Welcome to Student Teaching!

This is your culminating field experience; it is the time when you will apply all of the professional knowledge, teaching skills, and refine your professional dispositions that you have developed during your teacher preparation program. During student teaching you will be a part of a team which, in addition to you, includes your student teaching clinical supervisor and your university supervisor. With the support and guidance of your team members, you will continue to build on your existing strong foundation that will prepare you to become an effective professional educator.

As you begin this semester, keep in mind this is a time of hard work in which you must be flexible, must be patient and self-reflective as you grow into your role as a teacher. Teaching is a challenging yet rewarding career, but it takes many hours of effort, both inside and outside of the classroom and school. Teachers must write plans, do research, reflect on classroom performance, evaluate student performance, and work as part of a team. A successful teacher must be patient while working toward refining your professional skills, and acknowledging your small and large successes! Finally, self-reflection will allow you to set new goals, implement new classroom strategies, and improve as a professional.

Colleagues from the P-12 and university communities share a strong commitment to facilitating your successful student teaching experience. This packet includes the student teaching guidelines and a program packet that has been made available to offer each member of your student teaching team a structure that will clearly identify role responsibilities. Read these required documents carefully and use it daily as you progress through your student teaching experience. Other program-specific responsibilities and expectations are in your program packet and will be reviewed with you by your university supervisor during Student Teaching Orientation.

This will be a challenging semester, so stay positive and allow time to rest and relaxation! Take care of yourself as you work through your final semester!

If you have any questions or concerns during the semester, do not hesitate to contact me!

Pat Parsons
Pat Parsons,
Director of Field Experiences
Phone: (912) 478-5247
E-mail: pparsons@georgiasouthern.edu
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Grateful appreciation to the following faculty members for their contributions to the 2014 edition of the *Student Teaching Guidelines*: Gavin Colquitt, Kitty Crawford, Christy Mitchell, Betty Nelson, Tony Pritchard, Marti Schriver, Heather Scott, Lina Soares, Laura Stambaugh, and Shelley Woodward.
Student Teachers
Reflective Educators for Diverse Learners: CONCEPTUAL FRAMEWORK
Georgia Southern University College of Education

Part I: Beliefs and Commitment

The College of Education assumes leadership for the preparation and continuing development of teacher candidates and other professional school personnel in collaboration with other colleges on campus, public schools, and related educational agencies. Further, we believe in the inclusive nature of the term educator as it refers to candidates in all programs of the College of Education who work in schools or other educational agencies. We understand our work affects both our candidates and the individuals (including students) with whom they work. Toward that end, our conceptual framework extends beyond the traditional boundaries of the College to form a professional community. The Educator Preparation Committee (EPC), which includes representatives from the College of Education, other colleges on campus, public schools, and related agencies, provides a forum for coordinating these efforts.

“Reflective Educators for Diverse Learners” is the theme of the College of Education’s conceptual framework. This theme, as articulated in the Four Commitments, clearly reflects the mission of the College and University. The University’s focus is on providing a culture of engagement that bridges theory with practice. This focus is reflected in the COE vision “to become a regional leader for the professional preparation and continuing education of reflective educators and other stakeholders by creating a transcultural community of public and private partnerships that will facilitate enriched opportunities for student learning.” To achieve its mission, the College is committed to academic distinction in undergraduate and graduate education, collaboration, diversity, professional development, and regional service. These College-level commitments are reflected in the four commitments we seek to instill in our candidates. Embedding the four commitments in the Teacher Education Program (TEP) Standards and aligning them with competencies required by the Georgia Professional Standards Commission and Specialized Professional Associations in all initial and advanced programs ensures coherence among curriculum, instruction, field experiences, clinical practice, and assessment across a candidate’s program.

Beliefs and Commitments

C.1 Commitment to the Knowledge, Skills and Dispositions of the Profession - We believe that it is of primary importance for our candidates to possess in-depth knowledge of their
disciplines and/or subject matter they plan to teach, including a thorough understanding of the central concepts, tools of inquiry, and structures of their fields as delineated in professional, state and institutional standards. These standards provide the framework for the College of Education unit assessment system and for each program’s ongoing assessment and revision efforts. We believe that candidates must be knowledgeable about learning theories and related methodologies, the application of emerging technologies, and the influence of human growth and development on the educational process, coupled with a strong subject-matter knowledge base grounded on a firm ethical foundation. Educators must have the ability and the knowledge to create and evaluate personal guidelines for decision making in a professional context. We believe that by presenting a strong research base and linking it with practice we will facilitate the growth of our candidates as informed and reflective practitioners who support the learning of their students. Campus, P-12 schools, and community-based collaborations and partnerships result in richer programs and enhance learning opportunities for all candidates. This represents the wide spectrum of educational activities in the College of Education and recognizes the dynamic nature of the work environments in which our candidates are or will be engaged.

C.2 Commitment to Diversity - We believe in the necessity of a strong historical understanding of one's profession and the willingness to view knowledge as a personal construction affected by one's cultural beliefs. We believe that educators must also recognize their responsibilities to, and the rights and needs of all students particularly underserved populations, including English language learners, students with exceptionalities, students of color, and those living in poverty. We believe educators must be able to enhance students’ learning by addressing diverse learning styles and abilities and taking into account each individual’s physical, cognitive, language, emotional, social, and cultural development. We believe that our candidates must understand the interrelatedness of individuals, small groups, and society, both locally and globally. To support the learning of all students, educators must be active in working with issues of culture, diversity, and equity; understand the political and humanistic nature of education; and have the knowledge and skills to deliver curriculum, instruction and services from multiple perspectives. Educators must be cognizant of the ideological, economic, and special interest pressures exerted on the institution of education at all levels. We believe educators must be able to enhance communication among all users of education in the school, community, home, and industry. We believe that educators must understand how human emotions interact with the education process, both in terms of the student and the educator. Educators must understand how personal perceptions of self, work, and professional relationships affect the daily decision-making process. Educators must be sensitive to prejudice and the effect it has on educational environments. Toward that end, diversity is an integral component of the mission of Georgia Southern University. Our candidates’ curriculum, field experiences, clinical practice, and key assessments have been designed to ensure that candidate experiences reflect the diversity of South Georgia.

C.3 Commitment to Technology - We believe that candidates must recognize the critical role of technology in all facets of the educational process; thus, we provide all candidates with experiences that allow exploration of a broad range of technologies. To that end, all candidates in
initial and advanced programs integrate technology and other multimedia resources. Candidates will use technology-based best practices to engage all students and maximize their learning as well as enabling them to become proficient in the use of technologies. The College of Education uses a technology-based assessment system that continuously gathers data at the unit and program levels for formative and summative assessment purposes. Through data analysis, the College of Education’s professional community ensures that candidates meet technology-related professional and state standards.

**C.4 Commitment to the Practice of Continuous Reflection and Assessment** -
We believe that reflective educators continually engage in data-based assessment, familiarize themselves with the culture of the students they serve, study the history of education on a local, state and national level, and listen to the personal and familial stories of the students in front of them.

As part of this process, candidates who work directly with students must monitor, assess and analyze student learning, and make appropriate adjustments to instruction and the learning environment. Other professional school personnel candidates critique and are able to reflect on their work within the context of student learning. We believe that reflective educators use multiple sources of data to evaluate and improve their practice in an effort to ensure that the educational needs of all learners are met. They have the ability to define and frame a problem from multiple perspectives, to consider reasoned courses of action, to act, and, finally, to reflect on the effectiveness of their actions, as demonstrated by a variety of student assessment measures.

*Reflective Educators for Diverse Learners* considers all learners and represents a vision of professional practice for the entire College of Education professional community. To that end, our conceptual framework demonstrates that we believe all educators must acknowledge the multifaceted nature of their work and engage in practice that reflects a commitment to the knowledge and dispositions of the profession, diversity, technology, and the practice of continuous reflection and assessment.
INTRODUCTION

Student teaching will place great demands on your energy and ability. It is especially important for you to have clearly established priorities for your semester of student teaching. Beyond daily time in assigned schools, many student teachers report that four to five additional hours of work each day is necessary to fulfill responsibilities. A significant amount of time each day will be necessary for you to accomplish all that is expected of you in the role of student teacher.

A number of stakeholders combine to provide the student teaching experience: teacher candidate, clinical supervisor, administration, faculty, public school personnel, and university supervisor. To some degree, these all contribute to your development and success. However, YOU are the decisive element. It is imperative that you assume responsibility for your development as a teacher. In the final analysis, you are in charge of your development.

POLICY ON MAXIMUM CREDIT HOURS

It is the policy of the Office of Undergraduate Teacher Education and Accreditation that the teacher education candidates are limited to enrolling in a maximum of 12 semester hours during the student teaching semester. Exceptions, while rare, never apply to methods courses or practicum. All methods and practica courses MUST be successfully completed PRIOR to student teaching. All student teachers must first receive the approval of the advisor, program director, chair of the department, and the Director of Field Experiences. This must be documented by completing the Request to Enroll in Courses during the Student Teaching Semester.

