

Elementary, Middle-level, Secondary,  
and All-level  
**Educational Aide Handbook**



College of Education and Human Services

Educator Certification and Academic  
Services

Revised May 2011

# College of Education and Academic Services

## Center for Educator Certification and Academic Services

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# **Texas A&M University-Commerce**

## College of Education and Human Services

### **Vision and Mission Statement**

#### **The Texas A&M University-Commerce Vision:**

Texas A&M University-Commerce, as a part of the Texas A&M family of universities, will become the university of choice for all those seeking a higher education in the Northeast Texas region and beyond. It will provide traditional and non-traditional learning opportunities through existing and new programs that set high expectations and goals for student, faculty and staff. The University will provide a sense of community through a nurturing environment for all individuals in order to maximize learning, career and personal development. Texas A&M Commerce will become a place where students, faculty, staff, and community are engaged in the pursuit of excellence.

#### **The Texas A&M University-Commerce Mission:**

Texas A&M University-Commerce provides a personal educational experience for a diverse community of life-long learners. Our purpose is to discover and disseminate knowledge for leadership and service in an interconnected and dynamic world. Our challenge is to nurture partnerships for the intellectual, cultural, social and economic vitality of Texas and beyond.

#### **The College of Education and Human Services (COEHS) Mission:**

The College of Education and Human Services promotes and enhances the development of researchers, professional practitioners and leaders through the discovery and dissemination of knowledge.

#### **The College of Education and Human Services (COEHS) Vision:**

The College of Education & Human Services will be recognized nationally for our excellence in practice, programs, research, and services.

### **Educator Certification and Academic Services Values**

- Academic excellence through critical, reflective and critical thinking
- Life-long learning
- Collaboration and shared decision making
- Innovation and openness to new ideas, diversity, and change
- Integrity, responsibility, morals, and ethical behavior
- Service that enriches the community and state of Texas

# • Elementary, Middle-level, Secondary, and All-level Educational Aide Handbook

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COLLEGE OF EDUCATION AND HUMAN SERVICES

Dear Educational Aide:

The wise decision you have made to pursue your teacher certification in the College of Education and Academic Services at Texas A&M University-Commerce will open many doors for you. The teacher education program at Texas A&M University-Commerce has enjoyed a reputation of excellence in preparing educators since its inception with the establishment of the East Texas Normal College in 1889. The College of Education continues to honor its heritage of distinction in being recognized by the Carnegie Foundation for the Advancement of Teaching as a Doctoral Research University, a leader in field-based internship/residency district partnerships, and the recipient of many awards at the local, state, and national level. Your choice in an educator preparation program will serve you well.

Despite recent challenges in education, you have a great future ahead filled with many opportunities; one of the most important being that of touching the life of a child. It was most likely a teacher who made a difference in your life. It was a teacher who saw something special in you when perhaps no one else did. It was a teacher who encouraged you to develop your unique gift. It was a teacher who planted a childhood memory that continues to make you smile. It was a teacher whom you felt a connection with even though you could not exactly describe why. As students, we do not remember the teaching strategies, the reading methods, or the structured curriculum, but we sure remember our teachers!

Thank you for your commitment to becoming a teacher and dedicating yourself to working as a paraprofessional in the Educational Aide program. We realize this may not be an easy path, but it promises to be rewarding. Your commit to working full time while completing college courses, planning and teaching lessons, and often conducting many responsibilities of the classroom will present many rewards in the future. In addition to working in a classroom and attending college full time, many of you nurture and support your family. You have undoubtedly demonstrated your commitment to becoming a teacher and the children in your classroom will benefit for a lifetime.

Congratulations on your decision to become a teacher!

Best wishes,

A handwritten signature in black ink that reads "Jency A. Holbert".

Jency Holbert  
Director, Educator Certification and Academic Services

CENTER FOR EDUCATOR CERTIFICATION AND ACADEMIC SERVICES  
P.O. BOX 3011 \* COMMERCE, TX 75429-3011 \* PHONE: 903.886.5182 \* FAX: 93.886.5156 \* [www.tamu-commerce.edu/teacher](http://www.tamu-commerce.edu/teacher)

## **EDUCATOR CERTIFICATION**

The preparation of teachers and other educational leaders is considered the task of the entire University at Texas A&M University-Commerce. The Teacher Education Admission, Retention, and Appeals Committee (TEARAC) composed of faculty and administrators from each of the Colleges that have teaching fields determine policy for the field-based program. The field-based program also works closely with partnership school districts through the Teacher Preparation Program Partnership Council in determining teacher preparation needs.

Educator Preparation Programs are standard-based, learner-centered, and delivered in a collaborative, field-based environment. Technology skills and responsiveness to diversity including ESL and students with special needs are integral parts of the programs. As with all teacher preparation in Texas, each program completer has an academic specialization, grade level, and a common core curriculum as a basis for the professional education sequence. Recommendation for certification is made through the Center for Educator Certification and Academic Services to the State Board for Educator Certification (SBEC) when the program, including successful TEXES testing in teaching fields and pedagogy, is completed.

Students in the various programs have a sequence of field experiences that are delivered in collaboration with partners in the public schools. Multiple schools in the North East Texas area serve as sites for early field experiences for undergraduate students.

### **Program Accreditations**

#### **Accountability System for Educator Preparation**

All educator preparation programs in the COEHS are accredited by the State of Texas. The over-all initial pass rate for individuals completing the Texas A&M University-Commerce certification program during 2009-2010 is 97%.

#### **National Report Card – Title II**

Ninety-two percent of COEHS students seeking initial teacher certification during 2009-2010 passed all state required assessments in basic skills, professional knowledge/pedagogy, academic content area, and/or teaching special populations.

#### **Principal's Survey**

The 2009-2010 beginning teacher performance appraisal completed on the Principal's Survey designed and disseminated by the Texas Education Agency revealed 82% of all teacher candidates were well or sufficiently prepared with their overall classroom skills.

### **Teacher Certification in Texas**

In order to become a certified teacher in Texas, an individual must:

- demonstrate competency in the basic skills of reading, writing, and mathematics;
- earn a bachelor's degree,
- completed an approved educator certification program,
- complete a field experience (student teaching),
- pass state certification examinations in both content and pedagogy, and
- apply to the State Board for Educator Certification and be recommended by the certification program or entity.

