AMTRAC
A&M-Commerce Teacher’s Route to Alternative Certification

Intern Handbook

2015-2016
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AMTRAC Contact Information

Please ask immediately if you have any questions or concerns regarding any item(s) in this packet or about the AC program. 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 A&M-Commerce AC office by mail, phone, fax, or email:

MAILING ADDRESS:
Alternative Certification Program
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

ALTERNATIVE CERTIFICATION ADVISORS

Robert Nottingham, Certification Coordinator
Robert.Nottingham@tamuc.edu
PHONE: (903) 886-5671

Jill Woodruff, Educator Preparation and Accountability
Jill.Woodruff@tamuc.edu
PHONE: (903) 886-5886

Dr. Linda Mott, Director
Linda.Mott@tamuc.edu
PHONE: (903) 886-8186

OTHER CAMPUS NUMBERS

Graduate School (903) 886-5163
Financial Aid (903) 886-5096
TExES Coordination (903) 468-3082
Registrar (903) 886-5102
Updated the AMTRAC Certification Plan

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 intern not completing ALL requirements for their Standard Texas Teaching Certificate after the first year of internship who continues to teach on a probationary certificate must continue to be supervised. An additional $250.00 fee will be required for each semester the student remains on a probationary certificate beyond the first year. **NOTE:** Submission of documentation and verification of continued and current employment is required prior to approval for an extension of the probationary certificate.

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

Bob Nottingham
903-886-5671
Robert.Nottingham@tamuc.edu


A Word About Professionalism

You are expected to demonstrate professionalism every day and in every way in and out of your classroom. You may ask, “What is professionalism in the classroom?” Several key descriptors include: reliability, responsibility, dedication, patience, respect, team player, lifelong learner, honesty, and integrity. You are expected to know your subject and quickly learn the skills to convey this knowledge in a meaningful way leading to student achievement. Becoming a professional in your classroom is now your world focus.

In order to convey yourself as a professional on your campus and gain the respect of your principal, colleagues, students, and parents, reflect a professional persona that demonstrates your competence, confidence and commitment to your students. As an Intern, you are expected to walk, talk, and dress professionally. You will be observed and your performance judged by all of your co-workers. Demonstrate language, attitude, and behavior becoming to a professional educator. You have invested many academic years in becoming a professional educator. Please think of your career in the future before you act in any manner that may jeopardize your dream.

Selected guidelines to professionalism include:

1. **Dress like a grown up**
   Although students will revel in the fact that a teacher "dresses young," they also may lose some respect. In the eyes of a student, you are as you appear. If you dress like a teenager, they will believe you hold the same interests and ethical standards of a teenager. Female teachers who dress "sexy" distract students and send countless wrong messages. They will be more likely to talk to you like a fellow student than a parent or authority figure, which can only be obstructive, even in a best-case scenario. **Check your school dress code!**

2. **Keep your cool**
   If you lose your cool in front of your class, you won't recover from it like you might with reasonable adults in an office setting. Among teens and pre-teens, it's a sign of weakness, and you're in for a tough year. There is no recovering! **Regardless how many buttons a class might push, don't let them see you sweat.** There are many proven “attention getting” strategies when a class refuses to be quiet. Absolute silence usually brings absolute silence in a classroom. It's much more intimidating than a shouting teacher who looks like they're at the breaking point. **Please never shout at your class!**

3. **Be honest**
   Students know when you are not telling the truth. Stay positive, but don't treat them like babies. You're there to fix the problems in their educational past, as sad as that might be. When they are underperforming, they need to know. Sugar-coating things only makes the problem worse.

4. **Be prepared**
   Plan your work and work your plan. If you do not plan weekly, be prepared daily, and keep papers graded or students will think you do not know how to do your job. Students have developing minds and perception is everything. Know what the students in your class are expected to know and make sure you provide every opportunity for them to learn it.

5. **Play fair**
   Fairness doesn't just mean grading everyone the same or letting students go to the bathroom the same number of times. It means re-teaching, giving second chances, forgiving the almost unforgivable. Yes, there will be students who know how to push every button and make you question the decision to
become a teacher. However, you are the adult in this relationship. Practice forgiveness and move on. Regardless of how “big” these students are, they are developing minds, spirits, emotions, perceptions, and self-concepts. You as a teacher can make or break a child with words and attitudes. Please be the teacher that “makes” a positive difference in a child’s life!

