C&I 4626: Student Teaching: 4-8 Generalist

C&I 4636: Student Teaching: 4-8 Math & Science

C&I 4646: Student Teaching: 8-12 All Subjects

C&I 4656: Student Teaching: 8-12 All Subjects with ESL Endorsement

C&I 4666: Student Teaching: All-Level P.E. and Health Education

C&I 4686: Student Teaching: 4-8 Language Arts, Reading, and Social Studies

C&I 4796: Student Teaching: All-Level Art

Revised: August 2010
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To Cooperating Teachers:

The College of Education and Human Development at the University of Texas at San Antonio is pleased to welcome you to the team of professionals who will contribute to the training of future teachers.

Taking on the task of guiding a student teacher through those first real experiences in the classroom is a mixed blessing. While it is a benefit to have a pre-professional to assist in working with your students, a substantial amount of time and effort is required of you in helping your student teacher to become a successful member of our profession. Our university faculty and staff are prepared to assist you in this endeavor. If you encounter problems or simply have questions concerning your student teacher or the program, please contact the university supervisor as soon as a concern arises.

It is our sincere hope that as you share your knowledge and experience with a prospective teacher, you too will gain new insights and confidence in your chosen profession.

To Student Teachers:

Welcome to what will be the most exciting and challenging semester of your educational experience!

As you embark on this new venture, you will be guided by your cooperating teacher and your university supervisor whose prime interest is seeing that you have a successful experience and develop into a competent and confident professional teacher. Many opportunities for learning, trial and error, and growth will be made available to you during this time. We encourage you to take advantage of these opportunities, to see your missteps not as failures, but as learning experiences, and to feel satisfaction in your growing competence.

We hope that you, your cooperating teacher, your university supervisor, and all the university faculty and staff will be proud of you as you enter the profession you have chosen.

Sincerely,

Janet Scott
Director of Student Teaching
Chapter 22.051 Subchapter B: Civil Immunity

DEFINITION; OTHER IMMUNITY. (a) In this subchapter, “professional employee of a school district” includes:

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

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

Section 22.0511. IMMUNITY FROM LIABILITY. (a) A professional employee of a school district is not personally liable for any act that is incident to or within the scope of the duties of the employee’s position of employment and that involves the exercise of judgment or discretion on the part of the employee, except in circumstances in which a professional employee uses excessive force in the discipline of students or negligence resulting in bodily injury to students.

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

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

Please note: Student Teachers from the University of Texas at San Antonio receive no pay during their student teaching experience.
5.17 Student Fitness to Teach Policy

The College of Education and Human Development (COEHD) offers a curriculum designed to academically prepare individuals for the teaching profession. However, satisfying the curriculum and testing requirements alone does not make a candidate worthy for The University of Texas at San Antonio (UTSA) to recommend the candidate to the State of Texas for teaching certification. All teacher candidates in the UTSA Teacher Certification Program (TCP) are expected to demonstrate that they are prepared to teach children and youth. This preparation results from the combination of successful completion of university coursework and the demonstration of important human characteristics and dispositions that all teachers should possess.

A. Required Documentation

Prior to admission to the TCP, all teacher candidates will be apprised of the Fitness to Teach (FTT) policy. This policy applies to all students upon enrollment in the TCP, and to students completing coursework in the COEHD that requires interaction with schools, and remains so until completion of their program.

1. In October and March a reminder will be sent to faculty to use the Referral Forms for Identification of Outstanding TCP Students or the Faculty Concerns Regarding Fitness to Teach. Faculty may submit the referral forms at any time prior to or during the professional level courses.

2. The completion of these forms will allow the COEHD to identify teacher candidates who display outstanding knowledge and/or skills that deserve recognition and identify those who may have some difficulties that raise concerns about the candidate’s ability to successfully complete the program. All forms completed will be sent to the associate dean for teacher education.

B. Fitness To Teach Criteria

In addition to curriculum and testing requirements addressed in the UTSA catalog and other UTSA policies, all TCP teacher candidates will be screened throughout their program according to the criteria addressed in this policy, including dispositions for teaching. Dispositions for teaching are defined as those professional attitudes, values, and beliefs expected of an education professional contained in this document. As a professional program, the COEHD reserves the right to recommend or not recommend teacher candidates for certification. If all criteria are not met satisfactorily, teacher candidates may be denied full acceptance into the Teacher Certification Program and/or denied the opportunity to student teach. Without unconditional acceptance into the TCP and successful completion of all coursework, field work, and student teaching or its equivalent, the university does not recommend teacher candidates for Texas Teacher Certification. All teacher candidates referred for review are expected to participate in the process. Refusal to participate will not terminate or invalidate the process.

