College of Education and Human Services 
Educator Certification and Academic Services 

AMTRAC: Teacher’s Route to Alternative 
Certification Program Handbook 

2015-2016
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College of Education and Human Services
Center for Educator Certification and Academic Services

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Assistant Dean
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Field Observation Administrative Assistant
Wendy Nutt

Field Experience and Certification Coordinator
Mitzi Hughes

Certification Coordinator
Robert Nottingham
Dear Teacher Education Candidate:

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

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

Thank you for your commitment to becoming a teacher and 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 previously made their mark in a successful career prior to requesting admittance into alternative 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,

Dr. Linda Mott

Dr. Linda Mott
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. It 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 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
EDUCATOR CERTIFICATION OVERVIEW

The preparation of teachers and other educational leaders is the goal of The Educator Preparation Program of Texas A&M University-Commerce. The Alternative Certification Advisory Committee consisting of university faculty, public school teachers and administrators, and business men 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 Service. 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 designed, disseminated, and analyzed by the Texas Education Agency.

Teacher Certification in Texas
In order to become a certified teacher in Texas, an individual must
- Demonstrate competency in the basic skills of reading, writing, and mathematics,
- Earn a bachelor's degree,
- Complete an approved educator certification program,
- Complete clinical teaching,
- Pass state certification examinations in both content and pedagogy, and
- Apply to Texas Education Agency (TEA), and
- Be recommended by the certification program or entity.
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<th>Texas A&amp;M University-Commerce Certifications</th>
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### Grade EC-6
- Bilingual Generalist
- ESL Generalist
- Generalist
- Core Subject - **NEW**

### Grade 4- 8
- Bilingual Generalist
- ESL Generalist
- English/Language Arts/Reading (ELAR)
- ELAR/ SST combination
- Generalist
- Mathematics
- Mathematics/Science combination
- Science
- Social Studies (SST)
- Core Subject - **NEW**

### Grade EC-12
- Art
- Health Education
- Languages Other Than English (Spanish)
- Languages Other Than English (French)
- Music
- Physical Education
- Special Education
- Technology Applications
- Theatre

### Supplemental
- Bilingual
- Special Education
- ESL
- Gifted & Talented

### Secondary
- Agricultural Science & Technology (6 - 12)
- Business Education (6 - 12)
- Chemistry (7 - 12)
- Computer Science (8-12)
- English/Language Arts/Reading (7 - 12)
- Family and Consumer Science (8 - 12)
- History (7 - 12)
- Journalism (8 - 12)
- Life Science (7 - 12)
- Marketing Education (8 – 12)
- Mathematics (7 - 12)
- Math/Physics (8 – 12)
- Math/Physical Science/Engineering (8 – 12)
- Physical Science (6 – 12)
- Science (7 – 12)
- Social Studies (7 – 12)
- Speech (7 – 12)
- Health Science/Technology (8 - 12)
- Technology Applications (8 – 12)
- Technology Education (6 - 12)
- Trades & Industry (8 – 12)

### Professional Certificates
- Educational Diagnostician
- Master Mathematics Teacher (8 – 12)
- Master Reading Teacher
- Principal
- Reading Specialist
- School Counselor
- School Librarian
- Superintendent
AMTRAC to Success: Checklist of Requirements

**Admission**

- Passed Content Area TExES Test(s) – must be passed prior to applying to program.
- Successful Written and/or Oral Interview
- Orientation to the Program
- Application and Fee
- Bachelor's degree from an accredited university recognized by the Graduate School
- Official transcripts
- Overall GPA of 2.75 or higher
- Content area GPA of 2.75 or higher
- Content area course grades "C" or better
- Basic Skills Requirements Met
  - Reading: passing TExES test
  - Math: holds bachelor's degree
  - Writing: holds bachelor's degree
- Acceptance Letter for Admission

**Full Admission**

- Meets All Admission Requirements
- 30 hours of observation in TEA recognized classroom Completed
- 80 hours of training - complete 2 courses listed on certification plan. NOTE: more course work required for placement in a clinical student teaching assignment.

**Internship or Clinical Student Teaching Requirements**

- Meet full admission requirements
- Paid internship in a TEA recognized district within service area (discretion of AC program)
  - Submission of completed Statement of Eligibility form
  - Submission of completed Payroll Deduction form
- Clinical Student teaching in a TEA recognized district (if not hired as in an internship position)

**Post-Internship or Clinical**

- Complete all remaining courses listed on the certification plan
- Pass remaining TExES exam(s)

**NOTE:** Application to graduate school, [http://www.tamu-commerce.edu/gradschool](http://www.tamu-commerce.edu/gradschool), is required prior to taking coursework.
AMTRAC Contact Information

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

MAILING ADDRESS:
Alternative 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

ALTERNATIVE CERTIFICATION ADVISORS

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

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

OTHER CAMPUS NUMBERS

Graduate School    (903) 886-5163
TExES Coordination (903) 468-3082
Financial Aid    (903) 886-5096
Registrar    (903) 886-5102
Glossary of AC Terms

**Admission** – The candidate may be admitted into the AMTRAC program after meeting the following requirements: 1) Passing content area TExES test, 2) having a bachelor’s degree recognized by the A&M–Commerce Graduate School; 3) 2.75 or higher GPA overall plus in the content area. Maintain a 3.0 GPA on professional development courses with no grade below a “C” and only one “C” allowed; 4) English-language proficiency for foreign students (see TOEFL).

**Acceptance Letter** – TEA has recently instituted the policy that 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.

**Advisor** – Staff in the Centre for Educator Certification and Academic Services will serve as academic advisors for the teacher certification candidate. Questions concerning coursework or testing related to teacher certification may be addressed by the AC office initially. The individual department will serve as your advisor for any degree or professional program.

**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 AMTRAC staff to help set guidelines for the certification programs.

**AMTRAC** – The A&M Teacher’s Route to Alternative Certification university-based educator preparation program of Texas A&M University-Commerce.

**Certification Plan** – Outlines the program requirements and serves as a guide to ensure that all requirements are met for certification.