## Texas A&M University-Commerce Certifications

<p><b>EC-6</b> Generalist</p> <p><b>4- 8</b> Generalist English/Language Arts/Reading Mathematics Science Social Studies Mathematics/Science Combination ESL Mathematics ESL Science</p> <p><b>All Level</b> Art Health Education Journalism Music Physical Education Special Education Theatre</p> <p><b>Supplemental</b> Bilingual/ESL Special Education</p>	<p><b>Secondary</b> Agricultural Science and Technology (6 - 12) Business Education (8 - 12) Chemistry (8 - 12) English/Language Arts/Reading (8 - 12) Family and Consumer Science (8 - 12) History (8 - 12) Journalism (8 - 12) Life Science (8 - 12) Mathematics (8 - 12) Physical Science (8 - 12) Social Studies (8 - 12) Spanish (6 - 12) Speech (8 - 12) Technology Applications (8 - 12)</p> <p><b>Professional Certificates</b> Educational Diagnostician Master Mathematics Teacher (8 - 12) Master Reading Teacher Principal Reading Specialist School Counselor School Librarian Superintendent</p>
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The table above lists areas of certification a teacher candidate may seek through Texas A&M University-Commerce. EC-6, 4 – 8, and Bilingual/ESL certifications are housed in the Department of Curriculum and Instruction. All-level and Secondary certifications are housed in the individual content departments. Professional Certificates are housed in the Department of Educational Leadership.

## Advisor Information

Certification Area	Advisor	Contact Number	Email
EC-6 and 4-8	Becky Adams	903.886.5887	Becky_Adams@tamu-commerce.edu
SED	Jency Holbert	903.468.8186	Jency_Holbert@tamu-commerce.edu
SPED	Dr. Harvetta Robertson	903.886.5648	Harvetta_Robertson@tamu-commerce.edu
Application Questions	Mitzi Hughes	903.468.3061	Mitzi_Hughes@tamu-commerce.edu
State Certification Testing	Deborah Alford	903.468.3082	Deborah_Alford@tamu-commerce.edu

## Qualifications in the Educational Aide Program

### Educational Aide

The term Educational Aide describes a student who is currently employed in a TEA recognized school as a paraprofessional. The classroom placement is required to align with the certification and grade level being sought. The teacher candidate is required to have a degree plan/evaluation reflecting an Educational Aide status and complete an Application for Admission: Field-based Teacher Education Program for Education Aides [www.tamu-commerce.edu/teacher](http://www.tamu-commerce.edu/teacher) the semester prior to internship. The Educational Aide paraprofessional may apply for a substitution of experience for one semester of the two internship/residency courses (ELED/SED 422) if the candidate has been employed as a paraprofessional for a minimum of two (2) years. See “Substitution for Experience” Educational Aide. Additional course work may be required in order to meet requirements for the program and graduation.

### Educational Aide with Exemption

**It appears that effective September 1, 2011, the College for Texans Educational Aide Exemption will no longer be funded.** The paraprofessional who has received federal educational aide funding prior to fall 2011 may opt to be exempt from student teaching while employed as an Educational Aide regardless of how long funding was received – one semester, two semesters etc. - regardless of when student teaching occurred in their program. The Educational Aide Exemption Program does not have a timeline for when students must complete their degree program as long as they continue to meet the institutions requirements and guidelines.

# TIMELINE

## **Junior Year**

- Meet with advisor to review courses and requirements
- Submit Early Field Experience (EFE) Substitution Request if applicable by the deadline-Spring - March 1<sup>st</sup>; Fall October 1<sup>st</sup>.(See page 8)

## **Semester Prior to Internship**

- Check with advisor on eligibility to take TExES content exam(s)
- Register for TExES exams if eligible
- 
- Submit application for student teaching/internship  
**Spring deadline: November 1**  
**Fall deadline: May 1**

## **Substitution for Experience**

Submit application to “sub for experience” (ELED 422 waiver) if applicable

- Required documentation: Substitution for Experience Application:
  - Application and Framework (signed by Principal)
  - Minimum of two years of experience as an Educational Aide
  - One page narrative describing experiences
  - Professional Resume
  - Professional training documents ( copies of certificates)
  - Copy of TEA Educational Aide Certificate
  - Two letters of recommendation (immediate supervisor and principal)
  - Performance Appraisals ( minimum of two school years)
  - Copy of service record (available in school personnel office & documenting minimum of two years of experience )

## **During Internship**

- Check with advisor on eligibility to take TExES content exam(s)
- Check with ELED 415 instructor for eligibility to take the TExES PPR
- Register for TExES exams if eligible
- Apply for graduation during the first two weeks of your FINAL semester.  
Application found in MyLEO
- Apply for standard certificate

## **INTERNSHIP (STUDENT TEACHING) APPLICATION**

Educational aides are required to submit an application to the Teacher Education Program once the degree evaluation has been revised to reflect educational aide status and during the **semester prior to enrolling** in ELED/SED 414 or 422. The application may be found at [www.tamu-commerce.edu/teacher](http://www.tamu-commerce.edu/teacher) and then by following the “Educational Aides” link. All required documents must be submitted to Mitzi Hughes in Ed. North 202.

**Spring deadline: November 1**

**Fall deadline: May 1**

The following items must be included in the student teaching application packet:

1. Confirmation page (must print after submitting online application)
2. Educational Aide Responsibility Framework (found in Appendix and online)
3. Program Checklist (found in Appendix and online)

## **INTERNSHIP/RESIDENCY REQUIREMENTS**

Internship for educational aides consists of **two semesters** and required enrollment in the field experience course, ELED/SED 422 (6 sh). ELED/SED 422 is a course designed for the classroom field experience and does not meet face-to-face. A university supervisor will offer support, feedback and evaluate the performance of the educational aide in the classroom to determine a grade of “Satisfactory (S)” or “Unsatisfactory (U)”. The educational aide program is equivalent to the internship/residency requirements of traditional undergraduate students seeking teacher certification.

The following assignments are required to be completed and submitted to the supervisor:

- 1) Weekly journals (questions included in handbook)
- 2) Lesson plans for lesson taught during formal observations (3 formal observations required)
  - 3) Two (2) observations of the mentor or other master teacher conducted by the Educational Aide

**BASIC SKILLS REQUIREMENTS FOR ADMISSION TO TEACHER EDUCATION**

Revised 1/26/2009

TEST	MINIMUM ACCEPTABLE SCORE
<b>READING REQUIREMENT</b>	
THEA	250
Accuplacer	88
COMPASS	90
ACT	23 Composite <b>and</b> 23 English
SAT	1070 Combined AND 550 Critical Reading
<b>MATH REQUIREMENT</b>	
THEA/TASP	230
Accuplacer	63
COMPASS	39
ACT math	19
SAT	1070 Combined AND 500 Math
ASSET	38
TAKS	2200 Math
Minimum grade of "C" or better in College Algebra or Business Math	
<b>WRITING REQUIREMENT</b>	
THEA	220 plus 5 on written essay
Accuplacer	(Sentence Skills 80 and written essay 5)
COMPASS	(score of 59 and written essay of 5)
ACT English	23 Composite and 19 English
SAT Critical Reading	1070 Combined AND 500 critical reading
ASSET	(score of 40 and written essay 5)
TAKS	2200 English/Language Arts AND a 3 Writing subscore
Minimum grade of "C" or better in English Composition	

## **EXEMPTION FROM STUDENT TEACHING/INTERNSHIP**

Funding for the Educational Aide Exemption program has been discontinued effective with the fall 2011 semester. Until further notice, only Educational Aides who have received funding through the College for All Texans program **prior to fall 2011** may apply for an exemption from student teaching. In addition to participation in the aide exemption program, all course work must be completed, program and graduation requirements met and classroom performance mastered in order to receive an exemption from student teaching.