1. Completed Criminal History Review

In accordance with Texas Education Code 22.083, an examination of each teacher candidate’s criminal history will be conducted by the independent school district (ISD) prior to participation in field-based course work, including student teaching. Criminal history record information, which includes both conviction and arrest records is obtained. An ISD or other school field-based entity may deny placement of students with a criminal background. The student’s clearance for fieldwork is the prerogative of the ISD or participating entity and not UTSA. If a student is unable to obtain a field-based placement, he/she will not meet UTSA’s requirements for recommendation for teacher certification. If
a student cannot complete course-required field work because of their criminal history, the student will be required to withdraw from the course. The student may retake the course if and when the criminal history changes, allowing them to be cleared by the school district. If the offense is one that will preclude any further field work, the student will be dismissed from the teacher education program.

2. Academic Requirements
   a. Teacher candidates attend all classes as expected. Preparedness for class and punctuality are expected at all times.
   b. Teacher candidates complete course assignments in a professional manner according to the timelines designated by the course instructor.
   c. Teacher candidates complete all field experiences in a professional and timely manner as required.
   d. Scholastic Integrity

   The teacher candidate demonstrates honesty and integrity by being truthful about background, experiences, and qualifications; doing one's own work; giving credit for the ideas of others; and providing proper citation of source materials.

   e. Communication Skills

   The teacher candidate demonstrates written and oral skills expected of an education professional that shows the ability to comprehend information and communicate ideas and feelings.

   (1) Written: Writes clearly, uses correct grammar and spelling. Demonstrates professional level skills in written English to understand content presented in the program and to adequately complete all written assignments, as specified by faculty.

   (2) Oral: Communicates effectively with other students, faculty, staff, and professionals. Expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others. Demonstrates professional level skills in spoken English to understand content presented in the program, to adequately complete all oral assignments, and to meet the objectives of field placement experiences, as specified by faculty.

   f. Admission criteria are found in UTSA’s Undergraduate Catalog.

3. Personal and Professional Requirements
   a. A teacher candidate does not reveal confidential information concerning students unless disclosure serves professional purposes or is required by law.
   b. Teacher candidates demonstrate interpersonal skills that are required for successful professional teaching. These skills include:

      (1) an openness to accepting and testing the results of unfamiliar ways of teaching;
      (2) the ability to accept and act upon reasonable criticism;
      (3) the ability to understand others' perspectives about teaching;
      (4) the ability to separate personal and professional issues when in the classroom or completing course work;
      (5) the ability to work collegially with parents, teachers, staff, and administrators;
      (6) the disposition to act always for the benefit of all students.

   c. The teacher candidate does not sexually harass others; make verbal or physical threats; become involved in sexual relationships with their students, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways.
   d. Teacher candidates demonstrate positive personal hygiene habits.
   e. Teacher candidates dress appropriately for their professional contexts.

4. Cultural and Social Attitudes and Behavior
a. Teacher candidates exhibit respect for superiors, peers, and children and youth in all settings.
b. Teacher candidates understand and appreciate the value of diversity and look beyond self in interactions with others; respect differences of race, ethnicity, religion, and social class, national allegiance, and cultural heritage. Teacher candidates do not impose personal, religious, sexual, and/or cultural values on others.
c. Teacher candidates exhibit acceptance of and provide accommodations for exceptional learners.
d. Teacher candidates are able to work productively with their peers.
e. Teacher candidates are able to speak in a manner appropriate to the context of the classroom.
f. Teacher candidates must display positive attitudes toward faculty, colleagues, and students.
g. Teacher candidates demonstrate positive social skills in professional and social interactions with faculty, colleagues, parents, and students.

5. Physical Skills

The teacher candidate exhibits motor and sensory abilities to attend and participate in class and practicum placements, with or without accommodations as recommended by the Office of Disability Services.

Note: No otherwise qualified teacher candidate shall, on the basis of disability, be subjected to discrimination or excluded from participation in the TCP. A teacher candidate with a disability may be protected by Section 504 of the Vocational Rehabilitation Act and the Americans with Disabilities Act and be eligible for a reasonable accommodation that will provide an equal opportunity to meet the academic criteria related to professional behavior and scholastic performance.

Any otherwise qualified teacher candidate with a qualified disability who requests a reasonable accommodation must notify the Office of Disability Services and provide documentation as needed. The Office of Disability Services makes recommendations for accommodations. A COEHD ad hoc committee will review academic performance criteria in light of individual circumstances to explore issues of appropriate accommodation. An initial assessment, subsequent plans, use of outside experts (including the Office of Disability Services), and periodic checks between the committee and the teacher candidate are appropriate courses of action in making accommodations.

6. Emotional Dispositions

a. Stress Management

The teacher candidate demonstrates the ability to deal with current life stressors through the use of appropriate coping mechanisms. He or she handles stress effectively by using appropriate self-care and developing supportive relationships with colleagues, peers, and others.

b. Emotional and Mental Capabilities

The teacher candidate uses sound judgment.

The teacher candidate demonstrates the emotional and mental health required to function effectively as a teacher.

c. Cognitive Dispositions

(1) Teacher candidates think analytically about educational issues.

(2) Teacher candidates are thoughtfully reflective about their practice.