STUDENT TEACHING TEAM

The members of the student teaching team include the student teacher, clinical supervisor, and university supervisor. All problems, changes, or decisions that affect the student teaching experience should be made collaboratively by ALL members. As student teacher, the team’s focus is on you and your development. The clinical supervisor and university supervisor will offer significant contributions that impact your growth. Interaction possibilities with the principal are described below. In schools hosting large numbers of Georgia Southern field experience teacher candidates, a clinical associate is a member of the supervision team and will interact with student teachers. Specific ways in which clinical associates interact are identified in the clinical supervisor section of this document.

Your initial contact with your university supervisor is in the orientation session and precedes the formal beginning of student teaching. Following that session, there will be a number of interaction opportunities with your university supervisor. On at least six different occasions, your university supervisor will visit you at your school. On one or more occasions, you may be asked to return to the Georgia Southern campus for a seminar with your university
supervisor. Below is a chart that outlines the responsibilities of each member of the student teaching team.

<table>
<thead>
<tr>
<th>Student Teacher</th>
<th>Clinical Supervisor</th>
<th>University Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be enthusiastic</td>
<td>Welcome the student teacher into your classroom</td>
<td>Conduct program orientation for student teacher &amp; clinical supervisor</td>
</tr>
<tr>
<td>Take initiative in the classroom</td>
<td>Review school policies &amp; procedures</td>
<td>Schedule three-way conferences during the semester</td>
</tr>
<tr>
<td>Introduce yourself to all school personnel</td>
<td>Encourage your student teacher to get involved in school activities</td>
<td>Be a liaison between the university and school</td>
</tr>
<tr>
<td>Dress and act professionally</td>
<td>Mentor &amp; guide your student teacher</td>
<td>Coach and guide the clinical supervisor and student teacher</td>
</tr>
<tr>
<td>Plan and teach engaging standards based lessons</td>
<td>Plan regularly with your student teacher and share instructional materials</td>
<td>Review plans and student teacher notebook regularly</td>
</tr>
<tr>
<td>Know your content</td>
<td>Model effective teaching strategies and professional behavior</td>
<td>Uphold all program standards and expectations</td>
</tr>
<tr>
<td>Be respectful at all times</td>
<td>Address any difficult situation(s) or problems in a timely manner</td>
<td>Address any difficult situation(s) or problems in a timely manner</td>
</tr>
<tr>
<td>Accept and implement all feedback professionally and in a timely manner</td>
<td>Observe and provide constructive feedback on a regular basis</td>
<td>Observe and provide constructive feedback on a regular basis</td>
</tr>
<tr>
<td>Remain flexible, maintain an open mind, and learn all you can during the semester</td>
<td>Maintain consistency and accountability for the student teacher</td>
<td>Be an advocate for the student teacher, while maintaining the standards of the profession</td>
</tr>
</tbody>
</table>

**INTERACTING WITH THE PRINCIPAL**

The principal is a key member of the student teacher support team. This person was a part of the approval process that enabled you to student teach in the school. Many times, principals conduct a formal observation of the student teacher’s instruction and provide post-observation feedback as follow-up. The principal may be a potential employer or can be a reference for you.

**PROFESSIONAL STANDARDS FOR STUDENT TEACHING**

As a teacher candidate, you are expected to conduct yourself as a professional educator. Several documents offer particular expectations for you as a student teacher. It is important that you become familiar with the content of each document.

**The Code of Ethics for Educators** defines the professional behavior of educators in Georgia and serves as a guide to ethical conduct. The Professional Standards Commission has adopted standards that represent the conduct generally accepted by the education professional.
The code protects the health, safety and general welfare of students, teacher candidates and educators, ensure the citizens of Georgia a degree of accountability within the education profession, and define unethical conduct justifying disciplinary sanction. Any violation of state or federal law and violation of this code of ethics must be reported to the Georgia Professional Standards Commission and will lead to the removal of a student teacher from the student teaching placement. (The Code of Ethics for Educators, October 15, 2009). For the entire brochure please visit www.gapsc.com.

Student Teaching Guidelines is the handbook with which you should become very familiar. It serves as a guide and also has forms that you may be using on a regular basis.

On the day of orientation, your university supervisor will discuss with you Student Teaching Expectancies. These expectancies specify requirements and dates. Your familiarity with the expectancies is especially important. During the discussion of them at orientation, be certain that you have obtained a clear understanding of each one. These expectancies may be found in the program packet.

The Student Code of Conduct is published on an annual basis. It contains specific expectations regarding student conduct. Although you do not attend regularly scheduled classes on our campus during student teaching, this publication applies to your actions. If you are unfamiliar with the document, you can view it at http://teachercandidates.georgiasouthern.edu/.

Each school system produces a handbook for teachers. The guidelines contained therein apply to you. Secure a copy and become familiar with its content. Abiding by its suggestions is essential.

edTPA REQUIREMENTS

edTPA is a teaching performance assessment mandated by the Georgia Professional Standards Commission (GaPSC) to be completed during student teaching. All student teachers/interns are required to complete and submit the state-approved content pedagogy assessment prior to program completion. While a passing score is not required for program completion, a passing score is required for certification. All teacher candidates enrolled in student teaching/internship must submit an edTPA portfolio per program requirements that results in a numerical score. Candidates must meet or exceed the Georgia professional performance score set by the state in order to qualify for a Georgia Induction Certificate (initial teaching certificate). Student teachers/interns that do not submit an edTPA portfolio that results in an official score, will receive an incomplete for the grade in student teaching/internship. Upon submission of the edTPA portfolio resulting in an official score, the student teacher’s grade will be changed by the instructor.

Student teachers/interns whose edTPA submission does not meet the Georgia professional performance score will have the opportunity to attempt additional edTPA
submissions at an additional cost to the candidate. Student teachers/interns that do not meet the professional performance score will be provided additional information on the retake process by their program.

**STUDENT TEACHERS WITH DISABILITIES (SDRC)**

As indicated in the student teaching application process, teacher candidates that have an identified disability requiring accommodations during student teaching must consult with the SDRC the semester prior to student teaching to discuss accommodations. All teacher candidates must successfully demonstrate their ability to meet, with or without accommodations, the standards and expectations of the teaching profession. This is the sole responsibility of the student teacher.

**STUDENT TEACHER INVOLVEMENT**

**NOTE:** A projected schedule for student teacher involvement follows. The schedule is presented with the intent of offering a view of possible activities for the student teacher. The schedule for instruction varies from school to school and from student teacher to student teacher. For that reason, it is not suggested that this particular format for involvement be followed precisely.

<table>
<thead>
<tr>
<th>Week</th>
<th>Activities</th>
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<tbody>
<tr>
<td>1st</td>
<td>Observe and assist, following the clinical supervisor’s instruction</td>
</tr>
<tr>
<td>2nd</td>
<td>Observing is reduced</td>
</tr>
<tr>
<td></td>
<td>Assisting is increased</td>
</tr>
<tr>
<td></td>
<td>Teaching 30-60 minutes daily is a new responsibility</td>
</tr>
<tr>
<td>3rd</td>
<td>Observing occurs infrequently</td>
</tr>
<tr>
<td>4th</td>
<td>Assisting is decreased</td>
</tr>
<tr>
<td></td>
<td>Teaching 90-180 minutes daily is a new responsibility</td>
</tr>
<tr>
<td>5th</td>
<td>Observing occurs frequently</td>
</tr>
<tr>
<td>6th</td>
<td>Assisting is decreased</td>
</tr>
<tr>
<td></td>
<td>Teaching 180-270 minutes daily is a new responsibility</td>
</tr>
<tr>
<td>7th</td>
<td>All day teaching may occur</td>
</tr>
<tr>
<td>8th</td>
<td>Observing and assisting are reinstated</td>
</tr>
<tr>
<td></td>
<td>Teaching at least 180 minutes is expected</td>
</tr>
<tr>
<td>9th</td>
<td>Observing is maintained</td>
</tr>
<tr>
<td>10th</td>
<td>Assisting is maintained</td>
</tr>
<tr>
<td>11th</td>
<td>Teaching 90-180 minutes expected</td>
</tr>
<tr>
<td>12th</td>
<td>Observing increases</td>
</tr>
<tr>
<td></td>
<td>Assisting increases</td>
</tr>
<tr>
<td></td>
<td>Teaching at least 90 minutes is expected</td>
</tr>
<tr>
<td>13th</td>
<td>Observing increases</td>
</tr>
<tr>
<td></td>
<td>Assisting increases</td>
</tr>
<tr>
<td></td>
<td>Teaching at least 180 minutes is expected</td>
</tr>
<tr>
<td>14th</td>
<td>Observing is maintained</td>
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<tr>
<td></td>
<td>Assisting is maintained</td>
</tr>
<tr>
<td></td>
<td>Teaching 90-180 minutes is expected</td>
</tr>
<tr>
<td>15th</td>
<td>Observing increases</td>
</tr>
<tr>
<td></td>
<td>Assisting increases</td>
</tr>
<tr>
<td></td>
<td>Teaching at least 90 minutes is expected</td>
</tr>
</tbody>
</table>
It is required that the student teacher engage in all-day teaching for at least four weeks. The fifteen week plan that has been presented depicts that the student teacher engages in a considerable amount of teaching. In reviewing the plan, we are reminded that quite a bit of instruction by the student teacher takes place before and after the weeks of all-day teaching.

