



COLLEGE of
EDUCATION
UNIVERSITY OF NORTH TEXAS

Student Teaching Handbook



Educators as Guides for Engaged Learners

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ACKNOWLEDGEMENT OF STUDENT TEACHING HANDBOOK LIABILITY INSURANCE AND WAIVER OF LIABILITY

Name _____

STUDENT TEACHING HANDBOOK INFORMATION

My signature below acknowledges that I have accessed the University of North Texas Student Teaching Handbook online. I have read the Handbook and agree to abide by the standards, policies, and procedures defined or referenced in the Handbook. I understand that I have an obligation to inform my university supervisor of any changes in personal information, such as name, phone number, address, etc. I also accept responsibility for contacting my supervisor if I have any questions, concerns or need further explanation.

PROFESSIONAL LIABILITY INSURANCE

Student teaching at the University of North Texas is not covered by professional liability insurance through UNT or the public school district. Liability insurance is available through the membership in the student branches (Texas Classroom Teachers Association at 888-879-8292 or Association of Texas Professional Educators at 800-777-ATPE). Membership is mandatory and offered to university students at no charge.

WAIVER OF LIABILITY

By signature below, I understand and accept the condition that the College of Education at the University of North Texas and the assigned public school district are released from any liability related to accidents or any other unexpected events which may occur in conjunction with my participation in required or voluntary activities during student teaching. I acknowledge that it is the recommendation of the College of Education that I obtain general medical/health insurance if I am not already covered.

Signature _____

Date _____

NOTE: Please download, sign and date one copy of this form and give it to your university supervisor at your Student Teaching Orientation.

UNT Conceptual Framework

Educators as Guides for Engaged Learners

Educators as guides for engaged learners summarizes the conceptual framework for the University of North Texas' undergraduate and advanced education programs. Guiding engaged learners draws on six areas of completed developed in all programs.

1. **Content knowledge** refers to the educator's subject matter expertise and proficiency in knowledge and in making the content of the P-16 curriculum meaningful to learners.
2. **Pedagogical knowledge of teaching and assessment** refers to the ability of educators to assess, plan, implement, and evaluate teaching and learning in terms of its consistent engagement of learners.
3. **Encouragement of diversity** refers to the ability of educators to appreciate, affirm, and build on the various cultural heritages, learning styles, interests, and needs of learners.
4. **Promotion of equity** for all learners refers to the skills and attitudes that enable educators to advocate for all students within the framework of the school program
5. **Professional communication** refers to effective use of oral, print or digital forms of language.
6. **Engaged professional learning** refers to the commitment of educators to ethical and caring practice and to continued learning and professional development.



OBJECTIVES OF THE STUDENT TEACHING EXPERIENCE

- ◆ To be immersed in teaching experiences that allow for a smooth transition from the role of a student at UNT to the role of a classroom teacher
- ◆ To demonstrate competence in all job responsibilities in the student teaching setting
- ◆ To communicate, collaborate, and consult with teachers, students, administrators, and parents clearly and effectively in the educational process
- ◆ To observe the behavior and learning styles of students in a world of diverse cultures and expectations
- ◆ To strengthen skills required for creating, selecting, and using formal and informal assessment strategies to evaluate student progress and to improve teaching and learning
- ◆ To learn how to create and use effective lesson plans for instruction
- ◆ To establish and maintain a purposeful learning environment that promotes social interaction, active engagement in learning, and self-motivation
- ◆ To effectively integrate technology for instruction and communication
- ◆ To engage in reflective evaluation and professional goal setting

STUDENT TEACHING OVERVIEW

Student teaching is defined as a full time, school-based experience that is supervised by both a certified mentor teacher and a university supervisor. The primary objective of student teaching is to provide the opportunity for acquisition and demonstration of instructional competence with beginning professional educators. The student teaching experience has been carefully designed to be as realistic and intensive as actual teaching. This involves placing student teachers in schools with carefully selected and qualified mentor teachers. The student teacher's ability to assume full class responsibilities rest upon the mutual agreement of the student teacher, the mentor teacher, and the university supervisor, who make up the Student Teaching Triad.

The basic role of the triad is to work as a team through constant communication to support, enhance, and prepare the student teacher to become a reflective professional. Each member has a conceptual understanding of their respective roles that will influence the actions and events during the student teaching semester. Likewise, each member of this triad has expectations for the other members. It is required that all three participants in the process meet in the first weeks of the semester to collaboratively develop and plan a program of activities which meets the student teacher's needs.

STUDENT TEACHING POLICIES

LENGTH OF SEMESTER

The student teaching semester has been designated as fifteen weeks.

