



# **The Essential Student Teaching Handbook**

Texas State University  
Office of Educator Preparation  
512-245-7880

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## THE ESSENTIAL STUDENT TEACHING HANDBOOK

### Texas State University Office of Educator Preparation

Texas State University has developed professional educators for over 100 years. With more than 30 educator certification programs across the university, making up almost 14 percent of our student body, Texas State is one of the largest traditional educator preparation programs in the country. The program includes rigorous academic coursework and extensive field experience supported by robust research in teaching and learning.

The conceptual framework that guides the Texas State Initial Teacher Preparation Program is based on three intersecting themes:

- The democratic purposes and outcomes of education
- Cultural competency in teaching and learning
- The development of the education professional

Foremost is our belief that education is fundamental to a democratic society's survival. Supporting this belief are notions that all children can learn and that educators can and do make a difference in the lives of children, and by extension, the communities in which they teach and for society in general. An additional foundational perspective is that the important aspects of a teacher's development mentioned above optimally occur within the authentic setting of the classroom and are mediated by expert guidance, critical reflection, and assessment. (Adler, 1982; Chung, 2008; Clemson, 1990; Coleman, 1988; Counts, 1932; Darling-Hammond, 2014; Darling-Hammond & Bransford, 2005; Dewey, 1916, 1923, 1938; Griffin, 1986; Guyton & McIntyre, 1990; Hammerness, Darling-Hammond, & Bransford, 2005; Holmes Group, 1990; in TASC, 2011; Valdes, 1996; Ribich, Agostino, Barone, & Birch, 1982; Werner, Avila, Resta, Venglar, & Curtin, 1995).

Every semester, hundreds of Texas State University students progress toward their goal of becoming certified teachers, and every year, thousands of K-12 students learn in classrooms guided by our Texas State graduates.

### The Texas State University Instructional Model

All Texas State University teacher certification programs use **The Danielson Framework for Teaching** as the instructional model. In addition to providing a comprehensive picture of teaching, the Danielson Framework guides the growth of Texas State education students throughout their coursework and field experiences. The research-based Danielson Framework is similar to the Texas Teacher Evaluation and Support System (T-TESS), the teacher evaluation tool currently endorsed by the Texas Education Agency. The Framework is also aligned to the Texas State Teacher Standards. Experience with the Framework prepares Student Teachers for entrance into the public school system of Texas.

The Framework has a 4-point rubric that describes what effective teaching and learning looks like and sounds like in the classroom. Though the Framework was developed to describe the practice of a certified teacher in the classroom, Texas State values the use of the rubric with Student Teachers to reinforce growth towards highly effective instructional practice. Student Teaching Faculty use the Danielson Framework and rubric when conducting observations and evaluations of Student Teachers. Post observation conferences and instructional discussions during seminars are grounded in the Framework's language and indicators for development.

Framework Ratings	Rating	Level	Criteria
	Unsatisfactory	1	Indicates little to no evidence of effective component demonstration. Rubric adjectives include “lack of,” “unclear,” “unaware,” “poor,” and “unsuitable.”
	Basic	2	Within this level, attempts are made, but results are inconsistent or minimal. Performance rubric descriptions include “partial,” “generally,” and “moderate.”
	Proficient	3	Describes the expected level of performance. Descriptors include “consistent,” “frequent,” “successful,” and “smooth.”
	Distinguished	4	Indicates a classroom where the level of effective learning and teaching is “solid,” “seamless,” “skillful,” and “preventative.”

