College of Education and Human Services
Educator Certification and Academic Services

PBTC Program Handbook

2018-2019
# TABLE OF CONTENTS

## SECTION A - INTRODUCTION
- 5 College of Education and Human Services
- 6 Letter from the Director, Educator Certification
- 7 College of Education and Human Services Vision and Mission Statement
- 8 Educator Certification Overview
- 9 Necessary Personal Skills of an Educator
- 10 Available PBTC Certifications
- 11 Fees
- 12 Contact Information

## SECTION B - ADMISSIONS
- 14 PBTC Process Overview
- 16 Pre-Admission Content Test (PACT)
- 17 Registering for Coursework

## SECTION C – PROGRAM REQUIREMENTS

### Pre-Internship/Clinical Teaching
- 19 Master’s/Certification Coursework
- 20 Certification Testing
- 21 Updating the Certification Plan
- 22 Observation/Required coursework
- 23 Seeking Employment

### Internship/Clinical Teaching
- 24 Probationary Certificate Application Process
- 25 Internship requirements
- 26 Paid vs Clinical/Student teaching
- 28 Clinical/Student teaching process
- 29 Performance-based Academic Coaching Team Registration (PACT)

### Post-Internship/Clinical Teaching
- 30 Steps to completing master’s and teacher certification
- 31 Filing for Standard Certificate
SECTION D - TESTING
33  Test Day Policies and Procedures
34  Resources: Certification Test Reviews
35  TExES Competencies: 160 Pedagogy and Professional Responsibilities EC-12

SECTION E – SAMPLE FORMS/LETTERS
37  Explanation of Sample Forms
38  Teaching Internship Eligibility (TIE) Form
39  Program Fee & Payroll Deduction Authorization Contract
40  Certification Plan (Example)
41  Intern/Clinical Student Teacher’s Observation of the Mentor Teach (Example)
42  Mentor Teacher’s Observation of Intern/Clinical Student Teacher (Example)
45  Individual Formal Lesson Observation (Example)
48  Summative Evaluation (Example)
50  Mentor Log Sheet of Activities (Example)
51  Principal Recommendation of Intern/Student Teacher (Example)
52  Signature Page

SECTION F – POLICIES & PROCEDURES
54  Family Educational Rights and Privacy Act of 1974 (FERPA)
55  Code of Ethics Review
58  TEA Code of Ethics Statement of Affirmation Letter
59  Retention and Due Process

SECTION G – GLOSSARY OF TERMS
62  Glossary of Terms
SECTION A

INTRODUCTION
College of Education and Human Services
Center for Educator Certification and Academic Services

Dean, College of Education
Dr. Timothy Letzring

Associate Dean
Dr. Mark Reid

Director, Educator Preparation and Accountability
Erin Swinson

TExES Exam Administrator
Deborah Alford

Certification Coordinator
Lorene “Ann” Reel

Certification Coordinator
Wendy Nutt

Undergraduate Field Experiences, EFE and Certification Advisor
Mitzi Hughes

Post-Baccalaureate Teacher (PBTC) Admission and Certification Advisor
Dear Teacher Education Candidate:

The wise decision you have made to pursue your teacher certification in the Center for Educator Certification and Academic Services at Texas A&M University-Commerce will open many doors for you. The Post Baccalaureate Teacher Certification (PBTC) 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 our heritage of distinction in being recognized by the Carnegie Foundation for the Advancement of Teaching as a Doctoral Research University, leader in field-based internship/residency district partnerships, and the recipient of many awards at the national, state, and local level. Your choice to join the Texas A&M University-Commerce educator preparation program will serve you well.

You have a great future ahead filled with many opportunities; one of the most important being that of impacting the life of a child. Most likely a teacher made a difference in your life, a teacher that saw something special in you. One that encouraged you to develop your unique gift and planted a childhood memory that continues to bring a smile when reminiscing about your days in school. This teacher was someone whom you felt a connection. As a student, we remember our teachers!

Thank you for your commitment to becoming a teacher, dedicating yourself to course work, and an internship designed to reach the goal of effective teaching for maximum classroom achievement. The majority of teacher certification applicants have previously made their mark in a successful career; prior to admittance into teacher certification. The passion to become an effective teacher became the driving force for this career choice. We welcome you and look forward to serving you with your quest to become a professional educator.

Congratulations on your decision to become a teacher!

Best wishes,

Erin Swinson

Erin Swinson
Director, Educator Certification
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, has become the university of choice for those seeking a higher education in Northeast Texas and beyond. Our university will provide traditional learning opportunities through existing and emerging programs that set high expectations and goals for student, faculty, and staff. The University provides a sense of community through a nurturing environment for all individuals, maximizing learning, career, and personal development. Texas A&M University-Commerce, is an environment in which 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 and reflective 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
The preparation of teachers and other educational leaders is the goal of The Educator Preparation Program of Texas A&M University-Commerce. The Post Baccalaureate Certification Advisory Committee consisting of university faculty, public school teachers and administrators, and businessmen and women serves as a guiding force for program guidelines which include such areas as admission and retention requirements, curriculum, and program design.

The Educator Preparation Program (EPP) is standards-based, learner-centered, and delivered through a collaborative classroom practicum experience. 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 completed through the Center for Educator Certification and Academic Services. Once all requirements are completed (including all required tests, course work, and fees paid) you will apply to the Texas Education Agency (TEA) for your Standard Texas Teaching Certificate.

Program Accreditations
Accountability System for Educator Preparation
All educator preparation programs in the COEHS are accredited by the State of Texas. The Educator Preparation Program takes pride in the high over-all initial pass rate maintained by individuals completing the Texas A&M University-Commerce certification program.

National Report Card – Title II
The Educator Preparation Program maintains a high pass rate on all state required assessments in basic skills, professional knowledge/pedagogy, academic content area, and/or teaching special populations.

Principal's Survey
Texas A&M University-Commerce beginning teachers receive ratings of well and sufficiently prepared on the annual Principal's Survey. This survey is designed, disseminated, and analyzed by the Texas Education Agency (TEA).

Teacher Certification in Texas
In order to become a certified teacher in Texas through our PBTC program, an individual must

- Demonstrate competency in the basic skills of reading, writing, and mathematics,
- Have previously earned a bachelor's degree,
- Complete an approved educator certification program while earning a master's degree,
- Complete a paid internship or an unpaid student teaching clinical teaching assignment,
- Pass state certification examinations in both content and pedagogy,
- Apply to Texas Education Agency (TEA), and
- Be recommended by the certification program or entity.
Necessary Personal Skills of an Educator

**Patience** - This is likely the single most important skill. Kids these days are stubborn, and many lack the inherent respect for authority that we were taught at a young age. Spending a single day in a room full of raucous teenagers is enough to send any human being to the looney bin, which is why **every good teacher needs patience** in order to find a way to work with his students and earn their respect.

**Adaptability** - Different kids learn in different ways, and some lessons need unique teaching tools. Good teachers know how to **adapt their lesson plan** to their students, so that all the kids learn optimally. This trait can take some experience and practice in a classroom setting, so give it time.

**Imagination** - Whether you teach high school chemistry or kindergarten, nothing is a more effective tool than using your imagination to **create new and interesting ways for your students to learn**. You may be inspired by the work of another teacher, mentor or a TV commercial - it doesn't matter. All that matters is that you **take the initiative** to find new ways for your kids to learn the material.

**Teamwork** - Teachers could have a hard time without a wide variety of support staff around them. If you feel alone, your school principal, administrative staff, parent-teacher committee, and more are often available to provide you help. By working as a team, you may have an easier time increasing your students’ ability to learn and have fun.

**Risk Taking** - Sometimes to get the big reward, you may need to take a risk. Being a teacher is about finding a way to get kids to learn, and sometimes these **new learning methods** can be risky. Stick to it and you'll soon find that others are following your teaching example.

**Constant Learning** - You can never know too much when you are a teacher, especially when it comes to the best way to teach your students. Great teachers are constantly looking for ways to expand their horizons with courses, workshops, and seminars. Make sure you **don't become stagnant** by taking courses to keep the content fresh in your mind.

**Communication** - No teacher will succeed if they don't have good communication skills. Clear, concise, and to the point - **the better your communication skills are, the easier your lessons will be**. There are many different types of classes available to help some teachers who may need help improving their skills.

**Mentoring** - Teachers need to always remember that, aside from parents, they are **one of the most consistent mentors in a child’s life**. That means **setting a good example**, at all times. Teachers may also have students that they spend extra time with being a mentor, which means that **being a good role model** is even more important.

**Leadership** - One of the other most important skills each teacher must have (besides patience) is **leadership**. Your students need someone to guide them, to be in charge, and set the tone of the class. Leadership is a difficult skill, meaning you may want to get outside help if you feel that you could use more work on this particular skill, or any other for that matter.

**Source**: Teacher Certification.com  [http://www.teachercertification.org/a/9-useful-skills-for-teachers.html](http://www.teachercertification.org/a/9-useful-skills-for-teachers.html)
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<td>ELAR/ SST combination</td>
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<td>Science</td>
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<td>Social Studies (SST)</td>
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<td>Core Subject</td>
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<th>Grade EC-12</th>
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<td>Music</td>
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<td>Physical Education</td>
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<td>Special Education</td>
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<td>Technology Applications</td>
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**Supplemental — must hold a standard certificate**

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**Secondary**

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<td>Computer Science (8-12)</td>
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<td>English/Language Arts/Reading (7 - 12)</td>
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<td>Family and Consumer Science (6 - 12)</td>
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<td>History (7 - 12)</td>
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<td>Hospitality – Nutrition &amp; Food Service (8-12)</td>
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<td></td>
<td>Human Development &amp; Family Studies(8-12)</td>
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<td>Journalism (7 - 12)</td>
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<td>Life Science (7 - 12)</td>
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<td>Marketing Education (6 – 12)</td>
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<td>Health Science/Technology (6 - 12)</td>
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<td>Trades &amp; Industry (6 – 12)</td>
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<td>TExES test registration fee</td>
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<td>Fingerprinting fee</td>
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<td>TEA Assessment fee</td>
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<td>Course Fee (3 hour class – in-state)</td>
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<td>Internship/Clinical teaching fee</td>
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<td>TOEFL (if applicable)</td>
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<td>TEA Application fee for initial Texas Standard teacher certification</td>
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<td>TEA Application fee for intern/probationary certificate</td>
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<tr>
<td>Graduation application fee</td>
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Contact Information

Please ask immediately if you have any questions or concerns regarding any item(s) in this packet, the Certification program, or any other issue. If you have any doubts or feel uncomfortable about any issue, please do not wait until the end of the school year—it may be too late to correct or make necessary adjustments at that time.

