluations should be in your notebook.
  - Seminars/Meetings - Place handouts and notes here.
  - General Information - Include school and office memos, questions to be answered, university information, etc.
  - Instructional and Management Techniques- Gather and organize best practice ideas for use in your classroom.
  - Student Teaching Handbook - Place your copy of the handbook here for quick reference.
- **VISTA**

All student teachers will complete discussions on VISTA throughout the student teaching experience. Remember to check your TAMU email regularly.
- **JOURNAL**

Becoming a skilled reflective thinker is a requirement for being an effective teacher. You may do this on a personal basis, or you may choose to share your journal with your cooperating teacher and/or your supervisor in order to be involved in an on-going “conversation” and problem–solving process. Taking time for journaling is valuable as a stress release, as a critical thinking tool, and as a way to capture those humorous or successful interactions with students that you do not wish to forget. As you develop self-reflective evaluation skills, you may ask yourself the following questions:

  - What did I do effectively? What are my best qualities as a teacher? What did I do that was not effective?
  - Where do I need improvement as a teacher? How can I improve the lesson content, activity, materials, etc?
  - What are some other ways to present the lesson that would be just as effective or more effective?
  - What problems arose that I didn't expect? How did I handle them? What are some alternative actions I could have used?
  - How effective is my classroom management plan?
  - What changes could I make to more effectively meet student's needs and enhance success in learning?
- **CAREER FAIR**

The Department of Teaching, Learning and Culture hosts a Career Fair during each semester (October and April) in which approximately 150 school districts display booths of information about their districts and any potential jobs. All student teachers are excused from their classrooms that day and are required to attend this event. It is advisable to bring copies of your resume to hand out to school districts in which you are interested. ---

## STUDENT TEACHER RESPONSIBILITIES

### DEDICATION

- **Report to school on time and remain until the designated end of the school day.**
- Make student teaching a top priority for the semester.

### ORGANIZATION

- Turn in a weekly teaching schedule to your university supervisor as designated by him/her. Notify your supervisor immediately if changes occur in this schedule.
- Notify the school, the cooperating teacher and the university supervisor as soon as possible if absence due to illness is necessary.

### PREPARATION

- Provide the cooperating teacher with written lesson plans well in advance of teaching.
- Prepare in advance all teaching materials/technology to alleviate misuse of time and misbehavior of students.
- Read a variety of resource materials beyond the text materials in order to add enrichment to the lesson.
- Plan for the most efficient methods for carrying out classroom procedures and lesson transitions.
- Allow for flexibility in teaching by planning for interruptions or time constraints.

### INSTRUCTION

- Know and understand the major principles and concepts of the material to ensure high levels of teaching competence.
- Sequence instructional events to enhance student understanding.
- Observe the behavior and learning styles of students in a world of diverse cultures in order to create a classroom atmosphere that enhances multicultural understanding.
- Incorporate a variety of teaching strategies to provide for individual learning styles and to better develop inquiry and problem-solving skills.
- Become competent in creating and using instructional materials and techniques that are consistent with the instructional level of the students.
- Present directions in a clear, sequential manner.
- Develop critical thinking through the use of thought-provoking questions.
- Choose a variety of assessment tools and teach students to use self-evaluation.
- Provide lesson activities that require cooperation and teamwork.
- Encourage creativity by accepting students' ideas to enrich class experiences.

### STUDENT RELATIONS

- Create and maintain a positive learning environment by demonstrating respect for each student.
- Develop with the cooperating teacher a specific classroom management plan that complements both the existing plan and your strengths as a new teacher.
- Maintain a firm, but friendly relationship with each student.
- Be aware of the students' social and emotional needs.
- Be a respectful listener.

### PROFESSIONALISM

- **Wear appropriate professional attire.**
- Develop an individual plan for self-evaluation.
- Welcome constructive suggestions and incorporate them in subsequent planning and teaching.
- Be discreet with any confidential information.
- Become familiar with public school organizations and programs by attending any school and/or parent meetings when appropriate.
- Attend all supervisor seminars.
- Collaborate with other faculty members/student teachers in your building in sharing instructional ideas, materials and technology.
- Establish professional relationships by interacting with school personnel (administrators, faculty, support staff), students and parents.
- Be familiar with school policies and procedures.
- Contact your supervisor with questions/concerns.

## COOPERATING TEACHER RESPONSIBILITIES

### PREPARATION

- Prepare the classroom students to receive the student teacher as a professional co-worker.
- Prepare a workspace for the student teacher with a desk, chair, shelves, curriculum guides and teaching materials.
- Participate in a cooperating teacher orientation session with the university supervisor.

### ORIENTATION

- Orient the student teacher to the students, the school calendar and daily schedule, the building facilities and resources, the personnel – administrators, faculty, and staff, school policies and procedures, the nature of the community, and professional opportunities.

