



**TEXAS A&M**  
**UNIVERSITY**  
**KINGSVILLE**

**COLLEGE OF EDUCATION AND HUMAN PERFORMANCE**

**FALL 2020**

# **STUDENT TEACHING HANDBOOK**

In accordance with requirements established by the  
State Board for Educator Certification  
(SBEC)

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## Message from the Interim-Dean

Dear Student Teacher:

You have now arrived at the culmination of your teacher preparation program. This is the critical junction of what you have learned academically and the actual demonstration of how you will incorporate what you have learned into practice. 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

Interim Dean

College of Education & Human Performance



COLLEGE OF EDUCATION AND HUMAN PERFORMANCE



## Message from the Director

As the first Director of Educator Preparation 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*

**Director Educator Preparation**

# **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.

# STUDENT TEACHER 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.34);
- 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, teacher candidate portfolio, 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.32)
- observe the same hours as the cooperating teacher for time assigned.
- attend all day and/or evening campus-sponsored activities which are required by his/her assignment in order to maximize to the fullest the experiences and various duties of an educator in Texas.
- as student teachers, candidates may not be employed or classified as teachers of record and may not serve and receive compensation as substitute teachers, coaches, or tutors.

## Timeline Chart with Responsibilities at a Glance

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

Student Teacher	Field Supervisor	Cooperating Teacher
<b>WEEK 1-3</b>		
<b>Dates</b>		
<b>Student Teacher Responsibilities:</b> <ul style="list-style-type: none"> <li>Observe</li> <li>Tutor</li> <li>Assist cooperating teacher with instructional preparation and delivery</li> <li>Team-teach</li> <li>Reinforce and support cooperating teacher classroom management system</li> <li>Attend all professional development sessions (Required trainings) provided by EPP and school district</li> </ul>	<b>Field Supervisor Responsibilities:</b> <ul style="list-style-type: none"> <li>Review field experience handbook</li> <li>Discuss student teaching expectations</li> <li>Plan and meet for 3-wqy initial conference</li> <li>Discuss roles, explain procedures for maintaining attendance and reporting absences, explain evaluation process</li> <li>Will conduct scheduled observation/evaluation of student teacher</li> </ul>	<b>Cooperating Teacher Responsibilities:</b> <ul style="list-style-type: none"> <li>Introduce student teacher to students, faculty and school personnel</li> <li>Explain school policies</li> <li>Keep record of student teacher absences/tardiness</li> <li>Sign student attendance report</li> <li>Acquaint student teacher with facilities, services, and resources available</li> <li>Provide place in classroom for student teacher</li> <li>Discuss expectations</li> <li>Meet with University supervisor and student teacher for a 3-way initial conference</li> <li>Allow student teacher to tutor and team teach</li> </ul>
<b>WEEK 4-6</b>		
<b>Dates</b>		
<b>Student Teacher responsibilities:</b> <ul style="list-style-type: none"> <li>Tutor</li> <li>Assist cooperating teacher with instructional preparation and delivery</li> <li>Team-teach</li> <li>Teach a minimum of 2 subjects/areas/periods</li> <li>Reinforce and support cooperating teacher's classroom management system</li> <li>Attend all professional development sessions (Required trainings) provided by EPP and school district</li> </ul>	<b>Field Supervisor responsibilities:</b> <ul style="list-style-type: none"> <li>Oversee student teacher attendance and performance</li> <li>Maintain communication with student teacher and cooperating teacher</li> <li>Will conduct scheduled observation/evaluation of student teacher</li> </ul>	<b>Cooperating Teacher Responsibilities:</b> <ul style="list-style-type: none"> <li>Sign student teacher attendance report</li> <li>Acquaint student teacher with scope and sequence of curriculum for semester</li> <li>Acquaint student teacher with lesson planning and curricular goal-setting</li> <li>Allow student teacher to tutor and team-teach</li> <li>Allow student teacher to work with small groups</li> <li>Assist student teacher in lesson planning for scheduled observation</li> <li>Will evaluate student teacher using observation form</li> </ul>



<b>Week 7-10</b> <b>Dates</b>		
<b>Student Teacher Responsibility</b> <ul style="list-style-type: none"> <li>• Team-teach</li> <li>• Assist cooperating teacher with instructional preparation and delivery</li> <li>• Provide small group instruction</li> <li>• Teach a minimum of 3 subject/areas/periods</li> <li>• Reinforce and support cooperating teacher's classroom management system</li> <li>• May teach all subjects/areas/periods full time responsibility (for a total of a 4-week period)</li> <li>• Attend all professional development sessions provided by EPP and school district</li> </ul>	<b>Field Supervisor Responsibility</b> <ul style="list-style-type: none"> <li>• Oversee student teacher attendance and performance</li> <li>• Maintain communication with student teacher and cooperating teacher</li> <li>• Will conduct scheduled observation/evaluation of student teacher</li> <li>• Provide feedback on student teachers at Supervisors' – mid semester meeting</li> </ul>	<b>Cooperating Teacher Responsibility</b> <ul style="list-style-type: none"> <li>• Sign student teacher Attendance Report</li> <li>• Provide student teacher with feedback on teaching</li> <li>• Assist student teacher in lesson planning and assessment of students</li> <li>• Will evaluate student teacher using observation form.</li> </ul>
<b>Week 11-15</b> <b>Dates</b>		
<b>Student Teacher Responsibility</b> <ul style="list-style-type: none"> <li>• Assist cooperating teacher with instructional preparation and delivery</li> <li>• Will teach all subject/areas/periods full time responsibility (for a 5-week period)</li> <li>• Reinforce and support cooperating teacher's classroom management system</li> <li>• Attend all professional development provided by EPP and school district</li> </ul>	<b>Field Supervisor Responsibility</b> <ul style="list-style-type: none"> <li>• Oversee student teacher attendance and performance</li> <li>• Maintain communication with student teacher and cooperating teacher</li> <li>• Will conduct Unscheduled or Scheduled Observations of student teacher</li> </ul>	<b>Cooperating Teacher Responsibility</b> <ul style="list-style-type: none"> <li>• Sign student teacher Attendance Report</li> <li>• Provide student teacher with feedback on teaching</li> <li>• Assist student teacher in lesson planning and assessment of students</li> <li>• Will evaluate student teaching using observation form</li> </ul>

## **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.
- Complete a Student Teacher Portfolio.
- All program participants must complete student teaching to fulfill requirements of the Educator Preparation Program as outlined by the State Board for Educator Certification and Texas Administrative Code. Student Teaching is a non-paid, full time position. Employment in any capacity with the cooperating district is prohibited during this experience.
- Other requirements may be established by the field supervisor.