#### Related Resources

- Resources are available through the Clinical Teaching Resource tab of the [Office of Educator Preparation Website](#).
- The Danielson Framework for Teaching is not available on the OEP website. You will have to share contact information and register in order to download this document. (The Framework for Teaching Evaluation Instrument 2013) This link takes you directly to the Danielson FFT website: [Danielson Group Free Downloadable Resources](#)

## The Student Teaching Assignment

Student Teaching is the capstone field experience for our students working toward teacher certification. Student Teaching is a six-semester-hour experience in a classroom of a public, and in some cases private or charter school. Student Teachers are required to complete a clinical teaching experience for a minimum of **14 weeks** with a full day being **100% of the school day**. Single-Placement Student Teachers are placed with one Cooperating Teacher in one classroom for the entire 14 weeks. Split-Placement (*usually All-Level*) Student Teachers are placed with one Cooperating Teacher for the first half of the semester and with another Cooperating Teacher for the last half of the semester. During this semester, candidates are “students” of teaching.” It is a time of much learning, improvement, and growth supported by the Cooperating Teacher and the University Student Teaching Faculty. All candidates for initial certification student teach for one full semester. Approximately 150 schools in 55 school districts across Texas host our students for the student teaching experience. This handbook outlines the program guidelines, policies, standard experiences, and participant requirements, roles, and responsibilities.

This experience is of paramount importance for the future careers of Student Teachers, and, along with other criteria, must be completed successfully in order to receive recommendation to certify by the Office of Educator Preparation. Commitment to learning, growth, professionalism and open communication is critical. Questions and concerns should be addressed immediately by all parties, initially through Student Teaching Faculty and, as necessary, through the Director of the Office of Educator Preparation.

Assignments are made by our partner school districts in collaboration with the Office of Educator Preparation with care and attention to many factors. At no time should the Student Teacher contact a district directly, as it violates our memorandum of understanding with our partners. Additionally, adjustments in assignments are not made after the Student Teacher begins except in unusual circumstances. No Student Teacher is to be reassigned without the prior approval of the Director of the Office of Educator Preparation.

**Classroom Authority:** Texas State expects the Student Teacher to work within the context of the Cooperating Teacher's classroom and school and accept that the Cooperating Teacher has the ultimate responsibility for how the Student Teacher may operate in the classroom.

**Campus Policies:** Student Teachers should know and follow the policies of the school on which they are assigned. Cooperating Teachers are encouraged to share school policy, as well as prompt and coach their Student Teacher when necessary.

**Removal From School Site:** If at any time, the Cooperating Teacher, campus principal, or district administrator requests that a Student Teacher be removed from the classroom or school site for any reason, the Student Teacher shall immediately comply. In addition, the student should immediately contact their assigned Faculty Supervisor and the Office of Educator Preparation.

## Expectations of the Student Teacher

Student Teachers meet with Student Teaching Faculty prior to school placements to receive information about their role during the student teaching experience, as well as attend additional Texas State seminars during the semester. Texas State and Student Teaching Faculty expectations for Student Teachers are outlined below.

### General Expectations

**Communication:** Communication throughout the student teaching experience is critical to successful completion of student teaching. All university communication takes place through Bobcat Mail. Students are responsible for checking their email daily and responding appropriately. Your Faculty Supervisor and Cooperating Teacher may incorporate phone calls and text messages as means of further communication.

Additionally, communication and documentation take place in ePortfolio. Students are responsible for completing the required actions (acknowledgements, uploads, etc.) in a timely manner.

**Required TX State Meetings:** Student Teachers are required to attend all Texas State Student Teacher Orientation and training sessions, meetings, as well as the Texas State Job Fair and all Student Teaching Faculty meetings and seminars.

**Deadlines and Acknowledgement Requirements:** The OEP keeps Student Teachers informed of important submission dates and deadlines. It is the Student Teacher's responsibility to meet deadlines when applying for graduation, exit exams, and certification. In addition,

Student Teachers must acknowledge their observations and evaluations in the online ePortfolio system.

## Professionalism

The Student Teacher is expected to demonstrate professionalism throughout their program, maintaining cooperative and collaborative relationships, complying with university, school, and school district policies, and conducting themselves ethically and with integrity.