The required four weeks of all-day teaching responsibilities can either be four consecutive weeks OR can be in no less than two week increments. Two primary considerations influence the decision of the best time for this teaching to occur: (1) the needs of the clinical supervisor’s students, and (2) the quality of previous instructional performance by the student teacher.

Quite a variety of time-frames for instruction are practiced in schools. Regardless of the scheme, the clinical supervisor and student teacher will work together in establishing a pattern for the student teacher’s involvement that includes gradually increasing instructional responsibilities. This instructional timeframe must be shared with and approved by the university supervisor.

BEGINNING AND ENDING THE DAY

The following policy is in effect during student teaching:

- Your required time of arrival coincides with the expectation for teachers. However, there are actually two arrival times that are important: (1) the time at you are to sign in the office and (2) the time that you are expected to be in your classroom. Before your first day in the school, contact your clinical supervisor to learn of these times.
- The end of your school day will mirror the daily expectancy for teachers.
- Student teachers are required to attend all activities that the clinical supervisor must attend (i.e., faculty meetings, parent conferences, IEP meetings, math night, PTO, parent night, professional development sessions, etc.). See program packet for possible exceptions.

PUNCTUALITY

Meeting time-frames is an especially important part of the teaching profession. Punctuality is required! For that reason, careful attention is given to timeliness. Each time you fail to meet a responsibility in a timely manner, the student teacher and clinical supervisor notifies your university supervisor. The message is simple…be on time!

- The second failure to meet a time-frame will result in a Performance Agreement being developed to clarify concerns.
The third failure to meet a time-frame presents a serious situation. Your university supervisor will complete the Probationary Status Agreement. Probation is a serious status.

Failure to meet a time-frame on another occasion (a fourth time) may result in the termination of your student teaching experience.

What are some examples of time infractions?
- Arrival in the classroom after the designated time.
- Turning in a lesson plan late.
- Failure to have teaching materials ready.

**ATTENDANCE - BOR/PSC MANDATE (600 HOURS)**

Student teaching requires a minimum of 600 hours; therefore, **ALL** absences (excused or unexcused) will be made up at the **end of the semester**. The university supervisor must approve **excused** absences. Documentation must be provided within 24 hours to the university and clinical supervisors. In the event of two or more **excused** absences, the university supervisor will meet with the student teacher to create a written plan to make up the absences. **If unexcused** absences occur the following process must be followed.

- After the first **unexcused** absence, a conference will be held with the student teacher, clinical supervisor, and university supervisor. Your university supervisor will complete a Performance Agreement. An exception to this may be if the student teacher has prior Performance Agreements, then the university supervisor will prepare a Probationary Status form.
- A second **unexcused** absence will result in your university supervisor completing a Probationary Status Agreement.
- The third **unexcused** absence, will lead to a decision being made relative to the status of your student teaching: continuation or termination of the experience.

Leaving early from your student teaching placement constitutes an absence (**excused or unexcused**). It is the responsibility of the student teacher to immediately inform the university supervisor that they are leaving the placement early. The university supervisor will meet with the student teacher and create a written plan for making up the absence.

**STEPS TO FOLLOW WHEN YOU ARE ABSENT**

Notifying others when you are absent is vital. The student teacher must contact the following people before the start of the school day:

- Your clinical supervisor;
- Your university supervisor;
- The school secretary.
See program syllabi for specific instructions

**ACCIDENT OR INJURY**

Accidents or injuries that occur at the school during student teaching are the responsibility of the student teacher. If a student teacher is involved in an accident or is injured on school grounds medical expenses are not covered by the school system’s Worker’s Compensation. Any doctor or hospital expenses must be covered by the student teacher’s health insurance or personal funds.

**WEATHER/STATE OF EMERGENCY**

It is the student teacher’s responsibility to be aware of school system protocol for weather and state of emergency situations during the semester. Georgia Southern University will send an emergency message via the Eagle Alert system. Additionally, program directors in collaboration with College of Education administrators may make additional decisions in order to ensure the safety of student teachers.

**HOLIDAYS**

You will follow the holiday schedule of your assigned school. This practice applies to unscheduled holidays (such as those due to inclement weather) as well as scheduled holidays.

**EXTRACURRICULAR SCHOOL ACTIVITIES**

Extracurricular school activities are an important part of the student teaching experience. Your participation in extracurricular responsibilities is an excellent opportunity for development. Talk with your clinical supervisor and university supervisor about becoming involved.

Student teachers may not receive payment for participation in any extracurricular activity. Additionally, student teachers may not receive financial reimbursement for involvement with any student or group of students.

**EMPLOYMENT DURING STUDENT TEACHING**

Student teachers may be employed during student teaching. Student teaching must be your priority this semester. Some significant considerations accompany the privilege of employment.

- You may not be excused from any school responsibility to meet an employment obligation. An absence for that reason is unexcused.
• **You may not leave school early or arrive late because of employment.** In such an instance, you would be absent for a portion of the school day and that would be translated into one absence; again, an unexcused one.

There are steps that you can take to avoid unexpected, employment-related absences. If you must work during student teaching be proactive and:

• Notify your employer of your student teaching status and the serious commitment that you have for that responsibility.
• Ask your employer to give you specific advance notice of your projected work schedule. Share the schedule with your clinical supervisor to see if there will be any conflicts with school responsibilities.
• Work with your employer to establish a schedule that will not jeopardize your successful completion of student teaching.

Coaching during student teaching is treated like any other after school employment. **You may not be excused from any school and student teaching responsibilities to meet any coaching obligation.** You must not leave school early or arrive late due to coaching activities. You must attend all conferences, faculty meetings, PTO meetings, etc. that your clinical supervisor, principal, or university supervisor require.

**SOCIAL NETWORK SITES**

Participation in student teaching is a privilege and carries with it professional responsibilities. As a future professional educator, you are expected to maintain high standards of personal and professional ethics at all times and in all settings. Social networking sites such as, Facebook, Twitter, and Snapchat should represent your high personal and professional standards. If you have postings on any of these sites you must remember that they are public and may be viewed by school personnel and teacher candidates. If school personnel find your postings unprofessional they can request your removal from their school. This request will be honored immediately and a new student teaching placement will not be identified until the following semester. **Additionally, do not use any identifying information (school, clinical supervisor, student names) or post any P-12 student’s pictures or video on your site.**

**WHEN YOUR CLINICAL SUPERVISOR IS ABSENT**

There may be an occasion when your clinical supervisor is absent from school during your student teaching experience. When this absence occurs, the student teacher may be called on to teach, but they may not serve as the substitute. **State mandate** requires the presence of a certified teacher or school system authorized substitute be in the classroom.

If you are called on under these conditions to teach during your first two weeks of student teaching, your clinical supervisor or principal must call your university supervisor. It is also the
student teacher’s responsibility to notify the university supervisor. **Note:** You cannot substitute for other teachers in the school.

**PROCTORING TESTS**

Student teachers may be called on to proctor tests during the semester. If this occurs, student teachers MUST attend proctoring training provided by the school. Student teachers must follow all of the mandated requirements during these testing periods; this includes following the Code of Ethics.

**WHEN PROBLEMS ARISE**

Written documentation is important when there is a problem that is persistent over time, or when a significant problem is evident. Three different forms for documentation are presented on the following pages: (1) Performance Agreement; (2) Probationary Status Agreement; and (3) Failure to Complete Student Teaching in the Semester of Enrollment.

**Student Teaching Intervention Process**

![Diagram of Student Teaching Intervention Process]

**Performance Agreement**

A Performance Agreement (Form A) is developed when difficulties have persisted with minimal consistent demonstration of improvement. The Agreement is developed to identify areas in need of improvement, explain the action plan for improvement and document the timetable for monitoring anticipated progress. **The form is written by the university supervisor in concert with the clinical supervisor, and is discussed with the student teacher. The university supervisor will inform and discuss the situation with the Program Director prior to holding a meeting with the student teacher and clinical supervisor.** If appropriate progress is realized as written in the agreement, the Performance Agreement does not impact subsequent evaluations. If the student teacher fails to meet the agreement benchmarks, he or she will be
moved to Probationary Status (below). A maximum of two (2) Performance Agreements (Form A) (each for different areas of concern) are allowed during student teaching.

**Probationary Status Agreement**

Probationary status (Form B) results from one of two events:

1. Inadequate progress based on the Performance Agreement action plan and evidence.
2. The occurrence of a major unacceptable event.

