



**Texas A&M-Texarkana  
Teacher Preparation Program  
Handbook**



*This handbook has been prepared for the use of Texas A&M Texarkana teacher candidates who are seeking Texas teaching certification through the undergraduate pathway. The Teacher Preparation Program at Texas A&M Texarkana complies with the certification requirements set forth by the Texas Education Agency (TEA). In addition, the TPP institutes requirements to those set forth by TEA. While the Texas A&M Texarkana Clinical Experiences Handbook reflects current requirements and policies at time of compilation, the program policies, procedures, and statements contained are subject to change without prior notice. Texas A&M University Texarkana reserves the right to change courses, fees, calendar, curriculum, degree programs, degree requirements, and any other requirements affecting students or admitted candidates. Changes will become effective whenever the appropriate authorities so determine and may apply to both prospective students and those already admitted. Students should not construe this handbook as a contract, expressed or implied, between TAMUT and any student, applicant, or faculty member. This is a guide to provide detailed information to ensure the best experience for our Clinical Teacher candidates.*

*This handbook was created on 6/25/2023*



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## **Mission**



To ensure every classroom in Northeast Texas has an outstanding teacher prepared through Texas A&M University-Textarkana.

### **Vision: The 90% Initiative**

To be the exclusive pipeline for 90% of all new K-12 teacher hires in Northeast Texas.

### **Faculty and Staff Commitments and Core Values**

*The faculty and staff of TAMUT Teacher Preparation Program (TPP) commit to:*

- The Relentless Pursuit of Excellence
- Every Student, Every Day

The Teacher Preparation Program at Texas A&M University-Textarkana believes every student in Northeast Texas has a right to be instructed by outstanding teachers. This core belief drives our relentless pursuit of excellence, leading us to enhance the teacher candidate experience and build confident, passionate, and expert educators. We achieve this by providing personalized student support, a rigorous and relevant curriculum that seamlessly connects theory to practice, and supportive and reflective field experiences.



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*The faculty of TAMUT Teacher Preparation Program (TPP) are professional educators who bring their Texas public school leadership experiences to the program. Our faculty have served as assistant principals, principals, coordinators, directors, assistant superintendents, and superintendents in various school districts. Their field-based understandings combined with active research agendas make for the best possible learning opportunities as students seek to become educational leaders who will make a difference in schools, school districts, and local communities.*

### Contact Information

Common Question Topics	Contact Information
<ul style="list-style-type: none"> <li>● Admission to Teacher Preparation Program</li> <li>● Requirements and permission for being released to take certification tests</li> <li>● Admission to field experience semesters</li> <li>● Certification requirements</li> </ul>	<p>Certification Officer - Amy Miller  <a href="mailto:amiller@tamut.edu">amiller@tamut.edu</a></p>



<ul style="list-style-type: none"> <li>Admission appeals</li> </ul>	Program Coordinator of Undergraduate TPP (or designee) Dr. Aaron Marvel <a href="mailto:amarvel@tamut.edu">amarvel@tamut.edu</a>
<ul style="list-style-type: none"> <li>Course substitutions</li> </ul>	Program Coordinator of Undergraduate TPP (or designee) Dr. Aaron Marvel - <a href="mailto:amarvel@tamut.edu">amarvel@tamut.edu</a>
<ul style="list-style-type: none"> <li>Course registration approvals</li> </ul>	Course Instructor or Program Coordinator of TPP

### TEACHER PREPARATION Clinical Teaching Pathways Overview

<b>Traditional or Para Educator</b>	<b>Junior year</b> 2nd semester Foundational courses	<b>Senior year</b> <i>1st semester</i> 2 full days a week in placement  See the <a href="#">TPP Clinical Website</a> for additional requirements.	<b>Senior year</b> <i>2nd Semester</i> 4 full days a week in placement  490 Clinical Teaching Hours completed  See the <a href="#">TPP Clinical Website</a> for additional requirements.	<b>Seminar</b> Eight meetings per semester
<b>Enhanced Residency</b>  (Options for Paid Residency)	<b>Junior Year</b> <b>2nd semester foundational courses</b>	<b>Senior year</b> <i>1st semester</i> Minimum 21 hours a week  See the <a href="#">TPP Clinical Website</a> for additional requirements.	<b>Senior year</b> <i>2nd Semester</i> 5 full days a week in placement  750 Clinical Teaching Hours completed  See the <a href="#">TPP Clinical Website</a> for additional requirements.	<b>Seminar</b> Eight meetings per semester



<p><b>Bridge</b></p>	<p><b>Junior year</b> 2nd semester Foundational courses</p>	<p><b>Senior year</b> 1st semester 120 Fieldwork Hours (ED 495)</p> <p><i>Should pass Content &amp; STR (if applicable)</i></p> <p><i>Apply for Graduation with Registrar's Office</i></p>	<p><b>Senior year</b> 2nd Semester Speak to advisor and sub course for ED 496</p> <p>Must pass TEXES content &amp; 293-STR (if applicable)</p> <p>Apply to the Alternative Certification Program Graduate without certification Secure employment in a local ISD. After graduation, complete two semesters as a paid intern/teacher of record (ED 585)</p>	<p><b>Seminar</b> Eight meetings during ED 495 semester</p>
<p><b>Alternative Certification Must have a bachelor's degree</b></p>	<p>Complete coursework &amp; pass TEXES content &amp; STR (if applicable) prior to beginning Internship</p>	<p><i>Internship - 1st semester - Teacher of record/Intern</i></p> <p><i>Continue coursework</i></p> <p><i>Must pass PPR</i></p>	<p>Internship - 2nd semester - Teacher of record/Intern</p> <p>Continue coursework</p>	<p><b>Seminar</b> Attend during your year as Teacher of Record/Intern</p>