**Clinical Teaching** – A 16 week full-day assignment through an alternative certification program in a TEA accredited public school or other TEA approved school. The student teacher is not a paid employee of the school district. Note: see Clinical Experience - Student Teaching for more information.

**Content proficiency** – An AC intern/clinical teacher demonstrates content proficiency by having completed 24 semester hours of coursework including 12 upper level semester hours or by passing the appropriate state exam in the specific content area (TExES). Some content areas and certification levels require passing the content test to be considered “content proficient”. The AC program staff will determine requirements when evaluating for “content proficiency” based on state guidelines and No Child Left Behind legislation.

**Coordinator** – See definition of Advisor.

**Early Field Experience** – 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. Observation hours must be verified by a mentor teacher or campus principal/director and completed in an acceptable instructional/educational setting. Early Field experiences must reflect (A) authentic school settings in a public or other school approved by TEA, (B) instruction by content certified teachers, (C) actual students in classrooms/instructional settings with identify proof provisions, (D) content or grade level
specific classrooms/instructional settings, (E) variable time length of observation, and (F) reflection of the observation. Substitute experience, educational aide experience, volunteer service on a school campus, or other teaching experience may be accepted with verification. If necessary, A&M-Commerce may assist with a placement in order to satisfy this requirement. Visit our web site if assistance is needed. The Program Staff determine if your experience is acceptable. (NOTE: Due to state mandates, only minimum flexibility in completion of observation hours may be allowed for late admission applicants.)

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

**EPP** – Educator Prep Program – Any type of educator preparation program approved through the Texas Education Agency.

**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.

**Full Admission** – Occurs when the following requirements have been met: 1) all provisional admission requirements (See Provisional Admission), 2) content proficiency requirements (passing scores on TExES), 3) 30 hours of classroom observation, 4) 80 hours of training (coursework).

**GPA** – Grade Point Average – There is a minimum GPA of 2.75 required for full admissions to the AMTRAC program. The GPA is based on your overall course work completed at both the undergraduate and post-graduate level. NOTE: we can also look at the last 60 hours if the overall GPA does not meet the minimum requirement.

**Graduate School Application**- Required for enrollment in any Graduate Level coursework in addition to submitting an application to the Alternative Certification program. The Graduate School application may be found at: [www.tamu-commerce.edu/gradschool.edu](http://www.tamu-commerce.edu/gradschool.edu). Click on Educator Certification as the application type for the initial route.

**Highly Qualified Teacher** – Upon issuance of a probationary certificate and is permitted to assume functions as a regular classroom teacher for a specified period of time not to exceed three years demonstrating satisfactory progress toward full certification. The teacher's alternative certification program is required to provide 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. The teacher receives intensive supervision that consists of structured guidance and regular ongoing support, as required by §228.35.

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

**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 a probationary certificate in an acceptable content area in an academic instructional setting in acceptable teaching field for the majority of the day. NOTE: It is the responsibility of the teacher candidate to secure a paid internship.
Internship (Clinical/Student Teaching) - This is a one-semester non-paid internship where the intern is placed in an approved classroom assignment with a certified teacher. This internship will be a full day, five days a week for 16 weeks placement. The internship may have one placement or if the school district elects, there may be a split assignment where the intern is 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 AMTRAC staff to secure a placement for this type of internship.

Internship Fee - A fee of $750.00 per semester assessed of each teacher candidate completing an internship or clinical student 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 will not participate in Payroll Deduction, the teacher candidate is required to pay one-half of the internship fee prior to beginning the semester ($750). The remaining may be paid in equal monthly installments. Student teachers are required to pay one-half of the one-semester internship fee ($375) prior to beginning the student teaching semester with equal monthly installments for the remaining semester. The fee is be paid in full prior to the renewal of a Probationary Certificate and/or the Center for Educator Certification clearing a teacher candidate to be recommended for the Standard Certificate.

IMPORTANT NOTE for Second/Third Year Probationary Certification students: An intern not completing ALL requirements for their Standard Texas Teaching Certificate who is required to continue teaching on a probationary certificate is required, by the TEA, to be supervised by the University Educator Preparation Program. An additional $250.00 fee will be required for each semester the intern remains on a probationary certificate. A candidate will not be recommended for a second probationary certificate until all due internship fees are paid in full.

Mentor Teacher (Cooperating Teacher) – A certified instructor assigned by campus administrator who has completed mentor training. This person guides, assists, and supports the beginning teacher in areas such as planning, classroom management, instruction, assessment, working with parents, obtaining materials, and district policies, as well as reporting the beginning teacher’s progress to 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.

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 participate in payroll deductions.

Performance-based Academic Coaching Team (PACT) – Website developed by Texas A&M University to benefit AC 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 AC intern.

Pre Admission Content Test (PACT) – Demonstration of TExES content proficiency prior to admission into Alternative Certification Program. NOTE: more information on page 32 in handbook.
Pre-Internship/Clinical Experience - Requires a minimum of 80 hours 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, tests, demonstration of effective teaching, etc.

Probationary Certificate – Required during a paid internship, issued by the 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 A&M -Commerce. The Probationary Certificate expires on the first anniversary of the date on which the certificate was issued and may be renewed for two additional one-year periods. In conjunction with the application for the Probationary Certificate, a fingerprinting and criminal records search is conducted. When the candidate is issued the Teaching Internship Eligibility (TIE) and Payroll Deduction Authorization (PDA) he/she may apply for the Probationary Certificate and begin the fingerprinting process. A candidate is recommended for a Probationary Certificate when all ACP admission requirements, is considered content proficient in the assigned content area, is 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) at Texas A&M University-Commerce. Failure to pay internship fees and make progress toward program completion may result in a non-renewal of the Probationary Certificate.

Second/Third Year Probationary Certificate Candidate—The Texas Education Agency (TEA) requires any teacher candidate who is teaching on a Probationary Certificate to be supervised and evaluated by the Educator Preparation Program a fee of $250 per semester is assessed.

