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Vision and Mission Statement

The Texas A&M University-Commerce Vision:

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

The Texas A&M University-Commerce Mission:

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

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

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

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

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

Center for Educator Certification and Academic Services

Values

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

We are glad you have chosen to pursue your teacher certification in the College of Education and Academic Services at Texas A&M University-Commerce. The teacher education program at Texas A&M University-Commerce has enjoyed a reputation of excellence in preparing educators since its inception with the establishment of the East Texas Normal College in 1889. The College of Education continues to honor its heritage of distinction in being recognized by the Carnegie Foundation for the Advancement of Teaching as a Doctoral Research University. Your choice in an educator preparation program will serve you well.

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

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

Congratulations on your decision to become a teacher!

Best wishes,

Patricia Parrish
Interim Director, Educator Certification and Accountability
The preparation of teachers and other educational leaders is considered the task of the entire University at Texas A&M University-Commerce. The Teacher Education Admission, Retention, and Appeals Committee (TEARAC) composed of faculty and administrators from each of the Colleges with teaching fields determine policy for the field-based program. The field-based program also works closely with partnership school districts through the Teacher Preparation Program Partnership Council in determining teacher preparation needs. Educator Preparation Programs are standard-based, learner-centered, and delivered in a collaborative, field-based environment. Technology skills and responsiveness to diversity including ESL and students with special needs are integral parts of the programs. As with all teacher preparation in Texas, each program completer has an academic specialization, grade level, and a common core curriculum as a basis for the professional education sequence. Recommendation for certification is made through the Center for Educator Certification and Academic Services to the State Board for Educator Certification (SBEC) when the program, including successful TExES testing in teaching fields and pedagogy, is completed.

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

**Program Accreditations**

**Accountability System for Educator Preparation**
All educator preparation programs in the COEHS are accredited by the State Board of Educator Certification through the Texas Education p

**National Report Card – Title II**
A high percentage of COEHS students seeking initial teacher certification pass all state required assessments in basic skills, professional knowledge/pedagogy, academic content area, and/or teaching special populations.

**Principal’s Survey**
The Educator Preparation Program receives a positive evaluation on the Principal’s Survey designed and disseminated by the Texas Education Agency. A high percentage of candidates were determined to be well or sufficiently prepared with their overall classroom skills.

**Teacher Certification in Texas**
In order to become a certified teacher in Texas, an individual must:
- demonstrate competency in the basic skills of reading, writing, and mathematics;
- earn a bachelor's degree,
- completed an approved educator certification program,
- complete a field experience (student teaching),
- pass state certification examinations in both content and pedagogy, and
- apply to the State Board for Educator Certification and be recommended by the certification program or entity.
\textbf{The Educational Aide} - The term Educational Aide describes a candidate who is currently employed in a TEA recognized school as a paraprofessional. To meet teacher certification requirements, the \textbf{classroom placement is required to align with the certification and grade level} being sought. The teacher candidate is required to have a degree plan/evaluation reflecting an Educational Aide status, meet Basic Skills Requirements for Admission and complete the Application for Admission: Field-based Teacher Education Program for Education Aides \url{www.tamuc.edu/teacher} the semester prior to internship.

\begin{table}[h]
\centering
\begin{tabular}{|c|c|c|c|}
\hline
\textbf{Certification Area} & \textbf{Advisor} & \textbf{Contact Number} & \textbf{Email} \\
\hline
EC-6 and 4-8 & Becky Adams & 903.886.5887 & Becky.Adams@tamuc.edu \\
\hline
SED & Mitzi Hughes & 903.468.3061 & Mitzi.Hughes@tamuc.edu \\
\hline
SPED & Dr. Harvetta Henry & 903.886.5648 & Harvetta.Henry@tamuc.edu \\
\hline
Application Questions & Mitzi Hughes & 903.468.3061 & Mitzi.Hughes@tamuc.edu \\
\hline
State Certification Testing & Deborah Alford & 903.468.3082 & Deborah.Alford@tamuc.edu \\
\hline
\end{tabular}
\end{table}

\begin{table}[h]
\centering
\begin{tabular}{|c|c|}
\hline
\textbf{TEST} & \textbf{MINIMUM ACCEPTABLE SCORE} \\
\hline
\textbf{READING REQUIREMENT} & \\
Quick THEA & 250 \\
ACT & 23 Composite \textbf{and} 23 English \\
SAT & 1070 Combined AND 550 Critical Reading \\
\hline
\textbf{MATH REQUIREMENT} & \\
Quick THEA/TASP & 230 \\
Accuplacer & 63 \\
COMPASS & 39 \\
ACT math & 19 \\
SAT & 1070 Combined AND 500 Math \\
ASSET & 38 \\
TAKS & 2200 Math \\
\hline
\textbf{Minimum grade of “C” or better in College Algebra or Business Math} \\
\textbf{WRITING REQUIREMENT} & \\
Quick THEA & 220 plus 5 on written essay \\
Accuplacer & (Sentence Skills 80 and written essay 5) \\
COMPASS & (score of 59 and written essay of 5) \\
ACT English & 23 Composite and 19 English \\
SAT Critical Reading & 1070 Combined AND 500 critical reading \\
ASSET & (score of 40 and written essay 5) \\
TAKS & 2200 English/Language Arts AND a 3 Writing \\
& subscore \\
\hline
\textbf{Minimum grade of “C” or better in English Composition} & \\
\end{tabular}
\end{table}
All teacher candidates prior to receiving and in order to maintain certification are expected to abide by the Educator’s Code of Ethics.

