



STUDENT TEACHER HANDBOOK

**CARROLLTON-
FARMERS BRANCH
INDEPENDENT SCHOOL DISTRICT**

Dear Student Teacher:

We welcome you to Carrollton-Farmers Branch Independent School District. The Student Teaching Program will give you opportunities to put into practice the educational theories you have been learning. This Student Teacher Handbook was designed to help you have a successful student teaching experience. By reading carefully the information included in this handbook and by following through on the suggestions given by your supervising teacher, you will be better prepared to meet the challenges you will face as a student teacher. As a result, you will find your teaching experiences more satisfying and rewarding and the young people with whom you work will derive greater educational benefits from your efforts.

We hope you will enjoy your student teaching experience and the opportunity to work with some of the finest teachers anywhere.

Sincerely,

*Jason Liewehr
Director of Secondary Personnel/Coordinator of Student Teaching*

*Benita Gordon
Director of Elementary Personnel*

OVERVIEW

The Carrollton Farmers Branch Independent School District recognizes its responsibility to the future of the teaching profession by accepting student teachers into its classrooms under an agreement with the universities and alternative certification organizations who place student teachers and clinical teachers in our district. This agreement includes early field experience, student teaching, and clinical teaching.

The purpose of the student teaching program in Carrollton-Farmers Branch ISD is to provide future teachers practical "hands-on" experience in a public school setting. The program is designed to help future teachers:

- develop teaching skills;
- understand and strengthen their commitment to public education; and
- learn to assess themselves professionally.

The program also allows a supervising teacher to improve his/her skills by:

- observing and analyzing student teacher performance and its impact on students; and
- having contact with the student teacher and university personnel on a collaborative basis.

The Carrollton-Farmers Branch ISD student teacher appraisal process is formative in nature and is designed to support the student teacher as he/she begins to apply the knowledge gained at the university level.

STUDENT TEACHER APPRAISAL PROCEDURES

The following information outlines procedures for student teacher appraisal in the Carrollton-Farmers Branch Independent School District:

Confidentiality

The student teacher appraisal process is formative in nature and is a confidential process. The supervising teacher will hold a conference with the student teacher following each formal observation and the completion of the Student Teacher Formative Appraisal. One copy of the appraisal documents will be placed in the student teacher's file in the Personnel office. Copies of the appraisal documents will not be released to any other party without prior written permission of the student teacher.

Classroom Observations

1. Each student teacher in a 9-12 week assignment should be formally observed a minimum of three (3) times before the supervising teacher completes the Student Teacher Formative Appraisal [6-8 week assignment - two (2) formal observations].
2. Additional formal and informal observations of a student teacher's performance are strongly encouraged and may occur at the discretion of the supervising teacher or at the request of the student teacher. Feedback may be delivered verbally or in written form.
3. The Student Teacher Formative Appraisal may be used as the basis of decision making by the supervising teacher in completing university student teacher evaluation forms.

STUDENT TEACHING TIMELINE

Each of the universities and alt cert groups sending out student & clinical teachers has its own individual schedule and time requirements. In using the following timeline, supervising teachers and student teachers should observe the beginning and ending dates as assigned by the sending school.

- Student teacher observes supervising teacher in action.
- Student teacher begins to assume non-teaching responsibilities.
- Student teacher gradually begins to assume some teaching responsibilities.
- The first formal observation followed by a post observation conference should occur 1/4 of the way through the scheduled student teaching experience (9 - 12 weeks).
- The second formal observation for the 9 to 12 week student teacher should occur halfway through the scheduled student teacher experience. This should be followed by the Student Teacher Self Appraisal.
- The first formal observation followed by a post observation conference for the 8 weeks or less scheduled experience should occur halfway through the student teaching time followed by the Student Teacher Self Appraisal.
- The final formal observation and post conference should occur within the last seven scheduled days of student teaching.
- The Student Teacher Formative Appraisal should be completed after the final formal observation and prior to the last day of the student teaching assignment.
- The summative conference should be held prior to the end of the last day of the student teaching assignment.