The University Supervisor and Program Director reserve the right to determine, in their joint discretion, whether an incident is sufficiently egregious to require immediate probationary status. A probationary meeting occurs to clarify and identify areas in need of improvement, explain the action plan for improvement and share the timetable for monitoring anticipated progress. *The form is written by the university supervisor with the clinical supervisor. Before the meeting is held, the university supervisor will share information about the student teacher with the Program Director who will then share and discuss this information with the chair of the department.*

*The meeting will be conducted at the school site by the Director of Field Experiences. Expected attendees for the meeting are: the student teacher, the clinical supervisor, the university supervisor, the clinical associate and/or principal, program director, and the Director of Field Experiences. At the conclusion of the meeting, the university supervisor will obtain all signatures required by the document. Signatures will be obtained from the program director and chair of the department after the meeting with the student teacher.*

Establishing probationary status is a significant step. Appropriately acting on the information provided is a primary consideration in the student teacher’s eligibility for continuation. *One Probationary Status Agreement (Form B) is permitted during student teaching.*

**Failure to Complete Student Teaching**

Failure to complete student teaching may occur when suggestions from the Probationary Status documents have not been appropriately incorporated or with the occurrence of a sufficiently egregious incident. The University Supervisor and Program Director reserve the right to determine, in their joint discretion, whether an incident is sufficiently egregious to require removal from a student teaching position. Examples are, but are not limited to, ethics violations, insubordination, and/or continuous disrespect. Removal may be immediate and may occur without the benefit of Performance Agreements or Probationary Status documentation. When school personnel request that candidates be removed from the school for performance or professional reasons, a new field placement will rarely be identified until the following semester. The form representing failure indicates the contributing factors and options for future academic enrollment by the student teacher. *Teacher candidates may repeat student teaching only one time.*
A Performance Agreement is developed when difficulties have persisted with little consistent demonstration of improvement. Description is found in the Student Teaching Guidelines. The university supervisor MUST provide signed copies of the Agreement for the student teacher, clinical supervisor, clinical associate, program director and Director of Field Experiences within two working days of the meeting.

Explanation of Specific Areas in Need of Improvement: Identify factors that have contributed to this performance agreement. Attach additional documentation.

Explanation of Specific Action Plan and Remedial Steps:

Required Evidence for Showing Improvement:

Timetable for University Supervisor and Clinical Supervisor to Monitor Progress and Provide Feedback to Student Teacher:

Date(s) of next meeting(s) to discuss progress in areas of identified need:

Notes from the follow-up meeting will be documented below or attached to this document.
<table>
<thead>
<tr>
<th>Signature of Student Teacher*</th>
<th>Signature of Clinical Supervisor</th>
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<tr>
<td>Signature of University Supervisor</td>
<td>Signature of Clinical Associate**</td>
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<tr>
<td>Signature of Other Attendee</td>
<td>Date of Meeting</td>
</tr>
</tbody>
</table>

*Student Teacher’s signature indicates that the information in this form has been shared in a conference setting. The student teacher may choose to share additional information. If so, this information should be provided on a separate sheet of paper and made available to the University Supervisor within three days of the conference conclusion.

**Signature indicates that the principal and clinical associate were either present at the meeting or were informed by way of this Agreement.

**Follow-up meeting notes:** (Attach notes from the follow-up meeting to Performance Agreement, all participants must initial and date the notes.)
Student Teaching Probationary Status Agreement (Form B)

Teacher Candidate ___________________  Program ___________________

School _______________________________  Grade Level ___________________

Clinical Supervisor ___________________  University Supervisor _____________

Probationary status results when difficulties for the candidate have persisted over an extended period of time, or with the occurrence of a major unacceptable event. Description is found in the Student Teaching Guidelines. The university supervisor will provide signed copies of the Probationary Status Notice for the student teacher, clinical supervisor, clinical associate, program coordinator and Director of Field Experiences within two working days of the meeting. Exceptions to these procedures must be approved by the chair of the Department of Teaching and Learning and the school principal.

To the student teacher: This form serves as formal notification of your probationary status in student teaching. Acceptable progress in the area(s) of identified need is essential for your continuation in student teaching.

Explanation of Specific Areas in Need of Improvement: Identify factors that have contributed to this probationary status notice. Along with the factor(s), provide documentation to support each entry. Attach additional documentation.

Explanation of Specific Action Plan and Remedial Steps:

Required Evidence for Showing Improvement:

Timetable for University Supervisor and Clinical Supervisor to Monitor Progress and Provide Feedback to Student Teacher:

Date(s) of next meeting(s) to discuss progress in areas of identified need:

Notes from the follow-up meeting will be documented below or attached to this document.
*Student Teacher’s signature indicates that the information in this form has been shared in a conference setting. The student teacher may choose to share additional information. If so, this information should be provided on a separate sheet of paper and made available to the University Supervisor within three days of the conference conclusion.

**Signature indicates that the principal and clinical associate were either present at the meeting or were informed by way of this Agreement.

**Follow-up meeting notes**: (Attach notes from the follow-up meeting to Probationary Status Agreement, all participants must initial and date the notes.)
FAILURE TO COMPLETE STUDENT TEACHING IN THE FIRST SEMESTER OF ENROLLMENT

Student Teacher __________________________  Program __________________________

School __________________________  Clinical Supervisor __________________________

University Supervisor __________________________  Clinical Associate/Principal __________________________

Failure to complete student teaching may occur when suggestions from the Probationary Status documents have not been appropriately incorporated. Description is found in the Student Teaching Guidelines. The university supervisor will provide signed copies of the completed form for the student teacher, clinical supervisor, clinical associate, principal, the student teacher’s program director, chair of the department, and the Director of Field Experiences.

Factors that contributed to failure to complete the experience: Identify factors that contributed to the experience not being completed within the initial period of enrollment. Attach additional sheet(s) of information, if necessary. Provide documentation to support each factor that lead to the ending of the student teaching experience. Attach all documentation to this paperwork or reference where it has been provided in previous interventions.

Options for future enrollment:
(Circle the number of the option that meeting attendees recommend for the Student Teacher.)

1. The Teacher Candidate is eligible to enroll for a second attempt at student teaching. This will be the second and final attempt to student teach.

2. Prior to enrolling in another student teaching experience, the student teacher must complete a remedial plan developed by the program. The remedial plan could include: additional course work, identified assistance from a support center (i.e. Writing Center, Counseling Center, Student Success Center), and/or specific remedial activities. A faculty mentor will be assigned to oversee the completion of the remedial plan.

3. The option of earning a degree in another career path is considered.
*Student Teacher’s signature indicates that the information in this form has been shared in a conference setting. The student teacher may choose to share additional information. If so, this information should be provided on a separate sheet of paper and made available to the University Supervisor within three days of the conference conclusion.

**Signatures indicate that the Principal and Clinical Associate were present in the meeting or have been informed by way of this Agreement.
FAILURE TO COMPLETE STUDENT TEACHING IN THE SECOND SEMESTER OF ENROLLMENT

Student Teacher ___________________________ Program ___________________________

School ________________________________ Clinical Supervisor ______________________

University Supervisor ____________________ Clinical Associate/Principal _____________

Failure to complete student teaching may occur when suggestions from the Probationary Status documents have not been appropriately incorporated. Description is found in the Student Teaching Guidelines. The university supervisor will provide signed copies of the completed form for the student teacher, clinical supervisor, clinical associate, principal, the student teacher’s program director, chair of the department, and the Director of Field Experiences.

Factors that contributed to failure to complete the experience: Identify factors that contributed to the experience not being completed within the initial period of enrollment. Attach additional sheet(s) of information, if necessary. Provide documentation to support each factor that lead to the ending of the student teaching experience. Attach all documentation to this paperwork or reference where it has been provided in previous interventions.

Per the College of Education Field Experience Policy, students enrolled in the Teacher Education Program are only permitted to repeat student teaching one time. This was (student teacher’s name) second and final attempt at student teaching, therefore, this was the final opportunity to complete student teaching and all required course work for a degree in teacher education. It is recommended that you meet with your advisor to discuss other options in regard to completing a degree in another career path.

_________________________________________  ______________________________________
Signature of Student Teacher*                  Signature of Clinical Supervisor         

_________________________________________
Signature of University Supervisor           ______________________________________

_________________________________________
Signature of Principal                        Signature of Clinical Associate**

_________________________________________
Signature of Program Director                  Signature of Director of Field Experiences

_________________________________________
Signature of Other Attendee                   Date of Meeting

20
*Student Teacher’s signature indicates that the information in this form has been shared in a conference setting. The student teacher may choose to share additional information. If so, this information should be provided on a separate sheet of paper and made available to the University Supervisor within three days of the conference conclusion.