### INDUCTION

- Provide a gradual induction to the teaching process by modeling appropriate planning and teaching.
- Demonstrate methods and resources for creating daily lesson plans that are sequential and integrated.
- Demonstrate the use of curriculum guides, teachers' manuals, and other resources for your grade/subject level.
- Explain the philosophy of classroom management, the specific techniques that are to be used, and how management is to occur when the cooperating teacher and student teacher are both in the classroom.
- Choose a specific time for planning together on a daily/weekly basis.
- Guide the student teacher toward effectiveness by:
  - monitoring effective use of time,
  - requiring written lesson plans two days in advance of teaching,
  - creating a climate that encourages questioning and self-reflection,
  - praising and encouraging,
  - keeping interactive lines of communication open and discuss problems frankly, one at a time,
  - sharing professional experiences and materials,
  - capitalizing on the special interests, talents, and abilities of a student teacher in order to enrich the curriculum,
  - encouraging the use of alternative instructional and management techniques, and
  - guiding the acceptance of varied school duties and tasks which represent a teacher's workload.
- Explain the methods of record keeping for attendance, tardiness, grades, conduct, etc.
- Discuss emergency and health procedures such as fire drills, lockdowns, illness, fighting, etc.
- Allow the student teacher to assume full responsibility of the classroom instruction and management for two two-week sessions during the semester.
- Give specific instruction on how to set up a classroom for the beginning of the year.

### EVALUATION

- **Provide weekly written feedback to students.**
- Promote daily interactive discussions that encourage reflective thinking about the strengths and weaknesses of the student teacher's effectiveness in the planning/teaching process.
- Assist the student teacher in implementing recommendations received during the daily evaluation sessions.
- Confer with the university supervisor on a continuing basis. Performance problems should be identified and discussed as early as possible. Use a Growth/Probation Plan whenever necessary to encourage timely change.
- Free the student to confer with the university supervisor following the observation.
- Discuss weekly, mid-point and final evaluations of the student teacher's progress.
- Participate in a three-way evaluation conference with the student teacher and supervisor at the mid-point and final evaluation.
- Submit mid-point and final evaluations online.
- Contact the university supervisor with questions/concerns.

### PROFESSIONALISM

- Accept each student teacher as an individual and refrain from comparison of her/him with previous student teachers.
- Free the student teacher to attend all required seminars which are part of her/his clinical experience.
- Leave the student teacher alone in the classroom so that she/he can have a feeling of independence and an opportunity to learn from her/his mistakes. Be sure this occurs gradually, and indicate where you may be located in case of emergency.
- Introduce the student teacher to professional journals, resources, and organizations.
- Invite the student teacher to faculty/curriculum meetings, parent meetings, and parent/teacher conferences when appropriate.
- Must have 3 years teaching experience and approval from the campus administrator.

## UNIVERSITY SUPERVISOR RESPONSIBILITIES

### LIASION

- Act as a liaison between the participating schools and the TAMU College of Education.
- Communicate regularly with principals, cooperating teachers, student teachers and the Assistant Director of Student Teaching.
- Provide guidance and support of the cooperating teacher in assuming his/her role.

### INSTRUCTION

- Conduct a student teacher orientation at the beginning of the semester that reviews the handbook, and emphasizes responsibilities (academic, moral, ethical, legal) and the information needed to make a smooth transition from being a university student to being a successful teacher.
- Conduct an orientation for cooperating teachers to provide information concerning the program, required responsibilities, and effective communication with the student teacher, cooperating teacher and university supervisor.
- Plan and facilitate seminars for the professional development of student teachers.
  - Example seminar topics may include:
    - Learning Styles – knowing and understanding different learning styles of children;
    - First Year of Teaching – what to expect as a first year teacher;
    - Guest Speaker on Conscience Discipline – tips on how to build children's self-esteem, increase academics, decrease impulsivity/hyperactivity in "difficult" children;
    - Interviewing Skills - tips and strategies for effective interviewing from preparation through delivery.
    - Lesson Cycle – review components of lesson cycle.

### EVALUATION

- Observe, assess and evaluate student teachers on a regular basis regarding teaching, planning, management, and professionalism (at least 4 classroom visits).
- Guide the student teacher's growth in reflective thinking and self-evaluation.
- Evaluate the student teacher's lesson plans and provide verbal and/or written feedback.
- Complete with the cooperating teacher a mid-point and final evaluation of each student teacher and write recommendations. Submit the evaluations online.
- Participate in a three-way evaluation conference (at least 20 minutes) with the student teacher and cooperating teacher at the mid-point and end of the semester.
- Provide the student teacher with a "Growth/Probation Contract" if there are problematic areas that need special attention. A copy of any Probation Contract shall be submitted to the Assistant Director of Student Teaching as soon as all parties have signed the form.
- Document thoroughly any infractions of school policy or professionalism, as well as unsatisfactory progress in classroom instruction and management.