### **Schedules**

- Student Teaching is schedule as a full **15 week** semester.
- Each teacher candidate will be in the classroom or teaching area a full day, five days a week, except for required student teaching seminars, job fair(s), professional development or university based activities.
- Each teacher candidate is expected to participate in the school and district activities, as a cooperating teacher does, and to take part in after-school programs, special programs, PTA meetings, faculty meetings, and any other activities. Part-time employment should not interfere with student teaching activities.
- Each teacher candidate will report to the assigned school for teaching responsibilities every school day. Student teachers are expected to sign in upon arrival and sign out at the time of departure from the school.
- Each teacher candidate will follow the schedule of the school assigned and the instructional model of delivery for each district.

## **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. Student Teachers are required to attend all student teacher supervisor meetings held throughout the semester. In addition, refer to Student Teacher Calendar for mandatory orientation, seminars, and conferences during the student teaching semester.

## **Student Dress**

As a student teacher in a public school, you need to present a professional appearance to reflect transition from college student to educator. When student teaching, 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.

## **Recommendation Support Letters**

Effective Fall 2019, all candidates for certification must be recommended by the cooperating teacher, campus principal, and university supervisor for certificate issuance. A sample copy of the letter is included in this handbook for reference. If you have any reason to object to the recommendation of the teacher candidate for certification, you must provide a letter justifying your cause.

# 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 three (4) times during the fifteen (15) week clinical teaching experience. The first observation must occur within the first 3 weeks of the student teaching assignment. The second observation must occur within weeks 4-7 of the assignment. The third observation must occur within weeks 8-11 of the assignment. The fourth observation must occur within weeks 12-15 of the assignment. Beyond these formal observations, the field supervisor is encouraged to visit the teacher candidate more often if need is determined.

Each formal observation must be face-to-face, at least 45 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:

- Prepare course syllabus providing course requirements, portfolio requirements, evaluation process, etc.
- 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 student teacher.
- Must hold a three-way initial and summative conference with the cooperating teacher and student teacher
- Explain student teaching requirements to cooperating teacher
- Observe, assess, and evaluate student teacher and minimum of four times: Scheduled formal observations.
- Monitor attendance of student teacher
- Support and train the student teacher by providing external support and resources to support instructional effectiveness.
- Provide student teacher constructive written feedback on observation
- Communicate regularly with cooperating teacher regarding student teacher'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 24, if there are problematic areas that need special attention. This plan must be designed early so the student teacher has enough time to address areas of concern. Address plan with cooperating teacher.
- Complete and collect all required documents.
- Score Student Teacher Portfolio

- Guide student teacher in the portfolio completion
- Assign final grade for student teacher

### **Required Documentation**

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

- Attendance Report
- Student Teacher Information Sheet
- Formative/summative (4 required)
- Lesson Plans for Formal Evaluations
- Other relevant materials (portfolio)
- Recommendation Form

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 Student Teacher Attendance Report with cooperating teacher signature

# Evaluations

## **Evaluation Process of Student Teaching**

The student teaching semester is the final demonstration by students of their ability to perform successfully as beginning teachers. The goal of this preparation is the successful completion of the student teaching semester.

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

Student teachers 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 student teacher. Field supervisors will conduct a mandatory 3-way Conference/Mentor between the cooperating teacher and student teacher by the third week of the student teaching program. A minimum of four formal evaluations/observations will be conducted for each clinical teacher with the first completed by the third week of clinical teaching. The cooperating teacher will conduct several evaluations but a minimum of two formal observations/evaluations will be required for submission. Student teachers 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 3 weeks of student teaching)*
  - Attended by student, field supervisor, and cooperating teacher
- Formative Observation/Evaluation #1 (T-TESS): *(must occur within first 3 weeks of student teaching – minimum of 45 minutes)*
  - Pre and Post conference with student, university supervisor, and cooperating teacher
  - Cooperating teacher may or may not be present during observation
- Formative Observation/Evaluation #2 (T-TESS): *(minimum of 45 minutes)*
  - Pre and Post conference with student, university supervisor, and cooperating teacher
  - Cooperating teacher should concurrently but independently observe and evaluate the candidate
- Formative Observation/Evaluation #3 (T-TESS): *(minimum of 45 minutes)*
  - Pre and Post conference with student, university supervisor, and cooperating teacher
  - Cooperating teacher may or may not be present during observation
- Summative Observation/Evaluation #4 (T-TESS): *(minimum of 45 minutes)*
  - Pre and Post conference with student, university supervisor, and cooperating teacher
  - Cooperating teacher should concurrently but independently observe and evaluate the candidate

- 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.

Cooperating Teacher will conduct several observations/evaluations throughout the semester but submit two:

- Formative observation/evaluation (*minimum of 45 minutes*)
  - Pre and Post conference with student

*\* 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)**

### **Pre and Post-Observation Conference**

For each formal observation, field supervisor shall participate in an individualized pre- and post-observation conference with clinical teacher.

### **Unsatisfactory Performance of Student Teacher**

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

1. The student teacher shall be informed by the cooperating teacher and university supervisor of any unsatisfactory performance or violation of school policies. Student teacher 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 student teacher 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 student teacher 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 student teacher 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 student teacher 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 teacher candidate 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 student teacher'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:**

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**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.

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**Recommendations for growth and/or professional development:**

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**If conference notes include a concern about a student success,** please email PDF file to [ceps000@tamuk.edu](mailto: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: \_\_\_\_\_



## Student Teacher Evaluation Report Student Teacher Evaluation Report

**Date:** \_\_\_\_\_ **Start Time:** \_\_\_\_\_ **End Time:** \_\_\_\_\_ **CIRCLE: 1 or 2 or 3 or 4**

(Observations totaling less than 45 minutes will not be accepted)

**Semester and Year:** \_\_\_\_\_

**Student Teacher:** \_\_\_\_\_ **Student Teacher's Signature:** \_\_\_\_\_

**District and Campus:** \_\_\_\_\_ **Cooperating Teacher:** \_\_\_\_\_

**Grade Level:** \_\_\_\_\_ **Subject:** \_\_\_\_\_

**Evaluator (Print Name):** \_\_\_\_\_ **Evaluator Signature:** \_\_\_\_\_

**Evaluator's Title:**      **University Supervisor** \_\_\_\_\_      **Cooperating Teacher** \_\_\_\_\_      **Student Teacher** \_\_\_\_\_

The following Student 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 Student Teachers have the knowledge and skills to teach in Texas public schools. Please use this form as summative evaluation of the Clinical Teacher's performance to date by checking the appropriate box. Use "Not Applicable (NA)" when the element has not been observed or is irrelevant to the particular setting/observation/evaluation.

