

Handbook for Educator Preparation Program

Curriculum and Instruction Department

Admissions, Programs, & Certification



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS™

College of Education and Human Development

Warrior Hall Suites 318 & 322

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OVERVIEW

The purpose of this handbook is to provide a comprehensive reference guide to students seeking Texas teacher certification. The handbook outlines policies, procedures, and guidelines used by the Teacher Education Preparation Programs in the Department of Curriculum & Instruction at Texas A&M University-Central Texas (A&M-Central Texas). It answers most of the questions asked by students regarding program admission, field experiences, certification testing, clinical teaching or internships, course requirements, and teacher certification.

MISSION STATEMENTS

TEXAS A&M UNIVERSITY-CENTRAL TEXAS MISSION

A&M-Central Texas is a public, upper-level university offering baccalaureate and graduate degrees important to the region and the state. It is committed to high quality, rigorous, and innovative educational programs delivered in a variety of instructional modes to a diverse student population through exceptional teaching, service, and applied scholarship. With an emphasis on community engagement, the university employs emerging technology to enhance student learning and to nurture its partnerships with regional community colleges, the military presence in its region, and the community at large.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT MISSION

The College of Education and Human Development prepares students for challenging and socially significant careers in fields dedicated to improving human function including education, counseling, psychology, and human performance by offering students quality academic, cultural, service, research, and scholarship experiences in support of the University's mission.

DEPARTMENT OF CURRICULUM & INSTRUCTION MISSION

The mission of the Department of Curriculum and Instruction is to prepare future educators to be compassionate, reflective, competent, culturally responsive and ethical professionals who are grounded in research-based practices, and who will become effective leaders in the 21st Century.

EDUCATOR PREPARATION PROGRAM MISSION

The mission of the Teacher Educator Preparation Program is to enhance the development of educators through contemporary teaching, research, and service practices. This education prepares undergraduates and graduates to become high-quality, reflective, culturally and linguistically aware 21st century educators who will be effective in a local as well as global capacity. Our projects and programs strive to address the needs of an increasingly diverse and technology driven world.

EDUCATOR PREPARATION SERVICES DEPARTMENT MISSION

Educator Preparation Services ensures compliance with local, state, and federal Educator Preparation Program requirements by coordinating the certification process, managing related data, and interpreting regulations and standards in support of the college and university mission.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT INFORMATION

The College of Education and Human Development includes the Departments of Curriculum & Instruction, Educational Leadership and Human Development, Counseling and Psychology, and Educator Preparation Services (EPS).

CONTACT INFORMATION

The individuals listed below are available to guide and direct as needed.

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DEFINITIONS

Applicant-An individual seeking admission to an educator preparation program for any class of certificate.

Candidate-An individual who has been formally admitted into an Educator Preparation Program

Clinical Teacher-Pre-service teacher who is assigned to a certified teacher in an accredited public school.

Clinical Teaching Practicum-The culminating experience in a teacher certification preparation program. In the practicum, the clinical teacher gradually assumes the teacher role. The assignment must be at a public school accredited by the Texas Education Agency (TEA) that is in the particular class for which a certificate is being sought.

Code of Ethics-Standards of practice and ethical conduct toward students, colleagues, school officials, parents, and members of the community to which Texas educators adhere.

Cooperating Teacher-For a clinical teacher candidate, an educator who is collaboratively assigned by the educator preparation program (EPP) and campus administrator; who has at least three years of teaching experience; who is an accomplished educator as shown by student learning; who has completed cooperating teacher training by the EPP within three weeks of being assigned to a clinical teacher; who is currently certified in the certification category for clinical teaching assignment for which the clinical teacher candidate is seeking certification; who guides, assists, and supports the candidate during the candidate's clinical teaching in areas such as planning, classroom management, instruction, assessment, working with parents, obtaining materials, district policies; and who reports the candidate's progress to that candidate's field supervisor.

Educator Preparation Council (EPC)-The A&M-Central Texas Educator Preparation Council (EPC) is a policy-making and review body with oversight of any matter related to the preparation of PK-12 education professionals including undergraduate and graduate programs.

Field-Based Experiences-Introductory experiences for a classroom teacher certification candidate involving, at the minimum, reflective observation of Early Childhood-Grade 12 students, teachers, and faculty/staff members engaging in educational activities in a school setting.

Field Supervisor-A currently certified educator, hired by the Educator Preparation Program, who preferably has advanced credentials, to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators. A field supervisor shall have at least three years of experience and current certification in the class in which supervision is provided. A field supervisor shall be an accomplished educator as shown by student learning. A field supervisor with experience as a principal and who holds a current certificate that is appropriate for a principal assignment may supervise principal, classroom teacher, master teacher, and reading specialist candidates.

Intern-A candidate hired on a probationary certificate serving as the teacher of record.

Internship-A supervised, full-time educator assignment for one full school year at a public school accredited by the Texas Education Agency (TEA) that may lead to completion of a standard certificate. An internship is successful when the field supervisor and supervising campus administrator recommend to the EPP that the candidate should be recommended for a standard certificate.

Mentor-For an internship candidate, an educator who is collaboratively assigned by the campus administrator and the educator preparation program (EPP); who has at least three years of teaching experience; who is an accomplished educator as shown by student learning; who has completed mentor training by an EPP within three weeks of being assigned to the intern; who is currently certified in the certification category in which the internship candidate is seeking certification; who guides, assists, and supports the candidate during the internship in areas such as planning, classroom management, instruction, assessment, working with parents, obtaining materials, district policies; and who reports the candidate's progress to that candidate's field supervisor.

Teacher Candidate-In this handbook, teacher candidate refers to undergraduate and graduate students that are seeking initial teacher certification.

INTRODUCTION TO TEACHER CERTIFICATION

EFFECTIVE TEACHING PRACTICES & LEARNING OUTCOMES

The initial teacher certification programs offered by A&M-Central Texas strive to engender teacher candidates with a strong emphasis toward meeting the educational needs and unique interests of students. A robust knowledge base and understanding will be required for students to lead full and productive lives in the 21st century. In acknowledgment of this truth, teacher candidates must possess a strong working knowledge of subject matter and be able to effectively communicate that knowledge to students.

Texas' rich and diverse student population makes it imperative for this program to generate teacher candidates who are able to comprehend culturally diverse learning styles present in today's classrooms and who are able to employ an assortment of teaching and learning strategies to utilize that diversity to enrich the school's learning climate. Education is a primary factor that contributes to a full and meaningful adult life, therefore, teacher candidates trained through A&M-Central Texas must ensure that their students' achievement is raised to its maximum extent.

A safe and orderly classroom is fundamental to learning. Teacher candidates must strive to establish discipline within a positive classroom environment. High expectations for all students must be communicated through both the methods and content of instruction. Behavior norms must be established and clearly communicated to students, parents and the community. Enthusiastic and positive social values fill the classroom and the learning environment.

A&M-Central Texas teacher candidates provide guidance that allows students to become actively involved in their own learning. They develop fundamental understanding and become problem solvers, critical thinkers, and creative learners. The teacher candidates must model academic skills and instruct students in the development of sound thought processes. Teacher candidates will learn to use technology as a teaching tool to enhance communication, and as a method to express what has been learned.

Teacher candidates recognize the importance of collaborative engagement in planning, delivering, and evaluating effective educational programs. Communication skills in group processes are important professional competencies to be developed. Teacher candidates will take an active role in school improvement efforts; participate in site-based decision-making and work actively to increase their students' achievement in relation to the goals of education.

Teacher candidates engage in efforts to remain current in all aspects of their professional activities. Goals for professional development are established at regular intervals and the program clinical teachers should actively seek opportunities for professional growth. Reflection and self-assessment are central to the professional status of a teacher and becoming a professional teacher is the continuing process of growth and improvement.

The teacher described above can only be developed with the combined efforts of the program and the school districts. The opportunity for professional study provided by the university, blended with supervised teaching, allows the clinical teacher, intern, or teacher candidate to engage in goal setting,

high-leverage teaching practices, and reflective assessment which are vital to achieving the goal of becoming a learner-centered teacher.

GOALS OF THE TEACHER EDUCATION CERTIFICATION PROGRAMS

Teacher Education at A&M-Central Texas, emphasizes broad general education as a foundation for mastery of teaching skills and specialized knowledge in an academic discipline. The primary purpose of the teacher educator preparation program is to prepare highly qualified teachers for employment in Texas and the nation. The goal of our Teacher Education Preparation Programs is to develop teachers who:

- Demonstrate appropriate knowledge and skills in specific content areas or teaching fields.
- Communicate effectively with students, parents and families, colleagues, and other professionals.
- Apply the principles of effective, relevant, and learner-centered instructional planning in the development of curriculum for diverse learners.
- Use effective, research-based, teaching practices which actively engage students in the learning process.
- Formally and informally assess student performance and use results of such assessment in the instructional decision-making process.
- Use effective strategies to create and maintain a safe, positive, and productive classroom environment.
- Promote and facilitate critical, reflective thinking and participatory citizenship in students.
- Use resources and technologies suitable for instructional and assessment goals which engage students cognitively.
- Are proficient in mathematical skills.
- Operate within the legal guidelines and uphold the ethics of the teaching profession.
- Demonstrate concern for students' general welfare; and
- Are committed to continued growth and development as a professional educator.

TEXAS A&M-CENTRAL TEXAS DEGREES WITH TEACHER CERTIFICATION

Students interested in seeking a degree offered by the College of Education and Human Development are encouraged to visit the catalog for specific information regarding admission to the university and the available degree plans.

Information can be found by visiting: [Texas A&M University-Central Texas](https://www.tamuc.edu/)

Students must schedule an appointment with an academic advisor to discuss their interests. After consultation, the academic advisor will prepare a degree plan and assign a faculty advisor who will advise the student regarding academic and career interests. Students are encouraged to visit their academic and faculty advisors periodically to audit their progress and ensure they are following their designated plan. Students may change official degree plans by seeing an academic advisor and repeating the process.

Policies that govern the acceptance of transfer credit toward teacher certification include the following:

- Students are required to submit all official transcripts for the undergraduate and graduate university admission office for articulation and analysis.
- Students transferring from in and out of state institutions are expected to meet the university's program requirements to be considered for certification through A&M-Central Texas.
- Professional Development course work will not be accepted for transfer credit or as a substitute for A&M-Central Texas teacher program requirements.
- For undergraduate students, a minimum of one third of the semester hours required in each teaching field or area of specialization sought must be completed at A&M-Central Texas.

PROFESSIONAL DISPOSITIONS, INTERVENTION, AND PROGRAM CONTINUATION POLICY

The Council for Accreditation of Educator Preparation (CAEP) defines professional dispositions as “the habits of professional action and moral commitments that underlie an educator’s performance” (In TASC Model Core Teaching Standards). At Texas A&M Central Texas, faculty and staff are committed to preparing educators whose professional dispositions reflect the core values of the College of Education and Human Development.

- Therefore, a preservice candidate, prior to and after admission to the educator preparation program (EPP), will meet expectations under six broad categories: (1) Willingness and Capacity to Learn; (2) Respect for Human Diversity; (3) Responsibility; (4) Communication Skills; (5) Human Interaction; and, (6) Critical Thinking. Multiple faculty members will use a professional dispositions form on all students in the BS in Education program across a minimum of six courses. In three courses prior to admission to the EPP, faculty will use a dispositions form at the eight and sixteen-week mark to determine if a student has the appropriate characteristics expected of a preservice teacher. If any student receives marks that are undesirable, faculty will develop a growth plan for a student, with specific criteria for a student to follow prior to data gathered from faculty via a second disposition form. After admission to the EPP, faculty will use disposition forms in three classes as benchmarks. Once a student is admitted to the EPP, a more formalized intervention process will take place. This will ensure that a preservice teacher candidates’ professional dispositions align with a professional educators’ core attributes throughout the program.

The College of Education and Human Development’s Educator Preparation Program (EPP) is responsible for preparing candidates who have the required knowledge, skills, and professional dispositions to become effective educators. Prior to admission to the EPP, during coursework, and in campus and field experiences, faculty will assess the candidate’s demonstration of these professional dispositions and provide feedback to facilitate progress. After a student has been admitted to the EPP, the following procedure will be followed if a candidate demonstrates unsatisfactory professional dispositions:

- Faculty will work with any candidate using informal attempts to change behaviors that include but are not limited to the following: providing guidance, observation, anecdotal records, differentiated instruction, and meetings with a student.