You may contact the Texas A&M University-Commerce certification office by mail, phone, fax, or email:

MAILING ADDRESS:
Post Baccalaureate Teacher Certification Program
Texas A&M-Commerce
P. O. Box 3011
Commerce, TX 75429

Website URL: http://www.tamuc.edu/teacher

PHONE: (903) 886-5182

FAX: (903) 886-5156

CERTIFICATION ADVISORS

, Certification Coordinator and Advisor
@tamuc.edu
PHONE: (903) 886-5671

Erin Swinson, Director, Educational Preparation Programs
Erin.Swinson@tamuc.edu
PHONE: (903) 468-8186

Becky Sinclair, Curriculum and Instruction Master’s Degree Advisor
Becky.Sinclair@tamuc.edu

OTHER CAMPUS NUMBERS

Graduate School (903) 886-5163
TExES Registration (903) 468-3082
Financial Aid (903) 886-5096
Registrar (903) 886-5102
SECTION B

ADMISSIONS
STEP 1: PASS THE PRE-ADMISSION CONTENT TEST (PACT).
This is the TExES content test for the certification area that the student chooses to become certified and must match the student teaching/internship assignment. Students must pass this test prior to admission. [See “PACT Information” page.]

STEP 2: SELECT YOUR MASTER’S PROGRAM.
Select one of the four Master of Science programs associated with teacher certification. No other Master’s degree may be used to pursue this program.
- Curriculum and Instruction (CINS)
- Secondary Education (SED)
- Early Childhood (ECE)
- Reading (RDG)

Information about each of these programs and sample degree plans are available on the EDCI Department webpage:
http://www.tamuc.edu/academics/colleges/educationHumanServices/departments/curriculumInstruction/masterDegreePrograms/default.aspx

STEP 3. APPLY AND GAIN ADMISSION TO THE GRADUATE SCHOOL.
Complete the online application to the Graduate School and select the Master of Science degree (CINS, ECE, SED or RDG) with PBTC “Teacher Certification”. Graduate School admissions requirements and information is available on their website:
http://www.tamuc.edu/academics/graduateSchool/graduateAdmissions/default.aspx
Note: Acceptance into the Graduate School does not give automatic admission into the PBTC program.

STEP 4. TO GAIN ADMISSION INTO THE PBTC PROGRAM.

1. Complete at least 2 “Non-Certification” Courses.
The PBTC program requires students to complete 6 “certification” courses, which also includes internship/clinical student teaching, and the additional 6+ courses required to earn their selected MS degree (CINS, SED, ECE or RDG). Applicants must complete 2 or more non-certification courses, earning a 3.0 (grades of B or above) prior to program acceptance. Contact your MS academic adviser for questions about specific courses in your program.

2. Meet all Requirements for the Program, including:
   - Applicants must have completed their Bachelor’s (or equivalent) degree with a minimum of 2.75 overall GPA or a completed master’s degree with a 3.0 or better GPA.
   - Applicants have never been admitted to another educator certification program.
   - NOTE: Applicants will be required to pass a criminal history background check when applying for a Texas certificate.

3. PBTC Application.
Complete and submit the PBTC program application. This is located online via the www.tamuc.edu website under the Educator Certification page.
http://www.tamuc.edu/academics/colleges/educationHumanServices/educatorCertificationAcademicServices/post-baccalaureate-teacher-certification-program/default.aspx
4. Interview.
Complete an admission interview with a PBTC program representative in person or by another approved method (i.e. Skype, Facetime). The interview will be evaluated with a rubric and the applicant must score at or above the minimum passing score.

STEP 5. TO COMPLETE THE PBTC PROGRAM.
1. Observation Hours.
Thirty hours of classroom observations are required in a TEA accredited school setting prior to internship/clinical student teaching. Students are required to submit the required documentation to the Educator Certification Office upon completion of observation. [See “Observation Information” page.]

2. Complete the 6 “Certification” Courses.
Complete the 6 “certification” courses and supervised internship/clinical student teaching earning no grades below a B. Successfully complete all other requirements as instructed by PBTC program advisers, University Supervisor(s) and/or Mentor Teacher(s) by the established due dates.

3. Pedagogy and Professional Responsibilities (PPR)
Once requirements are met, students must pass the TExES Pedagogy and Professional Responsibilities (PPR) exam for certification prior to their internship/clinical student teaching.

4. Pay Required Fees.
All tuition and fees for the university, certification agency and program must be paid prior to certification.

5. Master of Science Courses and Requirements.
Students are expected to complete the remaining courses and requirements for their selected MS degree, including the corresponding Comprehensive Exam. The Graduate School requires students to maintain a 3.0 GPA in their program to remain in good standing for graduation. Apply for graduation during the first few weeks of your final semester.

6. Apply for Teacher Certification.
During their final semester, students must contact the Educator Certification Office to verify that all requirements were met and to receive information about applying for certification via the Texas Education Agency.
Pre-Admission Content Test (PACT)

Significant changes in the Texas Administrative Code (TAC) §227.10 (a) (3) (c) were approved by the Texas Education Agency (TEA) and State Board for Educator Certification (TEXAS EDUCATION AGENCY (TEA)) on October 10, 2008. The new rule which became effective December 14, 2008, allowed degreed individuals who have not been enrolled in an Educator Preparation Program (EPP) to take Pre-Admissions Content Tests (PACT) to demonstrate content proficiency for possible admission into an EPP. **Taking PACT alone does not ensure admittance into a program.** EPPs may have additional admission requirements.

You do not need EPP approval to register and take a content examination via PACT.

Approval to register for the TExES content exam is not required.

PACT participants may not register to take Pedagogy and Professional Responsibilities (PPR) examinations without EPP approval.

You will be able to register through PACT on the Pearson TExES website at [http://www.tx.nesinc.com/](http://www.tx.nesinc.com/)

Click on “Register” at the top of the page.

Select “Online Registration for New Users” and read through the explanation.

Then, click on “New User” at the bottom of the page.

Select “no TEA ID” if you do not have an existing Educator Profile in the Texas Education Agency (TEA) system.

Confirm your registration as a PACT participant by selecting "pre-admission content tests PACT".

Enter personal information for a testing account to be created in the Pearson TExES system as well as the TEA system. Certify graduation from an accredited university. (See the link provided if you are unsure of your college or university’s accreditation.)

Enter the requested supplemental information on the screen that follows.

Create a username and password and enter a password reminder that can be used by a customer service representative if you forget your password.

Because you are a PACT candidate, you do not need to create an Educator Profile on the TEA website in order to register for a test. The Pearson online registration system will transfer the data you enter to the TEA system and give you a TEA ID number. Be sure to make a note of your TEA ID and Username.

Select “Register for a test” if you are ready to do so.
Registering for Courses

APPLYING TO GRADUATE SCHOOL

The applicant must apply to the University through the Graduate School prior to enrolling in courses at Texas A&M University-Commerce. Applying to the Graduate School is a convenient online process separate from making application to the PBTC program. The application process for Graduate school may be completed by visiting http://www.ApplyTexas.org. When completing the application, select the appropriate master’s option through Curriculum and Instruction and answer “yes” to PBTC option. Fill out the form completely and submit. In addition, immediately send the Graduate School the required $50 application fee and an official copy of all your undergraduate degree transcript(s).

APPLYING TO Post Bac Teacher Certification (PBTC) program

The applicant must apply to the Educator Certification office. The application can be found by clicking on the link PBTC Application.

Note: prior to applying to the PBTC program a candidate must have passed their TExES content test, been admitted to master’s program through Curriculum and Instruction plus successfully completed at least 2 of the non-certification courses listed on their degree plan.

Fill out the form completely and print BEFORE submitting. Either scan/email the form or mail the form to Center for Education Certification, PO Box 3011, Commerce, TX 75429-3011. In addition the applicant must pay a certification fee by clicking on the link Market Place:

Once an applicant has been admitted to the university and formal admission as a candidate to the PBTC, the candidate must pay a Texas Education Agency (TEA) Assessment Fee by clicking on the link Market Place:
1. Texas Education Agency (TEA) Assessment fee: $35 (after September 1, 2018)

Course availability may then be viewed on the university web site at http://www.tamuc.edu/schedule/schedule.aspx. To register for coursework the candidate will need to link to his or her myLeo on the university home page. Every candidate is assigned a LEO email address that will need to be accessed on a regular basis. All correspondence from your eCollege instructors is through the LEO address.

Note: Please contact the PBTC advisor at (903) 468-8186 Erin.Swinson@tamuc.edu if you have any questions.

PAYMENT OF CLASSES - One half of the tuition is paid prior to the first day of class.