ATTENDANCE

Student teachers are expected to be in attendance at their cooperating school every day of student teaching. Leaving the school campus during the school day is not permitted without prior approval. It is the responsibility of the student teacher to inform the mentor teacher, university supervisor, and school office as early as possible in case of an illness or forced absence. All absences must be made up by the student teacher. Excessive absences may result in the removal from student teaching.

HOLIDAYS AND STAFF DEVELOPMENT DAYS

Student teachers follow the calendar of the assigned school regardless of the holidays observed by the University of North Texas. Student teachers are expected to be at school on staff development days and to participate in any professional development programs when appropriate.

CAREER DAY

One day absence is permitted for the purpose of interviews or Education Career Day with prior approval from both the university supervisor and mentor teacher. Education Career Day is held on the University of North Texas campus in the spring semester and Texas Women's University campus in the fall semester.

RELATIONSHIPS WITH STUDENTS

Student teachers should exercise extreme caution against becoming too familiar with students under their direction. It is not appropriate to socialize in any way with students within the district to which the student teacher is assigned without the presence of the mentor teacher or other appropriate certified personnel.

SEMINAR ATTENDANCE

Professional development seminars conducted by university supervisors/cadre coordinators are mandatory for all student teachers.

SUBSTITUTE TEACHING

Student teachers may be used as a substitute teacher for only one day during the student teaching field experience. A student teacher may not be paid for any service during the student teaching experience.

CORPORAL PUNISHMENT

Corporal punishment is a sensitive issue in many schools and student teachers must not resort to this method of behavior control. If corporal punishment is recommended, it is to be administered by the mentor teacher or other appropriate certified personnel.

WORK/COURSES

Student teaching is considered a full academic load. Additional course work is not allowed during the student teaching semester without prior approval. Employment during student teaching is not advisable due to the tremendous time commitment expected for preparation.

EVALUATION

Evaluation should be a continuous process in which the student teacher is informed of progress several times during the student teaching experience. The university will observe and evaluate the student teacher a minimum of four times during the student teaching experience. The university supervisor will provide a final evaluation at the conclusion of the student teaching semester. The final grade will be Pass/No Pass. In order to pass the course, student teachers must achieve a mean score of 3.0 or higher on each of the three reflective essay assignments. The reflective essay assignments are to be included in the portfolio. Student teachers must also receive an average score 4 or higher in each domain of the NTACT Final Evaluation to pass the student teaching courses.

DEPARTMENT AND PROGRAM AREA POLICIES

ACCOMMODATION AND ACCESS

The Department of Teacher Education and Administration is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the department will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course.

If you have a disability, it is your responsibility to obtain verifying information from the Office of Disability Accommodation (ODA) and to inform the Field Experience Office of your need for an accommodation. Requests for accommodation must be given to the Field Experience Office no later than the first week of classes for students registered with the ODA as of the beginning of the current semester. If you register with the ODA after the first week of classes, your accommodation requests will be considered after this deadline. Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNT Policy 18.1.14, at [http://www.unt.edu/regaffairs/policies/18.1.14](#), and by visiting the ODA in Room 321 of the University Union or phoning the ODA at 940.565.4323.

The College of Education does not discriminate on the basis of disability in the recruitment and employment of faculty and staff, the operation of any of its programs and activities, as specified by federal laws and regulations. Copies of the College of Education ADA Compliance Document are available in the Dean's Office, Matthews Hall 214. Dr. James Laney is the contact person in Teacher Education and Administration.

CHEATING AND PLAGIARISM POLICY

The UNT Code of Student Conduct and Discipline provides penalties for misconduct by students, including academic dishonesty. Academic dishonesty includes cheating and plagiarism. The term "cheating" includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; and (3) the acquisition, without permission, of tests or academic material belonging to a faculty or staff member of the university. The term

“plagiarism” includes, but is not limited to, the use of the published or unpublished work of another person, by paraphrase or direct quotation, without full and clear acknowledgement. It

also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. If a student engages in academic dishonesty related to this class, the student will receive a failing grade on the test or assignment and a failing grade in the course. In addition, the case will be referred to the Dean of Students for appropriate disciplinary action.

COLLECTION OF STUDENT WORK SAMPLES POLICY

In order to monitor students’ achievement and improve its instructional programs, the Department of Teacher Education and Administration collects random, anonymous student work samples to be analyzed by internal and external reviewers.