- If concerns are not resolved, faculty will refer a candidate to the Departmental Continuation and Review Panel (DCRP). The DCRP is comprised of the Department Chair, the Undergraduate Program Coordinator, and faculty appointed by the Department Chair, including but not limited to the faculty member reporting the unsatisfactory dispositions. The DCRP will interview the candidate and complete a Candidate Program Continuation Plan.
- If concerns are still present after a DCRP, a candidate will be referred to the Educator Preparation Council Continuation Review Panel. This panel is comprised of at least three members from the Educator Preparation Council (EPC), including but not limited to the Dean of the College of Education and Human Development, faculty members from the student's program, and at least one representative from an outside department. The EPC's Continuation Review Panel will interview the candidate and determine if a candidate may continue in the program and meet conditions established by the panel, or if a candidate has not demonstrated satisfactory improvement in accordance with the Candidate Program Continuation Plan and is removed from the Educator Certification Program.
- Candidates may appeal the decision of the EPC's Continuation Review Panel to the Dean of the College of Education and Human Development within five class days. The following documentation is required:
 - Copy of Candidate Program Continuation Plan
 - Formal letter with supporting evidence as to why the candidate should not be removed for the Educator Certification Program.
 - The dean will respond in a timely manner.
 - Any further appeal will follow the Academic Appeal Policy as outlined in the A&M-Central Texas Student Handbook.

***For instances where an educational learning environment is threatened, a candidate may be removed from the classroom pending prompt review by the Professional Educators' Program Continuation Review Panel. Refer to the University's Student Handbook on the [Student Affairs website](#).

Texas A&M University Central Texas A&M University - Central Texas

Educator Preparation Program Candidate Program Continuation Form (Part A)

All A&M-Central Texas preservice teacher candidates must meet or exceed expectations laid out in the EPP Handbook, as well as on professional dispositions. You are receiving this because a faculty member, a cooperating teacher-mentor, a field supervisor, and/or a CEHD staff member (i.e., Director of Clinical Placements, Director of Certification, etc.) have identified one or more deficiencies.

To: _____ From: _____ Date: _____

Deficiency noted in a A&M-Central Texas classroom.	Deficiency noted in a field experience setting.	Area	Deficiency noted in a A&M-Central Texas classroom.	Deficiency noted in a field experience setting.	Area
		Willingness and Capacity to Learn: Desire to learn Deficiency may include poor work quality, late or missing assignments, lack of participation, cheating/plagiarism, failure to meet class requirements			Communication Skills: Listening Deficiency may include failure to follow written or spoken instructions, failure to support student learning in a field setting,
		Willingness and Capacity to Learn: Growth mindset Deficiency may include negative attitude, unable to accept criticism,			Communication Skills: Non-verbal Deficiency may include inattentiveness, lack of interest in class/teaching, deficiency in instructional skills
		Willingness and Capacity to Learn: Reflective Practice Deficiency may include lack of acceptance of criticism, lack of understanding of the teaching cycle,			Human Interaction: Rapport Deficiency may include an inability to read social cues, inability to understand social norms in a teaching or classroom setting, inability to work well with others,
		Respect for Human Diversity: Awareness & Sensitivity Deficiency may include hostility to			Human Interaction: Sensitivity Deficiency may include lack of empathy, inability or

		instructor, cooperating teacher, students;			unwillingness to be open to new ideas and/or understand cultural differences
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Deficiency noted in a A&M-Central Texas classroom.	Deficiency noted in a field experience setting.	Area	Deficiency noted in a A&M-Central Texas classroom.	Deficiency noted in a field experience setting.	Area
		Respect for Human Diversity: Inclusive Practice Deficiency may include lack of empathy, inappropriate comments, inability to be open to new ideas,			Human Interaction: Self-Awareness & Self-Regulation Deficiency may include dominating discussion, inattentiveness, failure to listen and follow instructions,
		Respect for Human Diversity: Social Justice Deficiency may include lack of empathy, lack of responsiveness for diverse learners' needs, lack of empathy/interest/care for students			Human Interaction: Social Awareness Deficiency may include a need for excessive guidance, Failure to interact with all learners,
		Responsibility: Ethical Behavior Deficiency may include any violation of the Texas Educator Code of Ethics, cheating, professional demeanor in class settings or in the field (gossiping, FERPA violations,)			Human Interaction: Collaboration Deficiency may include a lack of initiative in group work, failure to be open to new ideas, failure to follow instructions of cooperating teacher, failure to work collaboratively with peers and others (including peers, grade level team members, and department personnel)
		Responsibility: Personal Responsibility Deficiency may include lack of initiative, lack of participation in campus activities outside of instruction and			Human Interaction: Leadership Deficiency may include lack of interest, apathy toward coursework or students,

		planning for classroom learning,			
		Responsibility: Dependability Deficiency may include poor punctuality, inattentiveness (sleeping, texting, leaving class often for calls)			Critical Thinking: Clarity of Ideas Deficiency may include lack of knowledge of content,
Deficiency noted in a A&M-Central Texas classroom.	Deficiency noted in a field experience setting.	Area	Deficiency noted in a A&M-Central Texas classroom.	Deficiency noted in a field experience setting.	Area
		Responsibility: Professional Appearance Deficiency may include hygiene issues, inappropriate attire in a clinical setting,			Critical Thinking: Questions Deficiency may include lack of participation in class, inconsistent preparation for class or field experiences,
		Responsibility: Social Media Deficiency may include inappropriate use of social media platforms (i.e., making negative comments about faculty, staff, cooperating teacher, students), excessive use of cell phones, contacting students via social media or personal text/call, using content from a website without proper credit (violation of copyright),			Critical Thinking: Use of Evidence Deficiency may include lack of pedagogical knowledge and/or content knowledge, inability to analyze and synthesize research,
		Communication Skills: Speaking Deficiency may include inappropriate comments, unacceptable language with children or youth, unacceptable language, volatility/overly emotional, dominating a class discussion			Critical Thinking: Problem Solving & Decision-Making Deficiency may include inability to apply coursework to a field/clinical setting, unable to interact effectively and equitably with all children/youth,
		Communication Skills: Writing Deficiency may include poor grammar, inability			

		to create cohesive lessons and/or activities for use in class or in the field, ineffective use of written language,			
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**College of Education and Human Development
Educator Preparation Program
Candidate Program Continuation Form (Part B)**

Goals to be accomplished	Activities to facilitate improvement	Evidence to determine improvement	Timeline	Notes	Date completed



EDUCATOR PREPARATION PROGRAM ADMISSION STANDARDS

ADMISSION STANDARDS

The following sections provide admission standards for both undergraduate and graduate students.

[UNDERGRADUATE ADMISSION STANDARDS \(LINK TO CATALOG\)](#)

COMPLETED APPLICATION FOR BS EDUCATION MAJOR & SECONDARY EDUCATION MINOR

Entry Requirements for all students seeking certification :

- Complete application packet
- Minimum 2.75-grade point average (GPA) overall or in the last 60 hours
- 12 SCH English with a grade of C or better (Communication and/or Speech classes can be substituted as appropriate)
- College Algebra with a grade of C or better
- Approved psychology course with a grade of C or better
- Completion of 60 SCH towards degree
- Completion of 15 SCH in Field of Study with a grade of C or better
- Content Screening Demonstrate content mastery with a score of 80% on each domain on Certify Teacher (EC-6 must score 80% on every subject's domain)
- Interview
- Successful completion of ACCUPLACER Writing
 - Successful completion of ACCUPLACER with an Essay score of 6 or an essay score of 5 and a Sentence Skills score of 80; or TSIA2 with a Writing pass score of 5 or writing score of 4 and a skills score of 945
- TSI complete

Benchmarks include:

- Completion of Block I courses with a GPA of 3.0 and no grade lower than a C for any course
 - BS ED EC-6 & 4-8 ELAR/SS-EDUC 3310, EDUC 3420, EDUC 3430, and READ 3310
 - BS ED 4-8 Math EDUC 3310, EDUC 3420, and EDUC 3430
 - ED ALSE-EDUC 3310, EDUC 3420, EDUC 3430, SPED 3361
- No grade lower than a "C" in the EDUC/READ/SPED course

[GRADUATE ADMISSION STANDARDS \(LINK TO CATALOG\)](#)

- Entry Requirements: Successful admission to graduate school
 - a. Please refer to Graduate Admissions for more information: Texas A&M University-Central Texas Graduate School Admissions
- Completed application packet through Dynamic Forms
- A minimum 2.75 grade point average (GPA) overall or in the last 60 hours to include semester where 60th hour occurred
- A score of PASS on the [Pre-Admission Content Testing \(PACT\) TExES](#).

- Interview
- Successful completion of Accuplacer writing
 - a. Successful completion of ACCUPLACER with an Essay score of 6 or an essay score of 5 and a Sentence Skills score of 80; or TSIA2 with a Writing pass score of 5 or writing score of 4 and a skills score of 945
-

INTERNATIONAL ADMISSIONS

Graduates from foreign universities/colleges must submit an original Foreign Credential Review from one of the following TEA Approved Foreign Credential Evaluation Services.

All applicants for Teacher Certification must demonstrate English Language Proficiency before admission by completion or verification.

- Completion of an undergraduate or graduate degree at an accredited Institution of Higher Education (IHE) in the United States or from a country in which English is the official language, or
- Verification of satisfactory score on the Test of English as a Foreign Language-Internet Based Test (TOEFL iBT). Applicants must take all four portions and score at or above: Listening - 22, Speaking - 24, Reading - 22, and Writing - 21).

CRIMINAL HISTORY INFORMATION

TEA conducts a national criminal history check on all applicants for certification. Texas Education Code (TEC) §22.0831 states, "The board shall review the national criminal history record information of a person who has not previously submitted fingerprints to the department or been subject to a national criminal history record information review." The State Board of Educator Certification (SBEC) may require disclosure of previous arrest, conviction, and/or deferred adjudication. SBEC may refuse to issue an educator certificate to a person who has been convicted of a felony or misdemeanor for a moral turpitude crime which relates to the teaching function. Pursuant to TEC §22.083 the SBEC may refuse to confer state certification based on such criminal history information. Pursuant to TEC §22.083 a school district or private school may access any criminal history information pertaining to teachers and teacher candidates held by any law enforcement or criminal justice agency. A school district or private school may refuse to provide a placement for field experience or employ a candidate based on the candidate's criminal history. A school district or private school must report to the SBEC if the school district or private school obtains or has knowledge that a candidate, applicant, or holder of an educator certificate has a criminal history.

Candidates with a conviction or deferred adjudication for a felony or misdemeanor offense are required to obtain a Preliminary Criminal History Evaluation, which is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history. In addition, the agency obtains the candidate's name-based Texas criminal history information. The service is provided to the requester for a nonrefundable fee. The requester will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification. If you believe that you may need to complete a Preliminary Criminal History Evaluation (PCHE) to be eligible for a Texas educator

certificate based on your self-reported criminal history, please review the information found on the link below.

Additional information can be found

at [https://tea.texas.gov/Texas Educators/Investigations/Preliminary Criminal History Evaluation-FAQs/](https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/)

While A&M-Central Texas-Central Texas does not perform criminal history background checks, Texas public schools are permitted by state law to conduct criminal history background checks on a person intended for hire or a person who has requested a volunteer position. As a participant in field experiences, clinical teaching, internship, or practicum in a Texas public school, you will be subject to a criminal history background check and must be able to provide the required documentation.

APPLICATION PROCESS

UNDERGRADUATE AND GRADUATE APPLICATION

Applications are due no later than February 1st, June 1st, or September 1st. Application information is on the A&M-CENTRAL TEXAS CENTRAL TEXAS website and EPS Canvas page.

If a candidate has applied to or been admitted to any other Certification Programs (including online teacher certification programs), the candidate must provide a statement explaining the circumstances. A [Release Request/Transfer Form](#) must be sent to the Educator Preparation Services Department from any previous program before admission can be considered.

TRANSCRIPT ARTICULATION

Undergraduate students must submit all official transcripts to the university admissions department and Graduate students submit official transcripts to Graduate School for transcript articulation.

Unofficial transcripts need to be uploaded with your application packet. A transcript analysis will be completed to verify that basic academic requirements for admission have been met. Once transcript analysis is completed, the candidate will be directed to make an appointment for academic advising.

INTERVIEW

The interview session serves as an assessment of the applicant's knowledge, experience, skills, and aptitude. The applicant will be interviewed by two educational professionals. Each candidate will have the same set of questions for the interview, and all interviewers will be trained on a rubric for scoring candidate's responses. If a second interview is needed in the case of a reapplication, the candidate will have two new interviewers and a second set of questions. All candidates needing a second interview will receive the same set of questions, and these will be different than the first interview questions.

EPC

All candidates who interview in each cycle will be presented to the EPC Council. Candidates' names will be removed and each candidate will be assigned a number. The EPC council will vote on candidate admission based on information presented (i.e., interview scores, GPA, etc.).

LIABILITY INSURANCE

Professional employees in Texas Public School systems have broad protection from personal liability while acting within the scope of their duties. Texas Education Code 22.0511 (a) states,

"A professional employee of any school district within this state shall be personally liable for any act incident to or within the scope of duties of his position of employment, and which act involves the exercise of judgment or discretion on the part of the employee, except in circumstances where professional employees use excessive force in the discipline of students or negligence resulting in bodily injury to students."