FINANCIAL AID

The candidate applies for financial aid through the financial aid office on campus. The office may be accessed at http://www.tamuc.edu/admissions/tuitionCosts/financialAidandScholarships/default.aspx To be eligible for financial aid, a candidate is fully admitted to the Graduate School, admitted into the AC program and enrolled in a minimum of six hours per semester.
SECTION C

PROGRAM REQUIREMENTS
PRE-INTERNSHIP/CLINICAL TEACHING

Required Teacher Certification Courses for All Programs Above:

<table>
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<th>Pre-Internship/CLINICAL TEACHING</th>
<th>Degree &amp; Certification Course Requirements</th>
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<tbody>
<tr>
<td>6 EDCI 515: Evidence-based learning (Take during Internship Semester)</td>
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<tr>
<td>5 EDCI 517: Reading &amp; Learning K-12</td>
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<tr>
<td>2 EDCI 529: Response to Intervention Applied to Exceptional Learners</td>
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<tr>
<td>ECC 565: Class Environment &amp; Techniques for ECE Certification</td>
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<tr>
<td>3 EDCI 534: Management &amp; Curriculum Development for Diverse Learners</td>
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<tr>
<td>4 ETC 524: Intro Ed Tech (for Middle or Secondary Certification)</td>
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Curriculum Courses (Below)

- 18 hours of Required Teacher
- EDCI 565 - EDCI 569 - EDCI 579 - EDCI 589 - EDCI 599
- EDCI 530 - EDCI 532 - EDCI 534 - EDCI 535 - EDCI 537
- EDCI 525 - EDCI 527 - EDCI 528 - EDCI 529 - EDCI 530
- EDCI 515 - Secondary Education (M.S)
- EDCI 517 - Reading (M.S)
- ECC 565 - Class Environment & Techniques
- EDCI 534 - Management & Curriculum Development for Diverse Learners
- EDCI 535 - Secondary Education (M.S)
- EDCI 537 - Response to Intervention Applied to Exceptional Learners
- EDCI 538 - Post-Baccalaureate Teacher Certification Program (PBTC)

Degree & Certification Courses

- 18 hours of Required Teacher
- EDCI 565 - EDCI 569 - EDCI 579 - EDCI 589 - EDCI 599
- EDCI 530 - EDCI 532 - EDCI 534 - EDCI 535 - EDCI 537
- EDCI 525 - EDCI 527 - EDCI 528 - EDCI 529 - EDCI 530
- EDCI 515 - Secondary Education (M.S)
- EDCI 517 - Reading (M.S)
- ECC 565 - Class Environment & Techniques
- EDCI 534 - Management & Curriculum Development for Diverse Learners
- EDCI 535 - Secondary Education (M.S)
- EDCI 537 - Response to Intervention Applied to Exceptional Learners
- EDCI 538 - Post-Baccalaureate Teacher Certification Program (PBTC)
CERTIFICATION TESTING

Pre Admission Content Test (PACT)
Any student with a Bachelor’s Degree from an accredited college or university who has not been fully admitted to an EPP program may register to take any content test through PACT.

Should you need approval through an EPP, please contact our TExES office. Students are responsible for meeting registration deadlines and contacting the TExES office. You may contact the TExES office located in Education North 202, at (903) 468-3082 or by emailing Deborah.Alford@tamuc.edu. Once approved, students will receive instructions via email from the TExES office. The student is responsible for completing the online registration.

ELIGIBILITY FOR PPR

1. Passing scores on content exam.

2. Minimum of 3.0 on all professional development coursework (courses listed on your plan) with no grade below a B.

3. Approval from ACP staff with successful completion of EDCI 514 plus at least 3 other certification courses (4 total) listed on your certification plan. This also meets the 150 hours of training required by TEA to begin an intern/clinical teaching assignment.

PREPARATION MATERIALS FOR TExES

Preparation materials for testing may be downloaded for free and study guides may be purchased at http://www.tx.nesinc.com/PageView.aspx?f=GEN_PreparationMaterials.html. Online reviews for Core Subjects EC-6, Math 4-8, Social Studies 4-8, Science 4-8, History 8-12, Math 8-12, and Special Education EC-12 are available once you register with the Performance-based Academic Coaching Team PACT. Additional information for review resources is available on www.tamuc.edu.
How can I receive an updated/renewed certification plan?

While the certification and masters is designed to be completed in two years, the PBTC program **must** be completed within **three (3) years**. If a candidate is unsuccessful in completing certification within three (3) years, coursework may need to be reviewed.

**Pre-Internship/Clinical Teaching Students**
If you are a student who has not begun an internship, and would like to request an update, please send a request to Erin.Swinson@tamuc.edu. Plans are valid for one year.

**Internship or Post Internship Students**
Once you begin an internship your plan will automatically be updated each year as long as you continue to make satisfactory progress towards your Standard Texas Teaching Certificate. **NOTE:** Any student who does not complete ALL requirements for their Standard Texas Teaching Certificate and continues to teach on a probationary certificate, TEA requires continued supervision. Along with continued supervision, fees are required ($1000.00 per semester).

If you wish to have an updated plan or have questions regarding your certification plan, you may contact the advisor.

Erin Swinson
903-886-5671
Erin.Swinson@tamuc.edu

**Note:** Editing your contact information via myLeo does not update the information with the Center for Educator Certification. Please keep us informed of all contact information changes.
PRE-INTERNSHIP/CLINICAL TEACHING

EARLY FIELD EXPERIENCE/OBSERVATION & COURSE REQUIREMENTS

Observation - 30 hours of early field experience is required prior to an internship/clinical teaching assignment. This experience involves interactive and reflective observation of early childhood through 12th (EC-12) grade students, teachers, and faculty/staff members engaging in educational activities in a school setting and verified through a log sheet and reflection statement. Once admitted to the PBTC program you will be issued a letter of introduction you may use to secure a placement in the district of your choice. When completed, the candidate will then submit the log sheet and reflection statement to the Teacher Certification office.

Course Work – Along with the 30 hours of observation the State requires 150 hours of training also be completed prior to an internship/clinical teaching assignment. For A&M-Commerce this requires you complete at least 4 of our required teacher certification courses. Note: one course MUST be EDCI 514 and then any other 3 eligible courses listed on your certification plan.
PRE-INTERNSHIP/CLINICAL TEACHING

Seeking Employment

The PBTC program course work is offered completely online. This allows candidates to complete the Internship phase in an accredited Texas Education Agency (TEA) school district anywhere in Texas provided a credentialed supervisor is available. The PBTC Program staff can answer questions concerning a school’s eligibility, cooperating teacher/mentor assignment, supervisor assignment.

Candidates may view upcoming job fairs listed on the Certification website at (http://www.tamuc.edu/academics/colleges/educationHumanServices/educatorCertificationAcademicServices/teacherJobFairs.aspx). Career Development is also a great resource for potential employment opportunities and may be contacted by telephone at 903-468-3223 or by website: http://www.tamuc.edu/CampusLife/CampusServices/careerDevelopment/default.aspx

The Texas Education Agency provides a Statewide School District Job Search listing employment opportunities in Texas. A search may be conducted by entering a specific location by address, city, or zip code with a radius parameter (http://www.tea.state.tx.us/districtSearch.aspx) or at TeacherJobNet.org

Typically a school district will not employ a non-certified teacher until he/she has demonstrated content proficiency in their content area and formally admitted to a TEA recognized Educator Preparation Program. The PBTC program considers a candidate content and pedagogy proficient when a candidate passes a content area TExES in the area he or she is seeking a teaching position and passes the PPR exam. The content proficiency is indicated on the candidate’s certification plan.

Once a candidate has gained employment, the Teacher Internship Eligibility (TIE) and Payment Deduction Authorization (PDA) is submitted to the Center for Educator Preparation. This will notify the Certification office to assign a supervisor as you begin internship.
Intern/Probationary Certificate Application Process

PLEASE READ ALL "REQUIREMENTS" AND "PROCEDURES" (BELOW) PRIOR TO ACCESSING THE SBEC ONLINE WEB PAGE.

Application Procedures:
Go to SBEC website at https://secure.sbec.state.tx.us/SBECOnline/login.asp
Log on if you have an account; You should have an account from the TExES exams (content and PPR) passed:
Click on "New User? Create New Account" if you are a first-time user.

Once you are logged in, click APPLICATIONS and then INTERN or PROBATIONARY CERTIFICATE (depending with you are eligible for based on your TIE) TEXAS PROGRAM. Follow directions to apply for certificate. Choose TEXAS A&M University-Commerce (Post-Bacc) and type in your content area in SUBJECT.
Pay required fees to SBEC. The cost of the certificate is $75 and finger printing is $49 UNLESS:

1. You have an aide certificate with SBEC.

2. You have been fingerprinted by a district as a substitute. Your account will show that you need to pay for fingerprints but DO NOT PAY. A few days after application, the fingerprints that you have completed will attach to your application and they will show as being paid.

Go to your email account and find email with attachment from SBEC. OPEN AND PRINT YOU’RE FASTPASS. Then complete all information in INK.

Continue to the instructions below to schedule an appointment.

Click “Texas”.
On the next screen choose ONLINE SCHEDULING.
Select BEGIN REGISTRATION.
Enter First and Last Name.
Select “Education” in application I II.
The next screen will ask for your ORI number from your FAST fingerprinting application. This number includes TX for Texas.
The next screen will ask if you are being printed for a volunteer position; SELECT NO.
The next screen will ask you to enter your Agency Assigned Applicant Number (begins with SB). This number is also located on your FASTPASS form. Please enter it as it appears on your FASTPASS.
Choose your location; ENTER A ZIP CODE. Locations near this zip code will appear for your selection.
Choose a location and follow the instructions.

Should you have any questions, please contact Scott Mobley at Scott.Mobley@tamuc.edu 903-886-5671.

NOTE: Intern Certificate is only good for one year. Probationary certificates may be renewed for a second year. To renew your probationary certificate for another year you must submit a valid TEA accredited school teaching contract or school document outlining your teaching assignment. You may teach on a probationary certificate for a maximum 2 years only.
INTERNSHIP/CLINICAL TEACHING

Internship or Post Internship Students
Once you begin an internship your plan will automatically be updated each year as long as you continue to make satisfactory progress towards your Standard Texas Teaching Certificate. Teachers must continue to make progress towards their degree and teacher certification by taking courses.

NOTE: EDCI 515 is a required course during the first semester of your internship/clinical teaching assignment.

NOTE: Any student who does not complete ALL requirements for their Standard Texas Teaching Certificate and continues to teach on a probationary certificate, TEA requires continued supervision. Along with continued supervision, fees are required ($1000.00 per semester).