A&M-Commerce educational aides enrolled in Student Teaching/Internship (ELED/SED 422) earn 6 credit hours of Professional Development coursework. Educational Aides who are eligible to request the Student Teaching/Internship exemption are required to enroll in additional hours of Professional Development course work in order to satisfy the required number of hours for certification and graduation. The Director of Educator Certification or a Educational Aide program advisor will determine these course hours.

Eligible Educational Aides (students who have received Educational Aide Exemption Funding prior to fall 2011) who wish to apply for an exemption from the student teaching/internship experience based on Administrative Code §21.1088, must contact the certification office once the degree evaluation has been revised to reflect the educational aide status and **NO LATER** than the **semester prior to enrolling** in ELED 414 or 422. An application for student teaching/internship must also be completed to verify all certification requirements are met. The Educational Aide Student Teaching Exemption program will only apply to Educational Aides who have received funding prior to fall 2011.

## **SUBSTITUTION FOR EXPERIENCE-ELED/SED 422 WAIVER**

Educational aides with two or more years of educational aide experience who are eligible for a Student Teaching/Internship may submit an application requesting one of the two semesters of ELED/SED 422 be waived. Please request an application from the Center for Educator Certification (copy included in handbook). This request must be submitted with your application for the student teaching/internship.

MINIMUM requirements for a waiver to be granted:

- Submission of required application and ALL documentation (Application included in Appendix),
  - Required documentation: Substitution for Experience Application:
    - Application and Framework (signed by Principal)
    - One page narrative
    - Professional Resume
    - Professional training documents ( copies of certificates)
    - Copy of Valid Educational Aide Certificate issued by the State Board of Educator Certification.
    -

- Two letters of recommendation (immediate supervisor and principal)
- Performance Appraisals ( minimum of two school years)
- Copy of service record (available in school personnel office )  
Two years of experience as an educational aide,

### **SUBSTITUTION FOR EARLY FIELD EXPERIENCE HOURS**

The required application requesting a substitution of aide experience for the early field experience (EFE) must be completed by the deadline (Spring - March 1<sup>st</sup>; Fall October 1<sup>st</sup>). Educational aides submit a shortened version of the application and are not required to submit the criminal background check. The EFE application may be found under the Educational Aide, Early Field Experience, Important Information link on the Educator Certification and Academic Services website. Please note: **EFE required in professional development coursework must be documented by completing the required log sheet** and submitting to the instructor of the class (es) requiring early field experience.

### **BEING HIRED DURING STUDENT TEACHING/INTERNSHIP**

Educational aides may receive an offer to be hired as the teacher of record during the student teaching/internship. In addition to a letter/contract from the district, a request for employment must be submitted and approved by the departmental and program advisor. Passing score(s) on the appropriate TExES content exam and the offer of a position in your certification field are required. Please check with the Director of Educator Certification for eligibility.

## **SUBMITTING AN APPLICATION FOR THE STANDARD TEXAS TEACHING CERTIFICATE**

Texas A&M University-Commerce will recommend an educational aide candidate for a Standard Teaching Certificate once all requirements for certification including the conferring of a bachelor's degree have been met. Recommendation typically requires several weeks after the day of Commencement. The candidate is encouraged to submit a state teacher certification application to the State Board of Educator Certification during the final semester of coursework. To begin the process, the candidate must apply and submit payment for the Texas Teaching Certificate. Procedures follow:

1. Go to SBEC website at <http://www.sbec.state.tx.us>
  - If you have an account, log on. If you have taken a TExES exam you should have an account. If not,
  - Click on "New User? Create New Account" as a first-time user.
2. Once you are logged in, Click on the link APPLICATIONS and then PROVISIONAL CERTIFICATE TEXAS PROGRAM. Follow directions on the web page to apply for certificate. Make sure you choose Texas **A&M University-Commerce (university-based)**. When asked to respond to SUBJECT; enter your content area.
3. Pay the fees electronically to SBEC. If you hold an educational aide certificate with SBEC, you are not required to complete fingerprinting a second time. You may check your APPLICATION STATUS to confirm that your payment was processed.
4. IF FINGERPRINTING IS REQUIRED, Go to your email account and find an email from SBEC. OPEN THE EMAIL AND PRINT YOUR FASTPASS. Complete all information and follow the instructions below for scheduling a fingerprinting appointment.

## Scheduling a Fingerprinting Appointment

### **MUST HAVE PRINTED COPY OF FASTPASS BEFORE YOU BEGIN**

1. Go to [www.L1enrollment.com](http://www.L1enrollment.com)
2. Click on the "Texas" link
3. On the next screen choose ONLINE SCHEDULING
4. Choose BEGIN REGISTRATION
5. Enter First and Last Name
6. Step 2-Application ID; please select "**Education**"
7. The next screen will ask you to select the **ORI number** from your FAST fingerprinting application. This number should include TX for Texas.
8. The next screen will ask if you are being printed for a volunteer position; **SELECT NO.**
9. The next screen will ask you to enter your **Agency Assigned Applicant Number** (begins with SB). This number will also be located on your FASTPASS form. Please be careful to enter it as it appears on your FASTPASS.
10. Step 3 is choosing your location; **ENTER A ZIP CODE.** Locations near this zip code will appear for your selection.
11. Choose a location and follow the instructions.

## **TEACHER EDUCATION ADMISSION, RETENTION, AND APPEALS COMMITTEE GUIDELINES FOR UNDERGRADUATE TEACHER EDUCATION PROGRAM**

The Teacher Education Admission, Retention, and Appeals Committee (TEARAC) is composed of Texas A&M University-Commerce faculty directly involved with educator preparation and content areas appointed by the Chair of the Committee. The Committee Chair is appointed by the Dean of the College of Education and Human Services.

TEARAC is charged with setting educator preparation admission and retention requirements, as well as hearing student appeals for individual exceptions to the approved admission and retention requirements as they relate to the student's admission and retention status.