http://www.tea.state.tx.us/index2.aspx?id=2147501244&menu_id=771&menu_id2=794

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

(a) In compliance with the Texas Education Code, §21.041(b)(8), the State Board for Educator Certification (SBEC) adopts an Educators’ Code of Ethics as set forth in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators). The SBEC may amend the ethics code in the same manner as any other formal rule.

(b) The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

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

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

(1) Professional Ethical Conduct, Practices and Performance.

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

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

   (C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

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

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

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

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

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

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

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

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

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

(2) Ethical Conduct toward Professional Colleagues.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(i) the nature, purpose, timing, and amount of the communication;

(ii) the subject matter of the communication;

(iii) whether the communication was made openly or the educator attempted to conceal the communication;

(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;

(v) whether the communication was sexually explicit; and

(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242
Texas A&M University-Commerce  
*Field-Based (Undergraduate) Program*

Steps to Gaining EC-6 Teacher Certification – Educational Aide

**Step 1: Field Experience (Internship) Pre-Requisites – Prior to Internship**

<table>
<thead>
<tr>
<th>Meet the following Application Pre-Requisites</th>
<th>Check if Completed or Indicate Date to be Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall GPA of 2.5</td>
<td></td>
</tr>
<tr>
<td>“C” or above in ELED 300 (requires 30 hours of Observation and Observation Reflection)</td>
<td></td>
</tr>
<tr>
<td>“C” or above in PSY 300</td>
<td></td>
</tr>
<tr>
<td>Pre-Internship Courses GPA of 2.5</td>
<td></td>
</tr>
<tr>
<td>Specialization Courses GPA of 2.5</td>
<td></td>
</tr>
</tbody>
</table>

**Basic Skills Requirements** for Reading, Math and Writing

- Reading (THEA, ACT or SAT only)
- Math (THEA, SAT, ACT or “C” in College Math)
- Writing (THEA, SAT, ACT or “C” in English 101 or 102)
- GPA of 2.5 in Supplemental Areas, i.e. Sped and Bilingual
- Grades of “C” or above in Supplemental Areas, i.e. Sped and Bilingual

Completed with grade of “C” or above in following courses:

- Eled 412
- Psy 310
- Rdg 350 (requires 15 hours of observation)
- Rdg 360
- Rdg 370

Completed with grade of “C” or above in following courses – may lack only one ECE course, including Sped and Bilingual (if applicable)

- BLED 412
- ECE 313
- ECE 364 or ECE 358
- ECE 366
Step 2: Application for Substitution for Experience (if applicable)

You may be eligible to have your second semester (residency) waived. You must have two (2) full years of verifiable experience in the content area / level you are pursuing certification, in order to be considered for a waiver.

You may access the application for Substitution for Experience at the following link:


Step 3: Field Experience (Internship) Semester –

You must enroll in the following coursework (refer to your Degree Audit):

- ELED 422
- EDCI 414
- SPED 470 (if EC-6/Sped)

List any other courses you plan to complete during the Field-Experience (Internship) Semester:

- 
- 

Step 4: Practicum (Residency) Pre-Requisites

- Maintain Application requirements, i.e. GPA of 2.5 and minimum grade of “C” (see above #1);
- Maintain Field Experience (Internship) Requirements, i.e. GPA of 2.5 and minimum grade of “C” (see above #2);
- Successful completion of Field Experience (Internship), i.e. GPA of 2.5 and minimum grade of “C” in all course
- Make at least one attempt to successfully complete the Content TExES Exam - $120 Test Fee
**Step 5: Practicum (Residency) Semester –**

You must enroll in the following coursework (refer to your Degree Audit):

EC-6 (Generalist, Bilingual and Sped)
- ELED 422
- EDCI 415

List any other courses you plan to complete during the Practicum (Residency) Semester:

---

**Step 6: Final Requirements**

- Maintain requirements of Steps 1, 2, 3, 4, and 5
- Conferred Bachelor’s Degree in the area seeking teacher certification - $40 Grad Fee
- Successful completion of all required TExES exams - $120 per exam
- Apply for State Standard Teaching Certificate - $77 State processing fee
  
  Apply for Fingerprinting - $40-$50 State processing fee
## STEPS TO GAINING 4-8 CERTIFICATION – EDUCATIONAL AIDE