If you wish to have an updated plan or have questions regarding your certification plan, you may contact the advisor.

Erin Swinson
903-468-8186
Erin.Swinson@tamuc.edu
**INTERNSHIP**

**Paid vs Clinical/Student Teaching**

An internship is required and must be served in a public school district, or TEA accredited charter or private school within Texas but Program Staff must be able to secure a University Supervisor for any area outside the normal driving radius of Commerce, Mesquite or McKinney, Texas campuses.

Once your internship begins, a partnership is formed between the program and your school district. You will benefit from intensive supervision that consists of structured guidance and regular ongoing support from a university supervisor and school district mentor teacher. There are two choices of internship:

1. A year-long paid internship where you are employed on a probationary certificate as the "teacher of record" in your certification area. You must teach no less than an average of four hours a day in the area in which you are pursuing certification. This type of internship is dependent upon the teacher candidate securing this kind of placement, and it is the sole responsibility of the candidate to find an acceptable position. The deadline for your statement of eligibility (SOE) as a hired teacher of record on a probationary certificate is July 15th for the Fall Semester and November 15th for the Spring Semester.

**OR**

2. A one-semester unpaid clinical/student teaching placement where you are assigned to a cooperating teacher's classroom. This is a full day, five days per week, 16 week commitment. You may also have the option (if Program Staff agrees when seeking a placement) of electing to do a 32 week 1/2 day placement. The placement for student teaching will be determined by the PBTC Program staff. Completion of a separate student teaching application is required. Deadline for making application is July 15th for the Fall Semester and November 15th for the Spring Semester. You may learn more about the requirements from the website or through an inquiry to PBTC program staff.

**Support Staff**

Once placed in an internship, the program appoints a university supervisor who provides constructive feedback on a regular basis after conducting classroom observations. A mentor teacher, one who is recognized as a master teacher, is appointed by the district to work with you and provide support. Your mentor serves as a professional model for you to follow and is the one to whom you turn for advice and guidance on a daily basis. The principal also plays an active role in supervising your professional development and may conduct evaluations of your teaching performance. The university supervisor, mentor and principal make up your Instructional Leadership Team (ILT) whose purpose is to provide support during your internship and lead to your success in the classroom.

NOTE: During the internship, concurrent enrollment in professional development coursework at A&M-Commerce is required.
Completion of internship

In order to successfully complete internship, you must remain employed or student teaching in an acceptable position during the duration of your internship. If at any time you are released from your position by your school district, or you resign from your position, you will be dismissed from the Teacher Education Program at A&M-Commerce. The only exception is if during a paid internship your resignation is amicable between you and your school district, and you immediately assume an acceptable paid position and successfully complete internship. This exception also requires a statement of agreement by your mentor teacher and university supervisor, stating that they believe that you have been making satisfactory progress in teaching and that you should be allowed to continue working in the profession.

Your successful completion of internship will be graded on a successful/unsuccessful basis. Members of your Instructional Leadership Team (ILT) will determine based on your performance at the conclusion of internship. Your ILT will be comprised of a university supervisor, and mentor and/or principal. Your internship handbook (available online) will serve as a guide for all members of the ILT. If the decision is made that you have failed to successfully complete internship, you will be dismissed from the program. The only exception is if your ILT recommends that you continue with an additional year of internship training. If this occurs, you will be required to obtain an extension of your probationary certificate for another year and pay all fees associated with an additional internship. In addition, a growth plan will be initiated and you may be required to complete additional professional development or content related training/coursework.
**Clinical Student Teaching**

**Student Teaching Application Process**

Should you choose not to seek an employed position, or you are not able to find a position, you may opt to complete an unpaid clinical student teaching practicum. You will be required to student teach for one full semester, which will constitute your internship. This will be a full day, five days per week for 16 weeks, commitment. The AC Program staff along with the ISD will determine placement but every attempt will be made to place you for clinical experience in the district of your choice. Deadline for making application for the spring semester is October 15 and placement for the fall semester is March 15.

Listed below are the requirements for student teaching (1 & 2 must be completed prior to making application):

1. Full admission to the AC program.
2. Passing scores on TExES/ExCET content exam.
3. Thirty (30) hours of observation and reflection of that experience in an EC-12 classroom. (Documentation submitted to AC office)
4. The minimum course requirements that must be completed prior to student teaching is completion of EDCI 514 and 3 other eligible certification courses listed on your certification plan. It is recommended that you complete as many courses as possible prior to student teaching to ensure a successful experience plus ensure completion of program requirements in a timely manner and completion once the clinical student teaching internship is completed. A 3.0 GPA with nothing less than a “B” is required for all completed professional development and degree coursework.

To apply for student teaching, please submit the following documents in a manila file folder with the following information on the tab (Last name, first name, teaching field and level):

1. Completed application. Click [HERE](#) to view, complete and print the application.
2. One copy of autobiography. Click [HERE](#) to view and print instructions.
3. Signed intern commitment contract. Click [HERE](#) to view, complete and print contract.

Mail to:

A&M-Commerce Educator Certification  
P O Box 3011 Commerce Campus  
Commerce, TX 75429-3011 Education North #202

OR email to: [Erin.Swinson@tamuc.edu](mailto:Erin.Swinson@tamuc.edu) - Education North #202

OR fax to: 903-886-5156
INTERNSHIP/CLINICAL TEACHING

ALL PAID INTERNS ARE REQUIRED TO REGISTER FOR Performance-based Academic Coaching Team (PACT)
NOTE: This is not the same as the TExES registration test site.

PACT is designed to help you, the new teacher candidate. Being on the front line can be intimidating and lonely which makes having immediate support and guidance valuable to you as you begin your teaching career. You will be able to access immediate teacher helps, teaching resources, teaching tools, chat rooms, discussion boards, and an electronic mentor. The e-Mentors are hand selected experienced teachers. They are trained and have signed a confidentiality form stating that no information about individual students will be released. The e-Mentors are available by email from 7:00 a.m. - 11:00 p.m. Monday through Friday and 12:00 p.m. - 8:00 p.m. on Saturdays and Sundays.

Explore the site. Post a question. Read our Quick Helps. Because the system needs to fit the needs of you, the new teacher, it will be continually upgraded with new materials based on reflections and feedback you give. Please provide that feedback when prompted so modifications can be made.

Click on the following link to register and get your password. When you log in, you will be required to enter the last four digits of your A&M-Commerce student ID. **REGISTRATION IS REQUIRED.** Mentors will also be required to register to complete online mentor training and modules with the intern *(this does not apply to clinical/student teaching experiences)*.

PACT Website: [https://pact.tarleton.edu/pact/](https://pact.tarleton.edu/pact/)

Once you have access to the website, you will find TExES reviews for:

EC-6 Core Subjects
EC-12 SPED
4-8 Math
4-8 Social Studies
4-8 Science
8-12 History
8-12 Math

Contact [Erin.Swinson@tamuc.edu](mailto:Erin.Swinson@tamuc.edu) with any questions.
POST INTERNSHIP/CLINICAL TEACHING

Steps to completing Master’s and teacher certification

Step 1: Completion of any remaining courses on candidate’s certification plan.

Step 2: Submit all remaining documentation (forms/letters) required for completion of successful internship/clinical teaching assignment.

Step 2: Completion of any TExES tests (content and/or PPR).

Step 3: Completion of any master’s course work on candidate’s degree plan.

Step 4: Pay any remaining fees associated with candidate’s teacher certification program.

Step 5: Apply and pay application fee to TEA for your Standard teaching certificate.

Step 6: Apply and pay Graduation fee.
POST INTERNSHIP/CLINICAL TEACHING

Filing for Standard Certification

Prior to filing for certification:

Continued admission and retention in the Post Baccalaureate Teacher Certification Program
- Successful completion of all program requirements including:
  - Passing of all required TExES exams,
  - Successful completion of all required coursework with an overall GPA of 2.75,
  - Successful internship or clinical teaching experience,
  - Recommendation of Teacher Candidates with signatures of recommendation from principal and university supervisor,
  - All internship or clinical teaching fees paid in full.

Application Procedures:

Go to TEA website at https://secure.sbec.state.tx.us/SBECOnline/login.asp and logon to your TEAL account.

Choose the “Applications” link and then “Standard Certificate Texas Program”.

On the application make sure the entity that you select is Texas A&M University-Commerce (Alternative) and the subject matches the certification field on your certification plan.

Complete all requirements for the fingerprinting (if applicable).

Pay appropriate fees to TEA.

*You will receive an email confirmation from the TEA after the university has completed its recommendation. Your status may be checked online. After the TEA receives the university’s recommendation, TEA will process the issuing of the certificate. Once the certificate has been issued, it may be viewed on the website under the “Official Record for Educator Certificate”. This virtual certificate is your official certificate and can be printed for your records.

NOTE: Applications that are not fully processed within 60 days will be deleted. If deleted, you will be required to file again through the TEA online system.

Applying of Graduation

Along with applying for Texas teacher certification you will need to apply for graduation the semester you are completing your master’s degree. You should receive an email reminding you and giving you instructions for filing for graduation. There will also be an application fee associated with the application.
SECTION D

TESTING
Test Day Policies and Procedures

After September 1, 2018 there will be a new test provider for the TExES test. The provider will be Pearson Education, Inc.

Before the day of the test, you should read and be familiar with all policies and procedures in the Registration Bulletin for the test you are planning to take. Registration Bulletins can be downloaded from the Pearson TExES website at http://www.tx.nesinc.com/Home.aspx

Details about acceptable identification documents are in the Registration Bulletins and on the website. **Note:** Without the required identification documents, you will not be admitted to the test center and no refund will be approved. **You must arrive at least 30 minutes prior to test time.**

TExES Scores

Registration and testing-account creation will open on this website on September 1, 2018, and testing will begin on September 4. You can [learn more about the September 2018 transition here](#).