**Signatures indicate that the Principal and Clinical Associate were present in the meeting or have been informed by way of this Agreement.
FACTORS CONTRIBUTING TO LACK OF SUCCESS IN STUDENT TEACHING

1. Unacceptable language skills (written and/or oral)
2. Failure to select developmentally/individually appropriate student lessons
3. Failure to implement developmentally/individually appropriate student lessons
4. Failure to respond to student diversity
5. Failure to modify instruction to meet students’ needs based on assessment data
6. Failure to assess student learning
7. Inaccurate content
8. Failure to demonstrate content skills
9. Failure to develop content connections
10. Failure to organize self, material, and/or content
11. Failure to engage students
12. Failure to ensure high level of student learning
13. Failure to integrate technology
14. Failure to use high quality questioning and/or discussion
15. Failure to select and/or implement appropriate teaching strategies
16. Unacceptable feedback to students
17. Failure to develop a positive learning environment
18. Failure to develop an environment of respect and rapport
19. Classroom management
20. Unacceptable classroom procedures
21. Unacceptable organization of physical space
22. Failure to establish a culture for learning
23. Lacks professional judgment
24. Failure to demonstrate reflection skills
25. Unacceptable dress or appearance
26. Attendance problem
27. Punctuality problem
28. Lacks physical and/or mental fitness
29. Unethical behavior
30. Failure to plan and organize flexible groupings
31. Failure to participate in professional development
32. Disrespectful interactions or lack of interpersonal skills with adults or students
33. Other (please specify)
34. Student voluntarily withdrew from student teaching
ATTENDING PROFESSIONAL ACTIVITIES

On several occasions, you may attend functions on the Georgia Southern campus. A brief identification of some of these activities follows. See program packet for additional professional activities and expectations.

- **Honor's Day** - Georgia Southern holds Honor’s Day each spring semester. Student teachers recognized at this occasion are notified in writing. If you are invited to participate in this ceremony, please share your written invitation with your clinical supervisor and university supervisor and make plans to be in attendance. This is a half-day excused absence from your school site.

- **Professional Conferences and Presentations** – Student teachers may have the opportunity to attend professional conferences and/or to make professional presentations during student teaching. This professional opportunity must be approved by your clinical supervisor, university supervisor, and the program director.

- **Eagle Expo/Education Career Day** - Each semester, an Education Career Day is conducted on the Georgia Southern campus. On this occasion, school systems from throughout Georgia come to campus to interview teacher candidates. This is an outstanding opportunity for student teachers to learn about employment potential in school systems and also to practice their interview skills. This is a half-day excused absence from your school site.

- **Interview Day** - Student teachers will be allowed one job interview day during the semester. This may be taken as one whole day or two half-days. An interview day and time must be prearranged by the student teacher with the clinical supervisor and university supervisor.

TEACHER CERTIFICATION

All student teachers must successfully complete the following in order to obtain an Georgia Induction Certificate.

- Complete a teacher preparation program.
- Pass the GACE content area test(s). GACE content area test(s) must be attempted prior to student teaching.
- edTPA must be completed during student teaching and a passing score must be obtained prior to completing the certification process.
- Georgia Code of Ethics 360 assessment must be passed.

The Director of the Student Success Center will provide student teachers with instructions on how to apply electronically for certification. The completion of the certification process which will result in either a **Letter of Eligibility** or an **Induction Certificate** issued by the GaPSC.
EVALUATING THE STUDENT TEACHER

The clinical supervisor completes several evaluations of the student teacher. Each of these is shared with the student teacher and then channeled to the university supervisor. Evaluative feedback from your clinical supervisor is especially important. Ideas shared in the evaluations will help you to more clearly see opportunities to improve yourself.

- **Weekly Evaluations** - On a weekly basis, the clinical supervisor will complete written evaluations. Directions for this activity appear in the program packet. It is the student teacher’s responsibility to provide a copy of the completed evaluation to the university supervisor. Prior to the weekly written evaluation being given to the university supervisor, the clinical supervisor will share it with you. Keep a copy of this information in your student teaching notebook.

- **Formal Evaluations - See Program Packet** - Formal evaluations offer significant progress information for you. In addition to these two forms, programs may have evaluations that are unique for their programs. Note: Specific information on these evaluations may be found in the program packet.

In a conference setting, your clinical supervisor will review each completed form with you. Then, the form is given to your university supervisor. Upon receiving the form from the clinical supervisor, the university supervisor completes the appropriate portion. In a conference setting, the university supervisor will review that part with you.

GRADING THE STUDENT TEACHING EXPERIENCE

Student teachers earn a grade of satisfactory “S” or unsatisfactory “U”. The letter grade is officially submitted by the university supervisor. Determination of the grade is the result of considerable interaction by the university supervisor and clinical supervisor.

The general grade of “S” or “U” should not be misconceived as an opportunity to succeed with less than a best effort. Granted, this grade is the indicator that will appear on your transcript. Along with the grade that appears on the transcript, reference information provided to prospective employers by your supervisors are especially important. While that information is not recorded as a grade, it is a reflection of the perceived quality of your student teaching work.

Of course, there are other options for grades that may be assigned. These pertain to a situation in which the student teaching experience was not completed. Consult the Georgia Southern University Undergraduate and Graduate Catalog for more specific information.
EVALUATIONS BY THE STUDENT TEACHER

Student teachers are responsible for completing several electronic evaluations at the end of the semester. Feedback from student teachers is immensely valuable to the College of Education as we strive to offer quality teacher preparation programs. When completing the evaluations at the end of the semester, please reflect on your experiences during the semester and respond honestly. All evaluations are kept confidential and are used administratively within the College of Education. These evaluations are:

- **Evaluation of Clinical Supervisor by Student Teacher**
  Give careful thought to each item and offer candid responses.

- **Evaluation of University Supervisor by Student Teacher**
  Give careful thought to each item and offer candid responses.

- **Conceptual Framework Evaluation**
The following pages contain documents and forms that you may be required to use by your program, clinical supervisor and/or university supervisor.
IMPRESSIONS OF MY FIRST DAY IN STUDENT TEACHING

What thoughts surfaced about:

1. the students with whom you will be working?

2. the course(s) you will be teaching?

3. your clinical supervisor?

4. other faculty and staff members?

5. technology opportunities for students and the teacher?

6. the general school atmosphere?

Now that you have had a glimpse into a school day, what thoughts do you have about student teaching?
CONFERENCES

You will be involved in conferences with your clinical supervisor on most days in student teaching. Many of these will be spur-of-the-moment and on an as needed basis. Others will be more structured and anticipated well in advance. Three different types of conferences are conducted: post-observation, planning and general.

Post-observation conferences are a significant feature in development of the student teacher’s instructional self. These conferences follow the student teacher’s implementation of instructional responsibilities. They serve as an avenue for the student teacher and clinical supervisor to reflect on instruction that has taken place, to clarify strengths that were evident and to specify areas in need of improvement. Initially, post-observation conferences are conducted to review each lesson the student teacher has taught. As a number of daily instructional responsibilities increases for the student teacher, a given conference time may be devoted to reviewing several recently taught lessons. Similarly, the length of these conferences is usually longer early in the semester and decreases as the semester progresses.

Planning conferences are conducted weekly. The purpose of these conferences is to determine the student teacher’s involvement for the upcoming week in observing, assisting and teaching. One responsibility in this conference is the completion of the Projected Weekly Schedule document that will be submitted to your university supervisor.

General conferences during the semester are summarized by the student teacher. Note: Additional information and guidelines on conferences may be found in the program packet. If more than one student teacher is in a school, all student teachers participate in the scheduled general conferences. Depending on availability of presenters, the clinical supervisor or clinical associate will finalize topics, presenters and conference dates. This inclusive participation maximizes efficiency for conference presenters. Clinical supervisors, with input from student teachers, determine conference topics, presenters, and dates/times. In schools served by clinical associates, this individual coordinates the scheduling of general conferences. Contact with potential presenters should be made by the clinical supervisor or clinical associate. Some conference possibilities include: principal - behavior management in the school; media center specialist - availability and utilization of resources; guidance counselor - counseling services available to teacher candidates; special education teacher - process for special education referral; classroom teacher - getting ready for the first day, week, year of teaching. The suggestions that have been offered are possibilities, not recommendations. Student teaches and clinical supervisors should consider a range of possibilities.
OBSERVING

One of your first activities as student teacher will be observing. Observations will be helpful in building a data base of strategies that ultimately influences your teaching.

Several different actions are part of observing. Look to see what is going on. Analyze the relationship between the stimulus of the teacher action and response of students. Consider elements that helped an activity go well and elements that interfered with the effectiveness of an activity. Talk with your clinical supervisor about your observations.

Should you observe the instruction of teachers other than your clinical supervisor? Absolutely. When should these observations occur? There is good support for these observations to be scheduled throughout the semester. During these observations, observe carefully. At some point following the observation, it would be good to conference with the teacher whose instruction you observed. The conference would enable you to get additional insight into the teaching that occurred. Reminder: your clinical supervisor will need to work with you in scheduling these observations.

Should observations be structured or unstructured? Support can be generated for both approaches. Sometimes, it is a good idea to go into a period of observation with a particular focus in mind. For example, during one observation, you may want to watch for behavior management tactics. In another observation, however, you may opt to be open to a variety of previously unidentified elements that surface as impressionable. Observation recording sheets are included in this handbook.

Most teachers are eclectic in developing a teaching style. If that is true, it will be to your benefit to see a number of different teachers. As a result of this, you will have a range of experiences from which to develop your own strategies.