TIMELINE FOR 8 WEEKS OR LESS

BEGINNING DATE _____

- I. Student Teacher Assumes Some Non-teaching Responsibilities
- II. Student Teacher Begins to Assume Some Teaching Responsibilities
- III. Student Teacher Assumes at Least Half of the Teaching Responsibility
 - A. First Observation occurs 1/2 of the way through student teaching
Date: _____
 - B. First Observation Conference completed after First Observation
Date: _____
- IV. Student Teacher Assumes Total Teaching Responsibility
 - A. Student Teacher Self Appraisal
Date: _____
 - B. Second Observation Date occurs within last 7 days
Date: _____
 - C. Second Observation Conference completed after Second Observation
Date: _____
 - D. Student Teacher Formative Appraisal completed prior to last day of
Date: _____
 - E. Summative Conference completed after the Student Teacher Formative
Appraisal
Date: _____

ENDING DATE _____

TIMELINE FOR 9 OR MORE WEEKS

BEGINNING DATE _____

- I. Student Teacher Assumes Some Non-teaching Responsibilities
- II. Student Teacher Begins to Assume Some Teaching Responsibilities
 - A. First Observation occurs 1/4 of the way through student teaching
Date: _____
 - B. First Observation Conference after First Observation
Date: _____
- III Student Teacher Assumes at Least Half of the Teaching Responsibility
 - A. Second Observation occurs half-way through student teaching
Date: _____
 - B. Second Observation Conference after Second Observation
Date: _____
- IV. Student Teacher Assumes Total Teaching Responsibility
 - A. Student Teacher Self Appraisal
Date: _____
 - B. Third Observation occurs within last 7 days of student teaching
Date: _____
 - C. Third Observation Conference after Third Observation
Date: _____
 - D. Student Teacher Formative Appraisal completed prior to the last day of student teaching
Date: _____
 - E. Summative Conference completed after the Student Teacher Formative Appraisal
Date: _____

ENDING DATE _____

GUIDELINES FOR GRANTING BONUS LEAVE DAY FOR SUPERVISING TEACHERS

When the cooperating university or alternative certification program allow it, the student teacher may teach alone for the day and allow the cooperating teacher one release day.

Any full-time teacher who is assigned the responsibility of supervising a student teacher may be granted the equivalency of one (1) bonus leave day per assignment per semester. It is recommended that the bonus leave day be taken during the last ten (10) days of the assignment. In the absence of the supervising teacher, the student teacher may serve as the substitute teacher for not more than one day if:

1. The student teacher has been in that student teaching assignment for a minimum of fifteen (15) school days or thirty (30) half days; and
2. The cooperating teacher, the principal of the school, and the university supervisor agree that the student teacher is capable of handling successfully the teaching responsibilities; and
3. A certified classroom teacher in an adjacent room or a member of the same teaching team as the student teacher is aware of the absence of the cooperating teacher and agrees to assist the student teacher if needed; and
4. The principal of the school or the principal's representative is readily available in the building.

An assignment is defined as any 6, 8, or 12 week period defined by the university and approved by the Human Resources Office or any other time period as mutually agreed upon by both entities. However, the minimum number of days must be met as stated above. An assignment less than the minimum number of days will not qualify the cooperating teacher to be granted the bonus leave day. In cases where the student teacher is placed in a dual assignment, each cooperating teacher may be granted one (1) bonus leave day as long as all guidelines are satisfied. If the assignment is made on a half-day basis, the cooperating teacher may be granted two (2) half-days of bonus leave, however, the minimum number of days must be satisfied.

The day of bonus leave is not a part of the local leave policies. Therefore, these days do not accumulate and they must be requested and used during the time period that the student teacher is assigned. Absences for this request shall not be charged against the teacher's current annual local sick leave allocation. Although the cooperating teacher may use the day for any reason, it may not be used or considered in the context of sick leave as defined in the local leave policy. However, the bonus day may not be used immediately before or after a school holiday.

The building principal shall be notified in writing at least three (3) working days in advance of all requests. Final approval is dependent upon the principal's agreement that the student teacher is capable of successfully handling the teaching responsibilities. If the student teacher is deemed to be incapable or unwilling to assume this responsibility, there will be no consideration given to other alternatives to allow the cooperating teacher to request the bonus leave day.

REQUEST FORMS ARE AVAILABLE IN THE PRINCIPAL'S OFFICE

**CARROLLTON-FARMERS BRANCH INDEPENDENT SCHOOL DISTRICT
Request for Bonus Leave Day for Cooperating Teacher**

PLEASE RETURN COMPLETED COPY TO THE BUILDING PRINCIPAL

Date: _____

Name: _____ Campus: _____

Grade/Assignment: _____ Date of Bonus Leave: _____

Name of Student Teacher: _____

University: _____

Period of Assignment _____

In accordance with district practice, and in agreement with the university supervisor, I am requesting one (1) day of bonus leave or two half days of bonus leave if applicable on the date(s) indicated above. I understand that this day will not be applied against any accumulated sick leave under the district's sick leave policy. I have read and understand the district guidelines for granting personal leave days for cooperating teachers. Furthermore, I understand that my building principal has final authority in approving this request.

Cooperating Teacher _____ Date _____

To be completed by the student teacher:

I agree to take full responsibility of the classroom as indicated above and have been informed of my duties and responsibilities.

