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.

(Revised Sp 2015)}