### Texas A&M University-Commerce

**Field-Based (Undergraduate) Program**

**Steps to Gaining 4-8 Teacher Certification – Educational Aide**

**Step 1: Field Experience (Internship) Pre-Requisites – Prior to Internship**

<table>
<thead>
<tr>
<th>Must meet the following prerequisites:</th>
<th>Indicate Date Completed or to be Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall GPA of 2.5</td>
<td></td>
</tr>
<tr>
<td>“C” or above in ELED 300 (requires 30 hours of Observation and Observation Reflection)</td>
<td></td>
</tr>
<tr>
<td>“C” or above in PSY 300</td>
<td></td>
</tr>
<tr>
<td>Pre-Internship Courses GPA of 2.5</td>
<td></td>
</tr>
<tr>
<td>Specialization Courses GPA of 2.5</td>
<td></td>
</tr>
<tr>
<td><strong>Basic Skills Requirements</strong> for Reading, Math and Writing –</td>
<td></td>
</tr>
<tr>
<td>✐ Reading (THEA, ACT or SAT only)</td>
<td></td>
</tr>
<tr>
<td>✐ Math (THEA, SAT, ACT or “C” in College Math)</td>
<td></td>
</tr>
<tr>
<td>✐ Writing (THEA, SAT, ACT or “C” in English 101 or 102)</td>
<td></td>
</tr>
<tr>
<td>GPA of 2.5 in Supplemental Areas, i.e. Sped and Bilingual</td>
<td></td>
</tr>
<tr>
<td>Grades of “C” or above in Supplemental Areas i.e. Sped and Bilingual</td>
<td></td>
</tr>
<tr>
<td>Completed with grade of “C” or above in following courses:</td>
<td></td>
</tr>
<tr>
<td>- Psy 310</td>
<td></td>
</tr>
<tr>
<td>- Rdg 380</td>
<td></td>
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<tr>
<td>- MLED 314</td>
<td></td>
</tr>
<tr>
<td><strong>Specialization / Teaching Field Courses</strong></td>
<td></td>
</tr>
<tr>
<td>- Complete Specialization Courses with grade of “C” or above</td>
<td></td>
</tr>
<tr>
<td>May lack only <strong>two</strong> specialization courses</td>
<td></td>
</tr>
<tr>
<td>Grade of “C” or above in public speaking (Speech) course</td>
<td></td>
</tr>
<tr>
<td>Completed with a grade of “C” or above in the following courses</td>
<td></td>
</tr>
<tr>
<td>- Math 350</td>
<td></td>
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<tr>
<td>- Sped 346</td>
<td></td>
</tr>
<tr>
<td>Competed with a grade of “C” or above 4-8 Major / Interdisciplinary courses with a 2.5 GPA</td>
<td></td>
</tr>
</tbody>
</table>
Step 2: Application for Substitution for Experience (if applicable)

You may be eligible to have your second semester (residency) waived. You must have two (2) full years of verifiable experience in the content area / level you are pursuing certification, in order to be considered for a waiver.

You may access the application for Substitution for Experience at the following link:


Step 3: Field Experience (Internship) Semester –

You must enroll in the following coursework (refer to your Degree Audit):

- ELED 422
- EDCI 414

List any other courses you plan to complete during the Field-Experience (Internship) Semester:

[Blank Line]

Step 4: Practicum (Residency) Pre-Requisites

- Maintain Application requirements, i.e. GPA of 2.5 and minimum grade of “C” (see above #1);
- Maintain Field Experience (Internship) Requirements, i.e. GPA of 2.5 and minimum grade of “C” (see above #2);
- Successful completion of Field Experience (Internship), i.e. GPA of 2.5 and minimum grade of “C” in all course
- Make at least one attempt to successfully complete the Content TExES Exam - $120 Test Fee

Step 5: Practicum (Residency) Semester –

You must enroll in the following coursework (refer to your Degree Audit):

- ELED 422
- EDCI 415

EC-6 (Generalist, Bilingual, ESL, and Sped)
List any other courses you plan to complete during the Practicum (Residency) Semester:

---

**Step 6: Final Requirements**

- Maintain requirements of Steps 1, 2, 3, 4, and 5
- Conferred Bachelor’s Degree in the area seeking teacher certification
- Successful completion of all required TEExES exams
- Apply for State Standard Teaching Certificate - $77 State processing fee
  Apply for Fingerprinting - $42 State
Texas A&M University-Commerce
Field-Based (Undergraduate) Program
Steps to Gaining EC-12 / SPED Teacher Certification – Aide