Student Teacher _____ Date _____

To be completed by the building principal:

In my best professional judgment, I affirm that the student teacher named above is capable and willing to assume total responsibilities.

Principal

Date

GENERAL POLICIES

DUTY HOURS

You are expected to report to your school for the same hours as your supervising teacher. Always check in with the principal's office upon your arrival. Unless otherwise stated by home campus, the student teacher reporting hours are as follows.

Senior High School	8:00 a.m. to 4:00 p.m.
Middle School	8:30 a.m. to 4:30 p.m.
Elementary School	7:15 a.m. to 3:15 p.m.

RELEASE OF STUDENTS

ANY outsider who comes to the classroom for information about a child or who comes to the classroom asking that a child be released from school must be directed to the principal's office. In any event, children are not to be released from the classroom without OFFICIAL notice from the building principal.

SCHOOL PROPERTY

It is expected that the student teacher will help maintain good order and create conditions conducive to a good learning situation. Your supervising teacher is legally and morally charged with the school property as well as the welfare of the children, and no less is expected of student teachers.

PROFESSIONAL CONFIDENCE

Student teachers are expected to keep confidential any information about the school (pupils, teachers, parents, and principals) which might be granted while performing your student teaching duties.

DISCIPLINE

Follow all campus procedures for student discipline. **DO NOT ADMINISTER CORPORAL PUNISHMENT.**

CALENDAR SCHEDULE

The student teacher follows the Carrollton-Farmers Branch Independent School District calendar. The only exception is when the university schedules a seminar or Career Day and informs the Personnel Office prior to the event.

SUGGESTIONS FOR STUDENT TEACHERS

1. Arrive Early-**ALWAYS** be on time.
2. Be a good observer. Make notes on what you observe.
3. As your supervising teacher begins to collaborate with you, share your ideas but do not force them upon him/her.
4. Be a self-starter. Once you have been fully oriented to the classroom, do not wait for the teacher to tell you every move to make.
5. Ask questions to get needed information.
6. Learn to look at yourself with a critical eye. If you try something in the classroom and the result is less than successful, do not discard the idea as totally useless. Look at the situation and determine what caused the problem. Fix the problem and plan to try it again later.
7. If you find it necessary to be absent, inform your supervising teacher by 6:00 a.m. on that day. It is always a good idea to let your supervising teacher know well in advance of any impending absence so that he/she will be adequately prepared to assume your responsibilities. (Note: In some buildings the principal may also want to be called about your absence.) **ALWAYS** make the call yourself.
8. Acquaint yourself with fire and safety drill regulations and assigned exits including Evacuation and Lockdown procedures.
9. Supervision of halls and corridors is a responsibility of **ALL** teachers, especially when pupils are coming into or leaving the building and at bell time.
10. Report all accidents or unusual circumstances to the building principal and nurse.
11. If there is a problem and your supervising teacher is out of the room, **DO NOT LEAVE WITH THE PROBLEM** or you may come back to twenty or more problems.
12. Keep a daily journal of your experience.

SUGGESTIONS FOR THE SUPERVISING TEACHER

1. Remember that the student teacher is an adult as you work collaboratively with him/her.
2. Do not expect more of the student teacher than you expect of yourself.
3. Remember that the student teacher is only **BEGINNING** to apply course knowledge. Do not expect too much too soon. Break down the responsibilities into "meaningful chunks."
4. If there is a consistent problem (repeated situations) such as punctuality or dependability and the student teacher does not improve after repeated warnings, contact the Personnel Office or the university supervisor.
5. Be a positive example of the teaching profession.
6. Be a good observer. Take notes.
7. Learn to look at your self with a critical eye. Analyze what seems to work well when the student teacher is in charge. You might learn something from him/her.
8. Since discipline/classroom management has been identified by recent student teachers as the area in which they felt least prepared, make a concerted effort to strengthen this area of their training. Allow the student to observe you fill out a referral form and allow the student to fill one out if the opportunity presents itself.
9. Be available to and for your student teacher. In other words, do not spend so much time away from your classroom that you do not know what is going on in your classroom. Remember, **YOU** are ultimately responsible for what happens with the students in your classroom. You are required to be on campus at all times while your student teacher is in charge of the classroom. The only exception is the Bonus Day at the end of the Student teaching experience.
10. Be willing to let go. In the final one-fourth of the scheduled student teaching experience the student teacher should be "in charge" of all teaching responsibilities except for those rare situations excluded by law.

EDUCATORS' CODE OF ETHICS

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community.

19 TAC 247.1

1. Professional Ethical Conduct, Practices, and Performance

Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the District, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

Standard 1.7. The educator shall comply with state regulations, written local Board policies, and other state and federal laws.

Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

Standard 1.9. The educator shall not make threats of violence against District employees, Board members, students, or parents of students.

Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state. Carrollton-Farmers Branch ISD

Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

2. Ethical Conduct Toward Professional Colleagues

Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

Standard 2.3. The educator shall adhere to written local Board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

3. Ethical Conduct Toward Students

Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation

Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, e-mail, instant messaging, blogging, or other social network communication.

Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- a. The nature, purpose, timing, and amount of the communication;
- b. The subject matter of the communication;
- c. Whether the communication was made openly or the educator attempted to conceal the communication;
- d. Whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- e. Whether the communication was sexually explicit; and
- f. Whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

19 TAC 247.2

CHECKLIST OF STUDENT TEACHING ACTIVITIES

The following activities are considered beneficial for student teachers. Supervising teachers are strongly encouraged to provide as many of these activities as possible. This checklist is to be used by the supervising teacher as a guide in assessing the extent of your current student teacher's involvement in the teaching process and in assessing what activities you need to provide for future student teachers.

NOTE: This is not a minimal list nor is it exhaustive. Use it as a tool to determine how you spend your time collaborating and conferring with the student teacher. Some items may be inappropriate for your level

PLANNING AND ORGANIZATION	Adequate	Less Than Adequate	Notes
1. Prepared unit/lesson plans			
2. Prepared daily plans both collaboratively and independently			
3. Located and used supplemental reference materials			
4. Studied student records			
TEACHING AND ANALYSIS			
5. Practiced varied techniques of teaching whole groups			
6. Worked with individuals and small groups			
7. Used a variety of media devices			
8. Video and/or audio-taped one or more lessons and studied playback			
9. Taught several lessons without the supervising teacher being present			
CLASSROOM MANAGEMENT			
10. Prepared a seating chart			
11. Learned pupils' names quickly			
12. Shared in non-teaching responsibilities (attendance, lunch count, playground duties, etc.)			
13. Helped with disciplinary problems even when not in charge			
CONFERENCES			
14. Conferred regularly with supervising teacher on a wide range of topics concerning teaching			
15. Conferred with university supervisor			
16. Conferred with parents			

Appraisals

1. The Student Teacher Formative Appraisal will be completed by the supervising teacher prior to the student teacher's last scheduled day of student teaching.

Conferences

1. A post observation conference is required following each observation documented by the Student Teacher.
2. The supervising teacher may hold a summative appraisal conference with the student teacher to discuss the Student Teacher Formative Appraisal.
3. At each conference, following a discussion of the observation and/or appraisal documents, the student teacher will sign and date each record to signify awareness of the content of the records and to acknowledge that the records have been discussed.

Self-Appraisal

1. Each student teacher shall complete the Student Teacher Self-Appraisal Record immediately following the second observation post conference.
2. The Self-Appraisal is to be used for goal setting and professional development and is NOT to be used in evaluating a student teacher's performance.

APPRAISAL AND LEVEL OF PERFORMANCE **RATING SCALE**

0 UNSATISFACTORY

Observation and assessment documents are inadequate. This level of performance cannot be condoned or tolerated.

1 NEEDS IMPROVEMENT

Observation and assessment documents are inconsistent with the presence or absence of some or all of the indicators for the performance area.

3 MEETS EXPECTATIONS

Observation and assessment documents are consistent with the presence of all of the indicators for the performance area. This rating is the standard and expected level of performance.

5 EXCEEDS EXPECTATIONS

Observation and assessment document the presence at all times of all of the indicators required to meet the standard level of performance. In addition to meeting the standard level of performance, documented evidence exists to verify that the performance consistently exceeds all standard expectations, incorporates additional performance indicators and demonstrates a higher level of expertise in performance area.

STUDENT TEACHER FORMATIVE APPRAISAL RECORD

Student Teacher _____ University _____

School _____ Assignment _____

Supervising Teacher _____ Date _____

In rating the performance area, the following rating scale is to be used.

5 Exceeds Expectations

3 Meets Expectations

1 Needs Improvement

0 Unsatisfactory

Comments must be recorded when any rating Lower than Meets Expectations (3) is given Documentation should be specific.