- **Texas Education Code of Ethics** - All preservice and in-service teachers are required to uphold all aspects of [Texas Educator Code of Ethics](#). To maintain accountability with the Texas Education Agency, Student Teachers must document that they have read and understood the Code of Ethics in their ePortfolio binders.
- **Ethical or Professional Concerns** - In the event that a Student Teacher witnesses or experiences unprofessional behavior in the host school, the Student Teacher must contact their Student Teaching Faculty for support and guidance.
- **Cooperative and Acceptable Work Ethic** - As a guest at the host school and in the Cooperating Teacher's Classroom, the Student Teacher should work in a professional, cooperative manner with all who they encounter.
- **Confidentiality** - The Student Teacher is expected to know and adhere to the school policy on the use of confidential information that may be obtained through student records, conversation, or other sources. Confidentiality regarding students, information about parents of students, or information shared with the student teacher must be maintained. (*Texas Code of Ethics Standard 3.1*).
- **Dress Code** - Student Teachers are expected to present a professional appearance that reflects the transition from college student to educator. The Student Teacher is expected to follow the written teacher/staff dress code of host school and district.

## Student Teaching Policies

This handbook section provides an overview of basic policies regarding the student teaching experience. This, in conjunction with the current Student Teaching Syllabus, provides specific guidance regarding program policy.

<b>Criminal History and Background Check</b>	<p>For a new teacher, or one in a new district, a teaching background check is required. The Texas Education Code Section 22.083(b) authorizes the district to obtain criminal history record information on applicants being considered for employment with the district. The district requires everyone who is going to be in classrooms to be cleared through a criminal record check prior to being on campus.</p> <p>Based on information recorded in a student's criminal history, students may be ineligible for issuance of a certification upon completion of the Educator Preparation Program. If concerned, students should request a <a href="#">Preliminary Criminal History Evaluation</a> from the Texas Education Agency, schedule an appointment for free legal counseling services</p>
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	through <a href="#">Texas State University's Attorney for Students</a> and disclose this information to the Office of Educator Preparation.
<b>Professional Liability</b>	<p>The Student Teacher is entitled to the same protection of laws as the Cooperating Teacher and the principal in the school where they are assigned. The university does not provide the Student Teacher with liability insurance. <b>Texas State requires that all Student Teachers obtain liability insurance coverage through organizations such as ATPE and TCTA before beginning their placement.</b></p> <ul style="list-style-type: none"> <li>• Liability insurance protection does not apply in cases where there is use of excessive force in the discipline of students or negligence resulting in bodily injury to students, nor does the protection apply to the operation or use of any motor vehicle.</li> <li>• Student Teachers are not to drive their own cars to take students on field trips or to deliver them anywhere away from school, as they could be found liable for any accidents or injuries.</li> <li>• Administering medicine to a student is not permitted at any time under any circumstances.</li> <li>• Corporal punishment is not permitted at any time.</li> <li>• As required by the Texas Administrative Code, student teaching is a supervised placement. Student Teachers are not the teacher of record and should not be solely responsible for supervision of students. The Cooperating Teacher or another Certified Teacher should always be in close proximity and available.</li> </ul>
<b>Injuries at the Student Teaching Site</b>	<p>If a Student Teacher is injured at a school, they should notify the Student Teaching Faculty Supervisor, the Cooperating Teacher, and the school principal. Since Student Teachers are not district employees, they are responsible for their own medical expenses.</p> <p>Interns, who are employees of the district, should follow district guidelines for reporting work injuries.</p>
<b>Substituting</b>	<p>Texas State Student Teachers currently are <u>not allowed</u> to substitute during the 14-week student teaching assignment (<i>STF will provide information on the "Emergency One-Day" and "Thank You Day" guidelines for possible exceptions</i>). A Student Teacher may substitute after successfully completing the state-mandated minimum 14-week student teaching experience, and only if employed by the district as a substitute.</p>
<b>Student Teacher Attendance</b>	<p><b>General Requirements:</b></p> <ul style="list-style-type: none"> <li>• Student Teachers are expected to be present at their assigned school placement each day. The Texas Education Agency <b>requires a minimum number of days in placement</b> for student teaching (<i>full day=the hours for a full-time teacher, as specified by the placement district</i>). Student Teachers must adhere to the Texas Education Agency's requirements regarding the minimum number of days in placement. If a Student Teacher misses any days that prevent them from meeting the minimum requirement, those days must be made up after the last day of student teaching, but before the end of the semester, regardless of the reason. In most semesters, this means absences are limited to no more than 5 days to ensure compliance with this requirement. If a student is unable to complete the minimum number of days</li> </ul>

