



TEXAS A&M
UNIVERSITY
KINGSVILLE

COLLEGE OF EDUCATION AND HUMAN PERFORMANCE

FALL 2020

**FIELD EXPERIENCE
HANDBOOK**

FIELD EXPERIENCE STUDENTS

In accordance with requirements established by the

State Board for Educator Certification

(SBEC)

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COLLEGE OF EDUCATION AND HUMAN PERFORMANCE



Message from the Dean

Dear Field Experience Students:

You have now arrived at the point in your teacher preparation program when you will be conducting field experiences. This is the critical junction of what you have learned academically and the actual demonstration of how teachers in the field will incorporate what you have learned in the classroom. This stage of your preparation will not only allow you to demonstrate those skills but also refine them as you move through the clinical experience. I encourage you to continually reflect upon your strengths and areas for improvement and truly the value the mentorship and guidance you will receive from your field supervisor.

We are here to support you in the College of Education and Human Performance. Our mission is to prepare you for positions of responsibility and leadership in a global society. Faculty and staff are dedicated to enabling you to attain high academic, professional, and ethical standards that promote student achievement and lifelong learning. The Educator Preparation Program (EPP) is also committed to providing cutting-edge, unique, and specialized educational experiences that will prepare you to become an accomplished educator who can deliver world-class education for the children of Texas.

Please reach out to us if you have any questions. We are fully committed to you as we prepare the educators of tomorrow!

Wishing you the best!

Dr. Steve Bain

Dean

College of Education & Human Performance



COLLEGE OF EDUCATION AND HUMAN PERFORMANCE



Message from the Assistant Dean

As the first Assistant Dean and Partnership Development in the history of the College of Education and Human Performance at Texas A & M University-Kingsville, I am extremely honored to serve and lead a team committed to the long, storied tradition of excellence in preparing Texas educators who proudly serve children across the state, the nation and the world!

The mission of the Educator Preparation Program (EPP) is to re-imagine education and prepare tomorrow's teachers and educational leaders into accomplished educators by providing cutting edge, unique and specialized educational experiences.

The educational experiences you will receive in the Educator Preparation Program at Texas A&M-Kingsville have been deliberately and intentionally created to combine theory and field-based applications with experts in the field. You will receive instruction from nationally award-winning faculty who are highly committed to your success in the program. Additionally, you will be placed in classroom with high-quality teachers and assigned to high-quality field supervisors, mentors, and coaches. Receiving educator preparation under our program guarantees you will operate on high-quality supervision, specific, timely, accurate, and actionable feedback immediately enabling you to improve your instructional practices.

Our focused determination is to equip you with all the tools necessary to serve the students of today and the students of the future. In the TAMUK Educator Preparation Program, you are our top priority! We pride ourselves in providing personalized attention and creating a nurturing environment in which you are known by name and not a number. We love having you as part of our Javelina family.

Nothing will derail us from our commitment to you, a future Javelina Teacher!

Sincerely,

Dr. Lucy A. Villarreal

Assistant Dean and Partnership Development

Mission Statement

Texas A&M University- Kingsville Mission Statement

The mission of Texas A&M University-Kingsville is to enrich lives through education, discovery and service in South Texas and beyond.

The College of Education and Human Performance

The College of Education and Human Performance (CEHP) prepares professionals for positions of responsibility and leadership in a global society. Faculty and staff are dedicated to enabling students to attain high academic, professional, and ethical standards that promote student achievement and lifelong learning. The programs prepare students to be successful in their professional careers by integrating technology, valuing diversity, and promoting authentic applications of knowledge.

Mission

Educator Preparation Program

The mission of the Educator Preparation Program (EPP) is to re-imagine education and prepare tomorrow's teachers to become accomplished educators who can deliver world-class education for the children of Texas by providing cutting-edge, unique, and specialized educational experiences.

Vision

Educator Preparation Program

The EPP vision is to strive for excellence and become a nationally recognized Educational Preparation Program while preparing student teachers to adapt to a changing world environment.

FIELD EXPERIENCE STUDENT ROLES AND RESPONSIBILITIES

Each party involved in the student teaching experience plays an important role in the professional development of future educators. The following descriptions are designed to serve as a checklist for each person in assuming and implementing his/her individual role.

