

2023-2024 WILEY UNIVERSITY

School of Education

Student Teaching Handbook



GO FORTH *inspired.*

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Preface

Wiley University Student Teaching/Clinical Teaching handbook is designed to guide students pursuing certification in any of the teaching fields offered. It serves as the operational handbook for the School of Education faculty and personnel from the coordinating/mentor schools that accept Wiley students as interns. Program requirements are based on adopted rules of the Texas Education Codes and Texas Administrative Codes for Educator Certification.

No document can cover every possible situation that may occur during the Educator Preparation Program (EPP). However, this handbook does provide the general parameters within which the EPP functions. This handbook's provisions constitute a contract between a student and Wiley College, expressed or implied.

Students and related personnel are informed that the College publishes many handbooks/manuals guiding the daily operations of individual divisions, departments, or units. Should there appear to be an apparent conflict between the policies and procedures in this document and those in the College Academic Catalog, the Wiley College Academic Catalog will supersede.

Per the TEA rule change, Wiley College reserves the right to alter or amend the terms of this handbook. The further college reserves the right to correct errors that may have occurred in printing or posting this document.

Hello Wildcats and welcome to Wiley College's School of Education and Sciences!



It is my honor to serve in this place of active learners where students go forth inspired. The excitement and anticipation of a new academic year is profound. In the face of much uncertainty and challenges, there is no doubt that this is a challenging, yet; amazing time to consider becoming a teacher. The School of Education and Sciences is one of two academic areas at Wiley College and comprised of five academic departments: Early Childhood Education, Music Education, Physical Education and Health, Interdisciplinary Studies, and Biology.

Every occupation begins with a great teacher. In the education department, the primary goal of the unit is to prepare high quality, caring, committed, and culturally responsive teachers. The educator

preparation program (EPP) includes majors in Early Childhood Education, Music Education, and Physical Education and Health. Our goal is to design learning experiences that are real-world focused, application-based, and individually meaningful. We pride ourselves on developing educators who are highly competent and prepared to help serve as change-agents in the field of education.

The School of Education is intentional and committed to preparing teacher candidates who are:

1. Reflective and proficient in assessing their actions and decisions in the learning process.
2. Active learners who engage in critical thinking.
3. Able to use their understanding of pedagogical, professional, and content knowledge to support student learning; and
4. Highly capable of fostering relationships with school colleagues, parents, and the community to holistically encourage student growth and development.

By joining the Wildcat family, you'll join an institution of compassionate and enthusiastic professionals from diverse backgrounds dedicated to the continued academic and professional growth of our students. From the classroom to clinical settings, you'll obtain the pedagogical and personal skills required to provide a meaningful education.

I hope to meet each of you as the year advances. On behalf of the faculty and staff in the School of Education, good luck!

Warmest Regards,

JoAnn Scales

JoAnn N. Scales, Ed.D.
Dean, School of Education and Sciences
Assistant Professor

School of Education's Mission Statement

The School of Education and Sciences prepares highly competent, capable, and caring effective and efficient educators to meet the needs of students in diverse environments within the State of Texas and beyond. By linking theory, scholarship, and engaging innovative strategies, our students graduate ready to embark on their lifelong journeys in the field of study.

School of Education's Vision Statement

Graduates of the School of Education and Sciences embodies the dispositions and professionalism resulting from a 15-year strategic plan comprised of intensive, guided pathways and curricular enhancements designed to ensure students are fully certified and employable. Our "career pathways" framework provides extensive co-curricular and technology-related experiences to prepare students for dynamic future classrooms or field of study.

Students enrolled in our Educator Preparation Program will learn practical, effective ways to integrate technology resources and technology-based methods. Upon completion, students will design and produce interactive, internet-based lessons that incorporate Technology Applications of Texas Essential Knowledge and Skills (TEKS). In addition, students will demonstrate mastery of accessibility standards and Universal Design for Learning (UDL), and they will demonstrate proficiency in digital literacy.

Overview of Institution

Wiley College, founded in 1873 in Marshall, Texas, is a historically black, primarily liberal arts, residential, coeducational, baccalaureate degree-granting institution affiliated with The United Methodist Church.

Committed to the principle of educational access, the College serves traditional and nontraditional students from diverse backgrounds who have expressed a desire and potential for learning in a Christian environment. The College, in fulfilling its primary purpose of providing a liberal arts education with a global focus, endeavors to provide an intellectually stimulating environment, promoting students' competencies in communication as well as critical and analytical thinking. The College also supports spiritual, ethical, moral, and leadership development. To achieve these superordinate goals, the College promotes an atmosphere of academic freedom and employs a faculty committed to excellence and innovation in teaching, advising, and scholarship. The faculty provides a rigorous curriculum for preparing graduates for professional or graduate students and productive careers in traditional and emerging career fields.

Wiley College is committed to shared governance and exemplary stewardship of its resources. The College employs innovative techniques and strategic planning for all its clientele. Acknowledging its covenant relationship with The United method Church, the College affirms the ideal of social responsibility and seeks to contribute to the welfare and revitalization of its community (Approved by the Wiley College Board of Trustees July 15, 2011).

Overview of the School

The mission of the School of Education is to prepare candidates for meaningful careers in the field of education. Building upon a solid liberal arts foundation, The Educator Preparation Program (EPP) assists teacher candidates in developing the knowledge, skills, and dispositions necessary to become competent, effective, and caring teachers in an ever-changing society. Candidates are prepared to become reflective practitioners who are lifelong learners.

The School of Education supports and fulfills the College's mission to provide effective academic programs that prepare future teacher leaders to positively impact the students they serve. This mission, grounded in a solid Christian foundation, reflects the belief that teaching prepares a knowledgeable, engaged, and diverse citizenry to continue to build communities in the truest sense, enhanced through the appropriate use of technology in all its facets. The faculty in the EPP is committed to preparing professional educators who become reflective practitioners through:

- Developing content knowledge, pedagogical skills, and professional dispositions leads to effective teaching.
- Implementing defensible instructional decisions and technology applications.
- Embracing active, engaged student-centered learning.
- Teaching is culturally relevant and responsive to the ever-changing developmental and educational needs of diverse students, families, and society in partnership with schools and communities.

The mission is realized for all candidates through the attainment of twelve common goals aligned with the Texas Education Agency Standards for Teachers and Interstate Teacher Assessment and Support Consortium (InTASC) standards. At the same time, the EPP meets the Council for Accreditation for Educator Preparation (CAEP) program standards. The educator preparation Program has established various subject-specific certifications to assist candidates to:

- Develop an understanding of the subject matter areas, create meaningful learning experiences on this knowledge, and master/pass the Texas Examinations of Educator Standards (TExES).
- Prepare teacher candidates with a foundation for successful study at the graduate level.
- Develop an understanding of students' cognitive, social, physical, and emotional development and create learning opportunities that support student academic development.
- Recognize and value student diversity and the differences in how students learn and provide instruction to accommodate such diversity.
- Develop instructional plans based on students' needs, curricular goals and models, subject matter, and community.
- Develop pedagogical knowledge and skills and use this expertise to encourage students to develop critical thinking and problem-solving skills.
- Create a classroom environment that facilitates learning and a climate that encourages fairness, positive social interactions, active learning, and self-motivation.
- Develop effective verbal, non-verbal, written, technological, and media communication skills to support and enhance student learning.
- Understand the role of assessment and formal and informal assessment strategies to evaluate student learning.
- Develop skills necessary for self-reflection and use this knowledge to analyze past experiences and pursue professional development opportunities.
- Collaborate with students, candidates, parents, community members, and professional colleagues to support student learning and development.
- Demonstrate a sense of caring.

The State Board for Educator Certification, in conjunction with the Texas Higher Education Coordinating Board, revised the rules governing educator preparation programs. As determined by the State Board for Educator Certification and the Texas Higher Education Coordinating Board, the traditional system, which called for a prescribed schedule of required classes and semester hours, has been replaced with a standards-based teacher preparation system. The latter is based upon identifying the essential knowledge and skills needed for a beginning teacher in Texas and using this knowledge base to build the teacher preparation program. Wiley College has aligned courses with the Texas Essential Knowledge and skills and the Texas Examinations for Educator Standards (TExES) to support these programmatic changes.