required, *for any reason*, they will **not** receive credit for student teaching.

- If at any time the Student Teacher's absences are excessive and prevent the student from reaching the minimum requirement, the placement will be terminated, and the student will have to reapply for the opportunity to student teach in a future semester. Absences may negatively affect credit for the semester and could result in failure to meet graduation requirements. Note: There is **no partial credit for Student Teaching**.
- The Student Teacher is to be **present at the school for the entire day** (exceptions are made to attend required Texas State events, meetings, and seminars) and to **follow the required start and end times for their school. Lateness is inexcusable**.
- The Student Teacher **must notify** both the Cooperating Teacher and the Student Teaching Faculty of absences as soon as possible. Failure to notify may impact the student's Professional Responsibilities evaluation ratings and may also necessitate the development of a Growth Plan.
- If absent, the Student Teacher must send plans/materials to the Cooperating Teacher for areas of responsibility for the day.
- An "Absentee Form for Student Teachers" must be submitted prior to an absence for personal reasons and the first day back from an emergency absence (*Absentee form available in Canvas and on [OEP Resources for Clinical Teaching website](#)*)
- Submit the absentee form to the Student Teaching Faculty Supervisor.
- A Required Attendance Log is provided which Student Teachers must update daily, complete, and have signed by the Cooperating Teacher at the end of the semester. The Student Teacher will then submit Attendance Log to the Faculty Supervisor (via Canvas). Faculty Supervisor will upload Attendance Log into ePortfolio as evidence that the student has met the minimum number of days in placement requirement. STF may also request to review the attendance log anytime during the semester.

#### **Absences Due to Personal Business**

- **TExES Exams:** Student Teachers are encouraged to take their TExES exams prior to assuming total instructional responsibility. They are expected to schedule their TExES exams after school hours or on Saturday, if possible. A Student Teacher that must miss student teaching for a TExES exam will be required to submit an absence form and make up the absence.
- **Interviews:** Absences for interviews should be limited, approved by Student Teaching Faculty, and must be made up.
- **Other:** Student Teachers who are absent due to any other personal business must receive prior approval and must make up the absence.

#### **Absences Due to Weather or other Emergencies:**



	<ul style="list-style-type: none"> <li>In the case of a district or public emergency (for example, serious weather events, safety lockdowns, etc.), Student Teachers must contact both their ST Faculty and the Office of Educator Preparation within two hours of the event to ensure communication and safety.</li> </ul> <p><b>Absences Due to Religious Holidays:</b></p> <ul style="list-style-type: none"> <li>It is the responsibility of each Student Teacher to notify the Cooperating Teacher and Student Teaching Faculty in advance when they will be absent from school for a religious holiday. The Student Teacher should obtain approval for scheduling makeup time and work for this absence.</li> </ul>
<b>Calendar</b>	<p>Work Days/Hours: Student Teachers are to follow the school staff calendar and work hours.</p> <ul style="list-style-type: none"> <li>Although arriving early and staying late for meetings, team planning, and preparation for class is expected, returning for night meetings or weekend events is not required.</li> <li>Student Teachers will follow the calendar of the school district in which they are assigned. If the district has a holiday and the university is in session, the Student Teacher will have a holiday unless Student Teaching Faculty schedules a meeting or seminar. If the school has scheduled professional development days, the Student Teacher is required to participate unless specifically requested not to by the district or school.</li> <li>Cooperating Teachers and Student Teachers should familiarize themselves with the TXST Student Teaching Calendar for mandatory meetings, due dates, and other information. Student Teaching Faculty will share a copy of the semester's calendar with Student Teachers.</li> </ul> <p>Inclement Weather: In case of inclement weather closures or late starts, Student Teachers follow the staff hours and calendar of the district in which they are assigned.</p> <ul style="list-style-type: none"> <li>If the district is closed or starts late due to inclement weather, the Student Teacher is expected to adhere to the assigned district's expectations for staff, even if Texas State continues to hold classes.</li> <li>If Texas State implements a closure or late start, but the Student Teacher's district does not, the Student Teacher will comply with the district's expectations.</li> <li>Any days missed due to school being cancelled must be made up. If the district's "weather day" falls within the Student Teacher's official semester and the district is in session because of previous bad weather, the Student Teacher will attend that day. <b><i>Note: Days missed due to inclement weather do not count towards minimum days in placement requirement.</i></b></li> </ul>
<b>Outside Responsibilities</b>	<p>During the student teaching semester, the Student Teacher's first responsibility is to the students they are teaching. Other obligations should not interfere with student teaching responsibilities.</p>