**Undergraduate Certification Areas Available at TAMUT**

**Early Childhood (EC) through 6<sup>th</sup> Grade**

- Core Subjects with Science of Teaching Reading (STR)

**Grades EC-12**

- Kinesiology with Physical Education

**Grades 4-8**

- English Language Arts and Reading
- Mathematics
- Science
- Social Studies

**Grades 7-12**

- English Language Arts and Reading
- History



- Mathematics
- Life Science
- Social Studies
- Science (composite)

## **Admissions - Undergraduate**

According to the Texas Education Agency, there are specific requirements to becoming a classroom teacher. One of these requirements is completion of an approved Teacher Preparation Program (TPP). Therefore, in addition to your admission to the university, you must be formally admitted to the TPP.

Formal Admission: the TPP must notify the applicant of the offer of formal Admission in writing by email. For a student to be considered formally admitted to the TPP, the student must accept the offer of formal Admission in writing by the deadline provided by the offer.

### **When am I eligible to apply for Admission to the Teacher Preparation Program?**

Completion of content hour requirements (see "What is the criteria for admission?" below) and enrolled in ED 311 (See "Criteria for Admission" below.) We accept applications during the months of September and February for Admission to the Teacher Preparation Program and/or Notice of Intent for the First Semester of Clinical Teaching

### **When do I apply?**

You can apply in September for the Spring semester or February for the Fall semester.

### **How do I apply?**

To apply, complete an online application through the Educator Portal. Complete a writing sample and a recorded oral interview which will be scored. (See TPP Calendar for specific dates and times)

### **What is the criteria for Admission?**

You must have the following for admission:

1. Minimum Score on Interview
2. 2.7 Cumulative GPA
3. Junior status
4. Meet Required Hours (no grades below a "C") for Certification Area (please check with an academic advisor for approved coursework)
5. 12-15 semester credit hours with no grade below "C" in content area for certification sought as outlined in Texas Administrative Code

Educators who apply for certification are required to demonstrate English language proficiency by fulfilling one of the following requirements:



6. **A. Completion of an undergraduate or graduate degree at an accredited institution of higher education in the United States or one of its territories.**

You must contact your institution or servicer to request official transcripts. Official transcripts must be sent directly from your institution or servicer via email to [osc75@tea.texas.gov](mailto:osc75@tea.texas.gov).

***\*Transcripts from the applicant are not accepted for the credentials review.***

7. **B. Verification of a minimum scaled score that falls within the High-Intermediate level in each section on the Test of English as a Foreign Language internet-Based Test (TOEFL-iBT).**

To have scores submitted directly to TEA, use the entity code 8225 (State Board for Educator Certification). Applicants for a review of credentials may upload the official PDF score report to their Educator Certification Online System (ECOS) educator account via the “My Documents” tab.

**\*High-Intermediate level scores for each section:**

- Reading 18-23
- Listening 17-21
- Speaking 20-24
- Writing 17-23

***\*If you are enrolling in an educator preparation program (EPP), please do not use this entity code. Contact your program for the correct code to use.***

8. **C. An undergraduate or graduate degree that was earned at an institution of higher education in a country outside of the United States listed in the figure provided below.**

[Figure: 19 TAC §230.11\(b\)\(5\)\(C\)](#)

No additional submission is needed. Upon review of the [original course-by-course evaluation by a recognized foreign evaluation service](#) the country in which the degree was earned will be verified.

9. **D. A standard certificate issued by the department of education in another state where examinations for the certificate were taken and passed.**

Applicants must submit official test score reports along with the out-of-state standard certificate for the credentials review. EPP candidates must submit official score reports to the program.

### **What if my application is denied?**

If your application is denied for any reason, including failure to accept an Offer or to pay the non-refundable Texas Education Agency (TEA) fee, you must submit a new application with a new TEA fee.

### **What if I am inactive?**

If you become inactive in the Teacher Preparation Program, you must reapply for Admission.

- Please be aware you will be required to pay the non-refundable Texas Education Agency (TEA) fee again upon readmission.
- Also, if your status is “Inactive” with the university, you must also reapply to the university.



## In what instances can I be removed from the program?

Any candidate who violates the Educator Code of Ethics and/or University Policies may be terminated from the program. A student who fails to successfully complete both semesters of clinical teaching is removed from the program and is not eligible to reapply in a different certification area. Students who do not meet program requirements will be dropped from the program. Students who choose to leave the program after they have been granted test permission cannot reenter any initial certification program at A&M-Texarkana.

## TEXES Test Preparation and Testing

The Texas Education Agency (TEA) has specific requirements for becoming a classroom teacher.