This paragraph is generally interpreted to mean that professionals (teachers) have this protection unless bodily injury occurs while the professional uses excessive force in the discipline of students. Texas Education Code 22.0511 (b) states, *"This section does not apply to the operation, use, or maintenance of any motor vehicle."*

The law protects professional employees from personal (civil) liability, but it does not protect them from criminal prosecution. Criminal prosecution occurs whenever a law (statute) is violated. Does this mean that professional employees (including clinical teachers) cannot be sued? Certainly not. Lawsuits are common in our litigious society, and the possibility is great that a professional employee will be the subject of a suit at some point in his/her professional life. However, it is comforting to note that the law currently provides professional educators with a great deal of protection.

Please note that state law does not provide protection for nonprofessional employees. Therefore, custodians, cafeteria workers, parent volunteers, and student observers or teacher candidates have no legal protection for personal liability. Candidates are required to join a professional organization, which in most cases, provides adequate liability insurance. It is extremely important that the candidate consult with the organization's office to determine eligibility requirements. A listing of professional organizations is provided below.

PROFESSIONAL TEACHER ORGANIZATIONS

Association of Texas Professional Educators (ATPE)

305 E Huntland Drive, Suite 300

Austin TX 78752

800-777-ATPE

<http://www.atpe.org/>

Texas American Federation of Teachers (AFT)

3000 South IH 35

Suite 175

Austin TX 78704

512-448-0130

<https://www.texasaft.org/>

Texas Classroom Teachers Association (TCTA)

PO Box 1489

Austin TX 78767

888-879-8282

<http://www.tcta.org/>

Texas State Teacher Association (TSTA)

316 W 12th Street

Austin TX 78701 877-ASK-TSTA

<http://www.tsta.org/>

Veterans AdministrationThe program is approved to train veterans. To inquire, contact the VA Office at VA@tamuct.edu or (254- 968-9126).

ADMISSION INTO THE EDUCATOR PREPARATION PROGRAM

After verification of applicant records, Educator Preparation Services Department will present applicants to the Educator Preparation Council. The Educator Preparation Council meets three (3) times annually to admit A&M-Central Texas certification applicants. Applicants are reviewed and admitted on a competitive basis. Therefore, meeting the minimum requirements listed does not guarantee admission.

ACCEPTANCE

Applicants will be notified with an offer of admission to the A&M-Central Texas Teacher Educator Preparation Program by a letter from the College of Education and Human Development Dean and the Certification Officer through the applicants' student email address. Educator Preparation Services Department must receive a signed acceptance letter via dynamic forms within ten (10) business days. If the formal Acceptance of Admittance document is not received by the required deadline, applicants will not be admitted and will be ineligible to participate in coursework leading to certification at Texas A&M University Central Texas.

Upon accepting the program, applicants will be charged a \$35.00 fee that will be paid to Texas A&M University Central Texas, which will then be sent to TEA per TAC 229.9. Texas Administrative Code 229.9 (7)(A) requires candidates who accept admission into an Educator Preparation Program to pay a \$35.00 fee that will be sent to Texas Education Agency (TEA). If the required \$35.00 fee is not paid, a hold will be placed on the student's account that will prevent registration into future classes.

DENIAL OF ADMISSION TO THE EDUCATOR PREPARATION PROGRAM

The Dean will provide written notification to applicants found to be ineligible for admission. Applicants who are denied admission must meet with their academic advisor to develop a remediation strategy if they plan to reapply. Those who wish to appeal their denial must petition in writing within 10 business days of the date of notification of denial. Denied applicants may reapply to the program only one (1) time. A new application must be completed in its entirety (to include all application documentation and interview) and submitted during one of the scheduled application windows. If a second interview is needed, faculty who conducted the first interview will not be part of a second interview process.

APPEALS TO THE TEACHER EDUCATION PREPARATION PROGRAM

The College of Education and Human Development Dean is responsible for making decisions regarding appeals in accordance with program rules, the Texas Administrative Code (TAC), and the Texas Education Code (TEC) statutes. As appropriate, the input related to decisions will be sought from the certification officer, faculty, and administrators. Applicants who wish to appeal a decision made by the

Educator Preparation Council must make their appeal in writing to the College of Education and Human Development Dean within 10 business days of the date of notification of denial. The Dean will provide the Certification Officer with the documentation to process the decisions made as required.

RETENTION IN THE TEACHER EDUCATION PREPARATION PROGRAM

Candidates must maintain all Program Standards throughout the duration of the program. The candidate will receive written notification of being placed on a Probationary Status from the Program Coordinator if the program standards are not maintained. The candidate will be placed on probation for a period of one semester (additional time may be allowed where mitigating circumstances prevent completion of requirements in a particular semester, i.e., class offerings). If the deficiency is not corrected by the end of the probationary period, the candidate will be withdrawn from the program. Candidates who are withdrawn from an A&M-Central Texas certification program are not eligible for enrollment in undergraduate or graduate certification courses.

A&M-Central Texas reserves the right to monitor a student's professional ethics as specified in the Code of Ethics and Standard Practices for Texas Education. Appropriate disciplinary action, which may include dismissal from the Teacher Education Program, may be instituted for violations of ethical conduct.

PROGRAM STANDARDS

University coursework in the program serves two purposes: 1) to prepare candidates for the practicum or internship; and 2) to extend and enrich the professional development progress of teacher candidates.

Teacher candidates are required to maintain continuous satisfactory progress toward certification. Satisfactory progress includes:

- performance in university coursework,
- maintenance of an overall GPA (2.75 undergraduate/3.0 graduate),
- completing all required candidate documentation requirements,
- maintaining standards of performance and conduct related to the Code of Ethics.

Graduate students must meet special requirements. Please refer to the Graduate Student Performance and Progression information: Graduate Student Performance.

Failure to maintain program standards can result in the candidate's dismissal from the program or require the candidate to repeat coursework or training.

PROCESS FOR NON-PARTICIPATION

Candidates who need to take a temporary leave or wish to formally withdraw from the Educator Preparation Program must complete the Program Non-Participation Form. Failure to complete the required form for accurate account in the candidate's certification record may prohibit him/her from reapplying and/or returning to the program and obtaining a Texas Educator Certificate. Students returning from non-participation may be required to take supplemental courses if requirements have changed or have been added, or they may need to retake outdated coursework.

A VISION OF TEXAS EDUCATORS

In 2017, the Texas Teaching Commission developed a report titled *An Effective Teacher in Every Classroom*. The work is designed to lead constructive and effective improvements for teacher preparation through legislative changes, regulatory and administrative upgrades, and improved working relationships between schools and preparation entities. To view the full report, please visit: [An Effective Teacher in Every Classroom](#).

STANDARDS

Teacher candidates will demonstrate their proficiency and development by following Texas Teacher Standards, Pedagogy and Professional Responsibilities Standards, and Technology Standards. The teacher candidate will be evaluated based on these standards through multiple measures.

STANDARD PRACTICES FOR TEXAS EDUCATORS

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 TEXAS ADMINISTRATIVE CODE - CHAPTER 247

The provisions of this Chapter 247 are authorized under Texas Education Code, 21.041(b) (8), which requires the State Board for Educator Certification (SBEC) to propose rules providing for the adoption, enforcement, and amendment of an educators' code of ethics, and Section 63(I) of the conforming amendments to Senate Bill 1 (74th Legislature, 1995), which provides for a code of ethics proposed by the SBEC and adopted by the State Board of Education.

Candidates are responsible for reviewing the most current Code of Ethics and Standard Practices for Texas Educators found at:

[Code of Ethics and Standard Practices for Texas Educators](#)

Texas Education Code Chapter 21 provides detailed information regarding requirements for teachers in public education. For more information, please visit the following website:

[Texas Education Code Chapter 21](#)

TEXAS EXAMINATION OF EDUCATOR STANDARDS (TEXES)

One of the required foundations for teacher certification is the successful challenge of the Texas Examination of Educator Standards (TExES). A score of PASS on this examination indicates the ability to provide the necessary tools to facilitate learning in a public school classroom.

Approval to register for the TExES examination is approved by the EPS office under the following conditions:

MASTER OF ARTS IN TEACHING

- Candidates have completed test screening requirements and have accepted admission to the Educator Preparation Program (EPP).
- The EPP program coordinator has signed the testing approval request to signify that candidates have completed all required program benchmarks that establish readiness to test.
- **Candidates must be content complete for TExES examinations prior to the year -long internship.**

TRADITIONAL UNDERGRADUATE PROGRAM

- Candidates have completed test screening requirements and have accepted admission to the Educator Preparation Program (EPP).
- The EPP program coordinator or department head has signed the testing approval request to signify that candidates have completed all required program benchmarks that establish readiness to test.
- Candidates must be content complete for TExES examinations prior to clinical teaching.

REQUIRED TESTS FOR CERTIFICATION

- Certification Content Exam
- Science of Teaching Reading for Core Subject EC-6, Core Subject 4-8, ELAR 4-8, and ELAR/SS 4-8 certifications
- Special Education for All Level Special Education certification as listed on degree plan
- English as a Second Language (recommended)
- Pedagogy and Professional Responsibilities EC-12

TEXES REGISTRATION

TEExES test registration is completed through the Pearson website: [TEExES test registration](#)

To schedule a test, go to [create an account](#) and pay for the test. Candidates can test anywhere in the state.

If it will not let you schedule your test, go to [register for test](#) to access your ECOS account and add your contact and personal information. You will not be able to register for your test if this is not completed first. EPS cannot help you log in or reset passwords but can look up your TEA number or the email address TEA has on file.

If you cannot log in, there is a help ticket on their website. Also try using a different browser (IE vs Chrome). If you do not remember your access information, your username is usually **first name.last name** --> click on forgot your password to reclaim your account.

Alternate Testing arrangement information can be found at: [Alternative Arrangements](#)

TEST FEES

Students are responsible for paying all fees associated with testing and re-testing for each required exam. Testing fee information can be found on the Pearson website. Budget accordingly for each test during the required testing times ~\$116-\$136 per test.

ADDITIONAL CERTIFICATION TESTING INFORMATION

- In response to HB 2205, 84th Texas Legislature, 2015, Texas Education Agency (TEA) all candidates are limited to four (4) attempts to retake any TExES examination. Failure to successfully challenge any TExES examination within five (5) attempts may result in the candidate's ineligibility for certification in that subject area.
- Candidates will challenge the required TExES exam(s) according to the established test sequence and dates.
- Candidates will only be given approval for administration of one test at a time and only after established screening and preparation processes and a challenge of the applicable representative test has been completed.
- Candidates must schedule the TExES test within 14 days of test approval, with appropriate interval to test and retest prior to beginning clinical teaching rotation and as directed by the EPS department.
- In the event a candidate is unsuccessful on a TExES, the candidate must provide documented remediation conducted by the program coordinator or representative prior to expiration of the 30-day waiting period for retest.
- Appeals related to any TExES policy **MUST** be made in writing to the Dean of the College of Education and Human Development at A&M-Central Texas. An information copy of the appeal **MUST** also be given to the appropriate department head.

TEXAS A&M UNIVERSITY CENTRAL TEXAS REPRESENTATIVE EXAM

Before a candidate takes the TExES exam, the EPP may require a TExES Representative exam. The TExES Representative Test serves as an assessment of how well the certification candidate has prepared for the TExES test framework. This test is administered by the EPS staff and / or EPP faculty in person at the college.

The representative test is a highly secure item and can only be administered in a supervised setting. There is no retest of the representative form. The candidate is provided a matrix that analyzes performance by the domain and competency. No comparison of answers or discussion of questions is allowed to preserve the effectiveness of the form for future users. Students must pass with an 80% on the representative test to meet the benchmark for approval to register for the TExES exam. Further studies may be required for representative scores less than 80%.

CLINICAL TEACHING & INTERNSHIPS

The A&M-Central Texas clinical teaching or internship is the culminating experience leading to teacher certification. Teacher candidates are required to display knowledge, skills, and attitudes about teaching and learning developed through specialized coursework and training.

The clinical teaching or internship is a valuable professional experience in teacher preparation since it represents the bridge between professional preparation and professional practice. Clinical experiences are designed to provide opportunities for students to observe, plan, implement, and evaluate instructional materials and techniques in order to meet the varied learning needs of students from diverse cultures and backgrounds.

The success of the teacher candidate will depend on the cooperative efforts of many people. Our expectation is that the teacher candidate, cooperating teacher/mentor, and the Field Supervisor will form a triad with closely connected goals - all resulting in a positive and memorable learning experience. It is both the aim and expectation that all teacher candidates will become reflective professional educators who facilitate successful clinical learning.

PURPOSE

The purpose of the clinical teaching or internship experience is to ensure candidates are fully equipped with the skills necessary to be successful in the classroom. During the clinical teaching or internship, the teacher candidate will apply their learning of research-based practices and teaching strategies in a classroom setting with the support of a cooperating teacher/mentor and a field supervisor.