The School of Education requires that all Education majors carefully monitor their program of students due to ongoing curricular changes required by the Texas Education Agency (TEA). Due to changes made by the State Board of Educator Certification (SBEC), in conjunction with the Texas Higher Education Coordinating Board (THECB), Education major students may be required to complete additional curricular requirements (when necessary) to obtain their teacher certification. It will also allow candidates to provide credible evidence of their ability to facilitate learning as they meet the Texas Essential Knowledge and Skills (TEKS) and all related Wiley General Education Competencies (GECs)

Source Note: Chapter 149. Commissioner's Rules Concerning Educator Standards Subchapter AA. Teacher Standards [Rule 149-Texas Educator Standards used to develop teacher candidates](#)

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242 [CH 247-Educators' Code of Ethics](#)

Benchmark III:

Policies Pertaining to Student Teaching

Application Deadline

Table 1: Student Teaching Interview Timeline

EPP Admission	Application Deadline	Student Teaching Interview
Fall	1st Tuesday in September	2 nd Tuesday in September
Spring	1 st Tuesday in February	2 nd Tuesday in February

Student Teaching and Certification Eligibility

To become a Student Teacher in the School of Education at Wiley College teacher candidates must become eligible for teacher certification in Texas. To be eligible for and teacher certification, teacher candidates must complete program requirements with an overall 3.00 Grade Point Average (GPA), by successfully completing at least 55 hours of interactive field experience and achieving passing scores on all required TExEs exams (Pedagogy & Professional Responsibilities, content specific, and Science of Teaching Reading for Early Childhood majors only). Obtaining eligibility for student teaching also includes passing all courses identified as meeting the Wiley College General Education Competencies.

To be eligible for graduation, teacher candidates must successfully complete student teaching with a grade of at least a “B”. Graduates who wish to teach in another state may need to complete additional requirements such as a standardized content or pedagogy examination specific to the reciprocal state’s requirements or take a particular course specific to the reciprocal state’s requirements.

Students who have been convicted of crimes or offenses that would seriously impact their suitability for teaching, guiding, and mentoring youth should confer immediately with their advisor and the Dean of Education.

Criteria for Admission to and Retention in the Student Teaching (Clinical Teaching)

A. To be admitted to student teaching a candidate must:

- Take the TExES pedagogy and Professional Responsibilities (PPR) examination.
- Take the TExES Content Area examination (according to the candidate’s certification area)
- Submit TExES scores from all exams taken to the School of Education. Texas Education Code 21.048 limits individuals to four attempts to retake any educator certification examination. This means that all testers are limited to a total of five attempts to pass a certification examination. The five attempts include the first attempt to pass the examination and four retakes. TEA will grant a 6th attempt on a case-by-case basis. Follow this [link](#) to complete the waiver request form.
- Possess at least a 2.75 GPA
- Complete all program coursework except for the semester in which application is made, at or above a “C” grade level.
- Complete at least 55 hours of field-based experiences/observations with written reflection.

- To be placed in a student teaching placement, teacher candidates must complete the federal criminal background check process (include fingerprinting) as a condition to obtain a student teaching placement. Teacher candidates may not be placed in a student teaching placement based on results of this background check.
 - Submit proof of liability insurance through membership in one or more professional education organizations such as the Texas State Teachers Association (TSTA).
 - Provide evidence of Code of Ethics training (signatures required).
 - Complete a qualifying interview. See required score in Teacher Education Handbook.
 - Submit a professional portfolio as evidence of pedagogical knowledge and growth.
- B. To be retained in Student Teaching, a student must:
- Adhere strictly to all policies and procedures outlined in the Student Teaching section of this handbook.
 - Continue performing at or above a “B” grade level in student teaching and at mid-point of the Student Teaching.

Note: Candidates cannot be concurrently enrolled in student teaching and have documented deficiencies in any academic course work or are seeking to retake TExES exams that were failed.

Graduation Requirements

To graduate from the Educator Preparation Program (EPP), students must meet the following requirements:

- Earn a minimum grade point average of 2.75
- Pass all courses required in the major with a grade of “C” or better.
- Successfully complete student teaching by performing at a “B” or above grade level.

Recommendation for a Texas Standard Teaching Certification

Candidates who graduate from the Educator Preparation Program (EPP) meet the criteria for recommendation of standard teaching certificate. Candidates must complete the application and pay associated fees to the Texas Education Agency (TEA).

Liability Insurance

Candidates are required to become members of the Texas State Teachers Association Student Program. The Texas State Teachers Association is affiliated with the National Education Association (NEA). Therefore, they qualify for NEA/TSTA-SP (Student Program) liability coverage insurance every time they step into a school.

Retention Policy

Wiley College intends to graduate and certify only candidates who will be effective educators. Evidence of potential effectiveness includes academic, dispositional, professional, and personal qualities. Teacher candidates are carefully assessed throughout the program for teaching dispositions as well as teaching skills and successful course completion. The EPP at Wiley College can remove a teacher candidate for the following reasons:

- consistent insufficient grades in education courses
- failure to adhere to TEA Code of Ethics
- incomplete background checks
- failure to become certified within five years of graduation/finishing.

- After completing the program, a significant change in the standards or test requirements for the certification field in which the student prepared
- school/district refused to accept the student for field experience/clinical teaching.

Withdrawal from the Educator Preparation Program

A teacher candidate who voluntarily decides to withdraw from the EPP must send a written notice of that intent from a Wiley College email account and include a brief statement explaining their withdrawal from the program and their Wiley College Campus ID in that email.

Testing Procedures for Graduated Candidates

Former *Education majors* who opt to withdrawal from the Education Preparation Program at Wiley College and who graduated with another discipline at Wiley College and who seek to obtain a standard teaching license must make a formal written request to the Dean of Education and Sciences within five (5) years. All of the following criteria must be met in order for the request to be approved:

- ALL Education coursework was completed with a “C” or better.
- Evidence (copy of score report) of previous attempts have been made on taking a licensure exam while enrolled at Wiley College’s EPP.
- State licensure exam directly relates to certificate being sought, Music, Physical Education, or Early Childhood Education.
- Take and pass three practice tests (tests that are aligned with certification being sought) with a score of 90% or better on Learning 240 or Study.com at your own expense.
- Take the state licensure exam within thirty (30) days of the last practice test on Learning 240 or Study.com at your own expense.

The Wiley College policy is consistent with the Texas Education Agency (TEA) policy. For additional information, please visit [TAC 19.228.35\(5\)\(B\)](#).

Placement of Teacher Candidates

The Director of Clinical Experiences at Wiley College places candidates for student teaching. The Director of Clinical Experiences matches candidates with cooperating teachers who are fully certified/fully qualified, who have at least three years of successful teaching in the certification area, who practice a constructivist developmental. Approach to instruction, and who have been highly recommended by their principal or other administrators. In addition, the Director of Clinical Experiences takes the following into consideration when making placements decisions:

- Academic professional credentials of staff; curriculum specialists and other public-school administrators are consulted about suitable placements.
- Previous field experience placements: the teacher candidate needs to have field and teaching experiences in a range of schools and settings (e.g., rural, urban, low SES, and those with a high percentage of ethnic diversity);
- Any personal connections a candidate has to a particular school; the Director of Clinical Experience avoids placing candidates in schools where a relative, friend, or instructor is employed or in schools that the candidate attended.
- Duration of Student Teaching and Attendance Policy

The student teaching (clinical practice) lasts approximately 14 weeks.

- Early Childhood teachers will have 7 weeks in primary grades placement and 7 Weeks in an intermediate grade's placement.
- Physical Education and Health student teachers will have 7 weeks in an elementary or middle school. Physical Education placement and 7 weeks in a high school Health placement.

Due to inclement weather and unforeseen events, a placement may be extended. In rare and special instances, a placement may be 12 weeks. If a candidate fails to complete the 12-week minimum, then he/she will have to repeat the student teaching experience.