### TEXES: Texas Examination of Educator Standards

**A minimum of two tests (PPR & Content Tests) are required for standard certification.**

The tests contain multiple-choice/selected-response questions and may include constructed response questions (e.g., open-ended written or oral responses). Tests are administered by a state-approved vendor. TEXES exams include:

- Content Exam: This is for the subject you want to teach.
- Science of Teaching Reading (STR, TExES 293): Candidates pursuing certification in Core Subjects EC-6, Core Subjects 4-8, English, Language Arts, and Reading 4-8, and ELAR/Social Studies 4-8 are also required to pass the Science of Teaching Reading (STR)#293 exam.
- PPR: (TExES # 160) Pedagogy and Professional Responsibility. This exam is a required assessment for all Texas teachers; it is not a certification area in and of itself.

### Certification Test Approval Process

Teacher candidates will be approved to register for a TExES certification Exam upon the completion of the following:

- Admission to the TPP program, AND
- Successful representative practice exams with a required minimum score on each area required for certification (content, STR and PPR).

Practice exams are offered by appointment in the TAMU-T [testing center](#) and through Canvas using the lockdown browser (\$10 fee).

Undergraduate teacher certification students are responsible for meeting the following test requirements:

### ED 495 Test Requirements

By October 18th (Fall Start) or February 28th (Spring Start), student teachers must complete the following or they will be advised to drop the course:

- Pass the official TExES Pedagogy and Professional Responsibilities EC-12 (160) exam.



- Pass the representative content test for the sought certification area or make at least one attempt and develop a study plan in conjunction with a field supervisor.

### ED 496 Test Requirements

Before a student can register for ED 496, the student will be required to complete the following:

- Pass the official TExES Pedagogy and Professional Responsibilities EC-12 (160) exam.
- Pass the representative content test for the sought certification area and make at least one attempt on the official TExES content exam. If not passed, a follow up meeting will be required with the Field Supervisor to create a study plan.

Candidates who are **not successful** after the second attempt of a representative practice examination **must** complete 240 Tutoring at the TC's expense. Contact Certification Coordinator for 240 Tutoring discount code. If the required minimum score has not been acquired on 240 Tutoring, contact the certification coordinator so that you can make an appointment with an education instructor to create a new study plan. The student presents the TEA examination score report and the instructor guides the student through an item analysis to identify areas of strengths and areas for improvements by competency. The test profile is used to construct a study plan and locate resources to enhance readiness for the next attempt. The study plan is forwarded to the Certification Coordinator and copied for the students' use.

## Undergraduate Testing Timeline

Junior Year, 1st Semester: After admission to TPP, candidates should request permission to test from the Certification Office upon a successful score on the representative exam.

Students register for **PPR (TExES # 160)** upon completion of successful test preparation and passing a program-administered representative test with a required minimum score.

Junior Year, 2nd Semester: Candidates should request permission to test from Certification Office upon completion of test preparation and passing a program-administered representative **Content (TExES )** test with a required minimum score.

Senior Year, 1st Semester:

Candidates should request permission to test from the Certification Office upon completion of test preparation (after RDG 350) and passing a program-administered representative **Science of Teaching Reading (STR, TExES #293)** test with a required minimum score. .

[Registration for TExES Test](#)

[Step-by-Step Guide for TExES Exam Registration](#)

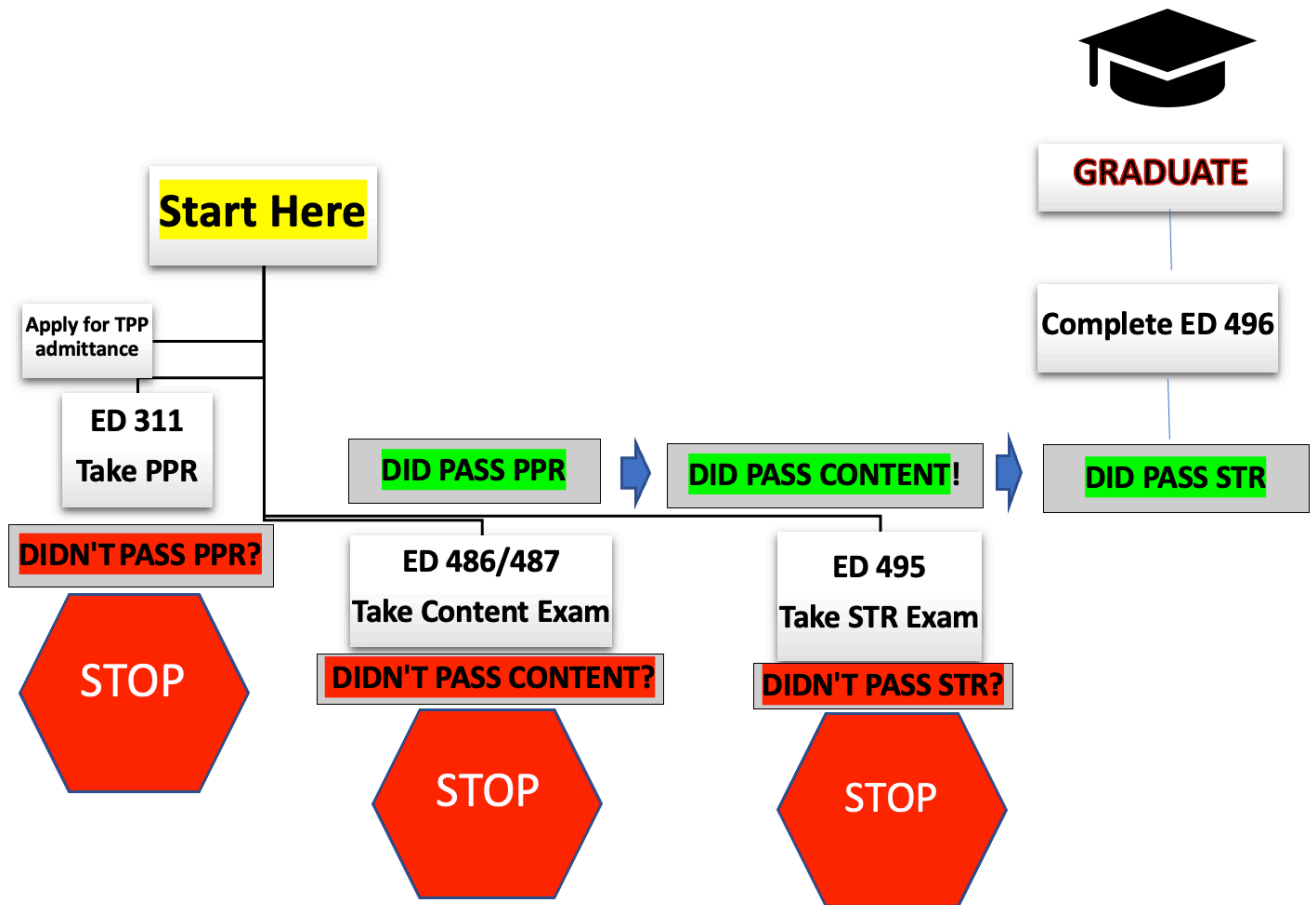
Computer-based TExES Tests are offered several times a month in approved testing centers. If a candidate does not meet testing requirements they must meet with their EDUCATION ADVISOR. Test takers are limited to 5 attempts on any certification test under [Texas Administrative Code](#). Each test attempt is at the student's expense.