UNDERGRADUATE APPLICATION FOR CLINICAL TEACHING

Prior to seeking admission to Clinical Teaching, students must have been admitted to the Educator Preparation Program (EPP). Students are urged to study requirements for admission and retention in the program. An application for Clinical Teaching must be submitted to the EPS office no later than October 15 or March 15 one year prior to the semester in which the student plans to participate in clinical teaching.

The EPS department assumes the full responsibility for contacting the public schools regarding placement of clinical teachers. Under no condition is the clinical teacher to contact the public schools regarding his/her Clinical Teaching or any problem relating to it, unless authorized by the Director of Field Placements and External Partnerships / EPS department.

Before a candidate can participate in the Clinical Teaching Program, the candidate must meet the following requirements:

Senior classification:

- A minimum grade point average of 2.75 on all coursework that is listed and has been completed on the certification plan.

- Removal of all incomplete grades prior to the first class day of the semester in which clinical teaching takes place.
- Satisfactory completion of any probation.
- Passing of TExES Certification Content Examinations (example EC-6 and STR).

In addition, each clinical teacher candidate must have completed all degree plan requirements except for Block 4 courses prior to clinical teaching semester.

MILITARY DEPLOYMENT

Candidates that are involved in a military deployment or reassignment and would like to request an Out-of- State placement must complete the TEA Out-Of-State application process. A&M-Central Texas does not make the decisions regarding Out-of-State placements. There is a \$500.00 fee that must be paid to TEA in addition to all fees required for your Field Supervision. For information, please visit the Texas Education Agency webpage: [Texas Education Agency](http://www.tea.state.tx.us)

GRADUATE APPLICATION FOR AN INTERNSHIP AND CLINICAL TEACHING

An application for Internship or Clinical Teaching must be submitted to the Graduate Program Coordinator no later than October 15 or March 15 one semester prior to the year in which the student plans to participate in Internship. Candidates for certification who do not satisfactorily complete Internship are automatically removed from the Educator Preparation Program.

During the year-long internship, the candidate is employed by the district within an approximate 150 mile radius of Killeen; paid as a first year teacher; eligible for benefits; reported as the teacher-of-record for retirement purposes; teaches with an Intern/Probationary Certificate; and must be enrolled in an internship course in both the fall and spring semesters. Prior approval from the Graduate Program Coordinator must be obtained to a candidate seeking employment outside of the 150 mile radius. In addition, please note that additional fees will be assessed and required to be paid by the candidate.

All applications for Internship Certificates are completed online through the ECOS system. Go to www.tea.state.tx.us. Click on ECOS for Educators in the upper menu. Follow the instructions to update or create your TEAL user account. Organization type will be Educator.

If creating a new account, you will receive an email with your new username and temporary password. Follow the link in the email to log in, change your password, and set up security questions.

- Click on 'My Application Accounts', then click 'Request New Account'.
- Choose 'ECOS for Educators' then click 'Go to Account Details Form'. Follow the instructions.
- Once you have gained access to ECOS as an Educator, log back into your TEAL account at <https://pryor.tea.state.tx.us/>. On the main screen, you should see a link called 'Educator'.
- If not, click on 'Refresh Links'. Click on 'Educator' and it will take you to the Educator Certification Online System (blue background).
- Follow the instructions to apply for certification.

A series of questions will be asked. Please answer the questions honestly. If you have questions about how to answer, please contact TEA (512-936-8400)

- Recommending Entity is A&M-Central Texas (University Initial) Certification Type –Internship
- Subject applying for is your Certification Area
- Use an email address that you will be able to access after you graduate- check your junk mail filter if you do not receive an email after completing the application
- Fingerprinting Option 1 is required for all initial applicants for standard certification
- You may pay by credit card or electronic check for your certificate and fingerprinting at the end of the application process. You can also sign in again later to make the online payment.
- You will be able to return to this site to access your account to check on an application status or view your certificates.

If you are having trouble with the TEAL system, submit a help ticket on their website.

The Clinical Teaching option will require an application as listed above and one semester of unpaid practicum. The Program Coordinator will provide more information if this selection is required.

TEXAS EDUCATION CODE, 261.101: REPORTING CHILD ABUSE

In accordance with the Texas Family code (TFC) anyone suspecting the abuse or neglect of a child must report the suspected abuse to the Child Protective Services Child Abuse hotline at 1-800-252-5400.

Specifically, a teacher must report no later than 48 hours of first suspecting a child has been abused or neglected. All reports of suspected child abuse or neglect are confidential. If the report is made in good faith, without malice, reporters are immune from civil or criminal liability. Although your school district may have its own protocol regarding reporting, the person suspecting the abuse must be the reporter. Reporting may not be delegated to another person, remember, the law requires you to report suspected abuse, not prove that abuse occurred. In fact, professionals ask that you not attempt to validate the abuse. Knowing failure to report is a Class B misdemeanor offense.

GENERAL INFORMATION & POLICIES

ATTENDANCE

Attendance in the Teacher Certification programs at A&M-Central Texas is critical. During your coursework and training, please adhere to the requirements in the course syllabus.

During the clinical teaching or the internship, the clinical teacher and intern follow the same regulations regarding attendance that applies to the school district teachers. Regular attendance is required of all clinical teachers placed in public schools and interns hired on internship certificates. Leaving the school campus during the school day is not permitted without prior approval. If you must be absent, you are required to notify the following by email: (1) your cooperating teacher/mentor; (2) your Field Supervisor (3) your school, (4) your professor, and (5) the Educator Preparation Services at educatorprep@tamuct.edu.

Two absences are allowed. More than two days absent will require the submission of an Absence Make Up Form and the student will be required to make up the missed days during the week following the regular clinical teacher practicum. Excessive absences may require a second clinical teaching semester or additional internship semester. In some cases, excessive absences will result in termination from the program.

APPEARANCE

Professional dress and conduct are required of all teacher candidates. Strict adherence to the district and campus Faculty Dress Code policies regarding attire, hairstyles, tattoos, facial hair, and body piercings is required during the clinical teaching and internship. Professional appearance is expected at all times.

CALENDAR

CLINICAL TEACHING

The start and end date for the clinical teaching practicum is set by the EDUC 4691 Clinical Teaching Course Calendar and reflected in the syllabus for EDUC 4691. Prior to the first day in the clinical teaching placement, all Clinical Teachers must attend the mandatory Clinical Teaching Orientation. Clinical teachers are expected to follow the district school calendar where they are placed for clinical teaching. Clinical teachers are also expected to follow their individual school's scheduled daily beginning and ending times.

INTERNSHIP

The internship begins and ends on the dates designated by the employing school district. Interns are expected to follow the school district calendar where they are hired.

CONFIDENTIAL INFORMATION

Disclosures of confidential information about students, colleagues, the school, or the school district is absolutely forbidden.

CORPORAL PUNISHMENT

Teacher candidates are NOT permitted to administer corporal punishment.

LIABILITY

Clinical teachers have the same professional status as regular teachers regarding the performance of their job-related duties as identified by the policies of the school.

PROFESSIONAL CONDUCT

A&M-Central Texas teacher candidates must abide by all regulations and policies established by the cooperating teacher/mentor, the campus principal, and the school district.

CLINICAL TEACHING DOCUMENTATION

Candidates should retain copies of all work completed during the clinical teaching or internship. Some information that will be in this manual is listed below. See the Clinical Teaching Manual for information about required documentation for Pre-Practicum and Clinical Teaching.

LESSON PLANS & CONTENT TEKS

Clinical Teachers are required to obtain a copy of the Texas Essential Knowledge and Skills [TEKS] for every grade level/subject that they will be responsible for teaching during the practicum. They will also be required to obtain a copy of the English Language Proficiency Standards [ELPS].

These documents can be accessed using the links below:

[Texas Essential Knowledge and Skills Curriculum Requirements](#)

The Texas Essential Knowledge and Skills [TEKS] are the state standards for what students should know and be able to do. All lesson planning done during your clinical teaching practicum should align with and have stated learning targets and outcomes which clearly address one or more TEKS.

REFLECTIONS

One practice that will help you define and build a strong teaching skill set is to reflect on your teaching experiences and your personal reactions to those events.

OBSERVATIONS & EVALUATIONS

COOPERATING TEACHER OBSERVATIONS OF THE CLINICAL TEACHER

Your cooperating teacher will observe you weekly and complete a Weekly Conference with you. During this conference, the cooperating teacher will identify your strengths (reinforcements) and areas for improvement (refinements). Action steps will be identified that will help you in your professional growth. The Cooperating Teacher evaluates the progress of the Clinical Teacher in the areas of Disposition and Professional Development and Cultural Efficacy by submitting the Clinical Teacher Evaluation & Support System Domain 4&5 document to the clinical teacher's Field Supervisor 4 times. These are submitted 3 (three) days prior to each of the clinical teacher's 4 (four) formal observations. The cooperating teacher submits a Final Evaluation as a summative assessment of the clinical teacher's progress and readiness for the classroom.

OBSERVATIONS & EVALUATIONS FOR INTERNSHIP

Interns must complete observations of the mentor and the mentors must complete observations of the intern during at least one class period per month in September, October, and November of the fall semester and in January, February, and April during the spring semester. The Calendar provides time guidelines for submission of observations. According to the State Board for Educator Certification Rules, observations are not to be completed during planning and preparation periods. The State Board for Educator Certification Rules require the school district to make provisions for both the intern and mentor to be released from teaching duties on a regularly scheduled basis to allow for observations and conferences with each other. Release time must be granted outside the time normally devoted to the teacher's planning period.

INTERN OBSERVATIONS OF THE MENTOR AND OTHER TEACHER

The intern is required to observe the mentor and another designated teacher. The observations must be at least one class period and be documented on the A&M-Central Texas forms. School district forms will not be accepted. The written observations must be returned to Educator Preparation Services Department and course faculty.

Documentation of each observation is a prerequisite for certification. Observation forms are provided on Canvas. Interns are required to draw on their professional growth goals to develop a focus for each observation. A conference with the mentor must be conducted prior to and following the observation.

MENTOR OBSERVATIONS OF THE INTERN

The mentor is required to observe the intern. The observations must be at least one class period and be documented on the A&M-Central Texas forms. School district forms will not be accepted. The written observation must be returned to the Educator Preparation Services Department within 5 working days of the observation. Documentation of each observation is a prerequisite for payment of the mentor stipend. Mentors will conduct a conference with the intern prior to and following the observation. Feedback should be provided to the intern about their performance in reference to the specific lesson observed and in relation to the intern's professional growth goals. Mentors should provide a copy of their observation to the intern, keep a copy for their files, and forward the original to the Educator Preparation Services Department.

FIELD SUPERVISOR OBSERVATIONS

A&M-Central Texas provides each teacher candidate with a Field Supervisor. Field Supervisors are currently certified educators, hired by the educator preparation program, who have advanced credentials, to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators. A field supervisor shall have at least three years of experience and current certification in the class in which supervision is provided. A field supervisor shall be an accomplished educator as shown by student learning. Field Supervisor's serve as a liaison between the university, the school district, the teacher candidate, and the professor. The duties of a Field Supervisor are outlined in the Responsibility Agreement.

Your Field Supervisor will observe and conference with you a total of 4 (four) times during clinical teaching or 8 (eight) times during an internship. Prior to your observation, you Field Supervisor will conduct a Pre-Conference. The pre-conference will identify focus areas for the upcoming observation. A formal observation will be a *minimum* of 45 minutes in duration. You will receive written feedback after the interactive post conference which will follow each formal observation. During the post conference you and your field supervisor will identify reinforcements [strengths] and refinements [areas for professional growth]. The clinical teacher should focus on the action steps identified to address the refinements.

CLINICAL TEACHER ROLES & RESPONSIBILITIES

ROLE OF THE CLINICAL TEACHER

The clinical teacher occupies a dual role in that he or she is both a college student and a teacher with all the implications of each classification. As a student, he or she is obligated to all regulations governing the relationship between student and the college. As a teacher, he or she is working as a professional and must accept the responsibility of the position. Clinical teaching should be a priority.

Clinical teachers are assigned to a school campus to meet TEA certification requirements. During the assigned time, clinical teachers are required to follow the daily schedule of the campus to which they are assigned. Clinical teachers will begin by observing and assisting the first few days. Then the clinical teacher will start picking up one period or subject at a time and gradually move into teaching the entire day. Clinical teachers will eventually teach the entire day for a minimum of three weeks, in each placement, for a semester total of 6 weeks. The clinical teacher should teach in as many different situations as possible during the 16 weeks of clinical teaching.