COMPREHENSIVE ARTS PROGRAM POLICY

The Elementary Education program area supports a comprehensive arts program to assist preservice and inservice teachers in designing and implementing curricular and instructional activities that infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

EAGLE CONNECT

All students should activate and regularly check their Eagle Connect (e-mail) account. Eagle Connect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via Eagle Connect. For information about Eagle Connect, including how to activate an account and how to have Eagle Connect forwarded to another e-mail address, visit <http://eagleconnect.unt.edu/>.

ETHICAL BEHAVIOR AND CODE OF ETHICS

The Teacher Education and Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

NATIONAL COUNCIL FOR THE ACCREDITATION OF TEACHER EDUCATION (NCATE)

UNT is an NCATE-accredited institution. The “educator as an agent of engaged learning” summarizes the conceptual framework of UNT’s basic and advanced programs. The program of educator preparation at UNT is based on the following key goals: (1) content and curricular knowledge, (2) knowledge of teaching and assessment, (3) promotion of equity for all learners, (4) encouragement of diversity, (5) professional communication, and (6) engaged professional learning.

TECHNOLOGY INTEGRATION POLICY

The Elementary, Secondary, and Curriculum and Instruction program areas support technology integration to assist preservice and inservice teachers in designing and implementing curricular and instructional activities that infuse technology throughout the K-12 curriculum.

TK20

Some undergraduate and graduate education courses require assignments that must be uploaded and assessed in the UNT TK20 Assessment System. This requires a one-time purchase of TK20. Student subscriptions will be effective for seven years from the date of purchase. Key assignments must be uploaded into the TK20 system for instructors to assess. Please go to the following link for directions on how to purchase TK20: <http://www.coe.unt.edu/tk20> and for relevant announcements.

SETE

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available at the end of the semester. It provides a chance to comment on the effectiveness of the university supervisor. The College of Education is very interested in the feedback it gets from students, as we work to continually improve instruction. The SETE is an important part of your participation in the student teaching class.

STUDENT TEACHING COMPONENTS

The following components are sequential in the student teacher's development.

ORIENTATION

Orientation to the school community is critical to the student teacher's confidence and ultimate success in student teaching. Ongoing communication through orientation and observation establishes the foundation for success in the student teaching experience.

Classroom Policies

- ❖ Classroom rules and management plan (discipline referral procedures)
- ❖ Recording absent and tardy students
- ❖ Hall passes

School Policies and Procedures

- ❖ Student Handbook
- ❖ Teacher handbook (classroom policies regarding discipline, attendance, grading, passes, emergency procedures, etc.)

Teaching Responsibilities

- ❖ Parents nights, open houses, faculty meetings, department meetings, committee meetings
- ❖ Duties (bus, hallway supervision, lunch supervision)
- ❖ Computer accounts, lunch accounts, parking information

Instructional Resources

- ❖ Media center, computer labs, and technology coordinators
- ❖ Computer/technology use expectations
- ❖ District and school websites
- ❖ TEKS for course or grade level
- ❖ Appropriate instructional materials
- ❖ Lesson plan expectations
- ❖ Community resources to enhance instruction

Community and Student Needs

- ❖ Specific health/participation restrictions of any students (allergies, diabetes, etc.)
- ❖ General socioeconomic and cultural background of student population
- ❖ Responsibilities to students with special needs
- ❖ After school activities and opportunities for student teacher involvement
- ❖ Parent involvement in the school, expectations to communicate and work with parents

OBSERVATION

Much of the first week of student teaching will be spent in observation of the classroom environment, instructional strategies, and interpersonal communications and relationships. As the student teacher observes, it is helpful to take reflective notes for the purpose of asking questions of the mentor teacher regarding reasons for his/her interactions and instructional methods. Frequently asking questions of “why” and “how” will provide the student teacher with a knowledge base for choosing methods for instruction and management.

ASSISTING

After a short period of observation time, you will be ready to become more involved with the students. The student teacher will begin working collaboratively with the mentor teacher. The mentor teacher may give specific suggestions for activities that will help you to become involved. For example:

- ❖ Monitor student work at their desks to give one-on-one assistance
- ❖ Distribute papers or materials
- ❖ Preparing resources
- ❖ Check attendance
- ❖ Assist student with make-up work/tutorials
- ❖ Grade papers

TEAMING

To initiate the teaching experience in the class, the student teacher may begin by co-planning and co-teaching a selected lesson. This may be done in any number of ways.

- ❖ Divide the class into two groups with the mentor teacher and student teacher each taking a group for instruction.
- ❖ Divide the instructional time – one person does the introduction and presentation of skills, while the other person carries out the independent practice and evaluation segments of the lesson.
- ❖ One person may present the lesson content while the other one supervises the cooperative group work
- ❖ Teaming allows the student teacher to gain some initial experience in front of the class with support from the mentor teacher. It also allows the students to observe the cooperative relationship of the student teacher and mentor teacher.