To enter the Bridge program he/she may do the following:

- Apply to the Alternative Certification program with a minimum 2.7 GPA
- Graduate with a bachelor's degree but without certification
- **Take and pass** all required certification exams (PPR, EC-6 content, STR, 4-8 or 7-12 content)
- Enroll and be accepted into TAMUT ACP ED 585
- Secure employment at a local Texas school district within your desired certification area. The school must be within 100 miles of Texarkana and in the State of Texas.
- Complete ED 585 ACP Internship for two semesters as Teacher of Record with an Intern Certificate
- Receive certification upon completion of internship

## Testing Timeline Chart



### Program Coursework

Students follow the completion plan designed by their faculty and academic advisors during ED 311 in regard to course progression (located in [Eagle Connect](#)). Course substitutions may be made by Faculty Advisor or Program Coordinator or designee.

Reading course progression for Core Subjects: EC-6 and ELAR: 4-8 (in preparation for STR):

- Prior to admission to TPP - RDG 352
- After admission to TPP - RDG 350

#### Junior Status:

ED 311 - students required to complete a minimum of 5 hours of observation/field experience and complete the following:

- apply to the TAMU-T Teacher Preparation Program

**Clinical Experience 1 (ED 495 - First Semester of Senior Year):** Students are eligible for Clinical Experience when they have completed:

- Maintained a 2.7 GPA
- Admission to TPP
- Completion of ED 311



- Completion of ED 486, 487, and 490
- Completion of 50 Field-Based Experience Hours (via ED 490)
- “Notice of Intent for Clinical Experience” on the Educator Portal (September or February the semester **prior** to Clinical Experience)
- Interview and acceptance by assigned school district.
- Upper division courses in major or professional development area with no grade below “C”

Upon placement in Clinical Experience 1 (ED 495), students are required to do the following:

- Attend **mandatory** orientations and seminars with assigned Cooperating Teacher (CT)
- maintain a log of Clinical Teaching hours and required documentation in the Educator Portal
- complete all course requirements as outlined in the ED 495 syllabus

**Clinical Experience 2 (ED 496 - Final Semester of Senior Year):** Students are eligible for Clinical Experience 2 when they have completed the following:

- successfully completed ED 495
- Pass the official TExES Pedagogy and Professional Responsibilities EC-12 (160) exam.
- Pass the representative content test for the sought certification area **and** make at least one attempt on the official TExES content exam. If not passed, a follow up meeting will be required with the Field Supervisor to create a study plan.
- maintained 2.7 GPA and no grade below a C

## Information for All Clinical Teaching Participants

The ultimate goal of the Clinical Teaching experience is the preparation of an effective, skilled, independent educator. Teacher Candidates teach a total of 4 formal, full-class, observed lessons, 2 during the first Clinical Teaching semester, and 2 during the second semester.

### Clinical Experience

Clinical Teaching requires Teacher Candidates to be immersed in the profession of teaching at their target grade range. They will be placed in a classroom assigned to a Cooperating Teacher for two full semesters beginning in Ed 495 and ending in Ed 496. Teacher Candidates will be engaged in planning, teaching, and assessing lessons for small and large groups of students, preparing materials, meeting with other teachers or parents. They will also complete practice teaching requirements assigned by their courses, and otherwise assist the Cooperating Teacher in ways that provide experience with the complex work of teaching. In addition, Teacher Candidates will spend significant time developing the ability to reflect on what they are learning by documenting their learning in various ways.

### Educator Portal

*Last Updated: 10/2025*



Teacher Candidates will receive access to the Educator Portal at the beginning of the ED 495 semester.