PERFORMANCE AREA I – ACTIVE SUCCESSFUL STUDENT ENGAGEMENT IN THE LEARNING PROCESS

A. STUDENTS ENGAGED IN LEARNING 5 3 1 0

Comments: _____

B. SUCCESSFUL STUDENT LEARNING 5 3 1 0

Comments: _____

C. ABILITY TO PRESENT INSTRUCTION 5 3 1 0

Comments: _____

D. CRITICAL THINKING/PROBLEM SOLVING 5 3 1 0

Comments: _____

E. STUDENTS CONNECT LEARNING 5 3 1 0

Comments: _____

E. SELF DIRECTED LEARNING 5 3 1 0

Comments: _____

PERFORMANCE AREA II-LEARNER CENTERED INSTRUCTION

A. CLEAR GOALS AND OBJECTIVES 5 3 1 0

Comments: _____

B. LEARNER-CENTERED 5 3 1 0

Comments: _____

C. MOTIVATIONAL STRATEGIES 5 3 1 0

Comments: _____

D. PACING/SEQUENCING 5 3 1 0

Comments: _____

E. APPROPRIATE QUESTIONING AND INQUIRY 5 3 1 0

Comments: _____

F. APPROPRIATE USE OF TECHNOLOGY 5 3 1 0

Comments: _____

PERFORMANCE AREA III- EVALUATION AND FEEDBACK ON STUDENT PROGRESS

A. MONITORED AND ASSESSED 5 3 1 0

Comments: _____

B. ASSESSMENT AND INSTRUCTION ARE ALIGNED 5 3 1 0

Comments: _____

C. APPROPRIATE ASSESSMENT 5 3 1 0
Comments: _____

D. LEARNING REINFORCED 5 3 1 0
Comments: _____

E. CONSTRUCTIVE FEEDBACK 5 3 1 0
Comments: _____

F. RELEARNING AND RE-EVALUATION 5 3 1 0
Comments: _____

PERFORMANCE AREA IV – Management of Student Discipline, Instructional Strategies, Time, and Materials

A. DISCIPLINE PROCEDURES 5 3 1 0
Comments: _____

B. SELF DISCIPLINE AND LEARNING 5 3 1 0
Comments: _____

C. EQUITABLE TEACHER-STUDENT INTERACTION 5 3 1 0
Comments: _____

D. CLEAR EXPECTATIONS FOR BEHAVIOR 5 3 1 0
Comments: _____

E. ABILITY TO APPROPRIATELY REDIRECT DISRUPTIVE BEHAVIOR 5 3 1 0
Comments: _____

F. MANAGES TIME AND MATERIALS 5 3 1 0
Comments: _____

OVERALL

Supervising Teacher Comments: _____

StudentTeacherComments:_____

SUMMARY OF RATINGS

Add the ratings from each performance area and list below.

- I. ACTIVE STUDENT ENGAGEMENT _____
- II LEARNER CENTERED INSTRUCTION _____
- III. EVALUATION AND FEEDBACK _____
- IV. MANAGEMENT OF STUDENT DISCIPLINE _____

Domains will be rated on the criteria below

- Total: 25 – 30 : Exceeds Expectations
- 15 – 24: Meets Expectations
- 05 – 14: Below Expectations
- 00 - 04: Unsatisfactory

Signature of Supervising Teacher

Date

This appraisal has been discussed with me in a conference.

Signature of Student Teacher

Date

AUTHORIZED USER POLICY

CARROLLTON-FARMERS BRANCH ISD ACCEPTABLE USE FOR TECHNOLOGY RESOURCES EMPLOYEE USER POLICY

The Carrollton-Farmers Branch Independent School District's ("C-FB ISD" or "District") Acceptable Use for Technology Resources Policy is to prevent unauthorized access and other unlawful or improper activities by users online, prevent unauthorized disclosure or access to sensitive or confidential information, ensure appropriate use of technology resources, and to comply with the Child's Internet Protection Act. As used in this policy, "user" includes anyone using personal electronic devices (as permitted by District policy and handbooks) and the District's technology resources, including computers, Internet, e-mail, chat rooms, wireless network, and other forms of direct electronic communications or equipment provided by the District. Only current students, employees, officers, volunteers, and authorized visitors of the District are permitted to use the District's technology resources and network.

The District provides technology resources, including the use of personal electronic devices, to its students and staff for educational and administrative purposes. The goal in providing these resources is to promote educational excellence within the District by facilitating resource sharing, innovation, and communication with the support and supervision of parents, teachers, and support staff. The use of these technology resources is a privilege, not a right.

With access to many different technology resources and people from all over the world, there comes the potential availability of material that may not be considered to be of educational value in the context of the school setting. The District firmly believes that the value of information, interaction, and research capabilities available (including, but not limited to, e-mail, the Internet, and social media) outweighs the possibility that users may access or obtain material that is not consistent with the educational goals of the District.

Proper behavior, as it relates to the use of technology resources, is no different than proper behavior in all other aspects of C-FB ISD activities. All users are expected to use all technology resources in a responsible, ethical, and polite manner. This document is intended to clarify those expectations as they apply to technology resource usage and is consistent with District policy.