The Center for Educator Certification and Academic Services (CECAS) is responsible for facilitating the admission, retention, and certification process within the framework of TEARAC requirements.

### **Prior to beginning internship/residency placement:**

1. Senior Standing (completion of approximately 90 semester hours of college coursework) or baccalaureate degree.
2. Grade of "C" or better in public speaking course as required in baccalaureate degree program.
3. Satisfactory completion of the Basic Skills Requirements.
4. Overall GPA of 2.50.
5. Completion of all professional development and content teaching field/specialization courses required before internship/residency with a 2.50 GPA in each area and no grade below a "C."
6. Successful interview with public school personnel resulting in an internship placement.

### **Prior to beginning resident placement (if second semester of internship is required):**

1. Completion of all professional development and content teaching field/specialization courses required before residency with a 2.50 GPA in each area and no grade below a "C."
2. Continued overall GPA of 2.50.

### **APPEAL OF ADMISSION CRITERIA**

A student who does not meet the established admission criteria may appeal to TEARAC to begin internship or residency, with the following exceptions:

- A student may not appeal to begin an internship placement without completing a successful interview resulting in a confirmed placement.
- A student may not appeal a "Departmental review and non-approval to interview and begin internship."
- A student may not appeal a low GPA.
- A student may not appeal a low Basic Skills Requirement score (Reading, Writing, or Math).

However, a student may appeal a grade below a “C” only if

- a. the student’s overall GPA is 2.50 or above, and
- b. the student’s department gives written approval for the student to appeal to TEARAC.

### **RETENTION IN THE TEACHER EDUCATION PROGRAM**

In order to be retained in the Teacher Education Program a student must:

1. Continue to meet admission standards.
2. Remain in good standing with the Instructional Leadership Team (ILT) (mentor teacher campus principal and university supervisor) and school placement Principal.
3. Make satisfactory progress toward teacher certification.

#### **Definition of satisfactory progress:**

Satisfactory progress is required of a student completing an internship, residency, or internship/residency. If for any reason a student withdraws after being admitted to the Teacher Education Program, the student must appeal to TEARAC to begin again. A student’s academic record will be re-evaluated to determine if the student requires additional or modified coursework in pursuit of the certification being sought, and if current admission criteria are met. Courses may change based on the re-evaluation and the student may not be re-admitted if all current admission criteria are not met.

#### **Who may initiate dismissal from the Teacher Education Program?**

1. Teacher Education Admission, Retention, and Appeals Committee (TEARAC): If a student does not meet the established admission criteria, or is not satisfactorily pursuing certification, the student will be dismissed from the Teacher Education Program. In addition, a TEARAC review of a student in reference to an academic or professional behavioral concern may be requested by A&M-Commerce or public school personnel at any stage in the Teacher Education Program.
2. Instructional Leadership Team (ILT): A student may be dismissed from internship or residency by a recommendation to the principal from the student’s field-based Instructional Leadership Team (ILT). This recommendation will result in the student no longer being retained in the Teacher Education Program.
3. Principal (school placement): A student may be dismissed from internship or residency by a recommendation and letter from the principal of the school where the student is placed. This may occur if the principal determines that it is in the best interest of K-12 learners or the intern/resident that the field experience be terminated. This recommendation will result in the student no longer being retained in the Teacher Education Program.

#### **Reasons for dismissal from internship or residency and the Teacher Education Program may include, but are not limited to the following:**

- Failure to meet course requirements
- Lack of progress demonstrating the five state proficiencies of: learner-centered knowledge, learner-centered communication, learner-centered professional development, learner-centered instruction, and equity in excellence for all learners
- Lack of progress or success on a growth plan
- Violation of the Code of Ethics and Standards for Texas Teachers

Non-adherence to the Intern Commitment Contract Violation of school district and/or campus rules and regulations Excessive tardiness, absences, or failure to complete or make-up days missed in the field Failure to respond to feedback from the ILT

**Procedures for removing a student from internship or residency:**

- If dismissal is due to a violation of established admission or retention criteria, the Center for Educator Certification and Academic Services (CECAS) will notify the student in writing of the grounds for dismissal and due process.
- If dismissal is resulting from an ILT or school placement principal recommendation, a request to terminate the placement will be generated by the principal. The principal will send a letter to the Director of the NET CPDT/Educator Field Experiences and Certification. This letter will convey that it is in the best interest of K-12 learners or the intern/resident that the internship/residency field experience be terminated. After this occurs, the university liaison or site/center coordinator will schedule a meeting with the student, the university liaison, and the NET CPDT Director to inform the student of the decision to terminate the placement and dismiss the student.
- 

**DUE PROCESS RIGHTS IN THE TEACHER EDUCATION PROGRAM**

Students who wish to appeal admission or retention criteria may schedule a meeting with the Teacher Education Admission, Retention, and Appeals Committee to ask that an individual exception be made. In some cases, an appeal to TEARAC will not be granted (see above). If an appeal is granted, TEARAC will review all documentation and any oral deliberation to determine if an exception should be made.

If TEARAC determines that an exception should not be made, the student will not have the opportunity to re-enter the Teacher Education Program. If the student believes that the correct procedures were not followed, as written here-in, the student may appeal to the Dean of the College of Education and Human Services. The Dean's charge will be to determine if procedures were correctly followed. The Dean's decision is final. Students who wish to appeal dismissal resulting from an ILT or principal recommendation may also schedule a meeting with the Teacher Education Admission, Retention, and Appeals Committee. The Committee's charge is to review the evidence to determine if professional judgment was exercised and if there was a rational basis for the decision. If the Committee determines that professional judgment was not exercised, or that there was no rational basis for the decision, the Committee will recommend that the ILT and/or principal reevaluate the decision. The reevaluated decision by the ILT and/or principal is final.

# EC-6 Certification

# Testing Requirements

## EC-6 Generalist-TEExES # 191

- Successful completion of ELED 412 the second summer semester prior to internship
- Advisor approval. Advisors may approve prior to taking ELED 412 if candidate only lacks 6 hours of coursework not including internship courses [ELED 414, 415, 422 (6 hours)]. The two courses may not be in the same content field.