ASSISTING

Assisting is a responsibility that occurs during an activity for which the clinical supervisor is responsible for instruction. During independent or small group work time, walk around and monitor student work. As you determine a need for help, take the initiative and interact with teacher candidates. The element of assisting is very important in preparing you to assume instructional responsibility for the classroom. Get involved. Don’t hesitate; during your first week in the classroom, become involved with assisting.

TEACHING

The observing and assisting that you do serve as a crucial foundation for the most important element in student teaching—instruction. Late in the first week, or by the
beginning of the second week, you will assume instructional responsibilities. Typically, you begin by being responsible daily for approximately 60-90 minutes of instruction.

The next week you will be responsible each day for teaching approximately 90 minutes. This pattern of increasing the amount of teaching continues until you are responsible for the entire instructional day. Your all-day instructional responsibility will continue for four weeks. Following those weeks, you will begin a gradual reduction in the amount of teaching that you are doing.

A suggested pattern for the amount of teaching that is to occur during the semester appears in the Student Teacher Involvement section of this handbook. Keep in mind that the information is only a suggestion. Actual decisions about amount of teaching are dependent on a number of factors that are unique to each student teaching assignment. Using suggested guidelines, the clinical supervisor and student teacher determine when and how much teaching will occur. With the approval of the university supervisor, the amount of teaching could exceed that which is suggested. However, the minimum amount is to be met.

WEEKLY SCHEDULE

Each week your university supervisor is to receive a copy of your projected schedule for the next week. A copy of this form is provided in this handbook. It must be received by the university supervisor no later than the Friday proceeding the upcoming week. Receiving schedules by that time enables the university supervisor to develop a plan for visitations in the approaching week.

This schedule is to be developed cooperatively by you and your clinical supervisor. On a weekly basis, it is a good idea for you to have a consistent day and time for a conference to develop this form.

Your university supervisor will have a primary interest in the periods that you will be teaching. Observational visits are planned to observe your teaching. For periods that you have listed as ones in which you will be teaching, make note of activities in which extended, direct teaching will not occur. Examples might be showing a video or administering a test. These are important instructional responsibilities; however, your university supervisor may choose to visit when you are more directly involved with teaching. Important reminder: the schedule for your teaching may change after you have mailed the form to your university supervisor. If this happens and you will not be teaching a subject that was originally labeled as a teaching responsibility, notify your university supervisor of this change. Make the notification as early as possible. This will help to avoid an unnecessary trip; one that must be repeated.

Take care in developing the form. Submit to your university supervisor by the identified day and in the specific format.
PROJECTED WEEKLY SCHEDULE

WEEK OF ____________________ STUDENT TEACHER ____________________

SCHOOL ____________________ APPROVAL OF CLINICAL SUPERVISOR ______

(Initials/date) ________________________________

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<thead>
<tr>
<th>Time Subject/Activity</th>
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*Enter the code letter that represents your responsibility for each class period.

*Code:  O - Observe   A - Assist   T - Teach
TEACHER PROXIMITY

Make a basic sketch of your classroom that focuses on student seating (or on placement if they are involved in an activity and are not seated). You may want to use an “X” to depict each student. For 10 consecutive minutes, at one minute intervals, place “T” to indicate the location of the teacher at that particular time.

Discuss the physical flow of your teacher during this instructional period. Were there locations of concentration, or omission, in regard to teacher placement? Discuss any student outcomes that you may attribute to teacher placement.

Reflection: What did you learn from this observation? How will this impact my own teaching?
TEACHER FEEDBACK TO STUDENTS

Listen carefully to responses that the teacher offers each student after the student answers a question. Write the response that the teacher provides. A variety of possibilities exists. The teacher may have a word or phrase of affirmation: “Good:” “Exactly right:” “Yes.” The teacher may offer rewording of the question for clarification: “Let me phrase the question differently...” The teacher may parrot the student response. The teacher may offer no response. Again, write the teacher’s response just as it is stated.

Was there a pattern to the responses? Did teacher responses serve as a source of encouragement or were they barriers to future student participation? What suggestions for responding would you offer?
TEACHER WAIT-TIME

After asking a student a question, how much time does the teacher allow the student to respond before making other comments or moving on to another student? Write the amount of wait-time for each question asked. Also, indicate the ethnicity and race of the responder. A chart is provided to help you categorize the information.

<table>
<thead>
<tr>
<th>Question#</th>
<th>Gender</th>
<th>Ethnicity</th>
<th>Wait-Time</th>
</tr>
</thead>
</table>
LEVEL OF QUESTIONS (Rubric 7/8)

Directions: Beside the appropriate type of question, record the numeral of each question asked. For example, if the first question asked was a synthesizing question, the numeral 1 would be placed on the line adjacent to Synthesizing or Summarizing; if the second question asked was a Recall question, the numeral 2 would be placed on the line adjacent to Recall or Recognition.

Recall or Recognition

Descriptive or Comparative

Explanatory

Synthesizing or Summarizing

Judgmental

Open-ended
TRANSITIONS

Observe a transition period (i.e. getting ready for and going to lunch). What did the teacher and teacher candidates do during the transition? Describe methods used to make the transition a smooth one.
VERBAL INTERACTION ANALYSIS

Sketch the student seating arrangement. If students are in an activity in which they are not seated, sketch that placement. Use the letter “X” to indicate students’ seat/placement. Leave good space between “X’s.” Listed below is a key for different kinds of verbal interaction that may occur. As interaction develops, write the numeral beside the appropriate “X” that best describes the interaction.

1. Student response to teacher question.
2. Student question to teacher.
3. Student interaction with other student(s) (on-task); place this numeral beside the “X” of each student that is involved.
4. Student interaction with other student(s) (off-task); place this numeral beside the “X” of each student that is involved.
5. Other (please specify)
CLASSROOM ENVIRONMENT

Sketch the physical features of the classroom. Develop a key to be used in labeling the various parts. Some considerations for labeling are: student seating, bulletin boards, white board, book shelves, tables, equipment (identify ie. Smartboard, microscopes, computers, etc.). Below the sketch, discuss the physical arrangement in relation to: (a) student/teacher movement capability; (b) student visibility for different areas of focus; auditory considerations; (d) other features that you regard important; and (e) revisions that you may want to propose.
STUDENT INVOLVEMENT

Beside the appropriate race/gender category, record the question number asked that individual. For example, if the first question asked was responded to by an African-American male, the numeral 1 would be placed on the line adjacent to AM. Category abbreviations are: African American Female - AF; Caucasian Female - CF; African American Male - AM; Caucasian Male - CM; other race category for Male and Female - OF, OM (please identify the race); Choral response - K.

AF
CF
OF
AM
CM
OM
K

Discuss question recipients in terms of: (a) concentrations; (b) little involvement; © omissions.
INTRODUCTION

We are pleased that you have chosen to be a part of the Georgia Southern University supervision team. Thank you for opening your classroom up to a student teacher.

You are a very important member of our supervision team. Your role as a clinical supervisor will offer significant influences that impact the student teacher’s growth.

The information that follows is provided with the intent of offering structure for the job you do and to generate some degree of consistency for the very diverse student teaching population that we serve.

RESPONSIBILITIES OF THE CLINICAL SUPERVISOR

You fulfill many different responsibilities as clinical supervisor. During this semester your student teacher will take on increasing responsibilities for the classroom over the fifteen week student teaching experience. During this time you will oversee their professional development, as they refine and acquire new teaching skills. Your roles during the semester fit into four categories: Coach, Assessor, Mentor, and Planner.

Coach

Webster’s definition for a coach is someone who instructs or directs. As a clinical supervisor you will instruct and direct your student teacher in a variety of capacities during the semester. You will coach them in all areas of the teaching profession, planning, instruction, assessment, and classroom management to name a few. As a clinical supervisor your goal is to help your student teacher learn to solve their own problems so that they can become responsible, reflective, and effective teachers. The student teacher is a practicing professional and it is your responsibility to provide them with a professional atmosphere that will allow them to practice and refine their skills.

Assessor

In order to provide assessment and feedback to your student teacher, a major responsibility for the clinical supervisor is observing the student teacher. Your observations begin when the student teacher enters your classroom and continues into the hall, lunchroom, media center, or anywhere you and the student teacher go throughout the day. As an observer you will want to take note of the student teacher’s interaction with your students. As you observe the student teacher be sure to focus on the impact they have during one-on-one instruction, small groups, and during direct instruction of your students. Student teachers should always be providing instruction that helps P-12 students grow.
As an assessor you must provide the student teacher with on-going feedback that will assist them in developing and refining their abilities as a teacher. Student teachers want and need on-going feedback to affirm what they are doing well and to identify areas that need improvement. Feedback can come in a variety of forms, written, oral, informally, formally in a conference setting, direct or indirect. However, always make sure it is clear and well documented. There are many effective ways to offer feedback to the student teacher. It is the clinical supervisor’s responsibility to establish an environment of trust that provides for effective communication between the clinical supervisor and student teacher. Some tips that may help develop a trusting environment are: discuss problems immediately, provide specific feedback, identify regular times for feedback conversations, support, encourage, and recognize a student teacher’s successes, accept differences in a student teacher’s teaching style, and evaluate your teaching with the student teacher.