It is important that staff members review this policy, sign the Handbook Signature Page form, and return it to the building principal/supervisor who will keep it on file.

DEFINITIONS

Social Media: The interactive use of online resources including, but not limited to, Facebook, YouTube, Twitter, MySpace, Ning, Google Apps, Skype, chat rooms, wikis, and blogs.

Personal Electronic Devices: Technology resource devices not owned by C-FB ISD.

Digital Content: Products available in digital form. It typically refers to music, information, and images that are available for download or distribution on electronic media.

Hack or Hacking: To re-configure or re-program a system to function in ways not facilitated by the owner, administrator, or designer.

Copyrighted: The legal right granted to an author, composer, playwright, publisher, or distributor to exclusive publication, production, sale, or distribution of a literary, musical, dramatic, or artistic work.

Computer Virus: A computer program that can copy itself and infect a computer. It is also being used as a catch-all phrase to include all types of malware, adware, adware, and spyware programs that do not have the reproductive ability. Malware includes computer viruses, worms, Trojans, most rootkits, spyware, dishonest adware, crimeware, and other malicious and unwanted software, including true viruses. Viruses are sometimes confused with computer worms and Trojan horses, which are technically different. A worm can exploit security

vulnerabilities to spread itself automatically to other computers through networks, while a Trojan is a program that appears harmless but hides malicious functions. Worms and Trojans, like viruses, may harm a computer system's data or performance. Some viruses and other malware have symptoms noticeable to the computer user, but many are surreptitious and go unnoticed.

Technology Resources: Any and all mass storage media, online display devices, computers, computer printouts, and all computer-related activities involving any device capable of receiving e-mail, browsing websites, receiving, storing, managing or transmitting data, including, but not limited to, mainframes, servers, personal computers, notebook computers, laptops, hand-held computers, computer tablets, smart phones, Personal Digital Assistant (PDA), pagers, distributed processing systems, telecommunication devices, network environments, telephones, fax machines, and printers. Technology resources also includes the procedures, equipment, facilities, software and data that is designed, built, operated, and maintained to create, collect, record, process, store, retrieve, display, and transmit information.

STAFF RESPONSIBILITIES FOR USE OF TECHNOLOGY RESOURCES

The District believes that the benefits to educators and students from access to the Internet and other online services, in the form of information resources and opportunities for collaboration far exceed any disadvantages of access. Teachers need to model and effectively use technology resources as part of the teaching and learning process in their instructional planning and in their collegial networking. Access to District technology resources provides potential opportunities for educational benefit. The District has no reasonable means to control the content of communications or information disseminated on the Internet or other online services. In an effort to filter out inappropriate sites, the District has purchased and implemented an Internet filtering product. Although no product is 100% foolproof, this program is a proven Internet filtering product that is updated daily.

In accordance with the federal Children's Internet Protection Act (CIPA), (Pub. L. 106-554), all desktop computers, laptops, tablets, and wireless devices that utilize the District network, will be filtered by a centralized filtering appliance. This filtering appliance is set to screen out sites which may reasonably be construed as obscene, as that term is defined in section 1460 of title 18, United States Code; or child pornography, as that term is defined in section 2256 of title 18, United States Code; or harmful to minors as defined in section 1703, Pub. L. 106-544. The District has the ability to monitor the online activities of students and staff through direct observation and/or technological means to ensure that students and staff are following the guidelines and policies set forth by the District.

The principal of each school that affords staff access to District technology resources shall cause accurate records to be maintained that include a consent form signed by each staff member who wishes communications network access. It is the responsibility of the principal or other building administrator to review and reinforce this policy with staff.

Termination of Access—The Chief Technology Officer and the Office of Human Resources shall cause the termination of individual access if a staff member leaves the District or violates the provisions of this policy.

Because pornography, defamatory or inaccurate information, or information that is offensive may be accessed through the Internet or other online services, and because unlawful or inappropriate communications may serve as a basis for criminal and/or civil liability, as well as corrective or disciplinary action, up to and including termination, it is necessary that District staff use good judgment in the use of District technology resources and adhere to the provisions of this policy.