- Candidates must attend every school/weekday in the term as set by the school district calendar or organization calendar, and they must be on time in the morning and stay until the teachers are allowed to leave in the afternoon. All absences require sufficient notice as determined by local policies. In the event of an illness, an emergency, or an unforeseen event such as a death in the family, the candidate must notify the cooperating teacher, the school, and the College supervisor of any absence. If a candidate misses more than one day of teaching for any reason, then his/her placement will be extended one day per absence. (See below for more information on the student teaching sequence). The candidate does not need to make up a day when he/she attends the Data Day or other Professional Development activities. Candidates are required to follow the school districts or Organization's calendar for school holidays not the Wiley College calendar. For example, if a candidate is doing his/her student teaching in the Spring, he/she would not be off during the College's Spring Break but would be off on the district's Spring Break schedule.

Full-time Student/Clinical Teaching Assignment

The candidate must carry a full teaching assignment; that means full responsibility for all classes and duties during the school/workday for at least four full weeks in each 7-week placement, or eight full weeks for a 14-week placement. Candidates may extend the teaching time if they wish and if the cooperating teacher has agreed to do so, but they must gradually return full responsibility to the cooperating teacher by the end of the semester.

Orientation of the Cooperating School

School sites differ in many ways, and each cooperating school's policies must be learned and not assumed by the candidate. The candidate must learn rules and protocols for such matters as parking, appearance, demeanor, and manners of address (i.e., how students address teachers and vice versa).

Professional Conduct

The School of Education expects candidates to conduct themselves in a professional manner. That means that they should not criticize cooperating teachers, administrators, other school personnel, or the school system as a whole. In addition, the School of Education expects candidates to follow all the rules and regulation of the school system in which he/she is working, maintain confidentiality with sensitive information, perform teaching and non-teaching duties in a timely manner, and work cooperatively with other school personnel. Confidentiality of student records and/or information is also of the utmost concern. Finally, the candidate should be guided by a code of ethics established by the Texas Administrative Code which is enforced by the State Board for Educator Certification.

Limiting Outside Activities

Student teaching is an extremely important and demanding experience that requires a great deal of time and effort. Therefore, it is recommended that candidates refrain from employment beyond student teaching or minimize work hours; candidates are encouraged not to take more than one college course during student teaching. although the College does not penalize students who need to work to support themselves during student teaching, the College does discourage candidates from engaging in any activity that would prevent them from giving their full attention to their teaching duties. Additionally, although candidates may participate in school functions beyond the school day, it is not recommended, and candidates should be very careful. The School of Education has high expectations that candidates will need to meet to master their teaching skills.

Liability Insurance

Candidates are required to become members of the Texas State Teachers Association Student Program. The Texas State Teachers Association is affiliated with the National Education Association (NEA). Therefore, they qualify for NEA/TSTA-SP (Student Program) liability coverage insurance every time they step into a school.

Daily Lesson Plans

Daily plans are required of candidates once they begin any instruction in the classroom site. Plans must be submitted according to the School of Education's policy. Lesson plans should be submitted to the cooperating teacher a week in advance for approval. After the lesson plans have been approved by the cooperating teacher, candidates should submit the lesson plans to their college supervisor the same week that the lessons are taught. Candidates must use the Wiley Lesson Plan Format when creating lessons and unit plans.

Job Actions

If the candidate's assignment is affected by a job action (such as a teacher strike or disciplinary action against the cooperating teacher, or an ethics violation committee by the cooperating teacher) or work stoppage of any kind, the candidate and/or the cooperating teacher must contact the College's School of Education immediately. When a job action involving work stoppage occurs in a cooperating school system where candidates are assigned, it is the policy of the College that the candidates are non-participants. The candidate then remains away from the assignment on a standby basis during the period of time when schools are closed or during the period of time when schools are declared open without resolution between the parties involved.

Removal from a Placement Site

The Field Supervisor, with the approval of the Dean of the School of Education, may remove a candidate from a placement and/or cooperating teacher if that placement is found to be inappropriate to the candidate's learning needs.

Removal from Student Teaching

The Director of Clinical Experience may remove a candidate from student teaching (clinical practice) for any of the following reasons:

- Inadequate progress
- Excessive absence
- Unprofessional behavior
- Misconduct

A teacher candidate who has been removed from the experience shall be given a grade of “D” or “F” for the experience at the discretion of the College supervisor. No candidate who has been removed from student teaching shall be guaranteed re-admittance to student teaching.

Due Process of Candidate’s Rights

In addition to the existing appeals process stated in the College catalog (review of grading system, grade appeals, the “D” and “F” repeat rule, academic probation, and dismissal), the following apply to the candidates during their experience/clinical practice:

- Candidates who have been withdrawn from student teaching placement at the request of the school system may request a hearing for a new placement, but the new placements are not guaranteed.
- Candidates who have been removed by College personnel from student teaching may appeal that action in writing to the Dean, who will convene a hearing between all parties involved. At this hearing, the candidate will be given an opportunity to appeal the action.

Dress Code Requirements

Dress professionally when attending the placement. Do not wear anything too tight, short, or revealing. No flip flops. No high heels. Not jeans, leggings, or sweatpants. No shirts with inappropriate logos/sayings/ no gum, etc. Cover tattoos. No piercings (except ears for female students) with small earrings. Please look like a well-dressed professional teacher, not a student.

Inclement Weather Procedures

The college requires all candidates to adhere to the inclement weather procedures of their particular placement. When a decision is made to close schools for the day, most school districts contact local news media by 6:00a.m. When schools are open for students on a delay and conditions still do not look favorable, a decision to close will be made by 8:00am.

Roles and Responsibilities for Student Teaching

Student teaching is the most intensive and extensive of the field-based experiences. This phase is designed to provide candidates with an opportunity to test theoretical concepts, discover personal abilities, and strengthen understanding and skills required for effective teaching. The experience is structured to allow candidates an opportunity to demonstrate skill and competence in planning, instructional delivery, classroom management, behavioral management, assessment, and professionalism.

The effectiveness of the Educator Preparation program (EPP) lies in the united cooperative efforts of college faculty, cooperating teachers, school personnel, and candidates. This section outlines the roles and expectations of teacher candidates as they relate to cooperating teachers, the college supervisor, and the School of Education.

Student/Clinical Teaching Candidates Responsibilities

Clinical Teaching Experience is an **unpaid** supervised educator assignment at a public school accredited by the Texas Education Agency (TEA). This assignment is a 14-week experience that will require the teacher candidate to be available during the schoolwork week and school hours. The task of the candidate is to develop the knowledge and skills necessary to provide instruction in a realistic performance situation. It is expected that candidates will apply the principles of teaching and that they will acquire skill in such application. In fulfilling this role, the candidate is to:

- Report to the principal's office at his/her assigned school on the first day of the student teaching; become familiar with the school regulations and policies that relate to the duties of teachers; discuss his/her responsibilities with one of the administrators as soon as possible. Sign in and out on the official log or time sheet as formal documentation of his/her attendance.
- Report to his/her cooperating teacher; obtain all of the materials that may be of assistance in his/her teaching duties and make provisions to learn students' names; discuss responsibilities with the cooperating teacher, including instructional and non-instructional responsibilities share the responsibilities of cooperating teachers with his/her cooperating teacher.
- Send an introductory email to the school principal and the assigned cooperating teacher.
- Make arrangements to meet with this/her cooperating teacher on a daily basis to discuss his/her teaching. The candidate should request evaluative feedback from the cooperating teacher and discuss lesson plans for each day.
- Use the **Student Teacher Performance Assessment (STPA)** as a self-evaluation to be conducted concurrently with an assessment by his/her cooperating teacher. The candidate should schedule at least 3 formal observations with the cooperating teacher and college supervisor. The STPA will be used to assess the candidate's performance during these formal observations. Lesson plans should be completed and emailed to the College supervisor 48 hours before the supervisor is to visit the candidate.
- Maintain a complete record of the teacher candidate's student teaching experience in a portfolio that includes unit plans, daily plans, assessments, reflections, and other artifacts. The official Unit Plan and associated Daily Plans should also be submitted electronically to the College Supervisor.
- Follow the schedule of the public school, not the College, regarding holidays, breaks, etc. The candidate is remaining on campus with his/her cooperating teacher throughout the entire school/workday including lunch breaks, planning periods, etc. to ensure availability for conferences with students, teachers, supervisors and administrators.
- Become familiar with school/classroom policies, especially relevant to discipline to discipline for disruptive behavior. The candidate should follow the policies related to discipline and should follow the lead of his/her cooperating teacher when managing the behavior of students.
- Comply with all policies and regulations and work cooperatively and productively with the assigned College supervisor, the cooperating teacher, and school administrators.
- Become aware of each cooperating school's policies for dealing with health and safety emergencies, particularly those involving infectious diseases and blood-borne pathogens.
- At the end of the placement complete the **Evaluation of Cooperating Teacher by Student Teacher**, which allows the candidate to evaluate the cooperating teacher. This evaluation should be submitted to the Director of Clinical Experience.
- Arrange three-way meetings with candidate, cooperating teacher, and College supervisor, and arrange times for observations and conferences with the College supervisor.
- Complete and submit bi-weekly written reflections.