	<ul style="list-style-type: none"> <li>• Outside activities (e.g., employment, sports, sororities, fraternities) should be held to a minimum by the Student Teachers during their student teaching experience.</li> <li>• No Student Teacher will be excused to leave early for work or class.</li> </ul>
<b>Passing Student Teaching</b>	<p>To successfully complete Student Teaching and receive Credit (CR), the Student Teacher must:</p> <ul style="list-style-type: none"> <li>• Meet the Minimum Number of Days in Placement Requirement.</li> <li>• Successfully complete their minimum 14-week placement including the 2-week Total Teach Requirement.</li> <li>• Complete all the requirements/assignments for the Student Teaching Canvas Course.</li> <li>• Obtain a rating of “2” or higher on <u>each</u> of the Final Evaluation components.</li> <li>• If applicable, meet all the requirements of the Growth Plan.</li> <li>• The Student Teaching Faculty Supervisor <b>and</b> the Cooperating Teacher (for Student Teachers) or Site Administrator (for Interns) <i>recommend</i> to OEP that the candidate should be recommended for a standard certificate. <ul style="list-style-type: none"> <li>○ TAC Code Ch. 228, Rule 228.35; <i>Clinical Teaching is successful when the candidate demonstrates proficiency in each of the educator standards for the assignment and the field supervisor and cooperating teacher recommend to the EPP that the candidate should be recommended for a standard certificate. If either the field supervisor or cooperating teacher do not recommend that the candidate should be recommended for a standard certificate, the person who does not recommend the candidate must provide documentation supporting the lack of recommendation to the candidate and either the field supervisor or cooperating teacher.</i></li> </ul> </li> </ul> <p><i>NOTE: Receiving credit for the clinical teaching is not the same as becoming certified. Before the Certification Officer can officially recommend the issuance of a standard certificate, the candidate must complete all required steps, including passing all certification exams and applying for standard certification through TEA (See Chapter 5 in the <a href="#">Teacher Certification Handbook</a>).</i></p>
<b>Growth Plan</b>	<p>If a Student Teacher’s performance is in need of significant intervention as noted by concerns from the ST Faculty Supervisor, CT, or Campus Administrator, then the Growth Plan process will be initiated, and the Texas State Office of Educator Preparation will be informed.</p> <ul style="list-style-type: none"> <li>• Ideally, the identification of areas needing significant improvement will occur early, leaving time for action steps to be implemented. Early and open communication between the Student Teacher, the Cooperating Teacher, and Student Teaching Faculty is critical.</li> <li>• Once it has been determined that a growth plan is necessary, a conference with the Student Teacher will be held. The Student Teaching Faculty Supervisor, the Cooperating Teacher, and the Student Teacher will meet to review the growth plan.</li> <li>• If a student is not expected to meet the requirements of a Growth Plan before the end of the semester, the student may need to withdraw and reapply for the opportunity to student teach in a future semester or risk failure. <i>NOTE: There may be financial implications, and Financial Aid may be impacted if the student must withdraw. See</i></li> </ul>