Teacher Candidate

As an aspiring classroom teacher, the teacher candidate must go forward with a growth mindset pursuing all opportunities to get fully immerse in the profession for the duration of the clinical experience. Thus, the teacher candidate as a student teacher must:

- Behave in a professional manner, adhering to the [Code of Ethics and Standard Practices for Texas Educators](#), and maintain confidentiality regarding student information (see p.10);
- Communicate regularly and constantly with field supervisor and cooperating teacher. Communication is key during this process.
- become familiar with and model school district and campus policies and procedures, including dress code and code of conduct expectations;
- be fair, impartial, and consistent in working with students and maintain a professional relationship with all parties, including students, at all times;
- develop strong and positive rapport with students as well as collaborating partners such as the cooperating teacher, supervisor, campus leadership, etc., and in doing so, treat all students and collaborating partners with dignity and respect;
- become familiar with student demographics within the district where placed;
- promote student growth and student achievement through highly effective lesson planning and delivery and in creating a climate of high expectations, respect, and personal growth in the classroom;
- observe, understand, and model the techniques, discipline procedures, classroom organization and management displayed by cooperating teachers' as collaborative partners in the professional development process;
- achieve and continually pursue high content proficiency standards;
- meet all requirements established by the university and/or university supervisor including but not limited to submitting lesson plans according to the schedule agreed upon, additional trainings, etc.
- remain open to and seek constructive feedback in pursuit of continuous professional development as a future educator;
- collaborate with the cooperating teacher and university supervisor gradually assumes some teaching responsibilities as guided by cooperating teacher and university supervisor.
- be committed to grow professionally by continually studying subject matter, increasing instructional skills, and participating in professional organizations.
- inform **both** the cooperating teacher and the university supervisor of the need to be absent or tardy as early as possible, and by at least 7:00 a.m. on the day of the absence or tardiness, and complete a notification of absence form (see p.26)

Timeline Chart with Responsibilities at a Glance

For Clinical Teachers, this is a suggested time line and responsibilities should be considered in discussion with cooperating teacher and field supervisor. Teacher Work Sample (TWS) components are due during the weeks identified.

Field Experience Student	Field Supervisor	Cooperating Teacher
WEEK 1-3		
Dates		
<p>Field Experience Student Responsibilities:</p> <ul style="list-style-type: none"> • Observe and learn how the teacher designs, clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners. • Observe and learn how the teacher uses formal and informal methods to measure students progress, manages and analyzes student data to inform instruction. • Observe and learn how the teacher through knowledge of students and proven practices ensures high levels of learning, social emotional development and achievement for all students. • Observe and learn how the teacher plans engaging, flexible lessons that encourage higher order thinking, persistence and achievement. • Attend all professional development sessions (Required trainings) provided by EPP and school district 	<p>Field Supervisor Responsibilities:</p> <ul style="list-style-type: none"> • Discuss and document Field Experience student’s observation and learning on how the cooperating teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners. (Domain I) • Discuss and document Field Experience student’s observation and learning on how the teacher uses formal and informal methods to measure student progress, manages and analyzes student data to inform instruction. (Domain I) • Discuss and document Field Experience student’s observation and learning on how the teacher through knowledge of students and proven practices ensures high levels of learning, social emotional development and achievement for all students. (Domain I) • Discuss and document Field Experience student’s observation and learning on how the teacher plans engaging, flexible lessons that encourage higher order thinking, persistence and achievement. (Domain I) 	<p>Cooperating Teacher Responsibilities:</p> <ul style="list-style-type: none"> • Teach Field Experience student to design clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners. • Explain how to use formal and informal methods to measure students progress and analyze the student data to provide instruction. • Explain how the knowledge of students and proven practices ensures high levels of learning and achievements for all students. • Explain how to plan engaging, flexible lessons that encourage high thinking, persistence, and achievement. • Go over all campus policy (i.e. dress code, parking, etc.) • Introduce field observer to students, faculty, and staff. • Provide place in classroom for student observer. • Keep record of field observer’s absences/tardiness.
WEEK 4-6		
Dates		