Standard Teaching Certificate – Upon completion of all program and state requirements, the Educator Preparation Program may make recommendation to Texas Education Agency (TEA) for issuance of a standard certificate.

Teaching Internship Eligibility – 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 PDA prior to Probationary Certificate recommendation.

Clinical Teaching - An option for completing a required internship. Clinical teaching is a full day, five days per week commitment for one 16 weeks one full semester. The school districts available for student teaching placements are determined by AC Program staff. Completion of a separate student teaching application is required. Deadline for making an application is March 15 for the fall semester and October 15 for the spring semester. For more information the website: http://www.tamuc.edu/academics/colleges/educationHumanServices/educatorCertificationAcademicS ervices/Available%20Programs/alternativeCertification/navarroAltCertProgram/Student%20Teaching %20Application%20Process.aspx

TEA # - A candidate will not be able to register for any certification tests without having a TEA number. TEA# 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 TExES website. A candidate tests through PACT prior to being admitted into the Educator Preparation Program. The candidate contacts the TExES office at 903-468-3082 prior to registering for any TExES. Once they have gone through the registration process the TEA # assigned to them will be their permanent identification for TEA and the certification process.

**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 PDA form prior to probationary certificate recommendation.

**TExES Approval** – A candidate is required to pass the content test prior to being admitted into the Alternative Certification 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 candidates EPP. Test approval is given through our TExES office and upon successful completion of the following courses: EDCI 514, EDCI 515, EDCI 516, and EDCI 517 the candidate may request approval to take the PPR. Typically, permission to register for the PPR is provided during the midpoint of the final internship semester required. Candidates complete all course requirements prior to being recommended for certification.

**Training Requirement**- Prior to being eligible for internship/clinical teaching the State requires a minimum of 80 hours of training. Candidates seeking a one-year paid internship must complete a minimum of two classes prior to internship. Candidates choosing the clinical experience route must complete EDCI 514 plus at least two other classes. NOTE: students must be able to complete all requirements for certification by the end of their clinical student teaching experience.

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

**University Field Supervisor** – Qualified instructor assigned by the university to observe, support and give feedback to the intern/clinical teacher. The supervisor completes four observations during each semester of internship.
AMTRAC Steps to Certification

1. Take content area TExES test through PACT
2. Make application to the Graduate School
3. Make application to AC program
4. Receive paperwork from AC program regarding admission status
5. Begin completing your 30 hours of observation
6. Begin pre-internship/clinical experience courses to complete 80 hours of training
7. Meet admission and “content proficiency” requirements
8. Receive updated plan, HQ letter, TIE and PDA forms from AC program
9. Seek employment in a TEA accredited school or apply for clinical student teaching through the AMTRAC program (must meet internship/clinical teaching requirements)
10. Begin payments on internship fee/clinical teaching
11. Complete Internship/clinical experience/continue courses
12. Complete post-internship/clinical experience courses (complete any remaining courses)
13. Obtain approval for PPR test through AC office
14. File for certification through TEA
15. Enjoy a lifetime career in education!
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<th>AMTRAC Suggested Timeline</th>
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<tr>
<td><strong>Register for and complete a TExES <strong>content exam</strong> in your chosen teaching field using the PACT registration system</strong></td>
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<tr>
<td><strong>Complete application to the A&amp;M-Commerce Graduate School</strong></td>
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<tr>
<td><a href="http://www.tamuc.edu/academics/graduateSchool/applyOnline.aspx">http://www.tamuc.edu/academics/graduateSchool/applyOnline.aspx</a></td>
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<tr>
<td><strong>Complete application to the AMTRAC (Alternative Certification program).</strong></td>
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<td><a href="http://teachcert.tamuc.edu/teacher/ACP/ACApplication.asp">http://teachcert.tamuc.edu/teacher/ACP/ACApplication.asp</a></td>
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<tr>
<td><strong>Register for coursework</strong></td>
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<td>Candidates choosing the clinical experience route must complete EDCI 514 and three (3) of the following: RDG 516, EDCI 517, EDCI 519 and ETEC 524 (for anyone seeking any certification other than EC-6) or ECE 566 (for anyone seeking EC-6 certification).</td>
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<td><a href="http://www.tamu-commerce.edu/Schedule">http://www.tamu-commerce.edu/Schedule</a></td>
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<tr>
<td><strong>Begin Obtaining 30 hours of classroom observation</strong></td>
</tr>
<tr>
<td><a href="http://www.tamuc.edu/academics/colleges/educationHumanServices/educatorCertificationAcademicServices/Available%20Programs/alternativeCertification/ACObservation.aspx">http://www.tamuc.edu/academics/colleges/educationHumanServices/educatorCertificationAcademicServices/Available%20Programs/alternativeCertification/ACObservation.aspx</a></td>
</tr>
<tr>
<td><strong>Receive paperwork (certification plan) from AC program regarding admission status (provisional or full admission).</strong></td>
</tr>
<tr>
<td><strong>Choose route for teaching experience:</strong></td>
</tr>
<tr>
<td>Obtain one-year paid internship on a TEA approved school campus</td>
</tr>
<tr>
<td>Apply for Probationary Certificate</td>
</tr>
<tr>
<td>Select ONLY Texas A&amp;M University-Commerce as your entity (Alternative)</td>
</tr>
<tr>
<td>Complete Fingerprinting Process</td>
</tr>
<tr>
<td>OR</td>
</tr>
<tr>
<td>Apply for a one-semester clinical teaching (student teaching) placement with the Alternative Certification Center</td>
</tr>
<tr>
<td><strong>Register for internship/clinical teaching course, EDCI 515</strong></td>
</tr>
<tr>
<td><strong>Register for and complete Pedagogy and Professional Responsibility TExES (PPR) exam</strong></td>
</tr>
<tr>
<td>(Must have completed EDCI 514, EDCI 515, EDCI/RDG 516, EDCI 517. &amp; EDCI 519 prior to receiving approval to take the PPR)</td>
</tr>
<tr>
<td><strong>After successful internship/clinical student teaching experience, completion of all coursework, payment of all program fees and recommendation from AC program, apply for Standard Certificate through the Texas Education Agency (TEA). All Internship fees must be paid in full prior to recommendation.</strong></td>
</tr>
</tbody>
</table>
### A&MTRAC Course Descriptions