INSTRUCTION

After the mentor teacher models the preparation for and teaching of the lesson plans, the student teacher will assume some of the responsibility for planning and teaching. Initially, the lesson plan should be written and submitted to the mentor teacher at least **two days** prior to teaching the lesson in order to gain constructive feedback for revisions and ultimate success.

FULL RESPONSIBILITY

Full instructional responsibility demands total commitment on the part of both the student teacher and mentor teacher. This means that for consecutive days, the student teacher has the full responsibility of planning and teaching the whole school day as if he/she were the regular classroom teacher. All other responsibilities that the teacher has during this time will also be assumed by the student teacher.

STUDENT TEACHER RESPONSIBILITIES

RESPONSIBILITY TO THE STUDENTS

- Create and maintain a positive learning environment by demonstrating respect for each student.
- Maintain a professional relationship with each student.
- Be aware of students' social and emotional needs.
- Be discreet with any confidential information.
- Observe the behavior and learning styles of students in a world of diverse cultures in order to create a classroom atmosphere that fosters multicultural understanding.

RESPONSIBILITY TO THE HOST SCHOOL/MENTOR TEACHER

- Be familiar with school policies and procedures.
- Keep the same daily schedule of the mentor teacher. Report to school on time and remain until the end of the designated day.
- Notify the school and the mentor teacher as soon as possible if absence due to illness is necessary.
- Wear appropriate professional attire in compliance with school policy dress code.
- Provide the mentor teacher with written lesson plans well in advance of teaching.
- Prepare in advance all teaching materials/technology to avoid misuse of time and misbehavior of students.
- Plan for the most efficient methods of carrying out classroom procedures and lesson transitions.
- Know and understand the major principles and concepts of the materials to ensure high levels of teaching competence.
- Incorporate a variety of teaching strategies to provide for individual learning styles and to better develop inquiry and problem-solving skills.
- Develop critical thinking through the use of thought-provoking questions.
- Choose a variety of assessment tools and teach students to use self-evaluation.
- Provide lesson activities that require cooperation and teamwork.
- Participate in school-wide events such as teacher meetings, open houses, and other school-based activities.
- Actively seek feedback from the mentor teacher, communicate proactively, and honestly.
- Actively participate in the midterm and final evaluation process.
- Establish professional relationships by interacting with school personnel (administrators, faculty, support staff), students and parents.

RESPONSIBILITY TO THE UNIVERSITY SUPERVISOR/CADRE COORDINATOR

- Turn in a weekly teaching schedule to your university supervisor as designated by him/her. Notify your supervisor immediately if changes occur to this schedule.
- Notify the university supervisor if absence due to illness is necessary.
- Attend all seminar meetings.
- Welcome constructive suggestions and incorporate them in subsequent planning and teaching.
- Contact your supervisor/cadre coordinator with question or concerns.

MENTOR TEACHER RESPONSIBILITIES

RESPONSIBILITY TO THE STUDENT TEACHER

- Prepare the classroom students to receive the student teacher as a professional co-worker.
- Prepare a workspace for the student teacher.
- Orient the student teacher to the students, the school calendar and daily schedule, the building facilities and resources, the personnel-administrators, faculty, and staff, school policies and procedures, the nature of the community, and professional opportunities.
- Provide a gradual induction to the teaching process by modeling appropriate planning and teaching.
- Demonstrate methods and resources for creating daily lesson plans that are sequential and integrated.
- Demonstrate the use of curriculum guides, teachers' manuals, and other resources for your grade/subject level.
- Explain the philosophy of classroom management, the specific techniques that are to be used, and how management is to occur when the mentor teacher and student teacher are both in the classroom.
- Ensure that playground duty is done in the company of the mentor teacher or with a district designated personnel in the immediate area.
- Choose a specific time for planning on a daily/weekly basis.
- Guide the student teacher toward effectiveness by:
 - ◆ monitoring effective use of time,
 - ◆ requiring written lesson plans two days in advance of teaching,
 - ◆ creating a climate that encourages questioning and self-reflection,
 - ◆ praising and encouraging
 - ◆ keeping interactive lines of communication open and discuss problems frankly, one at a time,
 - ◆ sharing professional experiences and materials,
 - ◆ encouraging the use of alternative instructional and management strategies, and
 - ◆ guiding the acceptance of varied school duties and tasks which represent the teacher's workload.
- Explain the methods of record keeping for attendance, tardiness, grades, conduct, etc.
- Discuss emergency and health procedures such as fire drills, lockdowns, illness, fighting, etc.
- Allow the student teacher to assume all responsibility of classroom instruction and management.
- Give specific instruction on how to set up a classroom for the beginning of the year.
- Provide weekly feedback to the student teacher.
- Provide daily interactive discussions that encourage reflective thinking about the strengths and weaknesses of the student teacher's effectiveness in the planning/teaching process.
- Assist the student teacher in implementing recommendations received during the daily evaluation sessions.
- Accept each student teacher as an individual and refrain from comparison of him/her with previous student teachers.
- Allow the student teacher to attend all required seminars/meetings which are part of the field experience.
- Leave the student teacher alone in the classroom (see pacing guide, p. 23-24) so that he/she can have a feeling of independence and an opportunity to learn from his/her mistakes.
- Introduce the student teacher to professional journals, resources, and organizations.
- Invite the student teacher to faculty/curriculum meetings, parent meetings, and parent/teacher conferences when appropriate.