<p>Field Experience Students responsibilities:</p> <ul style="list-style-type: none"> • Observe and learn how the teacher supports all learners in their pursuit of high levels of academic and social-emotional success. • Observe and learn how the teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs. • Observe and learn how the teacher clearly and accurately communicates to support persistence, deeper learning and effective effort. • Observe and learn how the teacher differentiates instruction, aligning methods and techniques to diverse student needs. • Attend all professional development sessions (Required trainings) provided by EPP and school district 	<p>Field Supervisor responsibilities:</p> <ul style="list-style-type: none"> • Discuss and document Field Experience student’s observation and learning on how the teacher supports all learners in their pursuit of high levels of academic and social- emotional success. (Domain II) • Discuss and document Field Experience student’s observation and learning on how the teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs. (Domain II) • Discuss and document Field Experience student’s observation and learning on how the teacher clearly and accurately communicates to support persistence, deeper learning and effective effort. (Domain II) • Discuss and document Field Experience student’s observation and learning on how the teacher differentiates instruction, aligning methods and techniques to diverse student needs. (Domain II) 	<p>Cooperating Teacher Responsibilities:</p> <ul style="list-style-type: none"> • Explain how to support all learners in their pursuit of high levels of academic and social-emotional success. • Explain how to use content and pedagogical expertise to design and execute lessons aligned with state standards, related content, and student needs. • Explain how to teach clearly and accurately communicate to support persistence, deeper learning, and effective effort. • Explain how to differentiate instruction, aligning methods and techniques to diverse student needs. • Keep record of field observer’s absences/tardiness
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**Week 7-10
Dates**

<p>Field Experience Student Responsibility</p> <ul style="list-style-type: none"> • Observe and learn how the teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments. • Observe and learn how the teacher organizes a safe, accessible and efficient classroom. • Observe and learn how the teacher establishes, communicates and maintains clear expectations for student behavior • Observe and learn how the teacher leads a mutually 	<p>Field Supervisor Responsibility</p> <ul style="list-style-type: none"> • Discuss and document Field Experience student’s observation and learning on how the teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments. (Domain II) • Discuss and document Field Experience student’s observation and learning on how the teacher organizes a safe, accessible and efficient classroom. (Domain III) • Discuss and document Field Experience student’s observation and learning on 	<p>Cooperating Teacher Responsibility</p> <ul style="list-style-type: none"> • Explain how to formally and informally collect, analyze, and use student progress data and make lesson adjustments. • Explain how to organize a safe, accessible, and efficient classroom • Explain how to establish communication and clear expectations of student behavior. • Explain how to lead a mutually respectful and collaborative class of actively engaged learners. • Sign Field Observer Attendance Report • Provide field observer with feedback on teaching
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<p>respectful and collaborative class of actively engaged learners.</p> <ul style="list-style-type: none"> • Attend all professional development sessions provided by EPP and school district 	<p>how the teacher establishes, communicates and maintains clear expectations for student behavior. (Domain III)</p> <ul style="list-style-type: none"> • Discuss and document Field Experience student's observation and learning on how the teacher leads a mutually respectful and collaborative class of actively engaged learners. (Domain III) 	<ul style="list-style-type: none"> • Assist field observer in lesson planning and assessment of students • Will evaluate student teacher using observation form.
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TEACHER CANDIDATE PROFESSIONAL POLICIES

In order to minimize confusion and misunderstandings and to avoid delayed grades, the following will be enforced in the Educator Preparation Program.

Requirements

- Each teacher candidate must show proof of meeting the medical requirements of the school district (TB test).
- Each teacher candidate must meet criminal history requirements of the school district.
- Teacher candidates should follow the dress code of the assigned school; clothing should be neat and professional.
- By the end of the first week, each student will give the field supervisor a schedule of the district they are placed in.
- Attend education career fairs and all other university-based activities.
- Other requirements may be established by the field supervisor.

Schedules

- Field Experience is 8 hours a week for 10 weeks (80 hours). *
- Each Field Experience Student will be in the classroom, except for required, job fair(s), professional development or university based activities.
- Each Field Experience Student will report to the assigned school for teaching responsibilities every scheduled day(s).
- Field Experience Students are expected to sign in upon arrival and sign out at the time of departure from the school.
- Each Field Experience Student will follow the schedule of the school assigned and the instructional model of delivery for each district.

*ADJUSTMENTS MAY BE MADE DUE TO PANDEMIC.