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 566</td>
<td>Environments &amp; Technology</td>
</tr>
<tr>
<td>EDCI 514</td>
<td>Management &amp; Curriculum Development for Diverse Learners</td>
</tr>
<tr>
<td>EDCI 515</td>
<td>Evidence Based Learning (Internship)</td>
</tr>
<tr>
<td>RDG/516</td>
<td>Foundation of Reading</td>
</tr>
<tr>
<td>EDCI 517</td>
<td>Reading &amp; Learning in K-12 Content Areas</td>
</tr>
<tr>
<td>ETEC 524</td>
<td>Introduction to Educational Technology</td>
</tr>
<tr>
<td>EDCI 519</td>
<td>RTI (Response to Intervention) applied to Execp Lrns</td>
</tr>
</tbody>
</table>

*TExES PPR approval provided at the completion of EDCI 514, EDCI 515, RDG/EDCI 516, EDCI 519 & EDCI 517.
Registering for Courses

APPLYING TO GRADUATE SCHOOL

The candidate 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 alternative program. The application process for Graduate school may be completed by visiting http://www.tamuc.edu/academics/graduateSchool/applyOnline.aspx. When completing the application, select the “Educator Certification” route option of the application. Fill out the form completely and submit. In addition, immediately send the Graduate School the required $50 application fee and an official copy of your undergraduate degree transcript.

REGISTRATION

Once a candidate has been admitted to the university, course availability may be viewed on the university web site at http://www.tamuc.edu/ by linking to “Schedule of Classes”. 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 AC office at (903) 886-5671 Robert.Nottingham@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.
Seeking Employment

The AMTRAC Alternative Certification program course work is offered online with the teacher candidates required to attend 5 face-to-face Saturday workshops scheduled throughout the year. This allows candidates to complete the Internship phase in an accredited Texas Education Agency (TEA) school district anywhere in Texas providing a credentialed supervisor is available. The AC program staff can answer questions concerning a school’s eligibility.

Candidates may view upcoming job fairs listed on the AC web site 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)

Typically a school district will not employ a non-certified teacher until he/she has demonstrated content proficiency in their content area and admitted to a TEA recognized Educator Preparation Program. In order to be considered content proficient a candidate passes a content area TExES in the area he or she is seeking a teaching position or meets course requirements in a teaching field (24 hours with 12 upper levels to be determined by AC program staff). The content proficiency is indicated on the candidate’s certification plan.

Once a candidate has gained employment, the TIE (Teacher Internship Eligibility) and PDA (Payment Deduction Authorization) is submitted to the Center for Educator Preparation. This will notify the AC office to assign a supervisor as you begin internship.
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; if you have taken a TExES exam you should have an account;
Click on "New User? Create New Account" if you are a first-time user.

Once you are logged in, click APPLICATIONS and then PROBATIONARY CERTIFICATE TEXAS PROGRAM.
Follow directions to apply for certificate. Choose TEXAS A&M University-Commerce (Alternative) and type in your content area in SUBJECT.
Pay required fees to SBEC. The cost of the probationary certificate is $52 and finger printing is $42.25 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 Bob Nottingham at Robert.Nottingham@tamuc.edu or 903-886-5671.

NOTE: Probationary certificates must be renewed yearly. 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 3 years only.
Educator Preparation Program Retention and Due Process

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 during the first year in the program.

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 the AC Program recommending you for standard certification. The university supervisor is responsible for submitting the completed form to the AC Program. 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 AC 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 internship/clinical teacher is responsible for additional costs related to added supervision.
   b. Maintain employment at all times during a paid internship from the beginning of the public school academic calendar year until the end. If at any time you resign or are dismissed from employment, you will be automatically dismissed from the program.
      Exception: The only exception is if your resignation is amicable between you and your school district, and you immediately assume an acceptable position and successfully complete the one-year internship. This exception also 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 internship.

5. Comply with the Texas Administrative Code, Chapter 247 and exhibit professional behavior at all times. 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 ACP Director at Texas A&M University-Commerce. 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 and at the designated times.

**NOTE:** All fees related to the AC Program must be paid in full prior to being recommended 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 AC Program. In accordance with due process, students who are dismissed from the AC Program will be issued a letter describing the reasons for dismissal from the program, including any supporting documentation (if applicable). Within a time-frame determined by the Director of Educator Preparation, the student may challenge the reason(s) for dismissal from the AC Program if the student believes that practices, policies, and/or requirements written herein were adhered to by the student. The student may write a letter of appeal that will be reviewed by the Advisory Committee.

The Advisory Committee convenes one time during the fall semester and one time during the spring semester 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 documents related to the dismissal. The dismissed teacher candidate will have the opportunity to appeal to the Committee for re-entry into the Alternative Certification Program. The Committee will determine if the policies, practices, or requirements written herein were adhered to by the student. If the ruling is in favor of the student and it is determined all practices, policies and requirements written herein were adhered to, the Committee and program staff will determine the conditions for re-admission to the AC Program. Additionally, any remaining program requirements will be determined. Successful completion of conditions and program requirements will lead to initial 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 to the AC Program 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 AC Program.
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

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Division of Educator Standards

NOTE: This form is included in the TAMU-C Program Handbook application documents. Your signature verifies that you have read, understand, and will abide by the Texas Educators’ Code of Ethics.
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 and to see what is required from Texas A&M University-Commerce to meet requirements for test approval you will need to contact our TExES office. 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 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 C with only one C.

3. Approval from ACP staff with successful completion of EDCI 514, EDCI 515, EDCI 516, EDCI 517 & EDCI 519.

PREPARATION MATERIALS FOR TExES

Preparation materials for testing may be downloaded for free and study guides maybe purchased at www.texas.ets.org. Online reviews for EC-6 Generalist, 4-8 Math, 4-8 Social Studies 4-8 Science, 8-12 History, 8-12 Math and All Level Special Education are available once you register with the Performance-based Academic Coaching Team PACT. Additional information for review resources is available on www.tamuc.edu.
**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.
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.