RESPONSIBILITY TO THE SUPERVISOR/CADRE COORDINATOR

- Confer with the university supervisor on a continuing basis. Performance problems should be identified and discussed as early as possible. Use a Growth Plan (p. 28) whenever necessary to encourage timely change.
- Participate in a three-way evaluation conference with the student teacher and supervisor at the mid-point and final evaluation.
- Submit final evaluation online through Tk20.
- Contact the university supervisor/cadre coordinator with questions or concerns.

UNIVERSITY SUPERVISOR RESPONSIBILITIES

RESPONSIBILITY TO THE STUDENT TEACHER

- Conduct a student teacher orientation at the beginning of the semester that reviews the handbook, and emphasizes responsibilities (academic, moral, ethical, legal) and the information needed to make a smooth transition from being a university student to being a successful teacher.
- Observe, assess and evaluate student teachers on a regular basis regarding teaching, planning, management, and professionalism (at least 4 classroom visits).
- Conduct observations at a variety of times to include a range of subjects for which the student teacher is responsible for teaching.
- Provide verbal and written feedback following each observation.
- Guide the student teacher's growth in reflective thinking and self-evaluation.
- Evaluate the student teacher's lesson plans and provide verbal and/or written feedback.
- Participate in a three-way evaluation conference (at least 20 minutes) with the student teacher and mentor teacher at the mid-point and at the end of the semester.
- Provide documentation of any infractions of school policy or professionalism, as well as unsatisfactory progress in classroom instruction and management. A copy will be provided to the Director of Field Experience as well.
- Provide the student teacher with a Growth Plan (p. 28) if there are problematic areas that need special attention. A copy of the Growth Plan/Probation Contract will be submitted to the Director of Field Experience as soon as all parties have signed the form.
- Complete recommendation letters for student teachers who are applying for teaching positions.

RESPONSIBILITY TO THE MENTOR TEACHER/HOST CAMPUS

- Conduct a meeting at the beginning of the semester to review the policies, expectations, and administrative tasks of the student teaching experience.
- Communicate and collaborate frequently with the mentor teacher to support and evaluate the student teaching experience.
- Collaborate to prepare and present the mid-term and final evaluations.
- Develop a collaborative approach with campus administrators to support the student teaching experience.

RESPONSIBILITY TO THE UNT FIELD EXPERIENCE OFFICE

- Continue professional development through attendance and participation in supervisor meetings each semester.
- Communicate regularly with the Director of Field Experience about areas of concern or make suggestions for programmatic changes.
- Verify and sign the UNT 12-day class roll.
- Complete all evaluations through Tk20.
- Complete the final grades on the UNT online reporting system.
- Serve as a mentor to a new student teacher supervisor, if requested.

PROCEDURES FOR TERMINATION FROM STUDENT TEACHING

The student teaching program is a cooperative relationship between the University of North Texas, cooperating school districts, mentor teachers, and the student teacher. Each student teacher is to be made aware that his/her presence in the district, and in a particular classroom, is that of a guest. Occasionally, there are circumstances that warrant the termination of a student teaching assistant. Termination may be initiated by the student teacher, the school district, or the University of North Texas. When such action is deemed necessary, the following reasons for termination and procedures for termination must be taken into consideration:

REASONS FOR TERMINATION

1. Mutual consent and agreement for termination by the student teacher, mentor teacher, and university supervisor for reasons of illness, injury, or other unforeseen problem.
2. Failure by the student teacher to establish and maintain a satisfactory performance level in classroom instruction and/or management.
3. Failure by the student teacher to abide by the policies of UNT, the cooperating school, or cooperating school district.
4. Unprofessional conduct towards the host school faculty/administration or students/parents.