Above all, remember that you must maintain your professionalism for your students because good role models are in short supply. Face it - you might very well be the only decent role model - the only successful adult, or even good person - that some students see on a daily basis. Live up to that expectation.

You are a professional; avoid these common teaching traps!

1. Aiming To Be Buddies With Students
Inexperienced teachers often fall into the trap of wanting their students to like them above all else. However, if you do this, you are damaging your ability to control the classroom, which in turn compromises the children’s education. This is the last thing you want to do, right?

2. Being Too Easy On Discipline
This mistake is a corollary to the last one. For various reasons, teachers often start out the year with a lax discipline plan or, even worse, no plan at all! Have you ever heard the saying, "Don't let them see you smile until Christmas"? That may be extreme, but the sentiment is correct; start out tough because you can always relax your rules as time progresses if it is appropriate. It is next to impossible to become tougher once you've shown your pliant side.

4. Minimizing Parental Communication and Involvement
At first, it can feel intimidating to deal with your students' parents. You might be tempted to "fly under the radar" with them, in order to avoid confrontations and questions. However, with this approach, you are squandering a precious resource. The parents associated with your classroom can help make your job easier by volunteering in your class or supporting behavior programs at home. Communicate clearly with these parents from the start and you'll have a band of allies to make your entire school year flow more smoothly.

5. Getting Involved In Campus Politics
This pitfall is an equal opportunity offender for both new and veteran teachers. Like all workplaces, the school campus can be rife with squabbles, grudges, backstabbing, and vendettas. It's a slippery slope if you agree to listen to gossip because, before you know it, you'll be taking sides and immersing yourself in between warring factions. The political fallout can be brutal. Better to just keep your interactions friendly and neutral, while focusing intently on the work with your students. Avoid politics at all costs and your teaching career will thrive!

6. Remaining Isolated From The School Community
As an addendum to the previous warning, you'll want to avoid campus politics, but not at the expense of being insulated and alone in the world of your classroom. Attend social events, eat lunch in the staff room, say hello in the halls, help colleagues when you can, and reach out to the teachers around you. You never know when you will need the support of your teaching team, and if you've been a hermit for months, it's going to be more challenging for you to get what you need at that point.
Teaching traps continued…

7. Working Too Hard And Burning Out
It's understandable why teaching has the highest turnover rate of any profession. Most people can't hack it for long if they keep burning the candles at both ends. The next teacher to quit might be you! Work smart, be effective, take care of your responsibilities, but go home at a decent hour. Enjoy time with your family and set aside time to relax and rejuvenate. And here's the most difficult advice to follow: don't let classroom problems affect your emotional wellbeing and your ability to enjoy life away from school. Make a real effort to be happy. Your students need a joyful teacher each day!

8. Not Asking For Help
In addition to your coworkers, you have a University Supervisor and a Mentor Teacher available! Do not hesitate to ask for guidance, advice, resources, and help! Our job requires superhuman skills, so we often strive to appear as superheroes who can handle any problem that comes our way. But that simply can't be the case. Don't be afraid to appear vulnerable, admit mistakes, and ask your colleagues or administrators for assistance. In addition to your University Supervisor and Mentor Teacher, look around your school and you will see centuries of teaching experience represented by your fellow teachers. More often than not, these professionals are generous with their time and advice. Teachers are naturally nurturing!

9. Being Overly Optimistic And Too Easily Crushed
This pitfall is one that new teachers should be especially careful to avoid. New teachers often join the profession because they are idealistic, optimistic, and ready to change the world! This is great because your students (and veteran teachers) need your fresh energy and innovative ideas. But don't venture into Pollyanna Land. You'll only end up frustrated and disappointed. Recognize that there will be tough days where you want to throw in the towel. There will be times when your best efforts aren't enough. Know that the tough times will pass, and they are a small price to pay for teaching's joys.

10. Being Too Hard On Yourself
Teaching is hard enough without the additional challenge of mental anguish over slip-ups, mistakes, and imperfections. Nobody's perfect. Even the most decorated and experienced teachers make poor decisions. Forgive yourself for the day's blemishes, erase the slate, and gather your mental strength for the next time it's needed. Don't be your own worst enemy. Practice the same compassion that you show your students by turning that understanding on yourself.