## **Lesson Planning Requirements**

Teacher candidates must be engaged in planning lessons.

The Teacher Preparation Program (TPP) views the planning and/or internalization of lessons, and the larger act of designing and/or adapting curriculum, as an exciting, complex, and vitally important part of the work of a teacher. Lesson planning and internalization at this advanced stage of the teacher preparation program requires teacher candidates to synthesize what they have learned previously about content, pedagogy, and technology. They will further receive instruction during clinical teaching about effective lesson design. Teacher Candidates (TC) are required to complete and submit in the Educator Portal the written lesson plans or an internalization document for every *formal observation* during both semesters of clinical experience. Effective lesson planning is a requirement of their preparation. TC should co-plan with CT to complete the lesson plan.

Teacher Candidates will use the *TAMU-T Lesson Plan template* or the *TAMU-T Internalization document*. These documents provide a scaffolded learning and practice opportunity for effective lesson planning or internalization, yet allow the flexibility to accommodate different planning terminology.

## **The Teacher Candidates' Support System during Clinical Teaching**

One of the most important ways Teacher Candidates will be supported during their preparation as a teacher will be through the work of the Field Supervisor. The Field Supervisor (FS) is a TAMU-T faculty member assigned to supervise, coach, and evaluate teacher candidates during field placements.

A Field Supervisor will be assigned to a group of Teacher Candidates in the same school "site" or district. This arrangement will enable the Field Supervisor to understand Teacher Candidate goals and recognize strengths and weaknesses related to instructional competency and professionalism, and then assist the Teacher Candidate to develop and excel in these important dimensions. The Field Supervisor will actively promote Teacher Candidates positions in partner districts – on the condition that the Teacher Candidate has satisfied the expectations of the program.

The Field Supervisor will also be the Teacher Candidate's primary point of contact for communication about the Teacher Education Program, and the point of contact for the Cooperating Teacher. To the extent possible, all communication will flow through the Field Supervisor.

## **Texas A&M Texarkana - Co-Teach Models**



At Texas A&M University Texarkana, we view the entire clinical teaching experience as a collaborative process between our Teacher Candidate and the school community. Although it is informative to see if a Teacher Candidate can function independently, our experience has shown us that the strongest preparation for our novice teachers is not time alone but rather constant modeling by an experienced Cooperating Teacher. Experience with lead or solo- teaching should not be interpreted to mean that the Cooperating Teacher must exit the room, nor should they be seen as a time for the Cooperating Teacher to disengage from the educational process.

As the Teacher Candidate becomes increasingly more involved in the planning and implementation of instruction, he or she will be more able and confident to teach independently. When the Teacher Candidate is actively teaching, the Cooperating Teacher is most instructive when he or she continues to observe, give advice, and provide feedback, and to look for opportunities for co-teaching and co-planning. In addition to co-teaching the same lesson, this is an ideal time for the Cooperating Teacher to parallel teach, working with centers or workstations, or pulling small groups or individual students for additional remediation or enrichment. Whether it is called “team” teaching, “partner” teaching, or “co-teaching”, we have found the most academic success for students, as well as the most benefit—and even enjoyment—for both Cooperating Teachers and Teacher Candidates, when both members in the teaching partnership are active. The “co-teaching” model offers some helpful definitions of how the Cooperating Teacher and Teacher Candidate might work together to share the planning, organization, delivery, and assessment, as well as the physical space:

It is important to note that the Cooperating Teacher—the teaching professional—maintains the authoring in pacing. When beginning a field experience, some Co-Teaching strategies

are more appropriate than others. The Cooperating Teacher decides when to use which strategies. Once both co-teachers are comfortable working with each other, the co-teachers are encouraged to vary the strategies and roles, as appropriate (Carpenter, 2010, Montana State).

Although class situations vary, one rationale for a full-year student teaching is the flexibility to allow novice teachers to develop their expertise over a longer period of time. However, as a general rule, Teacher Candidates will progress through the first semester of student teaching, gradually leading more of the planning and instruction so that by the last month of the first semester, he or she is the primary lead for most of the day, again maintaining the co-teaching presence of the Cooperating Teacher. It is expected that this leadership will continue throughout the entire second semester of student teaching. At the discretion of the Cooperating Teacher, the Teacher Candidate should seek out opportunities to visit other classrooms and grade levels to expand his or her vision of teaching.

## Co-Teaching Models

<b>One Teach, One Assist</b>	One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments.
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<b>One Teach, One Observe</b>	One of the advantages in co-teaching is that more detailed observation of students engaged in the learning process can occur. With this approach, for example, co-teachers can decide in advance what types of specific observational information to gather during instruction and can agree on a system for gathering the data.
<b>Team Teaching</b>	Both teachers are responsible for planning, and they share the instruction of all students. The lessons are taught by both teachers who actively engage in conversation, not lecture, to encourage discussion by students. Both teachers are actively involved in the management of the lesson and discipline.
<b>Station Teaching</b>	Both teachers divide the instructional content, and each takes responsibility for planning and teaching part of it. In station teaching, the classroom is divided into various teaching centers. The teacher and Teacher Candidate are at particular stations; the other stations are run independently by the students or by a teacher's aide.
<b>Alternative Teaching</b>	In alternative teaching, one teacher manages most of the class while the other teacher works with a small group inside or outside of the classroom. The small group does not have to integrate with the current lesson.
<b>Parallel Teaching</b>	In parallel teaching, the teacher and Teacher Candidate plan jointly but split the classroom in half to teach the same information at the same time.