Approval to register for TExES 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 ETS TExES website at [www.texas.ets.org](http://www.texas.ets.org)

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 ETS 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 ETS online registration system will transfer the date 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.
Test Day Policies and Procedures

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 ETS TExES website at www.texes.ets.org

You must bring your admission ticket and acceptable identification documents with you to the test center. 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. Also, you must arrive at least 30 minutes prior to test time.

TExES Scores

Paper score reports are not mailed. You will be able to view your score reports through your testing account on the ETS TExES website at www.texes.ets.org. Scores are posted on the reporting dates listed in the Registration Bulletins and on the website. Scores are viewable for 90 days. After that time, you can view your scores through your Educator Profile, on the TEA website at www.tea.state.tx.us. To access your Educator Profile, log into TEA online as a new user. You will be prompted to create a Username and Password for this account.

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 Robert.Nottingham@tamuc.edu or 903-886-5671.
Resources: Certification Test Reviews

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

Registration Bulletins: [http://www.texas.ets.org/registrationBulletin/] (http://www.texas.ets.org/registrationBulletin/)


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

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


TExES Certification Exam Review for Teachers: [http://pact.tarleton.edu/tcert/] (http://pact.tarleton.edu/tcert/)

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.

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.
2014–15 Limited-Administration CAT Testing Schedule

This schedule shows key dates for CAT tests that are *not* offered on a continuous basis. See important information on the second page of this schedule, including lists of the specific tests in each administration category shown below. This schedule is subject to change.

<table>
<thead>
<tr>
<th>Administration1</th>
<th>Administration Window2</th>
<th>Registration Period3</th>
<th>Scores Available4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Start</td>
<td>End</td>
<td>Start</td>
</tr>
<tr>
<td>No CAT Testing</td>
<td>Monday 9/8/14</td>
<td>System Maintenance</td>
<td>No CAT Testing</td>
</tr>
<tr>
<td>ELAR – 7-12</td>
<td>Wed. 9/17/14</td>
<td>Sat. 9/20/14</td>
<td>Mon. 5/26/14</td>
</tr>
<tr>
<td>MTT <em>(registration by phone only)</em></td>
<td>Wed. 9/17/14</td>
<td>Sat. 9/20/14</td>
<td>Mon. 5/26/14</td>
</tr>
<tr>
<td>BTLPT</td>
<td>Sat. 9/27/14</td>
<td>Sat. 10/4/14</td>
<td>Mon. 6/9/14</td>
</tr>
<tr>
<td>LOTE – F, S</td>
<td>Sat. 9/27/14</td>
<td>Sat. 10/4/14</td>
<td>Mon. 6/9/14</td>
</tr>
<tr>
<td>Ltd. Admin MC-only</td>
<td>Wed. 10/22/14</td>
<td>Sat. 10/25/14</td>
<td>Mon. 6/30/14</td>
</tr>
<tr>
<td>BTLPT</td>
<td>Sat. 11/15/14</td>
<td>Sat. 11/22/14</td>
<td>Mon. 7/28/14</td>
</tr>
<tr>
<td>LOTE – F, G, L, S</td>
<td>Sat. 11/15/14</td>
<td>Sat. 11/22/14</td>
<td>Mon. 7/28/14</td>
</tr>
<tr>
<td>ELAR – 7-12</td>
<td>Wed. 12/10/14</td>
<td>Sat. 12/13/14</td>
<td>Mon. 8/18/14</td>
</tr>
<tr>
<td>MTT <em>(registration by phone only)</em></td>
<td>Wed. 12/10/14</td>
<td>Sat. 12/13/14</td>
<td>Mon. 8/18/14</td>
</tr>
<tr>
<td>No CAT Testing</td>
<td>Monday 1/5/15</td>
<td>System Maintenance</td>
<td>No CAT Testing</td>
</tr>
<tr>
<td>Ltd. Admin MC-only</td>
<td>Wed. 1/7/15</td>
<td>Sat. 1/10/15</td>
<td>Mon. 9/15/14</td>
</tr>
<tr>
<td>BTLPT</td>
<td>Sat. 1/24/15</td>
<td>Sat. 1/31/15</td>
<td>Mon. 10/6/14</td>
</tr>
<tr>
<td>LOTE – F, S</td>
<td>Sat. 1/24/15</td>
<td>Sat. 1/31/15</td>
<td>Mon. 10/6/14</td>
</tr>
<tr>
<td>Ltd. Admin MC-only</td>
<td>Wed. 2/18/15</td>
<td>Sat. 2/21/15</td>
<td>Mon. 10/27/14</td>
</tr>
<tr>
<td>ELAR – 7-12</td>
<td>Wed. 3/4/15</td>
<td>Sat. 3/7/15</td>
<td>Mon. 11/10/14</td>
</tr>
<tr>
<td>MTT <em>(registration by phone only)</em></td>
<td>Wed. 3/4/15</td>
<td>Sat. 3/7/15</td>
<td>Mon. 11/10/14</td>
</tr>
<tr>
<td>BTLPT</td>
<td>Sat. 3/14/15</td>
<td>Sat. 3/21/15</td>
<td>Mon. 11/24/14</td>
</tr>
<tr>
<td>LOTE – F, G, L, S</td>
<td>Sat. 3/14/15</td>
<td>Sat. 3/21/15</td>
<td>Mon. 11/24/14</td>
</tr>
<tr>
<td>Ltd. Admin MC-only</td>
<td>Wed. 4/8/15</td>
<td>Sat. 4/11/15</td>
<td>Mon. 12/15/14</td>
</tr>
<tr>
<td>No CAT Testing</td>
<td>Monday 4/20/15 <em>(tentative)</em></td>
<td>System Maintenance</td>
<td>No CAT Testing</td>
</tr>
<tr>
<td>BTLPT</td>
<td>Sat. 4/25/15</td>
<td>Sat. 5/2/15</td>
<td>Mon 1/5/15</td>
</tr>
<tr>
<td>LOTE – F, S</td>
<td>Sat. 4/25/15</td>
<td>Sat. 5/2/15</td>
<td>Mon 1/5/15</td>
</tr>
<tr>
<td>Administration</td>
<td>Administration Window</td>
<td>Registration Period</td>
<td>Scores Available</td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------------</td>
<td>---------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Ltd. Admin MC-only</td>
<td>Wed. 5/27/15 – Sat. 5/30/15</td>
<td>Mon. 2/2/15 – Mon. 5/25/15</td>
<td>by Fri. 6/5/15</td>
</tr>
<tr>
<td>No CAT Testing</td>
<td>Monday 6/1/15 (tentative)</td>
<td>System Maintenance – No CAT Testing</td>
<td></td>
</tr>
<tr>
<td>ELAR – 7-12</td>
<td>Wed. 6/3/15 – Sat. 6/6/15</td>
<td>Mon. 2/9/15 – Fri. 5/22/15</td>
<td>on Mon. 6/29/15</td>
</tr>
<tr>
<td>MTT (registration by phone only)</td>
<td>Wed. 6/3/15 – Sat. 6/6/15</td>
<td>Mon. 2/9/15 – Fri. 5/22/15</td>
<td>on Fri. 6/19/15</td>
</tr>
<tr>
<td>Ltd. Admin MC-only</td>
<td>Wed. 7/8/15 – Sat. 7/11/15</td>
<td>Mon. 3/16/15 – Mon. 7/6/15</td>
<td>by Fri. 7/17/15</td>
</tr>
<tr>
<td>BTLPT</td>
<td>Sat. 7/25/15 – Sat. 8/1/15</td>
<td>Mon. 4/6/15 – Fri. 7/10/15</td>
<td>on Mon. 8/24/15</td>
</tr>
<tr>
<td>LOTE – F, G, L, S</td>
<td>Sat. 7/25/15 – Sat. 8/1/15</td>
<td>Mon. 4/6/15 – Fri. 7/10/15</td>
<td>on Mon. 8/24/15</td>
</tr>
<tr>
<td>Ltd. Admin MC-only</td>
<td>Wed. 8/19/15 – Sat. 8/22/15</td>
<td>Mon. 4/27/15 – Mon. 8/17/15</td>
<td>by Fri. 8/28/15</td>
</tr>
<tr>
<td>No CAT Testing</td>
<td>Monday 8/24/15 (tentative)</td>
<td>System Maintenance – No CAT Testing</td>
<td></td>
</tr>
</tbody>
</table>

