SMU Simmons School of Education & Human Development

Student Teacher, Residency and Internship Handbook 2023-2024

A guide for student teachers, intern teachers and their supervisors and mentors

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Table of Contents

Directory 3

Summary of Program 4

Certification Areas 4

Mission Statement 5

Policies and Procedures 6

Code of Ethics & Standard Practices for Texas Educators 9

Student Teaching and Charles Butt Residency 12

Clinical Student Teaching Syllabus 13

Clinical Student Teacher Contract 15

Clinical Student Teacher Checklist 16

Clinical Student Teaching Weekly Schedule Guidelines 18

Responsibilities of SMU Clinical Student Teachers 22

Components of the Clinical Student Teaching Experience 24

Clinical Student Teacher's First Week Assignments 26

Suggestions for Observation of Classroom 27

Internship 30

Internship Syllabus 31

Internship Contract 32

Internship Checklist 33

Responsibilities of SMU Internships 34

Components of the Internship Experience 36

Internship Prior to First Week 36

Internship Calendar 37

Suggestions, Procedures, Instruction and Management 38

SMU-TFA Educator Preparation Program - Key Features 40

TFA Corps Members Coursework 44

Campus Mentor Guidelines 46

School-Based Mentor Teacher Information 47

Intern, Mentor, and SMU Supervisor Agenda 48

Clinical Student Teacher, Mentor, and SMU Supervisor Agenda 49

State of Texas Mentor Teacher Standards 50

"How-To" Mentor the Student Teacher 52

"How-To" Mentor the Intern Teacher 54

Mentor Teacher's Weekly Feedback of Clinical Student Teacher.....Error! Bookmark not defined.

SMU Supervisor Evaluation by Mentor Teacher **56**

SMU Supervisor Responsibilities **57**

Role and Responsibilities of SMU Supervisors and Forms **58**

Evaluations **73**

Clinical Student Teacher Effectiveness Evaluation **74**

Intern Semester Self-Evaluation **76**

Clinical Student Teaching/Intern Grading Rubric **77**

Certification.....**78**

Guidelines to Apply for Certification.....**79**

Developmental Action Plans.....**81**

Developmental Action Plan **82**

Teacher Professional Growth Plan Instructions **83**

Teacher Professional Growth Plan **84**

Termination Procedures.....**86**

Complaint Procedures for Students **88**

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SUMMARY OF PROGRAM

The Teacher Preparation Program (TPP) offers all the education courses necessary for certification in the areas of Core Subjects Early Childhood – Grade 6 with ESL (Elementary), Core Subjects Grade 4-8 (Middle School), Grade 8-12 (High School), and EC-12 Music Education. All education courses are structured to address critical issues in learner-centered education. Courses provide experiences in teaching methods and differentiated instruction for learners of all ages. The courses as a whole cover TExES domains and standards.

Prior to taking education classes, the student must pass the TSI if they are transferring from a two-year college (or submit a suitably high SAT or ACT score). Students must apply to the Educator Preparation Program leading to teacher certification before taking the EPP classes. Upon completion of class work, the candidate for teacher certification must pass the appropriate TExES tests before clinical student teaching and internship. The application for the Educator Preparation Program is an online process and includes answering interview questions graded with a rubric and may include submitting letters of recommendation and an essay.

CERTIFICATION AREAS

Core Subjects Early Childhood – Grade 6 (Elementary Education)
The core courses for students preparing to teach elementary age students are designed to prepare teachers who are knowledgeable about children and how they learn, passionate about teaching, and resourceful problem-solvers. The courses are planned to provide a wide range of professional readings, cooperative learning experiences, authentic assignments that simulate the work of classroom teachers, and productive field experiences. Included in this study plan is instruction and methodology appropriate for the teaching of English as a second language learners.

Core Subjects Middle 4-8 and High School 7-12 (Secondary Education)
Students enrolled in the program to prepare middle and high school teachers will have the opportunity to be active participants in courses rich in both practical experience and theory needed for teaching preadolescents and adolescents. Courses address the unique developmental needs of these students, as well as effective teaching strategies. Each course will provide classroom and field experiences to prepare prospective teachers to become effective teachers and lifelong learners.

EC-12 Music
Students in an EC-12 Music certification program must complete all requirements for the Bachelor of Music in Music Education degree including 9 hours in education courses, 6 hours in student teaching, and 45 hours of observation hours outside of required coursework. Students seeking music certification should consult with the advisers in their area in the Meadows School of the Arts for courses they must take.

Music certification students must declare a specialization in either Choral, Instrumental or Elementary Music teaching. Pianists frequently pursue the Elementary Music or Choral specialization. Due to the fact that music certification covers levels EC-12, choral and instrumental specialists are also required to complete coursework, observation hours and a portion of their student teaching in elementary music. This work serves to prepare students not only for their music content exam, but more importantly for a music teaching career at all levels.

MISSION STATEMENT

Clinical student teaching, residency, or internship is the culminating experience in the Educator Preparation Program at Southern Methodist University and the first stage of the professional career. It requires implementation of knowledge, skills, and attitudes about teaching and learning internalized in the education course of study.

This experience is designed to be a valuable professional laboratory experience in teacher preparation. It represents the bridge between pre-professional preparation and professional practice. Clinical experiences and internships are designed to provide opportunities for students to observe, plan, implement, and evaluate instructional materials and techniques with a goal of meeting the varied learning needs of students from diverse cultures and backgrounds.

The success of the clinical student teaching and internships will depend on the cooperative efforts of many people. Our hope is that the SMU novice teacher, mentor teacher, and University Field Supervisor will form a team with closely connected goals – all resulting in a positive and memorable teaching experience. It is both the aim and expectation of the SMU Educator Preparation Program that all participants will become reflective professional educators who facilitate and support student learning.

Guidelines for Successful Clinical Student Teaching, Residency, or Internship

The time, energy and thought that a successful clinical experience requires is substantial. Expect your Clinical Student Teaching, Residency, or Internship to be challenging. Recognize this time commitment and make the most of this tremendous opportunity for growth. It is recommended that you limit other responsibilities during the school year, including outside employment.

The Student Teacher Seminars

The seminar is a **required** part of the internship experience. Participation is required in order to receive a passing grade for internship.

Final Grades

Final grades are determined through the mentoring teacher, the SMU supervisor, and the seminar instructor. Final semester grades for Clinical Student Teaching, Residency, or Internship will be issued according to Southern Methodist University's grading scale. Grades will be issued according to SMU's grading scale. Interns must make an A or B to be approved for Standard Certification.

Relationship with Students

The educator should exercise caution against becoming too familiar with students under their direction. For example, if you are not sure – ASK! The educator's attitude should be of ***friendly reserve***. Any relationship that reaches beyond a professional student/teacher relationship is not recommended nor allowed.

Absences

Clinical Student Teachers, Residents, or Interns are expected to be in attendance in their mentoring school each day. Leaving the school campus during the school day is not permitted without prior approval of mentoring teacher. It is the responsibility of the Clinical Student Teachers, Residents, or Interns to inform the school office personnel and SMU supervisor as early as possible in case of illness or forced absence.

Meet Deadlines

Follow the included checklist and guidelines and meet deadlines specified by your SMU supervisor and mentor teacher.

Holidays

During the semester, observe the starting dates and holidays scheduled by the school system to which they are assigned regardless of the holidays observed by SMU.

Evaluations

Copies of all evaluations will be shared among the SMU Supervisor, principal, mentor teacher, and educator.

All parties complete a final evaluation form and all parties including the building principal receive a copy of the completed form. Copies of the final evaluation forms are made available to the Teacher Education Agency on the date of the final seminar meeting. These forms complete the student's academic file. Standard Certification will not be recommended without all required paper work in place.

In addition, the Teacher Education Agency will review the evaluations to determine strengths and weaknesses in our teacher preparation programs. It is also requested that all students, SMU Supervisors, mentor teacher, and other school personnel involved with clinical field assignments complete the program evaluation form.

Corporal Punishment

Corporal punishment is not allowed by the SMU Educator Preparation Program. Clinical Student Teachers, Residents, or Interns may not resort to this method of behavior control.

Professional Standards

Your professional manner is of utmost importance. During your Clinical Student Teaching, Residency, or Internship you are not a college student; you are a part of the teaching staff. You should look and act accordingly.

- Dress as a professional. Even though the teachers may dress very casually, go the "extra mile" in your appearance.
- Accept suggestions for improvement in a positive and professional manner. Your mentor teacher is there to help you learn and grow.
- Confidentiality is extremely important. Refer to guidance provided by the federal government regarding the Family Educational Rights and Privacy Act (FERPA). Please remember this when you talk with your mentor teacher, professors, principals, parents, other teachers, and friends especially when discussing students.

Prejudice, Politics, and Religion

The Clinical Student Teacher, Resident, or Intern should deal sympathetically with his/her students without prejudice or partiality; he/she should not impose his/her religious or political views upon them.

Referrals

When a student's behavior exceeds the province of the Clinical Student Teacher's, Resident's, or Intern's responsibility or understanding, the mentoring teacher will assist. The Clinical Student Teacher, Resident, or Intern should not attempt to solve serious maladjustment problems but should refer the student to the counselor or principal through the mentoring teacher.

Use of Records

The Clinical Student Teacher, Resident, or Intern must respect the strictly confidential nature of student records.

Planning

Careful, ***comprehensive planning*** of each day's work should be accomplished in detail ***ahead of teaching time*** so the mentor teacher (and sometimes the SMU Supervisor) can approve the work. Varied resources and a variety of methods, as appropriate, are to be employed. It is the responsibility of the Clinical Student Teacher, Resident, or Intern to initiate and reserve conference time with the supervisory personnel and to employ sufficient self-discipline to ensure up-to-date planning.

Activities

The Clinical Student Teacher, Resident, or Intern should engage in as many school activities - PTA, building faculty meetings, students' activities, etc. - as feasible so that a realistic routine can be experienced. In addition, he/she should participate in staff development programs and attend appropriate meetings related to teaching responsibilities. A record of staff development sessions should be kept at all times.

Evaluations

The Clinical Student Teacher, Resident, or Intern should evaluate his/her work continually (perhaps by making notes on his/her lesson plans) for improvement of his/her teaching and should be willing to accept suggestions for improvement.

Video Capture and Photography

Students are encouraged to video capture their teaching activities if district policy permits. Any video capture and photography involving students must follow the policies of the district where the Clinical Student Teacher, Resident, or Intern is teaching.

Student Teachers Serving as Substitute Teachers

With the approval of Senate Bill No. 1, each Educator Preparation Program is permitted to determine its own best policy regarding clinical student teachers and residents serving as substitute teachers. SMU's policy is as follows:

1. Clinical student teachers and residents may serve one time as a substitute for their mentor teacher only after the fifteenth day of clinical student teaching with approval from their principal. No pay permitted.

2. At the end of the clinical student teaching or residency assignment, a clinical student teacher or resident can be employed as a substitute teacher throughout the district.

Job Interviews by Student Teachers

Clinical student teachers and residents should **not** leave their schools during the regular day to hold job interviews. These should be arranged after school hours.

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.

I. Professional Ethical Conduct, Practices and Performance.

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.

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 of students 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 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.

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

Standard 1.10. The educator shall be of good moral character and demonstrate that he or she is worthy to instruct or supervise the youth of this state.

Standard 1.11. The educator shall not intentionally or knowingly misrepresent the circumstances of his or her prior employment, criminal history, and/or disciplinary record when applying for subsequent employment.

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.

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

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 or recklessly 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, gender, disability, family status, or sexual orientation.

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 or who provides information for a disciplinary investigation or proceeding 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 intentionally, knowingly, recklessly, or negligently 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.

Standard 3.3. The educator shall not intentionally, knowingly, or recklessly 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, gender, disability, national origin, religion, family status, or sexual orientation.

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

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

Standard 3.7. The educator shall not furnish alcohol or illegal / unauthorized drugs to any person under 21 years of age or knowingly allow any person under 21 years of age to consume alcohol or illegal / unauthorized drugs in the presence of the educator.

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

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.

This acknowledgement was signed by the applicant at the time of submission of the SMU Educator Preparation Program application.

STUDENT TEACHING
AND
CHARLES BUTT RESIDENCY

CLINICAL STUDENT TEACHING SYLLABUS

The clinical student teaching courses are designed as culminating experiences in teacher preparation. During this semester, the clinical student teacher assumes the role of a teacher practicing with an experienced teacher. SMU requires a full semester of clinical student teaching. The clinical student teacher progresses systematically from observer to practicing teacher in order to prepare for formal entrance into the teaching profession.

Along with daily attendance at an assigned public school, the clinical student teacher is required to attend scheduled seminars. During the seminars, clinical student teachers will meet with a group of other clinical student teachers under the direction of the University Supervisor/teacher education faculty to review progress, discuss current practices, brainstorm solutions to common problems, and review timely material pertinent to the field and to securing a teaching position. In addition to daily attendance at the assigned school, attendance at the clinical student teaching seminars is required in order to receive a passing grade for clinical student teaching. Any absence must be made up before the end of the semester. **Southern Methodist University will not recommend a student for certification unless he/she receives an "A" or "B" for clinical student teaching.**

Because Music Education students are pursuing an EC-12 certificate, placements are often split between two levels of education. For example, instrumental student teachers split time between a middle school and high school, frequently mornings at one and afternoons at the other. Clinical student teachers who wish to specialize in elementary music will split time between elementary and middle school. Both mentor teachers will need to meet with students and their University Supervisors to complete reviews at midterm of each placement. A final review is conducted for both levels of placement.