Alignment of Professional Standards

The Student Teaching Program is aligned to state and national teaching preparation standards ensuring clinical teachers are prepared to be effective teachers in the classroom.

- [Texas Teachers Standards - Texas Administrative Code §149.1001](#)
- [International Society for Technology in Education \(ISTE\)](#)

Texas Administrative Code §228

- [Code of Ethics and Standard Practices for Texas Educators](#)
- [Requirements for Educator Preparation Program](#)

Mandatory Attendance at Orientation, Professional Development Sessions, and Field Supervisor Meetings

Attendance at orientation, seminars, conferences, and meeting scheduled by the Educator Preparation Program and/or university supervisors is mandatory. Absences shall be made-up in accordance with policy set by the university supervisor. Field Observers are required to attend all field observation supervisor meetings held throughout the semester. In addition, refer to Field Observation Calendar for mandatory orientation, seminars, and conferences during the field observation semester.

Student Dress

As a field observer in a public school, you need to present a professional appearance to reflect transition from college student to educator. When observing, conservative dress helps you establish authority and professionalism. Your dress should reflect modesty and not draw attention to you or distract students. Also, consider comfort and ease of movement when choosing your clothes and shoes. To help you dress in your best interest, you are responsible for knowing and following your assigned school district and campus dress code.

UNIVERSITY-BASED PERSONNEL

Field Supervisor:

The field supervisor is a currently certified educator hired by the educator preparation program to observe candidates, monitor performance, and provide constructive feedback to improve their effectiveness as educators. Thus, the field supervisor serves as a liaison between the teacher candidate, cooperating teacher, campus principal, and the educator preparation program in order to provide the teacher candidate with the most positive teacher experience possible. The field supervisor is either a full time TAMUK professor, associate or assistant professor, or adjunct instructor.

The field supervisor is required to formally observe the student teacher candidate at least five (5) times during the ten (10) week field experience. The first observation must occur within the first 2 weeks of the student teaching assignment. The second observation must occur within weeks 3-4 of the assignment. The third observation must occur within weeks 5-6 of the assignment. The fourth observation must occur within weeks 7-8 of the assignment. The fifth observation must occur within weeks 9-10 of the assignment. Beyond these formal observations, the field supervisor is encouraged to visit the field observer more often if need is determined.

Each formal observation must be face-to-face, at least 15 minutes in length and must include pre-conference and post-conference time. Neither the pre-conference nor post-conference need be in person. Additionally, the field supervisor should confer with the cooperating teacher often regarding the teacher candidate's progress.

Roles and Responsibilities of Field Supervisor

The university supervisor acts as a liaison between the participating schools and TAMUK College of Education and Human Performance. The main function of the university supervisor is to provide guidance and support of the student teacher and cooperating teacher. The university supervisor has the following responsibilities:

- Communicates regularly with student teachers (TAMUK email, phone, or text) respond to student teachers' communication within two school/business days.
- Communicate regularly with cooperating teacher to provide information, answer questions and discuss progress of field observer.
- Must hold a three-way initial and summative conference with the cooperating teacher and student teacher
- Explain field observation requirements to cooperating teacher
- Observe, assess, and evaluate field observer and minimum of five times: Scheduled formal observations.
- Monitor attendance of field observer
- Support and train the field observer by providing external support and resources to support instructional effectiveness.
- Provide field observer constructive written feedback on observation
- Communicate regularly with cooperating teacher regarding field observer's progress.
- Document any program and/or school infractions; document lack of professionalism, cooperating as well as unsatisfactory progress in classroom instruction and management.
- Provide the student teacher with a "Growth Intervention Plan", see page 21, if there are problematic areas that need special attention. This plan must be designed early so the field observer has enough time to address areas of concern. Address plan with cooperating teacher.
- Complete and collect all required documents.

Required Documentation

Field supervisors will be responsible for monitoring and collecting required documentation of all field experience student and cooperating teachers. At the beginning of the semester, field supervisors, will receive a handbook with required field experience documentation forms that includes at minimum, but are not limited to:

- Attendance Report
- Field Experience Student Information Sheet
- Formative/summative (2-5 required)
- Lesson Plans for Formal Evaluations (if applicable)
- Other relevant materials

Additionally, field supervisors will collect required cooperating teacher documentation forms that include, but are not limited to:

- Cooperating Teacher Information Form
- Cooperating Teacher Evaluation Form
- Cooperating Teacher Verification Form
- Signed Field Experience Student Attendance Report with cooperating teacher signature

Evaluations

Evaluation Process of Student Teaching

The field observation semester is the initial demonstration by students of their ability to perform successfully as beginning teachers leading into their student teaching. The goal of this preparation is the successful completion of their field observations.