**SCALE: \*\* Distinguished      Accomplished      \*Proficient      Developing      \*\*Needs Improvement**

**\*Proficient** is the goal

**\*\*Requires written \*COMMENTS\*** specifying observed, shared or recorded evidence if scoring *Needs Improvement* or *Distinguished*

<b>Domain 1: Planning</b> – Evidence is apparent in the instruction lesson plan and classroom observations.	Not Applicable	Distinguished	Accomplished	Proficient	Developing	Needs Improvement
<b>1.1 Standards &amp; Alignment:</b> <i>The Student Teacher designs, well-organized, sequential lessons that reflect best practice, align with standards, and are appropriate for diverse learners.</i>						
<ul style="list-style-type: none"> <li>All measurable goals and lessons objectives aligned to state content standards</li> <li>All activities, materials and assessments are sequenced</li> <li>All activities, materials and assessments are relevant to students</li> <li>All activities, materials and assessments provide appropriate time for lesson and lesson closure</li> <li>All activities, materials and assessments fit into broader unit and course objectives</li> <li>All activities, materials and assessments are appropriate for diverse learners</li> <li>Integrated technology as applicable and appropriate</li> </ul>						
<b>1.2 Data &amp; Assessment:</b> <i>The Student Teacher uses format and informal methods to measure student progress, then manages and analyzes student data to inform instruction</i>						
<ul style="list-style-type: none"> <li>Formal and informal assessments to monitor progress of all students</li> <li>Substantive, specific and timely feedback to students, (families and other school personnel) while maintaining confidentiality</li> <li>Analysis of student data connect to specific instructional strategies</li> </ul>						
<b>1.3 Knowledge of Students:</b> <i>Through knowledge of students and proved practices, the Student Teacher ensures high levels of learning, social-emotional development and achievement for all students.</i>						
<ul style="list-style-type: none"> <li>All lessons connect to student prior knowledge and experiences</li> <li>All lessons adjust to student strengths and gaps in background knowledge, life experiences and skills for all students</li> </ul>						
<b>1.4 Activities:</b> <i>The Student Teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.</i>						
<ul style="list-style-type: none"> <li>Questions encourage all students to engage in complex, higher order thinking</li> <li>Instructional groups based on needs of all students</li> </ul>						

<ul style="list-style-type: none"> <li>All students understand their individual roles within instructional groups</li> </ul>	
<ul style="list-style-type: none"> <li>Activities, resources, technology, instructional materials align to instructional purposes.</li> </ul>	

COMMENTS:

<b>DOMAIN 2: INSTRUCTION</b> – Evidence is apparent in classroom instruction and classroom	<b>Not Applicable</b>	<b>Distinguished</b>	<b>Accomplished</b>	<b>Proficient</b>	<b>Developing</b>	<b>Needs Improvement</b>
<i>2.1 Achieving Expectations: The Student Teacher supports all learners in their pursuit of high levels of academic and social-emotional success.</i>						
<ul style="list-style-type: none"> <li>Sets academic expectation that challenge all students</li> </ul>						
<ul style="list-style-type: none"> <li>Evidence that most students demonstrate mastery of the objective</li> </ul>						
<ul style="list-style-type: none"> <li>Addresses student mistakes and follows through to ensure student master</li> </ul>						
<ul style="list-style-type: none"> <li>Provides students opportunities to take initiative of their own learning</li> </ul>						
<i>2.2 Content Knowledge &amp; Expertise: The Student Teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.</i>						
<ul style="list-style-type: none"> <li>Conveys accurate content knowledge in multiple contexts</li> </ul>						
<ul style="list-style-type: none"> <li>Integrates learning objectives with other disciplines</li> </ul>						
<ul style="list-style-type: none"> <li>Anticipates possible student misunderstandings</li> </ul>						
<ul style="list-style-type: none"> <li>Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative &amp; research-based)</li> </ul>						
<i>2.3 Communication: The Student Teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.</i>						
<ul style="list-style-type: none"> <li>Establishes classroom practices that provide for most student to communicate effectively with their teacher and their peers</li> </ul>						
<ul style="list-style-type: none"> <li>Recognizes possible student misunderstanding and responds with an array of teaching techniques to clarify concepts</li> </ul>						
<ul style="list-style-type: none"> <li>Provides explanations that are clear</li> </ul>						
<ul style="list-style-type: none"> <li>Uses verbal and written communication that is clear and correct</li> </ul>						
<ul style="list-style-type: none"> <li>Asks remember, understand and apply level questions focusing on lesson objective and provoking questions</li> </ul>						
<ul style="list-style-type: none"> <li>Uses probing questions to clarify, elaborate learning</li> </ul>						
<i>2.4 Differentiation: The Student Teacher differentiates instruction, aligning methods and techniques to diverse student needs.</i>						
<ul style="list-style-type: none"> <li>Adapts lesson to address individual needs of all students.</li> </ul>						
<ul style="list-style-type: none"> <li>Regularly monitors quality of student participation and performance.</li> </ul>						
<ul style="list-style-type: none"> <li>Recognizes when students become confused or disengaged and responds to student learning or socio-emotional needs.</li> </ul>						
<ul style="list-style-type: none"> <li>Provides differentiated instructional methods and content to ensure students have opportunity to master what is being taught.</li> </ul>						
<i>2.5 Monitor &amp; Adjust: The Student Teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.</i>						
<ul style="list-style-type: none"> <li>Utilizes input from students in order to monitor and adjust instruction and activities</li> </ul>						
<ul style="list-style-type: none"> <li>Monitors student behavior and responses for engagement and understanding</li> </ul>						
<ul style="list-style-type: none"> <li>Adjusts instruction and activities to main student engagement</li> </ul>						

COMMENTS:

<b>DOMAIN 3: LEARNING ENVIRONMENT-</b> Evidence is apparent in the classroom and learning culture.	<b>Not Applicable</b>	<b>Distinguished</b>	<b>Accomplished</b>	<b>Proficient</b>	<b>Developing</b>	<b>Needs Improvement</b>
<i>3.1 Classroom Environment, Routines &amp; Procedures: The Student Teacher organizes a safe, accessible and efficient classroom</i>						
<ul style="list-style-type: none"> <li>All procedures, routines, and transitions are clear and efficient.</li> <li>Students Actively participate in groups and manage supplies and equipment with very limited teacher direction</li> <li>Classroom is safe and organized to support learning objectives and is accessible to most students</li> </ul>						
<i>3.2 Managing Student Behavior: The Student Teacher establishes, communicates and maintains clear expectations for student behavior.</i>						
<ul style="list-style-type: none"> <li>Consistently implements the campus and/or classroom behavior system proficiently.</li> <li>Most students meet expected classroom behavior standards.</li> </ul>						
<i>3.3 Classroom Culture: The Student Teacher leads a mutually respectful and collaborative class of actively engaged learners.</i>						
<ul style="list-style-type: none"> <li>Engages all students in relevant, meaningful learning.</li> <li>Students work respectfully individually and in groups.</li> </ul>						