Specialization	Time	Level 1	Level 2	Groups
Instrumental	7/7 weeks	Middle school	High school	Band/Orchestra
Instrumental	am/pm 14 weeks	Middle School	High School	Band/ Orchestra
Choral	7/7 weeks	Middle school	High School	Choir/General Music
Choral	7/7 weeks	Middle school	Elementary	Choir/General Music
Choral	7/7 weeks	High School	Elementary	Choir/General Music

Clinical student teaching is a one semester, six-hour course. The one exception is the post-baccalaureate internship. The post-baccalaureate internship is designed for students who have graduated and completed all requirements for teacher certification except clinical student teaching. An internship must be with a Texas Education Agency (TEA) Accredited school. You may find a list of these schools on their website at https://tea.texas.gov/texas-schools/accountability/accreditation/accreditation-statushttp://ritter.tea.state.tx.us/accredstatus/index.html. Those students must obtain a teaching position with probationary certification, approved by SMU TEA certification officer, in Texas and teach while supervised by a University Field Supervisor and a certified mentor teacher. During this time, the intern will comply with all requirements outlined for student teachers. Interns are required to attend a Hybrid Seminar class. Attendance at these seminars is necessary in order to receive a passing grade. Final semester grades for student teaching will be issued according to Southern Methodist University's grading scale. **Southern Methodist University will not recommend a student for certification unless the student has successfully completed all clinical student teaching and/or internship requirements.**

Course requirements:

- Read and use the Clinical Student Teacher Handbook including checklists
- Attend professional Development as available through the school district
- Attend assigned school daily
- Complete Daily Attendance Log
- Work the hours of a certified teacher
- Be on time, prepared, and ready to teach every day
- Observe and Co- teach under the guidance of the mentor teacher
- Attend all clinical student teacher seminars
- Maintain regular contact with University Field Supervisor and seminar instructor
- Complete all assignments by University Field Supervisor in timely manner
- Prepare and submit lesson plans using provided format
- Plan and teach a minimum of five lessons for observation by University Field Supervisor
- Email lesson plan 24 hours in advance of scheduled lesson observation to Field Supervisor
- Use pre- conference discussions to review previous goals to improve practice
- Use critical feedback recommendations from field supervisor to gain new knowledge
- Complete lesson plan reflection during the post conference with the field supervisor
- Acquire and maintain all classroom responsibilities for a minimum of two weeks
- Update your portfolio as needed for interviews career opportunities. The portfolio will not be turned in again, but professors and the EPP Director are happy to review your portfolio before you interview for positions.
- Return any/all materials borrowed/loaned during the clinical student teaching assignment (on checklist)

CLINICAL STUDENT TEACHER CONTRACT

The following form must be completed prior to clinical student teaching.

Name: _____

The following objectives must be accomplished without exception in order to complete clinical student teaching.

1. Comply with all requirements detailed in the Clinical Student Teacher Checklist.
2. Read the SMU EPP Intern-Student Teacher Handbook prior to student teaching.
3. Complete all clinical student teaching requirements with your mentor teacher(s).
4. Be punctual and attend every day, without exception (school and seminars). Music student teachers must attend ensemble activities related to their ensemble, i.e. auditions, rehearsals, performances.
5. Submit all written work on time.
6. Develop and teach a series of lessons.
7. Assume the responsibilities of full-time teaching for a minimum of two weeks, preferably more.
8. Collaborate in a positive and professional manner with all staff and faculty from SMU and the mentor school.
9. Communicate with the university field supervisor and mentor school staff weekly and immediately if an emergency situation arises.
10. All clinical student teachers are required to pass with an "A" or "B" to receive your highly qualified certification from SMU.

Clinical Student Teacher: _____ Date: _____

Clinical Student Teacher email: _____ Date: _____

University Field Supervisor: _____ Date: _____

CLINICAL STUDENT TEACHER CHECKLIST

Date Completed	Item
	Prepare for and take the practice test for the TExES Content test or Core Subjects exam prior to clinical student teaching. All candidates must make an 80% or higher/score of 260 or higher on applicable practice tests in Certify Teacher or 240 Tutoring to be given permission for the state exam.
	Prepare for and take the practice test for the TExES Science of Teaching Reading exam (if applicable) prior to clinical student teaching. All candidates must make an 80% or higher/score of 260 or higher on applicable practice tests in Certify Teacher or 240 Tutoring to be given permission for the state exam.
	Prepare for and take the practice test for the TExES Pedagogy and Professional Responsibility prior to clinical student teaching. All candidates must make an 80% or higher/score of 260 or higher on applicable practice tests in Certify Teacher or 240 Tutoring to be given permission for the state exam.
	Pass the state TExES Content test or Core Subjects Pass the state TExES #293-Science of Teaching Reading exam (if applicable) Pass the state TExES #160-Pedagogy and Professional Responsibility EC-12
	Handbook received
	Handbook read
	Confirm that the mentor teacher has received his/her section of the handbook through supervisor.
	Obtain necessary teaching materials, i.e. textbooks, repertoire, log in information, supplemental materials etc.
	Weekly Schedule provided to university field supervisor by first day of the assignment.
	If you are in a split semester assignment between two schools or two teachers, notify your university field supervisor in advance as to when each of your "full weeks" of responsibility will take place.
	Projected Observation Schedule
	Weekly Reflections completed
	Required and Recommended Activities on Canvas
	Mid-term evaluation (Music students will complete with each placement)
	Daily Attendance Log completed with signatures. Submit log to Field Supervisor.

	Initiate your application for your teaching certificate on the SBEC website: https://tealprod.tea.state.tx.us/
	Complete state required fingerprinting as directed by your hosting school district.
	Remind mentor teacher of seminar dates and of the date you will be finished with clinical student teaching so he/she knows when grade input will be due.
	Final evaluation (Music students will complete with each placement) This meeting should include the clinical student teacher, the mentor teacher and the university supervisor.
	Meet with your mentor teacher to be sure you have returned all materials, textbooks and student papers. Complete any grading responsibilities.
	Complete the on-line evaluation form of Mentor Teacher, University Supervisor, and your Student Teaching Experience, as directed by university supervisor.
	When grades are recorded, apply for your Standard Certificate. Our certification officer can assist in this process.

CLINICAL STUDENT TEACHING WEEKLY SCHEDULE GUIDELINES

Name:		
Campus:		
Grade:		
	Date Completed	
Week 1		Contract Signed
		Mentor Meeting
		Mentor Information
		Meet faculty and staff; attend in-service
		Work in classroom/meet students
		Observe and assist in classroom
		Observe, assist, team teach/ co- plan with Mentor.
		Mentor Weekly feedback for Student Teacher
		Classroom schedule – EMAIL the daily schedule for the students to Supervising Instructor
		Begin Daily Attendance Log
Week 2		Teach either one subject area (math, spelling, etc.) or two class periods.
		Observe, assist, team teach/plan with Mentor
		Mentor Weekly feedback for Student Teacher
		Pre-Conference with supervisor
		Lesson One Observation by SMU Supervisor
		° Lesson Plan Framework
		Post-Conference with supervisor
Week 3		Teach two subject areas
		Mentor Weekly feedback for Student Teacher
Week 4		Teach two subject areas plus one additional responsibility (attendance, grading)
		Mentor Weekly feedback for Student Teacher
		Weekly Reflection #4
		Pre-Conference with supervisor
		Lesson Two Observation by SMU Supervisor
		° Lesson Plan Framework
		Post-Conference with supervisor
Week 5		Teach three subject areas plus additional responsibilities (attendance, grading, lunch)
		Resource Scavenger Hunt
		Mentor Weekly feedback for Student Teacher

Week 6		Teach four subject areas plus three additional responsibilities.
		Mentor Weekly Review of Student Teacher
		Pre-Conference with supervisor
		Lesson Three Observation by SMU Supervisor
		° Lesson Plan Framework
		Post-Conference with supervisor
		Mid-Term Conferences
		Student Teacher Effectiveness Evaluation (ST, Mentor, Supervisor All Sign)
Week 7		Student teacher should have assumed 60% - 70% of classroom.
		Mentor Weekly feedback for Student Teacher
Week 8		Student teacher should have assumed 70%-80% of classroom.
		Mentor Weekly feedback for Student Teacher
		Pre-Conference with supervisor
		Lesson Four Observation by SMU Supervisor
		° Lesson Plan Framework
		Post-Conference with supervisor
Week 9		Student teacher should have assumed 80%-90% of classroom.
		Mentor Weekly feedback for Student Teacher
		Additional observation if needed
Week 10		Student teacher should have assumed 90%-95% of classroom.
		Required Activities and Recommended Activities
		Mentor Weekly feedback for Student Teacher
Week 11		Total Teach: Student Teacher 100% of classroom.
		Pre-Conference with supervisor
		Lesson Four Observation by SMU Supervisor
		° Lesson Plan Framework
		Post-Conference with supervisor
		Mentor Weekly Feedback for Student Teacher Mentor Weekly feedback for Student Teacher
Week 12		Total Teach: Student Teacher 100% of classroom.
		Mentor Weekly Feedback for Student Teacher Mentor Weekly feedback for Student Teacher

Week 13		Continue teaching/gradually give back duties
		Mentor Weekly Feedback for Student Teacher
Week 14		Co-teach with Mentor
		Mentor Weekly Feedback for Student Teacher
Week 15		Co-teach with Mentor
		Mentor Weekly Feedback for Student Teacher
Week 16		Team Teach and observe in other classrooms
		Turn in to Supervisor your Daily Attendance Log with all signatures
		Mid-Term Conferences
		Student Teacher Effectiveness Evaluation (ST, Mentor, Supervisor All Sign)
		° Mentor Evaluation by Student Teacher
		° Evaluation of Student Teaching Experience by Student Teacher
		° SMU Supervisor Evaluation by Student Teacher

SMU Clinical Student Teaching
Log of Attendance

Instructions:
Student Teacher: Enter date, numerical day in classroom, arrival and depart times. At end of clinical teaching, give signed form to the Field Supervisor.
Mentor Teacher: Enter initials for each day. At end of clinical teaching, sign completed form.
Field Supervisor: Sign at final evaluation, check for all signatures, and place completed form in student teacher's documentation Box folder.

Student Teacher: _____ Mentor Teacher: _____

Campus: _____ Field Supervisor: _____

Grade/Subject: _____ Semester/Year: _____

DATE	#DAY	Arrival Time	Depart Time	Mentor Initials	DATE	#DAY	Arrival Time	Depart Time	Mentor Initials	DATE	#DAY	Arrival Time	Depart Time	Mentor Initials
	1													

BASIC ASSUMPTIONS

There are basic assumptions made by the assigned school regarding the clinical student teacher. It is assumed by the school that the student will:

a. Understand that the professional and legal responsibility for the classroom remains in the hands of the regular classroom teacher

b. Become acquainted with rules, regulations, policies, curriculum, and facilities of the school

c. Plan with the University Field Supervisor and mentor teacher the steps to be taken in assuming the responsibilities in the classroom, realizing that more responsibilities will be delegated as the clinical student teacher exhibits readiness

d. Be willing to plan and use creative teaching strategies

GENERAL RESPONSIBILITIES

The clinical student teaching assignment includes observing, participating, planning, and teaching, as well as evaluating the teaching-learning experience.

General responsibilities include:

a. Bringing to the clinical student teaching experience knowledge of:

- Methods for working with diverse populations
- Knowledge of subject matter
- Teaching techniques and procedures
- Human growth and development
- Classroom and instructional management

b. Establishing clear instructional objectives and making students aware of these objectives

c. Motivating students to achieve outcome-based performances

d. Noting variations in individual differences and ways of handling these differences

e. Using effectively the instructional resources available in the school and community

CLINICAL STUDENT TEACHING TASKS

a. Making clinical student teaching a top priority for the semester

b. Being prompt and complete all endeavors (arrival and departure times, lesson planning, and seminar assignments)

c. Providing mentor teacher with written lesson plans for approval before any teaching situation (preferably two days prior to lesson)

d. Preparing in advance all necessary materials for teaching

e. Incorporating a variety of teaching strategies providing for individual differences, motivation, and the creation of a positive classroom climate

f. Exhibit professional dress, behavior and attitude throughout all interactions during the clinical student teaching assignment

g. Developing an individual plan for effective self-evaluation with the help of the mentor teacher and University Field Supervisor

PROFESSIONALISM

a. As a professional, the clinical student teacher should maintain a positive outlook

b. Welcome constructive suggestions and incorporate them in subsequent planning and teaching

c. Be discreet with confidential information

d. Attend University Field Supervisor seminars and professional meetings

e. Interact with the mentor teacher(s) and other faculty members

f. Make a point to meet the principal, vice-principals; become familiar with school climate, culture and policies

g. Follow steps to ensure you will be ready to be recommended for certification as soon as grades are posted.

OBSERVING

Much of the first week of clinical student teaching will be spent in observation of the classroom environment, instructional techniques, and interpersonal communication and relationships.

- Take reflective notes.
- Ask questions of your mentor teacher.
- Complete seating charts for learning names of students.
- Make a copy of the daily class schedule.
- Become familiar with everyday routines.

It is important to become acquainted with school policies and procedures regarding the following:

- School calendar
- School hours
- Fire and disaster drill procedures
- Reporting accidents, first aid, and health service procedures
- Campus rules
- Inclement weather schedules
- Lost and found department
- Parking regulations, bicycle provisions
- Enrollment of students and re-admission after absence or illness regulations
- Use of library, auditorium, gymnasium, audio-visual equipment, duplicating equipment
- Dispensing of supplies
- Cafeteria regulations
- Testing program
- Grade level and general faculty meetings
- Home invitations and gifts from students
- Attendance records
- Field trips

As you observe, answer the questions on the following three pages, "Suggestions for Observation…" Include the page and your answers in your student teaching notebook in the "general" section.

ASSISTING

After a short period of time for observation, the mentor teacher may give specific suggestions for activities that will help you to become involved. For example, you might

1. Monitor students' work at their desks to give one-to-one assistance
2. Distribute papers or materials
3. Grade papers
4. Check attendance
5. Assist with end-of-the-day routines
6. Assist students with make-up work

TEAMING

To initiate your teaching experience in the class, you may begin by sharing with the mentor teacher the responsibility of planning and teaching a selected lesson. This may be done in a number of ways. For example:

1. The clinical student teacher may present the lesson "warm-up" and motivation while the mentor teacher teaches the new skill.

2. Divide the class into two groups with each of you taking a group for instruction.

3. 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.

4. One person may present the lesson content while the other one supervises the cooperative group work.

TEACHING

After having observed the mentor teacher model the preparation for and teaching of lesson plans, the clinical student teacher will be able to assume the responsibility for planning and teaching a single lesson in a single subject (or period). This lesson plan will be written and submitted to the mentor teacher prior to teaching it in order to gain constructive feedback for revisions and ultimate success. This process will accelerate throughout the first five weeks until you have had experience in creating and teaching multiple lesson plans in all subject areas and periods of the school day.

A gradual build-up of teaching responsibility leads to the full responsibility experience. This means that for at least two weeks, or ten consecutive days, the clinical student teacher has the full responsibility of planning for 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 clinical student teacher. (Secondary teachers should have no more than three preparations.)

Contact your University Supervisor if you do not feel you are being given the chance for full teaching responsibilities by the second to the last week. The university field supervisor must know in advance for split semester assignments when your full responsibility is one week in each assignment.

CLINICAL STUDENT TEACHER'S FIRST WEEK ASSIGNMENTS

Focus the majority of your time on learning classroom routines and on observing students and mentor teachers.

1. Learn the names of the students. Develop a seating chart.

2. Get all the textbooks, handouts, curriculum guides, etc. from your school. Read these carefully. Be sure you understand how to use a teacher's guide. Music students need repertoire and sight-reading texts.