Evaluation is the responsibility of the university supervisor in collaboration with the cooperating teacher.

Field observers will be supported by both the field supervisor and cooperating teacher. Field supervisors serve as a liaison between the school and the university to create a positive and valuable experience for the field observer. Field supervisors will conduct a mandatory 3-way Conference/Mentor between the cooperating teacher and student teacher by the second week of the field observation semester. A minimum of five formal evaluations/observations will be conducted for each clinical teacher with the first completed by the second week of field observations. Field Observers are encouraged to reflect on each observation/evaluation. Field supervisors will determine if any additional evaluations and/or walk-throughs are necessary.

Field Supervisors will conduct:

- Initial 3-way Conference: *(must occur within first 2 weeks of field experience)*
 - Attended by student, field supervisor, and cooperating teacher
- Observation/Evaluation #1 (T-TESS aligned): *(must occur within first 2 weeks of Field Experience – minimum of 15 minutes)*
 - Cooperating teacher may or may not be present during observation
- Observation/Evaluation #2 (T-TESS aligned): *(minimum of 15 minutes)*
 - *Feed back from the field supervisor is encouraged.*
- Observation/Evaluation #3 (T-TESS aligned): *(minimum of 15 minutes)*
 - Cooperating teacher may or may not be present during observation
- Observation/Evaluation #4 (T-TESS aligned): *(minimum of 15 minutes)*
 - Feedback from the field supervisor and/or cooperating teacher is encouraged.
- Observation/Evaluation #3 (T-TESS aligned): *(minimum of 15 minutes)*
 - Cooperating teacher may or may not be present during observation

- Plan and implement a variety of effective teaching/learning strategies to meet the needs of various students.
- Become competent in creating and using instructional materials and techniques that are consistent with the instructional level of the students.
- Communicate instructions, directions clearly and coherently to students.
- Develop critical thinking through use of effective questioning techniques.
- Provide lesson activities that require cooperating and teamwork
- Encourage student creativity by accepting students' ideas to enrich learning opportunities.

** Note that the number of observations/evaluations is minimum and high likely that more will occur throughout the semester. Cooperating teachers and field supervisors will conduct informal observations and provide feedback to the student teaching candidates.*

Texas Administrative Code Chapter 228.35(g)

Unsatisfactory Performance of Student Teacher

Violations of school policies or underperformance of the field observer must be addressed immediately by cooperating teacher and/or university supervisor. The following sequential procedures shall be utilized to remedy the situation:

1. The field observer shall be informed by the cooperating teacher and university supervisor of any unsatisfactory performance or violation of school policies. Field Observer shall be verbally given detailed information regarding his/her behavior and suggestions to improve performance. Additional observations may be suggested by cooperating teacher and/or university supervisor.
2. If the behavior/action(s) continue, a written evaluation from both cooperating teacher and university will be given to field observer in a three-way conference in the form of detailed written documentation of any infractions of school policy, professionalism, or performance. Additional observations may be suggested by cooperating teacher and/or university supervisor. A copy of the written documentation will be submitted to the Center for Educator Preparation at TAMUK.
3. When it is evident that field observer does not follow through with verbal and written suggestions for improvement, a formal Growth Intervention Plan shall be developed by the university supervisor and cooperating teacher and presented to student in three-way conference. The Growth Intervention Plan will offer a clear time limit for compliance. Additional observations may be suggested by cooperating teacher and/or university supervisor. This plan will be seen as a contract and shall be signed by the student teacher, cooperating teacher, and university supervisor with a copy submitted to the TAMUK Center for Educator Preparation.

