Student Teaching Experience:
See attached application below

Overview:

The student teaching option has been created by ECAP for its applicants to meet the requirements for certification in lieu of completing an internship year. While the internship year remains as ECAP’s primary venue, the student teaching option allows ECAP to meet the needs of individuals who either want to get certified in areas that are not in high demand or prefer the to have the professional growth of the student teaching experience prior to becoming the teacher of record in a school district. The student teaching experiences provide the student teacher with the quality knowledge and skills to be successful in today’s classroom. To be eligible for the student teaching experience, the applicant must have completed the ECAP Summer Academy and passed the appropriate TExES/ExCET content area exam.

The Student Teaching Experience consists of the Summer Academy and 16 weeks of student teaching. The 14 week all day segment of the student teaching experience satisfies the certification requirements in lieu of the one-year internship. The remaining two weeks are part day designed to provide the student teacher with the experiences of beginning and ending a school semester. During the Student Teaching Experience, the student teacher will be assigned both a supervising teacher and an ECAP field advisor. The semester Schedule for the Student Teaching Experience is shown at the end of this document.

Student teachers must complete 20 hours of observation of classrooms at the level for which the individual is seeking to complete certification. These observations will be completed prior to the beginning of the school year/semester.

In addition to the Summer Academy, the student teacher is required to complete the on-line technology and pedagogy and professional responsibilities courses. The student teacher will attend the PPR face to face review sessions as well. These on-line courses and face to face sessions are the same ones that are required of the ECAP interns. Upon completion of these courses, the student teacher will take the PPR exam during the student teaching experience.
Application and Fees:

The total cost of the student teaching experience is $3300. To apply for the student teaching experience option, submit your request to ECAP for either the Fall or Spring Semesters as follows:

Fall Semester: application must be received by July 15
Spring Semester: application must be received by October 31

NOTE: a fee of $100 is required with the application. This fee is part of the total cost of $3300.

Communication Links:

The supervising teacher supports the student teacher as both a mentor and evaluator at the campus level. The ECAP field advisor, as the program representative, supports both the student teacher and the supervising teacher during the student teaching experience. Each student teacher will have continuous contact with his/her supervising teacher and the ECAP field advisor. The field advisor will also be available via telephone and email. The student teacher will be in contact with ECAP through the on-line Basics course that provides updated announcements throughout the student teaching experience. As with the ECAP interns, the student teacher will be assigned an ECAP consultant who is available via email and phone to assist as needed. At the end of the student teaching experience, the supervising teacher, student teacher and campus principal will be surveyed as to the effectiveness and efficacy of the ECAP student teaching experience. The results of these surveys will be provided to both ECAP staff and to the district administrators with the appropriate follow-on actions to be taken as necessary.

Student Teacher Evaluations:

The supervising teacher will conduct four evaluations of each student teacher. These four evaluations use a model based on the Professional Development and Appraisal System (PDAS) as well as the teacher standards covered in the TxBESS clusters. The evaluations will consist of three formative evaluations and one summative evaluation. In addition, the ECAP field advisor will provide two evaluations (one formative and one summative) of the student teacher and provide input to the supervising teacher for the student teacher’s summative evaluation. If a student teacher has difficulty in a specific area during the student teaching experience, a conference will be scheduled and an Accentuated Growth Plan (AGP) will be developed with timelines for remediation established. The AGP will be developed jointly by the supervising teacher, the student teacher, and the field advisor.
TExES PPR Reviews:

TExES PPR Reviews provided by ECAP must be attended to be eligible to register for the test. ECAP provides both an on-line review and face-to-face review for the PPR TExES exams. If a student teacher does not attend the ECAP face-to-face TExES review, he or she will be required to attend a face-to-face review at another alternative program, a university, or a commercially advertised review. Documentation of attendance is required. If a student teacher is not successful on the initial test, he or she will be required to attend another review before being issued a second barcode.

Observations:

Student teachers are required to make one (1) observation visit to another classroom during the student teaching experience. This visit should be in another classroom that is similar in instructional arrangement to the supervising teacher’s classroom. An observation is equivalent to a school day; therefore, if several short visits are made, six hours will be considered one (1) observation. The Observation Report is to be sent to the ECAP office upon completion.

Self Choice Training:

Each student teacher may choose one day of appropriate training to attend during the student teaching experience so that individual professional development needs can be met. This training can be in the form of online training, school district training, Education Service Center training, university training, or other training that is appropriate for the instructional assignment. This one day of training must be completed and the Self Choice Training Form submitted to ECAP by the end of the student teaching experience.

Self Reflection Paper:

The student teacher will write two self reflection papers during the student teaching experience. The second paper will be submitted to ECAP. In each self reflection paper, you should focus on a single lesson, identify the outcomes you wanted to achieve, describe what actually occurred (were your students productively engaged, did they learn what you wanted them to), what adjustments you had to make to your goals or instructional plan (if any), and then, in retrospect, describe how you could have handled it or will handle it in the future. The Self Reflection Form is to be submitted by the end of the student teaching experience.

Recommendation for Certification:

In order to be recommended for certification, student teachers must:

• Successfully complete the student teaching experience
• Attend all training sessions (or complete make up sessions)
• Score ‘proficient’ or its equivalent in a majority of domains on the student teacher appraisal instrument
• Pass required TExES (if bilingual or foreign language, pass TOPT)
• Pay all required fees
• Complete the classroom observation
• Complete the self choice training session
• Complete the self reflection paper
• Be recommended for certification by the supervising teacher, the field advisor, principal and ECAP Executive Director.

Student Teaching Experience Schedule:

The semester schedule for the student teaching experience is shown below:

<table>
<thead>
<tr>
<th>Week</th>
<th>Activities</th>
<th>Preparation/Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Observe opening school activities</td>
<td></td>
</tr>
<tr>
<td>2-3</td>
<td>Observe and participate in classroom activities. Work with small groups assuming greater responsibilities over time.</td>
<td>Plan small group activities. Begin planning for large group activities.</td>
</tr>
<tr>
<td>3-4</td>
<td>Observe and expand responsibilities for small group activities. Teach 1 to 2 lessons for the full class.</td>
<td>Evaluate student progress in the small group settings. Submit lesson plans for the full class activity. 1st formative assessment by supervising teacher.</td>
</tr>
<tr>
<td>7-8</td>
<td>Continue observations and assume responsibility for two additional lessons.</td>
<td>Submit lesson plans and evaluate student progress. Work with other teachers and parents as applicable. 2nd formative assessment.</td>
</tr>
<tr>
<td>9-14</td>
<td>Assume responsibility for all lessons.</td>
<td>Submit lesson plans and evaluate student progress. Work with other teachers and parents as applicable.</td>
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<tr>
<td>15</td>
<td><strong>Take PPR. 3\textsuperscript{rd} formative assessment.</strong> Summative assessment by field advisor. Summative assessment by supervising teacher.</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td><strong>Begin phase out of the student teacher. Continue to work with small groups.</strong></td>
<td><strong>Do self reflection paper. Meet with supervising teacher and field advisor.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Observe closing school activities.</strong></td>
<td><strong>Apply for Standard certificate. Recommendation for certificate by executive director.</strong></td>
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