Adapted from “Top 10 Common Teaching Mistakes for Teachers To Avoid.

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
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:

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.

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

Educators Candidates’ Signature ___________________________ Date ___________________________

©Texas Education Agency, 2009
Division of Educator Standards

NOTE: This form was included in the AC program application documents. Your signature verifies that you have read, understand, and will abide by the Texas Educators’ Code of Ethics.
VIP Dates to Remember

**Intern**
- Written observations of Mentor/Master teacher:
  - Complete #1 by Week 4
  - Complete #2 by Week 10
- Online Program Survey due end of semester

**Mentor Teacher**
- PACT Mentor Training Modules with Intern

**Log Sheet:**
- Complete by week of Week 15

**Evaluations:**
- Complete #1 by Week 6
- Complete #2 by Week 10
- Complete #3 by (Optional) Week 13

**University Supervisor Requirements**
- Complete Two (2) Individual Lesson Observations PER SEMESTER (minimum of 45 minute observation) and ONE Summative Evaluation PER SEMESTER
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<td><strong>School District</strong> submits Teaching Internship Eligibility (TIE) form to certification office. The TIE verifies your employment.</td>
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<td><strong>Apply for a Probationary Certificate</strong> if required by your district. <a href="https://secure.sbec.state.tx.us/SBECOnline/login.asp">https://secure.sbec.state.tx.us/SBECOnline/login.asp</a></td>
</tr>
<tr>
<td><strong>Submit Payroll Deduction Authorization (PDA)</strong> to Certification Office to indicate the method of payment for Alternative Certification Internship Fee. The $1500 fee covers the cost of supervision during your first year of internship. The district may deduct 10 monthly installments of $150.00 totaling $1500.00 (for the first year) from your paycheck or you may pay as an individual. To make payment as an individual, log in to the certification departmental payment site at <a href="https://apps.tamuc.edu/teachercertification/login.aspx">https://apps.tamuc.edu/teachercertification/login.aspx</a>. <strong>NOTE:</strong> The Internship Fee is not shown in your myLEO account information, so you will not be able to pay the fee via LeoPay.</td>
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<td><strong>Notify your University Supervisor</strong> of any changes related to your mentor assignment. Your mentor is required to complete training. You and your mentor will create PACT training accounts at <a href="https://pact.tarleton.edu/pact/">https://pact.tarleton.edu/pact/</a> to access mentor training.</td>
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| **Register for remaining coursework.**  
* EC-6 Candidates: ECE 566, EDCI 514, EDCI 516, EDCI 517, EDCI 515.  
* 4-8, 8-12, All-Level Candidates: ETEC 524, EDCI 514, EDCI 516, EDCI 517, EDCI 515.  
* Special Education Candidates: EDCI 514, SPED 520, EDCI 516, EDCI 517, SPED 524, SPED 526, EDCI 515. **NOTE:** EDCI 514 is required prior to EDCI 515. EDCI 515 is required during internship and is not offered during the summer terms. |
| **Complete remaining workshops.** [http://teachcert.tamuc.edu/teacher/ACP/workshop_registration.asp](http://teachcert.tamuc.edu/teacher/ACP/workshop_registration.asp) |
| **Register for and complete TExES Pedagogy and Professional Responsibility (PPR) exam.** **NOTE:** Must have completed EDCI 514, EDCI 515, EDCI 516 & EDCI 517 prior to receiving approval to take the PPR. |
| **After completion of successful internship, coursework, workshops and certification tests, and payment of all program/internship fees, apply for Standard Certificate through the Texas Education Agency (TEA).** [https://secure.sbec.state.tx.us/SBECOnline/login.asp](https://secure.sbec.state.tx.us/SBECOnline/login.asp) **NOTE:** If you have already been fingerprinted by a TEA approved vendor, you will not repeat the fingerprinting process. You are not required to pay the fingerprinting fee while applying for the Standard Certificate if you previously paid for it. |
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

The PACT system is designed to help you, the new teacher. 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.

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 us. 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 OF ALL INTERNS (interns and clinical/student teachers). Instructors in EDCI 514 and EDCI 515 may make assignments.

Mentors will also be required to register to complete online mentor training and modules with the intern. All AC Intern and Mentor Observation Forms are accessed electronically through this website.