Candidates must complete all state required teacher licensure application procedures including a background check and forms and FBI fingerprinting. During professional development days, candidates will work with the Director of Clinical Experiences and the Dean to complete the teacher licensure application process.

The school of Education expects candidates to be guided by values that include a commitment to professional practice. Each student teacher is expected to adopt a high standard of professional ethics and to model professional behaviors. In endeavoring to formulate a professional code of ethics, candidates should be guided by the following considerations:

Professional Conduct

- Recognize that candidates are professional guests of the school.
- Become a part of the spirit of the school as it functions in the community.
- Refrain from criticizing school personnel or members of the community.
- Know and help to enforce school regulations.
- Avoid participation in school politics or professional negotiations.
- Abide by school/district's dress code:
Dress professionally when attending the placement. Do not wear anything too tight, short, or revealing. No flip flops. No high heels. Not jeans, leggings, or sweatpants. No shirts with inappropriate logos/sayings/ no gum, etc. Cover tattoos. No piercings (except ears for female students) with small earrings. Please look like a well-dressed professional teacher, not a student.
- Please keep cell phones locked away or out of sight unless being used for instructional purposes. In the event of an emergency, please give a family member the number of the school.
- Follow all rules and regulations of the school.
- Keep the time sheet up to date and have the cooperating teacher date and sign the time sheet each day.
- Provide the cooperating teacher with all forms required and collect them when appropriate. This includes forms asking for permission to videotape the lesson while working with students in the classroom.
- Be open to feedback from the cooperating teacher and College supervisor. They are both there to help candidates learn and improve their teaching skills.

Interacting with the Cooperating Teacher

- Communicate with cooperating teachers on a daily basis about lesson plans, learners, needs, reflections, etc.
- Exchange contact information (email, telephone number) with the cooperating teacher and the College supervisor.
- Secure approval from the cooperating teacher before imposing any serious disciplinary measures upon students.
- Notify the cooperating teacher as soon as possible when an absence from school is necessary. Personal illness, death in the immediate family, and religious holidays are legitimate excuses; however, if the candidate is absent more than one day, he/she must extend his/her placement one day per day's absence.
- Accept constructive feedback from the cooperating teacher.
- Take initiative in seeking help from the cooperating teacher.
- Arrange any classroom observations of other teachers through the cooperating teacher.
- Provide cooperating teachers with all School of Education evaluations, forms, documents, and materials necessary for them to guide and facilitate the student teaching experience.

Cooperating Teacher's Responsibilities

All cooperating teachers are certified teachers who have at least three years of experience, have professional status, and are certified at the same level and in the same subject area the candidate is seeking. The cooperating teacher is the teacher candidate's major resource during student teaching. It is under the cooperating teacher's guidance that the candidate plans and implements lessons aligned with the Texas Essential Knowledge and Skills (TEKS) standards. The teacher candidate should communicate daily with his/her cooperating teacher about lesson plans, instructional strategies, classroom arrangements, assessment and evaluation procedures, equity issues, students' progress, and any other issues that might arise. In turn, the cooperating teacher will give the teacher candidate guidance and feedback. In addition, the cooperating teacher will observe the candidate,

both formally and informally, and help him/her meet the School of Education Outcomes. In fulfilling this role, the School of Education asks that the cooperating teacher:

- Prepare materials and space for the candidate, assist students/learners in developing a positive attitude towards the candidate, introduce the candidate to school personnel, etc.
- Provide continual supervision and guidance for the candidate. The cooperating teacher's major task is to help the candidate become a skilled instructor. Therefore, he/she should share his/her expertise with the candidate and discuss teaching performance daily. Frequent conferences are required.
- Do not utilize the candidate as a substitute teacher.
- Notify the School of Education (903.927.3279) immediately if a candidate fails to arrive at school on time, if the candidate leaves early, or is absent without proper notification. All candidates are expected to complete a full day schedule unless excused for a justifiable reason.
- Consult frequently with the candidate for the purpose of monitoring progress or resolving problems. The cooperating teacher should use the Student Teacher Performance Assessment (STPA) to evaluate the candidate. These evaluations should be conducted concurrently with the candidate's self-evaluation and be used as the basis for a scheduled evaluation session with the candidate. (See below for more information on evaluation procedures).
- Confer with the College supervisor on a regular basis concerning the candidate's problems and/or performance.
- At the end of student teaching, the cooperating teacher will evaluate the candidate using the **Final Evaluation by Cooperating Teacher**. This evaluation should be given to the candidate in a sealed envelope or scanned and emailed to the Director of Clinical Experience.
- In collaboration with the candidate and the college supervisor, the cooperating teacher is to evaluate the candidate. The cooperating teacher, at times alone and at times in cooperating with the teacher candidate and the College supervisor, will conduct both **formative** and **summative** assessments of the teacher candidate's performance in meeting the School of Education's outcomes as well as other indicators of performance.

Formative Assessments

The cooperating teachers are in the best position to conduct on-going formative assessment of the candidate's progress. These assessments may be done both formally, using assessment instruments and informally, using observation notes and comments, or by having informal conversations about the teacher candidate's performance and progress. The School of Education recommends that the cooperating teacher conduct both formal and informal formative assessments on a daily basis. That is informally the cooperating teacher and candidate should have frequent conversation about the candidate's performance in designing and implementing instruction and meeting the needs of the learners. More formally, the cooperating teacher should use the following instruments to guide formative assessment opportunities:

Student Teacher Performance Assessment (STPA): The candidate will be observed three (3) times during their student teaching placement. These assessment instruments will be used to provide both quantitative and qualitative feedback. These instruments should be completed three times during the placement.

Summative Assessments: During the final three-way meeting (**triadic conference**) between the teacher candidate, cooperating teacher, and College supervisor, all parties will cooperatively complete the **Student Teacher Performance Assessment (STPA)**. The use of this instrument at this time will be the summative evaluation of the teacher candidate's performance in meeting the School of Education's outcomes. Based on the teacher candidate's performance on the STPA form, the cooperating teacher will recommend a rating for the student teaching and complete and sign the **Final Evaluation by Cooperating Teacher**.

Cooperating Teacher/Candidate Discussion Form: This instrument has been designed to ensure that the cooperating teachers and candidate discuss the candidate's ability to effectively perform certain teaching and non-teaching duties. The School of Education encourages the cooperating teacher and candidate to set aside time every week to review some of the items on the guide. Once they have discussed a particular item, the cooperating teacher and candidate should indicate this by initializing the space next to the item. By the end of the semester, the cooperating teacher and candidate should have discussed the candidate's performance for each item.