Administrations beyond August 2015 have not yet been scheduled

1Administration

**Ltd. Admin MC-only** = TExES multiple-choice-only tests that are not offered on a continuous basis:

- Agricultural Science & Technology 6–12 (172)
- Mathematics/Physical Science/Engineering 8–12 (174)
- American Sign Language (ASL) (184)
- Mathematics/Science 4–8 (114)
- Art EC–12 (178)
- PPR for Trade & Industrial Education 6–12 (270)*
- Generalist 4–8 (119)
- Bilingual
- (176)
- Physical Science 6–12 (237)
- Chemistry 7–12 (240)
- Physics/Mathematics 7–12 (243)*
- Science 8–12 (141)
- Computer
- Physics/Mathematics 8–12 (143)
- Dance 8–12 (179)
- Reading Specialist (151)
- School Counselor (152)
- Educational Diagnostician (153)
- School Librarian (150)
- Deaf & Hard-of-Hearing (181)
- English as a Second Language (ESL)/Generalist EC–6 (193)
- Special Education Supplemental (163)
- English as a Second Language (ESL)/Generalist 4–8 (120)
- English
- Language Arts & Reading/Social Studies 4–8 (113)
- Superintendent 195
- Gifted & Talented Supplemental (162)
- Technology Applications 8–12 (139)
- Science Technology Education 8–12 (173)
- Health
- Technology Applications EC–12 (142)
- (256)*
- Technology Education 6–12 (171)
- Theatre EC–12 (180)
- Journalism 7–12
- Visually Impaired (182)
- Mathematics/Physical Science/Engineering 6–12 (274)*

**BTLPT** = TExES Bilingual Target Language Proficiency Test – Spanish(190)

**ELAR 7-12** = TExES English Language Arts & Reading 7–12 (231)

**LOTEx** = TExES Languages Other Than English EC–12: F = French (610), G = German (611), L = Latin (612), S = Spanish (613)

**MTT** = TExMaT Master Technology Teacher (086)

2Administration Window

Little or no testing may occur on any given Sunday (including those Sundays within administration windows).

3Registration Period

For BTLPT, ELAR 7–12, LOTE and the MC-only tests, all available test dates and test centers should be viewable to registrants in the ETS online registration system by the registration period start dates shown. Registration for MTT is by phone only between the hours of 8:00 a.m. and 5:00 p.m. CT during the periods shown.

4Scores Available

Scores should be viewable in the ETS online registration system no later than 5:00 p.m. CT on the dates shown.

*Registration for these tests will open on July 10, 2014.
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 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 will make assignments. 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/

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

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

Contact Robert.Nottigham@tamuc.edu with any questions.
How can I receive an updated/renewed certification plan?

While designed to be completed in one (1) year, (TAMU-C Alternative Certification Program) must be completed within three (3) years. If a candidate is unsuccessful in completing certification within three (3) years, coursework and/or workshops may need to be reviewed.

Pre-Internship/Clinical Teaching Students
If you are a student who has not begun an internship, log onto www.tamuc.edu/teacher and click “Request to Renew Plan” to request an updated certification plan. Plans are valid for one year. You may also email Robert.Nottingham@tamu.edu to request updated 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 student who does not complete ALL requirements for their Standard Texas Teaching Certificate and 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.