Performance-based Academic Coaching Team Website: https://pact.tarleton.edu/pact/

*Available TExES Reviews:

- EC-6 Generalist
- EC-12 SPED
- 4-8 Math
- 4-8 Social Studies
- 4-8 Science
- 8-12 History
- 8-12 Math
- 8-12 Science
- ESL Supplemental
- EC-12 PPR

*Check for any additional reviews that may be added.

Contact Robert.Nottingham@tamuc.edu with any questions.
TExES Certification Testing

You will need approval through an Educator Preparation Program (EPP) and meet Texas A&M University-Commerce requirements for test approval. The student is 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 TExES PPR

1. Passing scores on content exam.

2. Maintain a minimum of 3.0 on all professional development coursework (courses listed on your plan) with no grade below a “C”. Only one “C” will be acceptable on certification plan.

3. Early test approval may be given, with program staff approval, with successful completion of EDCI 514, EDCI 515, EDCI/RDG 516, EDCI 519 & EDCI 517.

NOTE: The PPR is offered as a Computer-Administered Test (CAT), so testing is available on a continuous basis. You can determine specific test-date availability during the registration process.

PREPARATION MATERIALS FOR TExES EXAMS

- www.texas.ets.org (Preparation Materials)
- http://tap.tarleton.edu/pact/
- http://pact.tarleton.edu/tcert/
- TExES study guides in A&M-Commerce Library
- Region 10 Study Sessions at http://www.region10.org/TPC/TExESSStudySessions.html
TExES #160 Competencies for Pedagogy and Professional Responsibilities (PPR)

**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.

http://www.texas.ets.org/assets/pdf/testprep_manuals/83640_unlweb_revs_dj.pdf
Resources: TExES Information

Registration Information: [http://www.texas.ets.org/texes/registrationInformation/](http://www.texas.ets.org/texes/registrationInformation/)


Test Registration: [http://texas.ets.org/registration/](http://texas.ets.org/registration/)

Fees and Related Services: [http://www.texas.ets.org/texas/AboutTheTest/#fees](http://www.texas.ets.org/texas/AboutTheTest/#fees)

Texas A&M University-Commerce may host study sessions through 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.

**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.
Filing for Standard Certification

Requirements that must be met prior to filing for certification:

- Continued admission and retention in the Alternative Certification Program
- Passing of all required TExES exams
- Successful completion of all required coursework. Students must maintain 3.0 GPA with minimum grade of “C”. Only one “C” is acceptable on certification course requirements.
- Completion of AMTRAC Workshops
- Successful internship or clinical/student teaching experience
- Principal recommendation form on file with signatures of recommendation from principal and university supervisor,
- All internship or clinical/student teaching fees paid in full.

Application Procedures:

Go to TEA website at https://secure.sbectate.tx.us/SBECOnline/login.asp and log in to the TEAL system.

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 applying 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 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 (TEAL) online system.
AMTRAC

A&M-Commerce Teacher’s Route to Alternative Certification

Intern Forms

2015-2016
Intern and Mentor Forms

1. **Teaching Internship Eligibility (TIE)** – A form indicating the level and content area a candidate is eligible for on a 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 Payroll Deduction Authorization form prior to probationary certificate recommendation.

2. **Payroll Deduction Authorization (PDA)** - A financial agreement between the teacher, school district and university outlining the payment requirements for the internship fee. This may also be an agreement between the intern and the AC program if the school district does not facilitate payroll deductions for internship fees.

3. **Mentor Log Sheet** – Completed by the Mentor of paid interns to track weekly activities and progress. Required during fall and spring semesters.

4. **Mentor Observation of Intern** - Completed by the Mentor during a formal observation of the intern. **TWO formal observations must be completed** (3 pages).

5. **Mentor/Master Teacher Observation** - Completed by the intern during a formal observation of the Mentor Teacher or another master teacher. **TWO formal observations must be completed**.

6. **Individual Lesson Observation** - Formal evaluation completed by the University Supervisor during classroom visits with the intern. **Two formal observations must be completed each semester**.

7. **Summative Evaluation** - Completed by the intern and the University Supervisor at the end of the each semester. This form is an overall evaluation of the teaching experience.