	<p>information in this link from the Office of the Registrar:  <a href="https://www.registrar.txstate.edu/resources/dropping-vs-withdrawing.html">https://www.registrar.txstate.edu/resources/dropping-vs-withdrawing.html</a>.          Additionally, there may be implications for meeting graduation requirements.</p> <ul style="list-style-type: none"> <li>• There is no partial credit for student teaching.</li> </ul>
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### Student Teacher Standard Experiences

To maintain equity with assignments and workloads, Texas State University has established a set of common experiences for Student Teachers. Because of the context of the placements, the details of these requirements vary somewhat between elementary and secondary. Student Teachers will receive specific information about these standard experiences from the Student Teaching Faculty Supervisor during the orientation meeting at the beginning of the semester. The major requirements are listed below.

<b>Student Teaching Canvas Course Requirement</b>	Student Teachers will engage in learning and reflection related to the Danielson Framework for Teaching by completing required assignments in an online Canvas course facilitated by Student Teaching Faculty. Additional course requirements will be added to Canvas in the form of assignments.
<b>EDST Course Seminars</b>	Student Teachers will meet with Student Teaching Faculty and peers to debrief and extend Canvas course learning, share and discuss problems of practice, and to prepare for student teaching requirements and experiences. Seminars may occur fact-to-face or in a virtual setting.
<b>Classroom Visit</b>	Student Teachers are asked to visit their assigned classroom prior to the first day of student teaching, if possible. Student Teachers must arrange the visit with the Cooperating Teacher.
<b>Observation of the Cooperating Teacher</b>	Student Teachers are expected to observe the Cooperating Teacher, manage the classroom environment, and teach, especially during the early weeks of student teaching. These opportunities provide excellent examples of effective teaching and learning.
<b>Reflections</b>	Through regular reflections submitted to the Student Teaching Faculty, the Student Teacher will assess their growth as a teacher and learner and reflect upon how to refine and expand teaching skills, classroom management techniques, and professional growth. Reflections will be required after each formal observation and must be uploaded to ePortfolio. Additional required reflections will be at the discretion of Faculty Supervisors.
<b>Instructional Responsibility</b>	Student Teachers and Cooperating Teachers will collaborate to develop a schedule for assuming instructional responsibility using the appropriate Total Teaching Timeline.
<b>Lesson Plans</b>	As Student Teachers assume instructional responsibilities, they will be responsible for developing lesson plans. Lesson plan expectations differ between elementary and secondary. <b>Specific lesson plan requirements will be shared by Student Teaching Faculty with Student Teachers.</b>
<b>Observation Cycle (Performance Assessment)</b>	<p>Student Teachers will engage in at least <b>3 Formal Observation Cycles</b>. Observation Cycles include:</p> <ul style="list-style-type: none"> <li>• <b>Pre-Observation Conference</b> - Prior to observations, Student Teacher and Faculty Supervisors will review and reflect on the lesson plan, focusing on the interrelationships between planning, instruction, the learning environment, and student outcomes.</li> <li>• <b>Formal Observation</b> - Real-time, on-site observation of the enacted lesson will be conducted by Faculty Supervisors. <i>(Candidates are encouraged to video their lesson for viewing and reflection, if possible).</i> Each observation must be <b>45 minutes or longer</b>.  <i>STF will provide a copy of each Formal Observation report to the Cooperating Teacher.</i></li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Post-Observation Reflection and Coaching Conference</b> - After Student Teachers have self-reflected on their lesson, they participate in a post-observation conference during which the candidate is guided through a reflection on their strengths and areas for refinement.</li> </ul>
<b>Required Post-Observation Self-Reflection</b>	For each formal observation, candidates will complete a required self-evaluation and reflection, which will become part of the Post-Observation Conference discussion. The Post-Observation Reflection will be uploaded to ePortfolio as part of the observation acknowledgement. Video is not a requirement at this time, but is encouraged to facilitate self-reflection. <i>(Student Teachers must get permission from their school administrator to video their lessons).</i>
<b>Midpoint Progress/Evaluation</b>	Student Teaching Faculty and the Cooperating Teacher will come to a consensus about the Midpoint Assessment of Progress. The Student Teacher will participate in a Mid-Point Conference to discuss progress and set goals for professional learning and growth. <i>(Note: Split Placement Student Teachers participate in two Final Evaluation Conferences rather than a Mid-Point Conference).</i>
<b>Resume</b>	In preparation for the Mandatory Texas State Job Fair, Student Teachers are expected to develop a professional resume.
<b>Professional Responsibility Assignment</b>	The Student Teacher will complete a "Statement of Professional Responsibility" that details their demonstration of professionalism. This assignment will assist the Cooperating Teacher and the Student Teaching Faculty in measuring the Student Teacher's demonstration of professional responsibility for the Final Evaluation.
<b>Final Evaluation</b>	Student Teaching Faculty and the Cooperating Teacher will collaborate to complete the Final Evaluation. The Student Teacher will participate in a Final Evaluation Conference with the Cooperating Teacher and Student Teaching Faculty, where summative ratings using the Texas State Student Teaching Rubric will be shared.

