

TXST University Faculty Supervisor:
Day(s)/Time: M-F/Per District
Office Hours: *Contact Supervisor as needed through shared contact information.*

Faculty Contact Information:
Location: Assigned Campus

THE PURPOSE OF STUDENT TEACHING & INTERNSHIP

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, the 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. Traditional candidates for initial teacher certification student teach for one full semester.

Clinical teaching- *A supervised educator assignment through an educator preparation program at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose that may lead to completion of a standard certificate; also referred to as **Student Teaching**.*

An Internship is a mentoring partnership between Texas State University and a school district, and it is an additional avenue for some students to meet certification requirements. The Intern is a salaried employee of the school district under a probationary certificate and an enrolled student at Texas State University. The program provides guidance and support to the Intern during the year-long experience.

Internship - *A paid supervised classroom teacher assignment for one full school year at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose that may lead to completion of a standard certificate.*

COURSE DESCRIPTIONS

EDST 4380. Student Teaching All-Level 1 EC-6/4-8. Students will apply knowledge and skills learned during the teacher preparation program while engaging in clinical practice with experienced EC-6/4-8 mentor teachers in school settings with university instruction and supervision. This culminating experience is required for Texas Teacher Certification and is a half-semester course designed for students seeking All-Level certification. Prerequisites: Admittance to the Educator Preparation Program; 2.75 Overall GPA; additional coursework may not be taken concurrently except for the co-requisite; for undergraduate students, all other degree-required coursework must be completed; for graduate and post-baccalaureate students, all other certification coursework must be completed; requires departmental approval through Office of Educator Preparation application process. Corequisites: EDST 4381.

EDST 4381. Student Teaching All-Level II 8-12. Students will apply knowledge and skills learned during the teacher preparation program while engaging in clinical practice with experienced 7-12 mentor teachers in school settings with university instruction and supervision. This culminating experience is required for Texas Teacher Certification and is a half-semester course designed for students seeking All-Level certification. Prerequisites: Admittance to the Educator Preparation Program; 2.75 Overall GPA; additional coursework may not be taken concurrently except for the co-requisite; for undergraduate students, all other degree-required coursework must be completed; for graduate and post-baccalaureate students, all other certification coursework must be completed; requires departmental approval through Office of Educator Preparation application process. Corequisites: EDST 4380.

EDST 4680. Student Teaching 4-8. Students will apply knowledge and skills learned during the teacher preparation program while engaging in clinical practice with experienced 4-8 mentor teachers in school settings with university instruction and supervision. This culminating experience is required for Texas Teacher Certification. Prerequisites: Admittance to the Educator Preparation Program; 2.75 Overall GPA; additional coursework may not be taken concurrently; for undergraduate students, all other degree-required coursework must be completed; for graduate and post-baccalaureate students, all other certification coursework must be completed; requires departmental approval through Office of Educator Preparation application process.

EDST 4681. Student Teaching 8-12. Students will apply knowledge and skills learned during the teacher preparation program while engaging in clinical practice with experienced 7-12 mentor teachers in school settings with university instruction and supervision. This culminating experience is required for Texas Teacher Certification. Prerequisites: Admittance to the Educator Preparation Program; 2.75 Overall GPA; additional coursework may not be taken concurrently; for undergraduate students, all other degree-required coursework must be completed; for graduate and post-baccalaureate students, all other certification coursework must be completed; requires departmental approval through Office of Educator Preparation application process.

EDST 4687. Student Teaching EC-6. Students will apply knowledge and skills learned during the teacher preparation program while engaging in clinical practice with experienced EC-6 mentor teachers in school settings with university instruction and supervision. This culminating experience is required for Texas Teacher Certification. Prerequisites: Admittance to the Educator Preparation Program; 2.75 Overall GPA; additional coursework may not be taken concurrently; for undergraduate students, all other degree-required coursework must be completed; for graduate and post-baccalaureate students, all other certification coursework must be completed; requires departmental approval through Office of Educator Preparation application process.