8. **Recommendation of AC Intern/Clinical Teacher** - Completed by the Campus Principal and University Supervisor at the end of the teaching assignment. This form verifies that the Principal and Supervisor endorse the intern's recommendation to TEA.
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 a probationary certificate, 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’s 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>
<tr>
<th>Requirement</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Required Ed Prep Coursework Hours (min. 80 required)</td>
<td></td>
<td></td>
</tr>
<tr>
<td># of Required Field Observation Hours (min. 30 required)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Passed TEXES Content Exam for Correct Certification</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Passed Pedagogy and Professional Responsibilities Exam</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

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 certificate for internship. The field supervisor will conduct a minimum of three observations of the intern on campus for 45 minutes longer each year and provide written feedback. Written documentation of this feedback is required to go to the campus principal as well as the educator preparation program. The Intern may be required to attend educator preparation seminars after the school day in addition to full teaching duties as assigned.

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
Acceptable Alternative Routes to Certification
Programs under the No Child Left Behind (NCLB) Act

The Board-approved Alternative Certification Programs and post-baccalaureate programs whose letter of intent have been reviewed and approved by SBEC have been annotated with the letters “NCLB” to reflect compliance with the NCLB Highly Qualified Teacher requirements, as found in the Texas Guidance for the Implementation of NCLB Highly Qualified Teacher Requirements. Individuals in these programs will serve on the Probationary Certificate during their year of internship as a teacher of record and must meet the “highly qualified” requirements as interpreted by the employing school district.

When hiring a teacher that has not completed all requirements for certification in Texas the district should ensure:

1. the teacher has at least a baccalaureate degree,
2. the teacher is enrolled in an acceptable alternate route to certification program that has been reviewed under the NCLB Highly Qualified Teacher requirements, and
3. the teacher has demonstrated subject competency for all assignment areas.
   a. Options available for demonstration of subject competency: A “new” teacher, that is a teacher who is new to the profession, is much more limited in how competency may be demonstrated.
      i. A new elementary (PK-6) teacher must demonstrate competency by passing an appropriate elementary TExES generalist exam.
      ii. A new secondary (7-12) teacher may demonstrate competency by passing the appropriate subject-specific TExES exam, or by having a college major or coursework equivalent to an academic major.

USDE rule 34 CFR §200.56(a)(2)(ii) allows for a teacher participating in an alternative route to certification program who holds at least a bachelor's degree and has demonstrated subject area mastery to also be considered “highly qualified.” The cited rule establishes standards for an acceptable alternative route to certification program as being one that:

1. Provides high-quality professional development that is sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction before and while teaching
2. Provides intensive supervision that consists of structured guidance and regular on-going support for teachers or a teacher mentoring program;
3. Allows the candidate to assume the functions as a teacher only for a specified period of time not to exceed three years; and
4. Requires the teacher to demonstrate satisfactory progress toward full certification as prescribed by the State.
I understand that I am responsible for a $1500.00 program fee. 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.

This is authorization for __________________ Independent School District to deduct the Texas A&M University-Commerce Alternative Certification Program fees from my ISD paycheck. Such deductions will be in 10 monthly installments of $150.00 totaling $1500.00.

The __________________ Independent School District agrees to deduct 10 monthly installments of $150.00 (total of $1500.00) from Intern’s pay and remit to the TAMU-Commerce ACP.

__________________________________________  __________________________  ___________________
Representative’s Signature              Representative’s Contact #                       Date

(check if applicable)

Because the employing school district does not participate in payroll deduction, I agree to the payment schedule as follows:

Please initial one the following options for payment:

______ Payment in full due October 1st (if first semester of internship is fall) or February 1st (if first semester of internship is spring).

______ Monthly payments of $150 each: due the first of each month beginning October 1st (fall internship) or February 1st (spring internship).

__________________________________________  __________________________  ___________________
Intern’s Signature                    Intern’s SSN or CWID                         Date

It is the intern’s responsibility to submit payroll deduction and Statement of Eligibility forms to the ISD for signatures. The intern should also make sure the ISD submits BOTH forms (may be mailed or faxed - 903-886-5156) to the TAMU-Commerce Alternative Certification Program Office.