## Suggested Timelines

<b>Weeks</b>	<b>Suggested Co-Teaching Strategies</b>	<b>Minimum Teacher Resident Responsibilities</b>	<b>Minimum Responsibilities for Traditional Pathway</b>
1-4	<ul style="list-style-type: none"> <li>• One teach   one observe</li> <li>• One teach   one assist</li> <li>• Alternative teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Assume partial responsibility for leading classroom routines (e.g., attendance, bell work, dismissal)</li> <li>• Co-plan and lead small group activities</li> </ul>	<ul style="list-style-type: none"> <li>• Assume partial responsibility for leading classroom routines (e.g., attendance, bell work, dismissal)</li> <li>• Co-plan and lead small group activities</li> </ul>
5-9	<ul style="list-style-type: none"> <li>• Above as well as</li> <li>• Station teaching</li> <li>• Parallel teaching</li> <li>• Team teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Co-plan and lead in one subject area or class period</li> <li>• Co-plan and lead small group activities</li> </ul>	<ul style="list-style-type: none"> <li>• Assume partial responsibility for leading classroom routines (e.g., attendance, bell work, dismissal)</li> <li>• Co-plan and lead small group activities</li> <li>• Co-plan and lead in one subject area or class period</li> </ul>



10-15	<ul style="list-style-type: none"><li>Any co-teaching strategy appropriate for the subject area or classroom setting</li></ul>	<ul style="list-style-type: none"><li>Co-plan and lead in two subject areas or class periods</li><li>Co-plan and lead small group activities</li></ul>	<ul style="list-style-type: none"><li>Assume partial responsibility for leading classroom routines (e.g., attendance, bell work, dismissal)</li><li>Co-plan and lead small group activities</li><li>Co-plan and lead in one subject area or class period</li></ul>
16-20	<ul style="list-style-type: none"><li>Any co-teaching strategy appropriate for the subject area or classroom setting</li></ul>	<ul style="list-style-type: none"><li>Co-plan and lead in three subject areas or class periods</li><li>Co-plan and lead small group activities</li><li>Co-plan and lead all subject areas or class periods</li></ul>	<ul style="list-style-type: none"><li>Co-plan and lead in two subject areas or class periods</li><li>Co-plan and lead small group activities</li></ul>
21-30 and beyond	<ul style="list-style-type: none"><li>Any co-teaching strategy appropriate for the subject area or classroom setting</li></ul>	<ul style="list-style-type: none"><li>Assume full responsibility for leading classroom routines when alone in classroom (e.g., attendance, bell work, student engagement, direction/redirection, dismissal)</li><li>Co-plan and lead all subject areas or class periods</li></ul>	<ul style="list-style-type: none"><li>Assume full responsibility for leading classroom routines when alone in classroom (e.g., attendance, bell work, student engagement, direction/redirection, dismissal)</li><li>Co-plan and lead all subject areas or class periods</li></ul>

## Expectations of Clinical Teacher

### Teacher Candidates and Clinical Teaching Experience Mandatory Meetings

Students must attend program orientation and all clinical seminars in order to successfully complete the semester, in addition to the required number of hours or days in the placement, as set forth by TEA and SBEC guidelines for certification.

### Professional Dress Expectations

As a pre-service teacher in a public school, you need to present a professional appearance to reflect transition from college student to educator. When student teaching, conservative dress helps you establish authority and professionalism. Your dress should reflect modesty and not draw attention to you or distract students. Also, consider comfort and ease of movement when choosing your clothes and shoes. To help you dress in your best interest, you are responsible for knowing and following your assigned school district and campus dress code.

### Professional Liability



The field-based teacher candidate or clinical teacher is entitled to the same protection of law as the cooperating teacher and the principal in the school where s/he is assigned. This protection does not apply in cases where there is use of excessive force in the discipline of students or negligence resulting in bodily injury to students, nor does the protection apply to the operation or use of any motor vehicle.

1. Administering medicine to any student is not permitted even if the cooperating teacher gives approval, the clinical teacher must decline and cite University policy.
2. Clinical teachers are not to drive their own cars to take students on field trips or to deliver them anywhere away from campus as they could be found liable for any accidents or injuries.
3. Corporal punishment administered by the clinical teacher is not permitted at any time. The cooperating teacher should discuss school policy regarding treatment of students and contact with students.

### **Join the Association of Texas Professional Educators (ATPE)**

<https://www.atpe.org/student-teachers>.

### **Texas Education Code – Section 22.0511 Immunity from Liability Sec. 22.051. DEFINITION; OTHER IMMUNITY.**

(a) In this subchapter, "professional employee of a school district" includes:

- (1) a superintendent, principal, teacher, including a substitute teacher, supervisor, social worker, school counselor, nurse, and teacher's aide employed by a school district;
- (2) a teacher employed by a company that contracts with a school district to provide the teacher's services to the district;
- (3) a student in an education preparation program participating in a field experience or internship;
- (4) a school bus driver certified in accordance with standards and qualifications adopted by the Department of Public Safety of the State of Texas;
- (5) a member of the board of trustees of an independent school district; and
- (6) any other person employed by a school district whose employment requires certification and the exercise of discretion.