3. Familiarize yourself with the materials and technology available in your classroom and school library.

4. Discuss a teaching schedule with your mentor teacher. A suggested schedule is on the following pages.

5. Complete your weekly clinical student teaching schedule and e-mail it to your university field supervisor by the beginning of the first week of school.

6. Begin discussion/selection of unit topic(s) with mentor teacher.

7. Begin to create a digital student teaching notebook to stay organized. Add to the notebook during student teaching.
   a. Lesson Plans – Document lessons and other teaching activities such as read-alouds, monitoring group work, and tutoring in your notebook. Please use SMU lesson plan template as you develop your lessons. Be sure it is submitted on time and have your mentor teacher initial it before you place it in your notebook. Keep the most recent week's lesson plans at the front of this section. Self-evaluations should be included on the back of each long lesson form or on a separate sheet of paper.
   b. Mentor Teacher Feedback – Please encourage your teacher to give written feedback as often as possible (at least once each week).
   c. University Field Supervisor Evaluations/Feedback Pre Observation, Observation, and Post Observation (POP) Cycle Forms – At least five times, a written evaluation will be completed on your performance. Please keep your copy in this section and give the other copies to your mentor teacher and principal.
   d. Seminars – Place seminar handouts and notes here.
   e. General Information – Include school and office memos, questions to be answered, university information, evaluations, etc.
   f. Lesson Series –For secondary clinical student teachers this is your Total Teach Unit Lesson Plans
8. Please let the teacher know when you are ready to become more involved. Demonstrate enthusiasm and initiative. The mentor teacher may be reticent and waiting for you to seize the initiative. At the same time, be sensitive to teacher territoriality and do not attempt to take over the class too quickly.

SUGGESTIONS FOR OBSERVATION OF CLASSROOM PROCEDURES, INSTRUCTION, & MANAGEMENT

These questions are designed to help you focus on important classroom procedures and utilize your observation time wisely. Note answers on this sheet and/or attach information. Put these pages in the "General" section of your notebook.

I. Classroom Routine (Details are important!)

A. Starting procedures
- What does the teacher do as students arrive in the classroom?
- Does he/she have instructions on the board or activities for engagement?
- How are class roll, lunch count, etc., conducted?
- How does he/she move into the first lesson?

B. Distribution of materials
- Are instructional materials ready for use?
- Does the teacher organize materials for the next day before leaving the school?
- What are student responsibilities regarding materials?

C. Restroom procedures
- May a student or 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?

D. Lunch procedures
- How are students dismissed at the end of each period, for lunch, special circumstances, etc.?
- How are elementary students given lunch tickets, taken to the cafeteria and picked up, etc.?

E. Other "housekeeping tasks"
- How are the students guided in the upkeep of the room and learning materials?
- How students are selected, instructed, and held accountable for their assigned duties?

II. Record Keeping

A. Attendance
- Does the teacher use any special codes?
- Does he/she allow students to assist?

B. Grading (Watch carefully how the teacher grades papers – accurate grading is a must!)
- Does the teacher use different types of evaluation symbols? (e.g., 100%, +)
- How is the grade book set up? (tests in red ink, etc.)
- How does he/she deal with participation grades?

C. Referrals
- How are disciplinary actions and follow-up procedures handled?
- How are other referrals (e.g., speech, counselor) handled?

III. Classroom Management (Influenced by district, school, and individual teacher policies)

A. Discipline Plan
- What are the classroom rules?
- How were they chosen?
- How are they enforced? (praise, consequences)

B. Tardy Policy
- How is the policy enforced?
- What does the teacher/school feel are acceptable excuses for tardiness?

C. 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 seats for the entire period?)

D. Grouping
- Are students grouped for projects, reading, etc.?
- How does the teacher determine groupings?

IV. Teaching Procedures (Look for a sequence of events that allows the students to achieve objectives.)

A. Lesson

1. Introduction and teaching
   - How is the purpose of the lesson set?
   - How does the teacher motivate students' interests?
   - What types of questioning/activities are done with students to determine student understanding?

2. 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?

3. 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?
   - What provisions are made for individual differences?

4. Evaluation
   - How does the teacher evaluate whether the lesson's goal(s) were achieved?
   - How does the teacher readjust the lesson if needed?

B. Homework/Make-Up Work/Late Work/Tutorials
- How does the teacher grade homework?
- What is the policy for late work?
- What is the policy for students who have been absent?
- What is the policy for helping students before, during, or after school?

C. Transition Techniques/Fillers
- What special devices or techniques does the teacher use to connect the subjects and move into the next learning activity?
- If the teacher has extra time, how does he/she keep students involved, motivated, and on-task?

1. Special Programs
   - What special programs are available for bilingual/ESL students?
   - How are special education students served?
   - What is the school's gifted program?

V. 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?
- 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?

VI. 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)?

INTERNSHIP

First Term - EDU 6376 Second Term - EDU 6377

The Intern is the **teacher of record** in an EC-12 classroom. Along with daily attendance at the school, the Intern is required to participate in scheduled SMU seminars. During the seminars, Interns will engage in learning with a group of other Interns under the direction of the Intern Supervisor/teacher education faculty to review progress, discuss current practices, brainstorm solutions to common problems, and review timely material pertinent to the field. In addition to daily attendance at the assigned school, participation in the Internship seminars is required in order to receive a passing grade for Internship. (Note: Southern Methodist University will not recommend a student for certification unless the student has completed all Internship requirements successfully.)

If an Intern is placed on administrative leave without pay for more than 10 days, the probationary certification will be deactivated through the Texas Education Agency. You must withdraw from SMU if this happens.

EC-12 certificate requires placement between two levels of educations. For example, an Art Intern may be split between a middle school and high school. Both mentoring teachers will need to meet with students and their Intern Supervisors to complete reviews at midterm of each placement. A final review is conducted for both levels of placement.

Internship is a two semester, six-hour course. An internship must be with a Texas Education Agency (TEA) Accredited school. You may find a list of these schools on their website at http://ritter.tea.state.tx.us/accredstatus/index.html. Those students must obtain a teaching position with probationary certification in the area and teach while supervised by an Intern Supervisor and a school-based **certified** mentor teacher. During this time, the Intern will comply with the requirements outlined for Internships. Interns are required to meet with education supervisor on a regular basis. Participation in these meetings is necessary in order to receive a passing grade for internship. Final semester grades for internship will be issued according to Southern Methodist University's grading scale.

COURSE REQUIREMENTS

- Read and use the Internship Handbook including checklists
- Attend assigned school daily
- Participate in all Internship seminars
- Maintain regular contact with Intern Supervisor and seminar instructor
- Complete all assignments by Intern Supervisor in timely manner
- Prepare and submit lesson plans using provided template for all lesson observed
- Plan and teach a minimum of three lessons per semester for observation by Intern Supervisor
- Submit 6 lesson plan reflections to be completed within 72 hours of observation
- Complete all assignments in timely manner
  Return any/all materials borrowed/loaned during the Internship assignment (on checklist)

INTERNSHIP CONTRACT

The following form must be completed prior to Internship.

Intern's Name (Print): _____

The following objectives must be accomplished without exception in order to complete Internship.

1. Comply with all requirements in this handbook.
2. Read and fully comprehend the SMU EPP Intern-Student Teacher Handbook prior to internship.
3. Complete all Internship requirements with a passing grade of B, as assigned by the intern supervisor.
4. Be the **teacher of record** for the entire academic year.
5. Submit all written work on time.
6. Collaborate in a positive and professional manner with all staff and faculty from SMU and the mentoring school district.
7. Communicate with the Intern Supervisor and mentoring school staff weekly and immediately if an emergency situation arises.
8. Notify SMU Supervisor **immediately** if any of the following occur:
    - Your placement has been changed.
    - You are removed from the classroom or reassigned to any other position.
    - You go on medical leave (or any other type of leave) from your school.
    - You experience any other situation that might affect your certification status.

Intern Signature: _____ **Date:** _____

Supervisor Signature: _____ **Date:** _____

Supervisor (Print Name): _____

After signing, return this form to your SMU Field Supervisor.

INTERNSHIP CHECKLIST

Date Completed	Item
	Handbook received
	Handbook read
	Confirm that the mentoring teacher has received their section of the handbook (Three signatures required on agenda for this meeting)
	Obtain necessary teaching materials, i.e. textbooks, repertoire, supplemental materials etc.
	Classroom schedule provided to Intern Supervisor by first week of the assignment.
	Participate in Pre Observation Conference before each observation scheduled with your SMU supervisor.
	Participate in a Post Observation Conference after each observation with your SMU supervisor. The post observation will include time to produce a written reflection.
	Projected Observation Schedule
	Mid-term Effectiveness Evaluation at the end of semester (Three signatures required) (December)
	#160-PPR EC-12: • Pass Certify Teacher practice test by January 1. • Pass TExES test by March 31.
	Final Effectiveness Evaluation (EC-12 Interns will complete with each placement) This meeting should include the Intern, the mentoring teacher and the Intern Supervisor (All three must sign) (April)
	Complete any grading responsibilities.
	Evaluation of Mentor, Supervisor and Intern Experience – digital form on SMU Canvas
	When grades are recorded, apply for your Standard Certificate. The TEA Certification Officer will notify you when approval has been given.

GUIDELINES

- Final grade will be the first week of May
- Interns will be observed on site a minimum of three times during each semester
- Interns are required to participate in all scheduled seminars as applicable. When internship course enrollment is low, the EPP may roll supervision and the intern seminar into one experience.

Basic Assumptions

There are basic assumptions made by the assigned school regarding the Internship. It is assumed by the school that the student will:

a. Become acquainted with rules, regulations, policies, curriculum, and facilities of the school
b. Be willing to plan and use creative teaching strategies
c. Work within the guidelines and regulations of the school district and the assigned school

GENERAL RESPONSIBILITIES

General responsibilities include:

a. Bringing to the internship experience knowledge of:

    - Methods for working with diverse populations
    - Knowledge of subject matter
    - Teaching techniques and procedures
    - Human growth and development
    - Classroom and instructional management

b. Establishing clear instructional objectives and making students aware of these objectives
c. Motivating students to achieve outcome-based performances
d. Noting variations in individual differences and ways of handling these differences
e. Using the instructional resources available in the school and community
f. Illustrating professional behavior required of a teacher at all times

INTERNSHIP TASKS

a. Preparing in advance all necessary materials for teaching
b. Incorporating a variety of teaching strategies providing for individual differences, motivation, and the creation of a positive classroom climate
c. Exhibit professional dress, behavior and attitude throughout all interactions during the Internship assignment.
d. Developing an individual plan for effective self-evaluation with the help of the mentoring teacher and Intern Supervisor.

PROFESSIONALISM

As a professional, the Intern should maintain a positive outlook

Welcome constructive suggestions and incorporate them in subsequent planning and teaching

Be discreet with confidential information

Interact with other faculty members

Meet the principal, vice-principals, and work with the assigned mentor teacher to become familiar with school climate, culture and policies

Adhere to the Professional Code of Ethics included in this publication.

COMPONENTS OF THE INTERNSHIP EXPERIENCE

Use forms provided to document your experience

OBSERVING

When required to observe classroom environment, instructional techniques, and interpersonal communication and relationships.

- Take reflective notes.
- Ask questions of your mentoring teacher.
- Complete seating charts for learning names of students.
- Make a copy of the daily class schedule.
- Become familiar with everyday routines.

TEACHER OF RECORD DUTIES

It is important to become acquainted with school policies and procedures regarding the following:

- School calendar
- School hours
- Fire and disaster drill procedures
- Reporting accidents, first aid, and health service procedures
- Campus rules
- Inclement weather schedules
- Lost and found department
- Parking regulations, bicycle provisions
- Enrollment of students and re-admission after absence or illness regulations
- Use of library, auditorium, gymnasium, audio-visual equipment, duplicating equipment
- Dispensing of supplies
- Cafeteria regulations
- Testing program
- Grade level and general faculty meetings
- Home invitations and gifts from students
- Attendance records
- Field trips

INTERNSHIP PRIOR TO FIRST WEEK

1. Learn the names of the students. Develop a seating chart.
2. Get all the textbooks, handouts, curriculum guides, etc. from your school. Read these carefully. Be sure you understand how to use a teacher's guide. Music students need repertoire and sight-reading texts.
3. Familiarize yourself with the materials and technology available in your classroom and school library.
4. Discuss a teaching schedule with your grade level/department.

INTERNSHIP CALENDAR

September	1. Schedule 1st formal observation with Supervisor 2. Provide your daily schedule to your Supervisor. 3. Due to and with your Supervisor: • Pre Observation Conference scheduled prior to Observation • Lesson Plan 48 hours **before your observation** • Post Observation Conference soon after your schedule observation. You will produce a written reflection during the post observation conference with your supervisor.
October	1. Schedule 2nd formal observation with Supervisor 2. Due to and with your Supervisor: • Pre Observation Conference scheduled prior to Observation • Lesson Plan 48 hours **before your observation** • Post Observation Conference soon after your schedule observation. You will produce a written reflection during the post observation conference with your supervisor.
November	1. Schedule 3rd formal observation with Supervisor 2. Due to and with your Supervisor: • Pre Observation Conference scheduled prior to Observation • Lesson Plan 48 hours **before your observation** • Post Observation Conference soon after your schedule observation. You will produce a written reflection during the post observation conference with your supervisor.
December	1. Due to Supervisor: Intern Semester Self- Evaluation
January/February	1. Schedule 4th formal observation with Supervisor 2. Due to and with your Supervisor: • Pre Observation Conference scheduled prior to Observation • Lesson Plan 48 hours **before your observation** • Post Observation Conference soon after your schedule observation. You will produce a written reflection during the post observation conference with your supervisor.
March	1. Schedule 5th formal observation with Supervisor 2. Due to and with your Supervisor: • Pre Observation Conference scheduled prior to Observation • Lesson Plan 48 hours **before your observation** • Post Observation Conference soon after your schedule observation. You will produce a written reflection during the post observation conference with your supervisor.
April	1. Schedule 6th formal observation with Supervisor 2. Due to and with your Supervisor: • Pre Observation Conference scheduled prior to Observation • Lesson Plan 48 hours **before your observation** 3. Post Observation Conference soon after your schedule observation. You will produce a written reflection during the post observation conference with your supervisor. Final Intern Semester Self -Evaluation
May	**All due by May 2** • Evaluations of Mentor, Supervisor and Intern Experience • Apply for Standard Certification

These questions are designed to help you focus on important classroom procedures as you begin as an Intern.

I. Classroom Routine

A. Starting procedures
- What does the teacher do as students arrive in the classroom?
- Does he/she have instructions on the board or activities for engagement?
- How are class roll, lunch count, etc., conducted?
- How does he/she move into the first lesson?