Growth Intervention Plan: Formalizing a Concern

Any field observer consistently not performing at the appropriate professional or academic level will be offered assistance by cooperating teacher and/or university supervisor in the form of a Growth Intervention Plan with clear time limit for compliance. Any field observer receiving a Growth Intervention Plan may receive a letter-grade drop as a final grade at the discretion of the university supervisor in collaboration with the cooperating teacher. If a student is failing at mid-semester, that grade shall be reported to the TAMUK Center for Educator Preparation by the field supervisor. A copy of the Growth Intervention Plan will be kept in the Center for Educator Preparation program.

The field supervisor has the responsibility for submitting a final grade and may request additional information from the cooperating teacher. Communication throughout the semester will help the field observer in his/her performance and will assist in determining the grade. The following explanation may be helpful in assigning a grade:

- A – 90/100 -- Excellent, superior achievement
- B – 80/89 -- Very Good, meets or exceeds all requirements
- C – 70/79 -- Average, Satisfactorily meeting all requirements, adequate performance
- D – 60/69 -Poor, but passing; greater application is required (not acceptable for teacher education)
- F – Below 60

Evaluation Forms

Texas A&M University of Kingsville, College of Education and Human Performance
Student Teaching 3 Way Conference Summary
Formative/Summative Evaluation

Student Teacher: _____ K#: _____

Conference Date: _____

INITIAL SUMMARY FINAL SUMMARY OTHER

Note: the first required conference is held at the beginning of the semester and the second required conference is held at the end of the semester.

The purpose of this report is to provide a review on the field observer's development as a classroom teacher. The Supervisor and Cooperating Teacher are asked to consider the clinical teacher's progress in:

- Planning instruction that is student-centered and correlated to prescribed academic standards,
- Supporting student diversity with varied and meaningful instructional activities and assessments,
- Providing safe and efficient learning environment,
- Becoming a viable member of the school community or team,
- Recognizing and implementing a personal plan of professional growth.

Reflections concerning candidate's potential as a professional educator:

Professional Responsibilities and Ethical Conduct and Dispositions. These may include: Maintaining Accurate Records, Communicating with Families, Contributing to school campus and district, Growing and Developing Professionally, On-going reflections.

Recommendations for growth and/or professional development:

If conference notes include a concern about a student success, please email PDF file to ceps000@tamuk.edu or deliver final completed form to the Center for Educator Preparation Program Office (RH-117) following the conference.

Supervisor's signature: _____

Student Teacher's signature: _____

Cooperating Teacher's Signature: _____



College of Education and Human Performance
 Educator Preparation Program (137-501)

Field Based Experience Observation Form

Observation No: _____ Announced? ___Y ___N

Candidate Name: _____

Field: _____ Date: _____

Supervisor Name: _____

Cooperating Teacher: _____

Rating Scale

1= Improvement Needed

2= Developing

3= Proficient

4= Accomplished

5= Distinguished

Dimensions (select only those observed)	Evidence	Rating
1.1 Standards and Alignment 1.2 Data and assessments 1.3 Knowledge of students 1.4 Activities		
2.1 Achieving Expectations 2.2 Content Knowledge/Expertise 2.3 Communication 2.4 Differentiation 2.5 Monitor and Adjust		
3.1 Classroom Environment 3.2 Managing Student Behavior 3.3 Classroom Culture		

Observations and Suggestions:

Supervisor Signature: _____

Date: _____

Candidate Signature: _____

Date: _____

REFLECTION:

Field Observer's reinforcement area:

Field Observer's refinement area:

Recommendations/Next Steps/Goals:

Growth Intervention Plan

Student Teacher: _____ K#: _____

Date of Meeting: _____ Course: _____

Dimension and or Descriptor(s) to address:

Area of Reinforcement:

Area of Refinement:

Self-Analysis Questions:

Evidence:

Recommendations (include date of completion):

Student Teacher Signature: _____ Date: _____

University Supervisor Signature: _____ Date: _____

Cooperating Teacher Signature: _____ Date: _____

Information Forms

Name Of Student	School/District	Campus Principal
Name of Cooperating Teacher (1st Assigned)	Contact Number/Email	Grade/Room
Name of Cooperating Teacher (2nd Assigned if applicable)	Contact Number/Email	Grade/Room
Field Supervisor	Contact Number	Contact Email