Step 1: Practicum (Internship/Residency) Pre-Requisites

<table>
<thead>
<tr>
<th>Must meet the following Pre-Requisites</th>
<th>Indicate Date Completed or to Be Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall GPA of 2.5</td>
<td></td>
</tr>
<tr>
<td>“C” or above in ELED or SED 300 (requires 30 hours of Observation and Observation Reflection)</td>
<td></td>
</tr>
<tr>
<td>“C” or above in PSY 300</td>
<td></td>
</tr>
<tr>
<td>“C” or above in ETEC 424</td>
<td></td>
</tr>
<tr>
<td>“C” or above in Rdg 380 or 370</td>
<td></td>
</tr>
<tr>
<td>“C” or above in HHPK 274 (Sped Applicants Only)</td>
<td></td>
</tr>
<tr>
<td>Pre-Internship Courses GPA of 2.5</td>
<td></td>
</tr>
<tr>
<td>“C” or above in all Major Courses</td>
<td></td>
</tr>
<tr>
<td>“C” or above in all Teaching Field (Specialization) Courses</td>
<td></td>
</tr>
<tr>
<td>Major Courses GPA of 2.5</td>
<td></td>
</tr>
<tr>
<td>Specialization Courses GPA of 2.5</td>
<td></td>
</tr>
<tr>
<td>Lack no more than 6sh or 2 courses in Specialization Courses</td>
<td></td>
</tr>
<tr>
<td>“C” or above in Public Speaking (Speech)</td>
<td></td>
</tr>
<tr>
<td><strong>Basic Skills Requirements</strong> for Reading, Math and Writing –</td>
<td></td>
</tr>
<tr>
<td>- Reading (THEA, Accuplacer, Compass, ACT or SAT only)</td>
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<tr>
<td>- Math (THEA, SAT, ACT or “C” in College Math)</td>
<td></td>
</tr>
<tr>
<td>- Writing (THEA, SAT, ACT or “C” in English 101 or 102)</td>
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</tr>
</tbody>
</table>
Step 2: Application for Substitution for Experience (if applicable)

You may be eligible to have your second semester (residency) waived. You must have two (2) full years of verifiable experience in the content area / level you are pursuing certification, in order to be considered for a waiver.

You may access the application for Substitution for Experience at the following link:


Step 3: Field Experience (Internship) Semester –

You must enroll in the following coursework (refer to your Degree Audit):

- ELED 422
- EDCI 414
- SPED 470

List any other courses you plan to complete during the Field-Experience (Internship) Semester:

- 
- 

Step 4: Practicum (Residency) Pre-Requisites

- Maintain Application requirements, i.e. GPA of 2.5 and minimum grade of “C” (see above #1);
- Maintain Field Experience (Internship) Requirements, i.e. GPA of 2.5 and minimum grade of “C” (see above #2);
- Successful completion of Field Experience (Internship), i.e. GPA of 2.5 and minimum grade of “C” in all course;
- Make at least one attempt to successfully complete the Content TExES Exam - $120 Test Fee

Step 5: Practicum (Residency) Semester –

You must enroll in the following coursework (refer to your Degree Audit):

- ELED 422
- EDCI 415

List any other courses you plan to complete during the Practicum (Residency) Semester:
Step 4: Final Requirements

- Maintain requirements of Steps 1, 2, and 3
- Conferred Bachelor’s Degree in the area seeking teacher certification - $40 Grad Fee
- Successful completion of all required TExES exams - $120 per exam
- Apply for State Standard Teaching Certificate - $77 State processing fee
- Apply for Fingerprinting - $40-$50 State processing fee
SPED ADVISING TIPS

1) Refer to program-at-a-glance advising guide.

2) Students should have made arrangements with their district. Districts should be aware that some courses require daytime attendance. This will mean working with the ed. aide to cover their duties when they are away from home campuses.

3) Supervision for the official residency semesters will be conducted through the Certification Office. Aides must apply to the Teacher Education Program the semester before beginning residency. Contact person: Mitzi Hughes in the Cert. Office.

4) Students will continue to work in their current role during the residency semesters, with some possible “specialized” requirements added. Arrangements must be made to meet the all-level expectation of the degree. This means that they will be required to spend some time with a mentor outside their current placement. For instance, an aide in a HS setting would need to spend some time with an elementary mentor and classroom. An average of and hour a day has been suggested, but the Cert. Office approves this time on a case-by-case basis.

5) Students will take at least two certifying exams: 1) EC-12 SpEd, 2) EC-12 PPR. For Highly Qualified status, the state will require an additional content test (EC-6 Generalist, 4-8 Generalist, or Secondary Content Exam). The representative (practice) test must be taken before approval is given for the EC-12 Exam. This is administered through the Student Assessment Office (a $20 fee is charged). It is recommended that students take their SPED test early during their residency. Other certification exams are also taken during, or immediately after, the residency semester(s).

6) Students must meet the Basic Skills/Requirements for Admission to Teacher Education. See the following website for details: https://www.tamuc.edu/teacher/field/FBInfo.asp

7) Some special education courses are offered on a rotation basis, rather than each term. It is strongly recommended that students make enrolling in these courses a priority when they are included on the course schedule.

8) KINE 324 may be substituted for KINE 274.

9) The following courses require early field experience (EFE) hours: Reading 350, EIEd or SED 300. Aides must complete the online application and turn in a log sheet to their instructors.

10) Students must have 60 hours before they will be allowed to take Psy 310.

11) Many of the courses in the first two columns of the plan have summer offerings.

12) ETEC 424 is not an “entry-level” course. The instructor will assume a student has the “basics” when they enroll in 424.

13) Students should note other courses that have prerequisites.