PROCEDURES FOR TERMINATION (for Reasons 2–4)

The following procedures are required for termination of the student teaching assignment:

1. The student teacher shall be informed by the mentor teacher and university supervisor/cadre coordinator of any unsatisfactory performance. This shall be done through a written evaluation from the university supervisor, a joint conference between all three, and written documentation of any infractions of school policy or professionalism. A series of documented infractions must be submitted in order to terminate the student teaching assignment.
2. When it is evident that a student teacher does not follow through with prescribed verbal and written suggestions for improvement, a formal **Growth Plan** shall be initiated by the university supervisor/cadre coordinator and mentor teacher and presented to the student teacher during a three-way conference. This contract shall be signed by the student teacher, the mentor teacher, and the university supervisor/cadre coordinator with copies submitted to the Director of Clinical Practice and the ARR by mid semester (week 8) at the latest.
3. Within one-week following the Growth Plan conference, the student teacher, mentor teacher, and university supervisor/cadre coordinator will confer to assess progress.
4. If inadequate progress in teaching effectiveness and/or unprofessional conduct continues, a formal **Probation Contract** will be administered, with a clear time limit for compliance. A copy will be submitted to the school principal, the Director of Clinical Practice, and to the appropriate ARR Committee.

5. The university supervisor/cadre coordinator, ARR Chair, or student may request that the Director of Clinical Practice administer an observation and evaluation. A conference of all parties will follow.
6. When the student teacher is placed on probation and reassessment indicates unfavorable progress, the student teacher will meet with the Director of Clinical Practice and ARR Chair to discuss possible options. The options offered will depend upon EACH INDIVIDUAL CASE and what is deemed to be in the best interest of the student teacher, the school, the mentor teacher, and the students in the classroom. Some options that may be considered include the following:
 - a. Withdrawal from student teaching, with the option to reapply for student teaching.
 - b. Withdrawal from student teaching, with the decision to transfer to another college within the University to pursue a different degree. (Withdrawal will be allowed only if it is prior to the end of the drop date for the semester.)
 - c. Referral to the appropriate ARR Committee, possibly resulting in termination of student teaching with a failing grade. The final termination decision is made by the appropriate ARR Committee following official ARR procedures/policies.
7. If the student teacher is to be terminated from the student teaching assignment, he/she will be given a letter stating the decision, the reasons for the termination, and whether or not an opportunity to reapply for student teaching at a later date will be permitted. This letter is generated by the appropriate ARR Committee and approved by the Associate Dean for Teacher Education before dissemination to anyone.

The final decision to terminate a student teacher is the responsibility of the ARR Committee and Associate Dean for Teacher Education. This decision will be based upon documentation from the school principal, mentor teacher, university supervisor/cadre coordinator, and/or the student teacher.

APPEAL PROCEDURE

If the student teacher wishes to contest the decision to terminate the assignment, the following procedures are required:

1. The student teacher must submit a written appeal to the College of Education Admission, Review, and Retention (ARR) committee.
2. The ARR chairperson will convene to process the appeal.
3. The committee will review the case consisting of written evaluations, growth and probation contracts, written documentation of student teacher infractions, the procedures followed by the university supervisor/cadre coordinator and mentor teacher, and the appeal letter from the student teacher.
4. The committee will vote to accept or reject the appeal. The Director of Field Experience will meet with the student teacher to inform him/her of the decision and recommendation of the committee. A written copy of the decision will be given to the student teacher and the Associate Dean for Teacher Education.
5. The decision may be appealed to the Dean of the College of Education.

APPENDIX

Sample Forms

- ◆ **Observation Suggestions**
- ◆ **Pacing Guide**
- ◆ **Code of Ethics/Immunity Status for Student Teaches**
- ◆ **Growth Plan/Probation Contract**
- ◆ **University of North Texas Contacts**

RECOMMENDATION FOR OBSERVATION OF CLASSROOM PROCEDURES, INSTRUCTION AND MANAGEMENT

These questions are designed to help you focus on important classroom procedures and utilize your observation time wisely.

CLASSROOM ROUTINE

1. Starting Procedures

What does the teacher do as students arrive in the classroom?

Does the teacher have instructions on the board or activities for engagement?

How are class roll, lunch count, etc. conducted?

2. Material Distribution

Are instructional materials ready for use?

What are the student responsibilities regarding materials?

3. Restroom Procedures

May students leave for the restroom freely?