Attendance Report

Activity	Date	Time	Present/Tardy/Absent (Circle One)	Initials	Comments
Student Orientation			P / T / A		
T-TESS Observation #1			P / T / A		
T-TESS Observation #2			P / T / A		
Mid-Semester Conference (Check-in & Career Services)			P / T / A		
T-TESS Observation #3			P / T / A		
T-Tess Observation #4			P / T / A		
T-TESS Observation #5			P / T / A		

Week 1

Date:	P / T / A	Cooperating Teachers Initials	Comment		Date:	P / T / A	Cooperating Teachers Initials	Comment
	P / T / A					P / T / A		

Week 2**Week 3**

Date:	P / T / A	Cooperating Teachers Initials	Comment		Date:	P / T / A	Cooperating Teachers Initials	Comment
	P / T / A					P / T / A		

Week 4**Week 5**

Date:	P / T / A	Cooperating Teachers Initials	Comment		Date:	P / T / A	Cooperating Teachers Initials	Comment
	P / T / A					P / T / A		

Week 6**Week 7**

Date:	P / T / A	Cooperating Teachers Initials	Comment		Date:	P / T / A	Cooperating Teachers Initials	Comment
	P / T / A					P / T / A		

Week 8**Week 9**

Date:	P / T / A	Cooperating Teachers Initials	Comment		Date:	P / T / A	Cooperating Teachers Initials	Comment
	P / T / A					P / T / A		

Week 10**Make Up Days**

Date:	P / T / A	Cooperating Teachers Initials	Comment		Date:	P / T / A	Cooperating Teachers Initials	Comment
	P / T / A					P / T / A		

Make Up Days

Field Observer's Notification of Absence(s) Form

Directions: Please type or print clearly. All absences must be made up after last day of Field Observation semester.

Name: _____ K#: _____ Semester: _____

Mailing Address: _____ City: _____ Email: _____

Phone #: _____ Alt. Phone #: _____

School & District Assignment and Cooperating Teacher Name: _____

Name and Title of Person notified at School: _____

Notification of leave for the period: _____

Beginning Date: _____ Ending Date: _____ Total # of Days Absent: _____

Unforeseen consecutive or accumulated absences explanation:

_____ Approved / Denied
Field Supervisor Signature/Date

_____ Approved / Denied
Director

Center for Educator Preparation Program

1055 N. University BLVD
MSC 195
Kingsville, TX 78363
361-593-4051

COOPERATING TEACHER INFORMATION

COOPERATING TEACHER INFORMATION (teacher one if applicable)

Name of Cooperating Teacher (title and full name)

School or Home Phone

Address: Street

City

Zip

Email Address

Degrees/Certifications

Years of Teaching Experience

COOPERATING TEACHER INFORMATION (teacher two if applicable)

Name of Cooperating Teacher (title and full name)

School or Home Phone

Address: Street

City

Zip

Email Address

Degrees/Certifications

Years of Teaching Experience

*** Return this form to Field Supervisor.**

TEXAS A&M UNIVERSITY-KINGSVILLE
College of Education and Human Performance
Educator Preparation Program

Confidentiality Statement Regarding Student Information

I understand that printed, electronic and oral communications concerning a student's:

School performance, academic records, disciplinary history, counseling data, health and developmental history and current status, testing and evaluation data, disability status, records of evaluation and/or treatment from health care providers and outside agencies, and family information, including but not limited to socio-demographic, biographic, insurance, and financial and health information, are confidential.

In the course of my association with this school, access to such information from file folders, records, computer display screens, computer printers, tele-copying machines and verbal communications may be required for legitimate education purposes.

Release of this kind of information in printed, verbal, electronic, or any other form (except as required in the performance of work) is a major violation of teacher conduct standards and professional educator ethics. As such, disclosure of such information may be considered reason for disciplinary action that may result in termination from the teacher preparation program.

Any computer password assigned to me and keys to any files containing student information for which I am responsible will be kept confidential and will be shared only with specifically authorized fellow employees.

I have reviewed the Educator Preparation Program Handbook that contains professional standards and ethics for educators. If I have any questions concerning the confidentiality of student information, I will consult with my cooperating teacher, field supervisor, and/or principal.

I have read, understand and agree with the above statements.