### PROFESSIONALISM

- Continue professional development through attendance and participation in supervisor seminars each semester.
- Continue professional development by reading professional journals and attending conferences.
- Attend and participate in Career Fairs. ---
- Complete recommendation letters for student teachers who are applying for initial teaching jobs.
- Serve as a mentor to a new student teaching supervisor, if requested.
- Communicate regularly with the Assistant Director of Student Teaching about areas of concern or make suggestions for programmatic changes.
- Must have at least a Masters degree to serve as a supervisor. (Mid-management certification for Single Long Distance Placements).

## STUDENT TEACHERS SERVING AS SUBSTITUTE TEACHERS

- I. With the approval of Senate Bill No.1, each teacher preparation program is permitted to determine its own policy regarding student teachers serving as substitute teachers. Below are Texas A&M University's guidelines, prepared in collaboration with the members of the Brazos Valley Cooperative Teacher Education Center.
  - A student teacher may serve as a substitute teacher only of their own volition and with prior recommendation of their cooperating teacher and university supervisor.
  - A student teacher may substitute only for her/his cooperating teacher(s).
  - A student teacher that substitutes must abide by all district guidelines for substitute teachers.
  - All student teachers will be informed of the district's substitute teacher policy and arrangements should be made by the student teacher for any necessary orientation.
  
- II. Specific conditions must exist for a student teacher to serve as a substitute:
  - The cooperating teacher, campus principal, and the university supervisor must agree that the student teacher is capable of handling successfully the teaching responsibilities.
  - A certified teacher must be present in the immediate vicinity of the student teacher's classroom and must agree to assist the student teacher if needed.
  - All necessary paperwork must be completed prior to a student teacher serving as a substitute, and the university supervisor must be contacted by the student teacher.
  
- III. District guidelines for a student teacher serving as a substitute teacher **may** include the following:
  - A. A student teacher may serve as a substitute for **up to three days with full substitute pay**. This may occur only after the 1<sup>st</sup> week of the 1<sup>st</sup> full responsibility. Students must substitute in their assigned student teaching placements.
  
  - B. A student teacher may serve as a substitute **without pay** so that her/his cooperating teacher may take a personal leave day. Since the state no longer provides compensation to teachers who mentor student teachers, the cooperating teacher(s) that is assigned a student teacher may be granted the equivalent of one personal leave day. This may occur only after the 1<sup>st</sup> week of the 1<sup>st</sup> full responsibility. Students must substitute in their assigned student teaching placements. (If students are in a split assignment, each cooperating teacher will receive a personal leave day.)

**NOTE:** If a district requires attendance at the substitute orientation, students must make arrangements to attend before they are allowed to serve as a paid substitute in their cooperating teacher's classroom.

# TERMINATION OF STUDENT TEACHING ASSIGNMENT

The student teaching program is a cooperative relationship between Texas A&M University, cooperating school districts, cooperating teachers, and the student teacher. Each student teacher is to be made aware that her/his presence in the district, and in a particular classroom, is that of a guest. Occasionally there are circumstances that warrant the termination of the student teaching experience. Termination may be initiated by the student teacher, the school district, or Texas A&M University. When such action is deemed necessary, there are specific reasons and procedures that should be taken into consideration by all parties involved.

## REASONS FOR TERMINATION

1. Mutual consent and agreement for termination by the student teacher, cooperating teacher/ school, and university supervisor for reasons of illness, injury, or other unforeseen problem.
2. Failure by the student teacher to establish and maintain a satisfactory performance level in classroom instruction and management.
3. Failure by the student teacher to abide by the policies of the cooperating school.
4. Unprofessional conduct towards school personnel or students.

## PROCEDURES FOR TERMINATION

Termination of the assignment of a student teacher for the reasons previously stated in numbers 2-4 should follow these prescribed procedures in a sequential manner:

1. The student teacher shall be informed by the cooperating teacher and university supervisor of any unsatisfactory performance. This shall be done through a written evaluation from both cooperating teacher and university supervisor, a joint conference between all three, and written documentation of any infractions of school policy or professionalism. A student teacher may not be terminated for a series of minor or undocumented problems.
2. When it is evident that a student teacher does not follow through with prescribed verbal and written suggestions for improvement, a formal Growth Contract shall be initiated by the university supervisor and cooperating teacher and presented to the student teacher during a three-way conference. This contract shall be signed by the student teacher, the cooperating teacher, and the university supervisor with a copy submitted to the Assistant Director of Student Teaching.
3. Within a one-week time frame the student teacher, the cooperating teacher, and the university supervisor will confer to assess progress.
4. If inadequate progress in teaching effectiveness and/or unprofessional conduct continues, a formal Probation Contract will be administered with a clear time limit for compliance. A copy will be submitted to the school principal and to the Assistant Director of Student Teaching. The cooperating teacher and university supervisor may request that the Assistant Director of Student Teaching administer an observation and evaluation. This may be done on site or via videotape. A conference of all concerned parties will follow.
5. When a student teacher is placed on probation and reassessment indicates unfavorable progress, the student teacher will meet with the Assistant Director of Student Teaching to discuss possible options. The options offered will depend upon EACH INDIVIDUAL CASE and what is deemed to be in the best interest of the student teacher, the school, the cooperating teacher, and the students in the classroom. Some options that may be considered are:
  - a. Movement to another classroom for the remainder of the semester. This may be in another school or district and will be done ONLY if a classroom placement is available. Student teaching will automatically be extended to 15 weeks.
  - b. Withdrawal from student teaching with the option to reapply for student teaching after waiting at least one semester and no more than three (3) semesters. During the interim time, there will be prescriptive growth experiences created by the Assistant Director of Student Teaching and university supervisor that must be completed and submitted for review prior to reassignment for student teaching.
  - c. Withdrawal from student teaching with a decision to transfer to another college within the University for pursuing a different degree. (Withdrawal will be allowed only if it is prior to the end of Q-drop date for the semester.)
  - d. Termination of student teaching with a failing grade.
6. If the student teacher is to be terminated or withdrawn from student teaching, she/he will be given a letter stating the decision made, the reasons for that decision, and whether or not an opportunity for application to student teach again at a later date will be permitted. The letter will also specify the growth assignments that are expected prior to reassignment to student teaching.
7. The student will meet with personnel in the office of the Associate Dean for Undergraduate Studies for guidance in withdrawal and re-admittance procedures.

The final decision to terminate a student teacher is the responsibility of the Assistant Director of Student Teaching with the consensus and approval of the Department Head. This decision will be based upon input from the school principal, the cooperating teacher, the university supervisor, and the student teacher.

## APPEAL PROCEDURE

If the student teacher wishes to contest the decision to terminate the assignment, specific procedures must be followed.

1. The student must submit written appeal to the Assistant Director of Student Teaching within three (3) days from the date notified of termination.
2. The Assistant Director of Student Teaching will convene a panel to process the appeal. This panel will consist of the Assistant Director of Student Teaching and at least two of the following:
  - Department Head
  - Department designated elementary or secondary program coordinator
  - University Supervisor
  - Faculty member from student's program of study
3. The committee will review the case consisting of written evaluations, growth and probation contracts, written documentation of student teacher infractions, the procedures followed by the university supervisor and cooperating teacher and the appeal letter from the student.
4. The committee will vote to accept or reject the appeal. The Assistant Director of Student Teaching will meet with the student to inform her/him of the decision and recommendation of the committee. A written copy of the decision will be given to the student teacher, the Associate Dean for Academic Affairs, and the Department Head.
5. The Assistant Director of Student Teaching will be responsible for administering all follow-up actions determined by the committee.
6. Refer to Aggie Honor System for appeal procedures: <http://www.tamu.edu/aggiehonor/>

# **SUPPLEMENTS**

## **TAMU Contacts**

### **Sample Forms**

- Observation Suggestions**
- Lesson Plans**
- Pacing Schedule**
- Semester Projected Schedule**
- Weekly Student Teaching Schedule**
- Cooperating Teacher Information**

**Code of Ethics/Immunity Status for Student Teachers**

**Disposition Checklist**

**Growth/Probation Contract**

# IMPORTANT UNIVERSITY PERSONNEL & PHONE NUMBERS

TEXAS A&M UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT  
COLLEGE STATION, TX 77843-4232

## STUDENT TEACHING CONTACTS

- Kim Parish - TLAC 845-8254 [kparish@tamu.edu](mailto:kparish@tamu.edu)
- Diane Graham - HLKN 458-3415 [dgraham@tamu.edu](mailto:dgraham@tamu.edu)
- Kelly Schmid - SPED 845-2317 [kschmid@tamu.edu](mailto:kschmid@tamu.edu)
- Miranda Walichowski - BIL 862-4612 [m-walichowski@tamu.edu](mailto:m-walichowski@tamu.edu)

## ADVISORS-TLAC

- Amanda Mather 458-3602 [amather@tamu.edu](mailto:amather@tamu.edu)
- Vince Hernandez 845-5392 [vhernandez@tamu.edu](mailto:vhernandez@tamu.edu)
- Erin Bouge 845-8407 [erin.bouge@tamu.edu](mailto:erin.bouge@tamu.edu)
- Justin Smith 862-2065 [jdesmith@tamu.edu](mailto:jdesmith@tamu.edu)

## TEACHER CERTIFICATION OFFICE

- Kathy May 845-5360 [kathymay@tamu.edu](mailto:kathymay@tamu.edu)

## OTHER IMPORTANT NUMBERS

REGISTRATION (General Services Complex) .....	845-7117
RECORDS (General Services Complex) .....	845-1003
TRANSCRIPTS (General Services Complex) .....	845-1066
DEGREE AUDIT (General Services Complex) .....	845-1089
STUDENT FINANCIAL SERVICES (Fees/Billing) .....	845-8127
FINANCIAL AID OFFICE (Pavilion) .....	845-3236 or 845-3987
GRADUATION APPLICATIONS (GSC) .....	845-1089
GRADUATION ANNOUNCEMENTS (MSC Box Office) .....	845-1234
GRADUATION CAP & GOWNS (MCS Bookstore) .....	845-8681
CAREER CENTER/PLACEMENT OFFICE .....	845-5139

UNIVERSITY SUPERVISOR \_\_\_\_\_

COOPERATING TEACHER \_\_\_\_\_

SCHOOL CAMPUS - MAIN OFFICE \_\_\_\_\_

# SUGGESTIONS FOR OBSERVATION OF CLASSROOM PROCEDURES, INSTRUCTION AND MANAGEMENT

These questions are designed to help you focus on important classroom procedures and utilize your observation time wisely.