Are passes available to use under certain guidelines?

Must the teacher give permission before a student may be excused?

4. Lunch Procedures

How are students dismissed at the end of each period, for lunch, for special circumstances, etc.?

How are the elementary students taken to the cafeteria and picked up?

RECORD KEEPING

1. Attendance

Are the students allowed to assist?

2. Grading

Does the teacher use different types of evaluation symbols? (100%, ✓+, ☺)

How is the grade book set up? (electronic, paper copy, etc.)

3. Referrals

How are disciplinary actions and follow-up procedures handled?

How are other referrals handled? (speech, SPED, counselor, etc.)

CLASSROOM MANAGEMENT

1. Discipline Plan

What are the rules?

How were they chosen?

How are they enforced? (praise, consequence)

2. Tardy Policy

How is the policy enforced?

What is the school policy for acceptable excuses for tardies?

3. Seating Arrangements

How does the teacher determine seating? (alphabetical, discipline, ability levels)

Can students move at different times or do they need to stay in their seat for the entire period?

4. Grouping

Are students grouped for projects, reading, etc.?

How does the teacher determine this grouping?

TEACHING PROCEDURES

1. Lesson

a. Introduction and teaching

How is the purpose of the lesson set?

How does the teacher motivate students' interest?

How does the teacher relate lesson content to the students' prior knowledge?

What type of questioning is used to determine student understanding?

b. Student activities

How are students monitored for degree of understanding?

How does the teacher produce a smooth transition from teaching procedures to student practice?

How are students kept on task?

c. Enrich/Re-teach activities

What creative opportunities are provided to extend the understanding of those who successfully complete the lesson?

What modifications and re-teach opportunities are provided for those who have not mastered the objective?

d. Closure

How does the teacher involve the students in a brief review of the lesson objective?

2. Homework/Make-up work/Late work/Tutorials

a. How does the teacher grade homework?

b. What is the policy for late work?

c. What is the policy for students who have been absent?

d. What is the policy for helping students before, during, and after school?

3. Transition techniques/Fillers

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

STUDENT/TEACHER INTERACTION & MANAGEMENT TECHNIQUES

How are students recognized during classroom discussion? How do students gain the teacher's attention?

How does the teacher bring all students into the learning environment and keep them on-task?

How does the teacher redirect off-task behaviors?

How is the classroom discipline plan implemented?

How are appropriate behaviors reinforced?

How are students moved from whole group to small group and vice-versa?

What non-verbal signals are used?

PARENT/TEACHER INTERACTION

How does the teacher communicate expectations of the child to parents?

How does the teacher deal with problems or communicate praise to parents?

**UNIVERSITY OF NORTH TEXAS
ELEMENTARY STUDENT TEACHING PACING GUIDE**

WEEK	RESPONSIBILITIES
Weeks 1-7 are for the first rotation of PDS 2	
1	Observe and assist The majority of the time is focused on learning classroom routines and observing students and the mentor teacher.
2	Co-plan and teach 1-2 subjects/periods per day Gradually add responsibilities so that the student teacher has experience planning and teaching each subject/period before full responsibility begins.
3	Co-plan and teach 2-3 subjects/periods per day Gradually add responsibilities so that the student teacher has experience planning and teaching each subject/period before full responsibility begins.
4	Plan and teach 2-3 subjects/periods per day As the student teacher assumes teaching of new subjects/periods, teaching responsibilities for subjects/periods they have taught the longest may be dropped. This assures that the student teacher will teach at most 3 subjects/periods per day. By the end of week 5, the student teacher should have taught all subjects/periods.
5-7	Full Responsibility Choose 10 consecutive days during these 3 weeks for full responsibility. MID-POINT CONFERENCES DURING WEEK 7
Weeks 8-15 are for the second rotation of PDS 2	
8	Observe and assist The majority of the time is focused on learning classroom routines and observing students and the mentor teacher.
9	Co-plan and teach 1-2 subjects/periods per day Gradually add responsibilities so that the student teacher has experience planning and teaching each subject/period before full responsibility begins.
10	Co-plan and teach 2-3 subjects/periods per day Gradually add responsibilities so that the student teacher has experience planning and teaching each subject/period before full responsibility begins.
11	Plan and teach 2-3 subjects/periods per day As the student teacher assumes teaching of new subjects/periods, teaching responsibilities for subjects/periods they have taught the longest may be dropped. This assures that the student teacher will teach at most 3 subjects/periods per day. By the end of week 5, the student teacher should have taught all subjects/periods.
12-15	Full Responsibility Choose 10 consecutive days during these 3 weeks for full responsibility. FINAL CONFERENCES DURING WEEKS 14-15

Note: This is a suggestion. It can be changed to meet individual needs.