For testing beginning September 4, 2018, your score report will be available on this website according to the following schedules. More information about score reporting on this website will be available when registration opens on September 1, 2018.

Your scores will not be assigned to a program. Your scores will be uploaded into your TEA Educator Profile so programs can verify that you passed the content examination(s).

Please contact EPP program when TExES scores are posted. You may contact [Erin.Swinson@tamuc.edu](mailto:Erin.Swinson@tamuc.edu) or 903-468-8186
Resources: Certification Test Reviews

Prepare

Beginning September 1, 2018, Texas educator candidates will use the Texas Educator Certification Examination Program site http://www.tx.nesinc.com/PageView.aspx?f=GEN_PreparationMaterials.html to access preparation materials and to create their testing accounts, register, schedule, and access their scores. Testing will begin on September 4.

Are you testing before September 1, 2018? Visit www.texas.ets.org to access preparation materials for all TExES, TExMaT, and TASC and TASC–ASL exams.

Preparation materials, including preparation manuals, practice tests, and tutorials will be available on this site when registration opens on September 1.

Texas A&M University-Commerce will host various study sessions through the Department of Curriculum and Instruction and/or through the Center for Educator Certification and Academic Services. Dates will be posted on the website and notices will be electronically sent via email. Please check your emails frequently and maintain a current email address with the Center for Educator Certification and Academic Services.
160 TExES Competencies for Pedagogy and Professional

Competency 001:
The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.

Competency 002:
The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students’ learning.

Competency 003:
The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

Competency 004:
The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

Competency 005:
The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

Competency 006:
The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

Competency 007:
The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

Competency 008:
The teacher provides appropriate instruction that actively engages students in the learning process.

Competency 009:
The teacher incorporates the effective use of technology to plan, organize, deliver and evaluate instruction for all students.

Competency 010:
The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

Competency 011:
The teacher understands the importance of family involvement in children’s education and knows how to interact and communicate effectively with families.

Competency 012:
The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

Competency 013:
The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.
SECTION E

Sample Forms/Letters
Explanation of Sample Forms

1. **Teacher Internship Eligibility (TIE)**—The Teacher Internship Eligibility form provides school districts with documentation supporting admission into the Texas A&M University-Commerce Post Baccalaureate Teacher Certification Program (PBTC) necessary for employment in an internship position. The employing school district completes “Employing School District” section of the form and returns it to the Advisor. Note: A teacher candidate must gain employment in a Texas Education Agency (TEA) accredited school providing a credentialed supervisor is available. To determine accredited schools, you may view the TEA website at: [http://www.askted.tea.state.tx.us](http://www.askted.tea.state.tx.us).

2. **Payroll Deduction Authorization Form (PDA)**—An internship fee of $1000 per semester is assessed to all teacher candidates. Teacher candidates completing the clinical teaching option pay a $1000 clinical teaching fee. Teacher candidates completing a one-year position employed in an internship position pay a $2,000 internship fee. The internship fee funds the internship/clinical student teaching support system including the public school mentor teacher and the university supervisor. One-half of the internship fee ($375) must be paid prior to beginning the student teaching assignment. The remaining $375 may be paid out during the semester according to the fee payment schedule, but must be paid in full prior to the program making recommendation for the candidate’s Standard Certificate.

   For the teacher candidate employed in an internship position, Payroll Deduction Authorization is required for monthly installments of the internship fee to be deducted from the payroll check. If a school district does not participate in the Payroll Deduction process, payments must be submitted on the payment schedule indicated by the candidate on the Payroll Deduction Authorization. Failure to submit payments by due dates result in removal from the internship placement and/or removal from the educator preparation program. One-half of the internship fee ($750) is due before the program will recommend the candidate for a Probationary Certificate for interns employed by a district not participating in the Payroll Deduction plan.

   Either payment process requires receipt of the appropriate payment form: Clinical Teacher Payment Contract (Clinical Teacher) or the Payroll Deduction Authorization Contract and the Teacher Internship Eligibility (employed intern). Upon completion, all fees must be paid in full prior to the program making a recommendation for the Standard Certification.

3. **Mentor/Master Teacher Observation**—Completed by the clinical teacher during a formal observation of the mentor teacher or another master teacher. **TWO** formal observations are required.

4. **Intern Clinical Teacher Observation**—Completed by the mentor teacher during a formal observation of the clinical/student teacher. **TWO** formal observations are completed. Please print forms and place with your Intern Handbook in a 3-ring binder.

5. **Individual Formal Lesson Observation**—Completed by the University Supervisor during the observation of the clinical/student teacher. **THREE** formal observations must be completed.

6. **Summative Evaluation of Intern**—Completed by the clinical teacher and the University Supervisor at the end of the clinical teaching assignment. This form is an overall evaluation of the clinical teaching experience.

7. **Attendance Sheet**—Completed by the Mentor daily to keep track of attendance and punctuality.

8. **Intern Progress Report**—Completed by the Mentor after several weeks of the clinical/student teacher being in the field, to identify strengths and areas needing improvement.
Teaching Internship Eligibility

THIS IS NEITHER A CERTIFICATE NOR A PERMIT. This document verifies that the teacher candidate has been admitted to an approved educator preparation program leading to certification in Texas. This form must be returned to the educator preparation program. The preparation program will then recommend the teacher candidate for an intern or probationary certificate (whichever is appropriate), which must be issued to provide the employing school district assignment coverage during the internship year.

Teacher Candidate’s Name_____________________________________________TEA ID #___________________
Address____________________________________City_____________________State______Zip______________
Teacher Candidate’s Email______________________________________Phone____________________
Teacher Candidate Certification Field________________________________Grade Levels_____________________
Educator Preparation Program Name_____________________________________________________________
Address_________________________________________City________________State______Zip______________
Educator Preparation Program Email______________________________________Phone____________________

The Teacher Candidate Has Completed the Following Requirements for Texas Teacher Certification:

<table>
<thead>
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<th># of Required Ed Prep</th>
<th># of Required Field</th>
<th>Passed TExES Content</th>
<th>Passed Pedagogy and</th>
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</thead>
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<tr>
<td>Coursework Hours</td>
<td>Observation Hours</td>
<td>Exam for Correct</td>
<td>Professional</td>
</tr>
<tr>
<td>Completed prior to</td>
<td>Completed prior to</td>
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</tr>
<tr>
<td>Internship (min. 150</td>
<td>Internship (min. 30</td>
<td></td>
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<table>
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<th>Passed Probationary Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes      No</td>
<td>Yes         No</td>
</tr>
</tbody>
</table>

Date: Intern Certificate Eligible

Date: Probationary Certificate

Educator Preparation Program Director____________________________________________________________
Signature__________________________________________Date_____________________________________

The educator preparation program will assign a field supervisor to observe, coach, and evaluate the Intern each year he or she is on a probationary or intern certificate for internship. The field supervisor will conduct a minimum of three observations of the intern on campus for 45 minutes each or longer each year and provide written feedback. Written documentation of this feedback is submitted to the campus principal as well as the educator preparation program.

To be completed by the Employing School District

Campus Name_________________________________________County/District #_________________________
Address____________________________________City________________State______Zip______________
Campus Phone______________________Campus Website__________________________________________
School Principal_________________________Email_________________________________________________
Intern Teaching Assignment______________________Grade Level________________________
Date of Hire________________________First Day on Campus________________________
Mentor Teaching Assignment______________________Grade Level________________________
Mentor Name________________________Mentor Email_________________________________________

The campus or district shall assign an experienced mentor teacher to the intern teacher each year he or she is on a probationary certificate to observe, coach and model professional behavior for the intern. The campus administrator shall complete an annual electronic survey on the quality of teacher preparation regarding each intern in his or her school and submit it to the Texas Education Agency.

Authorized School Representative_____________________________________________________________
Signature__________________________________Date___________________________________________

©Texas Education Agency 1701 N. Congress Avenue, Austin, TX 78701 Page 1
INTERN/STUDENT TEACHER: _______________________________________

I understand that I am responsible for a program fee for supervision. I understand that I must pay the program fees directly to Texas A&M University – Commerce or authorize my school district to payroll deduct the fees and send to Texas A&M University – Commerce.

**Initial _____ *$2000.00 full one year internship fee      Initial _____ *$1000.00 one half year internship fee**
**Initial _____ *$1000.00 one semester clinical teaching fee**

This is authorization for _____________________________ Independent School District to deduct the Texas A&M University – Commerce ACP fees from ISD paycheck. Such deductions will be:

10 monthly installments of _____*$200.00 totaling $2000.00    _____*$100.00 totaling $1000.00

5 monthly installments of _____*$200.00 totaling $1000.00

The _____________________________ Independent School District agrees to deduct the following:

10 monthly installments of _____*$200.00 (total of $2000.00)    _____*$100.00 totaling $1000.00

5 monthly installments of _____*$200.00 (total of $1000.00)

from Intern’s pay and remit to TAMU-Commerce Alternative Certification Program.

________________________________  _____________________________  ____________
Representative’s Signature                               Representative’s Contact #               Date

*only one option may be elected

____________________________ Independent School District does not participate in a payroll deduction plan, I agree to assume the following financial responsibility to the Texas A&M University – Commerce Alternative Certification Educator Preparation Program as indicated with my initials.

**Initial ______ $2000.00 full one year internship fee      Initial ______ $1000.00 one half year internship fee**
**Initial ______ $1000.00 one semester clinical teaching fee**

__________________________________________________________  ____________  ________________
Intern’s Signature                          Intern’s CWID                                                Date

It is the intern’s responsibility to submit Payroll Deduction & Statement of Eligibility forms to the ISD for Signatures. The intern should also make sure the ISD submits BOTH forms (may be mailed, emailed or faxed) to the Texas A&M University – Commerce Alternative Certification Program Office. Checks are payable to TAMU-C Alternative Certification Program to the following address:

Texas A&M University – Commerce
Alternative Certification Program
P. O. Box 3011
Commerce, TX  75429-3011

All questions regarding this process must be directed to 903.468-8186 Erin.Swinson@tamuc.edu or 903.886.5630 Wendy.Nutt@tamuc.edu.