B. Distribution of materials
- Are instructional materials ready for use?
- Does the teacher organize materials for the next day before leaving the school?
- What are student responsibilities regarding materials?

C. Restroom procedures
- May a student or 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?

D. Lunch procedures
- How are students dismissed at the end of each period, for lunch, special circumstances, etc.?
- How are elementary students given lunch tickets, taken to the cafeteria and picked up, etc.?

E. Other "housekeeping tasks"
- How are the students guided in the upkeep of the room and learning materials?
- How students are selected, instructed, and held accountable for their assigned duties?

II. Record Keeping

A. Attendance

B. Grading
- Does the teacher use different types of evaluation symbols? (e.g., 100%, +)
- How is the grade book set up? (tests in red ink, etc.)
- How does he/she deal with participation grades?

C. Referrals
- How are disciplinary actions and follow-up procedures handled?
- How are other referrals (e.g., speech, counselor) handled?

III. Classroom Management (influenced by district, school, and individual teacher policies)

A. Discipline Plan
- What are the classroom rules?
- How were they chosen?
- How are they enforced? (praise, consequences)

B. Tardy Policy
- How is the policy enforced?
- What does the teacher/school feel are acceptable excuses for tardiness?

C. 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 seats for the entire period?)

D. Grouping
- Are students grouped for projects, reading, etc.?
- How does the teacher determine groupings?

IV. Teaching Content (Look for a sequence of events that allows the students to achieve objectives.)

A. 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?
- What provisions are made for individual differences?

B. Evaluation
- How does the teacher evaluate whether the lesson's goal(s) were achieved?
- How does the teacher readjust the lesson if needed?

V. What is the school's policy:

A. Homework/Make-Up Work/Late Work/Tutorials
- How does the teacher grade homework?
- What is the policy for late work?
- What is the policy for students who have been absent?
- What is the policy for helping students before, during, or after school?

B. 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)?

SMU-TFA Educator Preparation Program - Key Features

Program Design

SMU's TFA Post-Baccalaureate Educator Preparation Program enables Corps Members to receive an Intern Certificate through the Texas Education Agency (TEA) that will permit them to serve as full-time classroom teachers while completing required coursework to earn full state certification.

Certification coursework is available in the following general subject areas: Core Subjects EC-6, Core Subjects EC-6 with Bilingual Supplemental, Core Subjects 4-8, ELAR/Social Studies 4-8, Math/Science 4-8, Science 4-8, Math 4-8, ELAR 4-8, Social Studies 4-8, ELAR 7-12, Social Studies 7-12, Math 7-12, Science 7-12, and ESL Supplemental.

The program, which requires the completion of 18 credit hours, can be finished within a year. The 18 hours include 6 awarded credits for successful completion of TFA's summer institute curriculum and 4 SMU courses (12 credits) taken during the following fall and spring semesters.

- EDU 6302 Design & Assessment of Learning (3-credit summer institute)
- EDU 6303 Learning Environment & Professionalism (3-credit summer institute)
- EDU 6376 Internship-fall
- EDU Foundations of Education/Content Methods-fall, course number varies (non-Bilingual Cert students)
- EDU 6339 Bilingual Content Instruction-fall (Bilingual Cert students only)
- EDU 6377 Internship-spring
- EDU 6305 Differentiated Instruction- spring

The SMU will recommend state certification to the Texas State Board for Educator Certification (SBEC) for Corps Members who successfully complete all program requirements (including exams and internship).

Upon completion of the program, the Corps Members have the additional option of applying their 18 credit hours towards SMU's M.Ed. program offered through the Department of Teaching and Learning in the Simmons School of Education and Human Development. Automatic acceptance is not guaranteed. Corps Members will have to apply and be accepted to Simmons Teaching and Learning Graduate School.

At the SMU Simmons School of Education and Human Development, we believe that teachers should be trained to create engaging and student-centered learning experiences in both technology-resourced environments as well as in contexts where technology is not available. Best practice for the use of technology is discussed in the context of each course as applicable to content and methodology, and is integrated in the course sequence throughout the program to meet the requirements for certification in the state of Texas. Content methods courses specifically address the use of technology for data analysis to improve teaching and learning in order to increase student achievement.

Admission
A Corps Member must submit an application for program admission and take/pass any state-required tests for admission. SMU's Post Bac Educator Preparation Program application fee is waived for TFA Corps Members.

While enrolled in the program, Corps Members have the same privileges and benefits as other Simmons School graduate students including, but not limited to, access to libraries, computer resources, recreational facilities, student email accounts, student ID cards, and associated discounts. **Parking permits must be purchased.**

Important to Remember
SMU shall provide TFA with written notification of any Corps Member who receives a written disciplinary warning or a failing course grade and/or is placed (or is likely to be placed) on Academic Probation.

Costs
The SMU educator preparation program tuition cost is $6,880. Provided the full program is completed, the tuition is due July 31, 2024. The tuition payment plan is structured such that a Corps Member may use some to all of her/his AmeriCorps award to pay tuition. Financial aid is also available to program participants on the same terms and conditions that financial aid is available to other graduate students. Please contact the University's Financial Aid office for information: https://www.smu.edu/EnrollmentServices/FinancialAid.

Texas Education Agency Fees*

TEA Fee for Intern Certificate	$ 78.00
TEA Fingerprint Processing Fee	$ 50.25
TEA Technology Fee ($35) + SMU administrative fee ($5)	$ 40.00
TExES #160 – PPR EC-12 Exam	$116.00
TEA Fee for Standard Certification (at completion of program)	$ 78.00

**** All fees are subject to change without notice.***

Certify Teacher Practice Test

#160 - PPR EC-12	$ 35.00

Books, fees, and other course materials are not included in the tuition cost for the program. Along with tuition, the TEA Technology Fee of $40 will be deferred until July 31 after year of internship.

Should a Corps Member decide to register for 'other' courses while enrolled in the program or before the initial teacher education tuition is due, those *other* tuition costs must be paid by their respective due dates.

Separation
A separation can occur between the intern and their employer, TFA or SMU. A voluntary separation is one that results when the Corps Member leaves of his/her own initiative through resignation. The employer, SMU, or TFA, may also initiate separation.

If the employer initiates the separation, the Corps Member will also be terminated from the SMU program.

If the employer places the intern on administrative leave, separation or a delay in certification may occur.

If TFA initiates separation or the Corps Member resigns from TFA, the Corps Member may continue their studies or be terminated from the SMU program, **at the University's discretion**. If the Corps Member is allowed to continue with the program, they will be required to pay the prevailing tuition rate charged to other university students.

Upon any separation, interns are expected to provide written notification to their SMU supervisors and the SMU Director, Amy Richardson. Formal paperwork must be completed for SMU and the Texas Education Agency.

If separation occurs at any point during the fall semester, the intern is responsible for $3,460 tuition (upon separation). If the separation occurs any time after the fall semester, the entire fee of $6,880 is due. Upon any type of separation, the July 31 payment date will be void and **late fee can begin to accrue for any unpaid amount**. Payment is due upon separation. Full payment or payment plans will be handled through Office of the Bursar. Please contact the SMU Bursar's Office at 214-768-3417.

Guidelines for Successful Internship
Internship is a challenging experience. Recognize this time commitment and make the most of this tremendous opportunity for growth. It is recommended that you limit other responsibilities during the school year, including outside employment.

my.SMU (https://my.smu.edu/) is the portal to update/verify personal information, view/ rectify any holds, enroll in classes, view grades, manage your SMU financial account, plus a variety of other information and resources. Visit the my.SMU Student Essentials page to help guide you through these important tasks: https://www.smu.edu/OIT/Services/mySMU/StudentEssentials.

SMU ID and Parking Permit (TFA DFW Region only) – Once accepted into SMU, students can order, on-line, an ID Card and Parking Permit. **All CMs are required to have an SMU ID Card by the first day of SMU classes.** The Parking and ID Card Services Office is located in the Hughes-Trigg Student Center, 3140 Dyer St. To upload a photo for an ID card and to activate the card, visit http://idcard.smu.edu. To order a parking permit, visit http://smu.edu/parkingID.

Medical Forms – All SMU students must complete the Health History Form and submit official immunization records to the Health Center via email (healthcenter@smu.edu), fax (214-768-2151) or postal mail (SMU Student Health Center, P.O. Box 750195, Dallas TX 75272-0195). Health Forms and instruction are at https://www.smu.edu/StudentAffairs/DrBobSmithHealthCenter/Medical-Services/Incoming-Students. **Immunization records must be complete BEFORE students will be allowed to enroll for classes.** A HOLD will be placed on a student's access account for non-compliance. Students who are lacking any of the required immunizations may come to the Health Center upon arrival at SMU to receive necessary immunizations for a fee.

Consent for SMU to Release Information to TFA – Each CM will fill out and sign this release form in order that TFA can monitor the academic performance of the Corps Members and provide support.

Enrolling in classes – Each CM will receive a handout during August Orientation indicating the courses to enroll in before each semester. Instructions will be included. If any **HOLDS** are indicated on a student's profile on my.smu.edu, a block will be placed preventing enrollment in classes. Any holds must be rectified immediately. If a student ***fails to enroll before the deadline***, an enrollment petition form must be completed by the student with an attached written explanation, along with a memo from the professor granting permission to enroll in the class. All documents are to be submitted to the Dean's Office, and a fine will be issued to the student.

Communication – Important information is delivered via email and Canvas. **Please check them frequently.**

1. **Email –** SMU's Dept. of Teaching and Learning Educator Preparation Program Office, Accounts Payable, Health Center, and I.D. and Parking Services, all send important communications that cannot be ignored. **CMs must check their SMU email account on a daily basis**.
2. **Canvas –** Canvas is a learning management system enhancing the course delivery and classroom instruction at SMU. See **https://www.smu.edu/OIT/Services/Canvas** to log on and for help.

Pedagogy and Professional Responsibilities (PPR) EC-12 - #160 TExES exam must be passed by March 31st.
The Certify Teacher practice test will be required to measure a student's knowledge and understanding of academic and professional responsibilities in the K-12 classroom. Corps Members must take and pass the Certify Teacher practice test with a score of 80% (260 score) at minimum before receiving approval to take the state examination.

To create an account with Certify Teacher ($35.00)
Go to: https://www.certifyteacher.com/produtos/list/texas
- **MUST** use your **SMU email address**
- Enter promo code: **SMU4728**
- Select **SMU** as your Educator Preparation Program.

The PPR EC-12 practice test must be passed by January 1st. After successfully passing the practice test with a score of 80% (260 score) at minimum, email Jill Moore (jillm@smu.edu). You will then receive instructions to register for the state exam. **The TExES PPR EC-12 must be passed in order to complete certification requirements.**

Corps Members should follow the directions on the State Board for Educator Certifications website for state examination dates, registration information, and other program services. (**http://www.tx.nesinc.com/**).

Internship Grades
Final grades for Internship are determined by SMU Instructors. Final semester grades for Internship will be issued according to Southern Methodist University's grading scale. All Corps Member Interns **must make an A or B** in all four of their SMU courses to be approved for Standard Certification.

Notify SMU Supervisor immediately if any of the following occur:

- Your teaching placement has been changed.
- You are removed from the classroom or are reassigned to any other position/campus.
- You are placed on a growth plan by campus administration.
- You go on medical leave (or any other type of leave) from your school.
- You experience any other situation that might affect your certification status.

NOTE: Failure to comply with these requests could result in dismissal from the SMU program.

TFA Corps Members Coursework

Your SMU coursework will be organized according to the grade level and subject that you are teaching this year.

Fall Term - Foundations Course

Note: Spring Internship and Differentiation Course Syllabi will be provided to Interns in January.

Course Description
This course is an overview of the foundations of education that undergirds the practice of teaching. The framework for this course will be the Teacher Education Standards: Pedagogy and Professional Responsibility (following this syllabus) with a focus on the learning environment, planning, instruction, and professional practices. Teachers will be invited to think systematically about their own classroom practices.

Required Texts
Readings will be assigned in class or using links posted on Canvas.

Meeting dates and times
This course meets weekly on the SMU campus.

How to enroll in the course
You will be given instructions on how to enroll in your assigned section of this course.

Assignments and Grading
You instructor will give you a more detailed syllabus, course calendar, and assignments and grading instructions in your first class meeting.

All of the course documents can be found on Canvas.
Canvas – Canvas is a learning management system enhancing the course delivery and classroom instruction at SMU. See http://www.smu.edu/BusinessFinance/OIT/Services/CoursesSMU to log on and for help.

Fall Term - Internship Courses

Fall Term – EDU 6376 Spring Term – EDU 6377

The Intern is the teacher of record in an EC-12 classroom. In addition to daily attendance at the assigned school, participation in the Internship seminars (attend four All Corps Conferences) is required in order to receive a passing grade for Internship. (Note: Southern Methodist University will not recommend a student for certification unless the student has completed all Internship requirements successfully.)

Internship is a two-semester program that requires a three-hour course per semester. An internship must be with a Texas Education Agency (TEA) Accredited school. Students must obtain a teaching position with probationary certification in the area in which they passed the TExES. Interns must be Teacher of Record the entire year and teach while supervised by an SMU Supervisor and a school-based certified mentor teacher. During this time, the Corps Member Intern will comply with the requirements outlined for Internships. Corps Member Interns are required to meet with SMU supervisor on a regular basis. Participation in these meetings is necessary in order to receive a passing grade for internship. Final semester grades for internship will be issued based on completion of assignments and internship rubric. You must earn a B or better to avoid retaking the course and/or delaying your certification by one year.

All of the course documents can be found on Canvas.
Canvas – Canvas is a learning management system enhancing the course delivery and classroom instruction at SMU. See https:/www.smu.edu/OIT/Services/Canvas to log on and for help.

Fall Term - Internship Course - EDU 6376

Assignments and Grading

Daily Schedule – due at beginning of semester and whenever a change occurs

- 5 total points

Major Assignments: 3 Monthly Lesson Observations – 90 total points

- Lesson Plan – Provided 48 hours prior to scheduled observation
  10 points each – 30 total points
- Lesson Plan Reflection – due 48 hours after scheduled observation
  10 points each – 30 total points
- Post Conference – 72 hours after scheduled observation
  10 points each – 30 total points

Intern Self-Evaluation – due at end of semester conference with Supervisor

- 5 points

Grading Scale

100-94 = A	89-87 = B+	79-77 = C+	69-67 D+
93-90 = A-	86-84 = B	76-74 = C	66-64 D
	83-80 = B-	73-70 = C-	63-60 D-
			<59 F

All assignments are required for TEA Certification. A grade of B or higher in this course is required for certification.