AG 4681. Student Teaching in Agriculture Science and Technology. Students will apply knowledge and skills learned during the teacher preparation program while engaging in clinical practice with experienced Agriculture mentor teachers in school settings with university instruction and supervision. This culminating experience is required for Texas Teacher Certification. Requires departmental approval through OEP. Prerequisites: Admittance to the Educator Preparation Program; 2.75 Overall GPA; additional coursework may not be taken concurrently; for undergraduate students, all other degree-required coursework must be completed; for graduate and post-baccalaureate students, all other certification coursework must be completed.

FCS 4681. Family and Consumer Sciences: Principles and Process. Students will apply knowledge and skills learned during the teacher preparation program while engaging in clinical practice with experienced Family & Consumer Sciences mentor teachers in school settings with university instruction and supervision. This culminating experience is required for Texas Teacher Certification. Requires departmental approval through the OEP. Prerequisites: Admittance to the Educator Preparation Program; 2.75 Overall GPA; additional coursework may not be taken concurrently; for undergraduate students, all other degree-required coursework must be completed; for graduate and post-baccalaureate students, all certification coursework must be completed.

EDST 4390. Teaching Internship I. Students will apply knowledge and skills learned during the teacher preparation program while serving as teacher of record in a public-school classroom under supervision of university faculty and mentorship by school district personnel. The internship is available to graduate or post-baccalaureate students who have met all admittance and preparation criteria and hold a Texas Probationary or Intern Certificate. Students serving as interns are expected to follow all district, university, and state policies, and will receive course credit after completion of EDST 4391 and being recommended for standard teacher certification by the university and the school. Prerequisites: A minimum 2.75 Overall GPA and departmental approval.

EDST 4391. Teaching Internship II. Students will apply knowledge and skills learned during the teacher preparation program while serving as teacher of record in a public-school classroom under supervision of university faculty and mentorship by school district personnel. The internship is available to graduate or post-baccalaureate students who have met all admittance and preparation criteria and hold a Texas Probationary or Intern Certificate. Students serving as interns are expected to follow all district, university, and state policies, and will receive course credit after being recommended for standard teacher certification by the university and the school. Prerequisites: EDST 4390 and a minimum 2.75 Overall GPA and departmental approval.

STUDENT LEARNING OBJECTIVES

- Apply knowledge and skills learned during the teacher preparation program while engaging in clinical practice in an authentic classroom setting.
- Apply knowledge of content and pedagogy, lesson plan development, research-based instructional strategies, assessment design, and classroom management during the clinical placement.
- Participate in at least 3 Observation Cycles (Pre-Conference, Observation, & Post Conference) to review and reflect on the lesson plan and instruction, identify areas of reinforcement and refinement, and receive feedback and suggestions from Student Teaching Faculty Supervisor.
- Engage in ongoing reflection on all aspects of the clinical teaching experience with the support of the Student Teaching Faculty Supervisor and Cooperating Teacher/Mentor.
- Demonstrate professionalism and adherence to the ethical and legal requirements of the profession.
- Complete all required Standard Field Experiences and assignments for the EDST course and actively participate in required seminars.

Learning Outcomes	Performance Assessment	Standard(s) Addressed
<i>Teacher Candidates will:</i>		
Establish a safe and supportive classroom environment by developing a climate of respect and rapport, fostering a culture for learning, supporting positive student behavior, and organizing the classroom to maximize student learning.	Observations & Evaluations using Danielson Framework for Teaching (FfT) Domain 2	Texas Educator Standard(s): 4A(i-iii), 4B(ii), 4C(i), 4D(i-iii), 1D(iii). 1E(i), 2A(i-iii)
Apply knowledge of content and pedagogy and knowledge of students to plan instruction.	Lesson Plans- Danielson Framework for Teaching (FfT) Domain 1	Texas Educator Standard(s): 3A(i), 2A(i), 2B(i-iii), 1A(iii), 3B(ii)
Design lessons that are aligned to state standards, build coherently toward objectives, and meet the needs of diverse learners.	Lesson Plans- Danielson Framework for Teaching (FfT) Domain 1 Observations & Evaluations using Danielson FfT Domain 3	Texas Educator Standard(s): 1A(i,iii), 1B(i-iii), 1C(i-iii), 2B(i-ii), 2C(i-iii), 3B(ii), 3C
Deliver instruction clearly and accurately, communicate lesson expectations, and utilize varied instructional strategies to deepen student understanding and promote engagement.	Observations & Evaluations using Danielson FfT Domain 3	Texas Educator Standard(s): 1A(ii), 1B(ii), 1C (iii), 1D(i-ii), 1E(i-iii), 3B (i)
Develop, collect, and analyze assessment data to monitor student progress, provide timely feedback, and adjust instruction to respond to student needs.	Lesson Plans Observations & Evaluations using Danielson FfT Domain 1 & 3 Reflections Pre- and Post-Observation Conferences	Texas Educator Standard(s): 1F(i-iii), 5A(i-ii), 5C(i), 5D(i), 2C(iii)
Demonstrate professionalism, reflect on teaching to inform practice, participate in a professional community, engage in growth opportunities, and adhere to ethical and legal requirements.	Seminar Participation Observations & Evaluations using Danielson FfT Domain 4 Pre- and Post-Observation Conferences Reflections	Texas Educator Standard(s): 6A(i-iii), 6B(i-ii), 6D(i-iii)