**Note:** Payments received/balance will not be reflected in myLeo. Two separate accounting systems are utilized.
Note: This Alternative Certification Plan is only a representative example.
Mentor/Master Teacher Observation
(Completed by the PBTC Intern/Clinical Teacher)

Mentor/Cooperating Teacher ________________________       Campus: ________________
Intern__________________________________       Date: ________________

Describe the observed class/activity (class make-up, lesson focus, instructional techniques, class involvement, etc.):

What were the strong points (teacher and/or learner)? List at least two.

What seemed to motivate the class?

What seemed to influence or contribute to positive classroom behavior?

What questions or comments do you have as a result of this observation that would improve your teaching skills? (Discuss the observation(s) and questions or comments with your mentor or the teacher observed.)

Clinical Teacher’s Signature___________________________________Date_______________
Mentor’s Signature____________________________________Date______________________

Thank you for providing the UNIVERSITY SUPERVISOR a copy as completed.
Clinical Teacher Observation
(Completed by the Master/Cooperating Teacher)
Page 1 of 3

Clinical Teacher ________________________________ Campus: _______________
Mentor: ________________________________ Date: _______________

Classroom Observation

Describe the observed class/activity (class demographics lesson focus, instructional techniques, class involvement, etc.):

What were the strong points (concerning teacher and/or learner) of the lesson? List at least two.

Please list suggestions to the intern to improve instruction and enhance student learning:

Thank you for providing the INTERN AND UNIVERSITY SUPERVISOR a copy as completed.
Intern/Clinical Teacher Observation  
(Completed by the Mentor/Cooperating Teacher)  
Page 2 of 3

Rate the intern/clinical teacher on specific practice(s) you observed by circling the appropriate response.

O=Clearly Outstanding;  E=Exceeds Expectations;  S=Satisfactory;  N=Needs Improvement;  NA=Not Applicable/Observed

1. The teacher established discipline in the classroom.          O E S N NA
2. The teacher motivated his/her students.                     O E S N NA
3. The teacher included all students in class participation.   O E S N NA
4. The teacher showed personal interest in all students.       O E S N NA
5. The teacher showed respect when interacting with students.  O E S N NA
6. The teacher allowed time for student responses.             O E S N NA
7. The teacher reacted positively during student responses.    O E S N NA
8. The teacher gave specific feedback to student answers/responses. O E S N NA
9. The teacher followed up on student responses.               O E S N NA
10. The teacher exhibited positive reactions to student learning performance. O E S N NA

11. The teacher allowed students to express their feelings.    O E S N NA
12. The teacher promoted basic skills in the classroom.        O E S N NA
13. The teacher promoted higher-level thinking in the classroom. O E S N NA
14. The teacher promoted teamwork in the classroom.            O E S N NA
15. The teacher made ongoing effort to deal with the individual differences in the learner population. O E S N NA
16. The teacher demonstrated good command of the content.      O E S N NA
17. The teacher appeared to be effective in organizing class work. O E S N NA
18. How would you rate this teacher's command of instructional delivery skills? O E S N NA
19. How would you rate this teacher's command of instructional design skills (lesson plans, etc.)? O E S N NA
20. How would you rate this teacher's command of time management? O E S N NA
Thank you for completing the **Post-Observation Conference** within 2 days of lesson.

Mentor/Cooperating Teacher and Intern/Clinical Teacher cooperatively complete the following regarding the teaching/learning process during the post-observation conference.

Please list the areas of strength.
A. 
B. 
C. 

Please list the areas of concern.
A. 
B. 
C. 

In order to assist the intern/student teacher with the areas of concern, the mentor and intern will take the following actions:
A. 
B. 

Comments:

---

Intern/Clinical Teacher Signature______________________________Date______________

Mentor Signature_____________________________________Date_____________________

Thank you for providing copies to the intern and university supervisor upon completion.
<table>
<thead>
<tr>
<th>Objective/Lesson:</th>
<th>Subject/Content:</th>
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</thead>
</table>

Instructions: For each of the indicators below, rate each according to the following scale:
P=Proficient  A=Acceptable  D=Developing  N=Needs Improvement

**STANDARD I: Designing Instruction and Assessment**

<table>
<thead>
<tr>
<th>P</th>
<th>A</th>
<th>D</th>
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<tbody>
<tr>
<td>• Aligns all objectives with state standards, and the lesson goals and objectives are clear, relevant, and able to be assessed</td>
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<tr>
<td>• Exhibits appropriate knowledge of content to promote student learning</td>
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<td>• Uses a variety of instructional strategies, including instructional grouping, to explain information and teach objectives</td>
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<td>• Designs clear, well-organized, sequential lessons that are appropriate for diverse learners and that build on students’ prior knowledge</td>
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<td>• Recognizes individual needs and differentiates instruction by aligning methods and techniques to diverse student needs</td>
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<td>• Plans instruction that motivates students to want to learn and to achieve</td>
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<td>• Aligns assessment instruments with objectives and instructional goals of lesson</td>
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<td>• Monitors students through both formal and informal assessments for evaluating achievement of objectives</td>
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<tr>
<td>• Analyzes student data to drive instruction for groups or individual students</td>
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</table>

**STANDARD II: Creating a Learning Environment**

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<th>P</th>
<th>A</th>
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<tr>
<td>• Models respect for students and sees that all student-teacher interactions and all interactions among students are respectful</td>
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<td>• Creates a safe, positive and inclusive classroom environment by respecting diversity and individual differences and treating students equitably.</td>
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<td>• Communicates the importance of the instructional content and demonstrates enthusiasm for the subject matter and for learning</td>
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<tr>
<td>• Implements routines and procedures for the effective management of materials, supplies and technology that primarily rely on student</td>
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</table>
### LEADERSHIP AND RESPONSIBILITY

- Establishes classroom rules and procedures to promote an organized and productive learning environment and clearly communicates expectations.
- Establishes and clearly communicates consequences for misbehavior and enforces those consequences consistently, impartially and fairly.
- Uses effective methods and procedures for monitoring and responding to positive and negative student behaviors.
- Communicates expectations of high-quality work and high expectations for achievement.
- Organizes the physical environment to facilitate learning.

#### STANDARD III: Responsive Instruction

<table>
<thead>
<tr>
<th>P</th>
<th>A</th>
<th>D</th>
<th>N</th>
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<tbody>
<tr>
<td>• Engages students intellectually by teaching meaningful content in ways that promote all students’ active participation in the learning process.</td>
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<td>• Provides explanations that are clear and correct.</td>
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<tr>
<td>• Fosters active student inquiry through questioning and discussion techniques that are lesson appropriate.</td>
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<tr>
<td>• Engages students in complex, higher-order thinking through effective questioning techniques.</td>
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<tr>
<td>• Facilitates discussions through carefully framed questions that encourage the students to become active participants.</td>
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<tr>
<td>• Uses spoken and written language that is appropriate for students.</td>
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<td>• Uses appropriate language to provide each student with accurate, timely and constructive feedback.</td>
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<tr>
<td>• Uses a variety of instructional strategies, materials and technologies that engage students and align methods and techniques to student needs.</td>
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<tr>
<td>• Adjusts instruction based on on-going assessment of student understanding.</td>
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<tr>
<td>• Presents a lesson with a clearly defined structure around which activities are organized and lead to mastery of objectives.</td>
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<tr>
<td>• Paces lesson appropriately.</td>
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</tbody>
</table>

#### STANDARD IV: Professional Roles and Responsibilities

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<thead>
<tr>
<th>P</th>
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<td>• Is open to suggestions for improvement and modifies practices accordingly.</td>
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<td>• Works productively with supervisor and mentor to address issues and enhance professional skills and knowledge.</td>
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<td>• Submits assignments when due as presented in TAMUC Handbook.</td>
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<td>• Presents lesson plan as requested.</td>
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<tr>
<td>• Uses knowledge of legal and ethical guidelines to guide behavior in education-related situations.</td>
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Interactive Conference

Strengths:

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Challenges:

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Recommendations/Next Steps/Goals:

________________________________________________________________________________
________________________________________________________________________________
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________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Supervisor Signature ______________________________________________________________

Intern Signature _________________________________________________________________

Date: ____________________ Beginning time: ___________ Ending time: _______________
## Post Baccalaureate Certification Program-Texas A&M University-Commerce
### Summative Evaluation of Intern

<table>
<thead>
<tr>
<th>Intern:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CWID</td>
<td>Start Time:</td>
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</tbody>
</table>

**Intern Instructions:** For each of the four standards, answer the questions below the standard. Circle the rating which best represents your professional teaching skills for that standard at the present time.

- **P**= Proficient
- **A**=Acceptable
- **D**=Developing
- **N**=Needs Improvement

### STANDARD I: DESIGNING INSTRUCTION AND ASSESSMENT

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</table>

List two of the indicators that describe your greatest strengths from this standard and give examples of strategies, procedures, etc. that support those selections.

List one indicator for which you need to improve and explain why you selected that indicator.

**Intern Rating:**  P   A   D   N  
**Supervisor Rating:**  P   A   D   N

### STANDARD II: CREATING A LEARNING ENVIRONMENT

<table>
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<td>Models respect for students and sees that all student-teacher interactions and all interactions among students are respectful</td>
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List two of the indicators that describe your greatest strengths from this standard and give examples of strategies, procedures, etc. that support those selections.

List one indicator for which you need to improve and explain why you selected that indicator.

**Intern Rating:**  P   A   D   N  
**Supervisor Rating:**  P   A   D   N
### STANDARD III: RESPONSIVE INSTRUCTION

**Indicators:**
- Provides explanations that are clear and correct
- Fosters active student inquiry through questioning and discussion techniques
- Engages students in complex, higher-order thinking through effective questioning techniques
- Facilitates discussions through carefully framed questions that encourage students to become active participants
- Uses spoken and written language that is appropriate for students
- Creates a lesson with a clearly defined structure around which activities are organized
- Uses a variety of instructional strategies, materials and technologies that engage students cognitively
- Engages students intellectually by teaching meaningful content in ways that promote all students’ active participation in the learning process
- Paces lesson appropriately
- Uses appropriate language to provide each student with accurate, timely and constructive feedback.
- Adjusts instruction based on on-going assessment of student understanding

List two of the indicators that describe your greatest strengths from this standard and give examples of strategies, procedures, etc. that support those selections.