Checks are payable to TAMU-Commerce Alternative Certification Program and will be sent 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 the TAMU-Commerce ACP office at (903) 886-5671 or Robert.Nottingham@tamuc.edu, or for payment information Wendy.Nutt@tamuc.edu
Texas A&M-Commerce Alternative Certification Program
Mentor Log Sheet - Fall Semester

Intern Name __________________________  Mentor Name________________________

<table>
<thead>
<tr>
<th>Dates</th>
<th>Activities</th>
<th>Mentor's Initials</th>
<th>Intern's Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
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<td>Week 2</td>
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<td>Week 13</td>
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<td>Week 14</td>
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</tbody>
</table>

Please turn in to University Supervisor.
Texas A&M-Commerce Alternative Certification Program
Mentor Log Sheet- Spring Semester

Intern Name __________________________  Mentor Name________________________

<table>
<thead>
<tr>
<th>Dates</th>
<th>Activities</th>
<th>Mentor’s Initials</th>
<th>Intern’s Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
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<tr>
<td>Week 14</td>
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</tbody>
</table>

Please turn in to University Supervisor.
Mentor Observation of Texas A&M-Commerce AC Intern
(Completed by the Mentor)

Intern/Student Teacher: ____________________________ Campus: ________________

Mentor: ______________________________________ Date: ______________________

Classroom Observation

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

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

3. Please list suggestions to the intern to improve instruction and enhance student learning:
Observed Practices

Rate the intern 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 do a good job of 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
Post-Observation Conference (Please complete within 2 days of lesson)

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

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

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

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

Comments:

Intern’s Signature _______________________________ Date ____________________

Mentor’s Signature _______________________________ Date ____________________

Please make copies and give to intern and university supervisor upon completion.

Page 3 of 3
Mentor/Master Teacher Observation  
(Completed by the AC Intern)

Mentor/Master Teacher ______________________ Campus: ________________

AC Intern_______________________________ Date: _________________

Classroom Observation

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

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

3. What seemed to motivate the class?
4. What seemed to influence or contribute to good classroom behavior?

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

Intern’s Signature ___________________________________________ Date ___________________

Mentor’s Signature ___________________________________________ Date ___________________

Please make copies and give to UNIVERSITY SUPERVISOR as completed.
### Effectiveness Domains

<table>
<thead>
<tr>
<th>Domain I: Active, Successful Student Participation in the Learning Process</th>
<th>Rating (Circle Letter)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students actively engaged in learning</td>
<td>O E S N NA</td>
</tr>
<tr>
<td>• Opportunities to practice critical thinking/problem solving</td>
<td></td>
</tr>
<tr>
<td>• Connects, links, and/or scaffolds learning</td>
<td></td>
</tr>
<tr>
<td>• Instructional strategies meet needs of students with disabilities</td>
<td></td>
</tr>
<tr>
<td>• Differentiated instruction meets academic and behavioral needs</td>
<td></td>
</tr>
<tr>
<td>• Instructional strategies meet needs of LEP-ELL students</td>
<td></td>
</tr>
</tbody>
</table>

**Strengths**

- |

**Areas to address**

- |

<table>
<thead>
<tr>
<th>Domain II: Learner-Centered Instruction</th>
<th>Rating (Circle Letter)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Goals and objectives clearly stated</td>
<td>O E S N NA</td>
</tr>
<tr>
<td>• Learner-centered instruction</td>
<td></td>
</tr>
<tr>
<td>• Appropriate motivational strategies</td>
<td></td>
</tr>
<tr>
<td>• Curriculum aligned with TEKS</td>
<td></td>
</tr>
<tr>
<td>• Appropriate pacing and sequencing</td>
<td></td>
</tr>
<tr>
<td>• Appropriate questioning and inquiry</td>
<td></td>
</tr>
<tr>
<td>• Clearly states expectations for achievement</td>
<td></td>
</tr>
<tr>
<td>• Integrates curriculum TEKS and Technology Applications TEKS</td>
<td></td>
</tr>
<tr>
<td>• Use of technology aligns with active and engaging learning</td>
<td></td>
</tr>
</tbody>
</table>