## All level SPED-TEExES #161

- Passing scores on EC-6 Generalist
- Have completed all SPED specialization courses or have advisor approval
- Representative form is required

## ESL Supplemental-TEExES # 154

- Passing scores on EC-6 Generalist
- Have completed all ESL specialization courses

## Bilingual Supplemental- TExES # 164

- Passing scores on EC-6 Generalist
- Have completed all Bilingual specialization courses

## TOPT or Bilingual Target Proficiency Test (BLTPT)

- Passing scores on EC-6 Generalist
- Advisor Approval

## EC-12 Pedagogy and Professional Responsibilities (PPR) - TExES #160 (Effective September 1, 2011)

- Passing scores on EC-6 Generalist
- Approval from ELED 415 instructor

\*ONLY ONE TEST APPROVAL IS GIVEN AT A TIME

\*\*PASSING SCORES REQUIRED BEFORE NEW APPROVAL GIVEN

Certification Level	Required tests
EC-6 Generalist	#191 EC-6 Generalist #160 EC-12 PPR
EC-6 Generalist w/SPED	#191 EC-6 Generalist #160 EC-12 PPR #161 All Level SPED
EC-6 Generalist w/ESL	#191 EC-6 Generalist #160 EC-12 PPR

	#154 ESL Supplemental
EC-6 Bilingual Generalist	#191 EC-6 Generalist #160 EC-12 PPR #164 Bilingual Supplemental TOPT or BLTPT

# 4-8 Certification

## ADVISEMENT GUIDES

Please contact a Curriculum and Instruction Advisor regarding program availability.

### Testing Requirements

#### 4-8 CONTENT EXAMS

(TExES # 113-English Language Arts and Reading, #115-Mathematics, # 114-Mathematics/Science, #116-Science, or #118-Social Studies)

- Completion of all content coursework
- Departmental approval (department may require representative form be taken)

EC-12 Pedagogy and Professional Responsibilities (PPR) - TExES # 160  
(Effective September 1, 2011)

- Passing scores on Content exam
- Approval of ELED 415 instructor

<b>Certification Level</b>	<b>Required tests</b>
4-8 Math, Science, Social Studies, ELAR or Math/Science	TExES Content Exam #160 EC-12 PPR
Content w/ESL	TExES Content Exam #160 EC-12 PPR # 154 ESL Supplemental

**ALL-LEVEL  
SPED  
Certification**

# Testing Requirements/SPED only

ALL-LEVEL SPED-TE<sub>x</sub>ES # 161

- Completion of all Special Education Coursework and advisor approval.
- Representative form (practice test) is required. Contact Dr. Harvetta Robertson at 903-886-5648 for departmental approval and the Student Assessment Office at 903-886-5122 to arrange a testing date.

EC-12 Pedagogy and Professional Responsibilities (PPR) - TE<sub>x</sub>ES # 160

- Passing scores on the TE<sub>x</sub>ES #161
- Approval of ELED/SED 415 instructor

Certification Level	Required tests
ALL- LEVEL Special Education	TE <sub>x</sub> ES #161 All Level SPED Exam #160 EC-12 PPR

To be “highly qualified” according to No Child Left Behind/Elementary Secondary Education Act standards, a special education teacher must also have an additional content exam.

The EC-6 Generalist, 4-8 Generalist, or a secondary content exam are recommended.

“Highly qualified” also varies according to assignment.

Additional certification exams may be taken by “exam only” upon certification and added to the original certificate.

## Advising Tips

### Special Education All-Level Program Ed. Aides

- 1) Refer to program-at-a-glance advising guide.
- 2) Students should have made arrangements with their district. Districts should be aware that some courses require daytime attendance. This will mean working with the ed. aide to cover their duties when they are away from home campuses.
- 3) Supervision for the official residency semesters will be conducted through the Certification Office. Aides must apply to the Teacher Education Program the semester before beginning residency. Contact person: Mitzi Hughes in the Cert. Office.
- 4) Students will continue to work in their current role during the residency semesters, with some possible "specialized" requirements added. Arrangements must be made to meet the all-level expectation of the degree. This means that they will be required to spend some time with a mentor outside their current placement. For instance, an aide in a HS setting would need to spend some time with an elementary mentor and classroom. An average of an hour a day has been suggested, but the Cert. Office approves this time on a case-by-case basis.
- 5) Students will take at least two certifying exams: 1) EC-12 SpEd, 2) EC-12 PPR. For Highly Qualified status, the state will require an additional content test (EC-6 Generalist, 4-8 Generalist, or Secondary Content Exam). The representative (practice) test must be taken before approval is given for the EC-12 Exam. This is administered through the Student Assessment Office (a \$20 fee is charged). It is recommended that students take their SPED test early during their residency. Other certification exams are also taken during, or immediately after, the residency semester(s).
- 6) Students must meet the Basic Skills/Requirements for Admission to Teacher Education. See page 6 of this handbook for details.
- 7) Some special education courses are offered on a rotation basis, rather than each term. It is strongly recommended that students make enrolling in these courses a priority when they are included on the course schedule.
- 8) HHPK 324 can be substituted for HHPK 274.
- 9) The following courses require early field experience (EFE) hours: Reading 350 and 370, EIEd or SED 300. Aides must complete the online application and turn in a log sheet to their instructors.
- 10) Students must have 60 hours before they will be allowed to take Psy 310.
- 11) Many of the courses in the first two columns of the plan have summer offerings. The majority of SPED courses are only offered during the fall and spring terms.
- 12) ETEC 424 has a prerequisite of ETEC 224 or CSCI 126. If students have not already taken these courses, special permission from SED may be needed before they can register for ETEC 424. Students should know that 424 is not an "entry-level" course. The instructor will assume that they have the "basics" when they enroll in 424.
- 13) Students should note other courses that have prerequisites.
- 14) Review other notes in right column of advising guide and become familiar with using the

degree evaluation function in MyLEO.

COLLEGE OF EDUCATION AND HUMAN SERVICES  
 TEXAS A & M UNIVERSITY-COMMERCE -- **ED. AIDE WAIVER -Non-Part.**  
 SPECIAL EDUCATION MAJOR STAND-ALONE, ALL-LEVEL CERTIFICATE

LastName \_\_\_\_\_ First \_\_\_\_\_ SS# \_\_\_\_\_  
 Address \_\_\_\_\_ Phone \_\_\_\_\_  
 Email: \_\_\_\_\_

**ADVISEMENT GUIDE FOR A BACHELOR'S DEGREE (Updated 4/2/09)**

Students must complete degree requirements of a catalog that is within five years of their graduation date.