Clinical supervisors are required to complete four formal observations of student teacher’s instruction. The clinical supervisor will share written observation notes and feedback with the student teacher in a conference setting within 24 hours of the observation.

Throughout the semester you will be required to provide regular and formal evaluations of your student teacher. These evaluations are described in the program packet. Additionally, you will be asked to complete a final evaluation at the end of the semester.

Mentor

A mentor may provide information, serve as a role model, act as an advisor, guide or advocate. As a clinical supervisor, you will find yourself taking on all these roles as you work with a student teacher. Initially you will provide your student teacher with a great deal of information to help them make the transition into your classroom. As they observe you in the role of teacher you will model effective instructional and classroom practices, such as planning and teaching standards-based lessons, using time effectively during the school day, demonstrating a wide variety of instructional techniques and strategies that engage learners, modeling a variety of authentic methods of assessment, interacting with parents, participation in grade level meetings, co-teaching, and providing a safe and nurturing learning environment. As a mentor, you are passing along the tools of the teaching profession.

Preparer

There are many things a clinical supervisor can do to prepare for a student teacher. Below is a list of some things that will help make the student teacher feel welcome and a part of the instructional team:
• Meet with the student teacher prior to the beginning of the student teaching semester.
• Provide introductions of the student teacher to administrators, faculty & staff members, students and parents.
• Provide your student teacher with a desk or dedicated work space.
• Inform parents of the student teacher and their role in your classroom during the semester.
• Review the faculty handbook with your student teacher.
• Share the “unknown/hidden” information – unspoken rules of the school and classroom.
• Assemble information such as class roll, daily schedule, bell schedule, classroom rules, text books, etc.
• Discuss important curriculum and student information that will help with instructional planning.
• Share important dates and special events that will occur during the semester.
• Identify times for planning and conferencing throughout the semester.
• Identify time to meet with the university supervisor for orientation and conferences.

CONFERENCES

Conferencing is discussed in program packets.

INTERACTING WITH THE UNIVERSITY SUPERVISOR

The two of you form an influential supervision team. You have a variety of opportunities to interact with the university supervisor: weekly, through your student teacher evaluation form and at least six times when the university supervisor visits your classroom. Please share your student teacher’s successes and difficulties and any documentation if problems occur. Observations will be spread over the semester so the university supervisor sees the student teacher develop over time and supports them through this experience. If there are difficulties, additional observations will be made to support the student teacher and the clinical supervisor. If needs for communication arise at other times, do not hesitate to contact the university supervisor. During the first conference with your university supervisor, be sure to get contact information. These would include telephone number, FAX number and e-mail address. If you are unable to get in touch with the university supervisor, contact the Director of Field Experiences (912) 478-5247.

WHEN PROBLEMS ARISE

Student teaching is a developmental process. It seems realistic, then, to expect that problems will be encountered. Rather than questioning whether problems will surface, the question becomes, "What is the plan to support a student teacher when they struggle
during the semester?” Possible areas of concern may include planning, instruction, assessment of student learning, classroom management, negative impact on P-12 student learning, and lack of professional behavior.

When problems occur during student teaching the College of Education has established an intervention process. In the graphic below a flow chart has been designed to graphically represent the intervention process. This process is also discussed in the Student Teacher section of the Student Teaching Guidelines.

**Student Teaching Intervention Process**

- **Step 1:** Conference
  - *Document*

- **Step 2:** Performance Agreement/Form A

- **Step 3:** Performance Agreement/Form A
  - If issue is different

- **Step 3:** Probationary Status/Form B
  - If issue continues

- **Step 4:** Failure to Complete

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**Conference**
- Talk with the student teacher about the area(s) of concern in performance (planning, teaching, classroom management, or professionalism).
- Discuss specific strategies that may help improve the candidate’s performance.
- Provide a timeline for improvement.
- Summarize the conversation in writing (e-mail, documentation log, weekly evaluation, etc.) and include the university supervisor on the written documentation.
- Continue to document the student teacher’s improvement or continued struggles and offer feedback so that the student teacher is aware of their improvement of lack of improvement.

**Performance Agreement**
- If improvement is insufficient or does not occur consistently the university supervisor must be informed and a three-way conversation must take place to determine why there has been no significant improvement.
• The university supervisor and clinical supervisor will determine if the student teacher should be placed on a *Performance Agreement* to further document areas of concern and develop an improvement plan.

• The university supervisor takes the lead in drafting the *Performance Agreement* with input from the clinical supervisor.

• The clinical associate/principal should be informed of this intervention step.

• The *Performance Agreement* is reviewed with the student teacher, clinical supervisor, and university supervisor (and in consultation with the program director) in a conference setting.

• Throughout the timeframe of the *Performance Agreement* the student teacher should receive feedback.

**Probationary Status Agreement**

• When the student teacher continues to struggle with the same documented problem within the identified time-span, *Probationary Status* is the next step in the intervention process.

• The university supervisor is responsible for creating the *Probationary Status Agreement* with input from the clinical supervisor.

• The probationary document is reviewed in a conference setting with the student teacher, clinical supervisor, university supervisor, program director, clinical associate, and Director of Field Experiences in attendance.

• Throughout the timeframe of the *Probationary Status*, the student teacher should receive feedback from both the clinical and university supervisors.

**Failure to Complete**

• When a student teacher is unable to improve in the identified area after extensive mentoring, modeling, support, and intervention steps have been in place, it is time to end student teaching placement.

• University supervisor drafts the *Failure to Complete* document that is shared in a conference setting. The College of Education preference is that this meeting be held on site at the school, so that the clinical supervisor, along with the university supervisor, program director, clinical associate, and Director of Field Experiences are in attendance.

**Additional Concerns**

• If a second area of concern arises during the student teaching experience, the clinical supervisor and university supervisor will consult and determine if the documentation will be a second *Performance Agreement* or *Probationary Status Agreement*.

**Intervention Forms**

Intervention forms are found in the student teacher section of the Student Teaching Guidelines.
EVALUATING THE UNIVERSITY SUPERVISOR

Clinical supervisors evaluate university supervisors with whom they work. The student teacher will provide you with the appropriate form.

HONORARIUM

The College of Education at Georgia Southern University recognizes the valuable contributions to the preparation of P-12 educators by its partners in the field. Clinical supervisors will receive $275.00 for supervising a student teacher for the entire semester. Sometimes, more than one teacher is officially designated as clinical supervisor for a given student teacher. In such case, each supervisor will receive $137.50 in honorarium.

RESPONSIBILITIES OF THE CLINICAL ASSOCIATE/PRINCIPAL

As a result of accommodating a high volume of Georgia Southern student teachers, many schools have a clinical associate. Clinical associates are selected by the Department of Teaching and Learning, Office of Undergraduate Teacher Education, and school administrators. Clinical associates serve as the liaison between the school and the College of Education.
INTRODUCTION

The role of university supervisor is a critical component to the student teaching process. The primary role is to serve as the liaison between the teacher preparation program and the P-12 school. The university supervisor is responsible for communicating program standards and expectations for student teaching to the clinical supervisor and student teacher. The role of university supervisor is multi-facilitated and includes being a facilitator, mentor, counselor, advocate, and troubleshooter. The university supervisor carries these roles out by building positive and productive relationships between the College of Education and the school.

VISITS TO STUDENT TEACHERS IN THEIR SCHOOLS

On at least SIX different occasions you will visit student teachers in their schools. The visits occur over an extended period of time and offer you considerable involvement which will enable a comprehensive perspective for your evaluation of the student teaching experience.

- Visit One – Orientation
- Visits Two – Five – Observations
- Visit Six – Final Conference

Upon entering the school, you become a representative of the University. Teachers and other faculty members may have questions about Georgia Southern. Your cordial, informed response will leave an impression. While no one knows all answers to all questions, be prepared to offer the name of a contact person who may be in a position to offer assistance.

Be sure and wear your Georgia Southern University name badge. On each visit to the school, report first to the reception area designated for visitors. Schools require that visitors sign in; some require visitors to wear a name badge provided by the school. At this time, let the secretary know with whom you will be visiting. Upon leaving the school, stop back by the office and sign out (if required) or notify the secretary of your departure. Your checking in and out, along with providing the secretary a schedule of planned visits, facilitates locating you, should the need arise.

On at least one of your visits to the school, set up an appointment to spend a few minutes to talk with the principal. Let them know of our appreciation and be attentive to suggestions or ideas they may have for us.

VISIT ONE – Orientation

The university supervisor will conduct an orientation for the clinical supervisor and student teacher. The clinical supervisor orientation will occur at a time that is convenient for both the clinical and university supervisor. This orientation session will take place at the school.
On the Friday prior to the beginning of the semester, the university supervisor will provide an in-depth orientation for assigned student teachers.

In these two sessions, you will use information from the program packet in providing a clear, specific overview of the student teaching process and responsibilities. At the conclusion of both orientations, student teachers and clinical supervisors should have a good understanding of what is expected of them.