CLINICAL TEACHER'S PROFESSIONAL RESPONSIBILITIES

- Conduct oneself in a professional manner. Maintain a professional relationship with the students, faculty, and staff at all times.
- Conform to professional dress and grooming standards established by district standards.
- Identify the students by name as quickly as possible.
- Be fair, impartial, and consistent in working with students.
- Observe and study the cooperating teacher's plans, techniques, discipline procedures, and classroom organization and management before attempting to direct any project.
- Be open to constructive suggestions and incorporate them in subsequent planning and teaching.
- Research the subject matter and adequately prepare to teach the subject each day.
- Have lesson plans ready and approved by the cooperating teacher, according to the teacher's and school's policy, prior to delivering the lesson.
- Be proficient in the correct usage of written and oral language.
- Be flexible in teaching and understand interruptions, time constraints, or changes are going to happen to meet individual student needs.

CLINICAL TEACHER'S RESPONSIBILITY TO THE CAMPUS

- Become familiar with and abide by all school policies.
- Write and teach a minimum of one unit, the Teacher Work Sample, which will be taught during at least three weeks of full-time teaching.
- During placement be on time and prepared for all classes. You are required to be in your clinical teaching placement for 70 full days [TAC 228.35 (2)(i)(I)] with a full day consisting of at least 7 hours [TAC 228.2(31)] TEXAS A&M UNIVERSITY CENTRAL TEXAS program requires clinical teachers to be in placement for 16 weeks. [see the absence rules for program requirements and make up].
- Attend all day or evening campus sponsored activities.
- Attend professional meetings and in-service programs.
- All personal absences need to be cleared by the cooperating teacher and the Field Supervisor. Excessive absences may adversely affect the clinical teacher's grade. If you are going to be absent, call your cooperating teacher, and email your Field Supervisor, your school, and the Director of Field Experiences at educatorprep@tamuct.edu.

CLINICAL TEACHER'S RESPONSIBILITIES TO THE UNIVERSITY

- Complete the Disclosure & Agreement and submit it to educatorprep@tamuct prior to beginning your first day in clinical teaching.
- Complete the Clinical Teacher Daily Classroom Schedule and email it to your Field Supervisor. This will assist the Field Supervisor in scheduling his/her visits for observations. If at any time there is a *permanent* change to the schedule, you must submit a new Daily Classroom Schedule to your Field Supervisor. It is your responsibility to email the Daily Classroom Schedule on time to reflect organization and professionalism.
- Lesson planning should be done in collaboration with your cooperating teacher and/or department or grade level team. Ensure that you submit the lesson plan for your formal observation in advance as directed by your Field Supervisor. You are required to submit 4 (four) formal lesson plans, but you are responsible for planning the lessons you use during full teach.
- Complete Post Conference Lesson Reflection & Documentation Forms. In some cases, you may complete a Weekly Reflection.

CLINICAL TEACHER'S RESPONSIBILITY TO THE STUDENT

It is your responsibility to contact Child Protective Services if you believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect by any person. If a student tells you about any abuse or neglect, you are required by law to contact CPS within 48 hours. Contact CPS at 1-800-252-5400 or <https://txabusehotline.org>.

SUBSTITUTE TEACHERS

Clinical teachers are not allowed to be a substitute teacher at their placement. Occasionally, a cooperating teacher must be absent. At that time another school staff/faculty member will be designated as the cooperating teacher. Other issues concerning substitute teaching must be addressed with the Director of Field Experience and External Partnerships.

TERMINATION OF CLINICAL TEACHING ASSIGNMENT

The Teacher Educator Preparation Program is a cooperative relationship between A&M-Central Texas, partnering school districts, cooperating teachers and the clinical teacher. Each clinical teacher is to be made aware that her/his presence in the district, and in a particular classroom, is that of a guest.

Occasionally there are circumstances that warrant the termination of clinical teaching practicum. Termination may be initiated by the clinical teacher, the school district, or A&M-Central Texas. When such action is deemed necessary, there are specific reasons and procedures that should be taken into consideration by all parties involved.

Certification candidates who do not satisfactorily complete their clinical teaching are automatically dropped from the Teacher Certification Program. In addition, candidates must formally withdraw from all three courses: EDUC 4335, EDUC 4340, and EDUC 4691 or they will receive a failing grade for all three courses. The candidate will not be eligible for recommendation for certification but may still be eligible for graduation (“without certification”).

REASONS FOR TERMINATION

The grounds for dismissal from the Teacher Educator Preparation Program (EPP) shall be based upon not adhering to following purposes as presented in TAC § 249.5:

- protect the safety and welfare of Texas school children and school personnel;
- ensure educators and applicants are morally fit and worthy to instruct or to supervise the youth of the state; and
- fairly and efficiently resolve educator disciplinary proceedings.

As a candidate in the A&M-Central Texas Teacher Educator Preparation Program, you have agreed to be of good moral character as defined in Chapter 249 - Texas Educator’s Code of Ethics. Good moral character is defined as “the virtues of a person as evidenced, at a minimum, by his or her not having committed crimes relating directly to the duties and responsibilities of the education profession or acts of moral turpitude.” Acts for which an individual will be dismissed from the Teacher Educator Preparation Program of A&M-Central Texas will include, but not be limited to, the following as related to “good moral character.”

- Failure by the clinical teacher to abide by the policies of the cooperating school and/or unprofessional conduct towards school personnel or students. (May result in immediate removal of clinical teaching). In these cases, termination procedures begin with #5 (see below).
- Failure by the clinical teacher to establish and maintain a satisfactory performance level in classroom instruction and management.
- Evidence of a reported criminal offense.

- Violation of the Texas Educator’s Code of Ethics.
- Violation with A&M-Central Texas Student Code of Conduct.

***Additionally, mutual consent and agreement for termination by the clinical teacher, cooperating teacher/school, and Field Supervisor for reasons of illness, injury, or other unforeseen problem.**

PROCEDURES FOR TERMINATION

Termination of the assignment of a clinical teacher for the reasons previously stated should follow these prescribed procedures in a sequential manner:

- The clinical teacher shall be informed by the cooperating teacher and Field Supervisor of any unsatisfactory performance. This shall be done through a written evaluation from the cooperating teacher and/or Field Supervisor, a joint conference between all three, and written documentation of any infractions of school policy or professionalism. A clinical teacher may not be terminated for undocumented problems, unless the clinical teacher is in violation of the Educator’s Code of Ethics.
- When it is evident that a clinical teacher does not follow through with prescribed verbal and written suggestions for improvement, a Notice of Concern shall be initiated by the Field Supervisor and cooperating teacher and presented to the clinical teacher during a three-way conference. This contract shall be signed by the clinical teacher, the cooperating teacher and the Field Supervisor with a copy submitted to the Educator Preparation Services Department and the Coordinator of Field Placements.
- Within a specified time frame, the clinical teacher, the cooperating teacher, and the Field Supervisor will confer to assess progress.
- If inadequate progress in teaching effectiveness and/or unprofessional conduct continues, a formal Deficiency Notice & Growth Contract will be administered with a clear time limit for compliance or in some cases immediate termination. A copy will be submitted to the Educator Preparation Services Department Director. The cooperating teacher and Field Supervisor may request additional outside observations. A conference of all concerned parties will follow.
- When a clinical teacher is placed on probation and reassessment indicates unfavorable progress, the clinical teacher will visit with the Director of Educator Preparation Services to discuss possible options. The options offered will depend upon each individual case and what is deemed to be in the best interest of the clinical teacher, the school, the cooperating teacher and the students in the classroom. Some options that may be considered are:
 - Movement to another classroom for the remainder of the semester. This may be in another school or district and will be done ONLY if a classroom placement is available and the school schedule permits. (Clinical teaching may be extended to 17 weeks.)
 - Withdrawal from clinical teaching with the option to reapply for clinical teaching after waiting at least one semester and no more than three (3) semesters. During the interim time, there may be prescriptive growth experiences created by the Educator Preparation Services Department and Field Supervisor that must be completed and submitted for review prior to reassignment for clinical teaching. All returning students will be placed in the local area.

- Withdrawal from clinical teaching with a decision to transfer to another college within the University for pursuing a different degree. Withdrawal will be allowed only if it is prior to the end of Q-drop date for the semester.
- Termination of clinical teaching with a failing grade.
- If the clinical teacher is to be terminated or withdrawn from clinical teaching placement, she/he will be given a letter stating the decision made, the reasons for that decision, and whether or not an opportunity for application for a clinical teaching placement at a later date will be permitted. The letter will also specify any growth assignments that are expected prior to reassignment to clinical teaching.
- The student will meet with personnel in the office of the Dean of the College of Education and Human Development for guidance in withdrawal and re-admittance procedures.

COOPERATING TEACHER ROLES & RESPONSIBILITIES

Clinical teaching semester is one of the most important components of our Teacher Education Preparation Program. Clinical teaching site and cooperating teacher are both critical for the success of the clinical teacher. The cooperating teacher may be the single most influential person the clinical teacher encounters in their development from teacher candidate to professional teacher. A&M-Central Texas sincerely appreciates the skilled and dedicated professionals who are willing to individually serve in this extremely important role of cooperating teacher.

- Participate in the A&M-Central Texas Mentoring Workshop or the “Howdy Visit” with the Field Supervisor.
- Introduce the clinical teacher as one of the teachers.
- Explain to the clinical teacher what is expected of him/her as a teacher at your school, including an orientation to the following:
 - School Policies and Procedures
 - Faculty Handbook
 - Lesson Plans
 - Unit Plans
 - Student Records
 - School Calendar
 - Weekly Schedule
 - Building Facilities and Resources
 - School Personnel (administrators, secretaries, curriculum specialists, etc.)
 - Introduction to Grade Level, Department, or Team Members
- Provide expectations and norms of planning meetings, PLC meetings, or faculty meetings.
- Provide a workspace and a teacher’s edition of each textbook for the clinical teacher.
- Schedule a specific time for planning together on a daily or weekly basis.
- Help the clinical teacher develop successful classroom management techniques.
- Place the clinical teacher in as many different situations as possible during the sixteen-week experience.
- Promote daily interactive discussions that encourage reflective thinking about the clinical teacher’s strengths and weaknesses and their effectiveness in planning and teaching.

- Ensure the clinical teacher teaches as much as possible during the time that he/she is in your class.
- Invite your clinical teacher to faculty meetings, curriculum planning meetings, parent meetings, and parent-teacher conferences (when appropriate).
- Immediately contact your Field Supervisor if you have any questions, concerns, or suggestions. Performance problems should be identified and discussed as early as possible with the Field Supervisor. Complete the Notice of Concern Form the moment you feel any concern to encourage timely changes.
- Understand the clinical teacher is required to attend all required university seminars and will be absent from your classroom on those days.
- Ensure that the clinical teacher never administers corporal punishment.

RECOMMENDATIONS TO THE COOPERATING TEACHER

The goal is for the clinical teacher to teach three full weeks in each placement. This should be accomplished by allowing the clinical teacher to assume teaching responsibilities gradually. The following are examples of ways to turn your class(es) over to the clinical teacher.

- Give the clinical teacher the responsibility of one class/subject for a few days.
- When ready, add a second class/subject to the clinical teacher's teaching load.
- Continue adding classes/subjects, one at a time, until the clinical teacher has full responsibility for all classes/subjects for three weeks.
- Gradually drop classes/subjects one or two at a time until the cooperating teacher has full teaching responsibility again.
- The cooperating teacher should provide the opportunity for the clinical teacher to write and teach a minimum of one unit which will be taught during at least three weeks of full-time teaching.
- Set aside time each week for a weekly conference to review the clinical teacher's teaching.

INFORMAL OBSERVATIONS OF CLINICAL TEACHER

- Read and sign each "Weekly Documentation Log" for the clinical teacher. These will be sent to the Field Supervisor every Monday.
- Planning for next week's lessons.
- Approving lesson plans.
- Communicate to the Field Supervisor any concerns, suggestions, or obvious problems with the clinical teacher by completing the Notice of Concern Form. At the moment you feel a concern, please complete the form. This is the best approach to handle concerns.

- Be willing to let the clinical teacher try a variety of ideas.
- Allow the clinical teacher, to the extent possible, to complete the teaching requirements of the Teacher Work Sample.
- Assist the Field Supervisor in making frequent evaluations of the clinical teacher's progress. The classroom teacher's evaluations are considered when the Field Supervisor determines the final observation rating. Provide the Field Supervisor with your input on the clinical teachers progress on CTESS Domain 4 Professional Responsibilities and Dispositions and Domain 5 Cultural Efficacy.

ROLE OF THE INTERN

INTERN ROLES & RESPONSIBILITIES

The intern occupies a dual role in that he or she is both a college student and a teacher with all the implications of each classification. As a student, he or she is obligated to all regulations governing the relationship between student and the college. As a teacher, he or she is working as a professional and must accept the responsibility of the position.

Interns are hired on an internship certificate for the entire year to meet TEA certification requirements. During the teaching employment, interns are required to follow the daily schedule of the campus to which they are assigned. Interns are required to attend seminars during both the fall and spring semesters.

The internship is the most important phase of professional development. However, most interns focus the most attention on surviving the day-to-day stresses of the classroom. Observation, reflection, problem-solving, and commitment is required for the intern to develop professionally to the assorted experiences they will experience during the internship.