Director of Clinical Teaching (Field Supervisor) Responsibilities

The Director of Clinical Teaching (Field Supervisor) is responsible for working with College Faculty and instructors as well as cooperating with schools and teachers. Administratively, the Director of Clinical Experience serves as a communication liaison between the School of Education at Wiley College and public-school personnel. Therefore, the Director of Clinical Experience does the following:

- Conduct a minimum of three formal observations and conference during placement with the teacher candidate. One of the visits should include a three-way (triadic) conference with the cooperating teacher, teacher candidate, and Field supervisor. The teacher candidate is responsible for arranging these visits with the approval of the cooperating teacher.
- Report to the principal's office upon arrival at the school, sign in and inform the staff of their presence. Obtain information concerning expectations for and/or regulations concerning. Visitors and abide by such regulations.
- Examine and evaluate daily lesson plans prior to the visit. For formal evaluations, the teacher candidate is required to submit via email a copy of his/her lesson plans at least 48 hours before the scheduled visit. The lesson plans and guides will help focus the supervisor's observation and discussions with the teacher candidate before and after the observation.
- Complete the **Student Teaching Performance Assessment (STPA)** during each visit when candidate is teaching and sharing during teach post-observation conference.
- Evaluate the cooperating teacher using the **Final Evaluation of the Cooperating Teacher by the Student Teacher**.
- Collects and reviews all applications for student teaching and ensures that all teacher candidates meet the required qualifications.
- After receiving approval, the Director of Clinical Teaching will provide field-based assignments, the Director makes the official arrangements for placement of candidates. It is the responsibility of the Director of Clinical Experience to confer with cooperating school personnel.
- The Director of Clinical Experience should be notified when problems and/or issues arise which involve teacher candidates, the College supervisor, or the cooperating teacher. The Director of Clinical Experience is responsible for notifying the Dean of these problems and/or issues.
- Though the Field Supervisor assigns grades to each candidate for each assignment, the Director of Clinical Experience must approve the grades.

Dean of the Division of Education Responsibilities

Dean of the School of Education and Science is responsible for working with the Director of Clinical Experience, College faculty and instructors as well as cooperating schools and teachers to provide candidates with a high-quality educator preparation program. The Dean does the following:

- Approves all field-based assignments.
- The Dean of Education and Science should be notified when serious problems or issues arise which involve teacher candidates, the College supervisor, or the cooperating teacher.

Student Teaching Sequence and Timeline

The following section is meant to provide an overview of the sequence of events in a typical student teaching team. There are various levels and approaches to this experience, and the notes provided here are meant to be generally applicable. Within these guidelines, the exact sequence that the candidate will follow will be determined by the planning and effort that the candidate will devote to it in collaboration with cooperating teacher, the cooperating school, and the College supervisor.

Observations and Conversations

During the first week in the school, the student teacher's main job is to observe. Likewise, during the final week, the student teacher will have several periods each day to continue his or her observations. It is during these times that we ask student teachers to become ethnographic researchers.

Participation

From the beginning of the experience, the candidate should be ready to participate. This may take the form of working with individuals, small groups, or whole classes. It may also mean that teacher candidates will assist in grading papers, designing lesson plans, creating bulletin boards, overseeing recess or other non-teaching duties, and a host of other experiences.

Planning

As the teacher candidate's assignment proceeds, he/she should be assuming some responsibility for planning lessons. Usually, the teacher candidate will be responsible for a small group or class period within one subject area, adding more responsibilities as time passes and progress dictates. The teacher candidate should develop all plans in a detailed format at this point. Not only for reference by the cooperating teacher and College supervisor but also so that the teacher candidate can gauge how well their planning works. Weekly plans and long-range unit plans should also be developed. The cooperating teachers and the teacher and the teacher candidate should closely coordinate these long-term plans. The unit plan must be for a minimum of five (5) days and must include five (5) complete daily plans. The format chosen for submission of plans is at the discretion of the cooperating teacher and depends on individual school requirements. However, the official School of Education lesson plan format and unit plan format must be used for the pieces submitted for the portfolio.

Part-Time Responsibility

The teacher candidate will gradually assume responsibility for an entire learning environment. By the midpoint of the placement (fourth week of placement), teacher candidates should be teaching at least half-time. Increased demands upon the teacher candidate's time will affect how well he/she can prepare for lessons, especially those for which he/she might want to make learning materials. Advance preparation can help the teacher candidate avoid hitting a wall of fatigue and frustration.

At this point, the cooperating teacher, candidate, and College supervisor should adjust their expectations accordingly. Units that are thoroughly researched and planned still need back-up alternatives, since students and learning environments can vary widely on short notice.

The candidate should feel free to experiment but do so knowing that his/her lessons will be evaluated on the basis of their success in promoting students' learning, as well as the teacher candidate's own learning. Such methods as cooperative learning, full including strategies, whole-language instruction, or inquiry-based instruction must be painstakingly tested. Observations by the cooperating teacher can help the teacher candidate analyze their teaching at this point and prepare materials and methods for full-time teaching.

Full-time Responsibility

During the second part of the placement (sixth week of placement), an extended period (at least four full weeks) of full-time teaching responsibility is required. The teacher candidate will be leading lessons independently of the cooperating teacher, although the teacher candidate will remain under the cooperating teacher's immediate responsibility. Some collaborative teaching may be possible during this time at the teacher candidate's initiative. The most crucial evaluations of the teacher candidate's professional competence will focus on full-time teaching. At this stage, the teacher candidate should have fully prepared plans, materials, procedures and techniques. It is important that the teacher candidate shows their personal style in taking full command over the teaching of subjects and student's learning. Also, during this time, the teacher candidate should conduct a short (at least one-week) action research project in which the teacher candidate conducts original research on his/her own practice.

Final Week

As the assignment draws to a close, the candidate should gradually disengage from teaching/training responsibilities and resume the role of observer. These last days are often difficult, and the candidate needs to prepare for the moment of departure. It is a good time for the candidate to make professional visits, follow up on some questions but where these students will be going in their future, and evaluate their own progress.

Recommended Cycle of Teaching, Classroom Duties and Observations

WEEK	CLASSROOM DUTIES	OBSERVATION
1	Observe and assist-The majority of the time is focused on learning classroom routines and observing students and the cooperating teacher	
2	Team Teach and observe other grade levels or teachers who teach on the same grade level	1 st informal observation (15 minutes)
3-4	Co-plan and teach 1-2 classes-This should be a lesson that the cooperating teacher has modeled on the previous day or class. This will give the clinical teacher the opportunity to plan with the cooperating teacher and observe the lesson being taught	1 st Field Supervisor observation & Triadic Discussion (45 minutes)- week 3
5-6	Independently plan and teacher 2-3 classes	2 nd informal observation (15 minutes)- week 5
7-8	Full teaching responsibility	2 nd Field Supervisor Observation & Triadic Discussion (45-minutes) week 7
9-10	Full teaching responsibility	3 rd informal observation (45-minutes) week 9
11-12	Full teaching responsibility	3 rd Field Supervisor Observation & Triadic Discussion (45-minutes) Week 11
13-14	Progressively decrease full responsibility-(Gradually reduce the number of classes or subjects taught and return teaching responsibility to the cooperating teacher. Complete and submit all required student teaching forms such as reflections and evaluations	4 th Field Supervisor & Discussion Observation (45-minutes) week 13

Criminal History Background Check Statement

Before beginning every field experience placement, Wiley College teacher candidates must agree and sign a background check statement which documents their understanding of the background check requirement.

Wiley teacher candidates are **required to complete the Texas Education Agency (TEA) federal criminal background check process (including fingerprinting) for student teaching and again for the certification application process. As previously stated, at graduation when the certification application is submitted, teacher candidates will be required to complete the Texas Education Agency (TEA) federal criminal background check process (including fingerprinting) as a condition for employment and/or certification.** Employment and/or certification may be denied based on the results of this background check.

By signing the document, the candidates acknowledges that he or she is aware of the information above and realize that any falsification or lack of reporting is grounds for dismissal from the Education Preparation Program (EPP) in the School of Education at Wiley College. The candidate also acknowledges that he or she is aware that he or she may confidentially submit a request to your advisor, the Director of Clinical Teaching and the Dean of the School of Education and the Texas Education Agency that would provide an indication of whether previous incidents might have a negative impact on my future teacher certification.