[Teacher Standards Link](#)

All TEA Standards related to Pedagogy and Professional Responsibility (PPR) and Content Area are assumed to be understood and demonstrated during the Clinical Teaching semester. The State Board of Educator Certification creates standards for beginning educators. See link for [Classroom Teaching Certificate Standards](#).

THE STUDENT TEACHING COURSE

HYBRID COURSE DESIGNATION

All student teaching courses are designated as hybrid courses. The course includes a student teaching component at a school placement site and an online teaching and learning component. Students are required to engage in learning and reflection in an online Canvas course facilitated by the Student Teaching Faculty.

- Students will need to create an account and register to obtain Danielson Framework for Teaching Resources referenced in Canvas Course assignments: Link: [Danielson Group Free Downloadable Resources](#)

MODE OF CLASS DELIVERY

The course designation as a hybrid course requires that teaching and learning occur in both a virtual/online and face-to-face mode. Course assignments will be completed online in Canvas, as might some virtual interaction through discussion boards or video meetings. Seminars and other required meetings (including but not limited to pre and post observation conferences, evaluation conferences, coaching meetings, etc.) may either occur face-to-face, or in a virtual environment using an online platform such as Zoom.

Student Teaching also requires a field component. Per guidelines in the Essential Student Teaching Handbook, student teachers follow the calendar and emergency response policies of the school where they are completing their experience. This means:

- If the district remains **in session**, candidates report to the school and adhere to all professional obligations/expectations which are required for the cooperating teacher.
- If a district **cancels classes** or **moves to online-only instruction**, these days do NOT meet the current TEA requirement of “days in placement” and will count as absences. These absences will be considered “emergency days” and will need to be made up. *NOTE: The Texas Administrative Code mandates a minimum 14-week (no fewer than 70 full days) student teaching experience for licensure.* If the district classes close for an extended period that may not allow candidate to meet the minimum number of days in placement requirement, notify the Student Teaching Faculty Supervisor immediately. The Student Teaching Faculty Supervisor will contact the Office of Educator Preparation to determine next steps.
- Currently, all observations must take place on-site in a **face-to-face, live classroom setting**.

Interns follow the calendar and emergency response policies of the school where they are completing the experience, as well as the district preferred teaching and learning context. Required observations will occur as noted above for student teachers.

GRADING

Student Teaching is a **Credit/No Credit** course. To successfully complete Student Teaching and receive credit (CR), the student teacher must fulfill their 14-week placement as outlined in the syllabus and the Texas State University Essential Student Teaching Handbook, including the 2-week Total Teach requirement and complete all EDST course requirements. In addition, the student teacher must receive a rating of “2” or higher on each of the Final Evaluation components and be recommended to the OEP for certification by **both** the Student Teaching Faculty Supervisor and the Cooperating Teacher.

The Internship is a **Credit/No Credit** course. To successfully complete the Internship and receive a credit (CR), the Intern must complete the requirements of the school year successfully, complete all EDST course requirements, receive rating of “2” or higher on each of the Final Evaluation components, and be

recommended to OEP for certification by **both** the ST Faculty Supervisor and the Campus Administrator. Note: The initial grade assigned to an intern will be "Progress" or "PR". This grade will be changed once it has been verified that the intern has successfully completed the requirements of the district school-year term.