**UNIVERSITY OF NORTH TEXAS
MIDDLE/HIGH SCHOOL STUDENT TEACHING PACING GUIDE**

WEEK	RESPONSIBILITIES
1	Observe and assist The majority of the time is focused on learning classroom routines and observing students and the mentor teacher.
2	Team teach
3	Co-plan and teach 1-2 classes This should be a lesson that the mentor teacher has modeled on the previous day or class. This will give the student teacher the opportunity to plan with the mentor teacher and observe the lesson being taught.
4	Co-plan and teach 1-2 classes This should be a lesson that the mentor teacher has modeled on the previous day or class. This will give the student teacher the opportunity to plan with the mentor teacher and observe the lesson being taught.
5	Independently plan and teach 2-3 classes
6	Independently plan and teach 2-3 classes
7-9	Full Responsibility Choose 10 consecutive days during these 3 weeks for full responsibility. MID-POINT CONFERENCES DURING WEEKS 7-8
10-12	Plan and teach 2-3 classes Progressively add periods that build toward the second full responsibility
13-15	Second Full Responsibility Choose 10 consecutive days during these 3 weeks for full responsibility. FINAL CONFERENCES DURING WEEKS 14-15

Note: This is a suggestion. It can be changed to meet individual needs.

**Revised Code of Ethics and Standard / Immunity Status for Student Teachers 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.

IMMUNITY STATUS FOR STUDENT TEACHERS

TEXAS EDUCATION CODE - SECTION 22.0511. IMMUNITY FROM LIABILITY. Senate Bill No. 930; SECTION 1. Subchapter B, Chapter 22, Education Code, is amended by amending Section 22.051 and adding Sections 22.0511 through 22.0517 to read as follows:

Sec. 22.051. 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.

Sec. 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.

Student teacher Name _____

University of North Texas
Student Teaching Growth Plan/Probation Contract

- Growth Plan Contract
- Probation Contract

Identified areas of concern:

Recommended Intervention Strategies:

Timeline for Meeting Goals:

Additional Concerns, Needs, Comments:

Date to Reconvene: _____

Signatures: _____ Date: _____
(Student teacher)

_____ Date: _____
(Mentor Teacher)

_____ Date: _____
(University Supervisor)

Supervisors: Forward any Probation Contracts to UNT Field Experience Office.

University Contacts
University of North Texas
College of Education
Denton, TX 76203

Dr. Jerry Thomas	Dean	jerry.thomas@unt.edu
Dr. Lisbeth Dixon-Krauss	Associate Dean for Teacher Education	lisbeth.dixon-krauss@unt.edu
Mr. Tim Sutton	Director of Clinical Practice	tim.sutton@unt.edu
Ms. Tiffany Bonner	Clinical Practice Assistant	tiffany.bonner@unt.edu
Dr. Gwen Pasco	Student Advising Office	g.pasco@unt.edu
Ms. Jennifer Lee	TExES Advising Office	jennifer.lee@unt.edu

District PDS Sites	Cadre Coordinator	Email
Allen	Dr. John Phillips	john.phillips61@verizon.net
Aubrey/Little Elm	Ms. Lisa Glenn	lisafifty@earthlink.net
Carrollton-Farmers Branch	Ms. Jane Olson	janeolson@verizon.net
Coppell	Dr. Andra Penny	apenny@coppellisd.net
Dallas	Dr. Rhonda Vincent	rhonda.vincent@unt.edu
Denton	Dr. Janet Ray Ms. April Sanders Mr. Tim Sutton	janet.ray@unt.edu april.sanders@unt.edu tim.sutton@unt.edu
Eagle Mountain-Saginaw	Ms. Michele Langley	michele.langley40@gmail.com
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Grapevine-Colleyville	Ms. Lisa Dunn	lisa.dunn@gcisd.net
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Northwest	Ms. Susan Padgett	scpadgett1951@sbcglobal.net
Plano	Ms. Linda Hunter	linda_c_hunter@hotmail.com
Prosper	Dr. Lisa Morgan	lisa.morgan@unt.edu
EC-4/EC-6 Post-Bac	Dr. Stacey Williams	wstacey10@yahoo.com

OTHER IMPORTANT CONTACTS

Registrar Information Counter..... 940.565.2378
Student Records and Academic Status 940.565.2369
Financial Aide 940.565.2302
Graduation Application..... 940.565.4625
Career Center 940.565.2105