Before candidate admission into the EPP and into clinical teaching, the candidate must complete a criminal history background check. Specifically, 19 TAC 227.1(b) and (d) states;

(b) Educator preparation programs (EPPs) shall inform all applicants that:

(1) pursuant to the Texas Education Code (TEC), §22.083, candidates must undergo a criminal history background check prior to employment as an educator; and

(2) pursuant to the TEC, §22.0835, candidates must undergo a criminal history background check prior to clinical teaching.

EPPs shall notify, in writing by mail, personal delivery, facsimile, email, or an electronic notification, each applicant to and enrollee in the EPP of the following regardless of whether the applicant or enrollee has been convicted of an offense:

(1) the potential ineligibility of an individual who has been convicted of an offense for issuance of a certificate on completion of the EPP;

(2) the current State Board for Educator Certification (SBEC) rules prescribed in §249.16 of this title (relating to Eligibility of Persons with Criminal History for a Certificate under Texas Occupations Code, Chapter 53, and Texas Education Code, Chapter 21); and

(3) the right to request a criminal history evaluation letter as provided in Chapter 227, Subchapter B, of this title (relating to Preliminary Evaluation of Certification Eligibility).

Additional information regarding pre-liminary background checks can be found on the [TEA Website](#).

To complete the TEA preliminary evaluation form, please follow this [link](#)

Appendix A

Wiley University School of Education

Dear Candidate:

Welcome to your student teaching experience, the culminating experience of your professional preparation! Much of your success on this journey will depend upon your initiative in applying what you have learned about teaching, learning, and best practices. In order to help your success, you will receive support from your cooperating teacher and your college supervisor. Together you form a team for building your professional and serving learners and communities. To the full extent that this team communicates and collaborates, we can all achieve our goals.

We have developed explicit school of education outcomes, and a variety of performance assessments instruments to evaluate your student teaching experience. All of these items are consistent with the national and state standards and are based on educational research and knowledge of sound practice. We believe that these requirements will strengthen our program and help you to become the most effective educator and leader you can be.

This handbook is a product of collaboration and consultation among educators, cooperating teachers and administrators, candidates, and College faculty also serves as a reflection of these changes. Suggestions and comments are welcome at any time because this handbook, like teaching or training, is a work in progress. We strongly encourage you to familiarize yourself with the rules, regulations, and policies presented in this handbook before your student teaching begins. It is your responsibility to understand fully what is required of you as well as your cooperating teacher and College Supervisor.

We sincerely hope that your experience is a successful one. We believe that you are ready for the challenges, joys, and hard work that face you; we would not have placed you in the school sites if we were not confident of your ability to teach and have a positive impact on learning. We understand that learning is a developmental process that requires on-going support from others. Therefore, we encourage you to seek support from your Cooperating Teacher, Field Supervisor, advisor, the Dean of Education & Sciences. If you have any questions, please do not hesitate to reach out.

Sincerely,

Carmita Haynes, Ed.D.
Dean, School of Education & Sciences

Appendix C
Wiley University
School of Education

Student Teaching Reflection Question Prompts

Teacher Candidate: _____ Semester/Year: _____

Cooperating Teacher: _____ Field Supervisor: _____

Submit this form every two weeks during your student teaching experience. It provides a way for you to summarize your bi-weekly written reflections about insights, new understandings, acquired skills, challenges, and success during the previous week. **Be specific** since this is an opportunity to practice self-analysis in such areas as relationships with students and relationships with your Field Supervisor and other faculty. It also demonstrates your planning and how you are working toward personal goals. Upload this to CANVAS by **Sunday at 11:59pm**.

Reflection Prompt Questions for weeks 2 & 4

1. I am currently teaching and/or my activities were...
2. My schedule next the next two weeks...(Include a detailed teaching/activity schedule)
3. Overall the past two weeks went...(provide professional and insightful reflections)
4. I achieved success the past two weeks...
5. My challenges the past weeks...
6. I have learned that...

Reflection Prompt Questions for weeks 6 & 8

1. Did the chosen instructional strategy(ies) meet the students' learning target? How do I know?
2. Were the students productively engaged? How do I know?
3. Did the lesson address all the content?
4. Did the lesson move students towards mastery of the concepts and skills addressed in the objective/learning target?
5. Did the goals of the lesson connect with the previous/next lesson?
6. Did I follow best practices and address the standards?

Reflection Prompt Questions for Weeks 10 & 12

- 1.If I teach the same lesson again, what would I do differently?
2. if I teach the same lesson again, what would I do the same?
- 3.Did I alter my instructional plan (instructional strategies and/or activities) as I taught the lesson?
Why/why not?
4. Were the instructional strategies I used the right ones for this assignment?
5. What background knowledge and skills did I assume students were bringing to the lesson?
6. How does this lesson scaffold the learning for the next lesson?

Reflection Prompt Questions for Weeks 14

- 1.How can I best use my strengths to improve my teaching practice?
2. What steps should I take, or resources should I use to meet my challenges?
3. What are the primary, core instructional strategies that I use regularly? Are these effective? Why do I use them?
4. What changes would I make to correct to correct areas in need of improvement?
5. Do I see patterns in my teaching style-for example do I comment after every student replies?
6. Overall, how was your student teaching experience? What were your expectations of student teaching? What didn't you expect from your student teaching experience?

Appendix D
Wiley University
School of Education

Student Teaching Reflection-Rubric

Teacher Candidate: _____ Semester/Year: _____

Cooperating Teacher: _____ Field Supervisor: _____

The Field Supervisor uses this grading rubric to assess the quality of the teacher candidate's bi-weekly reflections. Before submitting, be sure to self-assess using this rubric as a checklist. Your prompt reflection responses are due every two weeks.

Criteria	Exceeds Expectations (4 points)	Meets Expectations (3 points)	Approaches Expectations (2 points)	Needs Improvement (1 point)
Analysis	The teacher candidate's response is clearly elaborate and completely responds to all question prompts with more than four in-depth and well detailed examples.	The teacher candidate's response almost completely answers most question prompts with three to four in-depth and detailed examples.	The teacher candidate's response partially addresses reflective questions with two to three in-depth and detailed examples.	The teacher candidate's does not address any of the reflective questions, or response fails to include relative content with less than two in-depth and detailed examples.
Reflecting on Experience	The candidate's response clearly reflects on the student teaching experience and demonstrates a personalized understanding of the relevant content by providing more than two specific connections.	The candidate's response clearly reflects on the student teaching experience and demonstrates a personalized understanding of the relevant content by providing two specific connections.	The candidate's response clearly reflects on the student teaching experience and demonstrates a personalized understanding of the relevant content by providing one specific connections.	The candidate's response does not satisfactorily reflect on the student teaching experience or demonstrate a personalized understanding of the relevant content. The response is vague and lacks clarity and specific connections.

Criteria	Exceeds Expectations (4 points)	Meets Expectations (3 points)	Approaches Expectations (2 points)	Needs Improvement (1 point)
Grammar & Conventions	The candidate expressed thoughts in a clear, organized manner, free of mechanical errors (i.e., correct grammar, spelling, punctuation and syntax)	The candidate expressed thoughts in a clear, organized manner with no more than 3 noticeable mechanical errors)	The candidate expresses thoughts in an organized manner with no more than 5 noticeable mechanical errors, or the submission otherwise lacks clarity.	The candidate does not express thoughts in a clear, organized manner. The submission contains significant mechanical errors that detract from the candidate's ideas.