Signature

Date

TEXAS A&M UNIVERSITY – KINGSVILLE EDUCATOR PREPARATION PROGRAM
Program Disclosures and Agreement

Texas A & M University- Kingsville expressly discloses the following:

- 1. As a provider of teacher education programs, TAMUK must ensure its students demonstrate adherence to the Code of Ethics and Standard Practices for Texas Educators, which requires the observance of federal and state law. An arrest, indictment, conviction, and/or deferred adjudication may result in a student being dismissed from the program.**

- 2. While TAMUK does not perform criminal history background checks, Texas public schools are required by state law to conduct criminal history background checks on a person intended for hire or a person who has requested a volunteer position. As a participant in field experiences in a Texas public school, you may be subject to a criminal history background check. When applying for state certification, you will be subject to a criminal history background and fingerprint check by the State Board for Educator Certification. An applicant with a criminal history may be denied certification.**

- 3. In accordance with TAC Title 19 Part 7 Chapter 228 Rule 228.35, the TAMUK Educator Preparation Program includes a 15-week, full-day teaching practicum recognized as Student Teaching. All program participants must complete this practicum to fulfill requirements of educator preparation as outlined by the State Board for Educator Certification and Texas Administrative Code. The practicum is a non-paid, full time position. Employment in any capacity with the cooperating district is prohibited during this experience.**

- 4. It is the responsibility of the TAMUK Educator Preparation Program to use efficiency and effectiveness in its service to students seeking educator preparation. As such, all application and program deadlines are strictly enforced. Requests for a waiver, substitution, or exemption from any educator preparation program requirement will be reviewed on an individual basis pending verification of eligibility standards.**

- 5. Admission of an applicant into the TAMUK Educator Preparation Program and participation in the program does not constitute any guarantee that the student will achieve full certification by the State Board for Educator Certification or become employed by an accredited public or private school in Texas.**

By signing below, the Candidate agrees he/she has read and understands the above disclosures.

Applicant Signature

Date

Important Information

Fall 2020 Field Observation Calendar at a Glance

* Dates Subject to change

Date:	Activity/Event
September 16	Secondary Field Experience Meeting
September 17	Elementary Field Experience Meeting
September 21	Field Experience begins Observation #1 Window opens
September 26	Cooperating Teacher Training (Virtual)
September 28	Cooperating Teacher Information due Forms from handbook due to supervisor
October 2	Observation #1 Window Closes
October 5	Observations #1 due Initial 3-way conference due Observation #2 window opens
October 16	Observation #2 window closes
October 19	Observations #2 due Observation #3 window opens
November 2	Observation #3 due Observation #4 Window Opens
November 13	Observation #4 Window Closes
November 16	Observation #4 Due Observation #5 Window Opens
November 23-27	Thanksgiving Break
December 2	Last day of classes @ TAMUK
December 3	No Classes – Study Day
December 4	Last day of field experience Observation #5 Due Final 3-way conference due.

Who to contact for:

Topic	Name	Phone Number	Email Address	Room #
Certification	Laura Hernandez	361-593-4172	Laura.Hernandez@tamuk.edu	RH 112
	Dr. Villarreal	361-593-4172	Lucy.Villarreal@tamuk.edu	RH 112
Field Observations	Lydia Landin-Ortiz	361-593-4313	Lydia.Landin@tamuk.edu	RH 117
	Jennifer Ruiz	361-593-2233	Jennifer.Ruiz@tamuk.edu	RH 117
Student Teaching	Lydia Landin-Ortiz	361-593-4313	Lydia.Landin@tamuk.edu	RH 117
	Jennifer Ruiz	361-593-2233	Jennifer.Ruiz@tamuk.edu	RH 117
Coursework	Dr. Araceli Garza	361-593-4366	Araceli.Garza@tamuk.edu	RH 117
Testing:				
EC-6	Dr. McNair	361-593-4993	Cheryl.McNair@tamuk.edu	RH 258
Secondary	Dr. Sowell	361-593-4782	Marsha.Sowell@tamuk.edu	RH 263
P.E.	Dr. Killion	361-593-3095	Lorrain.killion@tamuk.edu	SPEC 112
Special Education	Dr. Huskin	361-593-4912	Patricia.Huskin@tamuk.edu	RH 256
Music	Dr. Tu		Ming.Tu@tamuk.edu	
AG	Dr. Chumbley	361-593-3808	Steven.Chumbley@tamuk.edu	

Student Resolution Process