CAMPUS MENTOR GUIDELINES

SCHOOL-BASED MENTOR TEACHER INFORMATION

Mentor/Cooperating Teacher's Name: _____

Mentor/Cooperating Teacher's Email: _____

Mentor/Cooperating Teacher's TEA ID# _____

Full Name as listed on TEAL Account: _____

Clinical Student/Intern Teacher's Name: _____

Clinical Student/Intern Teacher's Cell #: _____

SMU Field Supervisor: _____

Mentor/Cooperating Teacher Service Information:

District: _____ School: _____

Grade(s):_____ Subject(s):_____

Current/Valid Teaching Certification(s):_____

Supplemental Certifications:
(check all that apply) __ ESL __ Bilingual __ Spec. Ed. __ GT __ Early Childhood

Teaching Experience –

Years in Current School: _____ Previous School:_____

Total years of classroom teaching experience (require 3 years, minimum): _____

Describe your accomplishments as an educator as shown by student learning.
(e.g. student achievement data, school achievement data, etc.)

Signed Principal Verification of Mentor Teacher's Certification, years of service and accomplishment as an educator as required in 19 TAC 228.2(14),(26).

_____ _____

Principal Signature **Date**

This form will be completed by the Mentor Teacher and given to the Clinical Teacher's or Intern's Supervisor.

INTERN, MENTOR, AND SMU SUPERVISOR AGENDA

Meeting for initial preparation for internship ***Date_____**

Thanks for mentoring our SMU intern this coming year

Exchange phone numbers and emails- Directory of SMU Supervisors

Complete Field based Mentor information form

Review Mentor Standards

Review Responsibilities of Mentor

Discuss Mentor Teacher Guidelines

Review Internship Checklist and Expectations

Review Responsibilities of SMU Interns/ Policies and Procedures/ Components

Plan next meeting to review Intern Semester Self-Evaluations- 1st semester in December and 2nd semester in April (all 3 sign)

Grading Rubric: One Form—Signed at mid-term and end-of-year (due in April)

Mentor reflections of experience—due end of April

Evaluation of SMU Supervisor- due end of April

Discuss Roles and Responsibilities of SMU Supervisor

*Signatures:

Mentor _____

Mentor Email _____

Intern _____

Intern Email _____

Supervisor _____

Supervisor Email _____

***Documentation for TEA file**

CLINICAL STUDENT TEACHER, MENTOR, AND SMU SUPERVISOR AGENDA

Meeting for initial preparation for Clinical Student Teaching ***Date_____**

Thanks for allowing SMU student in their classroom
Working together/team effort – Key to success
SMU Supervisor always an email or phone call away if Mentor needs anything!
Business card, exchange emails, phone #'s
Mentor Information Sheet – can be completed by email or at this meeting
Checklist for Mentor Teacher
Overview of Clinical Student teaching
Review Mentor Responsibilities
Review "HOW-TO" for Mentor Guidelines
Explain seminar dates where students will leave early for class at SMU
Do a quick overview of calendar…stressing importance of student being an active part of the classroom.
Review lesson expectations (when student should begin teaching listed on calendar).
Review Weekly Feedback by Mentor Teacher…completed by email…clinical student teacher should remind the Mentor so Mentor doesn't have to remember (included a copy as an example of what will be sent by email).
Mentor Teacher reflections and other evaluations for the end of semester
Effectiveness Evaluation – week 7 and week 14… …all three sign, in person or via DocuSign
Clinical Student Teaching/Intern Grading Rubric
Discussion topic: a) lesson plan that student must use, b) Reflection after lesson, c) Weekly reflections and other required forms
Components of clinical student teaching experience and what we expect of our student

*Signatures:

Mentor _____

Mentor Email _____

Student Teacher _____

Student Teacher Email _____

Supervisor _____

Supervisor Email _____

***Documentation for TEA file**

STATE OF TEXAS MENTOR TEACHER STANDARDS

WHAT DOES A MENTOR NEED TO KNOW AND BE ABLE TO DO?

1. Has theoretical and practical knowledge of teaching and learning for both adults and children
    a. Understands learning in both children and adults
    b. Identifies the range of learning and performance problems and successes
    c. Models specific strategies with diverse students to overcome learning and performance problems and encourages success

2. Understands the theoretical and practical aspects of mentoring, observation of novice educators, and providing feedback.
    a. Stays in frequent contact with the novice
    b. Provides professional guidance for the novice
        i. Identifies a range of problems and successes
        ii. Provides strategies for improvement
    c. Provides specific feedback to the novice in a timely manner for professional improvement or growth

3. Understands the functions and methods of K-12 public and private schools
    d. Models professional ethics, classroom discipline strategies, and time management techniques
    e. Models various teaching strategies with diverse students in K-12 schools
    f. Models lesson planning, material selection, and assessment of K-12 schools
    g. Models professional communication skills with colleagues, parents, students, and community members
    h. Guides the novice in understanding school culture

4. Is responsible in executing his or her professional responsibilities
    i. Models best practices in the classroom
        i. Models maintenance of accurate records
        ii. Models advocacy for students
        iii. Models service to the school
        iv. Models reflection
        v. Models continued professional development
        vi. Models flexibility
    j. Provides frequent informal coaching for the novice
    k. Communicates with the novice, the field supervisor, and the campus principal about the progress of the novice.

RESPONSIBILITIES OF THE MENTOR TEACHER

The mentor teacher is the most important member of the team of mentors. In contact with the student teacher or intern daily, the mentor should have their finger on the pulse of the student and be constantly aware of achievements and needs. The mentor teacher is a model for the student and must demonstrate effective teaching and professional demeanor. The responsibilities of the mentor teacher include:

1. To orient the student teacher or intern to:
   - the building facilities and resources
   - the personnel such as special teachers, consultants, etc.
   - the school policies
   - classroom management techniques
   - the nature of the community
   - the special features of problems of education in that locale
2. To by modeling appropriate planning and teaching.
3. To help the student teacher or intern succeed by:
   - monitoring effective use of time
   - creating a climate in which she/he is encouraged to self-evaluate as well as ask questions
   - praising and encouraging
   - keeping interactive lines of communication open
   - discussing problems frankly, one at a time
   - sharing professional experiences and materials
   - capitalizing on the special interests, talents, and background of an internship in order to enrich the curriculum
   - encouraging alternative teaching approaches and management techniques
4. To guide the student teacher or intern as they plan, teaches, and evaluates their work by modeling lesson preparation and instruction.
5. To help the student teacher and intern implement recommendations received during daily evaluations sessions.
6. To confer with the university supervisor on an as need basis. Performance problems should be identified, documented, and discussed with student teacher or intern and the supervisor as early as possible. The university retains the ultimate responsibility for the final grade.
7. To complete effectiveness evaluations of the student teacher or intern. Participate in a three-way conference at least once during the semester with the student teacher or intern and the supervisor.
8. To report any concerns to the university supervisor.

"How-To" Mentor the **STUDENT TEACHER**

Implementing Responsibilities

1. Include the clinical student teacher in classroom activities and experiences from the very beginning. Her/his induction into responsibilities, however, should be gradual.

2. Prepare your class for a clinical student teacher prior to his/her arrival. Properly introduce her/him as a co-worker, not as an aide.

3. Introduce the clinical student teacher to administrators, other faculty members, and the school staff. Familiarize the clinical student teacher with the school facilities, resources, and policies regarding the use of materials and equipment. Clue the student into the unique culture of the school, including not only formal practices but also the "unwritten rules" which characterize the campus.

4. Provide a separate work/study area in the classroom for the clinical student teacher. A personal desk is needed for organization and the development of professionalism.

5. Include the clinical student teacher in teaching-related experiences, such as parent conferences, curriculum planning, faculty meetings, in-service meetings, meetings of professional organizations, extra-curricular responsibilities, and outside duties (hall and lunchroom monitoring), before and after school duties, advisories, etc.) This is where she/he begins to learn about leadership in the profession.

6. Provide the clinical student teacher with a set of textbooks, teachers' manuals, curriculum guides, or school handbooks as needed.

7. Explain to the clinical student teacher the methods of record keeping for attendance, tardiness, grades, conduct, cumulative folders, etc. Discuss emergency and health procedures.

8. Demonstrate to the clinical student teacher how you devise your lesson plans and how you use many different resources and ideas. Tell the student why you use the materials or teach as you do. Introduce the students to professional Weekly Reflections and professional organizations. Help the students raise questions when doing her/his own planning of lessons. A student teacher may not be aware of your intent simply from observing you model a lesson or procedure. Explain the "why" as well as the "how."

9. Demonstrate the use of curriculum guides, teachers' manuals and portfolios for your grade level. Clinical student teachers have had varied experiences with such procedures.

10. Choose a particular time for planning on a daily and weekly basis. In addition, establish a regularly scheduled conference time. A clinical student teacher will need close supervision and a lot of assistance in the initial stages of making lesson plans. It is also helpful early on in the semester to do long-range planning and to schedule the weeks for full responsibility.

11. Develop specific and clear policy and procedures concerning classroom management with the student teacher from the very beginning. Indicate how a situation will be handled if a student misbehaves and both of you are in the classroom. Whose responsibility is it to discipline?

12. Be prepared to give step-by-step guidance. The transition from the university to the classroom is difficult and may require repeated explanations of detailed procedures in the classroom.
13. When appropriate, include the student teacher in parent conferences or telephone conversations. Guide her/him to use diplomacy and appropriate communication skills so that parents are not alienated.

14. Correct a clinical student teacher's mistake after the lesson when the class cannot hear any comments being made. When a student teacher is corrected in front of the class, her/his credibility is weakened and she/he is embarrassed unnecessarily. If need be, a note can be written to the student or some form of non-verbal communication can be used to call attention to a glaring error.

15. Accept each clinical student teacher as an individual and do not compare her/him with previous clinical student teachers you have had. This places an unnecessary stress upon a student teacher when she/he frequently hears stories about how well "Jane or John" did as a clinical student teacher.

16. Gradually give the clinical student teacher some freedom so that she/he can have a feeling of independence and a chance to learn from her/his mistakes. Leave the room for short intervals when the clinical student teacher is teaching to allow her/him to "try her/his wings."

17. Do not convey to the clinical student teacher that you expect perfection or that you do not trust her/him with your students. A clinical student teacher is vulnerable and sensitive to your approval and acceptance. Some clinical student teachers become so concerned about pleasing you that they forget to focus on the students and often create a self-fulfilling prophecy of "I can't do it right." Help them to see beyond "How am I doing?" to "How are the students doing?" **Learner-centered instruction is the goal**.

18. Request lesson plans; SMU students are required to submit lesson plans in advance of any teaching they do.

19. Remember to ask the clinical student teacher for her/his opinion in matters and be sure to give the student teacher credit when she/he generates suggestions and ideas that can be used in the classroom.

20. Provide continual feedback. She/he needs your help and suggestions.

21. Give clinical student teachers pointers on how you set up a classroom at the beginning of a school year.

22. Be your student teacher's first "real" professional friend. Develop a collegial relationship as you work together. Provide phone numbers where you can be reached.

23. Hold the clinical student teacher accountable for attendance, punctuality and other aspects of professionalism.

"How-To" Mentor the **INTERN TEACHER**

Implementing Responsibilities

1. Introduce the Intern to administrators, other faculty members, and the school staff. Familiarize the internship with the school facilities, resources, and policies regarding the use of materials and equipment. Clue the student in to the unique culture of the school, including not only formal practices but also the "unwritten rules" which characterize the campus.

2. Include the Intern in teaching-related experiences, curriculum planning, faculty meetings, in-service meetings, meetings of professional organizations, extra-curricular responsibilities. This is where she/he begins to learn about leadership in the profession.

3. Provide the Intern with a set of textbooks, teachers' manuals, curriculum guides, or school handbooks as needed.

4. Explain to the Intern the methods of record keeping for attendance, tardiness, grades, conduct, cumulative folders, etc. Discuss emergency and health procedures.

5. Demonstrate to the Intern how you devise your lesson plans and how you use many different resources and ideas. Tell the student why you use the materials or teach as you do. Introduce the students to professional journals and professional organizations. Help the students raise questions when doing her/his own planning of lessons. An Intern may not be aware of your intent simply from observing your model a lesson or procedure. Explain the "why" as well as the "how."

6. Demonstrate the use of curriculum guides, teachers' manuals and portfolios for your grade level. Interns have had varied experiences with such procedures.

7. Choose a particular time for planning on weekly basis. In addition, establish a regularly scheduled conference time. An Intern will need close supervision and a lot of assistance in the initial stages of making lesson plans. It is helpful early on in the semester to do long-range planning and to schedule the weeks for full responsibility.

8. Help the Intern develop specific and clear policy and procedures concerning classroom management with the Intern from the very beginning. Indicate how a situation will be handled if a student misbehaves if you were in the same situation.

9. Be prepared to give step-by-step guidance. The transition from the university to the classroom is difficult and may require explanations of detailed procedures in the classroom.

10. When appropriate, speak with an Intern before a parent conferences or telephone conversations. Guide her/him to use diplomacy and appropriate communication skills so that parents are not alienated.

11. Request lesson plans before an observation; SMU Interns are required to submit lesson plans in advance of any teaching they do.

12. Remember to ask the Intern for her/his opinion in matters and be sure to give the Intern credit when she/he generates suggestions and ideas that can be used.

13. Provide continual feedback. She/he needs your help and suggestions.

14. Give Intern pointers on how you set up a classroom at the beginning of a school year.

15. Develop a collegial relationship as you work together. Provide phone numbers or email address where you can be reached.

16. Hold the Intern accountable for attendance, punctuality, and other aspects of professionalism.

MENTOR TEACHER'S WEEKLY FEEDBACK FOR **CLINICAL STUDENT TEACHER**

THIS FORM IS TO BE COMPLETED FOR **CLINICAL STUDENT TEACHERS** ONLY

Mentor's Name:

Student Teacher's Name:

Week of:

Please reflect on your student teacher's growth by responding to the following prompts:

1. What was the focus of you and your SMU Student Teacher this week?

2. How did your SMU Student Teacher exhibit growth?

3. What areas of growth will you and your SMU student teacher focus on next week?

EVALUATION BY MENTOR TEACHER

The SMU Supervisor will email the Evaluation link to the Mentor Teacher at the end of the teaching assignment of the student teacher or intern.