List one indicator for which you need to improve and explain why you selected that indicator.

<table>
<thead>
<tr>
<th>Intern Rating</th>
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<tr>
<td>P A D N</td>
<td>P A D N</td>
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</table>

### STANDARD IV: PROFESSIONAL ROLES AND RESPONSIBILITIES

**Indicators:**
- Is open to suggestions for improvement and modifies practices accordingly
- Works productively with supervisor and mentor to address issues and enhance professional skills and knowledge
- Submits assignments when due as presented in TAMUC Handbook
- Presents lesson plan as requested
- Uses knowledge of legal and ethical guidelines to guide behavior in education-related situations

List two of the indicators that describe your greatest strengths from this standard and give examples of strategies, procedures, etc. that support those selections.

List one indicator for which you need to improve and explain why you selected that indicator.

<table>
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<tr>
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<td>P A D N</td>
<td>P A D N</td>
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Signature of Intern ____________________________ Date: ______________

Signature of Supervisor __________________________ Date: ______________
Post Baccalaureate Certification Program  
Mentor Log Sheet

Intern Name ___________________ Mentor/Cooperating Teacher Name _______________

<table>
<thead>
<tr>
<th>Dates</th>
<th>Activities</th>
<th>Mentor Initials</th>
<th>Intern Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
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Thank you for submitting the Mentor/Cooperating Teacher Log Sheet to the university supervisor on/or the last Friday in November (fall) or the last Friday in April (spring).
Post Baccalaureate Teacher Certification Program
Texas A&M University-Commerce
Recommendation of Teacher Candidate

Intern/Clinical Teacher: ________________________________

Principal: ________________________________

School: ________________________________

Content Area: ________________________________

Grades taught: ________________________________

School Years taught or Length of Assignment: ________________________________

Final Recommendation (please select one):

I recommend this intern/clinical teacher be approved for certification as a classroom teacher in the state of Texas.

____________________________  ____________________________
Signature of the Principal     Date

____________________________  ____________________________
Signature of University Supervisor     Date

I do not recommend this intern be approved for certification as a classroom teacher in the state of Texas.

____________________________
Signature of the Principal

____________________________
Signature of University Supervisor

Please return completed form to:
Alternative Certification Program
Texas A&M University-Commerce
P O Box 3011
Commerce, TX 75429-3011
FAX #: (903) 886-5156
Signature Page
(Return this page to the teacher certification office)

________________________________________                   _____________________________
Printed Name                    CWID

CODE OF ETHICS

I affirm that I will comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom, as set forth by the Texas Administrative Code §247.2. As a Texas educator, in maintaining the dignity of the profession, I shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. In exemplifying ethical relations with colleagues, I shall extend just and equitable treatments to all members of the profession. In accepting a position of public trust, I shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. In fulfilling responsibilities in the community, I shall cooperate with parents and others to improve the public schools of the community.

I hereby affirm that I have read and thoroughly understand the Texas Educators’ Code of Ethics TAC 247.2, and shall abide by all enforceable standards of this rule.

____________________________________________                    ____________________________
Educator Candidate’s Signature                                                                    Date

FERPA

I understand that under the Family Educational Rights and Privacy Act of 1974 ("FERPA" 20 USC 123g; 34 CFR §99; commonly known as the “Buckley Amendment”) no disclosure of my records can be made without my written consent unless otherwise provided for in legal statutes and judicial decisions. I also understand that I may revoke this consent at any time (via written request to the educator preparation program) except to the extent that action has already been taken upon this release. Further, without such a release, I am unable to participate in any field-based experiences including 30 clock hours of observation, clinical teaching, student teaching, or internship.

I hereby affirm that I have read and thoroughly understand the FERPA and shall abide by all enforceable standards of this rule.

____________________________________________                  ____________________________
Educator Candidate’s Signature                                                                  Date

HANDBOOK

(Handbook available on certification web site)

I hereby affirm that I have read and thoroughly understand the Supervisor Handbook and shall abide by all enforceable standards outlined in the handbook.

____________________________________________                    ____________________________
Educator Candidate’s Signature                                                                  Date
SECTION F

Policies & Procedures
I understand that under the Family Educational Rights and Privacy Act of 1974 ("FERPA" 20 USC 123g; 34 CFR §99; commonly known as the “Buckley Amendment”) no disclosure of my records can be made without my written consent unless otherwise provided for in legal statutes and judicial decisions. I also understand that I may revoke this consent at any time (via written request to the educator preparation program) except to the extent that action has already been taken upon this release. Further, without such a release, I am unable to participate in any field-based experiences including 30 clock hours of observation, clinical teaching, student teaching, or internship.

NOTE: Texas A&M University-Commerce expressly discloses the following:

1. As a provider of teacher education programs, Texas A&M-Commerce must ensure its students demonstrate adherence to the Code of Ethics and Standard Practices of Texas Educators, which requires the observance of federal and state law. An arrest, indictment, conviction and/or deferred adjudication may result in a student being dismissed from the program.

2. While Texas A&M-Commerce 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 an internship in a Texas public school, you may be subject to a criminal history background check.

3. While Texas A&M-Commerce does not perform criminal history background checks, The Texas State Board for Educator Certification requests information regarding any previous arrest, indictment, conviction, and/or deferred adjudication. When applying for state certification, you will be subject to a criminal history background check by the State Board for Educator Certification. An applicant with a criminal history may be denied certification.
Code of Ethics for Texas Educators

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

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.

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.

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

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.

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.

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.
State Board for Educator Certification

Texas Educator’s Code of Ethics
Texas Administrative Code §247.2

Statement of Affirmation

I affirm that I will comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom, as set forth by the Texas Administrative Code §247.2. As a Texas educator, in maintaining the dignity of the profession, I shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. In exemplifying ethical relations with colleagues, I shall extend just and equitable treatments to all members of the profession. In accepting a position of public trust, I shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. In fulfilling responsibilities in the community, I shall cooperate with parents and others to improve the public schools of the community.

I hereby affirm that I have read and thoroughly understand the Texas Educators’ Code of Ethics TAC 247.2, and shall abide by all enforceable standards of this rule.

______________________________________________________________________________

Educator Candidate’s Signature Date
1. Continue to meet the minimum grade point average (GPA) of 2.75 required by the AC Program. Maintain a minimum of 3.0 on professional development courses, with no grade below a “C” and only one “C” will be accepted.

2. Successfully complete courses as outlined on the certification plan. Coursework is designed to be completed while pursuing a masters degree.

3. Meet and adhere to all requirements listed on the certification plan.

4. Successfully complete an internship/clinical teaching placement according to program guidelines.
   a. Receive recommendation for certification from both the principal and university supervisor at the end of your internship/clinical teaching placement. This recommendation is required prior to program recommendation for a standard certification. The university supervisor is responsible for submitting the completed form to the Certification Officer. Failure to receive a recommendation from the University supervisor and principal will result in dismissal from the program. **Exception:** You may be retained in the program if the principal, university supervisor and program Coordinator agree that some or part of the internship/clinical teaching placement must be repeated until standards for a successful internship/clinical experience are met. The intern/clinical teacher is responsible for additional costs related to prolonged supervision.
   b. Maintain employment at all times during a paid internship from the beginning of the public school academic calendar year until the end. It is grounds for immediate dismissal if at any time you resign or are removed from employment. **Exception:** If your resignation is amicable (between you and the district), and you immediately assume an acceptable position and successfully complete the one-year internship, you may be exempt from dismissal. This exception requires a statement of agreement by your mentor teacher and university supervisor, stating satisfactory progress in teaching has occurred and recommend you should be allowed to continue working in the profession.
   c. Maintain attendance at all times during an unpaid clinical teaching assignment. The AC Program staff will determine the dates for the clinical teaching placement. If at any time you resign or are dismissed from clinical teaching, you will be automatically dismissed from the program. **Exception:** If the school district assigned for the clinical teaching placement offers employment prior to the completion of student teaching, the AC Program staff will determine requirements for the completion of the clinical.

5. Comply, at all times, with the Texas Administrative Code, Chapter 247 and exhibit professional behavior. At any time, university or school district personnel may initiate a professional behavioral concern that will be considered by the Instructional Leadership Team and/or program Director. These parties, or party, may decide whether the behavior violates acceptable professional behavior standards, and whether dismissal is warranted.

6. Enroll, fund, and attend all prescribed coursework and internship/clinical experience in the designated semesters. **NOTE:** All fees related to the Certification Program must be paid in full prior to
recommendation for certification.

**Exception with regard to attendance:** Refer to Graduate Catalog.

7. Continue to make yearly progress towards certification. (This may include continuing to successfully complete coursework on the certification plan, passing the required content area PPR (Pedagogy and Professional Responsibilities) TExES and/or completing an approved internship or clinical experience.

8. Comply with all practices, policies, and requirements written herein. Failure to comply with all practices, policies and requirements will result in dismissal from the program. In accordance with due process, students who are dismissed from the Certification Program will be issued a letter of dismissal. Within a pre-determined time-frame, the student may challenge the reason(s) for dismissal if the student believes that practices, policies, and/or requirements written herein were adhered to. The student may write a letter of appeal (limited to two pages) that will be reviewed by the Advisory Committee.

The Advisory Committee convenes twice per year (Spring and Fall) to review and consider appeals. Members of the Committee will have access to the Letter of Dismissal, the Letter of Appeal, evaluation materials, and all supporting documentation related to the dismissal. The dismissed teacher candidate will have the opportunity to appeal to the Committee for re-entry into the Post Baccalaureate Teacher Certification Program. The Committee will determine if the policies, practices, or requirements were followed by the student. If the ruling is in favor of the student, the committee and program staff will determine the conditions for re-admission. Additionally, any remaining requirements will be determined. Successful completion of conditions and requirements will lead to certification.