**COMMENTS:**

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<b>DOMAIN 4: PROFESSIONAL PRACTICES &amp; RESPONSIBILITIES</b> – Evidence is available in debriefs/conferences, and daily interaction with others.	<b>Not Applicable</b>	<b>Distinguished</b>	<b>Accomplished</b>	<b>Proficient</b>	<b>Developing</b>	<b>Needs Improvement</b>
<i>4.1 Professional Demeanor &amp; Ethics: The Student Teacher meets TAMUK and district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities</i>						
<ul style="list-style-type: none"> <li>Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators</li> <li>Meets all professional standards (e.g., attendance, professional appearance and behavior).</li> <li>Advocates for the needs of students in the classroom.</li> </ul>						
<i>4.2 Goal Setting: The teacher reflects on his/her practice.</i>						
<ul style="list-style-type: none"> <li>Sets short- and long-term professional goals based on self-assessments, reflection and supervisor feedback</li> <li>Meets all professional goals resulting in improvement in practice and student performance</li> </ul>						
<i>4.3 Professional Development: The teacher enhances the professional community.</i>						
<ul style="list-style-type: none"> <li>Collaboratively practices in all scheduled professional development activities, campus professional learning communities, grade – or subject-level team membership, committee membership or other opportunities</li> </ul>						
<i>4.4 School Community Involvement: The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach</i>						
<ul style="list-style-type: none"> <li>Communicates the mission, vision and goals of the school to the students, colleagues, parents and families</li> <li>Actively participates in all school outreach activities.</li> </ul>						

**COMMENTS:**

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**REFLECTION:**

Student Teacher's reinforcement area:

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Student Teacher's refinement area:

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Recommendations/Next Steps/Goals:

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*This Student Teacher Evaluation Report is aligned to the Texas Teacher Evaluation and Support System (T-TESS). For a complete copy of the T-TESS Rubric containing all domains, dimensions, descriptors, and performance levels, download the rubric at [https://www.teachfortexas.org/Resource\\_Files/Guides/T-TESS\\_Rubric.pdf](https://www.teachfortexas.org/Resource_Files/Guides/T-TESS_Rubric.pdf) or use the rubric provided at the required field supervisor observation training. Field supervisors are required to use the T-TESS Rubric in conjunction with the Student Teacher Evaluation Report when conducting clinical teacher formal observations.*

## 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: \_\_\_\_\_





## College of Education and Human Performance Educator Preparation Program

To Whom It May Concern:

\_\_\_\_\_, student teacher/intern at Texas A&M University-Kingsville, is scheduled to complete all requirements for certification in \_\_\_\_\_, \_\_\_\_\_.  
(graduation month) (graduation year)

Upon completion, this candidate will be eligible for licensure issued by the State Board for Educator Certification. Your signature below indicates your support for recommendation to the State Board for Educator Certification for certificate issuance. If you have any reason to object to the recommendation of this candidate for certification, please provide a letter justifying your cause.

We appreciate the time you have invested in the excellent preparation of our Texas A&M University-Kingsville program finishers.

Sincerely,

Lucy A. Villarreal, Ed.D.

Educator Preparation Program Director

Cooperating Teacher/Mentor \_\_\_\_\_ Date: \_\_\_\_\_

University Supervisor \_\_\_\_\_ Date: \_\_\_\_\_

Site Supervisor/Campus Administrator \_\_\_\_\_ Date: \_\_\_\_\_

# Information Forms

# TEACHER CANDIDATE/STUDENT TEACHER INFORMATION FORM

School District

School Phone \_\_\_\_\_

### Address of Student Teacher during Student Teaching

Zip

Phone number of Student Teacher during Student Teaching

**Complete one:**

ELEMENTARY:

Certification Area

SECONDARY:

Certification Area

### STUDENT TEACHER'S SCHEDULE

(The schedule should reflect where the teacher candidate will be each period.)

PERIOD	TIME	SUBJECT/GRADE	ROOM #	TEACHER
1ST				
2ND				
3RD				
4TH				
5TH				
6TH				
7TH				
8TH				
9TH				

**\* Return this form to University Supervisor.**

# Student Teacher Attendance Report

Fall 2020

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

## Attendance Report

<b>Activity</b>	<b>Date</b>	<b>Time</b>	<b>Present/Tardy/Absent (Circle One)</b>	<b>Initials</b>	<b>Comments</b>
<b>Student Orientation</b>	<b>B: 8/11/2020 E: 8/11/2020</b>	<b>10:00 AM</b>	<b>P / T / A</b>		
<b>T-TESS Observation #1</b>			<b>P / T / A</b>		
<b>T-TESS Observation #2</b>			<b>P / T / A</b>		
<b>Mid-Semester Conference (Check-in &amp; Career Services)</b>			<b>P / T / A</b>		
<b>T-TESS Observation #3</b>			<b>P / T / A</b>		
<b>Career Fair</b>			<b>P / T / A</b>		
<b>T-TESS Observation #4</b>			<b>P / T / A</b>		

**Week 1**

<b>Date:</b>	<b>P / T/ A</b>	<b>Cooperating Teachers Initials</b>	<b>Comment</b>		<b>Date:</b>	<b>P / T/ A</b>	<b>Cooperating Teachers Initials</b>	<b>Comment</b>
	<b>P / T/ A</b>					<b>P / T/ A</b>		
	<b>P / T/ A</b>					<b>P / T/ A</b>		
	<b>P / T/ A</b>					<b>P / T/ A</b>		
	<b>P / T/ A</b>					<b>P / T/ A</b>		
	<b>P / T/ A</b>					<b>P / T/ A</b>		

**Week 2****Week 3**

<b>Date:</b>	<b>P / T/ A</b>	<b>Cooperating Teachers Initials</b>	<b>Comment</b>		<b>Date:</b>	<b>P / T/ A</b>	<b>Cooperating Teachers Initials</b>	<b>Comment</b>
	<b>P / T/ A</b>					<b>P / T/ A</b>		
	<b>P / T/ A</b>					<b>P / T/ A</b>		
	<b>P / T/ A</b>					<b>P / T/ A</b>		
	<b>P / T/ A</b>					<b>P / T/ A</b>		
	<b>P / T/ A</b>					<b>P / T/ A</b>		

**Week 4****Week 5**

<b>Date:</b>	<b>P / T/ A</b>	<b>Cooperating Teachers Initials</b>	<b>Comment</b>		<b>Date:</b>	<b>P / T/ A</b>	<b>Cooperating Teachers Initials</b>	<b>Comment</b>
	<b>P / T/ A</b>					<b>P / T/ A</b>		
	<b>P / T/ A</b>					<b>P / T/ A</b>		
	<b>P / T/ A</b>					<b>P / T/ A</b>		
	<b>P / T/ A</b>					<b>P / T/ A</b>		
	<b>P / T/ A</b>					<b>P / T/ A</b>		

**Week 6**

**Week 7**

<b>Date:</b>	<b>P / T/ A</b>	<b>Cooperating Teachers Initials</b>	<b>Comment</b>		<b>Date:</b>	<b>P / T/ A</b>	<b>Cooperating Teachers Initials</b>	<b>Comment</b>
	<b>P / T/ A</b>					<b>P / T/ A</b>		
	<b>P / T/ A</b>					<b>P / T/ A</b>		
	<b>P / T/ A</b>					<b>P / T/ A</b>		
	<b>P / T/ A</b>					<b>P / T/ A</b>		
	<b>P / T/ A</b>					<b>P / T/ A</b>		