The only way to truly learn how to teach is through experience. The internship provides a structured environment to promote as much learning as possible. Interns will be active participants in their professional development with support from the principal, the mentor teacher, the Field Supervisor and the program Director/Coordinator. Additionally, fellow interns also become an important support group, as they share experiences with one another. Interns should use each of these professionals during and beyond the internship.

PREPARING FOR THE INTERNSHIP

A new job always creates excitement along with a considerable amount of stress. Many demands will be made on the intern by students and administrators in addition to the requirements of the program.

Management of personal and professional wellbeing is extremely important during this time. Developing strategies that focus on healthy habits are essential in the success of the day-to-day challenges of teaching.

INTERNSHIP YEAR REQUIREMENTS

The intern must fulfill numerous requirements during the internship to meet certification and professional development goals. In addition to completing the required PPR TExES and ESL Supplemental, if applicable, interns must submit the following documents in order to satisfy internship/certification requirements. Further discussion of these documents is available in the Year-Long Internship Requirements section.

The internship requirements include submission of the following documentation:

- Checklist for the Beginning the Internship
- Verification of Orientation for the Principal and Mentor
- Completion of the Start of School Checklist
- Signed Responsibility Agreement
- Development of a Fall and Spring Action Plan for Professional Growth
- Intern Observations of the Mentor
- Mentor Observations of the Intern
- Satisfactory performance in classroom teaching as evidenced by Supervisor evaluations
- Fall and Spring Goals for Professional Growth Review
- Reflecting on the Internship paper
- Satisfactory teaching performance as evidenced by the supervisor's discussion with the principal
- Satisfactory teaching performance as evidenced by the T-TESS or another appraisal instrument approved by the local school district

INTERN COMMITMENT TO CAMPUS IMPROVEMENT

According to the Statement of Goals, interns play an active role in school improvement efforts, participate in site-based decision-making, and actively work to increase student achievement in relation to the goals of education. During the in-service period, principals typically provide the school improvement plans to new teachers. When establishing professional growth goals at the beginning of the fall and spring semesters, interns must incorporate the individual district improvement plans into their own Action Plan for professional growth.

INTERNSHIP CERTIFICATION DURING THE INTERNSHIP

Interns teach under a one-year Internship Certificate issued by the State Board for Educator Certification, SBEC. Interns are responsible for filing online, submitting fingerprints and paying for both. SBEC will not issue certificates without payment for these items. Prior to approval of the Internship Certificate, the intern must successfully complete the pre-internship coursework, meet the "highly qualified" status as defined by the No Child Left Behind Act and as interpreted by the employing school district, and secure employment as a classroom teacher-of-record in the appropriate

teaching field in a TEA accredited district. The A&M-Central Texas Certification Officer will make the recommendation for the Internship Certificate after Educator Preparation Services verifies that all stipulations have been met.

INABILITY TO SECURE EMPLOYMENT – EXTENSION

Candidates who do not secure a teaching position prior to the last day of registration for the fall or spring semester may remain active in the program by completing an extension form signifying the intent to continue in the program. The candidate must request the extension promptly after the registration deadline and within the timeframe established by the program coordinator and Educator Preparation Services.

Individuals choosing to extend their application will be eligible to continue content area TExES testing if unsuccessful on previous attempts, and to continue applying for a teaching position which will begin with the spring semester and continue through the fall semester. The participant will not be allowed to take the PPR TExES until the content area TExES is passed and employment is secured.

TEACHER-OF-RECORD

Falls under the guidelines of alternative teacher certification as stipulated in the Texas Education Code, §13.035. The intern is reported as the teacher-of-record, is credited with a year of service, and is eligible to participate in the teacher retirement system during the internship year.

EMPLOYMENT BENEFITS

Interns are employed by the school district and, thus, credited with local supplements and any other benefits awarded to teachers by district policy. Benefits may include but are not limited to the following: sick leave, personal leave, retirement, tax deferred annuities, health insurance, and other group insurance programs. Absences from work above those credited by the school district will be dealt with administratively in accordance with district policy.

UNIVERSITY INTERSCHOLASTIC LEAGUE

The University Interscholastic League recognizes the eligibility of interns to serve as coaches and sponsors of UIL programs in public schools. The UIL Director has stated that alternative certification interns do comply with the requirements established by in Section 1202(a) of the Constitution and Contest Rules. Copies of this correspondence are on file in Educator Preparation Services.

INTERN'S RESPONSIBILITIES TO THE UNIVERSITY

- Complete the Contact Information Form and turn it in to your Field Supervisor.
- Complete the Weekly Schedule and turn it in to your Field Supervisor. This will assist the Field Supervisor in scheduling his/her visits for observations. At any time, your weekly schedule changes, you must submit a new Weekly Schedule to your Field Supervisor. It is your responsibility to email the Weekly Schedule on time to reflect organization and professionalism.

- Ensure Lesson Plans are ready prior to delivering instruction.
- Complete Monthly reflections and submit to your Field Supervisor and professor according to the internship class syllabus

DISMISSAL FROM INTERNSHIP BY EMPLOYING DISTRICT

By participating in the program, the intern agrees that the school district may terminate the intern's participation with the school district at any time upon written notice by the superintendent or designee. The district must confer with the Director of Educator Preparation Services and the graduate program coordinator prior to initiation of termination proceedings. If a school district chooses to terminate employment of an intern, the intern will be immediately removed from the program and will no longer be eligible for a recommendation for certification through A&M-Central Texas. Dismissal decisions may be appealed in accordance with the Educator Preparation Programs Complaint Process outlined in this handbook. This does not apply to position cuts that are due to campus enrollment, campus closures, or other campus related changes.

POST-INTERNSHIP EMPLOYMENT

Typically, interns who successful complete the certification process are often offered a contract renewal following the year of internship. Negotiation of continued employment is strictly between the completing intern and the school district.

INTERNSHIP REQUIREMENTS

Reflections allows the intern to reflect upon the classroom's events and garner insights into effective teaching, providing the intern with a history of growth as a teacher. The monthly reflection provides the field supervisor an idea of the intern's progress, strengths, frustrations, areas of concern, and sense of security. Finally, the monthly reflection provides an outlet for tension and frustrations.

The monthly reflection form is for the intern and accessible to the field supervisor and the course professor only. Interns should keep the monthly reflections up to date in the Internship in Teaching Notebook that is stored in a secure place. However, it is important to make the monthly reflections available for reference when the field supervisor or professor visits.

Monthly reflections may reflect on instructional practices, students, classroom management, evaluation of learning, record keeping, time management, and possibly on relationships with colleagues, parents, and administrators. These must be completed monthly and submitted to the Field Supervisor and professor as outlined in the internship course syllabus.

INTERN PARTICIPATION IN UNIVERSITY COURSE WORK

Priority must be given to 100% class participation. Failure to attend class or complete assignments will cause the intern's semester grade to be reduced and lead to the intern's removal from the program. If extreme extenuating circumstances, e.g., death in the immediate family or a documented health issue temporarily preventing participation, the assigned professor must be informed

immediately, and the intern is responsible for making arrangements to stay current in assignments. Students must be successful in both the internship experience and internship classroom in order to apply for certification. Failure of either will result in students' removal of the program.

DOCUMENTATION OF THE INTERNSHIP

In order to meet all certification requirements, numerous forms must be completed by the intern, mentor, Field Supervisor and principal during the internship. The calendar provides the due dates for all materials. All intern forms as well as samples of forms used by the mentor and principal are also provided. The various forms are outlined below.

BEGINNING OF THE YEAR CHECKLIST

To ensure a successful beginning to the internship, the intern, with his/her mentor must complete the Beginning of the Year Checklist. Present the checklist to the mentor and enlist his/her support in accomplishing the numerous tasks that a beginning teacher must complete to begin the school year. The completed Beginning of the Year Checklist Form must be submitted to Educator Preparation Services Office no later than the first class of the fall semester.

ORIENTING THE PRINCIPAL AND MENTOR

The internship is a professional development partnership between A&M-Central Texas and the employing school district. For the internship to be successful, each partner must have a full understanding of individual roles and responsibilities.

RESPONSIBILITY AGREEMENT

A signed copy of the Responsibility Agreement must be on file with the Educator Preparation Services Department by the first class of the fall semester. The intern is responsible for submitting the form with their signature and the signatures of the superintendent or designated representative, principal, and mentor.

PROFESSIONAL ACTION PLAN FOR PROFESSIONAL GROWTH

During the first two weeks of school, interns need to meet with their mentor to identify the interns' personal and professional strengths and weaknesses. After discussion, the mentor will assist the intern in the development of professional growth goals and identify actions needed to facilitate attainment of the goals. The goals and actions will be documented on the Fall Action Plan for Professional Growth. A commitment is then made to evaluate progress in relation to each goal at the conclusion of the semester in a document entitled Fall Goals for Professional Growth Review. The Fall Action Plan is due within the first two weeks of school.

At the beginning of the spring semester, interns and mentors will again collaborate to establish a new set of professional growth goals to further extend the professional competencies of the intern. These

goals will be recorded on the Spring Action Plan for Professional Growth form, and a commitment will be made to evaluate progress at the conclusion of the semester utilizing the Spring Goals for Professional Growth Review.

DEVELOPMENT OF FALL AND SPRING PROFESSIONAL ACTION PLAN

Within the first two weeks of school, interns must collaborate with the mentor teacher to establish a set of professional growth goals. The intern and mentor will list the professional growth goals including a description of actions that both will take to accomplish the goals. The Fall Action Plan and Spring Action Plans are provided in the Internship in Teaching Notebook and on Canvas.

The professional development activities during the semester will be determined by individual goals. During the observation of the mentor teacher, and while making entries in the journal, the intern should also consider these goals and reflect on the progress toward the goals.

A copy of each semester's Action Plan for Professional Growth must be submitted to the Educator Preparation Services Department. The intern and mentor must also retain a copy.

Suggested professional growth goals for the Fall Semester include:

- Plan lessons one week in advance
- Become more consistent in enforcing rules and consequences
- Establish definite routines for the first five minutes and last five minutes of class
- Help students become more responsible for tracking assignments, make-up work and grades
- Develop and consistently follow classroom procedures including roll-taking, taking up homework, passing out work, recording grades, etc.
- Keep students and parents fully informed of progress
- Be clear and precise when giving directions to students
- Develop thorough and clear explanations when presenting information to students
- Frequently ask questions to ensure students are understanding what I present to them
- Frequently and consistently reinforce positive behavior
- "Catch" my students being good; to recognize and reinforce their good behavior
- Recognize positive attributes in each student and to frequently encourage students to develop their strengths
- Provide frequent guided practice opportunities to ensure students are mastering the content I teach
- Effectively manage my personal and professional time -- so time does not manage me

Suggested professional growth goals for the Spring Semester include:

- Provide opportunities for students to work in cooperative settings
- Create positive interdependence among students working in a cooperative setting
- Teach the interpersonal skills that students need in order to benefit from cooperative learning
- Permit students to work in collaborative settings during periods of guided practice
- Train students to coach one another in the development of academic skills or in the learning of new information

- Teach problem solving and critical thinking skills to students
- Develop the creative capacities of students
- Organize and implement academic tournaments for students
- Effectively explain to parents the rationale for utilizing cooperative learning
- Identify positive qualities in individual students and consistently encourage students to develop their positive traits
- Convince students that their “I Will” is more important than their “IQ”
- Constantly encourage students to strive for excellence, to achieve up to their maximum capacity
- Use positive reinforcement on individual students at least five times per hour each day

Documentation of both the Fall and Spring Action Plan must be on file in the Educator Preparation Services Department prior to mentor payment and intern recommendation for standard teacher certification.

GOALS FOR PROFESSIONAL GROWTH REVIEW

The "Goals for Professional Growth Review" form is to be used near the end of each semester. The intern must establish a time to sit down with the mentor teacher to review accomplishments in relation to each of the professional growth goals. Interns may want to review the journal prior to meeting with the mentor regarding the many challenges faced and the many accomplishments made during the semester.

The intern should respond to each question on the “Goals for Professional Growth Review” and forward it to the Educator Preparation Services Department before the established deadline. The Goals for Professional Growth Review is a critical component of the semester grade.

OBSERVATIONS AND EVALUATIONS BY THE PRINCIPAL

The principal plays an important role in the professional development of the intern. From time to time the principal (or his representative) will perform a brief, informal observation of the intern. These observations are referred to as walk-through observations and must be documented on the Walk-Through Observation Form (sample form provided in the Forms section).

As the fall semester ends, the principal will conduct a “Formative Evaluation of the Intern”. The formative evaluation results of the evaluation should be discussed with the intern and a copy of the form must be mailed to the Educator Preparation Services Department. Principals should provide a copy of the evaluation to the intern.