UNIVERSITY STUDIES 43 Semester Hours	EDUCATIONAL COMPONENT 15 Semester Hours				SPECIALIZATION: SPED 21 Semester Hours				STUDENTS ARE RESPONSIBLE FOR MEETING THE FOLLOWING GRADUATION REQUIREMENTS (PLUS ANY OTHERS LISTED IN TAMU-C GENERAL CATALOG)																																																																																																																																																																								
<p>INSTRUCTIONS: fill in the appropriate boxes with sem hrs &amp; grades (&amp; crs. #'s as needed) you have completed at this time. Add courses to this guide as you complete them.</p> <table border="1"> <thead> <tr> <th>Course</th> <th>Transfer S.H.</th> <th>TAMU-C S.H.</th> <th>Grade</th> </tr> </thead> <tbody> <tr><td>Eng--6 s.h.</td><td></td><td></td><td></td></tr> <tr><td>101</td><td></td><td></td><td></td></tr> <tr><td>102</td><td></td><td></td><td></td></tr> <tr><td>Math--3 s.h.</td><td></td><td></td><td></td></tr> <tr><td>141</td><td></td><td></td><td></td></tr> <tr><td>Hist--6 sh</td><td></td><td></td><td></td></tr> <tr><td>121</td><td></td><td></td><td></td></tr> <tr><td>122</td><td></td><td></td><td></td></tr> <tr><td>Psci--6 s.h.</td><td></td><td></td><td></td></tr> <tr><td>220 or 211</td><td></td><td></td><td></td></tr> <tr><td>221 or 212</td><td></td><td></td><td></td></tr> <tr><td>Spc--3 s.h</td><td></td><td></td><td></td></tr> <tr><td>111 or 245 or 348</td><td></td><td></td><td></td></tr> <tr><td>SEE CATALOG FOR COMPLETE LISTING FOR:</td><td></td><td></td><td></td></tr> <tr><td>Science--8 s.h.</td><td></td><td></td><td></td></tr> <tr><td>1.</td><td></td><td></td><td></td></tr> <tr><td>2.</td><td></td><td></td><td></td></tr> <tr><td>Vis/Perf Arts--3 s.h.</td><td></td><td></td><td></td></tr> <tr><td>1.</td><td></td><td></td><td></td></tr> <tr><td>Humanities--3 s.h.</td><td></td><td></td><td></td></tr> <tr><td>1.</td><td></td><td></td><td></td></tr> <tr><td>Soc/Behav Sci--3 s.h.</td><td></td><td></td><td></td></tr> <tr><td>1.</td><td></td><td></td><td></td></tr> <tr><td>Physical Ed, Wellness, or Marching Band</td><td></td><td></td><td></td></tr> <tr><td>2 s.h.</td><td></td><td></td><td></td></tr> <tr><td>1.</td><td></td><td></td><td></td></tr> <tr><td>2.</td><td></td><td></td><td></td></tr> </tbody> </table>	Course	Transfer S.H.	TAMU-C S.H.	Grade	Eng--6 s.h.					101				102				Math--3 s.h.				141				Hist--6 sh				121				122				Psci--6 s.h.				220 or 211				221 or 212				Spc--3 s.h				111 or 245 or 348				SEE CATALOG FOR COMPLETE LISTING FOR:				Science--8 s.h.				1.				2.				Vis/Perf Arts--3 s.h.				1.				Humanities--3 s.h.				1.				Soc/Behav Sci--3 s.h.				1.				Physical Ed, Wellness, or Marching Band				2 s.h.				1.				2.				<table border="1"> <thead> <tr> <th>Course Prefix &amp; Number</th> <th>Transfer S.H.</th> <th>TAMU-C S.H.</th> <th>Grade</th> </tr> </thead> <tbody> <tr><td>Psy 300</td><td>NA</td><td>3</td><td></td></tr> <tr><td>EIEd or SED 200</td><td>NA</td><td>3</td><td></td></tr> <tr><td>ETEC 424</td><td>NA</td><td>3</td><td></td></tr> <tr><td>HHPK 274</td><td>NA</td><td>3</td><td></td></tr> <tr><td>EIEd or SED 300</td><td>NA</td><td>3</td><td></td></tr> </tbody> </table>				Course Prefix & Number	Transfer S.H.	TAMU-C S.H.	Grade	Psy 300	NA	3		EIEd or SED 200	NA	3		ETEC 424	NA	3		HHPK 274	NA	3		EIEd or SED 300	NA	3		<table border="1"> <thead> <tr> <th>Course Prefix &amp; Number</th> <th>Transfer S.H.</th> <th>TAMU-C S.H.</th> <th>Grade</th> </tr> </thead> <tbody> <tr><td>SpEd 346</td><td></td><td>3</td><td></td></tr> <tr><td>SpEd 420</td><td>NA</td><td>3</td><td></td></tr> <tr><td>SpEd 449</td><td>NA</td><td>3</td><td></td></tr> <tr><td>SpEd 463</td><td>NA</td><td>3</td><td></td></tr> <tr><td>SpEd 464</td><td>NA</td><td>3</td><td></td></tr> <tr><td>SpEd 475</td><td>NA</td><td>3</td><td></td></tr> <tr><td>SpEd 478</td><td>NA</td><td>3</td><td></td></tr> </tbody> </table>				Course Prefix & Number	Transfer S.H.	TAMU-C S.H.	Grade	SpEd 346		3		SpEd 420	NA	3		SpEd 449	NA	3		SpEd 463	NA	3		SpEd 464	NA	3		SpEd 475	NA	3		SpEd 478	NA	3	
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**ALL-LEVEL  
Or SED  
Certification  
(Not SPED)**

# Degree Evaluation for ALL-LEVEL and Secondary Educational Aides (not SPED)

## Professional Development Coursework

SED 414, 415 and 422 (6 hours) will be substituted for student teaching/internship block. See the Director of Educator Certification for substitutions.

## Testing Requirements

### TEExES Content Test

- Departmental Approval (some departments may require representative form)

### EC-12 Pedagogy and Professional Responsibilities (PPR)

#### TEExES # 160 (Effective September 1, 2011)

- Passing scores on CONTENT exam
- Approval of ELED/SED 415 instructor

<b>Certification Level</b>	<b>Required tests</b>
ALL- LEVEL Certification	TEExES Content Exam #160 EC-12 PPR
6-12 or 8-12 Certification	TEExES Content Exam #160 EC-12 PPR
Spanish	ExCET Spanish and TOPT (only available until August 2010) OR LOTE (beginning October 2009) #160 EC-12 PPR

# APPENDIX

## **Educational Aide Responsibility Framework**

**Ed. Aide:** A copy of the Educational Aide Framework is to be presented to and signed by your mentor(s) teacher and principal. The signed copy must then be returned with the completed Educational Aide application. If there are any questions, please contact Mitzi Hughes at 903-886-5182.

**Instructional Leadership Team:** The purpose of this “responsibility” framework is to make all members of the Instructional Leadership Team aware of certain duties that should be fulfilled (ILT = University Supervisor, Educational Aide, Campus Mentor Teacher, and Campus Principal/Administrator). This document reflects our common interests in preparing educational aides to become certified teachers.