If the ruling is not in favor of the student, and it is determined that all practices, policies and requirements written herein were not adhered to by the student, re-admission will be denied. The decision made by the Advisory Committee is final.

**Note:** Direct violation of the Code of Ethics for Texas Educators as defined in the Texas Administrative Code, Chapter 247.2, resulting in revocation of a certificate, or dismissal from the field experience, will not be considered for appeal and/or re-admission to the certification program.
SECTION G

Glossary of Terms
Glossary of PBTC Terms

Acceptance Letter – Any teacher candidate wanting to be admitted to an EPP must accept a written invitation by that EPP to be part of their particular certification program.

Admission – Meeting Graduate and PBTC requirements as outlined in Program Overview.

Advising Guide – Outlines course and other requirements for completing degree and teacher certification.

Advisor – Staff/Faculty will serve as advisors for the PBTC Program teacher certification candidate. Questions concerning coursework or testing related to teacher certification may be addressed by the Advisor.

Advisory Committee - Committee made up of local school and district representatives, Higher Education representatives, Regional Education Service Center representatives and Business & Community representatives that meet in collaborative effort with the PBTC Program staff to help set guidelines and hear appeals for the certification program.

Certification Plan – Outlines the certification requirements and serves as a guide to ensure that all teacher certification requirements are met prior to completion of Texas teacher certification.

Clinical Teaching - One-semester (non-paid) placement in an approved classroom assignment with a certified teacher. This assignment will be a full day, five days a week for 16 weeks. If the school district elects, there may be a split assignment where the clinical teacher is assigned in two different assignments for one-half of the required time. A separate application is required (deadline for fall placements is March 15th and for spring placements is October 15th of the previous semester). It will be the responsibility of the PBTC staff to secure a placement for this type of placement.

Content proficiency – The PBTC intern/clinical teacher demonstrates content proficiency by passing the appropriate state exam in the specific content area (TExES).

Coordinator – See definition of Advisor.

Early Field Experience/Observation – 30 hours of required introductory experience involving interactive and reflective observation of early childhood through 12th (EC-12) grade students, teachers, and faculty/staff members engaging in educational activities in a school setting and verified through a log sheet and reflection statement.

EPP – Educator Preparation Program – Any type of educator preparation program approved by the Texas Education Agency.

Fee - A fee of $1000.00 per semester will be assessed of each teacher candidate completing an internship or clinical teaching experience. If completing an internship, the fee may be paid in equal monthly installments through the Payroll Deduction Authorization (PDA). If the school district does not participate in Payroll Deduction for an intern, the intern will be billed monthly by the Certification
Department. The remaining may be paid in equal monthly installments. The fee is to be paid in full prior to the renewal of a Probationary Certificate.

**Note:** Student teachers will be billed on a monthly basis and all fees must be paid prior to being recommended for the Standard Certificate.

Fingerprinting – A criminal history required by TEA consisting of fingerprinting for initial certificates. The process may begin prior to the candidate’s entering a classroom or once the candidate has applied for a certificate.

**Grade Point Average (GPA)** – There is a minimum GPA of 2.75 for the bachelor’s degree or a 3.0 GPA for a completed master’s degree is required for admissions.

**Graduate School Application**- Required for enrollment in any Graduate Level coursework in addition to submitting an application to the PBTC program. The Graduate School application may be found at: [www.ApplyTexas.org](http://www.ApplyTexas.org).

**Highly Qualified Teacher (HQ)** – Passing your content area PACT test establishes you as content proficient and HQ in that specific content area and grade level.

**Instructional Leadership Team**- The support team during an internship or clinical teaching experience consisting of the university supervisor, campus mentor, and principal.

**Intern Certificate** - Required during a paid internship providing the candidate has passed the content area TExES exams. The Intern Certificate is recommended by the EPP and issued by TEA. The candidate teaches on the Intern Certificate as the “Teacher of Record” for one year in the content area in which he/she was admitted by Texas A&M University-Commerce. The Intern Certificate expires on the first anniversary of the date on which the certificate was issued and may not be renewed. When applying for the Intern Certificate, a fingerprinting and criminal records search is conducted. When the candidate is eligible for the Intern Certificate they are issued the Teaching Internship Eligibility (TIE) and Payroll Deduction Authorization (PDA). A candidate applies for a Intern Certificate when they are employed by a school district, and submits the TIE and PDA forms. The candidate must apply for the Intern Certificate and pay the required fee. Failure to pay internship fees and make progress toward program completion may result in dismissal from the program.

**Note:** If certification is not complete by the end of the Intern Certificate, the candidate may apply for a Probationary Certificate providing they have passed the PPR and made successful progress towards completion of their Texas teaching certificate.

**Mentor Teacher** – A certified educator assigned by the campus administrator who has completed mentor training; who guides, assists, and supports the teacher during his/her teaching experience in areas such as planning, classroom management, instruction, assessment, working with parents, obtaining materials, district policies; and who reports the teacher’s progress to that teacher’s educator preparation program.

**myLEO** – Student account for transcripts, registering, accessing and LEO email account, etc. The myLeo account is not used to make internship fee payments.

**myLEO online** – Online coursework and may be accessed from the university’s main webpage and your myLEO account.

**Observation** – See Early Field Experience.
Paid Internship – One academic year of employment as the “Teacher of Record” in a supervised educator assignment in a public school accredited by Texas Education Agency (TEA) or other school approved by the TEA leading to completion of a standard teaching certificate. The Intern will teach on an intern/probationary certificate in an acceptable content area in an academic instructional setting.

**Note:** It is the responsibility of the teacher candidate to secure a paid internship.

Payroll Deduction Authorization (PDA) – Financial agreement between the teacher, school district, and university. This agreement outlines payment requirements for the internship fee. This may also be an agreement between the intern and the PBTC program if the school district does not participate in payroll deductions.

Performance-based Academic Coaching Team (PACT) – This is different from the Pre-Admission Content Test (PACT). This website is used to benefit interns/clinical teachers through the first three years of teaching. The website provides help units, online mentoring, mentor training, TExES study units, and a variety of activities designed for the intern/clinical teacher.

Pre Admission Content Test (PACT) – Demonstration of TExES content proficiency prior to admission into the educator preparation program.

Pre-Internship/Clinical Experience - Requires 30 hours of early field experience and 150 hours (4 certification courses) training based upon TEA guidelines, includes intensive professional development about models of teaching, curriculum development, classroom management, the development of reading and study skills, motivation of student achievement, and evaluation of student learning. See Training Requirement.

Post-Internship/Clinical Experience - Completion phase of the program. It may include coursework, demonstration of effective teaching, etc.

Probationary Certificate – Required during a paid internship providing the candidate has passed both the content area **AND** the PPR TExES exams. The Probationary Certificate is recommended by the EPP and issued by TEA. The candidate teaches on a Probationary Certificate as the “Teacher of Record” for at least one year in the content area in which he/she was admitted by Texas A&M University-Commerce. The Probationary Certificate expires on the first anniversary of the date on which the certificate was issued and may be renewed for one additional one-year period. When applying for the Probationary Certificate, a fingerprinting and criminal records search is conducted. When the candidate is eligible for the Probationary Certificate they are issued the Teaching Internship Eligibility (TIE) and Payroll Deduction Authorization (PDA). A candidate applies for a Probationary Certificate when they are employed by a school district, and submits the TIE and PDA forms. The candidate must apply for the Probationary Certificate and pay the required fee each year of the probationary certification. If the candidate is not approved for a Probationary Certificate, the candidate is dismissed from the Educator Preparation Program (EPP). Failure to pay internship fees and make progress toward program completion may result in a non-renewal of the Probationary Certificate.

Program Overview – List of steps outlining the requirements to complete the PBTC program.

Standard Teaching Certificate – Upon completion of all program and state requirements and recommendation by the program officials, the Educator Preparation Program may make recommendation to Texas Education Agency (TEA) for issuance of a standard certificate.
Teaching Internship Eligibility (TIE) – A form indicating the level and content area a candidate is eligible for on an intern/probationary certificate. The TIE is issued only when admission and content proficiency requirements are met. The TIE must be completed and signed by the school district and submitted along with the PDA prior to Intern/Probationary Certificate recommendation.

TEA ID# - A candidate will not be able to register for any certification tests without having a TEA number. This is the identifying number received when completing the Texas Education Agency (TEA) profile required before registering for a content area test through PACT or registering for a test on the Pearson website. A candidate tests through PACT prior to being admitted into the Educator Preparation Program. Once the registration process is complete, the TEA ID number assigned to them will be their permanent identification for TEA and the certification process.

TExES Approval – A candidate is required to pass the content test prior to being admitted into the PBTC Program. Prior to admission, the candidate may test in their content area through the Pre-Admission Content Testing (PACT). The candidate completes certification testing with the Professional Pedagogy and Responsibility (PPR) which requires approval from the candidate’s EPP. Test approval is given through our TExES office and upon successful completion of the following courses: EDCI 514 and 3 other courses listed on your certification plan, the candidate may request approval to take the PPR.

TOEFL - This is a requirement of any teacher candidate that does not have a bachelor’s degree or higher from an English speaking university. The TOEFL measures a test taker’s English-language proficiency and the ability to combine listening, reading, speaking and writing skills and is required prior to being admitted to the PBTC program.

Training Requirement - Prior to being eligible for internship/clinical teaching the State requires 30 hours of early field experience and 150 hours (4 certification courses) of training. NOTE: students must be able to complete all requirements for certification by the end of their clinical student teaching experience.

University Field Supervisor – A qualified instructor assigned by the university to observe, support, and provide feedback to the intern/clinical teacher. The supervisor completes a minimum of three observations during each semester of an internship or clinical teaching.