Resources available on the Student Teaching Canvas Course site and/or [OEP Clinical Teaching Resources website](#).

## Student Teacher Support

Student Teachers are supported in the field during student teaching by the Office of Educator Preparation (OEP) through assigned Student Teaching Faculty Supervisors, and by the host school through the assigned Cooperating Teacher. The role of each support figure is outlined below.

### Guiding the Student Teacher: Student Teaching Faculty

Student Teaching Faculty are a critical figure within the student teaching experience, acting both as a mentor and a facilitator of professional learning and growth in practice. Student Teaching Faculty have extensive experience in observing, mentoring, and training, and are committed to partnering with the university, school, Cooperating Teacher, and Student Teacher to create the best possible experience during the student teaching placement. Faculty duties encompass working with Student Teacher within the district/school environment, providing external support and training, and completing all required Texas State documentation. A summary of the roles and requirements of University Student Teaching Faculty are outlined below.

<b>Training</b>	<ul style="list-style-type: none"> <li>• Complete all required training, including but not limited to the Danielson Framework for Teaching (FfT) and TEA required trainings.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Attend all mandatory Office of Educator Preparation trainings and meetings.</li> <li>• Provide orientation training for Cooperating Teachers and school administrators per guidelines.</li> </ul>
<b>Mentoring</b>	<ul style="list-style-type: none"> <li>• Facilitate the professional learning and growth of the Student Teacher (ST). This should include dialogue, planning feedback, observation/feedback, and collaborative problem-solving.</li> <li>• Collaborate with the Student Teacher to complete various Standard Experiences.</li> <li>• Collaborate with the Cooperating Teacher to promote/monitor progress of the Student Teacher.</li> </ul>
<b>Standard Experiences</b>	<ul style="list-style-type: none"> <li>• Conduct a Student Teacher Orientation meeting prior to the beginning of the placement window.</li> <li>• Conduct a series of seminars focused on Danielson Framework for Teaching. (<i>Classroom Environment, Planning, Instruction, Assessment, and Professional Responsibilities</i>).</li> <li>• Ensure completion of tasks and assignments outlined in the Student Teacher Standard Experiences.</li> <li>• Conduct at least 3 Formal Observations, each of which must be 45 minutes or longer.</li> <li>• Facilitate Pre- and Post- Observation Conferences for each Formal Observation.</li> </ul>
<b>Evaluations</b>	<ul style="list-style-type: none"> <li>• Collaborate with the Cooperating Teacher to determine ST progress, goals, and additional observation requirements for the Midpoint Progress/Evaluation.</li> <li>• Collaborate with Cooperating Teacher to determine Final Evaluation ratings at the end of the placement.</li> <li>• Secure Cooperating Teacher's signature on the Recommendation Form.</li> </ul>
<b>Documentation</b>	<ul style="list-style-type: none"> <li>• Complete the Observation Record (minimum of 3) within 7 days after each formal observation in ePortfolio.</li> <li>• Provide a copy of the Formal Observation report to the candidate's Cooperating Teacher.</li> <li>• Complete Midpoint and Final Evaluation record in ePortfolio.</li> </ul>