## CLASSROOM ROUTINE - (Details are important!)

1. Starting procedures  
What does the teacher do as students arrive in the classroom?  
Does she/he have instructions on the board or activities for engagement?  
How are class roll, lunch count, etc. conducted?
2. Distribution of materials  
Are instructional materials ready for use?  
What are student responsibilities regarding materials?
3. Restroom procedures  
May students move freely to the restroom?  
Are passes available to use under certain guidelines?  
Must the teacher give permission before a student may be excused?
4. Lunch procedures  
How are students dismissed at the end of each period, for lunch, for special circumstances, etc.?  
How are elementary students given lunch tickets, taken to the cafeteria and picked up, etc.?
5. Other "housekeeping tasks"  
How are students guided in the upkeep of the room and learning materials?

## RECORD KEEPING

1. Attendance  
Are there any special codes used by the teacher?  
Does she/he allow students to assist?
2. Grading (Watch carefully how the teacher grades papers – accuracy is a must!)  
Does the teacher use different types of evaluation symbols? (e.g., 100%,  $\sqrt{+}$ )  
How is the grade book set up? (tests in red ink, computer program, etc.)  
How does she/he deal with participation grades?
3. Referrals  
How are disciplinary actions and follow-up procedures handled?  
How are other referrals (e.g., speech, counselor) handled?

## CLASSROOM MANAGEMENT (Influenced by school and individual teacher policies)

1. Discipline plan  
What are the rules?  
How were they chosen?  
How are they enforced? (praise, consequences)
2. Tardy policy  
How is the policy enforced?  
What does the teacher/school feel are acceptable excuses for tardiness?
3. Seating arrangement  
How does the teacher determine seating? (alphabetical, discipline)  
Is there any flexibility? (Can they move at different times or do they need to stay in their seat for the entire period?)
4. Grouping  
Are students grouped for projects, reading, etc.?  
How does the teacher determine this grouping?

## TEACHING PROCEDURES (Look for a sequence of events that allows the students to achieve objectives.)

1. Lesson
  - a) Introduction and teaching
    - How is the purpose of the lesson set?
    - How does the teacher motivate students' interest?

- How does the teacher relate lesson content to the students' prior knowledge?
  - What type of questioning is used to determine student understanding?
  - b) Student activities
    - How are students monitored for degree of understanding?
    - How does the teacher produce a smooth transition from teaching procedures to student practice?
    - How are students kept on-task?
  - c) Enrichment/re-teach activities
    - What creative opportunities are provided to extend the understanding of those who successfully complete the lesson?
    - What modifications and re-teach opportunities are provided for those who have not mastered the objective?
  - d) Closure
    - How does the teacher involve the students in a brief review of the lesson objective?
  - e) Evaluation
    - How does the teacher evaluate whether the lesson's goals were achieved?
    - How does the teacher readjust the lesson if needed?
2. Homework/Make-up work/Late work/Tutorials
- a) How does the teacher grade homework?
  - b) What is the policy for late work?
  - c) What is the policy for students who have been absent?
  - d) What is the policy for helping students before, during, or after school?
3. Transition techniques/Fillers
- a) What special devices or techniques does the teacher use to connect the subjects and move into the next learning activity?
  - b) If the teacher has extra time, how does he/she keep students involved, motivated, and on-task?

#### STUDENT/TEACHER INTERACTION & MANAGEMENT TECHNIQUES

How are students recognized during classroom discussion? How do students gain the teacher's attention? (e.g., raising hand, coming to teacher's desk, signals)

How does the teacher bring all students into the learning environment and keep them on-task?

How does the teacher redirect off-task behaviors?

What nonverbal signals are used?

How are appropriate behaviors reinforced?

How are students moved from whole group to small group and vice-versa?

How is the classroom discipline plan implemented?

#### PARENT/TEACHER INTERACTION

How does the teacher communicate expectations of the child to parents?

How does the teacher deal with problems or communicate praise to parents (how often, in what manner)?

Compiled by Diane Graham in consultation with College Station ISD teachers.