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@tamu.edu
Filing for Standard Certification

Prior to filing for certification:

Continued admission and retention in the Alternative 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/student teaching experience,
- Recommendation of AC Teacher Candidates 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.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.
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 Alternative Certification Program (AMTRAC) necessary for employment in an internship position. The employing school district complete “Employing School District” section of the form and returns it to the A&M-Commerce AC office. 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.

2. **Payroll Deduction Authorization Form (PDA)**—An internship fee of $750 per semester is assessed to all teacher candidates. Teacher candidates completing the clinical teaching option pay a $750 internship fee. Teacher candidates completing a one-year position employed in an internship position pay a $1,500 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. **Clinical Teaching Payment Contract** -

4. **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.

5. **AC 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.

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

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

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

9. **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 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 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># of Required Ed Prep Coursework Hours Completed prior to Internship (min. 80 required)</th>
<th># of Required Field Observation Hours Completed prior to Internship (min. 30 required)</th>
<th>Passed TExES Content Exam for Correct Certification</th>
<th>Passed Pedagogy and Professional Responsibilities Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Passed TExES Content Exam for Correct Certification

Date:
Yes No

Passed Pedagogy and Professional Responsibilities Exam

Date:

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 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_____________________________________________________________ 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
Payroll Deduction Authorization Contract
AMTRAC Texas A&M University-Commerce ~ Alternative Certification Program

I understand I am responsible for a $1500.00 Internship program fee payable directly to the Center for Educator Certification at Texas A&M University-Commerce http://apps.tamu-commerce.edu/teachercertification/login.aspx or authorize my school district to payroll deduct the fees and submit them to the Office of Educator Certification at Texas A&M University-Commerce. This is authorization for ______Center for ______ Independent School District to deduct the Texas A&M University-Commerce Alternative Certification Internship Program fees from my ISD paycheck. Such deductions will involve 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, beginning with the first paycheck to be remitted to the TAMU-Commerce ACP.

<table>
<thead>
<tr>
<th>Representative’s Signature</th>
<th>Representative’s Contact #</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial: _______</td>
<td>Because the _________________ Independent School District does not participate in a payroll deduction plan, I agree to assume the following financial responsibility to the Texas A&amp;M University-Commerce Alternative Certification Educator Preparation Program as indicated with my initials:</td>
<td></td>
</tr>
<tr>
<td>Initial: _______ $1500.00 (Full One-year Internship fee) due prior to beginning the Internship placement. OR Initial: _______ $750.00 (1/2 One-year Internship fee) due in prior to beginning the Internship placement and the remaining balance paid in six (6) monthly payments of $125.00.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Fall Clinical Teaching Payment Schedule

<table>
<thead>
<tr>
<th>Payment</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Clinical Teaching Payment Schedule</td>
<td></td>
</tr>
<tr>
<td>$750 due August 15th</td>
<td>$125 due October 1st</td>
</tr>
<tr>
<td>$125 due October 1st</td>
<td>$125 due Feb 1st</td>
</tr>
<tr>
<td>$125 due November 1st</td>
<td>$125 due Mar 1st</td>
</tr>
<tr>
<td>$125 due December 1st</td>
<td>$125 due Apr 1st</td>
</tr>
</tbody>
</table>

I understand one or more of the actions listed below may result from my failure to submit all program fees in a timely fashion.

Initial: _______ I may be removed from the internship placement.
Initial: _______ I may be dismissed from the Alternative Certification educator preparation program.
Initial: _______ I will not receive program renewal for a Probationary Certificate or recommendation for a Standard Certificate.
Initial: _______ I will not have access to an updated transcript and/or graduate degree award as a result of a “Hold” being placed on my academic record.

NOTE: Payments received/balance will not be reflected in LeoPay. Two separate accounting systems are utilized.

Intern’s Signature | Intern’s CWID # | Date
|--------------------|-----------------|------|

It is the intern’s responsibility to submit Payroll Deduction Authorization and Statement of Teacher Internship Eligibility to the ISD for signatures. The intern is responsible for the ISD submits BOTH forms (may be mailed or faxed - 903-886-5156) to the TAMU-Commerce Alternative Certification Program. Checks are made payable and mailed to Texas A&M University-Commerce Alternative Certification Program: Texas A&M University-Commerce, Attn: Alternative Certification Program, P O Box 3011, Commerce, TX 75429-3011. All questions regarding this process may be directed to the TAMU-Commerce ACP office at 903-886-5671 or Robert.Nottingham@tamuc.edu.
I understand I am responsible for a $750.00 student teaching program fee and this fee is payable directly to the Office of Educator Certification at Texas A&M University-Commerce. Failure to submit the required student teaching program fee may result in immediate removal from the student teaching placement, dismissal from the Alternative Certification educator preparation program, non-recommendation to the Texas Education Agency for teacher certification, and a delay in receiving transcripts/graduation confirmation when applicable.

Initial:______ 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:______ $750.00 student teaching program payment due in full prior to beginning the student teaching placement OR

Initial:______ $375.00 payment due prior to beginning the clinical/student teaching placement and the remaining balance paid in three monthly payments of $125.00.

Fall Student Teaching Payment Schedule

<table>
<thead>
<tr>
<th>Month</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 15th</td>
<td>$375</td>
</tr>
<tr>
<td>October 1st</td>
<td>$125</td>
</tr>
<tr>
<td>November 1st</td>
<td>$125</td>
</tr>
<tr>
<td>December 1st</td>
<td>$125</td>
</tr>
</tbody>
</table>

Spring Student Teaching Payment Schedule

<table>
<thead>
<tr>
<th>Month</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 15th</td>
<td>$375</td>
</tr>
<tr>
<td>March 1st</td>
<td>$125</td>
</tr>
<tr>
<td>April 1st</td>
<td>$125</td>
</tr>
<tr>
<td>May 1st</td>
<td>$125</td>
</tr>
</tbody>
</table>

Initial:______ I understand all program fee payments are to be submitted by check to the Office of Alternative Certification and Academic Services OR through the Office of Alternative Certification website account: http://apps.tamuc.edu/teachercertification/login.aspx. NOTE: Payments received/balance will not be reflected in LeoPay. Two separate accounting systems are utilized.