14) Review other notes in right column of advising guide and become familiar with using the degree evaluation function in MyLEO.
**A candidate is approved for a second TExES only when earning a passing score on the previously attempted exam.**

## EC-6

<table>
<thead>
<tr>
<th>Certification Level</th>
<th>Required tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC-6 Generalist</td>
<td>#191 EC-6 Generalist</td>
</tr>
<tr>
<td></td>
<td>#160 EC-12 PPR</td>
</tr>
<tr>
<td>EC-6 Generalist w/SPED</td>
<td>#191 EC-6 Generalist</td>
</tr>
<tr>
<td></td>
<td>#160 EC-12 PPR</td>
</tr>
<tr>
<td></td>
<td>#161 All Level SPED</td>
</tr>
<tr>
<td>EC-6 Generalist w/ESL</td>
<td>#191 EC-6 Generalist</td>
</tr>
<tr>
<td></td>
<td>#160 EC-12 PPR</td>
</tr>
<tr>
<td></td>
<td>#154 ESL Supplemental</td>
</tr>
<tr>
<td>EC-6 Bilingual Generalist</td>
<td>#191 EC-6 Generalist</td>
</tr>
<tr>
<td></td>
<td>#160 EC-12 PPR</td>
</tr>
<tr>
<td></td>
<td>#164 Bilingual Supplemental</td>
</tr>
<tr>
<td></td>
<td>TOPT or BLTPT</td>
</tr>
</tbody>
</table>

## Grade 4-8

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

## All-Level SPED

<table>
<thead>
<tr>
<th>Certification Level</th>
<th>Required tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL- LEVEL Special Education</td>
<td>TExES #161 All Level SPED Exam</td>
</tr>
<tr>
<td></td>
<td>#160 EC-12 PPR</td>
</tr>
</tbody>
</table>

- Completion of all Special Education Coursework and advisor approval.
- Representative form (practice test) is required. Contact Dr. Harvetta Robertson at 903-886-5648 for departmental approval and the Student Assessment Office at 903-886-5122 to arrange a testing date.
- To be “highly qualified” according to No Child Left Behind/Elementary Secondary Education Act standards, a special education teacher must also have a content exam.
  - Grades EC-6 need the EC-6 Generalist
  - Grades 4-8 need the 4-8 Generalist
  - Grades 8-12 need 8-12 content exam

“Highly qualified” varies according to assignment. Please refer to your district policy.

*Additional certification exams may be taken by “exam only” upon certification and added to the original certificate.*
<table>
<thead>
<tr>
<th>Certification Level</th>
<th>Required tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL-LEVEL Certification</td>
<td>TExES Content Exam #160 EC-12 PPR</td>
</tr>
<tr>
<td>6-12 or 8-12 Certification</td>
<td>TExES Content Exam #160 EC-12 PPR</td>
</tr>
<tr>
<td>Spanish</td>
<td>LOTE EC-12 Spanish (613) #160 EC-12 PPR</td>
</tr>
</tbody>
</table>

### TExES Content Test

- Departmental Approval (some departments may require representative form)
- Approval of ELED/SED 415 instructor

### Professional Development Coursework

- EDCI 14, 415 and ELED/SED 422 (6 hours) will be substituted for student teaching/internship block. Consult the Director of Educator Certification regarding the substitution process.

Note: If applying for a one-semester of the practicum (422) please see guidelines for seeking approval on page 26.
EDUCATIONAL AIDE INTERNSHIP APPLICATION

Educational aides are required to submit an application to the Teacher Education Program once the degree evaluation has been revised to reflect educational aide status and during the semester prior to enrolling in ELED/SED 414 or 422. The application may be found at www.tamuc.edu/teacher by following the “Educational Aides” link. All required documents must be submitted to Mitzi Hughes in Ed. North 202 on or before the scheduled due date.

The following items must be included in the student teaching application packet:
1. Confirmation page (must print after submitting online application)
2. Educational Aide Responsibility Framework (page and online)
3. Program Checklist (select appropriate grade level)

EDUCATIONAL AIDE INTERNSHIP/RESIDENCY REQUIREMENTS

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

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

- 1) Journals submissions (questions included in handbook)
- 2) Lesson plans for lesson taught during formal observations (3 formal observations required)
- 3) Two (2) observations of the mentor or other master teacher conducted by the Educational Aide
- 4) Two (2) observations of the Educational Aide conducted by the mentor teacher.
*Ed. Aide:* A copy of the Educational Aide Framework is to be presented to and signed by your mentor(s) teacher and principal. The signed copy must then be returned with the completed Educational Aide application. If there are any questions, please contact Mitzi Hughes at 903-468-3061.

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

**SUBSTITUTION FOR EXPERIENCE APPLICATION/Aide Exemption:** If you have served in an educational aide position for two or more years, you may be eligible for a Substitution for Experience waiver. If approved, this request will provide a waiver for **one semester** of the two required clinical experiences (student teaching).

- ELED/SED 422 – Internship – 3 hours
- ELED/SED 422 – Residency – 3 hours

*Framework to be completed, signed, and submitted*

**SUBSTITUTION FOR EXPERIENCE APPLICATION/Aide Exemption**
Educational Aide Responsibility Framework

Ed. Aide: Please present a copy of this framework to your mentor(s) and principal and return a (signed) copy with your application. If there are any questions, please contact Mitzi Hughes at 903-468-3061.