**Texas A&M University  
Lesson Plan Form**

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Name: \_\_\_\_\_ Cooperating Teacher Initials: \_\_\_\_\_  
Subject: \_\_\_\_\_ Date Turned In: \_\_\_\_\_ Date Taught: \_\_\_\_\_

---

Objective(s):

TEKS:

Materials:

---

Teaching Procedure: (introduction)

1. Motivation:
  2. Prior Learning:
  3. Statement of Objective:
  4. Purpose (statement/question):
- 
5. Instructional Steps: (also include sample higher level qs, guided practice, independent practice, etc.)
    - a.

---

Closure:

Review:

Future Learning:

---

Lesson Extension and/or Modification:

---

Assessment of Learning:

---

***Self Evaluations on the Back***

(What went well with this lesson? What did not go well? What could be done differently in the future?)

# Texas A&M University Sample Lesson Plan Components

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Name: \_\_\_\_\_ Cooperating Teacher Initials: \_\_\_\_\_

Subject: \_\_\_\_\_ Date Turned In: \_\_\_\_\_ Date Taught: \_\_\_\_\_

**Objective(s):** Write in specific terms. State what you want students to know or be able to do by the end of the lesson.

**TEKS:** List the TEKS that are covered by the lesson.

---

### Materials:

List all materials that will be needed for the lesson. Be sure materials are ready ahead of time. Examples: textbook, reference materials, technology, art, music, lab equipment.

---

### Teaching Procedure:

1. **Motivation:** Use pictures, brainstorming, real objects, thought - provoking questions, riddles, poems, books, games, personal experiences, experiments, role play, etc. to FOCUS students on what is to be learned.
2. **Prior Learning:** Produce a step by step plan of how you will teach the objective
3. **Statement of Objective:** State clearly the lesson objective; relate to prior learning
4. **Purpose (statement/question):** Give a purpose – (Tell students why it is important to learn this and how it will help them in the future)
5. **Instructional steps:**
  - a. Present new information and relate it to current student experiences
  - b. Model examples of the new skills and demonstrate to the student exactly what they are to do (include visuals whenever possible)
  - c. Recap important points often
  - d. Question throughout to check for understanding
  - e. Include sample question; remember to include higher level/critical thinking questioning
  - f. Write everything you will do, and in general, everything you will say
  - g. Involve the students throughout the lesson
  - h. Include *guided* (completed with teacher's assistance) and *independent* activities (without teacher's assistance) that reinforce the lesson objective (Label these activities with GP and/or IP)
  - i. Monitor student responses to assess students' needs

---

### Closure:

#### Review:

- Recap the main points by referring back to the objective
- Keep closure student – centered (What did you learn today? Why did you learn it? How will it help you?)

#### Future Learning:

- Ask questions that will give you feedback on student mastery of the lesson objective
- Relate to future learning

---

### Lesson Extension and/or Modification:

- Provide extension activities for those who have mastered the objective
- Provide remediation for those who did not master the objective

---

### Assessment of Learning:

- Ask yourself, "How will I measure to see if learning has occurred?" This may be accomplished through observation of specific work habits, worksheets, group projects, tests, oral discussions, illustrations, etc.

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### Self-evaluations on the back.

(What were the strengths of this lesson? What needed to be changed? While teaching this lesson I learned . . .)

## Texas A&M University

### Student Teacher Pacing Schedule - Elementary

WEEK	RESPONSIBILITIES
1	<p><b>Observe, assist, team-teach</b> The majority of time is focused on learning classroom routines and observing students and cooperating teacher. Team teaching is appropriate.</p>
2	<p><b>Co-plan and teach 1-2 subjects/periods per day</b> Gradually add responsibilities so that the student teacher has experience planning and teaching each subject/periods before first full responsibility begins.</p>
3	<p><b>Co-plan and teach 2-3 subjects/periods per day</b> Gradually add responsibilities so that the student teacher has experience planning and teaching each subject/periods before first full responsibility begins.</p>
4	<p><b>Plan and teach 2-3 subjects/periods per day</b> As the student teacher assumes teaching of new subjects/periods, teaching responsibilities for subjects/periods they have taught the longest may be dropped. This assures that the student teacher will teach at most 3 subjects/periods per day (or approximately half of the school day). By the end of week 5, the student teacher should have taught all the subjects/periods.</p>
5-7	<p><b>Full Responsibility</b> Choose 10 consecutive days during these 3 weeks for full responsibility.</p> <p>MID-POINT CONFERENCES DURING WEEK 7</p>
7-9	<p><b>Plan and teach 2-3 subjects/periods per day</b> Progressively add subjects/periods that build toward the second full responsibility.</p>
10-12	<p><b>Second Full Responsibility</b> Choose 10 consecutive days during these 3 weeks for full responsibility. The last week may also be used as a 'transition' week.</p> <p>FINAL CONFERENCES DURING WEEKS 11 &amp; 12</p>

Note: This is only a suggestion. It can be changed to meet individual needs.