(3) Teacher candidates are flexible, open to new ideas, and willing and able to modify their beliefs and practices.

(4) Teacher candidates question and test their assumptions about teaching and schooling.

C. Admission to Teacher Certification Program at UTSA
1. Provisional Acceptance

All teacher candidates at UTSA are provisionally admitted to the Teacher Certification Program upon application and satisfaction of admission criteria.

2. Unconditional Acceptance

Unconditional acceptance in the Teacher Certification Program is granted prior to the student teaching (or internship) experience if the following conditions are met: there are no outstanding negative Fitness to Teach reviews that a candidate has not successfully remedied and the teacher candidate has earned a grade of "C" or better in any and all Approaches or Models of Teaching courses. Approaches courses are offered in the Division of Bicultural Bilingual Studies, the Department of Health and Kinesiology, and the Department of Interdisciplinary Learning and Teaching. The grade of "C" represents a minimum standard. Each department or division has the right to establish a higher grade requirement provided that the higher requirement is published in the catalog.

3. Probationary Acceptance

Teacher candidates are placed on probationary status in the case of a Level 1 or 2 Formal Review. (See below.) Teacher candidates will remain on probationary status until such time as they have successfully completed a remediation plan or a decision to revoke candidacy has been made. If a student successfully completes a remediation plan and additional Fitness to Teach referrals arise, the student’s full program history will be reviewed.

D. Conditions for Completion of Student Teaching/Internship

Successful completion of student teaching/internship is a condition for meeting teacher certification requirements. Students may attempt student teaching/internship a maximum of two times. If the student does not successfully complete the second student teaching experience, they will not be eligible to enroll in student teaching a third time. The student may appeal to the Fitness to Teach Council to be reinstated only in the case of documented extenuating circumstances.

E. Review of Teacher Candidates at UTSA

All teacher candidates referred for review are expected to participate in the process. Refusal to participate will not terminate the process. The level of review will depend on factors such as the nature, severity, frequency of the incident or concern. For example, repeated violations may result in immediate Formal Level 2 review. Violations of the UTSA or host school district’s student code of conduct will result in immediate Level 2 Formal Review.

1. Informal Review

An informal review involves a faculty member and a teacher candidate. When a faculty member has concerns about a teacher candidate meeting any of the fitness to teach criteria, the faculty member will:

   a. discuss the concerns directly with the teacher candidate and seek to work with the candidate to resolve the difficulties;
   b. advise the appropriate department head and the dean or his or her designee of the concern(s) in order to identify potential patterns and issues related to the teacher candidate;
   c. document dates and content of meetings with teacher candidates.

If a problem arises in the field, the cooperating teacher of the host school district may discuss concerns directly with the UTSA faculty member. The teacher candidate may also be included in this meeting.

2. Formal Review: Level 1
When a faculty member is sufficiently concerned about a teacher candidate's fitness to teach, he or she will fill out the Fitness to Teach Referral Form Addressing Faculty Concerns. These forms are to be turned in to the associate dean for teacher education or his or her designee.

A three-way conference will then be scheduled with the instructor, the teacher candidate, and the associate dean or his or her designee. During this conference, a plan for remediation will be developed. The nature and content of the plan will depend on the specific situation. However, all remediation plans will be stated in measurable, objective terms, include a reasonable timeline, and be signed by all parties involved. If the candidate fails the remediation plan(s) he/she will be placed on Level 2 Formal Review. If the candidate successfully completes the remediation plan, probationary status will be removed. The remediation plan may continue for more than one semester, depending on the individual circumstances.

3. Formal Review: Level 2

If a second incident or concern is reported on the same teacher candidate, the candidate has failed a remediation plan during the Level 1 Review, or the seriousness of the incident or concern warrant it, the Fitness to Teach Council will be convened. This group (made up of faculty and chaired by the associate dean or his or her designee) will meet to:

a. review the paperwork,

b. interview the faculty members who have instructed the teacher candidate,

c. interview the teacher candidate, and

d. make a determination regarding the teacher candidate's suitability to continue in the program.

The teacher candidate is afforded due process throughout these proceedings. Following a Level 2 review, a letter of appeal may be submitted to the dean for consideration. The dean's decision is final.
WORDS TO THE WISE

1. E-mail Addresses
   a) Student teacher supervisors will communicate with student teachers through the student teacher’s UTSA e-mail address. Observation, Midway and Summative Forms will be sent only to the student teacher’s UTSA e-mail account. Student teachers are advised to regularly check their UTSA e-mail account for communication from their supervisor, the University Career Center, and other UTSA offices.
   b) Student teachers are advised to use caution when listing ‘casual’ e-mail addresses with school district personnel. Some e-mail addresses create unfavorable impressions and should not be used for professional correspondence.