This first visit is an important time for you to gather, as well as share, information. Early impressions from the school (clinical supervisor and student teacher) will be primary sources for your consideration. They will have an impact on that conference as well as on future visits. In this first visit, you may want to offer an overview of the student teacher expectancy sheet, review evaluation forms that are to be used and see if there are questions.

Perhaps one of the most important outcomes of visit one will be the element of team collegiality that you initiate to support the student teacher. You are the key component in its development. The questions you ask and the thoughtfulness of your responses will solidify that student teaching really is a team effort.

**VISITS TWO THROUGH FIVE - Observations**

University supervisors will complete four formal observations of the student teacher. If warranted additional observations may occur. The structure for these visits is very similar. On each visit, several activities occur: observe the student teacher's instruction; conference with the student teacher and clinical supervisor (may be conducted together or independently); and read the student teacher's written work.

Observation of the student teacher's instruction offers a broad scope of instructional practices and decisions. The written observation notes and feedback will generate the focus for the conferences that follow.

The conferences that you conduct after each observation are critical in the student teaching process. For the purpose of conference content, they will be considered independently. However, the ideas that are suggested could be incorporated into a single setting with both parties.

Some conferencing strategies could be:

**Student Teacher**

- Provide the student teacher an opportunity to reflect on the teaching that occurred and the impact it had on P-12 student learning.
- Guide the student teacher in moving beyond feelings about their teaching to reflecting on evidence of their planning, teaching, and assessment and the impact on the P-12 learners and future instruction.
• Discuss events from the lessons that were not included in the student teacher's comments. Allow the student teacher an opportunity to consider and respond to the situation(s) you described. This time of reflection, at your direction, is most important in the student teacher's development.
• Address areas of concern that were not connected to the lesson observation.
• Encourage the student teacher to ask questions about any concerns that have not been addressed.
• Provide an opportunity for the student teacher to summarize the conference. Comments would focus on affirmations, suggestions, and areas of consideration for improvement. Offer ideas of yours that the student teacher did not include, as well as a follow-up to comments that were provided.

Clinical Supervisor

• Provide an opportunity for the clinical supervisor to share reflections of the student teacher from activities in previous days and weeks. These ideas will be important in enhancing your perception of the total experience.
• Exchange ideas on the period of instruction that you just observed.
• Encourage questions from the clinical supervisor relative to any concerns that exist about the student teaching experience.

These conferences with student teacher and clinical supervisor are vital. The reflecting that you nurture will serve as a long-term influence. The reflections will help the student teacher to more clearly see instructional-self and will support the clinical supervisor in considerations of self as supervisor.

VISIT SIX – Final Conference

This visit involves collecting formal final evaluations and conferencing with the student teacher and clinical supervisor. As with previous conferences, you may choose to visit with student teachers and clinical supervisors independently or together. Individuals in both of these roles have significant information to share with you:

• Highlights of the experience;
• Difficulties that were experienced;
• Impact on student learning;
• Suggestions for the:
  o student teacher,
  o clinical supervisor,
  o university supervisor.
• Reflections by the student teacher on the effectiveness of courses taken to prepare for teaching.
WHEN PROBLEMS ARISE

Student teaching is a developmental process. Rather than questioning whether problems surface, the question becomes, "What is the plan to support a student teacher when they struggle during the semester?" Possible areas of concern may include planning, instruction, assessment of student learning, classroom management, negative impact on P-12 student learning, and lack of professional behavior.

When problems occur during student teaching the College of Education has established an intervention process. In the graphic below a flow chart has been designed to graphically represent the intervention process. This process is also discussed in the Student Teacher section of the Student Teaching Guidelines.

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**Student Teaching Intervention Process**

- **Step 1:** Conference
  - Document
- **Step 2:** Performance Agreement/Form A
- **Step 3:**
  - 2nd Performance Agreement/Form A
  - "If issue is different"
- **Step 3:**
  - Probationary Status/Form B
  - "If issue continues"
- **Step 4:** Failure to Complete

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**Conference**

- Talk with the student teacher about the area(s) of concern in performance (planning, teaching, classroom management, or professionalism).
- Discuss specific strategies that may help improve the candidate’s performance.
- Provide a timeline for improvement.
- Summarize the conversation in writing (e-mail, documentation log, weekly evaluation, etc.) and include the university supervisor on the written documentation.
- Continue to document the student teacher’s improvement or continued struggles and offer feedback so that the student teacher is aware of their improvement of lack of improvement.
Performance Agreement

• If improvement is insufficient or does not occur consistently the university supervisor must be informed and a three-way conversation must take place to determine why there has been no significant improvement.
• The university supervisor and clinical supervisor will determine if the student teacher should be placed on a Performance Agreement to further document areas of concern and develop an improvement plan.
• The university supervisor takes the lead in drafting the Performance Agreement with input from the clinical supervisor.
• The clinical associate/principal should be informed of this intervention step.
• The Performance Agreement is reviewed with the student teacher, clinical supervisor, and university supervisor (and in consultation with the program director) in a conference setting.
• Throughout the timeframe of the Performance Agreement the student teacher should receive feedback.

Probationary Status Agreement

• When the student teacher continues to struggle with the same documented problem within the identified time-span, Probationary Status is the next step in the intervention process.
• The university supervisor is responsible for creating the Probationary Status Agreement with input from the clinical supervisor.
• The probationary document is reviewed in a conference setting with the student teacher, clinical supervisor, university supervisor, program director, clinical associate, and Director of Field Experiences in attendance.
• Throughout the timeframe of the Probationary Status, the student teacher should receive feedback from both the clinical and university supervisors.

Failure to Complete

• When a student teacher is unable to improve in the identified area after extensive mentoring, modeling, support, and intervention steps have been in place, it is time to end student teaching placement.
• University supervisor drafts the Failure to Complete document that is shared in a conference setting. The College of Education preference is that this meeting be held on site at the school, so that the clinical supervisor, along with the university supervisor, program director, clinical associate, and Director of Field Experiences are in attendance.

Additional Concerns

• If a second area of concern arises during the student teaching experience, the clinical supervisor and university supervisor will consult and determine if the documentation will be a second Performance Agreement or Probationary Status Agreement.
**Intervention Forms**

Intervention forms are found in the student teacher section of the Student Teaching Guidelines.

**EVALUATIONS**

- University supervisors will deliver and collect all evaluations of the student teaching experience.
- University supervisor completes all required evaluations
  - Evaluation of student teacher,
  - Evaluation of clinical supervisor,
  - Evaluation of clinical associate.
- The completed forms are to be placed in envelopes provided by the Office of Undergraduate Teacher Education. The envelopes have a label on the outside with the student teacher’s name. Additionally, there is a cover sheet on each envelope depicting forms that are to be enclosed in that envelope.
- University supervisors deliver these envelopes with completed instruments to the Office of Undergraduate Teacher Education, by the last day for final exams of the semester.
- University Supervisor will enter final grades and Key Assessment data electronically at the end of the semester.

**GRADING THE STUDENT TEACHING EXPERIENCE**

Student teachers earn a grade of satisfactory "S" or unsatisfactory "U". The university supervisor is the instructor of record. However, grade determination is a result of extensive consultation with the clinical supervisor. Should the two supervisors not be in agreement on a grade assignment for the student teacher, program director and/or department chair are available to meet with them for discussion of grade delineation. This occurs at the invitation of the clinical supervisor and/or university supervisor.

**TRAVEL REIMBURSEMENT**

Consider all of your student teacher placements. Develop a travel schedule for the semester that maximizes your efficiency and minimizes costs. Developing a schedule before the beginning of the term seems to give positive structure for fulfilling student teaching supervision responsibilities.

Travel reimbursement applies to all supervision within a 60-radius of Georgia Southern University. University supervisors will be reimbursed for roundtrip mileage incurred from the point of departure to the school. The point of departure will be either the university supervisor’s residence or headquarters (College of Education), whichever is nearer to the destination point. If multiple schools are visited in one day the mileage accumulates from school to school, unless the
faculty member returns to campus for other business between school visits. Odometer readings are no longer necessary for mileage reimbursement. Roundtrip mileage is all that is required. University supervisors will be reimbursed at the rate established by the State of Georgia for travel in a personal vehicle.

The travel expense statements can be obtained at http://services.georgiasouthern.edu/accounting/forms/travelstatement.xls and MUST be submitted monthly to the chair of the department for a signature. The department secretary will then submit the form to the Office of Undergraduate Teacher Education. Travel forms for the final month of each semester must be submitted by the last day of exams in order to guarantee reimbursement. All travel expense statements will be processed within two days of documents arriving in the Office of Undergraduate Teacher Education. Travel reimbursement is directly deposited into your bank account.

**Undergraduate supervision** will be reimbursed by the Office of Undergraduate Teacher Education for roundtrip mileage incurred during the supervision of undergraduate teacher candidates.

**MAT supervision** (interns and traditional placements) will be reimbursed by graduate travel funds through the Associate Dean for Graduate Education. MAT university supervisors are requested to note on the top of page 2 of the reimbursement form “MAT supervision” to assist in the reimbursement being processed from the correct fund.