### **Texas A&M University-Commerce will...**

1. Screen applicants to insure that he/she meets university Teacher Education Program standards. Aides should apply for admissions the semester prior to enrolling in ELED 414 or 422 for EC-4 and 4-8, or any internship equivalent course for 8-12 or All Level.
2. Provide on-going training to the educational aides through formal university courses, seminars, assigned professional development opportunities, and clinical supervision by a university supervisor.
3. Recommend the educational aide for Texas teacher certification upon the satisfactory completion of all requirements of the educational aide/teacher education program.

### **The University Supervisor will...**

1. Provide on-site evaluation of the educational aide during his/her internship courses.
2. Maintain open lines of communication regarding educational aide progress/growth.
3. Provide any and all documentation of professional growth to all ILT members when requested.
4. Serve as the liaison between the university and school district.

### **The Educational Aide will...**

1. Understand and meet all requirements for admission to the A&M-Commerce Teacher Education Program.
2. Comply continuously with all retention standards and maintain satisfactory progress toward certification.
3. Understand that the Educational Aide Program is designed for aides who are “working directly with students in a [TEA accredited] school district,” within a 70 mile radius of Commerce or Mesquite. Texas Education Code (§54.214)
4. Continue to be employed in a placement where the educational aide is obtaining the “appropriate knowledge and skills through field-based experiences in the desired content area and grade level.” (SBEC Executive Director, February 17, 1998) Note: the “desired content area and grade level” should be the educational aide’s target certification.
5. Perform instructional duties in, at least but not limited to, 4 hours per day where the educational aide is “doing the work of a teacher of record.” For example, lesson planning, delivering instruction, implementing classroom management plan, grading, communicating with parents, etc... At least one hour (total of 80 hours) must be in the area in which he/she is pursuing certification.
6. Observe mentor(s) and other master teachers.
7. Focus on continual growth and apply suggestions coming from members of the ILT.

**The Campus Mentor Teacher is asked to...**

1. Provide professional support and guidance to the educational aide in the areas of classroom management, best teaching practices, instructional strategies, curriculum development, lesson planning, procedures for the first days of school, district and building policies, learning resources, special needs students, professional development, and other areas of concern to the educational aide.
2. Provide ongoing professional assistance in meeting district expectations in teaching. This support may include informal classroom visits, modeling of effective teaching practices, peer coaching sessions, etc...

**The Campus Principal and District is asked to...**

1. Verify that the educational aide is performing instructional duties, at least but not limited to, four hours per day. One hour per day (total of 80 hours) must be in the area in which they are pursuing certification, and they must be "doing the work of a teacher of record". For example, lesson planning (long range and daily), delivering instruction, implementing classroom management plan, grading, communicating with parents, etc...
2. Assign a campus mentor teacher to the educational aide prior to the beginning of the school year. The mentor teacher will be an experienced, well-qualified, teacher who teaches at the same level as the educational aide (elementary vs. secondary) and in the same building as the educational aide. As the school year progresses, establish a network of mentors who will be available to support the educational aide.
3. Provide opportunities for the educational aide to observe mentor and other master teachers.
4. Discuss, from time-to-time, the educational aide's growth with the assigned mentor and university supervisor.

**(Revised Summer 2005)**

**Signature of Applicant:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of Principal:** \_\_\_\_\_ **Date:** \_\_\_\_\_

# CODE OF ETHICS

## Texas Administrative Code Rule §247.2 Code of Ethics and Standard Practices for Texas Educators

- (a) In compliance with the Texas Education Code, §21.041(b)(8), the State Board for Educator Certification (SBEC) adopts an Educators' Code of Ethics as set forth in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators). The SBEC may amend the ethics code in the same manner as any other formal rule.
- (b) 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 and good moral character. 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. This chapter shall apply to educators and candidates for certification.

The SBEC is solely responsible for enforcing the Educators' Code of Ethics for purposes related to certification disciplinary proceedings. The Educators' Code of Ethics is enforced through the disciplinary procedure set forth in Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases) pursuant to the purposes stated therein.

- (c) As provided in §249.5 of this title (relating to Purpose), the primary goals the SBEC seeks to achieve in educator disciplinary matters are:

ⓐ **Professional Ethical Conduct, Practices and Performance.**

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

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

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

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

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or

other persons or organizations in recognition or appreciation of service.

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

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

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

(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

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

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

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

## **(2) Ethical Conduct toward Professional Colleagues.**

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

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

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

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

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

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

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

## **(3) Ethical Conduct toward Students.**

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

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

mental health, or safety of the student or minor.

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

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

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

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

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

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

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- (i) the nature, purpose, timing, and amount of the communication;
- (ii) the subject matter of the communication;
- (iii) whether the communication was made openly or the educator attempted to conceal the communication;
- (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- (v) whether the communication was sexually explicit; and
- (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

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**Source Note:** The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242

**Reflection Journal (Email to university supervisor WEEKLY)**

Name:

Date:

**Activities/Experiences observed this week:**

**Reflection:**

A. What worked and went well:

B. How might you improve on what you observed:

**College of Education and Human Services  
Center for Educator Certification and Academic Services  
SUBSTITUTION FOR EXPERIENCE APPLICATION/Educational Aide**

Name \_\_\_\_\_ SSN \_\_\_\_\_ CWID \_\_\_\_\_  
 Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
 Home Phone (\_\_\_\_) \_\_\_\_\_ E-mail address \_\_\_\_\_  
 EC-6\_\_\_\_, 4-8\_\_\_\_, 8-12\_\_\_\_, or EC-12\_\_\_\_ CONTENT FIELD \_\_\_\_\_

Check the requirement you wish to be waived based on your experience or training:

Fall (ELED/SED 422) \_\_\_\_\_ or Spring (ELED/SED 422) \_\_\_\_\_

**Instructions**

Students may apply for a substitution of experience and/or professional training in lieu of one semester of internship required for teacher certification. To be considered for exemption, you must hold an Educational Aide Certificate through the State Board of Educator Certification and have at least **two full years** of experience. Submit the application and portfolio to: Texas A&M University-Commerce, Director of Educator Preparation, PO Box 3011, Commerce, TX 75429-3011. For additional info call 903-886-5182.

**Requirements--ALL DOCUMENTATION MUST BE SUBMITTED IN ONE PACKET**

Applicant must submit a portfolio of qualifications consisting of the following:

1. One-Page Narrative. Narrative should describe experiences, accomplishments, and abilities, as well as justification for why you believe a substitution should be granted. These should relate to your teaching field
2. Resume. Detail educational experience, work experience, professional training, and other relevant experience. These should relate to your teaching field.
3. Professional training documentation. Examples may include such things as certificates of completion or published description of training. These should relate to your teaching field.
4. Copy of Educational Aide certificate. May be printed from [www.sbec.state.tx.us](http://www.sbec.state.tx.us).
5. Experience documentation. Submit two letters of recommendation from individuals in a position to verify the nature and quality of work experience, one of which **must** include your immediate supervisor and it is recommended that the second be from an administrator at your current school. **Letters should support the request that the applicant’s experience be substituted for specific program requirements.**
6. Official performance appraisals from at least two different school years
7. A copy of your service record. This document may be obtained from the school’s personnel office.