2. Social Networking Sites
   a) Student teachers should exercise extreme caution with social networking sites such as Facebook. Photographs and comments on such sites occasionally create unflattering impressions. Student teachers should restrict access to their own sites and under no circumstances should student teachers allow their students access to their social networking site.
   b) It should be assumed that information published on a social networking site will be examined by school district personnel officers prior to hiring a new teacher.
   c) UTSA student teacher supervisors reserve the right to examine student teachers’ social networking sites.

3. Dress Code
   a) Student teachers are perceived to be professionals in the schools and consequently, their dress should reflect professional standards.
   b) Student teachers should follow school district dress and grooming guidelines as reflected in student and employee handbooks and should follow district guidelines while at school and while attending school related events.

4. Telephones
   a) Student teachers should be aware of the impression that their outgoing phone messages leave. Because school district personnel and university supervisors occasionally call student teachers, unprofessional phone messages should be changed during the student teaching semester.
   b) Cell phones are to be turned off during the day while student teachers are in their school placement or in UTSA seminars.

5. Liability Insurance: The University of Texas at San Antonio does not provide pre-services teachers with liability insurance. It is recommended that pre-service teachers purchase liability insurance coverage from professional organizations such as ATPE, TCTA, or others.
Dealing with Conflict

Occasionally student teachers and cooperating teachers have conflicts or misunderstandings about issues in the classroom. Managing student behavior, writing lesson plans, teaching lessons, and/or displaying professional behavior are sometimes problematic. The following discussion is offered to minimize misunderstandings and maximize professional dialogue between student teachers and cooperating teachers.

Basic Understandings:

1. Student teachers are guests in the classrooms of their cooperating teachers and therefore should follow the cooperating teacher’s lead and suggestions.
2. Communicating on a regular basis about classroom issues will lessen the likelihood of conflict and will encourage professional dialogue. Student teachers and cooperating teachers are strongly encouraged to establish a specific time each week to communicate about classroom issues and to make every effort to adhere to their meeting time.
3. Airing differences of opinion as they become apparent is encouraged. Simply hoping that areas of conflict will go away is rarely an effective strategy.

Periodically, student teachers and cooperating teachers need assistance in sorting out differences of opinion. The following problem solving steps are suggested:

1. During the regularly scheduled weekly communication time, discuss the problem.
2. Use active listening skills to understand the other person’s perceptions. Try to restate, paraphrase and summarize what the other person has said.
3. Focus on work issues and leave personalities out of the discussion.
4. Listen with empathy and see the conflict from the other person’s point of view.
5. Brainstorm possible solutions and be open to all ideas.
6. Decide on a solution and put the solution into practice.
7. Discussion should be calm, courteous, and professional.

If a solution cannot be agreed upon or if there is continuing conflict, please contact the student teacher supervisor. The supervisor may suggest a three-way conference or meeting to help negotiate a solution to the problem.
REMOVAL OF A STUDENT TEACHER FROM HIS/HER PLACEMENT

The Student Teaching program is a cooperative relationship between UTSA, school districts, schools, cooperating teachers, and student teachers. A student teacher is a guest in the classroom of his/her cooperating teacher and should behave as such. Occasionally circumstances warrant the removal of a student teacher from his/her placement. Reasons for removal from a student teaching placement include, but are not limited to, excessive absences from school or UTSA seminars, unprofessional conduct by the student teacher toward school personnel or students, or failure by the student teacher to establish a satisfactory level of performance in the classroom.

If a student teacher is removed from his/her placement, a Fitness to Teach conference will be held with the student teacher, university supervisor, and director of student teaching. Options for the student teacher will be explored during the conference.
STUDENT TEACHER COMPENSATION

Policy: During the student teaching semester, student teachers are not permitted to receive compensation from the school district to which they are assigned for any jobs or tasks performed. These jobs include but are not limited to:

1) Substitute Teacher
2) Tutor
3) Coach
4) Athletic Trainer
5) Club Sponsor

After the student teaching semester has been completed, student teachers are eligible for employment in any position for which they are qualified.
STUDENT TEACHER ABSENTEEISM

Regular attendance is required and the student teacher is expected to be in attendance at his/her school placement or at UTSA for seminars conducted by the university supervisor.

Job interviews are allowed during the student teaching semester, however, notification and approval by the supervisor must be obtained prior to the interview. Every effort should be made to arrange the interviews for after school hours.

Student teachers are allowed 3 excused absences due to illness or emergency. Arrangements must be made to make up any additional loss of time at the end of the scheduled student teaching period.

If it is necessary for the student teacher to be absent for one or several days during the student teaching experience, the student teacher is required to do the following:

1. Telephone the assigned school as soon as possible and report the absence to the school secretary, or inform her the day before the absence.

2. Inform or telephone the cooperating teacher of the absence immediately.

3. Inform the university supervisor of the absence.

4. In emergency cases, the rule of prudent judgment should apply, including emergencies that may occur during the school day.