SMU Supervisor: _____ Date: _____

Semester: _____ Year: _____

The University Field Supervisor:	Poor		Average		Excellent
1. Acted in a professional manner with me and with other school personnel.	1	2	3	4	5
2. Was accessible when problems or questions arose.	1	2	3	4	5
3. Observed and evaluated the clinical student teacher an adequate number of times in the semester.	1	2	3	4	5
4. Provided at least one three-way discussion meeting that were helpful to me and to the clinical student teacher.	1	2	3	4	5
5. Solicited my comments in judging the clinical student teacher's performance.	1	2	3	4	5

What materials or events did you find to be most helpful in guiding you in the role of mentor teacher?

In what areas would you have liked more information or feedback?

How could collaboration with the university be improved?

List some effective mentoring techniques that you have used.

What do you consider to be the primary characteristics of an effective student teacher or intern?

How were you affected by supporting a student teacher or intern?

SMU SUPERVISOR RESPONSIBILITIES

ROLE AND RESPONSIBILITIES OF SMU SUPERVISORS

1. Recognize that the professional and legal responsibility for the classroom remains in the hands of the mentor teacher.

2. Act as a liaison between the participating school and the Educator Preparation Program.

3. Conduct face-to-face clinical orientation with the teacher candidate and the mentor teacher at the beginning of the semester emphasizing responsibilities (academic, moral, ethical, and legal), various avenues of support, and the information needed to make a smooth transition from being a university student to being a successful teacher. Suggestions for this session include:

    - Ethical conduct toward student, parents, professional colleagues, and fellow student teachers/interns
    - General school district procedures, policies, rules, philosophies, and expectations
    - Goals and objectives of clinical student teaching/intern
    - Specific observation and evaluation procedures
    - Problems of adjustment to the school environment, living, and working in the community, and personal problems
    - Key individuals who should be contacted in the school building

4. Arrange orientation for mentor teachers by providing information on the nature of the program, responsibilities, and best modes of effective communication with teacher candidate, University Field Supervisor, and university. Be sure everyone understands:

    - Clinical student teaching, intern, or resident schedules
    - Planning time for meetings with mentor teachers and clinical student teachers
    - Observation and evaluation procedures and deadlines to be used by the mentor teacher and the University Field Supervisor.

5. Formally observe the **clinical student teacher** a minimum of five (5) times during the semester. Formally observe the **intern teacher** a minimum of six (6) times during the year.

6. Observe, evaluate, and confer with teacher candidates on a regular basis regarding teaching/planning to emphasize continual growth. Help teacher candidates analyze their teaching and gain insight into why teaching was more or less effective. Offer alternate strategies/techniques if needed.

7. Evaluate teacher candidates' lesson plans and unit plans.

8. Facilitate cooperation between the mentor teacher and the teacher candidate. Provide troubleshooting, support, and conflict resolution if needed

9. Complete a written report of each visit; share with teacher candidate, principal, and mentor teacher. Place report in teacher candidate's documentation folder.

10. Collaboration between the SMU supervisor, teacher candidate, and mentor throughout the candidate's experience is to be documented. This can be through e-mails shared between the cooperating teacher or mentor, the teacher candidate, and the SMU Supervisor. **These e-mails will be initiated at least twice a month by the SMU Supervisor.** The SMU Supervisor will save e-mails in the teacher candidate's documentation folder.

11. Keep record in teacher candidate's folder the evidence of on-going support for candidate. (emails, phone call logs, notes, etc.)

12. Conduct a mid-term evaluation and end-of-term three-way conference with the mentor teacher and the teacher candidate.

13. Following the experience, meet with the mentor teacher to evaluate:

    - The teacher candidate's performance
    - Solicit the advice of the mentor teacher regarding the improvement of the supervisory process

14. Complete a final evaluation of each teacher candidate. Meet with the teacher candidate to:

    - Discuss the effectiveness of that particular teacher candidate
    - Discuss the teacher candidate's final evaluation
    - Complete the evaluation form of the university supervisor and the total program

15. Document thoroughly any infractions of school policy or professionalism as well as unsatisfactory progress in classroom instruction and management. Document the time, date, and manner in which you brought these concerns to the attention of the student teacher or intern.

16. Continue your own professional development through attendance and participation in appropriate seminars as arranged.

The **Qualtrics on-line form** must be used for every observation.
This printed form is provided only to show the information to be submitted through Qualtrics.

Teaching Observation Instrument

Interns and Student Teachers

DATE: _____ **START TIME:** _____ **STOP TIME:** _____ **Observation #** _____

Intern: _____ **CAMPUS:** _____ **GRADE:** _____ **SUBJECT:** _____

SMU SUPERVISOR *(PRINT NAME)*: _____ ***SIGNATURE*:** _____

The following clinical teacher evaluation form is divided into four domains as adopted by the State Board of Education. These domains are Planning, Instruction, Learning Environment, and Professional Practice and Responsibilities. The Dimensions within each domain ensure clinical teachers have the knowledge and skills to teach in Texas public schools. Please complete the form by checking the appropriate box. Use Not Applicable (NA) when the element is not observed or is irrelevant to the particular setting/observation/evaluation.

SCALE: ****1=Needs Improvement** **2=Developing** ***3=Proficient*** **4=Accomplished** ****5=Distinguished**

****Requires* written "COMMENTS" specifying observed, shared or recorded evidence if scoring *1=Needs Improvement or 5=Distinguished.***
****Proficient* is the goal.**

	Needs Improvement	Developing	Proficient	Accomplished	Distinguished
PLANNING - *Evidence is apparent in the lesson plan.*					
Standards & Alignment: The clinical teacher designs, organizes and implements clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners					
• *All goals and lesson objectives aligned to TEKS*					
• *Integrated technology as applicable and appropriate*					
• *All materials and assessments sequenced and relevant to students*					
• *All materials provide appropriate lesson time and closure*					
• *All materials fit into broader unit and course objectives*					
Data & Assessment: The clinical teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.					
• Formal and informal assessments monitor progress of all students.					
• Substantive and specific timely feedback given to students, families and other school personnel while maintaining confidentiality					
• Analysis of student data connected to specific instructional strategies					
Knowledge of Students: Through knowledge of students and proven practices, the clinical teacher ensures high levels of learning, social-emotional development and achievement for all students.					
• All lessons connect to student prior knowledge and experiences					
• All lessons adjust for students strengths and gaps in background knowledge, life experiences and skills					
Activities: The clinical teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.					
• Questions encourage all students to engage in complex, higher order thinking					
• Instructional groups based on student needs					
• All students understand individual roles within instructional groups					
• Activities, resources, technology, instructional materials aligned to instructional purposes					

COMMENTS: _____

_____

	Needs Improvement	Developing	Proficient	Accomplished	Distinguished
INSTRUCTION – *Evidence is apparent in instruction and classroom.*					
Achieving Expectations: The clinical teacher supports all learners in their pursuit of high levels of academic and social-emotional success.					
• Sets academic expectations that challenge all students					
• Evidence that most students demonstrate mastery of objective					
• Addresses student mistakes and follows through to ensure student mastery					
• Provides students opportunity to take initiative of their own learning					
Content Knowledge & Expertise: The clinical teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.					
• Conveys accurate content knowledge					
• Integrates learning objectives with other disciplines					
• Anticipates possible student misunderstandings					
• Accurately reflects how lesson fits within structure of discipline and TEKS					
• Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative & research-based)					
Communication: The clinical teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.					
• Uses probing questions to clarify, elaborate learning					
• Recognizes possible student misunderstandings and responds with an array of teaching techniques to clarify concepts.					
• Asks remember, understand and apply level questions focusing on lesson objective and provoking questions					
• Provides explanations that are clear					
• Uses verbal and written communication that is clear and correct					
• Establishes classroom practices that provide for most students to communicate effectively with their teacher and their peers					
Differentiation: The clinical teacher differentiates instruction, aligning methods and techniques to diverse student needs.					
• Adapts lesson to address individual needs of all students					
• Regularly monitors quality of student participation and performance					
• Recognizes when students become confused or disengaged and responds to student learning or socio-emotional needs					
• Provides differentiated instructional methods and content to ensure students have opportunity to master what is being taught.					
Monitor & Adjust: The clinical teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.					
• Utilizes input from student in order to monitor and adjust instruction and activities.					
• Monitors students behavior and responses for engagement and understanding					
• Adjusts instruction and activities to maintain student engagement					

COMMENTS: _____

_____

_____

LEARNING ENVIRONMENT – *Evidence is apparent in the classroom.*	Needs Improvement	Developing	Proficient	Accomplished	Distinguished
Classroom Environment, Routines & Procedures: The clinical teacher organizes a safe, accessible and efficient classroom.					
• All procedures, routines and transitions are clear and efficient					
• Students actively participate in groups, manage supplies and equipment with very limited teacher direction					
• Classroom is safe and organized to support learning objectives and is accessible to most students					
Managing Student Behavior: The clinical teacher establishes, communicates and maintains clear expectations for student behavior.					
• Consistently implements the campus and/or classroom behavior system proficiently					
• Most students meet expected classroom behavior standards					
Classroom Culture: the clinical teacher leads a mutually respectful and collaborative class of actively engaged learners.					
• Engages all students in relevant, meaningful learning					
• Students work respectfully individually and in groups					

COMMENTS: _____

_____

_____

PROFESSIONAL PRACTICES & RESPONSIBILITIES					
Professional Demeanor & Ethics: The clinical teacher meets SMU and district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.					
• Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators					
• Meets all professional standards (e.g., attendance, professional appearance and behaviors)					
• Advocates successfully for the needs of students in the classroom					
Goal Setting: The teacher reflects on his/her practice.					
• Sets short- and long-term professional goals based on self-assessment, reflection and supervisor feedback					
• Meets all professional goals resulting in improvement in practice and student performance					
Professional Development: The teacher enhances the professional community.					
• Collaboratively practices in all scheduled professional development activities, campus professional learning communities, grade- or subject-level team membership, committee membership or other opportunities					
School Community Involvement: The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.					
• Communicates the mission, vision and goals of the school to students, colleagues, parents and families					
• Contacts parents/guardians regularly regarding students' academic and social/emotional growth					
• Actively participates in all school outreach activities					

COMMENTS: _____

_____

_____

REFLECTION:

Clinical teacher's greatest strength:

Clinical teacher's greatest challenge:

Recommendations/Next Steps/Goals:

NOTE: Boxes not marked indicate areas that were not observed or not observed at the proficient level during the specified observation timeframe. Recommendations are offered for those areas showing less than proficient.

Some areas not marked are considered NA - not applicable for an off-campus observer (i.e.: Planning, Professional Practices & Responsibilities).

Pre and Post Observation Conference Forms

The Pre and Post Observation (POP) Cycle Conference takes place before and after each observation. The conferences are scheduled so that SMU supervisors and novice teachers can check in with each other before each observation and establish a pedagogical goal for the lesson. Novice teachers, this is your opportunity to ask for help from your supervisor. Following the observation, novice teacher and SMU Supervisor will meet to discuss how the lesson went using the POP Cycle Form as a guide for the conversation.

The SMU Supervisor and Teacher Candidate fill out the POP Cycle form together.

- **The protocol is to be used through this Qualtrics form: https://smu.az1.qualtrics.com/jfe/form/SV_01byrI12G3Iaml8**
- **After completing the conference form, click "Download PDF." Place pdf in Teacher Candidate's Box folder.**

The following provides the questions asked on the on-line Qualtrics form and is for reference only.

Supervisor Name:
Supervisor Email:
Teacher Candidate Name:
Teacher Candidate Email:
Grade Level:
Content Area:

Date of Conference: (m/d/yr)
Start Time of Conference: (00:00 am/pm)
Format of Conference: Virtual or In Person
Type of Conference: Pre or Post

Pre-Conference

I am going to give you 5 minutes to reflect on:

- what is going well for you
- what you have been working on
- some current challenges or some things that you would like to work on over the next observation cycle
- other things that are coming up

After your 5-minute independent reflection, then we will talk through the reflection.
(The supervisor will document notes on the TC's previous goal reflection here)

Based on your reflection, what is a long-term or significant goal that we can co-construct together?

How can we work together to take a step towards your goal in the lesson I am about to observe?
Let's make a list of what needs to be done in order to make this goal actionable for the next lesson.

How will you attend to equity in the lesson?
List any needed supports from supervisor:

Identify an artifact from the upcoming lesson observation that you anticipate will help you to assess progress towards your goal (don't forget to bring this with you when we meet for the post conference).

Student Work
Lesson Recording
Assessment Data
Written Feedback from Cooperating Teacher/Supervisor
Other:

We are part of a network of teacher education institutions across Texas working to improve our teacher education programs. We have permission from the institutional review board to use this program data for research purposes as long as it is de-identified and maintains confidentiality. You can opt not to have this data be a part of the research. Please mark YES below to signify that you are aware and

consent to having the de-identified information on this form used for research. If you have concerns or questions about the de-identified information being used for research, you can mark NO or contact awilhelm@smu.edu.

- YES, this information can be used for research.
- No, this information cannot be used for research.

End Time of Conference: (00:00 am/pm)

Post-Conference:

Date of Lesson Observation: (m/d/yr)

I am going to give you 5 minutes to reflect on:

- how your observed lesson went (both positives and negatives)
- how you are feeling about your progress on our identified goal or focus

After your 5-minute independent reflection, the we will talk through the reflection. Make sure to show and reference your artifact that you identified in the pre-conference. (The supervisor will document notes on the TC's reflection here and adds any relevant positives and negatives as noted by the supervisor):

Let's create an action plan for ongoing development toward your goal or let's identify a new area of need:

In what ways were you able to attend to equity in the lesson?

List any needed supports from supervisor:

We are part of a network of teacher education institutions across Texas working to improve our teacher education programs. We have permission from the institutional review board to use this program data for research purposes as long as it is de-identified and maintains confidentiality. You can opt not to have this data be a part of the research. Please mark YES below to signify that you are aware and consent to having the de-identified information on this form used for research. If you have concerns or questions about the de-identified information being used for research, you can mark NO or contact awilhelm@smu.edu.

- YES, this information can be used for research.
- No, this information cannot be used for research.