**Strengths**

- |

**Areas to address**

- |

<table>
<thead>
<tr>
<th>Domain III: Evaluation and Feedback on Student Progress</th>
<th>Rating (Circle Letter)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students monitored, assessed, and offered effective feedback</td>
<td>O E S N NA</td>
</tr>
<tr>
<td>• Appropriate assessment and instruction are aligned</td>
<td></td>
</tr>
<tr>
<td>• Student learning reinforced</td>
<td></td>
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<tr>
<td>• Relearning and re-evaluation opportunities provided</td>
<td></td>
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<tr>
<td>• Use of formal and informal assessment</td>
<td></td>
</tr>
<tr>
<td>• Appropriate demonstration of learning for LEP students and students with special needs</td>
<td></td>
</tr>
<tr>
<td>• Appropriate modification and accommodations in instruction and assessment</td>
<td></td>
</tr>
<tr>
<td>• Utilizes technology to collect, manage, and analyze student learning and achievement</td>
<td></td>
</tr>
</tbody>
</table>

**Strengths**

- |

**Areas to address**

- |
### Domain IV: Management of Student Discipline, Instructional Strategies, Time and Materials

- Utilizes appropriate discipline procedures
- Promotes self-discipline and self-directed learning
- Equitable teacher-student interaction
- Clearly stated objectives for behavior
- Appropriately redirects disruptive behavior
- Reinforces desired behavior
- Effectively Manages time and materials

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Areas to address</th>
</tr>
</thead>
<tbody>
<tr>
<td>O E S N NA</td>
<td></td>
</tr>
</tbody>
</table>

### Domain V: Professional Communication

- Builds and maintains positive rapport
- Models and teaches academic English in content area(s)
- Appropriate verbal/non-verbal communication with students
- Clearly displayed written objectives and expectations
- Communicates effectively with reluctant students
- Maintains a supportive and courteous classroom climate
- Conducts timely communication with university supervisor/mentor

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Areas to address</th>
</tr>
</thead>
<tbody>
<tr>
<td>O E S N NA</td>
<td></td>
</tr>
</tbody>
</table>

### Domain VI: Compliance with Policies, Operating Procedures, and Requirements

- Complies with policies, procedures and legal requirements
- Positively responds to verbal/written directives
- Establishes a positive environment
- Lesson plans submitted to university supervisor/mentor
- Master teacher observations completed and documented

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Areas to address</th>
</tr>
</thead>
<tbody>
<tr>
<td>O E S N NA</td>
<td></td>
</tr>
</tbody>
</table>

- “Needs improvement” in any domain may warrant repeating internship semester
- “Needs improvement” in any domain may warrant development of a growth plan

**COMMENTS/SUGGESTIONS FOR IMPROVEMENT:**

Supervisor Signature: __________________________________________ Date: ________________
Alternative Certification Program: Texas A&M-Commerce

Summative Evaluation of AC Intern/Clinical Teacher

**INSTRUCTIONS FOR AC INTERN:**

1. Evaluate your professional growth in each of the domains in the column entitled “AC Intern Self-Evaluation”.
2. Based on the indicators under each domain, state techniques, routines, procedures, strategies, examples or scenarios that justify your evaluation. Be brief and concise with your comments. THIS SECTION MUST BE COMPLETED.
3. Submit the summative evaluation to your university supervisor. Your supervisor will inform you of the date it is due.
4. The university supervisor will then complete the column entitled “Univ. Sup. Summative Evaluation” and review your ratings and comments. These items will be discussed during your summative conference.

For each of the five domains below, rate each according to the following scale:

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

### Effectiveness Domains

<table>
<thead>
<tr>
<th>Domain I: Active, Successful Student Participation in the Learning Process</th>
<th>AC INTERN</th>
<th>UNIV. SUP.</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC INTERN</td>
<td>SUMMATIVE SELF-EVAL</td>
<td>SUMMATIVE EVAL</td>
</tr>
<tr>
<td>Students actively engaged in learning</td>
<td>O</td>
<td>E</td>
</tr>
<tr>
<td>Opportunities to practice critical thinking/problem solving</td>
<td></td>
<td></td>
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<tr>
<td>Connects, links, and/or scaffolds learning</td>
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<tr>
<td>Instructional strategies meet needs of students with disabilities</td>
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<tr>
<td>Differentiated instruction meets academic and behavioral needs</td>
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<tr>
<td>Instructional strategies meet needs of LEP-ELL students</td>
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</tbody>
</table>