ACCIDENTS AT SCHOOL

In the event of an accident or injury occurring at school or at school related events, the student teacher should follow this procedure:

1. Notify the school nurse as soon as possible after the accident or injury occurs.

2. Notify the cooperating teacher and university supervisor as soon as possible after the accident or injury occurs.

3. In emergencies, the rule of prudent judgment should apply.
OVERVIEW OF THE STUDENT TEACHING SEMESTER

A full semester of student teaching is required. Six semester hours credit is granted upon completion of the program. The student teaching period in each placement is divided into three phases: orientation, planning, and teaching. Length of day for a student teacher should adhere to the length of day required for a teacher at the school. While student teachers are encouraged to experience a full range of school activities, activities for which the cooperating teacher is compensated are not required activities for the student teacher. Examples of such activities include UIL, Prom Committee, coaching duties, club sponsorships, etc. The student teacher is encouraged but not required to participate in such activities.

**Phase one or orientation** occurs during the first three weeks.

Responsibilities of the student teacher during phase one include:

1. Meeting the cooperating teacher, students, and administrative staff.
2. Reading the student handbook as well as the faculty handbook.
3. Becoming familiar with the procedures and routines of the assigned classroom.
4. Observing the cooperating teacher and helping with the daily routines and procedures, such as checking roll; observing student behavior and noting how the cooperating teacher deals with different kinds of situations.
5. Learning the students’ names.
6. Observing at least 4 other teachers for an entire lesson.
7. Observing support areas of the school.
8. Attending all classes at UTSA.

Responsibilities of the cooperating teacher during phase one include:

1. Providing the student teacher with:
   - Desk or work area
   - Faculty handbook
   - Student handbook
   - Emergency procedures information
   - Classroom rules and procedures
   - Grading policy
   - Late-work policy
   - Seating charts
   - School and district calendar
   - Textbook, preferably a teacher’s edition
   - Course outline and curriculum guide

2. Informing the student teacher about:
   - Parking arrangements
   - Sign in/out sheet (if required)
Lunch
Regularly scheduled meetings
Duty assignments
Extracurricular events
Teachers’ workroom and copying policies
Computer and other school technology use guidelines

**Phase two or planning for the actual teaching experience** builds on the responsibilities established during the orientation phase.

**Responsibilities of the student teacher during phase two include:**

1. Assisting individuals and groups.
2. Developing short lesson plans for segments of the lesson, conducting the opening activity, discussing the agenda or objectives for the day, reviewing the previous day’s lesson, or teaching a part of the day’s lesson.
3. Observing carefully as the cooperating teacher teaches the lesson. He or she may choose to model a portion of it, and then have the student teacher teach the same lesson (segment) to the next class or period.
4. Asking for feedback and implementing suggestions and recommendations given by the cooperating teacher.
5. Developing lesson plans and teaching one complete period each day. Additional periods are added at the discretion of the cooperating teacher until the student teacher is teaching the full day.
6. Completing LiveText Key Assignment Lesson Plan.

**Responsibilities of the cooperating teacher during phase two include:**

1. Modeling effective teaching practices.
2. Providing assistance to the student teacher with planning of lessons and preparation of materials.
3. Observing lessons both formally and informally and providing suggestions for improvement.

**Phase three or sharing the role of the professional teacher** continues for the remainder of the student teaching semester.

**Responsibilities of the student teacher during phase three include:**

1. Planning and teaching independently, trying out and testing creative and imaginative ideas, activities, and materials.
2. Participating in parent-teacher conferences.
3. Learning to complete administrative tasks expected of a professional teacher.
4. Evaluating student work including writing progress reports and entering grades.
5. Implementing effective classroom management.
6. Demonstrating effective teaching skills and performing as a professional teacher.

Ideally, the student teacher will full-teach for one full grading period.

Responsibilities of the cooperating teacher during phase three include:

1. Continuing to support the student teacher in lesson planning and presentation.
2. Providing opportunities for the student teacher to attend ARDs and parent conferences.
3. Continuing to evaluate the student teacher’s performance through observations and final evaluation.

SUGGESTED TIMELINE FOR ASSUMPTION OF TEACHING RESPONSIBILITIES

Student teachers should be introduced gradually to the full teaching day. During the first three weeks, the Orientation period, the student teacher will be observing in the classroom, learning about the students and the school, and observing in other teachers’ classrooms. Student teachers may also help with classroom routines, grading papers, helping individual students with make-up work, running errands, making copies, filing, etc.

After the three week Orientation period (phase one), the student teacher may gradually begin to teach.

<table>
<thead>
<tr>
<th>Week 4</th>
<th>Continue with classroom responsibilities established during first 3 weeks. Additional responsibilities may include: conducting the opening activity, going over the agenda and/or the objectives for the day, and/or reviewing the previous lesson.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 5</td>
<td>In addition to the established responsibilities, student teachers may begin to introduce the lesson and teach small segments of it. Lesson plans for this are needed, even if it is only a short lesson segment. One suggestion is for the cooperating teacher to model the lesson to the first class of the day and then have the student teacher teach it to the next class. Give plenty of feedback.</td>
</tr>
<tr>
<td>Week 6</td>
<td>Student teachers can be given complete responsibility for planning and teaching a full lesson to one or two periods. Lesson plans are required.</td>
</tr>
</tbody>
</table>
Week 7  
Student teachers can begin to add class periods gradually building up to a full schedule.