DISCLAIMERS

Employees with access to District technology resources must understand that such access has been developed to support the District's educational responsibilities and mission. The specific conditions and services being offered will change from time to time. In addition, the District makes no warranties with respect to technology services, and the District specifically assumes no responsibilities for:

1. The content of any advice or information received by a staff member from a source outside the District, or any costs or charges incurred as a result of seeing or accepting such advice;
2. Any costs, liability or damages caused by the way the staff member chooses to use his/her access;
3. Any consequences of service interruptions or changes, even if these disruptions arise from circumstances under the control of the District;
4. The privacy of electronic mail or an individual's search history, which cannot be guaranteed;
5. The District makes no warranties of any kind, either express or implied, in connection with its provision of access to and use of its technology resources provided under this policy. It shall not be responsible for any claims, losses, damages, or costs (including attorney's fees) of any kind suffered, directly or indirectly, by any staff arising out of the use of the District's technology resources. By signing this policy, staff is taking full responsibility for their use of the District's technology resources, and any resulting losses, costs, claims, or damages;
6. The District assumes no responsibility for damages, direct or indirect, for the use of the Internet. This includes, but is not limited to, damage to personal electronic devices or equipment caused by virus-laden material downloaded from any Internet site. Users are encouraged to purchase and use a virus detection program on their personal electronic devices; and
7. Users should be aware that the Internet is not a secure medium. It is possible for third parties to obtain information regarding an individual user's search activities. Users should be very cautious about providing personal information over the Internet.

NETIQUETTE

All users are expected to abide by the generally accepted rules of network etiquette (also known as "netiquette"). These rules include, but are not restricted to, the following:

1. **BE POLITE AND USE APPROPRIATE LANGUAGE:** Remember that you are a representative of the District on a non-private system. You may be alone using a technology resource, but what you say and do on your computer can be viewed globally. You should not submit, publish or display any defamatory, inaccurate, racially offensive, discriminatory, abusive, obscene, profane, sexually oriented, harassing or threatening materials or messages either public or private.
2. **PRIVACY:** Do not reveal any personal or confidential information about yourself or other persons (including, but not limited to, home address, personal phone numbers, photographs, last name, credit card numbers or social security numbers).

Users should have no expectation of privacy regarding their use of District property and technology resources. In general, communications or transmissions made through technology resources should never be considered private or confidential. The District reserves the right to monitor the use of its network and all technology resources as it deems necessary to ensure the safety and integrity of its network, diagnose problems, investigate reports of illegal or impermissible activity, and ensure user compliance with state and federal laws and the District's policies. In addition, users should be aware that the District will comply with lawful orders of courts, such as subpoenas and search warrants. The District is also subject to the Texas Public Information Act which may require disclosure of information transmitted through its technology resources, including e-mail communications.

3. ELECTRONIC MAIL, OTHER FORMS OF DIRECT ELECTRONIC COMMUNICATION, AND SOCIAL MEDIA:

- a. All users of any electronic mail, other forms of direct electronic communication or social media, either provided by the District, or transmitted through the District's technology resources, are required to comply with this Acceptable Use Policy.
 - b. Never assume electronic mail is private. Messages relating to or in support of illegal activities must be reported to the authorities and the District will comply with state and federal laws, as well as court orders or subpoenas that will require disclosure.
 - c. Electronic communications by District employees, volunteers, and staff should be consistent with the District's professional standards of conduct.
4. **DISRUPTIONS:** Do not use the District network in any way that would disrupt use of the network by others.
 5. **OWNERSHIP:** Any data or communication placed on District equipment will become the property of the District. Intellectual property created solely for the purpose of satisfying a course requirement and/or contributing to their student learning is owned by the creator.
 6. **VANDALISM:** Any attempt to alter or destroy data of another user will be subject to disciplinary or corrective action in accordance with District policy.
 7. **ACCOUNTABILITY:** Users are responsible for the proper use of their system accounts, passwords and District-issued technology resources. Users must control unauthorized use of their accounts, passwords and District-issued technology resources. Users should not provide their password to any person, unless authorized or directed by the District. If you permit someone else access to your account, password, or District-issued technology resources, you may be held responsible for any improper, illegal or destructive activity done by that person. Do not give others access to District technology resources unless they are authorized and authenticated to do so. Users may not extend access to District technology resources to others without permission from the District.

If you believe that your account, password or District-issued technology resource may have been stolen, hacked, or compromised, you must immediately report it to the District's Technology Department.

DUTIES AND RESPONSIBILITIES

By signing this Consent Form, each employee agrees to the following duties and responsibilities:

1. I will follow and remain current on the District Web Presence Guidelines (District procedure on developing and maintaining a website and its links), realizing that as a user of District communications resources, I am held to the same standards whether the information being accessed is school-related or personal.
2. I will store only work-related files on District servers (shared network drives).
3. I will install on my computer (or cause to be installed) only job-related application software and realize that only District-approved software will be supported.
4. I will not attempt to access or install unlicensed, inappropriate, or unapproved software or technology.
5. I will not retrieve or send unethical, illegal, immoral, inappropriate, or unacceptable information of any type.
6. I will follow the rules of "netiquette" which includes the use of appropriate language and polite responses.