End Time of Conference: (00:00 am/pm)

Summary of Observations

☐ Student Teacher ☐ Intern ☐ TFA Intern

Name: _____

E-mail:_____ Phone: _____

Campus:_____ District: _____

Grade Level/Subject:_____

SMU Supervisor: _____

Mentor Teacher:_____ E-Mail:_____

School Principal:_____ E-Mail:_____

Within first three weeks of Placement/Assignment

First Contact:	**Date:**	**Start Time:**	**End Time**
First Meeting with ST/ Intern and Mentor	Date:_____	Start Time:_____	End Time: _____
Mentor Information	Name:	Position:	
	E-Mail:	Phone:	
Mentor Signature			

Observation One	**Within first six weeks of Placement/Assignment**		
Pre-Conference	Date:	Start Time:	End Time:
Classroom Observation	Date:	Start Time:	End Time:
Post-Conference	Date:	Start Time:	End Time:
SMU Supervisor:Obs completed			
ST/ Intern: Obs feedback receipt			
Mentor: Obs feedback receipt			
Principal/Designee: Obs Receipt			

Observation Two			
Pre-Conference	Date:	Start Time:	End Time:
Classroom Observation	Date:	Start Time:	End Time:
Post-Conference	Date:	Start Time:	End Time:
SMU Supervisor:Obs completed			
ST/ Intern: Obs feedback receipt			
Mentor: Obs feedback receipt			
Principal/Designee: Obs Receipt			

Observation Three			
Pre-Conference	Date:	Start Time:	End Time:
Classroom Observation	Date:	Start Time:	End Time:
Post-Conference	Date:	Start Time:	End Time:
Intern Self-Evaluation Due	Received: Yes ☐ / No ☐		
SMU Supervisor:Obs completed			
ST/ Intern: Obs feedback receipt			
Mentor: Obs feedback receipt			
Principal/Designee: Obs Receipt			

Observation Four			
Pre-Conference	Date:	Start Time:	End Time:
Classroom Observation	Date:	Start Time:	End Time:
Post-Conference	Date:	Start Time:	End Time:
SMU Supervisor:Obs completed			
ST/ Intern: Obs feedback receipt			
Mentor: Obs feedback receipt			
Principal/Designee: Obs Receipt			

Observation Five			
Pre-Conference	Date:	Start Time:	End Time:
Classroom Observation	Date:	Start Time:	End Time:
Post-Conference	Date:	Start Time:	End Time:
SMU Supervisor:Obs completed			
ST/ Intern: Obs feedback receipt			
Mentor: Obs feedback receipt			
Principal/Designee: Obs Receipt			

Observation Six and Final Conference			
Pre-Conference	Date:	Start Time:	End Time:
Classroom Observation	Date:	Start Time:	End Time:
Post-Conference	Date:	Start Time:	End Time:
ST/Intern Self-Evaluation Due	Received: Yes ☐ / No ☐		
ST/Intern SMU Supervisor Evaluation	Sent: Yes ☐ /No ☐		
Exit Survey	Sent: Yes ☐ /No ☐		
SMU Supervisor:Obs completed			
ST/ Intern: Obs feedback receipt			
Mentor: Obs feedback receipt			
Principal/Designee: Obs Receipt			

Additional Support Dates	Nature of Support
1. 2. 3. 4.	
All Assignments Completed	Date:
All Evaluations Completed	Date:

Candidate successfully completed Internship/Clinical Student Teaching, and I recommend candidate for Standard Educator Certification.			
YES	**NO***	**Date**	**Signatures**
			SMU Supervisor:
			Mentor:
			Principal:

** If you do not recommend the candidate for certification, send your explanation and any supporting documentation to the EPP Director, Amy Richardson (amyrichardson@smu.edu), and to the SMU Field Supervisor of the candidate.*

SMU Supervisor will save this form to candidates's SMU Box folder.
Thank you for your dedication to our students.

Rev: 4/6/2022

Ongoing Informal Support and Collaboration

1. Record Teacher Candidate Support not already formally documented.
2. Record Collaboration between Supervisor, Mentor, and Teacher Candidate

Teacher Candidate's Name:	
Supervisor's Name:	
Mentor's Name:	

Date	Email, Phone, Zoom, In-Person, etc.	Person(s) in Communication	Discussion, Comments
Example: 8/19/22	*Email*	*Mentor and ST*	*Observation schedule. See copied email in Box folder.*
Ex: 10/2/22	*Phone*	*Mentor and ST*	*Discussed ways to manage a student's behavior.*

SMU Supervisor of Intern
Documentation Calendar/Checklist

Supervisor:_____

Intern: _____

September	1. _____ * Intern Contract 2. _____ * Intern-Mentor-Supervisor Agenda/Agreement 3. _____ * School-Based Mentor Information 4. _____ Intern Lesson Plan 5. _____ Pre Obs Conference #1 6. _____ Observation #1 *(1st Obs. completed **within first six weeks** of assignment.)* 7. _____ Post Obs Conference #1 8. _____ Summary of Observations Form information entered for #1 Obs. 9. _____ Ongoing Support and Collaboration each month
October	1. _____ Intern Lesson Plan 2. _____ Pre Obs Conference #2 3. _____ Observation #2 4. _____ Post Obs Conference #2 5. _____ Summary of Observations Form information entered for #2 Obs. 6. _____ Ongoing Support and Collaboration each month
November	1. _____ Intern Lesson Plan 2. _____ Pre Obs Conference #3 3. _____ Observation #3 4. _____ Post Obs Conference #3 5. _____ Summary of Observations Form information entered for #3 Obs. 6. _____ Ongoing Support and Collaboration each month
December	1. _____ Intern Semester Self-Evaluation 2. _____ End of Semester Grading Rubric for Intern (with documentation) 3. _____ Page one of Summary of Observations - 1st semester signatures completed 4. _____ Ongoing Support and Collaboration each month
January or February	1. _____ Intern Lesson Plan 2. _____ Pre Obs Conference #4 3. _____ Observation #4 4. _____ Post Obs Conference #4 5. _____ Summary of Observations Form information entered for #4 Obs. 6. _____ Ongoing Support and Collaboration each month

* *Must complete by end of 3rd week of teacher assignment.*

March	1. _____ Intern Lesson Plan 2. _____ Pre Obs Conference #5 3. _____ Observation #5 4. _____ Post Obs Conference #5 5. _____ Summary of Observations Form information entered for #5 Obs. 6. _____ Ongoing Support and Collaboration each month
April/May	1. _____ Intern Lesson Plan 2. _____ Pre Obs Conference #6 3. _____ Observation #6 4. _____ Post Obs Conference #6 5. _____ Summary of Observations Form - all signatures 6. _____ Intern Semester Self-Evaluation 7. _____ End of Semester Grading Rubric for Intern (with documentation) 8. _____ Ongoing Support and Collaboration each month 9. _____ Send email to Interns with Evaluations Qualtrics link 10. _____ Send email to Mentors with Evaluations Qualtrics link

SMU Supervisor of Student Teacher Documentation Calendar/Checklist

Supervisor:_____

Student Teacher: _____

Supervisors should ***initial* each blank** verifying that the completed assignment/form is in the student's BOX folder.
If the assignment was never turned in, mark ***not rec'd*** rather than your initials.

August	1. _____ * Student Teacher Contract 2. _____ * Student Teacher-Mentor-Supervisor Agenda/Agreement 3. _____ * School-Based Mentor Information 4. _____ Student Teacher Weekly Schedule 5. _____ Introduce Required and Recommended Activities 6. _____ Mentor Weekly Feedback Forms
September	1. _____ Student Teacher Lesson Plan #1 2. _____ Pre Obs Conference #1 3. _____ Observation #1 *(First Obs. completed within first six weeks of assignment)* 4. _____ Post Obs Conference #1 5. _____ Summary of Observations Form information entered for #1 Obs. 6. _____ Resource Scavenger Hunt 7. _____ Mentor Weekly Feedback Forms
September/ October	1. _____ Student Teacher Lesson Plan #2 2. _____ Pre Obs Conference #2 3. _____ Observation #2 4. _____ Post Obs Conference #2 5. _____ Summary of Observations Form information entered for #2 Obs.
September/ October	1. _____ Student Teacher Lesson Plan #3 2. _____ Pre Obs Conference #3 3. _____ Observation #3 4. _____ Post Obs Conference #3 5. _____ Summary of Observations Form information entered for #3 Obs.
September/ October	1. _____ Student Teacher Mid-Semester (week 7) Effectiveness Evaluation__ 2. _____ Mid-Semester (week 7) Grading Rubric (with documentation) 3. _____ Ongoing Support/Collaboration 4. _____ Mentor Weekly Feedback Forms
November/ December	1. _____ Student Teacher Lesson Plan #4 2. _____ Pre Obs Conference #4 3. _____ Observation #4 4. _____ Post Obs Conference #4 5. _____ Summary of Observations Form information entered for #4 Obs.

* *Must complete by end of 3rd week of assignment.*

November/ December	1. _____ Student Teacher Lesson Plan #5 2. _____ Pre Obs Conference #5 3. _____ Observation #5 4. _____ Post Obs Conference #5 5. _____ Summary of Observations Form information entered for #5 Obs.
December - Obs #6, as needed.	1. _____ Student Teacher Lesson Plan #6 2. _____ Pre Obs Conference #6 3. _____ Observation #6 4. _____ Post Obs Conference #6 5. _____ Summary of Observations Form information entered for #6 Obs.
December- ** Student Teachers completing assignment in one semester only.*	1. _____ Student Teacher Final (week 14) Effectiveness Evaluation 2. _____ End of Semester Grading Rubric (with documentation) 3. _____ Completed Attendance Log with Signatures 4. _____ Completed Required and Recommended Activities 5. _____ Log of Ongoing Support and Collaboration 6. _____ * Summary of Observations Form - all signatures 7. _____ * Send email to Student Teacher with Qualtrics Evaluations link 8. _____ * Send email to Mentors with Qualtrics Evaluations link
2nd Semester- *Student Teachers with **two-semester assignment**.*	1. _____ Student Teacher Lesson Plan #6-10 2. _____ Pre Obs Conference #6-10 3. _____ Observation #6-10 4. _____ Post Obs Conference #6-10 5. _____ Summary of Observations Form information entered for #6-10 Obs. 6. _____ Log of Ongoing Support and Collaboration
May- *Student Teachers with **two-semester assignment**.*	1. _____ Summary of Observations Form - all signatures 2. _____ Student Teacher Final (week 14 of 2nd semester) Effectiveness Evaluation 3. _____ End of 2nd Semester Grading Rubric (with documentation) 4. _____ Completed 2nd Semester Attendance Log with Signatures 5. _____ Log of Ongoing Support and Collaboration 6. _____ Send email to Student Teacher with Qualtrics Evaluations link 7. _____ Send email to Mentors with Qualtrics Evaluations link

EVALUATIONS

CLINICAL STUDENT TEACHER EFFECTIVENESS EVALUATION

This evaluation is designed to access the Clinical Student Teacher's attributes, characteristics, and behaviors that contribute to successful and effective teaching. The **Clinical Student Teacher, Mentor Teacher, and University Field Supervisor must complete the evaluation together** twice during the Clinical Student Teaching Program – at the end of week 7 and during week 14.

Student Teacher: Eval: ❑ Wk 7 ❑ Wk 14

Completed by: ❑ Clinical Student Teacher ❑ Mentor Teacher ❑ University Field Supervisor

Please rate each item, based upon your personal/professional interaction and observation of the Clinical Student Teacher. Omit those items for which data is not available.

Use the following scale for each item below: 3 = consistently 2 = sometimes 1 = never 0 = not applicable

Attribute	**Rating**			
POSITIVE ATTRIBUTES				
Demeanor: demonstrates positive attitudes in interaction with teachers, peers, faculty, administrators, students and parents	3	2	1	0
Maturity: displays a positive willingness to work with peers, campus teachers, and faculty	3	2	1	0
Flexibility: displays a positive willingness and ability to adapt to change in plans, events, conditions, activities, and tasks	3	2	1	0
Enthusiasm: exudes energy and enthusiasm	3	2	1	0
Tactfulness: recognizes and compensates for the feelings and self-esteem of others	3	2	1	0
Humor: displays ability to use and respond to personal human interactions	3	2	1	0
Social Sensitivity: demonstrates recognition, respect, and empathy for human differences (gender, ethnicity. Language/communication, physical ability, and intellectual capacity?	3	2	1	0
MANAGEMENT				
Organization: monitors and controls time, materials, projects, and products according to designated deadlines and due dates	3	2	1	0
Attendance/Punctuality: regularly present and punctual	3	2	1	0
Initiative: shows independence in starting and completing activities, products, projects, and tasks	3	2	1	0
Responsibility: undertakes and completes assigned tasks	3	2	1	0
Appearance: appropriate and professional, aligned to school/ISD policies	3	2	1	0
PEDAGOGY/LEADERSHIP				
Creativity: synthesizes theory and practices into new personalized adaptations and applications	3	2	1	0
Written Communication: uses appropriate spelling, grammar, punctuation, syntax, format, and professional voice	3	2	1	0
Oral Communication: displays effective voice and speech delivery patterns for appropriate setting	3	2	1	0
Technology: demonstrates appropriate use of technology for instruction and communication	3	2	1	0

Professional Posture: seeks and uses the most appropriate theory, research, and practice in professional activities and settings	3	2	1	0
Professional Ethics: internalizes and adheres to code of ethics in all aspects of personal and professional life	3	2	1	0
Intellectual Skills: possesses knowledge and cognitive ability to process information, analyze and evaluate events and issues, and make informed decisions	3	2	1	0
Teamwork: participates and contribute positively as a team member	3	2	1	0
Reflectivity: self-evaluates experience in terms of process and products, resulting in personal and/or professional growth	3	2	1	0
"With-it-ness": integrates an array of emotional, attitudinal, intellectual, and behavioral attributes into a holistic, problem-solving professional	3	2	1	0
"Student Focused": interacting between students and teacher primary mechanism of student learning	3	2	1	0
"Instructional Scaffolding": models instructional practice of scaffolding through explicit teaching strategies	3	2	1	0
"Content Centered": stresses teacher accuracy with content and meaning-focused instruction	3	2	1	0
"Differentiation": effectively varies instruction for individual learners as needed	3	2	1	0

Clinical Student Teacher _____ Date_____

Mentor Teacher _____ Date_____

University Field Supervisor _____ Date_____

INTERN SEMESTER SELF-EVALUATION

This evaluation is designed to assess the Intern's attributes, characteristics, and behaviors that contribute to successful and effective teaching. The Intern, Mentor Teacher, and SMU Supervisor will complete the evaluation twice during the Internship. (End of 1st semester and 2nd semester)

Intern:_____ Evaluation: ☐ 1st Semester ☐ 2nd Semester

Please rate each item based upon your personal/professional interaction and observation of the Intern Teacher. Omit those items for which data is not available.