Week 8  
Student teachers are planning and teaching a “full load” of classes. They are also managing the classroom, doing administrative paperwork, evaluating student work and helping with grades and report cards.

The teaching schedule for dual placement student teachers is adjusted to fit the time frame.

OBSERVATIONS OF THE STUDENT TEACHER BY THE COOPERATING TEACHER

The following forms will be provided by the university supervisor:

- 3 Student Teaching Observation Forms
- 1 Readiness to Teach/Midway Evaluation Form
- 1 Summative Evaluation Form
- 3 On-Going Communication Forms

Informal observations should begin as soon as the student teacher begins to teach. These observations serve as valuable formative tools. Informal observations can be done on plain paper and simply consist of notes made during the observation. As soon as possible after the lesson, discuss strengths and areas for growth.

**Informal observations should continue throughout the semester.**

Formal observations are done on UTSA forms. Formal observations should be done at consistent intervals throughout the semester.

The Readiness to Teach/Midway Evaluation is completed at the halfway point in the semester.

The Summative form will be the final evaluation, and is completed at the end of the semester.

The On-Going Communication form should be completed by the cooperating teacher prior to each observation visit by the university supervisor.
COMPENSATION DAY FOR COOPERATING TEACHERS

Cooperating teachers play a vital role in preparing student teachers to achieve certification and begin their professional careers in public schools. A Compensation Day is offered as an acknowledgement of the service the cooperating teacher provides.

If the school/district approves, the Compensation Day may be taken during the last two weeks of the student teaching semester. The student teacher will be the substitute teacher but will receive no pay for this substitute day. The Compensation Day should not be scheduled for a day that the student teacher will be in a seminar or in class at UTSA.

UTSA does not provide a form since many campuses/districts have their own procedures. Some districts have a printed form that must be signed by the cooperating teacher, the student teacher, and the university supervisor. Other districts require only verbal approval from the cooperating teacher and the university supervisor. Whatever format the campus/district uses, this notice serves as documentation for university approval.

Contact the university supervisor if you have any questions.

NOTE:

Except for the Compensation Day, student teachers should not be used as unpaid substitute teachers. If a cooperating teacher is going to be absent, a substitute teacher should be present in the classroom.
ROLE OF THE UNIVERSITY SUPERVISOR

As liaison representing the College of Education and Human Development, the university supervisor will observe, evaluate, and confer with each student teacher and cooperating teacher. This collegial team facilitates the planning, implementation, and evaluation of experiences that will increase the professional competence of the student teacher.

Responsibilities of the university supervisor include:

1. Observing at least three lessons during the student teaching experience.
2. Providing specific objective feedback on lesson plans, observations and other assignments.
3. Conferencing with the student teacher after each observed lesson, at the midway point in the semester as needed, and at the end of the semester.
4. Communicating with the cooperating teacher to provide orientation at the beginning of the semester and on a continuing basis throughout the semester.
5. Conducting regularly scheduled seminars.
ASSIGNMENTS DURING THE STUDENT TEACHING SEMESTER

All student teachers will complete the following assignments. Due dates and points awarded for each assignment will vary by supervisor.

I. Lesson Plans and LiveText Key Assignment Lesson Plan

UTSA requires student teachers to have lesson plans for every lesson or partial lesson taught.

Lesson plan format may vary among student teachers but should include the following common elements:

1. TEKS
2. Focus activity
3. Objectives
4. Activities and procedures (include alternative activities, guided practice, check for mastery, independent practice, and enrichment)
5. Materials and equipment
6. Assessment
7. Reteach
8. Closure and enrichment
9. Lesson evaluation

If the student teacher’s school requires a specific format, it may be used if the format includes the above mentioned elements. If the format used by the school consists of only a checklist and/or does not include the elements, the student teacher will be required to provide both types of lesson plans.

II. Observing Other Teachers and Support Areas

Observations of the cooperating teacher and other teachers on the campus are required. Use the forms provided in this Handbook.

Observation of Support Areas is also required. Use the forms provided in this Handbook.
III. Teaching Portfolio

A portfolio is an opportunity for a teacher to showcase his or her accomplishments. Because it is a reflection of the teacher’s abilities, time and care should be taken in its preparation. The portfolio should be typed and presented professionally. Photos of students engaged in activities planned by the student teacher enhance its appearance and credibility. Consider using a dark ring binder with dividers.