**Application**

I am applying for substitution of experience for the aide exemption Internship/Residency. I have read and understand the requirements for applying for substitution and/or professional training for experience in the Educator Certification Department at Texas A&M University-Commerce. I further understand that submission of this application with the required portfolio does not constitute automatic acceptance of my experience.

\_\_\_\_\_  
Applicant’s Signature

\_\_\_\_\_  
Date

.....  
**CREDIT APPROVED FOR THE FOLLOWING COURSES**

Fall (ELED/SED 422) \_\_\_\_\_ Spring (ELED/SED 422) \_\_\_\_\_

**Early Childhood – 6<sup>th</sup> Grade  
Checklist of Requirements - Educational Aide Program**

Name: \_\_\_\_\_ CWID : \_\_\_\_\_

Endorsement Area(s) (i.e. Sped, ESL, Bilingual) \_\_\_\_\_

Requirements	Check if completed	Date to Be Completed	VERIFY Office Only
Overall GPA 2.5 or higher			
2.5 GPA with all grades “C” or above in Pre-Internship Courses (professional development area)			
2.5 GPA with all grades “C” or above in supplemental area(s) (i.e. Sped, ESL, Bilingual)			
Have completed and received passing grades in the following:			
Math 350			
SPED 346			
IS 351 or IS 352 (must complete both, but may lack one and be cleared for internship)			
Have completed <b>all</b> the following Pre-Internship (professional development) courses with grade of “C” or above			
EIEd 412 Effective Teaching and Personal Growth			
EIEd 300 Introduction to Teaching (requires observation)			
Psy 300 Learning Processes and Development			
Rdg 350 Reading and Literacy I (requires observation)			
Rdg 360 Word Analysis Skills			
Rdg 370 Reading and Literacy II			
Complete courses in the Specialization Area – with grade of “C” or above ( <b>You may lack only one course and begin Internship</b> ) - ECE 313, ECE 364, ECE 366, ECE 460, including Sped, ESL, Bilingual (if applicable)			
Completed EC-6 Generalist Major courses with grades “C” or above and with a 2.5 GPA			
A grade of “C” or above in a public speaking (Speech) course unless a post baccalaureate			
Completion of Basic Skills Requirement – Reading			
Completion of Basic Skills Requirement - Math			
Completion of Basic Skills Requirement - Writing			
EIEd 300 EFE Evaluation + documented 30 hours of observation			
Completed approximately 80 semester hours of college coursework			
Departmental approval	No Action Required by		

**No Intern may take more than a total of 15 semester hours during the intern semester.**

#### **4-8<sup>th</sup> GRADE**

#### **Checklist of Requirements - Educational Aide Program**

Name: \_\_\_\_\_ CWID : \_\_\_\_\_

Endorsement Area(s) (*i.e. Sped, ESL, Bilingual*) \_\_\_\_\_

<b>Requirements</b>	<b>Check if completed</b>	<b>Date to Be Completed</b>	<b>VERIFY Office Only</b>
Overall GPA 2.5 or higher			
2.5 GPA in specialization / teaching field, i.e. (Math, Science, Social Studies, Eng Language Arts) and grade of "C" or above			
2.5 GPA with all grades "C" or above in endorsement area (SpEd Bilingual, ESL) ( <i>if applicable</i> )			
Have completed <b>all</b> the following Pre-Internship (professional development) courses with grade of "C" or above			
EIEd 300 Introduction to Teaching (requires observation)			
Psy 300 Learning Processes and Development			
RDG 380 Comprehensions and Vocabulary			
MLED 314 Young Adolescent Development			
Specialization / Teaching Field Courses - Complete specialization courses with grades of "C" or above. Note: may lack only <b>two</b> specialization courses prior to Internship			
Major / Interdisciplinary Studies courses completed with all grades "C" or above, and 2.5 GPA			
Completed Math 350			
Completed SPED 346			
A grade of "C" or above in a public speaking (Speech) course unless a post baccalaureate			
Completion of Basic Skills Requirement – Reading			
Completion of Basic Skills Requirement - Math			
Completion of Basic Skills Requirement - Writing			
EIEd 300 EFE Evaluation + 30 hours of documented observation			
Completed approximately 80 semester hours of college coursework			
Departmental approval	No Action Required by Applicant		

**No Intern may take more than a total of 15 semester hours during the intern semester.**

**ALL LEVEL and Secondary**  
**Checklist of Requirements - Educational Aide Program**

Name: \_\_\_\_\_ CWID : \_\_\_\_\_

Endorsement Area(s) (*i.e. Sped, ESL, Bilingual*) \_\_\_\_\_

Requirements	Check if completed	Date to Be Completed	VERIFY Office Only
Overall GPA 2.5 or higher			
2.5 GPA with all grades "C" or above in teaching fields			
2.5 GPA with all grades "C" or above in endorsement area(s) ( <i>i.e. Sped, ESL, Bilingual</i> )			
CSci 126 or ETec 224 completed with a passing grade ( <i>if applicable</i> )			
Have completed with a 2.5 GPA and all grades of "C" or above in the following Pre-Internship (professional development) courses:			
SEd 200 Schools, Community and Society, if applicable (requires 10 hours observation)			
SEd 300 Introduction to Teaching (requires 30 hours observation)			
Psy 300 Learning Processes and Development			
ETec 424 Integrating Technology into Curriculum in FB			
Rdg 380 Comprehensions and Vocabulary Note: All-Level Sped students may take Rdg 370 or Rdg 380			
By internship/resident semester must lack no more than 6 hours or 2 courses in teaching field			
A grade of "C" or above in a public speaking (speech)			
Completion of Basic Skills Requirement – Reading			
Completion of Basic Skills Requirement - Math			
Completion of Basic Skills Requirement - Writing			
SEd or EIEd 300 EFE Evaluation + documented 30 hours of observation			
Completed approximately 80 semester hours of college coursework			
Departmental approval	No Action Required by Applicant		

**No Intern may take more than a total of 15 semester hours during the intern semester.**



4. What seemed to influence or contribute to good classroom behavior?

5. What questions or comments do you have as a result of this observation that would improve your teaching skills?

Intern's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Upon completion of each Mentor/Master Teacher Observation, please provide a copy to your UNIVERSITY SUPERVISOR.**