(b) The statutory immunity provided by this subchapter is in addition to and does not preempt the common law doctrine of official and governmental immunity.

### **Texas Education Code – Sec. 22.0511. IMMUNITY FROM LIABILITY**

- (a) A professional employee of a school district is not personally liable for any act that is incident to or within the scope of the duties of the employee's position of employment and that involves the exercise of judgment or discretion on the part of the employee, except in circumstances in which a professional employee uses excessive force in the discipline of students or negligence resulting in bodily injury to students.
- (b) This section does not apply to the operation, use, or maintenance of any motor vehicle.
- (c) In addition to the immunity provided under this section and under other provisions of state law, an individual is entitled to any immunity and any other protections afforded under the Paul D. Coverdell Teacher Protection Act of 2001 (20 U.S.C.



Section 6731 et seq.), as amended. Nothing in this subsection shall be construed to limit or abridge any immunity or protection afforded an individual under state law. For purposes of this subsection, "individual" includes a person who provides services to private schools, to the extent provided by federal law.

## **Roles and Responsibilities of the First Semester (495)**

### **Teacher Candidate (C1)**

To have a successful experience, the teacher candidate or clinical teacher as a representative of the university, must maintain a positive professional working relationship with students, the Field Supervisor, Cooperating Teacher, campus administrators, colleagues, other school personnel and the community.

#### **The following responsibilities and actions are essential:**

- Maintain ongoing communication with cooperating teachers and Field Supervisor throughout the semester.
- Become familiar with school policies and procedures; adhere to all district and campus policies. As Clinical Teacher, you serve in the same capacity as “employee” of the district.
- Wear appropriate professional/business casual attire at all times unless other attire is approved for special days/functions.
- Review and follow the Code of Ethics for Texas Educators.
- Sign in and sign out when arriving/leaving in the front office; maintain Clinical



Teaching Daily Attendance Record.

- Be punctual; do not leave early unless prior arrangements with cooperating teacher and Field Supervisor were made.
- Notify the school, the cooperating teacher and Field Supervisor as soon as possible if absence due to illness is necessary.
- Follow the daily and duty schedule of the cooperating teacher (including Open House and faculty meetings).
- Turn in a teaching schedule to your Field Supervisor; notify him/her if changes occur in this schedule.
- Establish a respectful supportive relationship with students, teachers, administrators, staff and parents.
- Provide lesson plans as required by the Field Supervisor and cooperating teacher.
- Attend PTA meetings, open house, faculty meetings and any duty to which the cooperating teacher is assigned. Document attendance as appropriate.
- Attend all scheduled professional learning community (PLC) meetings, seminar meetings, and informal individual debriefing meetings.
- Complete all required assessments explained in the assessment section of this handbook and/or communicated to you by your Field Supervisor, the Coordinator of Clinical Experience, or the Certification office.
- TEA required modules the Clinical Student must complete and certificates uploaded to the Educator Portal (Dyslexia, youth suicide prevention, substance abuse, mental health)

**The following guidelines will assist in preparation and instruction:**

- Share and collaborate with cooperating teachers and other faculty member's instructional ideas, materials and technology.
- Share lesson plans with cooperating teachers and Field Supervisor; welcome explicit feedback and incorporate feedback in subsequent planning and teaching.
- Prepare in advance all teaching materials/technology.
- Know and understand the curricular goals and objectives; be knowledgeable of the concepts to be presented.
- Plan and implement a variety of effective teaching/learning strategies to meet the needs of various students.
- Become competent in creating and using instructional materials and techniques that are consistent with the instructional level of the students.
- Communicate instructions, directions clearly and coherently to students.
- Develop critical thinking through use of effective questioning techniques, eg. Bloom's Taxonomy.
- Provide lesson activities that require cooperation and teamwork.
- Encourage student creativity by accepting students' ideas to enrich learning opportunities.

**Evaluation Process of the First Semester Clinical Teacher Candidate (ED 495 C1)**

Evaluation is the responsibility of the Field Supervisor in collaboration with the cooperating teacher. Absences may affect overall grade and successful completion.

Clinical teacher candidates will be supported by both the Field Supervisor and Cooperating Teacher. Field Supervisors serve as a liaison between the school and the university to create



a positive and valuable experience for the clinical teacher. Field Supervisors will conduct a **mandatory** clinical status teacher conference between cooperating teacher, and first semester Teacher Candidates by the third week of the first semester. A **minimum** of two formal evaluations/observations will be conducted by each Field Supervisor. The Cooperating Teacher will conduct biweekly conferences with the clinical teacher to review progress on current goals and set new goals for the following two weeks.

First semester Teacher Candidates are encouraged to reflect on each observation/evaluation. Field Supervisors will determine if any additional evaluations and/or walk-throughs are necessary.