NOTE: Receiving credit for Student Teaching or the Internship 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 [Teacher Certification Handbook](#)).

ATTENDANCE POLICY

Students are required to attend:

- all meetings/seminars with your Student Teaching Faculty Supervisor
- all Office of Educator Preparation meetings (including the Texas State Job Fair, unless directed otherwise by Student Teaching Faculty); and
- every day of your student teaching placement.

Student Teachers are expected to be present at their assigned school placement each day. The Texas Education Agency **requires a minimum number of days in placement** for student teaching (*full day=the hours for a full-time teacher, as specified by the placement district*). 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 required, *for any reason*, they will **not** receive credit for student teaching.

As part of each student's professional responsibilities, students must notify both the Cooperating Teacher and Student Teaching Faculty, via their preferred mode of communication, of any 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.

Notification must include the following information:

- Date/Time of absence (whole day or portion of the day)
- Student contact information (including cell phone)
- Reason for absence
- Lesson plans and materials for areas of responsibility (must be provided in advance of absence)

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 the [OEP Resources for Clinical Teaching website](#)*)

Follow the district/campus health guidelines for self-assessment of illness symptoms before reporting to campus.

COMMUNICATION

Communication throughout the student teaching experience is critical to successful completion of student teaching. All university communication takes places through Bobcat Mail. Students are responsible for checking their email daily and responding appropriately. Your faculty and Cooperating Teacher may also incorporate phone calls and text messages as means of further communication. Be sure to respond to all communication in a timely manner.

Additionally, communication and documentation take place in ePortfolio. Students are responsible for completing the required actions (acknowledgement, uploads, etc.) as specified by Student Teaching Faculty.

PROFESSIONALISMS: EDUCATOR CODE OF ETHICS, DRESS, AND BEHAVIOR

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

All preservice and in-service teachers are required to uphold all aspects of the Educatory Code of Ethics (outlined [here](#) in Texas Administrative Code). 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.

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. If a student's appearance or behavior causes a disruption in the student teaching placement, the student will be removed from the placement until the situation is corrected. Some disruptions may be serious enough to warrant removal for the remainder of the semester and/or a grade of No Credit. Any missed days will be made up within the same semester after the official last day of your student teaching placement.

CRIMINAL BACKGROUND CHECKS

Criminal Background Checks are required by our partner districts for progression through the Educator Preparation Program. Based on information in your criminal history, students may be ineligible for issuance of a certification upon completion of the Educator Preparation Program. If you have a criminal history, you should request a Preliminary Criminal History Evaluation from the Texas Education Agency, schedule an appointment for free legal counseling services through Texas State University's Attorney for Students, and disclose this information to the Office of Educator Preparation.

Links: [Preliminary Criminal History Evaluation](#) [Texas State University's Attorney for Students](#)

PROFESSIONAL LIABILITY INSURANCE

Student teaching at Texas State University is not covered by professional liability insurance through Texas State University or the public school district. **Liability insurance is mandatory** and available through the branches of most professional educator associations. Proof of insurance (for example, a screenshot of your notice of membership or an email acknowledgement from the organization) must be uploaded to ePortfolio.

Three organization that offer free membership to university student are:

- The Association of Texas Professional Educators (ATPE) <http://www.atpe.org>
- The Texas Classroom Teachers Association (TCTA) <http://tcta.org>
- The Texas State Teachers Association (TSTA) <https://www.tsta.org/join-tsta/>

REQUIRED RESOURCES

These resources are key to your success in student teaching.

- The Essential Student Teaching Handbook-available on the OEP website under the Clinical Teaching Resources tab. [OEP Resources for Clinical Teaching](#) – Required Reading
- Register and create an account to download free resources from The Danielson Group.
 - Link: [Danielson Group Free Downloadable Resources](#)
 - Click on the Resources tab and select "Free Downloadable Resources."
 - Download the Framework Clusters and the Framework for Teaching Smart Card (2019)
 - Download the Danielson Framework for Teaching-2013 Framework for Teaching Evaluation Instrument