Use the following scale for each item below: 3 = consistently 2 = sometimes 1 = never 0 = not applicable

	Rating
PLANNING	
designs, organizes and implements clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners	3 2 1 0
uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction	3 2 1 0
demonstrates a thorough knowledge of students and proven practices, the clinical teacher ensures high levels of learning, social-emotional development and achievement for all students	3 2 1 0
plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement	3 2 1 0
INSTRUCTION	
supports all learners in their pursuit of high levels of academic and social-emotional success.	3 2 1 0
uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs	3 2 1 0
clearly and accurately communicates to support persistence, deeper learning and effective effort	3 2 1 0
differentiates instruction, aligning methods and techniques to diverse student needs	3 2 1 0
formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments	3 2 1 0
LEARNING ENVIRONMENT	
organizes a safe, accessible and efficient classroom	3 2 1 0
establishes, communicates and maintains clear expectations for student behavior	3 2 1 0
leads a mutually respectful and collaborative class of actively engaged learners	3 2 1 0
PROFESSIONAL PRACTICES AND RESPONSIBILITES	
meets SMU and district expectations for communication, attendance, professional appearance, decorum, and procedural, ethical, legal and statutory responsibilities	3 2 1 0
reflects on his/her practice	3 2 1 0
enhances the professional community	3 2 1 0
demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach	3 2 1 0
completes all certification requirements professionally and timely	3 2 1 0

Intern _____ Date _____

SMU Supervisor_____ Date _____

Intern Grade for Fall EDU 6374 or 6376 _____
Does the intern require a Teacher Professional Growth Plan? Y / N

Intern Grade for Spring EDU 6375 or 6377 _____
Does the intern require a Teacher Professional Growth Plan? Y / N

CLINICAL STUDENT TEACHING/INTERN GRADING RUBRIC

This form is due at the end of the 7th week of clinical student teaching/internship or half-way through a split placement. The final grade is due on the last day of class for SMU.

Clinical Student Teacher/Intern: _____

4 = exceeds expectations
3 = meets expectations
2 = works toward accomplishing expectations
1 = neglects numerous expectations
0 = fails to meet majority of expectations

Clinical Student teachers/interns should demonstrate the following:	**1st semester interns or Week 7 Student Teachers**	**2nd semester interns or Week 14 Student Teachers**
● Clinical student teachers/interns and their students achieve consistent usage of creative ideas that develop students' critical thinking and problem-solving skills.		
● Clinical student teachers/interns lesson plans reflect details including specific goals, activities and effective questioning strategies for class discussions.		
● Clinical student teachers/interns develop successful techniques of classroom management that provide optimum learning for students and a respectful environment.		
● Clinical student teachers/interns incorporate instructional strategies that encourage students to relate lessons to prior learning and to experiences outside the classroom.		
● Clinical student teachers/interns comply with the performance requirements outlined in the *SMU Student Teacher Handbook* and by the University Field Supervisor.		
● Clinical student teacher/intern has reflected professionally on his/her performance and the recommendations of the mentor teacher and University Field Supervisor.		
● Clinical student teacher/intern has shown growth in his/her teaching performance.		
T O T A L	_____	_____

Mid-Term or Mid-Year
UNIVERSITY FIELD SUPERVISOR
MENTOR TEACHER
STUDENT

Final
UNIVERSITY FIELD SUPERVISOR
MENTOR TEACHER
STUDENT

CERTIFICATION

GUIDELINES TO APPLY FOR CERTIFICATION

Upon completion of all course requirements for your certification and required TExES examinations, the following procedures should be followed to apply for certification.

Standard Certification Process Overview

1. Login to your TEAL account
2. Apply for standard teaching certificate and pay the fee online ($78)
3. Complete background check and fingerprinting process online ($40.25 + $10.00)
4. Email Jill Moore (jillm@smu.edu) to notify SMU staff of your application
5. SMU Teaching & Learning will approve your application and the certificate will be issued, typically within 24-48 hours

Helpful Acronyms:

- Texas Education Agency (TEA): the state authority who oversees all EC-12 education; http://www.tea.state.tx.us/
- Texas Education Agency Login (TEAL): your online TEA account; https://tealprod.tea.state.tx.us/
- State Board of Educator Certification (SBEC): the state authority who issues teaching credentials
- Texas Examinations of Educator Standards (TExES): refers to the comprehensive exams teachers must pass in order to be certified; www.tx.nesinc.com/
- Pearson: the nonprofit organization and third-party who administers the TExES exams; www.tx.nesinc.com/

Standard Certification Process – Expanded Instructions

1. Log in to your TEAL account
2. Apply for standard teaching certificate and pay the fee online ($78): https://tealprod.tea.state.tx.us/
    a. Select "applications" from sidebar
    b. Select "standard certificate"
    c. Apply
    d. Agree to the affidavit
    e. For the entity choose Southern Methodist University (University Based)
3. Complete background check and fingerprinting process online ($40.25 + $10.00)
    a. This process is done one time for TEA, so if the applicant already completed this requirement in the past, there is no need to do again.
    b. TEA requires that applicants for a Texas certification must be fingerprinted through the DPS vendor, MorphoTrust/IdentoGO, unless the applicant currently resides outside Texas, and is unable to utilize a Texas location of MorphoTrust/IdentoGO.
    c. A fee of $40.25 is required for processing of fingerprints though DPS, FBI and TEA. TEA requires all applicants for certification and all certified educators required to be fingerprinted under TEC Chapter 22, Subchapter C to pay this fingerprinting fee online.
    d. After fee payment, an email will be sent from IdentoGO with instructions and a link for appointment scheduling.
    e. An additional fee of $10.00 is paid online to IdentoGO during the fingerprint scheduling process. This fee is assessed for scanning of prints.
    f. Fingerprinting results are received by TEA typically 3-5 days after the appointment.
4. Email Jill Moore (jillm@smu.edu) to send notification of your application.

5. SMU Department of Teaching and Learning will approve your application and your standard teaching credential will be issued, typically within 24-48 hours.
    a. You may download a copy of your certificate from the public link: https://secure.sbec.state.tx.us/SBECONLINE/virtcert.asp.

*Fees are subject to change without notice.

TEA Help Desk

https://helpdesk.tea.texas.gov

DEVELOPMENTAL ACTION PLANS

DEVELOPMENTAL ACTION PLAN

Printed Name: Signature:

Clinical Teacher or Intern: _____

SMU Supervisor: _____

Mentor Teacher: _____

Date: _____ Time Began: _____ Review Date: _____

Precipitating Issue: _____

_____

_____ Mid _____ Final _____ Other

Resolution/Action Plan: _____

_____

_____

_____

_____

_____

_____

**You are being placed on probation at this time. If issue is not resolved in a timely manner, student teacher or intern will not be allowed to complete student teaching or internship and will receive a failing grade.

SMU | Annette Caldwell Simmons School of Education & Human Development

Teacher Professional Growth Plan Instructions

Step I. Areas Identified for Development of Professional Practice

Identify in priority order areas for development and growth based on the teacher's most recent observation, work as part of a collaborative team, school, TFA coach, and any other information/evidence examined to inform this plan. Consider opportunities for the teacher to grow professionally by using his/her strengths and/or by taking leadership roles, as appropriate. For each area, explain the rationale and related sources of evidence for its inclusion.

Step II. Professional Learning Goals and Activities

Determine specific professional learning goals to address the areas identified for development in Section I. There may be more than one learning goal identified per area; some learning goals may address multiple areas. Next, describe one or more professional learning activities to address each goal. For each learning activity, consider follow-up activities, as appropriate, that will help the teacher deepen learning and/or apply the learning to practice (e.g., additional coaching, working with collaborative team). Next, estimate the number of hours the teacher is expected to receive upon completing both the initial and follow-up activities. Finally, indicate the required completion date.

Step III. Progress Summary

Describe evidence of the teacher's progress on the growth plan as discussed during a minimum of one annual conference between the teacher and supervisor. The supervisor and teacher together may also review the teacher's progress toward attainment of the growth plan goals during the school year and revise the professional learning goals and/or activities if warranted by evidence of the teacher's progress or lack of progress. Append items of evidence to the growth plan as necessary to document progress in addition to the information entered into this form.

<u>Interim Review of Progress (optional)</u>

For each area identified for development of professional practice, determine and describe the teacher's interim progress, as well as any revisions made to the growth plan. In addition, enter the sources of evidence that were reviewed and the date of each review.

<u>Summative Review of Progress (required)</u>

For each area identified for development of professional practice, indicate if expectations were met or not met as well as the sources of evidence that were reviewed. Finally, enter the summative review date. A new growth plan will need to be created if expectations are not met.

SMU | Annette Caldwell Simmons School of Education & Human Development

Teacher Professional Growth Plan

Plan Begin/End Dates	School Name	Date
Teacher Name	**Assignment/Department/Grade Level**	**Supervisor Name**

I. Areas Identified for Development of Professional Practice

No.	Areas Identified for Development	Rationale/Sources of Evidence
1		
2		
3		

II. Professional Learning Goals and Activities to Develop Professional Practice

Area No.	Professional Learning Goals	Initial Activities	Follow-up Activities (as appropriate)	Estimated Hours	Completion Date
1					
2					
3					

My signature below indicates that I have received a copy of this Professional Growth Plan and that I understand and contributed to its contents.

Teacher Signature _____ Supervisor Signature _____

Date _____ Date _____

Interim Review of Progress (optional)

Area No.	Demonstrated Progress	Sources of Evidence	Revisions (if applicable)	Review Date
1				
2				
3				

Teacher Signature _____ Supervisor Signature _____

Date _____ Date _____

Summative Review of Progress (required)

Area No.	Professional Learning Goals	Expectations Met (Y) or Not Met (N)	Sources of Evidence	Summative Review Date
1				
2				
3				

Teacher Signature _____ Supervisor Signature _____

Date _____ Date _____

PROCEDURES FOR TERMINATION FROM CLINICAL STUDENT TEACHING, RESIDENCY, OR INTERNSHIP

The clinical student teaching, residency, and internship program is a cooperative relationship with Southern Methodist University, mentor school districts, mentor teachers, and the clinical student teacher, resident or intern. Each clinical student teacher is to be made aware that his/her presence in the district, and in a particular classroom, is that of a guest. Interns are employees of the district in which they work. Occasionally, there are circumstances that warrant the termination of a clinical student teacher, resident or intern. The clinical student teacher, resident, or intern, the school district, or Southern Methodist University may initiate termination. When such action is deemed necessary, the following reasons for termination and procedures for termination will be taken into consideration:

REASONS FOR TERMINATION

1. Mutual consent and agreement for termination by the clinical student teacher, resident or intern, mentor and SMU supervisor for reasons of illness, injury, or other unforeseen problem.

2. Failure by the clinical student teacher, resident or intern to establish and maintain a satisfactory performance level in classroom instruction and/or management.

3. Failure by the clinical student teacher, resident or intern to abide by the policies of the mentor school or district and/or unprofessional conduct towards school faculty, students or parents. This includes any inappropriate use of social media of any kind. (May result in immediate removal of clinical student teaching. Misconduct will be reported to the Dean of Student Life and the SMU disciplinary Action Policy will be followed.)

PROCEDURES FOR TERMINATION

The following procedures are required for termination of the clinical student teacher, resident or intern assignment:

1. The clinical student teacher, resident or intern shall be informed by the mentor and SMU supervisor or the Director of Teacher Preparation of any unsatisfactory performance. This shall be done through a written evaluation from the SMU supervisor, a joint conference between all three, and written documentation of any infractions of school policy or professionalism.

2. When it is evident that a clinical student teacher does not follow through with prescribed verbal and written suggestions for improvement, a formal **Development Action Plan** shall be initiated by the SMU supervisor and mentor teacher and presented to the clinical student teacher during a three-way conference. This contract shall be signed by the clinical student teacher, resident or intern, the mentor, and the SMU supervisor with copies submitted to the Director of Teacher Preparation. The clinical student teacher, resident or intern will be placed on probation at this time.

3. Within a specified timeframe on the Developmental Action Plan, the clinical student teacher, resident or intern, mentor, and SMU supervisor will confer to assess progress.

4. The SMU supervisor or clinical student teacher, resident or intern may request that the Director of Teacher Preparation administer an observation and evaluation. A conference of all parties will follow.

5. If reassessment of the clinical student teacher, resident or intern who is placed on probation indicates unfavorable or lack of appropriate progress, the clinical student teacher, resident or intern will meet with the Director of Teacher Preparation. The options will be offered on an individual case basis and will be based on the best interest of the clinical student teacher, resident or intern, the school, the mentor, and the students in the classroom. Some options that may be considered include the following:

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 and the school schedule permits and clinical student teaching or residency may be extended. This is not offered in the case of internship.
b. Withdrawal from clinical student teacher, residency or internship with the option to reapply after waiting at least one semester and no more than three (3) semesters. During the interim time, there may be prescriptive growth experiences created by Department of Teaching and Learning that must be completed by the student and submitted for review prior to reassignment for student teaching.
c. Termination clinical student teaching, residency or internship with a failing grade.

6. If the clinical student teacher, resident or intern is to be terminated from the teaching assignment, he/she will be given a letter stating the decision, the reasons for the termination, and whether or not an opportunity to reapply for a teaching assignment at a later date will be permitted. The letter will also specify any growth assignments that are expected prior to reassignment.

7. The clinical student teacher, resident or intern will meet with personnel in the office of Teaching and Learning for Academic Affairs for guidance in withdrawal and re-admittance procedures.

The final decision to terminate a clinical student teacher, resident or intern is the responsibility of the Director of Teacher Preparation Program and the Chair of Department of Teaching and Learning. This decision will be based upon documentation from the school personnel, mentor teacher, university supervisor and/or the clinical student teacher, resident or intern.

COMPLAINT PROCEDURES FOR STUDENTS

The Texas Education Agency (TEA) governs several boards and operates under the rules and regulations called the Texas Administrative Code (TAC). In order to file a complaint, one must be in accordance with TAC Chapter 228.70 Complaints and Investigations (b) (4).

No matter what the nature of the complaint, step 1 is to contact the Program Director of the Educator Preparation Program (EPP) in Annette Caldwell Simmons School of Education and Human Development – Dr. Amy Richardson—(amyrichardson@smu.edu) and if requested, to submit the complaint in writing.

Types of Complaints:

Educator Preparation Program (EPP)

If the complaint is in regard to any aspect of the program or anyone associated with the program, once the EPP committee has heard and received the written submission describing the complaint, the EPP committee will review it and respond within two weeks with a resolution.

Pearson Testing Service

If the complaint is in regard to any aspect of TExES test registration, administration, scoring, etc., once the EPP committee has heard and received the written submission, the committee will review it and respond within two weeks with a resolution or instructions for contacting the testing service.

State Board for Educator Certification (SBEC) / TEA

If the complaint is in regard to any aspect of state certification requirements or anyone associated with SBEC/TEA, once the EPP committee has heard and received the written submission, the committee will review it and respond within two weeks with a resolution or instructions for directing the complaint to the appropriate department/persons.

For details about the TAC 228.70 complaint procedures, go to https://tea.texas.gov/about-tea/contact-us/complaints-and-investigations