**COMMENTS**

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<table>
<thead>
<tr>
<th>Domain II: Learner-Centered Instruction</th>
<th>AC INTERN</th>
<th>UNIV. SUP.</th>
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<tbody>
<tr>
<td>AC INTERN</td>
<td>SUMMATIVE SELF-EVAL</td>
<td>SUMMATIVE EVAL</td>
</tr>
<tr>
<td>Goals and objectives clearly stated</td>
<td>O</td>
<td>E</td>
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<tr>
<td>Learner-centered instruction</td>
<td></td>
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<tr>
<td>Appropriate motivational strategies</td>
<td></td>
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<tr>
<td>Curriculum aligned with TEKS</td>
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<tr>
<td>Appropriate pacing and sequencing</td>
<td></td>
<td></td>
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<tr>
<td>Appropriate questioning and inquiry</td>
<td></td>
<td></td>
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<tr>
<td>Clearly states expectations for achievement</td>
<td></td>
<td></td>
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<tr>
<td>Integrates curriculum TEKS and Technology Applications TEKS</td>
<td></td>
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<tr>
<td>Use of technology aligns with active and engaging learning</td>
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</tbody>
</table>

**COMMENTS**
### Domain III: Evaluation and Feedback on Student Progress

- Students monitored, assessed, and offered effective feedback
- Appropriate assessment and instruction are aligned
- Student learning reinforced
- Relearning and re-evaluation opportunities provided
- Use of formal and informal assessment
- Appropriate demonstration of learning for LEP students and students with special needs
- Appropriate modification and accommodations in instruction and assessment
- Utilizes technology to collect, manage, and analyze student learning and achievement

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<td>O E S N NA</td>
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### Domain IV: Management of Student Discipline, Instructional Strategies, Time and Materials

- Utilizes appropriate discipline procedures
- Promotes self-discipline and self-directed learning
- Equitable teacher-student interaction
- Clearly stated objectives for behavior
- Appropriately redirects disruptive behavior
- Reinforces desired behavior
- Effectively manages time and materials

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### Domain V: Professional Communication

- Builds and maintains positive rapport
- Models and teaches academic English in content area(s)
- Appropriate verbal/non-verbal communication with students
- Clearly displayed written objectives and expectations
- Communicates effectively with reluctant students
- Maintains a supportive and courteous classroom climate
- Conducts timely communication with university supervisor/mentor

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</table>
### Domain VI: Compliance with Policies, Operating Procedures, and Requirements

- Complies with policies, procedures and legal requirements
- Positively responds to verbal/written directives
- Establishes a positive environment
- Lesson plans submitted to university supervisor/mentor
- Master teacher observations completed and documented

<table>
<thead>
<tr>
<th>AC INTERN SUMMATIVE SELF-EVAL</th>
<th>UNIV. SUP. SUMMATIVE EVAL</th>
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<td>O E S N NA</td>
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</table>

**COMMENTS**

- Needs improvement in any domain might warrant repeating internship semester
- Needs improvement in any domain warrants development of a growth plan

**AC Intern Signature** __________________________________________________________

**Date**___________________

**Univ. Sup.**

**Signature**__________________________________________ **Date**___________________

White Copy (Intern) Yellow Copy (Supervisor) Pink Copy (Principal) Gold Copy (Program)
Alternative Teacher Certification Program

Recommendation of AC Intern/Clinical Teacher

Intern’s Name: __________________________________________

Intern’s TEA/CWID# _____________________________________

Principal’s Name: _______________________________________

School: ________________________________________________

Content Area: __________________________________________

Grades taught: __________________________________________

School Years taught or Length of Assignment: ______________

Final Recommendation (please select one):

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

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

__________________________________ __________________________
Signature of the Principal                                    Date

__________________________________ __________________________
Signature of University Supervisor                  Date

Please return completed form to:
Alternative Certification Program
Texas A&M-Commerce
P O Box 3011
Commerce, TX  75429-3011

FAX #:  (903) 886-5156
Center for Educator Certification and Academic Services
AMTRAC: Educator Preparation Program

Mentor Teacher Contact Information

Name: ___________________________________________

Telephone: ___________________________________________

Email: ___________________________________________

Comments:

University Supervisor Contact Information

Name: ___________________________________________

Telephone: ___________________________________________

Email: ___________________________________________

Notes about Visits:

Comments:
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.
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.
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