According to district policy, the principal will conduct an official appraisal of the intern. Satisfactory performance on the official appraisal is a requirement for being recommended for certification by the program in conjunction with the school district. The intern must forward results of the Summative Appraisal to the Educator Preparation Services Department. Summative Appraisals without a school representative signature and the intern signature are not valid.

INTERNSHIP REQUIREMENTS

The intern will:

- Demonstrate proficiency in the application of the lesson cycle and effective teaching practices. Establish classroom routines and procedures. Post rules and consequences and implement a discipline plan to effectively deal with disruptions.
- Maintain a reflective journal. Make regular entries (at least twice per week) in a journal. Record thoughts and evaluations in relation to teaching, student learning and classroom management. Identify problems confronted and describe actions for dealing with problems. Make the journal a thoughtful and thorough analysis of professional growth. Keep the journal in a safe, secure place, and make it available to the Field Supervisor.
- Attend each of the scheduled class meetings. If attendance is not possible, notify the professor before any absence and make necessary arrangements to stay current in the coursework.
- Establish professional growth goals. As a professional, the intern shares accountability with the district and the program for actively designing and participating in professional growth. With assistance from the mentor, establish some professional growth goals; keep track of activities toward accomplishing each goal, and evaluate individual overall progress. Submit the Action Plan at the first class and the Goals for Professional Growth Review by the date indicated on the Calendar.
- Document classroom observations. Make a written record of each observation of the mentor teacher. Forward the observation records to Educator Preparation Services within 5 working days of the observation. Ensure that the mentor records his/her observation, discusses the observation with the intern, and forwards the appropriate documentation to Educator Preparation Services within 5 working days of the observation. Documentation of classroom observations by the intern and the mentor is a pre-requisite for recommendation for certification and payment of mentor stipend.

GRADES

Successful completion of this course is based on:

- Class assignments as outlined in the course syllabus. This includes attending ALL class sessions, engaged participation, class readings and submitting items on time.
- Teaching performance as evaluated by the Field Supervisor and the school district administration. Input will be sought from the mentor, but the mentor teacher does not participate directly in evaluating professional performance.
- Thorough and thoughtful entries in the monthly reflections. Your monthly reflections must demonstrate that the intern is consistently reflecting on the development of professional teaching practices. Problems must be identified and addressed in the monthly reflection.

- Participate in all designated meetings and stay current in submission of required documentation. Interns are working toward certification; therefore, professional development meetings must be a priority.
- The development of the Action Plans for Professional Growth related to the intern's professional growth as a teacher in the Fall and Spring. The plan will include goals and actions taken to attain the goals; the Goals for Professional Growth Review must be conducted with the mentor toward the end of each semester and submitted to Educator Preparation Services no later than the date indicated on the Calendar.
- Complete and timely submission of forms and documents required for the intern's file. The intern is responsible for ensuring that the Mentor Observation Forms and the Intern Observation Forms are submitted to Educator Preparation Services.

Deficiencies in any of the above areas will result in a failing grade in this course.

REFLECTIONS ON THE FIRST YEAR OF TEACHING PAPER

Throughout the internship, interns are encouraged to share their experiences with the Field Supervisor and fellow interns and are required to record their thoughts in monthly reflections on a regular basis. As the internship ends, interns are required to compose a paper titled, "Reflections on the First Year of Teaching" which will be due on the last class day of the spring semester. The primary purpose of the paper is to help interns derive a sense of meaning from the internship experiences.

The paper is a culminating account of personal growth during the year. Entries from the reflective journal should serve as the primary resource for the paper which details an overview of experiences. The paper may be used to help orient future interns to the realities of the classroom to help enrich the preparation of future interns. The paper must be typed, double-spaced and no longer than 10 pages.

The content of the Reflections on the First Year of Teaching paper will be considered as part of the grade for the internship in the spring semester. The following criteria for evaluation will be included, but not limited to:

- Thorough, thoughtful and insightful reflections
- Sincere and purposeful remarks
- Originality
- Creativity
- Uniqueness

Submit one copy to your internship professor s and retain a copy for your files.

MENTOR TEACHER ROLES & RESPONSIBILITIES

The internship is one of the most important components of our alternative certification Teacher Education Preparation Program. The mentor teacher may be the single most influential person the intern encounters in their development from teacher candidate to professional teacher. A&M-Central Texas sincerely appreciates the skilled and dedicated professionals who are willing to individually serve in this extremely important role of mentoring.

APPOINTMENT OF THE MENTOR TEACHER

The principal/campus administration is responsible for making the appointment of the mentor teacher in accordance with criteria specified by the program. Qualifications for the mentor teacher include the following:

- At least 3 years of successful teaching experience with at least two years in the current assignment
- Teaching at the same level as the intern or teaching in the same subject area
- Teaching at the same physical facility as the intern
- Willingness to train in mentoring and peer coaching on dates specified by the program
- Demonstration of outstanding teaching performance
- Ability to work effectively with professional peers
- The expressed willingness to work with a beginning teacher

The principal/campus administration verifies the mentor's qualifications by submitting the completed Mentor Assignment Form provided in the Internship in Teaching Handbook.

MENTOR TRAINING

The primary task of the mentor is to serve as a facilitator of learning for the intern. The mentor is not a supervisor, but a partner. Only the mentor is in a position to provide the support on a regular basis required to make the internship a meaningful learning experience.

Mentor training will be provided at the first class meeting of the fall and spring course. Within the first two weeks of school, mentors need to collaborate with their respective interns to establish an Action Plan for Professional Development for the fall semester.

MENTOR STIPEND

Mentors will be paid a stipend for the performance of responsibilities associated with the internship. Stipends will be paid according to the schedule below:

Date	Responsibilities
1 st semester	<ul style="list-style-type: none">• Complete mentor training• Submit the Mentor Profile document• Collaboratively formulate and submit Fall Action Plan• Facilitate intern observations of the mentor• Document observations of intern by the mentor• Submit Goals for Professional Growth Review
2 nd semester	<ul style="list-style-type: none">• Formulate and submit Spring Action Plan in January• Facilitate intern observations of the mentor• Document observations of intern by the mentor• Submit Goals for Professional Growth Review• Submit program evaluations

Please note: It may take up to 60 days to verify documentation, submit request for payment, and a disbursement of funds.

RECOMMENDATIONS TO THE MENTOR TEACHER

Set aside time for:

- Conferences to review the Intern’s teaching
- Informal observations of the Intern
- Planning for next week’s lessons
- Approving lesson plans
- Communicate to the Field Supervisor any concerns, suggestions, or obvious problems with the intern by completing the Notice of Concern Form. At the moment you feel a concern, please complete the form. This is the best approach to handle concerns
- Be willing to let the intern try a variety of ideas
- Assist the Field Supervisor in making frequent evaluations of the intern’s progress. The mentor teacher’s evaluations are considered when the Field Supervisor determines the final observation rating.

Interns experiencing difficulty meeting any of the above requirements of the internship must immediately enlist the support of the Field Supervisor. The program will provide extra support and additional supervisory visits to assist the intern in meeting the requirements of the internship. Inability to fulfill the requirements of the internship constitutes a lack of satisfactory progress and may result in a grade reduction, the intern's dismissal from the program, denial of recommendation for the standard certificate or a repeat of a portion of or the entire internship. Dismissal decisions may be appealed in accordance with the Appeals Policy outlined.

FIELD SUPERVISOR ROLES & RESPONSIBILITIES

The A&M-Central Texas Field Supervisor is a critical component of the three-person supervision team for teacher candidates. His or her job is one of instruction, supervision, and university- school relations. The Field Supervisor is a representative of the university to the public schools and an advocate for the teacher candidate. The Field Supervisor will observe, discuss, and provide written feedback in regard to the teacher candidates’ performance during the clinical teaching or internship. At the conclusion of each observation, the Field Supervisor and the teacher candidate will engage in interactive conversation regarding teaching performance and practices observed.

FIELD SUPERVISOR STANDARDS

It is important to ensure compliance with the following standards as your performance will directly affect the accreditation of A&M-Central Texas Educator Preparation Programs.

THE FIELD SUPERVISOR

- Has theoretical and practical knowledge of teaching and learning for both adults and children.

- Understands theoretical and practical aspects of mentoring, observation of novice educators, and providing feedback.
- Understands functions and methods of Pre-K-12 public and private schools. Responsible in executing his/her professional responsibilities.

PARTNERSHIP

- Act as a liaison between the school campus and the university.
- Conduct an orientation meeting for teacher candidates under his or her supervision during the first three weeks of the assignment. This will serve as the initial contact requirement.
- Meet with each Cooperating teacher/mentor to discuss his or her roles and responsibilities.
- Provide the principal and cooperating teacher/mentor copies of materials, forms, etc., so that they will be familiar with policies and procedures affecting the clinical teachers and interns.
- Encourage public school personnel to make suggestions and recommendations for the improvement of the teaching certification program.

OBSERVATION

- Observe each teacher candidate for 45 minutes in duration (excluding pre and post conference) in a classroom setting. Clinical teachers will be observed a minimum of four times during the practicum and Interns will be observed a minimum of eight times during the internship.
- Document a written account of the observation on the A&M-Central Texas Observation Form.
- Conduct an individual feedback session after each observation and provide the teacher candidate with a written summary of the results.
- Counsel and help any teacher candidate with problems that may arise.
- Evaluate the teacher candidate's lesson plans as needed.
- Be available to the principal and cooperating teacher/mentor for conferences.
- Make recommendations concerning teacher candidates' placements to the Director of Field Experiences.

COACHING & GUIDANCE

- Emphasize the importance of ethical and professional conduct for teacher candidates.
- Emphasize the importance of handling certain problems and school situations with strictest confidence.
- Ensure that the teacher candidate clearly understands and effectively meets the requirements of the practicum or internship.

DOCUMENTATION

Accumulate observation reports and monthly visitation reports to be turned in to the Educator Preparation Services Department.

CAMPUS PRINCIPAL ROLES & RESPONSIBILITIES

The principal is a critical member during the clinical teaching or internship. The principal supports the teacher candidate to demonstrate successful mastery of teaching competencies and skills. The principal will:

1. Participate in selecting highly qualified cooperating teacher/mentors for teacher candidates.
2. Ensure teacher candidates receive an orientation of the building facilities and resources.
3. Introduce the clinical teacher/intern at a faculty meeting.
4. Accept and review the clinical teacher/intern observations. All front office staff must be aware that observations need to be signed for and delivered to you.

OBSERVATIONS AND EVALUATIONS BY THE PRINCIPAL FOR INTERNS

The intern is hired on an Internship or Probationary certificate as teacher-of-record and is required to fulfill the appraisal of teachers. Additionally, the principal performs an important role in the professional development of the intern. The duties and roles of the principal are outlined in the Responsibility Agreement and in the Year-Long Internship Section. All documentation requirements must be met before interns can be recommended for certification.

BECOMING A TEXAS CERTIFIED TEACHER

APPLYING FOR A TEACHING CERTIFICATE

All applications for certification are completed online. Follow the instructions to update your TEAL account if necessary and submit the application and payment for your standard certificate. It is important to understand that a teaching certificate cannot be approved by the Certification Officer until your degree and coursework has been conferred.

- If you are an undergraduate student, you will apply for the college recommendation route.
- If you are a graduate student, you will apply for the university post-baccalaureate certification route.

TEA Certification Customer Service

Monday - Friday, 8:00 am-5:00 pm Central Time - (512) 936-8400

RECOMMENDING FOR CERTIFICATION

Upon successful completion and verification of all:

- program GPA requirement (2.75 Undergraduate/3.0 Graduate),
- required coursework and training,
- state mandated testing requirements (Score of PASS),
- successful completion of clinical teaching/internship, and
- receipt of all required candidate documentation.

The Certification Officer will complete recommendation for certification. The teaching certificate is valid for all public/accredited schools in Texas.

CERTIFICATES

The Texas Education Agency does not mail out certificates of certification. You must print out a copy for your personal records from the ECOS website. Texas Education Agency will generate one e-mail acknowledging receipt of your online application for certification and when you have been certified.

PROGRAM EVALUATION

In meeting the requirements set forth by Texas Education Agency, it is highly important that all candidates seeking teacher certification received necessary training and coursework. Part of the completion of the certification program, all teacher candidates are required to complete program evaluations.

EDUCATOR PREPARATION PROGRAM COMPLAINT PROCESS

As defined by TAC 228.70: a candidate or former candidate in an Educator Preparation Program (EPP), an applicant for candidacy in an EPP, an employee or former employee of an EPP, a cooperating teacher, a mentor, a Director of Educator Preparation Services in a school district, charter school, or private school may submit, in accordance with subsection (c) (1) of this section, a complaint about an EPP for investigation and resolution.

Any of the above aforementioned, hereinafter referred to as the complainant, who have a complaint may seek resolution without fear of retaliation. If the complainant is a current A&M-Central Texas student, you must follow the University Student Complaint Procedure. This information can be found at: [Texas A&M University Central Texas Student Conduct](#) For more information, please contact the Associate Dean of Student Affairs at (254) 501-5877.