**Texas A&M University**  
**Student Teacher Pacing Schedule – Middle/High School**

<b>WEEK</b>	<b>RESPONSIBILITIES</b>
<b>1</b>	<b>Observe, assist, team-teach</b> Plan for advisory, if possible.
<b>2</b>	<b>Co-plan and teach 1-2 classes</b> This should be a lesson that the cooperating teacher has modeled on the previous day. This will give the student teacher the opportunity to plan with the cooperating teacher and observe the lesson being taught.
<b>3</b>	<b>Independently plan and teach 2-3 classes</b>
<b>4</b>	<b>Independently plan and teach 3-4 classes</b>
<b>5-7</b>	<b>Full Responsibility</b> Choose 10 consecutive days during these 3 weeks for full responsibility.  MID-POINT CONFERENCES DURING WEEK 7
<b>7-9</b>	<b>Plan and teach 2-3 classes</b> Progressively add periods that build toward the second full responsibility.
<b>10-12</b>	<b>Second Full Responsibility</b> Choose 10 consecutive days during these 3 weeks for full responsibility. The last week may also be used as a 'transition' week.  FINAL CONFERENCES DURING WEEKS 11 & 12

Note: This is only a suggestion. It can be changed to meet individual needs.





Texas A&M University  
**Cooperating Teacher Information Sheet**

Teacher's Name \_\_\_\_\_ School \_\_\_\_\_ Room \_\_\_\_\_

Teacher's Home Address \_\_\_\_\_ Teacher's Home Phone \_\_\_\_\_

Student Teacher's Name \_\_\_\_\_ Conference Period (with time) \_\_\_\_\_

This will be used by your university supervisor in planning her/his visiting schedule. Please indicate your daily class schedule with subject, time periods, and any preparation periods. Be sure to inform the university supervisor of changes in this schedule.

***Daily Class Schedule***

Subject & Time →									
Monday									
Tuesday									
Wed.									
Thursday									
Friday									

**Revised Code of Ethics and Standard / Immunity Status for Student Teachers  
Practices for Texas Educators  
(effective Sept. 1, 2002)**

**Statement of Purpose**

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community.

**Enforceable Standards**

**I. Professional Ethical Conduct, Practices and Performance.**

*Standard 1.1.* The educator shall not knowingly engage in deceptive practices regarding official policies of the school district or educational institution.

*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.

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

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

*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 or other persons or organizations in recognition or appreciation of service.

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

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

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

**II. Ethical Conduct Toward Professional Colleagues.**

*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.

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

*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.

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

*Standard 2.5.* The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, sex, disability, or family status.

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

*Standard 2.7.* The educator shall not retaliate against any individual who has filed a complaint with the SBEC under this chapter.

### **III. Ethical Conduct Toward Students.**

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

*Standard 3.2.* The educator shall not knowingly treat a student in a manner that adversely affects the student's learning, physical health, mental health or safety.

*Standard 3.3.* The educator shall not deliberately or knowingly misrepresent facts regarding a student.

*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, sex, disability, national origin, religion, or family status.

*Standard 3.5.* The educator shall not engage in physical mistreatment of a student.

*Standard 3.6.* The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student.

*Standard 3.7.* The educator shall not furnish alcohol or illegal/unauthorized drugs to any student or knowingly allow any student to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

### **IMMUNITY STATUS FOR STUDENT TEACHERS**

TEXAS EDUCATION CODE - SECTION 22.0511. IMMUNITY FROM LIABILITY. Senate Bill No. 930; SECTION 1. Subchapter B, Chapter 22, Education Code, is amended by amending Section 22.051 and adding Sections 22.0511 through 22.0517 to read as follows:

Sec. 22.051. DEFINITION; OTHER IMMUNITY.

(a) In this subchapter, "professional employee of a school district" includes:

- (1) a superintendent, principal, teacher, including a substitute teacher, supervisor, social worker, counselor, nurse, and teacher's aide employed by a school district;
- (2) a teacher employed by a company that contracts with a school district to provide the teacher's services to the district;
- (3) a student in an education preparation program participating in a field experience or internship;
- (4) a school bus driver certified in accordance with standards and qualifications adopted by the Department of Public Safety of the State of Texas;
- (5) a member of the board of trustees of an independent school district; and
- (6) any other person employed by a school district whose employment requires certification and the exercise of discretion.

(b) The statutory immunity provided by this subchapter is in addition to and does not preempt the common law doctrine of official and governmental immunity.

Sec. 22.0511. IMMUNITY FROM LIABILITY

(a) A professional employee of a school district is not personally liable for any act that is incident to or within the scope of the duties of the employee's position of employment and that involves the exercise of judgment or discretion on the part of the employee, except in circumstances in which a professional employee uses excessive force in the discipline of students or negligence resulting in bodily injury to students.

(b) This section does not apply to the operation, use, or maintenance of any motor vehicle.

(c) In addition to the immunity provided under this section and under other provisions of state law, an individual is entitled to any immunity and any other protections afforded under the Paul D. Coverdell Teacher Protection Act of 2001 (20 U.S.C. Section 6731 et seq.), as amended. Nothing in this subsection shall be construed to limit or abridge any immunity or protection afforded an individual under state law. For purposes of this subsection, "individual" includes a person who provides services to private schools, to the extent provided by federal law.