- Canvas Student Teaching Course- You will be added to your Student Teaching Faculty's Canvas Course. It is required that once added, you accept the invitation and log in to preview the course content. If you are not familiar with Canvas, see [ITAC Student Canvas Support Resources](#).
- ePortfolio- Each ST/Intern will be assigned a Field Experience binder in ePortfolio. STs/Interns will access their virtual binder to complete the mandatory requirements, view and acknowledge observations and evaluations, and complete STF and CT evaluations. Instructions for using ePortfolio are available at <https://itac.txst.edu/support/eportfolio.html>.
- Danielson Framework Videos- View all videos **before your first meeting** with your faculty and cohort.
 - [Overview of Danielson Framework for Teaching](#)
 - [Danielson: Domain 1](#)
 - [Danielson: Domain 2](#)
 - [Danielson: Domain 3](#)
 - [Danielson: Domain 4](#)
 - [Danielson: Next Steps](#)

Standard Experiences

To maintain equity with assignments and workloads, Texas State University has established a set of common experiences for Student Teachers and Interns. Because of the context of the placements, the details of these requirements vary somewhat between elementary and secondary, and assignments also differ between Student Teachers and Interns. Student Teachers/Interns 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.

Student Teaching Canvas Course Requirement	<p>Student Teachers will engage in learning and reflection related to the Danielson Framework for Teaching by completing required assignments in an online Student Teaching Canvas course facilitated by Student Teaching Faculty. Additional course requirements will be added to Canvas in the form of assignments.</p> <p>Assignments for Interns have been modified in the online Internship Canvas Course.</p>
EDST Course Seminars	<p>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.</p> <p>Interns will participate in a required Orientation Meeting with ST Faculty. Seminars are not required for Interns, and Professional Development is provided by the district for which they are employed.</p>
Classroom Visit	<p>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.</p> <p>The Intern is the teacher of record as they have secured a position with a partner district. Interns follow the start dates communicated by the district.</p>
Observation of the Cooperating Teacher/Mentor	<p>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.</p> <p>Interns are expected to observe the District Mentor (or other classroom teachers specified by the mentor) as they teach and manage the classroom environment two to three times each semester.</p>
Reflections	<p>Through regular reflections submitted to the Student Teaching Faculty, the Student Teacher/Intern will assess their growth as a teacher and learner. They will further 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.</p>

Instructional Responsibility	Student Teachers and Cooperating Teachers will collaborate to develop a schedule for assuming instructional responsibility using the appropriate Total Teaching Timeline. (Not applicable for Interns).
Lesson Plans	Student Teachers/Interns will be responsible for developing and submitting lesson plans using the Required Reflective Lesson Plan for all formal observations conducted by ST Faculty Supervisor. Lesson plan expectations differ between elementary and secondary. Specific lesson plan requirements will be shared by Student Teaching Faculty with Student Teachers/Interns.
Observation Cycle (Performance Assessment)	Student Teachers/Interns will engage in at least 3 Formal Observation Cycles . Observation Cycles include: <ul style="list-style-type: none"> • Pre-Observation Conference - Prior to observations, Student Teacher/Interns and Faculty Supervisors will review and reflect on the lesson plan, focusing on the interrelationships between planning, instruction, the learning environment, and student outcomes. • Formal Observation - Real-time, on-site observation of the enacted lesson will be conducted by Faculty Supervisors. Each observation must be 45 minutes or longer. (<i>Candidates are encouraged to video their lesson for viewing and reflection, if possible</i>). • Post-Observation Reflection and Coaching Conference - After Student Teachers/Interns 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.
Required Post-Observation Self-Reflection	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 currently but is encouraged to facilitate self-reflection. (<i>Student Teacher/Interns must get permission from their school administrator to video their lessons</i>).
Midpoint Progress/Evaluation	Student Teaching Faculty, the Cooperating Teacher or District Mentor, and Campus Principal (<i>for Interns only</i>) will come to a consensus about the Midpoint Assessment of Progress. The Student Teacher/Intern 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>).
Resume	In preparation for the Mandatory Texas State Job Fair, Student Teachers are expected to develop a professional resume. (Not applicable for Interns).
Professional Responsibility Assignment	The Student Teacher/Intern will complete a "Statement of Professional Responsibility" that details their demonstration of professionalism. This assignment will assist the Cooperating Teacher/Mentor and the Student Teaching Faculty in measuring the Student Teacher's demonstration of professional responsibility for the Final Evaluation.
Final Evaluation	Student Teaching Faculty, the Cooperating Teacher or District Mentor, and Campus Principal (<i>for Interns only</i>) will collaborate to complete the Final Evaluation. The Student Teacher/Intern will participate in a Final Evaluation Conference with the Cooperating Teacher/District Mentor 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](#). For Canvas or ePortfolio technical assistance, contact IT Assistance Center (ITAC) at 512-245-4822.

