



Garland Independent School District

STUDENT TEACHER HANDBOOK

Diverse Community - Shared Vision - Exceptional Education

WELCOME TO GARLAND ISD

Welcome to Garland ISD! We would like to thank you for selecting Garland ISD to complete your student teacher assignment.

We hope this experience will provide you with the opportunity to further develop the necessary skills in becoming an exceptional educator. We have paired each of you with some of our finest educators to help guide you and develop your skills throughout this process.

We look forward to working with you and hope you enjoy this experience!

APPLY TO BECOME A SUBSTITUTE TEACHER

Upon completing your student teacher assignment you will be eligible to substitute within the district. If you are interested please contact Lisa Clark our substitute manager.

Lisa Clark: 972-487-3067- ljclark@garlandisd.net



GISD AT A GLANCE

Garland ISD is located in the thriving northeast corner of Dallas County and serves the suburban cities of Garland, Rowlett and Sachse. More than 305,000 people reside within the district's 93.18 square-mile service area. Educating 58,000 students at 71 campuses, Garland ISD ranks as the 12th largest district in Texas.

GARLAND ISD SCHOOLS:

- 2-Pre-Kingergarten Schools
- 47- Elementary Schools
- 13- Middle Schools
- 7- High Schools

Other School Facilities:

- 1-Cooperative Behavior Center
- 1-Pathway Academy
- 1-Alternative Education Center
- 1-Agriculture Farm
- 2-Athletic Stadiums
- 1-Special Events Center (Curtis Culwell Center)
- 7- Administrative/ Support Service Facilities

Student Ethnicity:

American Indian/ Alaskan	0.4%
Asian	8.3%
Black/ African American	17.1%
Hawaiian/ Pacific Islander	0.0%
Hispanic/ Latino	51.7%
White	20.4%
Two or More	2.0%

**GISD Facts and Figures 2014-2015*

Campus Schedules:

Elementary	8:00-3:10
Middle School	8:50-3:50
High School	7:30-2:30

**Mentor teacher will assign expected work hours*

DISTRICT CONTACT INFORMATION

Student Teacher Contact:

Gaylon Garrison- Recruitment Coordinator
972-487-3064 - ggarriso@garlandisd.net

Alex Rivera- Recruitment Coordinator
972-487-3972 - adriviera@garlandisd.net

Human Resources:

972-487-3057

Garland ISD Website:

www.garlandisd.net

MY CAMPUS: _____

CAMPUS PHONE: _____

CAMPUS ADDRESS: _____

PRINCIPAL: _____

MENTOR TEACHER: _____

MENTOR PHONE: _____

MENTOR E-MAIL: _____

WORK SCHEDULE: _____

STUDENT TEACHER EXPECTATIONS

Standards of Conduct:

Code of Ethics and Standard Practices Board policy DH

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.

Dress and Grooming:

- Local policy states, “District employees shall dress in a clean, neat, professional manner, appropriate to their assignments in the District.” It is essential that all student teachers give due consideration to the way they dress since we are often viewed as role models by the students. Each campus administrator may define what is considered professional and appropriate for that campus.
- ***Every day is an interview.***
- Remember that you want to set yourself apart from the students, even in the way you dress.

What to do:

- Be on time or early to work every day.
- Call other employees by name every time you see them.
- Get to know your principal, secretary and custodians.
- Go over and beyond in every task you complete.
- Look for unwritten/unspoken rules in the school culture/environment.
- Report anything out of the ordinary to your supervising/cooperating teacher.
- Respect the teaching style and strategies of the cooperating teacher.
- Ask questions when you need help.
- Accept and grow from constructive feed-back.
- Show initiative in sharing the responsibility of teaching students.
- Assume routine duties such as checking attendance, grading papers, and making copies of classroom materials.
- Follow GISD calendar, not your University calendar.

STUDENT TEACHER EXPECTATIONS CONT'D

What NOT to do:

- Use student teaching time to work on coursework.
- Arrive late/leave early or leave campus without signing out in the office and letting your supervising teacher know.
- Over promise. (It looks better if you over deliver.)
- Breach confidentiality
 - > Talking to others about students
 - > Photo regulations
 - > Email names of students
- Forget that you are a guest on campus and in the classroom.
- Discuss your supervising teacher with others.
- Let an issue go unaddressed.
- Use your supervising teacher's e-mail account or other log-ins.
- Use cell phone (talk/text) during instructional time.
- Make classroom decisions without feedback from supervising teacher.



COOPERATING TEACHER'S EXPECTATIONS

- Set clear expectations and guidelines.
- Explain to the students in advance the student teacher's role in the classroom.
- Orient the student teacher to the school environment by providing information on school/district policies; regulations and procedures; by acquainting the student with the facilities; and by introducing the student to other staff members.
- Work closely with the student teacher in lesson planning and implementing the responsibilities of a classroom teacher.
- Accept each student teacher as a unique individual to the extent that each is encouraged and assisted in developing his/her own teaching style.
- Accept each student teacher as an academically qualified professional who is seeking an appropriate experience to fulfill certification requirements.
- Provide the student teacher progressively greater responsibility for teaching, beginning with short-term, specific tasks within the guidelines set forth by the program/university.
- Enter into a relationship that will encourage open communication, which is essential to the development of a professional attitude in the student teacher.
- Complete required university paperwork promptly.
- Don't let issues go unaddressed. Early identification of a problem usually results in a healthy solution/resolution.
- Report any student teacher issues to Human Resources who will work with program/university personnel to resolve them.

How to best help your intern:

- Set clear expectations.
- Communicate daily.
- Model engaging lessons and enthusiasm for teaching and learning.
- Offer suggestions and support for improvement of skills.
- Encourage intern to ask questions.
- Treat your intern as a colleague, especially in front of students.
- Make arrangements for your intern to meet administrators, counselors, and other faculty.

EDUCATION ACRONYMS

ADA—Average Daily Attendance

ADA—Americans with Disabilities Act

AEIS—Academic Excellence Indicator System

ARD—Admission—Review—Dismissal (Special Education)

CM—Content Mastery (Special Education)

CPS— Child Protective Services

DEIC—District Educational Improvement Council

ECOS-Educator Certification Online System

ESC—Education Service Center

ELL—English Language Learners

ESL—English as a Second Language

ESOL—English for Students of Other Languages

FERPA—Family Educational Rights and Privacy Act

GT—Gifted and Talented

IDEA—Individuals with Disabilities Education Act

IEP—Individual Education Plan

IRC—Instructional Resource Center

LD—Learning Disabled

LEP—Limited English Proficiency

LPAC—Language Proficiency Acquisition Committee

T-Tess—Texas Teacher Evaluation and Support System

PTA—Parent Teacher Association

SBEC—State Board of Educator Certification

STAAR—State of Texas Assessments of Academic Readiness

TAKS—Texas Assessment of Knowledge Skills

TEA—Texas Education Agency

TEAL-Texas Education Agency Log On

TEKS—Texas Essential Knowledge and Skill