**Disposition Checklist Revised 4/25/05**

The National Council for Accreditation of Teacher Education (NCATE) Standard 1 requires that teacher candidates exhibit professional dispositions. Students admitted to the Teacher Education Program must exhibit professionalism in their interactions with their peers, their instructors, and with teachers and students during coursework and field placements. Below is a checklist for instructors and cooperating teachers to use to note behavioral deficiencies. This form need not be completed if a student works satisfactorily. Completed forms will be kept on file. Students: Sign and date after seeing the completed form. Instructors: Provide supporting evidence. Add comments on the back or attach a separate sheet(s).

**A. Attendance and punctuality**

1. Unacceptable absenteeism
2. Frequently tardy or leaves early
3. Rarely absent or tardy
4. Perfect attendance

**B. Initiative**

1. Passive, depends on others
2. Has good ideas, works with limited supervision
3. Creative and resourceful
4. Demonstrates self-initiative and independence

**C. Work habits**

1. Usually fails to complete assigned tasks
2. Completed assignments turned in late
3. Sometimes needs to be reminded of assignments
4. Responsible, attends to syllabus, makes no excuses except under dire distress

**D. Oral communication skills**

1. Makes frequent speaking errors
2. Inarticulate, hesitates to express self
3. Uses acceptable grammar
4. Articulate, uses standard English grammar

**E. Written communication skills**

1. Written work demonstrates frequent grammatical errors
2. Writing is often unclear and unorganized
3. Organizes and clearly expresses ideas
4. Frequently and effectively communicates with others

**F. Critical thinking skills**

1. Cannot analyze
2. Struggles with initial analysis
3. Poses thoughtful questions
4. Distinguishes between relevant and irrelevant material

**G. Quality of work**

1. Consistently hands in poor work
2. Asks for help, then does nothing
3. Completes the minimum required
4. Reaches beyond the minimum and turns in excellent work

**H. Collegiality**

1. Prefers to work alone
2. Reluctant to work with others
3. Works well on a team
4. Freely shares ideas and materials

**I. Respect (in action and speech) in and out of the classroom**

1. Creating classroom disruptions (such as cell phone ringing or rattling paper)
2. Discusses inappropriate or personal topics
3. Inappropriate remarks or actions
4. Diplomatic, sensitive to others' needs

**J. Interactions with professors, field work personnel, and children – if applicable**

1. Apathetic during field placement
2. Often distracted during field placement
3. Indifferent when talking with students or teachers
4. Collaborates willingly with cooperating teacher during field placement

**K. Professional dress during fieldwork – if applicable**

1. Always dresses inappropriately
2. Sometimes dresses inappropriately
3. Usually dresses professionally
4. Always dresses professionally

**L. Attitude toward learners – if applicable**

1. Lacks interest in subject content and/or learners
2. Makes negative comments regarding subject content and/or some students
3. Seeks help from cooperating teacher or instructor to increase understanding of content and/or to improve effectiveness of teaching
4. Takes initiative and actively seeks assistance to learn content and/or instructional strategies to help learners attain higher order learning

**M. Commitment to excellence in teaching – if applicable**

1. No attempt to implement suggestions for improvement, defensive
2. Interested in teaching but displays little enthusiasm for improving ones own skills
3. Applies suggestions from supervisors immediately
4. Appears committed to teaching

**N. Appropriate attributes for morals, ethics and values for teaching**

1. Exhibits behavior contrary to attributes
2. Makes verbal comments contrary to professional attributes
3. Responds to improvement to use positive attributes
4. Exemplary evidence of attributes in behavior

**Additional comments:**

The following are to guide your thinking as you comment about the student. You do not need to address each bulletin item.

- Positive attributes the student possesses related to teaching
- Impediments to the student's progress related to teaching:
- Has this student self-disclosed any disability that effects his or her disposition? If so, explain the disability and the specific needs of the student.
- Extenuating circumstances expressed by the student and relative to the student's coursework:
- Identify actions taken to remedy the situation. List any recommendations made to the student. Include appropriate dates.
- Recommendations to the Director of Field Placement regarding this student:
- Follow-up Recommendations Attached.

Date \_\_\_\_\_

Individual completing this form

Date \_\_\_\_\_

Student's signature acknowledges and understands the comments.

**Texas A&M University  
Student Teaching Growth/Probation Contract**

**Identified Problematic Areas:**

**Suggested Intervention Strategies:**

**Timeline for Meeting Goals:**

**Additional Concerns, Needs, Comments:**

**Signatures:** \_\_\_\_\_ **Date:** \_\_\_\_\_

(Student Teacher)

\_\_\_\_\_  
(Cooperating Teacher)

\_\_\_\_\_  
(University Supervisor)

***Supervisors: Forward any Probation Contracts to Texas A&M University contact person.***