Health and Well-Being

The College of Education is committed to the health and safety of all our candidates.

- Visit the [Student Health Center](#) for information on health care services, vaccines, resources, and much more.

- Please watch your Texas State email for updates from the Texas State University Chief Medical Officer and the Student Health Center through the VPSSA email account.
- Protecting against illness starts with practicing good health hygiene by covering coughs and sneezes, staying home when ill, washing hands or using hand sanitizer, and other safe measures.
- Review, understand, and adhere to your assigned school district's health guidelines and procedures.

TEXAS STATE STUDENT SUPPORT

- The Dean of Students Office manages [Here to Help](#) to assist students experiencing crises or emergencies or displaying concerning behaviors. Submissions are received directly by the Dean of Students Office's [CARE Center](#). This process takes an individualized and holistic approach to assessing submissions and determining an appropriate course of action or referral based on the information provided in the submission.
- The [Counseling Center](#) provides counseling, telemental health, and educational workshops and videos for students. For students, the [Student Health Center](#) provides evaluation and medical management of common mental health issues.
- Texas State has partnered with TimelyCare to deliver a new virtual health and well-being service. This resource will expand access to counseling for students. TimelyCare is provided in addition to on-campus mental health services, and at **no additional cost** to the student. Learn more by visiting [TXST TimelyCare](#). Mental health services and support provided by our TXST [Counseling Center](#) and [Student Health Center](#) remain the same. Any enrolled student can access TimelyCare services.
- The College of Education has also compiled a list of additional resources available to support for students. This information is available at <https://www.education.txst.edu/stu/students/coe-campus-resources.html> for information and links to resources available.
- [LinkedIn Learning](#) is available to all faculty, staff, and students and includes resources on well-being, career development, time management, and other skills and knowledge.

TEXAS STATE UNIVERSITY POLICIES & INFORMATION

- **Office of Disabilities Statement** – If a student with a disability requires an accommodation(s) to participate in this course, the student must contact the Office of Educator Preparation as soon as possible. The student must provide documentation from the [Office of Disability Services](#) (512-245-3451). Failure to contact the Office of Educator Preparation in a timely manner may delay implementation of accommodations.
- **Statement of Civility in the Classroom and Instructional Settings** - Civility in instructional settings is fundamental to an effective educational process and is everyone's responsibility. The university's shared values, sense of community, and collective commitment to respect, civil dialogue, and the free exchange of ideas are the cornerstones of successful teaching and learning. If students have questions about appropriate behavior in a particular class, they should address them with their instructor first. Although rare, disciplinary procedures may be implemented for refusing to follow an instructor's directive, disrupting classroom activities, posting offensive comments on classroom discussion boards, or disregarding university policies. For more information regarding conduct in the classroom, please review policies at [AA/PPS 02.03.02](#), Section 03: Courteous and Civil Learning Environment, and [Code of Student Conduct](#), number II, Responsibilities of Students, Section 2:02: Conduct Prohibited. The Office of Educator Preparation supports the university's commitment to civility. Students and faculty are full partners in fostering a classroom environment that is conducive to learning. Our actions should promote respect for both one another and the traditions of collegiate learning. Texas State policy (PPS 4.02) describes general behaviors that are always disruptive. Student teaching faculty will be the judge of behaviors that threaten the civility of the learning environment, and, when appropriate or necessary, student teaching faculty will bring such behavior to the attention of the class or individuals in the class.
- **Academic Integrity and Student Code of Conduct** – Texas State University-San Marcos expects students to engage in all academic pursuits in a manner that is beyond reproach. Students

found in violation of the Honor Code and the Student Code of Conduct are subject to disciplinary action. The Honor Code the Student Code of Conduct can be found here:

- [Code of Student Conduct](#)
- [The Honor Code](#)
- **Sexual Misconduct Reporting** (SB 212) -Effective January 2, 2020, state law (SB 212) requires all university employees, acting in the course and scope of employment, who witness or receive information concerning an incident of sexual misconduct involving an enrolled student or employee to report all relevant information known about the incident to the university's Title IX Coordinator or Deputy Title IX coordinator. According to SB 212, employees who knowingly fail to report or knowingly file a false report shall be terminated in accordance with university policy and The Texas State University System Rules and Regulations. Please access the webpage of the [Office of Equal Opportunity and Title IX](#) for more information.
- **Emergency Management-** *(For emergency management information regarding San Marcos/Round Rock campus)* In the event of an emergency, students, faculty, and staff should monitor the [Safety and Emergency Communications web page](#). This page will be updated with the latest information available to the university, in addition to providing links to information concerning safety resources and emergency procedures. Faculty, staff, and students are encouraged to sign up for the [TXState Alert](#) system.
- **Certifying Attendance** – The University Certifying Attendance policy can be found at <https://policies.txstate.edu/division-policies/academic-affairs/02-03-01.html>. This policy outlines the documentation of student's attendance in their registered courses and is used to verify to the federal government that a Title IV aid recipient began attendance in courses aiding in the documentation of student financial aid availability.
- **Fitness for the Teaching Profession** - Students admitted to teacher education are expected to meet specified non-academic standards as described by the Danielson Framework for Teaching.

**See Student Teaching/Intern Calendar on the following page. **

Student Teaching/Intern Calendar

THE SEMESTER AT-A-GLANCE	
Week of August 14th	ST Faculty contact assigned student teacher/interns, cooperating teachers/mentors, and school principals during this week. Student Teachers (STs) make contact with cooperating teachers/mentors.
August 21st	FIRST DAY OF STUDENT TEACHING
October 9th	START OF SECOND PLACEMENT FOR SPLIT-PLACEMENT STUDENT TEACHERS
Dec. 4/Dec. 8	LAST DAY OF STUDENT TEACHING/Make-up Days (if necessary) for Student Teachers
ORIENTATION AND SEMINAR SCHEDULE	
Week of Aug. 14	Teaching Seminar #1 Orientation
Week of Aug. 21	Teaching Seminar #2 and Debrief Meeting
Week of Aug. 28	Teaching Seminar #3 and Debrief Meeting
Week Sept. 18	Teaching Seminar #4 and Debrief Meeting
Week of Nov. 27	Final Reflective Seminar + Celebration
OBSERVATION/EVALUATION WINDOWS-STUDENT TEACHERS	
<i>*Note-These windows may be shifted according to district calendars. Changes will also be dependent on changes in TEA requirements in response to Covid 19</i>	
Aug. 28- Sept. 15	First Observation
Sept. 18- Oct. 6	Second Observation
Oct. 2- Oct. 6	Final Evaluation #1 for Split Placement STs Midpoint Progress/Evaluation with STF & Cooperating Teacher- Single Placement STs
Oct. 23- Nov. 10	Third Observation
Oct. 30- Nov. 17	Optional Fourth Observation (if necessary, based on Mid-Point Conference/Final Eval #1 for Split Placements)
Nov. 27- Dec. 1	Final Evaluation
OBSERVATION/EVALUATION WINDOWS-INTERNS (First Semester)	
Aug. 28- Sept. 22	First Observation
Oct. 23- Nov. 17	Second Observation
Nov. 27- Dec. 1	Midpoint Evaluation
OBSERVATION/EVALUATION WINDOWS-INTERNS (Second Semester)	
Within the First 6 Weeks of the Semester	STF Supervisor Informal Visit to Classroom and Check-In with Mentor
Oct. 16- Nov. 10	Third Observation
Nov. 27- Dec. 1	Final Evaluation
STUDENT TEACHER MANDATORY MEETING	
Wednesday, November 8th	Mandatory Texas State Teacher Job Fair - Information on date, location, and time will be provided. Note: Out of area students (DFW, Houston, South Texas) are not required to attend. TXST Career Services will provide additional information on the Job Fair and Job Fair Preparation sessions. Keep an eye out for announcements from Career Services.