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

Texas A&M University-Commerce will…
1. Screen applicants to insure that he/she meets university Teacher Education Program standards. Aides should apply for admissions the semester prior to enrolling in ELED 414 or 422 for EC-6 and 4-8, or any internship equivalent course for 8-12 or All Level.
2. Provide on-going training to the educational aides through formal university courses, seminars, assigned professional development opportunities, and clinical supervision by a university supervisor.
3. Recommend the educational aide for Texas teacher certification upon the satisfactory completion of all requirements of the educational aide/teacher education program.

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

The Educational Aide will…
1. Understand and meet all requirements for admission to the A&M-Commerce Teacher Education Program.
2. Comply continuously with all retention standards and maintain satisfactory progress toward certification.
3. Understand that the Educational Aide Program is designed for aides who are “working directly with students in a [TEA accredited] school district,” within a 70 mile radius of Commerce or Mesquite. Texas Education Code (§54.214)
4. Continue to be employed in a placement where the educational aide is obtaining the “appropriate knowledge and skills through field-based experiences in the desired content area and grade level.” (SBEC Executive Director, February 17, 1998) The placement must be in the educational aide’s target certification, i.e. grade level and content.
5. Perform instructional duties for a full day (minimum of 5 periods per day) where the educational aide is “doing the work of a teacher of record in the area of the target certification”. For example, lesson planning, delivering instruction, implementing classroom management plan, grading, communicating with parents, etc.
6. For students pursuing EC-6 Generalist with Bilingual, ESL or Sped, a “split assignment” is required.
7. Observe mentor(s) and other master teachers.
8. Focus on continual growth and apply suggestions coming from members of the ILT.

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

The Campus Principal and District is asked to…
1. Verify that the educational aide is performing instructional duties for a full day in the area in which they are pursuing certification, and they must be “doing the work of a teacher of record”. For example, lesson planning (long range and daily), delivering instruction, implementing classroom management plan, grading, communicating with parents, etc.
2. Assign a campus mentor teacher to the educational aide prior to the beginning of the school year. The mentor teacher will be an experienced, well-qualified, teacher who teaches at the same level as the educational aide (elementary vs. secondary) and in the same building as the educational aide. As the school year progresses, establish a network of mentors who will be available to support the educational aide.
3. Provide opportunities for the educational aide to observe mentor and other master teachers.
4. Discuss, from time-to-time, the educational aide’s growth with the assigned mentor and university supervisor.

Signature of Applicant: ____________________________  Date: ____________________________

Signature of Principal: ____________________________  Date: ____________________________
EDUCATIONAL AIDE WITH EXEMPTION

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

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

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

ELED/SED 422 SUBSTITUTION FOR EXPERIENCE
Applicable to Candidates in the Commerce-based program only

Educational aides with two or more years of educational aide experience who are eligible for a Student Teaching/Internship may submit an application requesting one of the two semesters of ELED/SED 422 be waived. Please request an application from the Center for Educator Certification (page 27). This request must be submitted with your application for the student teaching/internship.

MINIMUM requirements for a waiver to be granted:
- Submission of required application and ALL documentation (Application included in Appendix),
  - Required documentation: Substitution for Experience Application:
    - Application and Framework (signed by Principal)
    - One page narrative
    - Professional Resume
    - Professional training documents ( copies of certificates)
    - Copy of Valid Educational Aide Certificate issued by the State Board of Educator Certification.
    - Two letters of recommendation (immediate supervisor and principal)
    - Performance Appraisals ( minimum of two school years)
    - Copy of service record (available in school personnel office )
  - Two years of experience as an educational aide,
Substitution for Experience Application/Aide Exemption

**ELED / SED 422 Waiver Request**

Name__________________________________________SSN______ ________________CWID________________
Address____________________________________________City_____________________State__ ___Zip_______
Home Phone (____)_____________________________Business Phone (____)_______________ext.___
E-mail address__________________________________________ EC-6___, 4-8___, 8-12___, or EC-12___

**Instructions**

Students may apply for substitution of experience and/or professional training in lieu of one semester of clinical teaching (3 semester hours ELED / SED 422) required for teacher certification. To be considered for exemption, you must hold an Educational Aide Certificate through the Texas Education Agency and have at least two full years of verifiable experience. Submit the application and portfolio to the following: Texas A&M University-Commerce, Director of Educator Preparation Program, P.O. Box 3011, Commerce, TX 75429-3011. For additional information call 903-468-3061.

**Requirements**—ALL DOCUMENTATION MUST BE SUBMITTED IN ONE PACKET.

Applicant must submit a portfolio of qualifications consisting of the following:
1. **One-Page Narrative.** Narrative should describe experiences, accomplishments, and abilities, as well as justification for why you believe a substitution should be granted. These should relate to your teaching field.
2. **Resume.** Detail educational experience, work experience, professional training, and other relevant experience. These should relate to your teaching field.
3. **Professional Training Documentation.** Examples may include such things as certificates of completion or published description of training. These should relate to your teaching field.
4. **Copy of Educational Aide Certificate.** (may be printed from www.tea.state.tx.us)
5. **Experience Documentation.** Submit two letters of recommendation from individuals in a position to verify the nature and quality of work experience, one of which must include your immediate supervisor. It is recommended that the second be from an administrator at your current school. Letters should support the request that the applicant’s experience be substituted for specific program requirements.
6. **Official Performance Appraisals** from at least two different school years
7. **Copy of Your Service Record.** This document may be obtained from the school’s personnel office.