7. I will not use the District technology resources to create, send, or post electronic messages or communications that are abusive, profane, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal.
8. I will not use District technology resources for my personal, commercial or financial gain which includes using a District computer for purposes of gambling, or to otherwise conduct business that is unauthorized.
9. I understand that information received online is not private property and is subject to the scrutiny of the network administrators.
10. I will not plagiarize information received in any form. I understand that I must model ethical and legal use of intellectual property for students and other staff.
11. I will not violate or infringe upon the intellectual property, copyrighted or trademarked rights of another.
12. I will not use another person's account or share my password with anyone else.
13. I will not engage in unauthorized attempts to circumvent passwords or obtain access to passwords or other security-related information.
14. I will not disclose any other user's password to others or allow another individual to use another's system account.
15. I will not participate in "hacking" activities or any form of obtaining or attempting to obtain unauthorized access to other computers, networks, or information systems, including attempts to circumvent passwords or otherwise obtain access to account access information or other security-related information.
16. I will not attempt to access, alter, interfere with, damage, or change network configuration, security, passwords, or individual accounts of another without written permission from the C-FB ISD Technology Department.
17. I will not attempt to upload, create, or transmit computer viruses.
18. I will not attempt to alter, destroy, hack, or disable District computer equipment, District devices, District data, personal electronic devices, the data of others, or other District networks and technology resources, including while off school property.
19. I will not use any District technology resource or personal electronic device to record (audio or visual) classroom instruction or testing for personal, non-educational, or non-instructional purposes.
20. I will not attempt to bypass or disable the security built into the system, the District's Internet filter, or software, and I recognize that doing so will result in immediate cancellation of my privileges.
21. I will not interfere with or disrupt network users, services or equipment. Disruptions include, but are not limited to, distribution of unsolicited advertising, propagation of computer viruses, and using a network to make unauthorized entry to any other machine accessible via a network.
22. I will not use the access provided to the District's technology resources for illegal purposes of any kind.
23. I will not send blanket mails or chain letters to District staff over the District's network.
24. I will supervise student use of District technology resources , including my own classroom computer.

25. I have also read and understand the student Acceptable Use Policy (AUP) and that while student recreational games and instant messaging are prohibited—gaming authorized by teachers for educational goals is permissible.
26. I will not knowingly allow students access to the Internet whose parents have denied Internet access.
27. I will not use the District's technology resources to transmit threatening, obscene, or harassing materials.
28. In any District-linked web presence I will clarify that the views I express are mine and do not necessarily reflect those of C-FB ISD.
29. I understand that if I have cause to believe that a colleague is misusing communications resources, I should report that concern to my immediate supervisor.
30. I understand and agree that if I access and/or download student or personnel information onto a personal electronic device (e.g., a technology resource device that is not owned by C-FB ISD such as a smart phone, tablet, laptop, etc.), I am required to maintain the confidentiality of this information.
31. I understand and agree that if I store student or personnel information on a personal electronic device, this information must be stored in the District-approved storage service site, Sharepoint. I understand that I am not permitted to store this information in any other storage service site.
32. By signing this waiver and consent, I understand and agree that C-FB ISD will not be held responsible if I participate in conduct which is prohibited by this policy. I further understand that I may be subject to corrective or disciplinary action, up to and including termination, should I violate the terms of this Acceptable Use Policy.

I understand that District Board Policy also prohibits harassment, bullying, retaliation, discrimination, and other conduct that creates a hostile working or educational environment for an individual. This prohibition extends to the use of the District's technology resources. If a staff member feels he or she is being harassed, bullied, retaliated or discriminated against, or otherwise being subjected to illegal or inappropriate conduct through the District's technology resources, he or she should immediately report it to the District.

I also understand that the unacceptable uses identified and referenced above serve as examples of inappropriate conduct which violate this policy and the unacceptable uses noted above are in no way intended to be an exhaustive account of all prohibited conduct or activities which subject a staff member to disciplinary or corrective action in accordance with applicable District policy, handbooks, and rules. The District reserves the right to determine whether a violation of this policy has occurred on a case-by-case basis in keeping with the purpose of this policy. Additionally, the District reserves the right to take immediate disciplinary or corrective action against a staff member that engages in conduct that: (i) creates security or safety issues for the District, students, employees, schools, networks, or technology resources, or (ii) is determined to be inappropriate or inconsistent with District policy or law.

The absence of a signed acknowledgment does not excuse compliance with this policy. All users must follow this policy and report any misuses of the technology resources covered to a supervisor, administrator or appropriate District personnel. By using the technology resources covered by this policy, users are held to have agreed to comply with this policy. If a user is uncertain about whether a particular use is acceptable or appropriate, he or she should consult District personnel in advance of any questionable use.