A. Personal Information
   - Cover Letter/Letter of Introduction
   - Resume
   - Philosophy of Education
   - Copies of Transcripts
   - Copies of TExES Scores/Certification information
   - Letter of Verification
   - Awards/honors/recognition

B. Student Teaching
   - Information regarding placement: school district, school, teaching assignment (courses, levels taught)
   - Additional activities such as tutoring, duties, etc.
   - Observation forms from university supervisor and cooperating teacher
   - Summative Evaluation forms from university supervisor and cooperating teacher

C. Lesson Plans
   - Two to four sample lesson plans, including the LiveText Key Assignment Lesson Plan
   - Self-made worksheets, quizzes, tests, etc.
   - Samples of student work*
   - Photographs*

*Be cautious about issues of confidentiality when using photos or documents containing students’ or parents’ names or images. Photograph students from the back only.

D. Other Possibilities:
   - Professional development (in-services attended, conferences, etc.)
   - Professional memberships
   - Publications and/or presentations
   - Letters of Appreciation, Commendation, or Recommendation
   - Community service
FACULTY OBSERVATION FORM

Directions: Use the form below during observations of cooperating teachers and other teachers.

Student teacher: ____________________________

Date: ______________  Class observed: ____________________

<table>
<thead>
<tr>
<th>Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.  Starting the Class</td>
</tr>
<tr>
<td>A. Warm-Up</td>
</tr>
<tr>
<td>B. State objective</td>
</tr>
<tr>
<td>C. State rationale</td>
</tr>
<tr>
<td>D. Relate to previous learning</td>
</tr>
<tr>
<td>E. Engage students</td>
</tr>
<tr>
<td>II. Developing the Lesson</td>
</tr>
<tr>
<td>A. Lecture</td>
</tr>
<tr>
<td>B. Discussion</td>
</tr>
<tr>
<td>C. Technology</td>
</tr>
<tr>
<td>D. Demonstration</td>
</tr>
<tr>
<td>E. Student-Centered Activities</td>
</tr>
<tr>
<td>III. Use of Materials</td>
</tr>
<tr>
<td>A. Textbook</td>
</tr>
<tr>
<td>B. Supplementary books</td>
</tr>
<tr>
<td>C. Visuals</td>
</tr>
<tr>
<td>D. Technology</td>
</tr>
<tr>
<td>E. Concrete objects and models</td>
</tr>
<tr>
<td>F. Other</td>
</tr>
<tr>
<td>IV. Accommodating Individual Differences</td>
</tr>
<tr>
<td>A. Small groups</td>
</tr>
<tr>
<td>B. Individualized assignments</td>
</tr>
<tr>
<td>C. Other</td>
</tr>
</tbody>
</table>
V. Managing Students
   A. Management system
   B. Refocusing techniques
   C. Other

VI. Ending the Lesson
   A. Summarize the day’s learning
   B. Assign homework
   C. Other

VII. Forms of Assessment
   A. Oral questioning
   B. Written questions
   C. Application
   D. Other

Reflection
SUPPORT AREA OBSERVATIONS

Name: __________________________________________________________

Student teachers will visit each of the areas listed below. Record the date you visit, faculty or staff member in charge and the purpose/procedure of the area visited.

<table>
<thead>
<tr>
<th>Support Area</th>
<th>Faculty/Staff Member</th>
<th>Date</th>
<th>Purpose/Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Offices</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance Office</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CMC Director</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counselor’s Office</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL Coordinator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SPECIAL POPULATION SURVEY

Directions: Provide information to answer the following questions as they pertain to the special population services available at your school. Type your responses on a separate page and be prepared to discuss your responses in seminar.

1. Name the special populations programs available at your school. Be able to describe them, and the type of students being served.

2. How involved is the regular classroom teacher with the special population programs?

3. What is the process for referring a student for special population services? What is the regular classroom teacher’s role?

4. How long does it take before a student receives special population services from the time of referral?

5. Who determines the placement of a student who is referred for special education?

6. How are parents involved in the referral process?

7. What happens when parents refuse to have their child placed in a special education program?

8. What support personnel are available to assist the regular classroom teacher?

9. What happens to students who do not qualify for special education services?

10. How are gifted/talented students identified and served in your school?

11. Reflect on your experience in the special population setting.
ATTENDANCE AT SCHOOL EVENTS

Name: __________________________________________________________

Student teachers will observe or attend as many of the following as possible:

<table>
<thead>
<tr>
<th>Event</th>
<th>Date Attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Meeting</td>
<td></td>
</tr>
<tr>
<td>Team/Grade/Department Meeting</td>
<td></td>
</tr>
<tr>
<td>Parent Conference</td>
<td></td>
</tr>
<tr>
<td>ARD Meeting</td>
<td></td>
</tr>
<tr>
<td>Athletic Event</td>
<td></td>
</tr>
<tr>
<td>Band/Orchestra Concert</td>
<td></td>
</tr>
<tr>
<td>Choir Performance</td>
<td></td>
</tr>
<tr>
<td>Drama Production</td>
<td></td>
</tr>
<tr>
<td>JROTC Formation</td>
<td></td>
</tr>
<tr>
<td>Student Dance or Social Event</td>
<td></td>
</tr>
</tbody>
</table>
CAMPUS INFORMATION

School District: ________________________________

School Name: ________________________________

School Phone Number: ___________    Fax Number: ___________

Cooperating Teacher: ________________________________

Home Phone Number: ___________    E-Mail Address: ___________

Personnel Names:

Principal: ________________________________

Assistant Principals: ________________________________

______________________________

______________________________

______________________________

Department Chair: ________________________________

Teaching Assignment:

Grade level(s): ________________________________

Course(s): ________________________________

Level(s): ________________________________

Room Number(s): ________________________________

Attach: 1) School bell/period schedule; 2) Your schedule; 3) Map of the school
STUDENT TEACHER INFORMATION FORM

* Please be sure that this information is complete and accurate.