**Application**

I am applying for substitution of experience for (3sh) ELED / SED 422. I have read and understand the requirements for applying for substitution and/or professional training for experience in the Educator Preparation Program at Texas A&M University-Commerce further understand that submission of this application with the required portfolio does not constitute automatic acceptance of my experience.

Applicant’s Signature ___________________________ Date __________

**CREDIT APPROVED FOR THE FOLLOWING COURSES:** ELED / SED 422 (3sh)

Director of Educator Preparation ___________________________ Date __________
There are exceptions when an Educational aide may receive an offer of employment as the teacher of record during the student teaching/internship. The TEA no longer allows candidates to accept a full-time teaching position prior to completing a Bachelor’s degree. The district may hire an aide as a long-term substitute teacher providing the position of employment and certification sought match. In addition to a letter/contract from the district, a request for employment must be submitted and approved by the departmental and program advisor. Passing score(s) on the appropriate TExES content exam and the offer of a position in your certification field are required. Please check with the Director of Educator Certification for eligibility.
Teacher candidates will be recommended for a Standard Teaching Certificate upon successful completion of all requirements in the Educator Preparation Program and satisfactory performance on the required certification examinations.

Texas A&M University-Commerce will recommend an educational aide candidate once all requirements for certification including the conferring of a bachelor’s degree have been met. This is typically several weeks after the day of Commencement. Application to the State Board of Educator Certification should be made during the final semester of coursework. Procedures follow:

1. Go to SBEC website at [http://www.sbec.state.tx.us](http://www.sbec.state.tx.us)
   - If you have an account, log on. If you have taken a TExES exam you should have an account. If not,
   - Click on "New User? Create New Account" as a first-time user.

2. Once you are logged in, Click on the link APPLICATIONS and then PROVISIONAL CERTIFICATE TEXAS PROGRAM. Follow directions on the web page to apply for certificate. Make sure you choose Texas A&M University-Commerce (university-based). When asked to respond to SUBJECT; enter your content area.

3. Pay the fees electronically to SBEC. If you hold an educational aide certificate with SBEC, you are not required to complete fingerprinting a second time. You may check your APPLICATION STATUS to confirm that your payment was processed.

4. IF FINGERPRINTING IS REQUIRED, Go to your email account and find an email from SBEC. OPEN THE EMAIL AND PRINT YOUR FASTPASS. Complete all information and follow the instructions below for scheduling a fingerprinting appointment.
SCHEDULING A FINGERPRINTING APPOINTMENT

MUST HAVE PRINTED COPY OF FASTPASS BEFORE YOU BEGIN THE APPLICATION PROCESS

1. Go to www.L1enrollment.com
2. Click on the “Texas” link
3. On the next screen choose ONLINE SCHEDULING
4. Choose BEGIN REGISTRATION
5. Enter First and Last Name
6. Step 2-Application ID; please select “Education”
7. The next screen will ask you to select the ORI number from your FAST fingerprinting application. This number should include TX for Texas.
8. The next screen will ask if you are being printed for a volunteer position; SELECT NO.
9. The next screen will ask you to enter your Agency Assigned Applicant Number (begins with SB). This number will also be located on your FASTPASS form. Please be careful to enter it as it appears on your FASTPASS.
10. Step 3 is choosing your location; ENTER A ZIP CODE. Locations near this zip code will appear for your selection.
11. Choose a location and follow the instructions.
The Teacher Education Admission, Retention, and Appeals Committee (TEARAC) is composed of Texas A&M University-Commerce faculty directly involved with educator preparation and content areas appointed by the Chair of the Committee. The Committee Chair is appointed by the Dean of the College of Education and Human Services.

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

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

Prior to beginning internship/residency placement:
1. Senior Standing (completion of approximately 90 semester hours of college coursework) or baccalaureate degree.
2. Grade of “C” or better in public speaking course as required in baccalaureate degree program.
3. Satisfactory completion of the Basic Skills Requirements.
4. Overall GPA of 2.5.
5. Completion of all professional development and content teaching field/specialization courses required before internship/residency with a 2.5 GPA in each area and no grade below a “C.”
6. Successful interview with public school personnel resulting in an internship placement.

Prior to beginning resident placement (if second semester of internship is required):
1. Completion of all professional development and content teaching field/specialization courses required before residency with a 2.5 GPA in each area and no grade below a “C.”
2. Continued overall GPA of 2.5.