I understand one or more of the actions listed below may result from my failure to submit all program fees in a timely fashion.

Initial:______ I may be removed from the clinical/student teaching placement.

Initial:______ I may be dismissed from the Alternative Certification educator preparation program.

Initial:______ I will not receive a program recommendation for a Texas teaching certificate.

Initial:______ I will not have access to an updated transcript and/or graduate degree award as a result of a “Hold” being placed on my academic record.

Checks are made payable and mailed to A&M-Commerce Alternative Certification Program:
Texas A&M University-Commerce, Attn: 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.
Note: This AMTRAC Certification Plan is only a representative example.
AMTRAC
Mentor/Master Teacher Observation
(Completed by the AC Intern/Clinical Teacher)

Mentor/Master Teacher ________________________ Campus: ________________
AC 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.)

Intern’s Signature_________________________ Date___________________
Mentor’s Signature_______________________ Date___________________

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

Intern/Student 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.
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 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 and Intern/Clinical Student 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’s Signature______________________________________Date_________________

Mentor’s Signature______________________________________Date_________________

Thank you for providing copies to the intern and university supervisor upon completion.
<table>
<thead>
<tr>
<th>Intern:</th>
<th>Date:</th>
<th>Evaluation #:</th>
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<tbody>
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<tr>
<th>Objective/Lesson:</th>
<th>Subject/Content:</th>
<th>Grade Level:</th>
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<table>
<thead>
<tr>
<th>Instructions: For each of the five domains below, rate each according to the following scale:</th>
</tr>
</thead>
<tbody>
<tr>
<td>O = Clearly Outstanding; E = Exceeds Expectations; S = Satisfactory; N = Needs Improvement; NA = Not Applicable/Observed</td>
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</table>

<table>
<thead>
<tr>
<th>Effectiveness Domains</th>
<th>Rating (Circle Letter)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>O E S N NA</td>
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</tbody>
</table>

**Domain I: Active, Successful Student Participation in the Learning Process**
- Engaged in learning
- Successful in learning
- Critical thinking/problem solving
- Self-directed
- Connects learning

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Areas to address</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

**Domain II: Learner-Centered Instruction**
- Goals and objectives
- Learner-centered
- Critical thinking and problem solving
- Motivational strategies
- Alignment
- Pacing/sequencing
- Value and importance
- Appropriate questioning and inquiry
- Use of technology

<table>
<thead>
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</table>

**Domain III: Evaluation and Feedback on Student Progress**
- Monitored and assessed
- Assessment and instruction are aligned
- Appropriate assessment
- Learning reinforced
- Constructive feedback
- Relearning and re-evaluation

<table>
<thead>
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</table>
## Domain IV: Management of Student Discipline, Instructional Strategies, Time and Materials

<table>
<thead>
<tr>
<th>Disciplines procedures</th>
<th>Self-discipline and self-directed learning</th>
<th>Equitable teacher-student interaction</th>
<th>Expectations for behavior</th>
<th>Redirects disruptive behavior</th>
<th>Reinforces desired behavior</th>
<th>Equitable and varied characteristics</th>
<th>Manages time and materials</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>O E S N NA</td>
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</tr>
</tbody>
</table>

### Strengths

### Areas to address

## Domain V: Professional Communication

<table>
<thead>
<tr>
<th>Written with students</th>
<th>Verbal/non-verbal with students</th>
<th>Reluctant students</th>
<th>Supportive, courteous</th>
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<tbody>
<tr>
<td></td>
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</tr>
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</table>

### Strengths

### Areas to address

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

<table>
<thead>
<tr>
<th>Policies, procedures, and legal requirements</th>
<th>Verbal/written directives</th>
<th>Environment</th>
<th>Lesson plans turned in to university supervisor/mentor</th>
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<tr>
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<td></td>
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</table>

### Strengths

### Areas to address

“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:**

Signature of Supervisor: _______________________________  Date:  ________________

White Copy (Intern) Yellow Copy (Supervisor)   Green Copy (University)
Evaluate your professional growth in each of the domains in the column entitled “AC Intern Summative Self-Evaluation” based on the indicators under each domain; state techniques, routines, procedures, strategies, examples or scenarios justifying your evaluation. Be brief and concise with your comments. THIS SECTION MUST BE COMPLETED. Submit the Summative Evaluation to your university supervisor. Your supervisor will inform you of the date it is due. 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

<table>
<thead>
<tr>
<th>DOMAINS</th>
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<th>UNIV. SUP. SUMMATIVE EVAL</th>
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COMMENTS

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<td></td>
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<tr>
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Learning reinforced  
Constructive feedback  
Relearning and re-evaluation | O E S N NA | O E S N NA |

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Timely communication with university supervisor/mentor | O E S N NA | O E S N NA |

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</tr>
</thead>
<tbody>
<tr>
<td>OVERALL RATINGS</td>
<td>O E S N NA</td>
</tr>
</tbody>
</table>

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 (University)
**AMTRAC**

**Mentor Log Sheet**

<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 15</td>
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<tr>
<td>Week 16</td>
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</tbody>
</table>

Thank you for submitting the Mentor Log Sheet to the university supervisor on/or the last Friday in November (fall) or the last Friday in April (spring).
AMTRAC
Texas A&M University-Commerce
Recommendation of AC Teacher Candidate

Intern: ________________________________

Principal: ______________________________

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.

____________________________ ____________________________
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 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

53
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.

**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.
   a. A new elementary (PK-6) teacher must demonstrate competency by passing an appropriate elementary TExES generalist exam.
   b. 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.
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)
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.

N. 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.

O. 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.

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

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

R. 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.

S. Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.
T. Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

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

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

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

X. 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.

Y. 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.

Z. 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

H. 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.

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

J. 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.

K. Standard 2.4. The educator shall not interfere with a colleague’s exercise of political, professional, or citizenship rights and responsibilities.

L. 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.

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

N. 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

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

K. 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.

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

M. 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.

N. Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.
O. Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

P. 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.

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

R. 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.
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 ____________________________