Please print:
Full Name: ____________________________________________
(Last) (First) (Middle)

Current Address: ______________________________________
(Street & Number) (City, State, ZIP)

Phone: ________________________________________________
(Home) (Cell)

Email: ________________________________________________
UTSA e-mail address

Emergency Number/Relationship: __________________________

Certificate will be completed at student level of:
Undergraduate ____ OR Post Bac ______

Area(s) of Certification: _________________________________

Undergraduate:
Date you plan to graduate ______ Area of specialization ______

Post Bac:
Previous degree(s) in _____________ Date degree(s) earned: __________
Institution: ______________________

Do you work? If yes, where and approximate hours: ________________

Other classes this semester: ____________ Days/times: ________________

Previous work and volunteer experience:

On the back of this form, elaborate on your goals for the future and your greatest concerns about student teaching.
STUDENT TEACHER TExES INFORMATION

Please be aware of the following regarding TExES exams:

1. Student teachers should try not to schedule Computer Administered TExES exams during the school day. Whenever possible, Computer Administered TExES exams should be scheduled during early evening hours of weekdays or on weekends.

2. Student teachers must complete practice test and/or review requirements before being allowed to register for state TExES exams.

3. For information about the exam, please consult the UTSA TExES website: http://education.utsa.edu/texes.
Revised Code of Ethics and Standard Practices for Texas Educators
(effective Sept. 1, 2002)

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

Enforceable Standards
I. Professional Ethical Conduct, Practices and Performance.

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

Standard 1.2. The educator shall not knowingly misappropriate, divert or use monies, personnel, property or equipment committed to his or her charge for personal gain or advantage.

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

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

Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents or other persons or organizations in recognition or appreciation of service.

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

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

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

II. Ethical Conduct Toward Professional Colleagues.

Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

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

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

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

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

III. Ethical Conduct Toward Students.

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

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

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

Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, sex, disability, national origin, religion, or family status.

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

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

Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any student or knowingly allow any student to consume alcohol or illegal/unauthorized drugs in the presence of the educator.
A Letter of Verification (an “LOV”) is designed to inform a school district about the status of a student in UTSA’s Teacher Certification Program. If a district requests this information, please fill out the request below and turn it in to MB 3.214 or fax to 210-458-5410.

Date Received: _________________________________________

Request for Letter of Verification

Name: __________________________________________________

Banner ID Number: _______________________________________

Phone Number: ____________________________________________

UTSA E-mail address: _______________________________________

Circle level of certification you are seeking:

EC-4/6  4-8  8-12  All-Level

Are you completing:

_____ the standard undergraduate program?

OR

_____ the post-baccalaureate program?

Letters should be ready for pickup approximately 10 days from the date the request is received in MB 3.214 or faxed to 210-458-5410. If you have a question regarding your LOV, e-mail the appropriate certification advisor.
APPLYING FOR YOUR CERTIFICATE

Student Teachers: If you are enrolled in your final course (student teaching) and all required exams have been passed, you may begin the application process at any time after April 15th or November 15 of your student teaching semester.

Applications for all Texas Educator Certificates are made online at the Texas Education Agency website:

www.tea.state.tx.us

At the website, click on “State Board for Educator Certification” and follow the directions. You must first set up an account if you have not done so previously. You are applying for a STANDARD certificate, and the recommending entity is University of Texas at San Antonio-UNIVERSITY BASED (not Master Teacher).

When you have completed the process, UTSA will receive notification that you have applied for your certificate. At that point, if you are eligible, UTSA will complete the recommendation and you will be notified by email that you have been recommended. Please note, however, that you will not be officially certified until TEA has (i) received and applied the required fee, (ii) received your fingerprint card (if applicable) and (iii) completed a criminal history background check.

Note: Please do not begin the application process until ALL of the following conditions have been met:

- You have passed all required TExES exams.
- You are enrolled in your final course (student teaching).
- Your degree has been awarded or will be awarded at the end of the semester. (Applications cannot be processed until degrees are official.)

Students who apply without meeting eligibility requirements may be removed from the UTSA list of candidates and required to reapply at a later date.

If you have questions, please call the UTSA Certification office: 210-458-6287. Technical questions regarding problems with the SBEC website should be addressed to SBEC representatives at 1-888-863-5880.