Appendix E

Wiley University

Lesson Plan Template

Teacher Name:

Grade/Subject:

Date	Standards and Objectives 	Evaluate/Assessment 	Modeling/New Learning 	Collaborative Guided Practice 	Independent Practice 	Closure  
	<p>Standard(s):</p> <p>Objective (what will students learn by the end of the lesson):</p> <p>Today I will explain...</p> <p>Prerequisite skills (what skills will students need in order to master the objective):</p> <p>Key terms/Vocabulary (what academic vocabulary will students need to know in order to master the objective):</p>	<p>Formative Assessment (what work will students individually produce that will be used to determine progress toward or mastery of the objective):</p> <p>Success Criteria (how will students know if they are successful):</p> <p>Questions for Critical Thinking (what questions I can ask in the model, guided practice, and independent practice to engage students in high-level thinking)</p>	<p>Bellringer/Entrance Ticket (what 3-5 minute activity will students complete as they enter class):</p> <p>Student Groups (how will students be grouped for new learning): Whole group</p> <p>Which modeling strategy will I use?</p> <p>How will I Model New Learning?:</p> <p>Check for Understanding (how will I determine if students are ready for guided practice):</p>	<p>Student Groups (how will students be grouped for collaborative practice): Whole group</p> <p>Activities:</p> <p>Feedback (how will I provide feedback on each student's individual work): Verbal</p> <p>Early Finishers (what should students who finish early work on):</p> <p>Check for Understanding (how will I determine if all students are ready for independent practice):</p>	<p>Student Groups (how will students be grouped for independent practice): Whole group</p> <p>Activities:</p> <p>Feedback (how will I provide feedback on each student's individual work):</p> <p>Early Finishers (what should students who finish early work on):</p> <p>Check for Understanding (how will I determine if all students are ready for the exit ticket):</p>	<p>How will students complete the formative assessment?</p> <p>How will I summarize /recap the objective and lesson activities?</p> <p>How will students reflect on and/or evaluate their work?</p> <p>How/when will students view feedback on their formative assessment?</p>

Appendix F
Wiley University
School of Education
 Triad Discussion Form

Teacher Candidate: _____ Semester/Year: _____

Cooperating Teacher: _____ Field Supervisor: _____

Instructions: This instrument has been designed to ensure that the cooperating teacher and teacher candidate have discussed the teacher candidate's ability to effectively perform certain teaching and non-teaching duties. The School of Education at Wiley College expects the cooperating teacher and teacher candidate to set aside time every week to review some of the items on the guide. Once they have discussed a particular item, the cooperating teacher and teacher candidate should indicate this by placing your initials in the space next to the item and indicating the date they discussed it. By the end of the semester, the cooperating teacher and teacher candidate should have discussed the teacher candidate's performance for each item. (FS= Field Supervisor; CT=Cooperating teacher; TC=Teacher candidate).

Dispositions

The teacher candidate should...	FS Initials	CT Initials	TC Initials	Date
Be appropriately and professionally dressed and groomed (see dress codes)				
Maintain appropriate professional relationship with students				
Demonstrate an attitude of cooperation with cooperating teacher, field supervisor and others				
Demonstrate calm and mature reactions under stress				
Anticipate responsibilities and problems and act accordingly				
Attend and participate in faculty/staff meetings and conferences				
Actively seek evaluation, accept it maturely, and use it constructively				

Preparedness/Planning

The teacher candidate should...	FS Initials	CT Initials	TC Initials	Date
Make careful unit, weekly, and daily preparations and present them to the cooperating teacher for approval and comments at least a week in advance or whenever the school policy requires				
Design assignments that require students to use the library resources				
Design assignments that require students to use technology				
Have requisite knowledge of subject matter				
Effectively adjust teaching content and methods for days of assemblies, pep rallies, prior to and succeeding holidays				
Have materials and equipment ready and tested before class starts				
Prepare and preview appropriate materials such as films, tapes, technology and other non-print media before using them				

Decision-Making

The teacher candidate should...	FS Initials	CT Initials	TC Initials	Date
Choose developmentally appropriate lesson and content materials				
Follow approved daily lesson plans when teaching				
Be willing to diverge from plans to pursue students' important needs, questions, or interests				

Classroom Management

The teacher candidate should...	FS Initials	CT Initials	TC Initials	Date
Begin lesson or class promptly				
Promptly attend to attendance and recording keeping of necessary data				
Follow recommended school procedures for handling late/absent students				
Follow recommended school procedures for allowing students to go to the restroom, to get water, to report to the office or other part of the school building				
Follows recommended school procedures for fire drills and lock-down drills				
Follow recommended school procedures for sending discipline cases to the proper person				
Make assignments in writing according to school policy not just before end of lesson or day				
Provide for physical comfort of students (heat, light, ventilation), if possible				
Establish and maintain good rapport with students, teachers, parents, and administrators				
Clearly display Texas Essential Knowledge and Skills (TEKS) addressed in daily lessons				

Communication

The teacher candidate should...	FS Initials	CT Initials	TC Initials	Date
Avoid using repetitious words and sounds ("okay", "um", "so", "like", "you know", etc.)				
Know students in class by name				
Have/use a pleasing tone, properly modulated voice, proper inflection, adequate volume, clear articulation, and appropriate speed				
Enunciate properly and use Standard American English grammar				
Use mannerisms in speech, posture, etc. that are professional and not distracting				
Use legible handwriting on paper and chalkboard				
Ask questions in a way that allows all students to participate				
Vary methods of praise and reinforcement				
Write and orally communicate directions in detailed and logical sequential manner				
Write using correct grammar, spelling, usage, and punctuation				

Field Supervisor: _____

Date: _____

Cooperating Teacher: _____

Date: _____

Teacher Candidate: _____

Date: _____

Appendix G

Wiley University

Student Teaching Performance Assessment

☐ Wiley College Field Supervisor Evaluation
 ☐ Cooperating Teacher Evaluation
 ☐ Student Teacher Self-Evaluation

Student Teacher: _____ Field Supervisor: _____

Cooperating Teacher _____ School Placement _____

Grade Level/Content Area _____ Date: _____ Observation Time/Number: _____

Rating System for Teacher Candidate:

The quality of student work during clinical teaching is indicated by rating. This rating system is in accordance with the Education Division's rating requirements. Ratings given during clinical teaching are defined as follows:

Exceeds Expectations (50-60 points): The teacher candidate clearly demonstrates the ability to perform at levels that are exceptional, distinguished, and beyond expected criteria.

Meets Expectations (39-49 points): The teacher candidate demonstrates, to some extent, the ability to perform at levels that are knowledgeable, proficient, and meet criteria.

Needs Improvement (28-38 points): The teacher candidate demonstrates the ability to perform at levels that are initial, preliminary, and basic.

Does Not Meet Expectations (27 or fewer points): The teacher candidate is not demonstrating at the expected levels of performance.

Please indicate the rating that indicated the teacher candidate's performance by checking the box of the appropriate rating below.

	Exceeds Expectations (4 points)	Meets Expectations (3 points)	Needs Improvement (2 points)	Does Not Meet Expectations (1 point)
How well does the candidate demonstrate knowledge of content area (according to major) and pedagogy (according to certification area)? TEA Educator Standards Correlation: Standard 1 & Standard 3				
How well does the candidate set goals and objectives for instructional design (instructional planning including assessment design and instructional delivery)?				

TEA Educator Standards Correlation: Standard 1, Standard 2, Standard 3, and Standard 5				
To what extent does the candidate demonstrate knowledge of and ability to use resources and to create learning experiences? TEA Educator Standards Correlation: Standard 3 and Standard 4				
To what extent does the candidate demonstrate the ability to design and administer student assessment? TEA Educator Standards Correlation: Standard 1				
How well does the candidate use knowledge of student development to create instruction and promote self-assessment? TEA Educator Standards Correlation: Standard 1				
How well does the candidate create an environment of respect and rapport that promotes a culture for learning? TEA Educator Standards Correlation: Standard 1, Standard 2, Standard 4, and Standard 5				
How well does the candidate manage student behavior while maintaining a culture for learning? TEA Educator Standards Correlation: Standard 4				
How well does the candidate manage classroom procedures and organize the learning environment? TEA Educator Standards Correlation: Standard 4 and Standard 5				
How well does the candidate engage students and encourage their understanding of content? TEA Educator Standards Correlation: Standard 1, Standard 2, Standard 3, Standard 4, and Standard 5				
How well does the candidate communicate with students? TEA Educator Standards Correlation: Standard 1 and Standard 4				

How well does the candidate use questioning and discussion techniques to promote student engagement and learning? TEA Educator Standards Correlation: Standard 1 and Standard 4				
How well does the candidate assess student learning during instruction? Does the candidate demonstrate flexibility and responsiveness to students' needs when using assessment? TEA Educator Standards Correlation: Standard 1, Standard 2, Standard 4 and Standard 5				
How well does the candidate incorporate literacy practices within instructional design (instructional planning including assessment design and instructional delivery)? TEA Educator Standards Correlation: Standard 1 and Standard 3				
How well does the candidate reflect on practice and professional growth? TEA Educator Standards Correlation: Standard 1, Standard 2, Standard 3, Standard 4 and Standard 5				
How well does the candidate use student support systems? How well does the candidate interact well with school, family, and community connections? TEA Educator Standards Correlation: Standard 2 and Standard 4				
Areas of Strength (Glows)				
Opportunities for Improvement (Grows)				

Field Supervisor: _____

Date: _____

Cooperating Teacher: _____

Date: _____

Teacher Candidate: _____

Date: _____

Appendix H
Wiley University
School of Education

Final Evaluation of Cooperating Teacher by Student Teacher

Student Teacher: _____ Field Supervisor: _____

Cooperating Teacher _____ School Placement _____

Grade Level/Content Area _____ Date: _____

Directions: Please answer the following questions. When possible, please provide specific examples or comments to support your view.