**Week 8****Week 9**

<b>Date:</b>	<b>P / T/ A</b>	<b>Cooperating Teachers Initials</b>	<b>Comment</b>		<b>Date:</b>	<b>P / T/ A</b>	<b>Cooperating Teachers Initials</b>	<b>Comment</b>
	<b>P / T/ A</b>					<b>P / T/ A</b>		
	<b>P / T/ A</b>					<b>P / T/ A</b>		
	<b>P / T/ A</b>					<b>P / T/ A</b>		
	<b>P / T/ A</b>					<b>P / T/ A</b>		
	<b>P / T/ A</b>					<b>P / T/ A</b>		

**Week 10****Week 11**

<b>Date:</b>	<b>P / T/ A</b>	<b>Cooperating Teachers Initials</b>	<b>Comment</b>		<b>Date:</b>	<b>P / T/ A</b>	<b>Cooperating Teachers Initials</b>	<b>Comment</b>
	<b>P / T/ A</b>					<b>P / T/ A</b>		
	<b>P / T/ A</b>					<b>P / T/ A</b>		
	<b>P / T/ A</b>					<b>P / T/ A</b>		
	<b>P / T/ A</b>					<b>P / T/ A</b>		
	<b>P / T/ A</b>					<b>P / T/ A</b>		

**Week 12**

**Week 13**

<b>Date:</b>	<b>P / T/ A</b>	<b>Cooperating Teachers Initials</b>	<b>Comment</b>
	<b>P / T/ A</b>		
	<b>P / T/ A</b>		
	<b>P / T/ A</b>		
	<b>P / T/ A</b>		
	<b>P / T/ A</b>		

**Week 14**

<b>Date:</b>	<b>P / T/ A</b>	<b>Cooperating Teachers Initials</b>	<b>Comment</b>
	<b>P / T/ A</b>		
	<b>P / T/ A</b>		
	<b>P / T/ A</b>		
	<b>P / T/ A</b>		
	<b>P / T/ A</b>		

**Week 15**

<b>Date:</b>	<b>P / T/ A</b>	<b>Cooperating Teachers Initials</b>	<b>Comment</b>
	<b>P / T/ A</b>		
	<b>P / T/ A</b>		
	<b>P / T/ A</b>		
	<b>P / T/ A</b>		
	<b>P / T/ A</b>		

**Make up Days**

<b>Date:</b>	<b>P / T/ A</b>	<b>Cooperating Teachers Initials</b>	<b>Comment</b>
	<b>P / T/ A</b>		
	<b>P / T/ A</b>		
	<b>P / T/ A</b>		
	<b>P / T/ A</b>		
	<b>P / T/ A</b>		

## Student Teacher Notification of Absence(s) Form

Directions: Please type or print clearly. All absences must be made up after last day of Clinical Teaching Program.

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:

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\_\_\_\_\_  
Field Supervisor Signature/Date

Approved / Denied

\_\_\_\_\_  
Director

Approved / Denied

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)

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Name of Cooperating Teacher (title and full name)

School or Home Phone

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Address: Street

City

Zip

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Email Address

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Degrees/Certifications

---

Years of Teaching Experience

### COOPERATING TEACHER INFORMATION (teacher two if applicable)

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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.

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Signature

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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.**

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**Applicant Signature**

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**Date**

# Secondary/All-Levels (EC-12)/4-8 Portfolio

\*Portfolio assignments are at the discretion of your Supervisor

## Secondary/All-Level/4-8 Student Teacher Expectations

### 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.*

Student Teacher	Field Supervisor	Cooperating Teacher
<b>WEEK 1-3</b> Dates		
<b>Student Teacher Responsibilities:</b> <ul style="list-style-type: none"> <li>Observe</li> <li>Tutor</li> <li>Assist cooperating teacher with instructional preparation and delivery</li> <li>Team-teach</li> <li>Reinforce and support cooperating teacher classroom management system</li> <li>Attend all professional development sessions (Required trainings) provided by EPP and school district</li> </ul>	<b>Field Supervisor Responsibilities:</b> <ul style="list-style-type: none"> <li>Review field experience handbook</li> <li>Discuss student teaching expectations</li> <li>Plan and meet for 3-wqy initial conference</li> <li>Discuss roles, explain procedures for maintaining attendance and reporting absences, explain evaluation process</li> <li>Will conduct scheduled observation/evaluation of student teacher</li> </ul>	<b>Cooperating Teacher Responsibilities:</b> <ul style="list-style-type: none"> <li>Introduce student teacher to students, faculty and school personnel</li> <li>Explain school policies</li> <li>Keep record of student teacher absences/tardiness</li> <li>Sign student attendance report</li> <li>Acquaint student teacher with facilities, services, and resources available</li> <li>Provide place in classroom for student teacher</li> <li>Discuss expectations</li> <li>Meet with University supervisor and student teacher for a 3-way initial conference</li> <li>Allow student teacher to tutor and team teach</li> </ul>
<b>WEEK 4-6</b> Dates		
<b>Student Teacher responsibilities:</b> <ul style="list-style-type: none"> <li>Tutor</li> <li>Assist cooperating teacher with instructional preparation and delivery</li> <li>Team-teach</li> <li>Teach a minimum of 2 subjects/areas/periods</li> <li>Reinforce and support cooperating teacher's classroom management system</li> <li>Attend all professional development sessions (Required trainings) provided by EPP and school district</li> </ul>	<b>Field Supervisor responsibilities:</b> <ul style="list-style-type: none"> <li>Oversee student teacher attendance and performance</li> <li>Maintain communication with student teacher and cooperating teacher</li> <li>Will conduct scheduled observation/evaluation of student teacher</li> </ul>	<b>Cooperating Teacher Responsibilities:</b> <ul style="list-style-type: none"> <li>Sign student teacher attendance report</li> <li>Acquaint student teacher with scope and sequence of curriculum for semester</li> <li>Acquaint student teacher with lesson planning and curricular goal-setting</li> <li>Allow student teacher to tutor and team-teach</li> <li>Allow student teacher to work with small groups</li> <li>Assist student teacher in lesson planning for scheduled observation</li> <li>Will evaluate student teacher using observation form</li> </ul>
<b>Week 7-10</b> Dates		