All other complainants, please follow the guidelines listed below.

FILING A COMPLAINT

A formal public complaint is a signed written statement of complaints or concerns regarding the customer service provided by employees of the College of Education and Human Development - Educator Preparation Programs. A formal written public complaint must include the facts upon which the complaint is based.

Please provide a written and signed copy of the A&M-Central Texas College of Education and Human Development-Educator Preparation Program Complaint Form to the College of Education and Human Development-Educator Preparation Services in person or by mail, fax, or email to:

Educator Preparation Services

College of Education and Human Development
1001 Leadership Place Warrior Hall 322 G

Killeen, TX 76549
Phone: (254) 519-8737
Fax: (254) 519-5788
Email: educatorprep@tamuct.edu

Anonymous or unsigned complaints will not be processed. It is also important to know that the sender of complaints that are received by fax or email must be verified. The sender must provide a full name, address, and phone number that matches the information found on the A&M-Central Texas College of Education and Human Development- Educator Preparation Program Complaint Form. Verification of sender will be conducted by phone and documented in an email reply message to sender.

COMPLAINT PROCEDURES

A&M-Central Texas College of Education and Human Development has established the following procedures for responding to a formal complaint from the public regarding an issue involving the College of Education and Human Development – Educator Preparation Programs.

- Any complainant, wishing to submit a complaint shall initially file a formal complaint using the A&M-Central Texas College of Education and Human Development Educator Preparation Program Complaint Form to the Director of the Educator Preparation Services.
- If the complaint is against the Director of the Educator Preparation Services, then the complainant should notify in writing the Dean of the College of Education and Human Development.
- The A&M-Central Texas College of Education and Human Development-Educator Preparation Program Complaint Form must be signed and dated by the complainant and submitted within 30 business days of the alleged incident. The Director of Educator Preparation Services will make a determination on a case-by-case basis as to whether complaints submitted after the deadline will be considered.
- The Director of Educator Preparation Services will acknowledge receipt of your complaint within 10 working days. After the complaint is received, an investigation will take place. The investigative period may last up to 30 business days; extenuating circumstances may cause a deviation from the defined time frames. The Director of Educator Preparation Services shall conduct the investigation or appoint a university or system investigator, if necessary.
- The EPP and EPS will take reasonable measures to avoid any and all conflicts of interest in selecting the investigator. The investigator will gather all facts pertaining to the complaint and submit those in writing to the Director of Educator Preparation Services. This procedure ensures thorough investigations, affording all involved parties an opportunity to submit evidence relevant to the complaint.
- The Director of Educator Certification and Accountability shall send a written resolution to the complainant with the outcome(s), reason(s) for the decision, any remedies afforded, if any, and notice of the appeals process. The Director of Educator Certification and Accountability shall also forward a copy of the resolution to the employee overseeing the area or individual and be kept on file.

APPEAL

If the complainant wishes to file an appeal of the resolution, the complainant shall notify the Dean of the College of Education and Human Development in writing with a copy of the initial A&M-Central Texas College of Education and Human Development Educator Preparation Program Complaint Form and copy of the Director of Educator Preparation

Services' written resolution. The written appeal must be signed by the complainant and submitted within 10 business days of the Director of Educator Preparation Services' resolution. The Dean of the College of Education and Human Development will make a determination on a case-by-case basis as to whether appeals submitted after the deadline will be considered.

An investigation shall follow the submission of the appeal. The Dean of the College of Education and Human Development will present the findings of the investigation to the Educator Preparation Council (EPC). Within 30 business days of receiving the appeal, the EPC shall submit their decision in writing to the complainant with the outcome(s), reason(s) for the decision, any remedies afforded, if any. Extenuating circumstances may cause a deviation from the defined time frames. The EPC shall also forward a copy of the resolution to the Department of Educator Preparation Services to be filed. The resolution or outcome from the appeal is final and not appealable.

Additional information for complainants who have complaints or questions specifically related to Educator Preparation Programs can be found by visiting the A&M-Central Texas website at: [Educator Preparation Complaint Process](#)

TEA COMPLAINT

If any complainant has an unresolved complaint and appeal decision regarding the A&M-Central Texas College of Education and Human Development Educator Preparation Program and wishes to report it to the Texas Education Agency (TEA), the complainant will need to follow the required steps outlined by TEA. Information can be found on the TEA website at: [TEA Website](#)

TEACHER CERTIFICATION PROGRAM EXIT/WITHDRAWAL POLICY

I acknowledge that I am being prepared for an initial teacher certificate by the College of Education and Human Development (CEHD) Educator Preparation Program (EPP) at Texas A&M University – Central Texas,

My signature below acknowledges that I have read and understood this document.

I agree to:

- Remain professional with CEHD faculty and EPP staff at all times.
- follow program policies within TEA guidelines as established by the CEHD including, but not limited to:
 - ensure that I am prepared to receive a standard teaching certificate, CEHD shall establish benchmarks and structured assessments to track my progress and ensure that I am adequately prepared to pass the appropriate content exams required for classroom teacher certification.
 - CEHD shall determine my readiness to take the appropriate certification exams based the EPP's data informed protocols.
 - I understand that the CEHD evaluates the design and delivery of components in the EPP based on performance data and research practices and uses these data to continuously improve the program, which may result in changes to certification exam approval policy at any time.
 - CEHD retains documents showing evidence of my eligibility for admission to the program and evidence of completion of program requirements for a period of five (5) years after I complete, withdraw from, or am discharged or released from the program.
- Follow the plans established by CEHD faculty and EPP staff to ensure completion of program requirements; I will not exceed established timelines to acquire a teaching certificate.
- If applicable, attend prescribed courses/trainings as required by TEA for certificate issuance.
- Participate in self-tracked test preparation on Certify Teacher and/or 240Tutoring as assigned to me by EPP faculty and staff.
- Complete test prep assignments according to the schedule provided by CEHD faculty and EPP staff.
- Score a minimum 80% on all domains on Certify Teacher exam mode.
- Complete and submit any remediation program as assigned by EPP staff/faculty.

I understand that:

- failure to pass a TExES exam on the first attempt will increase the cut score required to earn a second attempt
- I am limited to five (5) attempts on any TExES exam title
- I must notify EPP staff if I voluntary withdrawal from the program.
- If I am inactive from the A&M University - Central Texas coursework for greater than 12 months, I will be removed from the EPP as a teacher candidate and will no longer have TExES exam eligibilities.

- If I am inactive from Texas A&M University - Central Texas for greater than 12 months, I will need to reapply to the University and the EPP
- Policies in effect at the time of reapplication will apply to the new admission.

Master of Education in Curriculum and Instruction

With Reading Specialist Certification

Reading Specialists are a type of education professional who assist teachers with reading diagnoses and work with children with reading problems. These professionals work as part of a faculty and with administrators to establish an effective reading program. They give advice and determine appropriate learning strategies for struggling readers. These professionals also collaborate with other school professionals, parents, and community members. The goal is to provide expertise to establish an effective reading program, by making instructional decisions, and supporting student success. Their solutions often depend on the unique context of the students, campus environmental factors, and district resources. Reading specialists are often in a unique position to have a positive impact on a campus and district.

Key Responsibilities:

- Keeping up with state and federal regulations for reading programs.
- Receive requests from teachers and perform staff development for effective reading practices.
- Understand and select reading testing and assessment tools.
- Evaluate reading test results and communicate the findings to appropriate people.
- Review and document student progress for teachers, parents and administrators, as well as evaluations obtained through one-on-one interviews and observations.
- Understand district resources and produce individual plans for student success in reading.
- Collaborate with teachers, parents, students, and sometimes community organizations to enable an effective reading program.
- Assist teachers in implementing the reading improvement plan.
- Monitor the reading program's success and make changes as appropriate.

APPLICATION AND ADMISSION

Students will be admitted into the M.Ed. Curriculum and Instruction major by the faculty once the following application criteria are met:

1. Successful admission to graduate school.
2. One year creditable service as teacher of record.
3. Attendance at Graduate Student Program Information Meeting.
4. Appointment with Graduate Program Coordinator.

The following is also required for the **Reading Specialist Certification** major:

1. A minimum 2.75 grade point average (GPA) overall or in the last 60 hours to include semester where 60th hour occurred
2. Graduate School admission
3. Complete Program application packet
 - Interview
 - Valid Teaching Certificate
 - Two years creditable service as a teacher of record or one year creditable service with letter indicating continuing employment at a TEA approved site

**NOTE: TEA rule prohibits students from taking educator preparation program coursework without formal admission to the educator preparation program.*

DEGREE REQUIREMENTS

The Master of Education in Curriculum and Instruction with a Reading Specialist Certification degree is a 36-hour online program (see program link):

http://catalog.tamuct.edu/graduate_and_professional_catalog/graduate-programs/med-curriculum-instruction/#mastereducationwithteachercertificationreadingspecialistcertificationtext

PRACTICUM

RULE §228.35(8) For certification in a class other than classroom teacher, each EPP shall provide a practicum for a minimum of 160 clock-hours whereby a candidate must demonstrate proficiency in each of the educator standards for the certificate class being sought.

(A) A practicum experience must take place in an actual school setting rather than a distance learning lab or virtual school setting.

(B) A practicum may not take place exclusively during a summer recess.

(C) A practicum shall not take place in a setting where the candidate:

(i) has an administrative role over the site supervisor; or

(ii) is related to the field supervisor or site supervisor by blood (consanguinity) within the third degree or by marriage (affinity) within the second degree.

*Candidates are responsible for a background check through the assigned district if not currently employed at the location of practicum.

Supervision

Supervision of each candidate shall be conducted with the structured guidance and regular ongoing support of an experienced educator who has been trained as a field supervisor. Supervision provided on or after September 1, 2017, must be provided by a field supervisor who has completed TEA-approved observation training. The initial contact, which may be made by telephone, email, or other electronic communication, with the assigned candidate must occur within the first quarter of the assignment. For each formal observation, the field supervisor shall participate in an individualized pre-observation conference with the candidate; document educational practices observed; provide written feedback through an individualized, synchronous, and interactive post-observation conference with the candidate; and provide a copy of the written feedback to the candidate's site supervisor. Neither the pre-observation conference nor the post-observation conference need to be onsite. Formal observations conducted through collaboration with school or district personnel can be used to meet the requirements of this subsection. Informal observations and coaching shall be provided by the field supervisor as appropriate. The field supervisor shall collaborate with the candidate and site supervisor throughout the practicum experience.

(1) Formal observations must be at least 135 minutes in duration in total throughout the practicum and must be conducted by the field supervisor.

(2) If a formal observation is not conducted on the candidate's site in a face-to-face setting, the formal observation may be provided by use of electronic transmission or other video or technology-based method. A formal observation that is not conducted on the candidates' site in a face-to-face setting must include a pre- and post-conference.

(3) Regardless of the type of certificate held by a candidate during a practicum, an EPP must provide a minimum of one formal observation within the first third of the practicum, one formal observation within the second third of the practicum, and one formal observation within the final third of the practicum.

Field Supervisors

A currently certified educator, hired by the educator preparation program, who preferably has advanced credentials, to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators. A field supervisor shall have at least three years of experience and current certification in the class in which supervision is provided, an accomplished educator as shown by student learning, or with experience as a campus-level administrator and who holds a current certificate that is appropriate for a principal assignment may

also supervise classroom teacher, master teacher, and reading specialist candidates. If an individual is not currently certified, an individual must hold at least a master's degree in the academic area or field related to the certification class for which supervision is being provided and comply with the same number, content, and type of continuing professional education requirements. A field supervisor shall not be employed by the same school where the candidate being supervised is completing his or her clinical teaching, internship, or practicum. A mentor, cooperating teacher, or site supervisor, assigned as required by §228.35(f) of this title (relating to Preparation Program Coursework and/or Training), may not also serve as a candidate's field supervisor.

Site Supervisors

For a practicum candidate, an educator who has at least three years of experience in the aspect(s) of the certification class being pursued by the candidate; who is collaboratively assigned by the campus or district administrator and the educator preparation program (EPP); who is currently certified in the certification class in which the practicum candidate is seeking certification; who has completed training by the EPP, including training in how to coach and mentor candidates, within three weeks of being assigned to a practicum candidate; who is an accomplished educator as shown by student learning; who guides, assists, and supports the candidate during the practicum; and who reports the candidate's progress to the candidate's field supervisor.

CERTIFICATION

To be eligible to receive the standard Reading Specialist Certificate, a candidate must:

- (1) successfully complete a reading specialist preparation program including program and practicum requirements
- (2) successfully complete the examination based on the standards identified in §239.92
- (3) Conferred Master's Degree
- (4) hold a valid classroom teaching certificate; and
- (5) have two creditable years of teaching experience as a classroom teacher, as defined in Chapter 153, Subchapter CC, of this title (relating to Commissioner's Rules on Creditable Years of Service) and the Texas Education Code, §5.001(2).