### Hosting Student Teachers: Cooperating Teachers

The Cooperating Teacher is another critical figure within the student teaching experience, acting as a mentor and day-to-day guide during a Student Teacher's placement. A brief summary of the roles and requirements of the Cooperating Teacher are outlined below. Detailed guidance can be found in the Cooperating Teacher's Resource Guide, available on the OEP website.

<b>Training</b>	<ul style="list-style-type: none"> <li>• Complete the Cooperating Teacher Online Training Modules.</li> <li>• Review the Cooperating Teacher Handbook.</li> <li>• Attend an orientation meeting with Texas State Student Teaching Faculty.</li> </ul>
<b>Mentoring</b>	<ul style="list-style-type: none"> <li>• Welcome the Student Teacher (ST) to the classroom and build a trust relationship.</li> <li>• Introduce the ST to the classroom, school, staff, and district.</li> <li>• Encourage and support the ST.</li> <li>• Facilitate the professional learning and growth of the ST. This should include dialogue, co-planning, observation/feedback, and collaborative problem-solving.</li> </ul>

	<ul style="list-style-type: none"> <li>• Plan for and facilitate the assumption of instructional responsibilities by the ST.</li> <li>• Collaborate with ST to complete various Standard Experiences.</li> <li>• Collaborate with ST Faculty to promote/monitor progress of the ST.</li> </ul>
<b>Standard Experiences</b>	<ul style="list-style-type: none"> <li>• <b>Parent-Letter</b> - Review and approve the letter of introduction the ST will send home to the classroom parents. (<i>Elem. Only</i>)</li> <li>• <b>Teacher Interview &amp; Class Background Study</b> - Provide pertinent information regarding students, school, procedures, schedule, etc.</li> <li>• <b>Total Teach Timeline</b> - Co-Create a plan for gradual release of teaching responsibilities to the ST.</li> <li>• <b>Midpoint Progress/Evaluation</b> - Review Midpoint Progress with ST, and co-create goals and action steps.</li> <li>• <b>Resume Building</b> - Review and provide feedback on the professional resume.</li> <li>• <b>Final Evaluation and Conference</b> - Participate in the Summative Conference with the ST and Student Teaching Faculty.</li> </ul>
<b>Evaluations</b>	<ul style="list-style-type: none"> <li>• Collaborate with ST Faculty to determine ST progress and further observation requirements for the Midpoint Progress/Evaluation.</li> <li>• Collaborate with ST Faculty to determine Final Evaluation ratings at the end of the placement.</li> </ul>

## Additional Information

### Applying for Certification

Before Student Teachers can be certified in Texas, and before the Certification Officer can officially recommend the issuance of a standard certificate, the candidate must complete all required steps including:

- **Take/Pass all required TExES exams.** Specific information is posted on the Office of Educator Preparation website.
- **Apply for Teacher Certification** online. Guidelines are provided on the Office of Educator Preparation website.

See Chapter 5 in the [Teacher Certification Handbook](#).

### Standards

Texas Teacher Standards	<a href="#">Teacher Standards Link</a>
The State Board of Educator Certification creates standards for beginning educators. See link in the next column for The Classroom Teaching Certificate standards.	<a href="#">Classroom Teaching Certificate Standards</a>