<b>Student Teacher Responsibility</b> <ul style="list-style-type: none"> <li>• Team-teach</li> <li>• Assist cooperating teacher with instructional preparation and delivery</li> <li>• Provide small group instruction</li> <li>• Teach a minimum of 3 subject/areas/periods</li> <li>• Reinforce and support cooperating teacher's classroom management system</li> <li>• May teach all subjects/areas/periods full time responsibility (for a total of a 4-week period)</li> <li>• Attend all professional development sessions provided by EPP and school district</li> </ul>	<b>Field Supervisor Responsibility</b> <ul style="list-style-type: none"> <li>• Oversee student teacher attendance and performance</li> <li>• Maintain communication with student teacher and cooperating teacher</li> <li>• Will conduct scheduled observation/evaluation of student teacher</li> <li>• Provide feedback on student teachers at Supervisors' – mid semester meeting</li> </ul>	<b>Cooperating Teacher Responsibility</b> <ul style="list-style-type: none"> <li>• Sign student teacher Attendance Report</li> <li>• Provide student teacher with feedback on teaching</li> <li>• Assist student teacher in lesson planning and assessment of students</li> <li>• Will evaluate student teacher using observation form.</li> </ul>
<b>Week 11-15 Dates</b>		
<b>Student Teacher Responsibility</b> <ul style="list-style-type: none"> <li>• Assist cooperating teacher with instructional preparation and delivery</li> <li>• Will teach all subject/areas/periods full time responsibility (for a 5-week period)</li> <li>• Reinforce and support cooperating teacher's classroom management system</li> <li>• Attend all professional development provided by EPP and school district</li> </ul>	<b>Field Supervisor Responsibility</b> <ul style="list-style-type: none"> <li>• Oversee student teacher attendance and performance</li> <li>• Maintain communication with student teacher and cooperating teacher</li> <li>• Will conduct Unscheduled or Scheduled Observations of student teacher</li> </ul>	<b>Cooperating Teacher Responsibility</b> <ul style="list-style-type: none"> <li>• Sign student teacher Attendance Report</li> <li>• Provide student teacher with feedback on teaching</li> <li>• Assist student teacher in lesson planning and assessment of students</li> <li>• Will evaluate student teaching using observation form</li> </ul>

Texas A&M University – Kingsville  
College of Education and Human Performance  
Department of Teacher and Bilingual Education

**Secondary/All-Level/4-8 Student Teaching Portfolio Requirements**

**Section I**      **Daily Log and University Partner’s Visitation Records**

- \_\_\_\_\_ Include a statement of personal philosophy. This should be the first paper in your portfolio. Write your initial impressions of the school, students, and mentor teacher. Keep a daily journal/log. **All of this must be typed.**
- \_\_\_\_\_ Maintain University Partner’s visitation/observation records. Discuss your University evaluations with your Mentor Teacher.
- \_\_\_\_\_ Keep records of absences documented in your journal. You must let the Mentor Teacher and the University Partner know as soon as you know that you must be absent. Complete the absence form if it is a planned absence. All absences must be made up, regardless of the reason.

**Section II**      **Classroom Procedures and Organization**

- \_\_\_\_\_ Get copies of classroom policies, District Code of Conduct, and TEKS for areas you are teaching.
- \_\_\_\_\_ Fill out two copies of your daily schedule. Keep one for yourself and give one to your University Partner.
- \_\_\_\_\_ Diagram the seating arrangement for each class you will teach. Identify the students by first name only, or add last name initial if necessary.

**Section III**      **Out of Classroom Procedures**

- \_\_\_\_\_ What meetings have you attended? Ex: PTA, faculty, in-service, team, parent conferences, ARD, etc. **Record what went on at each meeting.**
- \_\_\_\_\_ Extra Duties: What type of activity was it? What was your role in the activity?

**Section IV**      **Lesson Planning and Implementation**

- \_\_\_\_\_ Develop lesson plans using your school’s format for all lessons taught. **These must be written by you – NOT the mentor teacher’s or computerized plans.** Ask your mentor teacher to critique/approve all lessons before teaching them. **If you do not have your own lesson plans in place, your grade for the portfolio may be an “F”.**

- \_\_\_\_\_ Have the current lesson plan, and all previous lesson plans, available when the University Partner observes.
- \_\_\_\_\_ Observe three (3) single lessons of your mentor teacher. Place the outlines of these observations in your portfolio. If you have two mentors, these should be split between the two.
- \_\_\_\_\_ Observe at least three (3) other classrooms in the school. Place the outlines of these observations in your portfolio. Include one lesson in which the teacher uses technology as a tool for instruction.
- \_\_\_\_\_ Construct at least one bulletin board. Take a picture of it and paste onto a sheet of paper for your portfolio. Indicate its use.
- \_\_\_\_\_ Construct at least three (3) teacher-made materials. Attach or take a picture for your portfolio. (Tests, handouts, experiments, etc.)
- \_\_\_\_\_ Document lessons involving technology. Use at least two (2) different types of technology and document its use in your portfolio. Examples can include e-mail, access TNET, link in CD-ROM, videodisk or software related to the lesson, use of a video in a lesson, student work on the computer, or use (not just project, but actually *use*) interactive whiteboards.

**Section V**      **Miscellaneous**

- \_\_\_\_\_ Any school related documentation not included about.

**Place this document in the front of your student portfolio.**



## Observation Report of a Single Lesson

Lesson Subject \_\_\_\_\_ Grade \_\_\_\_\_ Date/Time \_\_\_\_\_

Lesson presented by: (circle one) Mentor Teacher    Other

**Please answer these questions for each observation.**

1. How was the lesson introduced (e.g. anticipatory set, focus)? Did the teacher use a special motivator or “gimmick”?
2. How were the students made aware of the objective or skill being presented?
3. How did the teacher gain and hold the attention of students?
4. How were the students behaving at the beginning of the lesson? At the end?
5. How did the teacher prevent problems from arising?
6. How did the teacher handle distractions?
7. What types of reinforcement were used?
8. What amount of time did the teacher spend providing information?
9. What techniques were used (e.g. discovery, discussion, reading, Lecture, cooperative groups, listening, hands-on, observing)?
10. What time was spent in modeling/demonstrating/giving examples? Who did this?
11. How did the teacher check for understanding?
12. What provisions were made for the students’ individual differences?
13. What materials were used? What had the teacher spent time preparing?
14. How did the teacher evaluate the lesson for student learning?
15. What questions do you have about this lesson? What comments?
16. What techniques would you like to incorporate into your lessons?
17. What behaviors would you like to model?
18. How will your behavior be slightly different, since you have your own personality and must be your “real self” with students?

# Portfolio Requirements For Elementary

**Texas A&M University-Kingsville**  
**College of Education and Human Performance**  
**Educator Preparation Program**

**ELEMENTARY STUDENT TEACHING**  
**PORTFOLIO REQUIREMENTS**

These student teaching requirements are arranged so that you will be able to prepare the assignments and place them in your PORTFOLIO for your field supervisor, who may ask to see them at any time during the semester.

Please set up your portfolio in sections, using dividers. Place the information in the appropriate section (as indicated at the end of each item) at the designated time. Portfolios are turned in to field supervisors at the specified time.