1. How would you rate (Exceeds Expectations, Meets Expectations, Needs Improvement, or Does Not Meet Expectations) this placement (school setting and cooperating teacher)? Please explain.
2. How did the Cooperating Teacher support you in meeting the expectations for Student Teaching?
3. How available was the Cooperating Teacher to you?
4. How would you rate (Exceeds Expectations, Meets Expectations, Needs Improvement, or Does Not Meet Expectations) the communication with your Cooperating Teacher? Please explain.
5. How would you describe your school? Was it inviting? Did you feel supported?
6. What did you learn that helped you develop as a teacher?
7. Would you recommend this placement to other Wiley College Student Teachers and/or field students? Please explain.
8. If you were given the opportunity, would you apply for a position at this school?

Appendix I
Wiley University
School of Education
EPP Withdraw Form

Date: Click or tap here to enter text.

Student ID# Click or tap here to enter text.

Name: Click or tap here to enter text.

Email: Click or tap here to enter text.

Certification: Click or tap here to enter text.

Reason for request to withdraw from the Educator Preparation Program (EPP).

Please initial each statement below to indicate acknowledgement.

☐ I understand that I am no longer eligible to continue with the test preparation, including practice testing.

☐ I understand that I am no longer eligible to obtain approval for state certification certification exams.

☐ I understand that upon completion and submission of this form, I will be removed in the TEA system and will have to reapply to the EPP.

☐ I understand that I may not seek certification through Wiley College. A formal candidate transfer form will be required in the event of application to another EPP.

My signature below indicates my acknowledgement of the consequences of withdrawing from the certification program or failing to maintain the prescribed program. I further understand that any adverse outcomes, to include ineligibility to test or recommendation or certification, for application to other programs, and exclusion of coursework are my sole responsibility, and that Wiley College will bear no liability for these or any similar circumstances.

Candidate Signature

Date

For Office Use Only:

This form was completed by the EPP because the student has not responded or submitted the form.

EPP Signature

Date

Appendix J
Wiley University
School of Education
EPP Removal Form

Date: _____ Student ID#: _____

Name: _____

Email: _____

Certification Field: _____

Reason for removal from the Educator Preparation Program (EPP).

Please initial each statement below to indicate acknowledgement.

_____ I understand that I am no longer eligible to continue with the test preparation, including practice testing.

_____ I understand that I am no longer eligible to obtain approval for state certification exams under Wiley.

_____ I understand that upon completion and submission of this form, I will be removed in the TEA system and will have to reapply to the EPP.

_____ I understand that I may not seek certification through Wiley College. A formal candidate transfer form will be required in the event of application to another EPP.

_____ I understand that I have earned a "W", "D", or "F" for the clinical teaching experience.

Due Process of Candidate's Rights

1. The teacher candidate must submit a written appeal to the Education Department within three (3) days from the date notified of student teacher placement removal.
2. The Education Department will convene a panel to process the appeal. This panel will consist of the Education Department faculty and the Vice President of Academic Affairs.
3. The panel will review the case consisting of written evaluations, growth, and written documentation of student teacher infractions, the procedures followed by the field supervisor and cooperating teacher, and the appeal letter from the student.
4. The committee to vote to accept or reject the student teacher's appeal. The Dean will meet with the student teacher to inform her/him of the decision and recommendation of the committee.

A written copy of the decision will be given to the student teacher, and the Department Chair.

My signature below indicates my acknowledgement of the consequences of withdrawing from the certification program or failing to maintain the prescribed program. I further understand that any adverse outcomes, to include ineligibility to test or recommendation or certification, for application to other programs, and exclusion of coursework are my sole responsibility, and that Wiley College will bear no liability for these or any similar circumstances.

Candidate Signature

Date

For Office Use Only:

This form was completed by the EPP because the student has not responded or submitted the form.

EPP Signature

Date

Appendix K
Wiley University
School of Education
Complaint Form

Date: Click or tap here to enter text.

Complainant Information:

Name: Click or tap here to enter text.

Student ID# Click or tap here to enter text.

Address: Click or tap here to enter text.

Phone: Click or tap here to enter text.

Email: Click or tap here to enter text.

Complainant's Role: Check all that apply

☐ Program Applicant

☐ Current Candidate

☐ Former Candidate

☐ Mentor Teacher

☐ Cooperating Teacher

Select the area that is the source of the complaint. Your selection will help inform how we will address the issue. You will also be responsible for providing supporting information in the following section of this form.

☐ Teacher Education Program

☐ EPP Admission Policy

☐ EPP Requirements

☐ Denied EPP Admission

☐ EPP Practicum

☐ EPP Faculty

☐ EPP Field-based Observations

☐ EPP Clinical Teaching

☐ Individual Student Issue

Explain why you are submitting a formal complaint. Please include dates and events that are relevant to your concern. Please be specific and concise.

What efforts have you made to resolve the complaint in other ways?

Complaint's Signature: _____

Complaints may address educator preparation program requirements listed in Texas Administrative Code (TAC) in chapters 227, 228, 229, ethics (TAC 247) fingerprinting (TAC227, 232) and certification (TAC230,231, 232, 239, 241, 242). Texas Administrative Code228.70

For Department Use

Date Received: Click or tap here to enter text.

Received by: Click or tap here to enter text.

Comments:

Corrective Action:

Reviewed by

Complaint Process

The policy of the Educator Preparation Program at Wiley University, in conjunction with the Texas Education Agency (TEA) provides a complaint process with includes maintaining a record of formal written complaints received. Complaints may address educator preparation program requirements listed in Texas Administrative Code (TAC) in chapters 227, 228, 229, ethics (TAC 247) fingerprinting (TAC227, 232) and certification (TAC230,231, 232, 239, 241, 242). Texas Administrative Code228.70.

Per Texas Administrative Code (TAC) §§ 228.70, students and constituents have the right to submit formal, written complaints about the Educator Preparation Program for investigation and resolution.

All complaints filed with the TEA must be in writing. The TEA does not accept complaints by phone or complaints that are submitted anonymously. A person or entity may file a written complaint with TEA by filling out the complaint form online or by mailing or faxing a hard copy to the address on the form.

[Complaint form URL](#)

To adequately review and address a complaint, TEA needs specific details and must be able to identify a clear violation of Texas Administrative Code §§ 227, 228, 229, ethics (TAC 247), fingerprinting (TAC §§227, 232), or certification (TAC §§230, 231, 232, 239, 241, 242) to determine whether the agency has authority to act upon the allegation.

Complaints submissions should include the following:

- The reasons you believe the issues raised in your complaint are valid. You should also indicate how you believe that TEA can assist you with this matter.
- Documentation to support your claim when possible.

Additional support and guidance can be sought by the Office of Educator Preparation Services at 432.552.2120 or via the information below:

TEA Complaints Management 1701 N. Congress Ave.

Austin, TX 78701-1494

Telephone: 512.463.3544 Fax: 512.475.3665

Email: complaintsmanagement@tea.texas.gov Website