APPEAL OF ADMISSION CRITERIA

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

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

However, a student may appeal a grade below a “C” only if
a. the student’s overall GPA is 2.5 or above, and
b. the student’s department gives written approval for the student to appeal to TEARAC.
In order to be retained in the Teacher Education Program a student must:

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

**Definition of satisfactory progress:**

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

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

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

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

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

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

Procedures for removing a student from internship or residency

If dismissal is due to a violation of established admission or retention criteria, the Center for Educator Certification and Academic Services (CECAS) will notify the student in writing of the grounds for dismissal and due process.

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

Due Process Rights in the Teacher Education Program

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

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

Name:

Date:

Activities/Experiences observed this week:

Reflection:

A. What worked and went well:

B. How might you improve on what you observed:
Texas A&M-Commerce AC Program
Mentor Teacher Observation
(Completed by the Educational Aide)

Mentor/Master Teacher ___________________  Campus: _______________
Educational Aide_________________________  Date: _________________

Classroom Observation

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

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

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

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

Educational Aide’s Signature__________________________Date_______________

Upon completion of each Mentor/Master Teacher Observation, please provide a copy to your UNIVERSITY SUPERVISOR.
Mentor Observation of Texas A&M-Commerce Educational Aide
(Completed by the Mentor)

Intern/Student Teacher: ____________________________ Campus: ______________
Mentor: ________________________________________ Date: __________________

Classroom Observation

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

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

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

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

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

<p>| | | | | | |</p>
<table>
<thead>
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<tbody>
<tr>
<td>1.</td>
<td>The teacher established discipline in the classroom.</td>
<td>O</td>
<td>E</td>
<td>S</td>
<td>N</td>
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<tr>
<td>2.</td>
<td>The teacher motivated his/her students.</td>
<td>O</td>
<td>E</td>
<td>S</td>
<td>N</td>
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<td>3.</td>
<td>The teacher included all students in class participation.</td>
<td>O</td>
<td>E</td>
<td>S</td>
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<td>4.</td>
<td>The teacher showed personal interest in all students.</td>
<td>O</td>
<td>E</td>
<td>S</td>
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<td>5.</td>
<td>The teacher showed respect when interacting with students.</td>
<td>O</td>
<td>E</td>
<td>S</td>
<td>N</td>
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<tr>
<td>6.</td>
<td>The teacher allowed time for student responses.</td>
<td>O</td>
<td>E</td>
<td>S</td>
<td>N</td>
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<td>7.</td>
<td>The teacher reacted positively during student responses.</td>
<td>O</td>
<td>E</td>
<td>S</td>
<td>N</td>
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<tr>
<td>8.</td>
<td>The teacher gave specific feedback to student answers/responses.</td>
<td>O</td>
<td>E</td>
<td>S</td>
<td>N</td>
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<td>9.</td>
<td>The teacher followed up on student responses.</td>
<td>O</td>
<td>E</td>
<td>S</td>
<td>N</td>
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<td>10.</td>
<td>The teacher exhibited positive reactions to student learning performance.</td>
<td>O</td>
<td>E</td>
<td>S</td>
<td>N</td>
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<tr>
<td>11.</td>
<td>The teacher allowed students to express their feelings.</td>
<td>O</td>
<td>E</td>
<td>S</td>
<td>N</td>
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<tr>
<td>12.</td>
<td>The teacher promoted basic skills in the classroom.</td>
<td>O</td>
<td>E</td>
<td>S</td>
<td>N</td>
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<tr>
<td>13.</td>
<td>The teacher promoted higher-level thinking in the classroom.</td>
<td>O</td>
<td>E</td>
<td>S</td>
<td>N</td>
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<tr>
<td>14.</td>
<td>The teacher promoted teamwork in the classroom.</td>
<td>O</td>
<td>E</td>
<td>S</td>
<td>N</td>
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<tr>
<td>15.</td>
<td>The teacher made ongoing effort to deal with the individual differences in the learner population.</td>
<td>O</td>
<td>E</td>
<td>S</td>
<td>N</td>
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<tr>
<td>16.</td>
<td>The teacher demonstrated good command of the content.</td>
<td>O</td>
<td>E</td>
<td>S</td>
<td>N</td>
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<td>17.</td>
<td>The teacher appeared to do a good job of organizing class work.</td>
<td>O</td>
<td>E</td>
<td>S</td>
<td>N</td>
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<tr>
<td>18.</td>
<td>How would you rate this teacher’s command of instructional delivery skills?</td>
<td>O</td>
<td>E</td>
<td>S</td>
<td>N</td>
</tr>
<tr>
<td>19.</td>
<td>How would you rate this teacher’s command of instructional design skills (lesson plans, etc.)?</td>
<td>O</td>
<td>E</td>
<td>S</td>
<td>N</td>
</tr>
<tr>
<td>20.</td>
<td>How would you rate this teacher’s command of time management?</td>
<td>O</td>
<td>E</td>
<td>S</td>
<td>N</td>
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</tbody>
</table>
Post-Observation Conference (Please complete within 2 days of lesson)

Mentor and Educational Aide cooperatively complete the following regarding the teaching/learning process during the post-observation conference.

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

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

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

Comments:

Aide's Signature______________________________________Date_________________

Mentor’s Signature_____________________________________Date_________________

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