WEEKS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>ONGOING DURING SEMESTER</b>															
1. Teach according to your assignment, as follows using "Timeline Chart"															
2. Keep a weekly reflective. Submit your initial impressions to your field supervisor. Include a statement of personal philosophy.															
3. Maintain copies of weekly lessons plans for each week you are in the classroom. Use a highlighter to indicate the lessons you teach.															
4. Develop lesson plans using your field supervisor's format for all lessons taught. Ask your cooperating teacher to critique/ approve all lessons before teaching them															
5. Have the current lesson plan, and all previous lesson plans, available when the field supervisor observes.															
6. Maintain field supervisor's visitation records. Discuss these with your cooperating teacher.															
7. Keep records of absences in your portfolio. You must let the cooperating teacher, the principal, and the field supervisor know as soon as you know that you must be absent. Complete the absence form if it is a planned absence. <b>All absences must be made up, regardless of reason.</b>															

WEEK 1		1
1. Organize portfolio into sections with clearly labeled dividers. Have portfolio available at all times for field supervisor.		
2. Get two copies of your daily schedule. Keep one for yourself. Give one to the field supervisor.		
3. Get copies of school discipline policies and rules for your portfolio.		
4. Diagram the seating arrangement for each class you will teach. Identify the students by first name only, or add last name initial if necessary.		
5. Make a brief sketch of the room, locating the bulletin boards. Measure the boards and record dimensions. Follow the same procedures for learning center areas and any other special areas in the room.		
6. Record methods used to organize, distribute, and receive student-use materials and to clean and straighten the room. Add ideas of your own as the semester progresses.		
7. Describe the beginning of the day activities. List activities that students may engage in before class begins and/or when they have completed their assignments (e.g., centers, library books, sponge activities). Add some activities of your own as the semester progresses.		
8. Record ways the teacher gives directions to the class. Indicate what he/she does to help the students understand what they are to do.		
9. Record ways that students are given opportunities for choices, both for behavior and for preferences and decisions regarding a lesson. Add ways that you would allow choices as you begin teaching.		
10. Observe eight (8) single lessons of your cooperating teacher. Submit four of these observations to your field supervisor on your first seminar meeting.		

11. Observe at least two other classrooms in the school. Submit these to your field supervisor on his/her first visit to your school. Include one lesson in which the teacher uses technology as a tool for instruction.		
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WEEK 1-8	1	2	3	4	5	6	7	8	
1. Construct at least one bulletin board. Take a picture of it for your portfolio and indicate its use.									
2. Construct at least three teacher-made materials. Attach or take a picture for your portfolio.									
3. Record ways the teacher reinforces the students. (Keep an ongoing record and add ideas of your own.)									
4. Record procedures for changing from one subject or activity to another. Note which students leave the room and which ones arrive during the period.									

WEEKS 9-12	9	10	11	12	
1. Plan to teach at least one integrated thematic unit. Discuss the draft of the unit with the cooperating teacher before finalizing and teaching it. Include the topic and when the lesson was taught.					

<p>2. Teach some lessons involving technology:</p> <p>--E-Mail something to field supervisor.</p> <p>--Access TNET</p> <p>--Link in CD-ROM, videodisk or software related activity into the lesson.</p> <p>--Do a video of the lesson</p> <p>--Have students do work on the computer.</p> <p>--Demonstrate use of word processing.</p>					
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WEEKS 12-15	12	13	14	15	
1. List the various ways, including examples, of assessing progress of your students.					
2. Describe in detail an alternative schedule that you would like to implement when you have your own classroom; give rationale.					
3. Describe the positive or negative aspects of a grouping strategy that you would like to implement in your own classroom. Give rationale.					
4. Describe the positive or negative aspects of a management strategy that you would like to implement in your own classroom. Give rationale.					
5. Describe any involvement beyond the classroom in school –related activities (other than in specific meetings as required).					
6. PTA/OPEN HOUSE: What was the focus of the program at the meeting? What was the role of your cooperating teacher? Discuss with your cooperating teacher the parent group activities at the school. List some ways parents are involved and active in school functions.					
7. FACULTY MEETINGS: Who conducted the meeting? What role did your cooperating teacher have in the meeting? What was the purpose of the meeting? Attach any handouts received at the meeting.					
8. PROFESSIONAL DEVELOPMENT MEETINGS: Where and when was the meeting held? What was the purpose of the meeting? Attach your notes and any handouts received at the meeting.					

WEEKS 12-15 (cont'd)	12	13	14	15	
9. TEAM/GRADE LEVEL/DEPARTMENT, ARD MEETINGS: List those present at the meeting. What was the purpose of the meeting? What was each person's role? How did your cooperating teacher contribute to the meeting? Were you given an opportunity to contribute to the meeting? If so, what did you do? List specific outcomes of the meeting. Record positive and negative aspects of such meetings. Attach a copy of your notes from the meeting.					
10. PARENT CONFERENCES: What was the reason for the conference? What did the teacher do to prepare for the conference? What were the results of the conference? What will you need to know and do in order to prepare yourself for parent conferences when you have your own classroom? Describe any interactions with parents during your student teaching experience. How comfortable were you with the interactions?					
11. EXTRA DUTIES: What type of activity was it? What was your role in the activity?					



## Portfolio Requirements

### ❖ **Portfolio**

- **Philosophy of Education**
- **Table of Contents**
- **Visitation Records/Attendance (tab 1)**
  - Student Teacher Attendance Report
  - Field Supervisor's Visitation Record
  - Classroom Evaluation
    - by cooperating teacher
    - by field supervisor
  - Request for Absence Form
- **Lesson Plans (tab 2)**
  - Cooperating teacher
  - Your lesson plans-EDED 4613 (see lesson plan format!)
- **Reflective Journal (tab 3)**
  - **Reflection** NOT a summary
    - Please read book "Teach – Reflect – Learn"
  - Weekly
    - Put the week (i.e. Week 2) and the date (August 24-28)
    - Use "Teach – Reflect – Learn" as a basis for your- reflections
- **Candidate Created/Produced Materials (tab 4)**
  - Bulletin Boards
  - Hands On and/or AVID strategies/activities
  - Centers
- **Class Management (tab 5)**
  - Schedule
  - Classroom layout
  - Discipline Plan (teacher)
  - Please see required text: *The First Days of School* by Harry and Rosemary Wong.
- **School-Related materials (tab 6)**
  - Fire, tornado, shelter-in-place, etc plans and map
  - Student Handbook
    - District Discipline Plan

### ❖ **Reflection**

*"The more reflective we are, the more effective we become"*

— Pete Hall

### ❖ **Odds and Ends**

- If you are just on time, you're LATE!
- BE PREPARED!!
- Be professional! – You have ONE opportunity to make a good first impression!
- Keep yourself as fit as possible – staying up late/partying is not a good idea
- Establish your Student Teaching Portfolio
  - Create the required sections
  - Keep it updated
- Learn and use the teacher's discipline/classroom management procedures
- Attend day & evening campus-sponsored activities
- Attend Student Teacher Seminars
- If you are also enrolled in other classes while student teaching, you will need to organize/manage/prioritize your time in order to minimize the inference with student teaching
- If you have not successfully completed the required TExES exams, do so ASAP!
- **ABSENCE:** If you are going to be absent, TEXT your supervisor immediately AND email as well. Be sure to document your absence on the appropriate form.

Elementary School Student Teaching  
Grading Rubric (1.9.18)

**Course Description:**

**4613. Student Teaching.**

Students will demonstrate, in a laboratory setting, knowledge of and an ability to effectively apply those skills necessary for successful teaching in the elementary school. Student teaching is a full-time assignment (8 a.m. to 5 p.m.) for 16 weeks in an accredited elementary school. Student is to furnish transportation.

**Prerequisite:** admission to student teaching.

**Course Objectives**

1. To guide students through a positive student teaching experience.
2. To enhance the ability and confidence of students as they transition through student teaching.
3. To prepare qualified professionals to assume positions of responsibility and leadership in a global economy.
4. To ensure "that each educator has the prerequisite content and professional knowledge necessary for an entry-level position in Texas public schools."
5. To ensure the teacher candidate has the requisite knowledge and skills to meet the diverse needs of students
6. To create awareness of Chapter 149: Teacher Standards (<http://ritter.tea.state.tx.us/rules/tac/chapter149/ch149aa.html> )

Criteria	Exemplary	Proficient	Acceptable	Unsatisfactory
<b>Student Teacher Handbook</b>  149 Teacher Standards	Successfully met or exceeded all the requirements set forth in the Student Teacher Handbook.	Successfully met all requirements set forth in the Student Teaching Handbook	Successfully addressed all requirements set forth in the Student Teaching Handbook	Did not meet/address requirements set forth in the Student Teaching Handbook
<b>Portfolio</b>	Educational Philosophy analytically, adeptly, and articulately stated.  All portfolio components fully addressed and kept current throughout the semester.	Educational Philosophy analytically, adeptly, and articulately stated.  All portfolio components fully addressed and kept current throughout most of the semester.	Educational Philosophy articulately stated.  Most portfolio components fully addressed and kept current throughout most of the semester.	Educational Philosophy lacking/not present.  Many portfolio components not fully addressed and/or not kept current throughout of the semester
<b>Observations/ Evaluations</b>  TExES Core Subjects EC-6  PPR (EC-12)  ISTE Standards for Educators <i>See syllabus for links</i>	Observations/ evaluations consistently demonstrate candidate's superior content knowledge, knowledge of students, and understanding of best teaching practice.  Evaluation scores mostly 3's and 2's or better with evidence of growth/improvement.	Most observations/ evaluations demonstrate excellent candidate content knowledge, knowledge of students, and understanding of best teaching practice.  Evaluation scores mostly 3's & 2's with some 1's.	Observations/ evaluations demonstrate limited content knowledge, limited knowledge of students, and/or limited understanding of best teaching practice.  Evaluation scores mostly 2's and 1's with evidence of growth/improvement.	Observations/ evaluations unacceptable  Evaluation scores mostly 1's with little evidence of improvement.
<b>Professionalism</b>  149 Teacher Standards <i>See syllabus for links</i>	Oral/written correspondence consistently demonstrates grammatical and mechanical proficiency  Interactions with supervising teacher, school personnel, students, parents, and university supervisor consistently proficient.  Lesson plans consistently formatted and provided as instructed  Meets deadlines, maintains a positive professional attitude, proficient attendance and punctuality  Adheres to Educators' Code of Ethics	Oral/written correspondence demonstrates grammatical and mechanical proficiency  All interactions with supervising teacher, school personnel, students, parents, and university supervisor proficient.  Most lesson plans formatted and provided as instructed  Occasional issues with deadlines, maintaining a positive professional attitude, and/or attendance and punctuality  Adheres to Educators' Code of Ethics	Some oral and/or written correspondence need grammatical and/or mechanical improvement  Some interactions with supervising teacher, school personnel, students, parents, and university supervisor need improvement  Some lesson plans formatted and provided as instructed  Some issues with deadlines, maintaining a positive professional attitude, and/or attendance and punctuality  Professional Growth Plan needed  Adheres to Educators' Code of Ethics	Oral and/or written correspondence lacking/unacceptable.  Interactions with supervising teacher, school personnel, students, parents, and/or university supervisor unprofessional  Lesson plans unacceptable  Meeting deadlines, maintaining a positive professional attitude, and/or attendance and punctuality unacceptable  Does not adhere to Educators' Code of Ethics

<p><b>Reflections</b> See syllabus for links</p>	<p><i><b>Demonstrates introspection and professional growth.</b></i></p> <p><i><b>In-depth, metacognitive analysis apparent.</b></i></p> <p>Personal reflections and connections <u><i>articulately</i></u> explained.</p>	<p>Demonstrates some introspection and professional growth.</p> <p>Some attempt at metacognitive analysis apparent.</p> <p>Reflections/connections thoroughly explained.</p>	<p>Some introspection and professional growth evident.</p> <p>Evidence of some analysis. Reflections/connections somewhat explained.</p>	<p>Little evidence of personal growth, metacognitive awareness, and/or professional growth.</p> <p>Descriptive and/or summative in nature.</p>
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## **Important Information**

## Fall 2020 Student Teaching Program Calendar at a Glance

<b>Date:</b>	<b>Activity/Event</b>
August 4	Field Supervisor Training
August 5	Go React Supervisor Training
August 17	Student Teacher Orientation 1 <sup>st</sup> Field Supervisor Observation Window Opens
August 21	Cooperating Teaching Information Forms due (i.e. schedule, contact information)
August 26	First Day of Classes at TAMUK
August 28	5 <sup>th</sup> Class day if payment arrangements have not been made for your student teaching course you will be dropped.
September 4	1 <sup>st</sup> Field Supervisor Observation Window Closes
September 7	1 <sup>st</sup> Field Supervisor Observation Due Initial 3-way Conference due 2 <sup>nd</sup> Field Supervisor Observation Window Opens Labor Day – University is closed (Check your school district calendar)
September 12	Cooperating Teacher Training (both student teaching and field cooperating teachers)
September 25	2 <sup>nd</sup> Field Supervisor Observation Window Closes
October 2	2 <sup>nd</sup> Field Supervisor Observation Due
October 14	Mid Semester Meeting for Field Supervisors (Check-in & Career Service registration info)
October 21	Midterm Grade Due via Blue & Gold
October 23	3 <sup>rd</sup> Field Supervisor Observation Window Closes
October 26	3 <sup>rd</sup> Field Supervisor Observation Due
November	Career Fair (TBA)
November 20	4 <sup>th</sup> Field Supervisor Observation Window Closes
November 23	4 <sup>th</sup> Field Supervisor Observation Due Required Student Teacher Trainings Due Required Recommendations Due
November 26-27	Thanksgiving Holiday
December 2	Last Day of Classes – TAMUK
December 3	No Classes Study day for finals
December 4	Last day of Student Teaching Finals Begin Final 3-way Conference due
December 11	Graduation Day!!

## Who to contact for:

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

## **Student Resolution Process**