Clinical teacher candidates must meet the following attendance requirements:

- Attend at a minimum either
  - 8+ hours during 2 visits per week

**First semester Clinical Teacher Candidate and Field Supervisor will conduct:**

- Initial clinical teacher status conference: (must occur within first 3 weeks of semester)
  - Attended by student, Field Supervisor, cooperating teacher
- Formal Observation/Evaluation #1 (minimum 45 minutes)
  - Pre- and Post- conference with student, Field Supervisor, and cooperating teacher
- Formal Observation/Evaluation #2: (minimum 45 minutes)
  - Pre- and Post- conference with student, Field Supervisor, and cooperating teacher.
- Informal Observation #1 (minimum 15 minutes)
  - Targeted Feedback is focused on previous formal observation
- Informal Observation #2 (minimum 15 minutes)
  - Targeted Feedback is focused on previous formal observation
- Informal Observation #3 (minimum 15 minutes)
  - Targeted Feedback is focused on previous formal observation
- Informal Observation #4 for Enhanced Residency Only (minimum 15 minutes)
  - Targeted Feedback is focused on previous formal observation

**Clinical Teaching Semester Timeline - ED 495**

**Roles and Responsibilities of the Second Semester (496) Clinical Teacher Candidate (C2)**

To have a successful experience, the teacher candidate or clinical teacher as a representative of the university, must maintain a positive professional working relationship with students, the Field Supervisor, Cooperating Teacher, campus administrators, colleagues, other school personnel and the community.

**The following responsibilities and actions are essential:**

- Maintain ongoing communication with cooperating teachers and Field Supervisor throughout the semester.



- Become familiar with school policies and procedures; adhere to all district and campus policies. As Clinical Teacher, you serve in the same capacity as “employee” of the district.
- Wear appropriate professional/business casual attire at all times unless other attire is approved for special days/functions.
- Review and follow the Code of Ethics for Texas Educators.
- Sign in and sign out when arriving/leaving in the front office; maintain Clinical Teaching Daily Attendance Record.
- Be punctual; do not leave early unless prior arrangements with cooperating teacher and Field Supervisor were made.
- Notify the school, the cooperating teacher and Field Supervisor as soon as possible if absence due to illness is necessary.
- Follow the daily and duty schedule of the cooperating teacher (including Open House and faculty meetings).
- Turn in a teaching schedule to your Field Supervisor; notify him/her if changes occur in this schedule.
- Establish a respectful supportive relationship with students, teachers, administrators, staff and parents.
- Provide lesson plans as required by the Field Supervisor and cooperating teacher.
- Attend PTA meetings, open house, faculty meetings and any duty to which the cooperating teacher is assigned. Document attendance as appropriate.
- Attend all scheduled professional learning community (PLC) meetings, seminar meetings, and informal individual debriefing meetings.
- Complete all required assessments explained in the assessment section of this handbook and/or communicated to you by your Field Supervisor, the Coordinator of Clinical Experience, or the Certification office.
- TEA required modules the Clinical Student must complete and certificates uploaded to the Educator Portal (Dyslexia, youth suicide prevention, substance abuse, mental health)

**The following guidelines will assist in preparation and instruction:**

- Share and collaborate with cooperating teachers and other faculty member’s instructional ideas, materials and technology.
- Share lesson plans with cooperating teachers and Field Supervisor; welcome explicit feedback and incorporate them in subsequent planning and teaching.
- Prepare in advance all teaching materials/technology.
- Know and understand the curricular goals and objectives; be knowledgeable of the concepts to be presented.
- Plan and implement a variety of effective teaching/learning strategies to meet the needs of various students.
- Become competent in creating and using instructional materials and techniques that are consistent with the instructional level of the students.
- Communicate instructions, directions clearly and coherently to students.
- Develop critical thinking through use of effective questioning techniques, eg. Bloom's Taxonomy.
- Provide lesson activities that require cooperation and teamwork.
- Encourage student creativity by accepting students’ ideas to enrich learning opportunities.



## Evaluation Process of the Second Semester Clinical Teacher Candidate (ED 496)

The clinical teaching semester is the final demonstration by students of their ability to perform successfully as beginning teachers. The goal of this preparation is the successful completion of the clinical teaching semester and for the clinical student to become a day one ready teacher.

Evaluation is the responsibility of the Field Supervisor in collaboration with the cooperating teacher. Absences may affect overall grade and successful completion. The clinical teacher must attend a minimum of 4 days a week and ensure 490 (750 for Enhanced Residency) hours of clinical teaching hours are acquired by the end of the semester.

Clinical teachers will be supported by both the Field Supervisor and Cooperating Teacher. Field Supervisors serve as a liaison between the school and the university to create a positive and valuable experience for the clinical teacher. Field Supervisors will conduct a mandatory clinical teacher status conference/Cooperating between cooperating teacher, and second semester Clinical Teachers by the third week of the clinical teaching program. A minimum of two formal evaluations/observations will be conducted for each clinical teacher with the first completed by the fourth week of clinical teaching. Clinical Teachers are encouraged to reflect on each observation/evaluation. Field Supervisors will determine if any additional evaluations and/or walk-throughs are necessary.

### Clinical teacher and Field Supervisor will conduct:

- Initial clinical teacher status conference: (must occur within first 3 weeks of Clinical Teaching)
  - Attended by student, Field Supervisor, cooperating teacher
- Formal Observation/Evaluation #1 (minimum 45 minutes)
  - Pre- and Post- conference with student, Field Supervisor, and cooperating teacher
- Formal Observation/Evaluation #2: (minimum 45 minutes)
  - Pre- and Post- conference with student, Field Supervisor, and cooperating teacher
- Informal Observation #1 (minimum 15 minutes)
  - Targeted Feedback is focused on previous formal observation
- Informal Observation #2 (minimum 15 minutes)
  - Targeted Feedback is focused on previous formal observation
- Informal Observation #3 (minimum 15 minutes)
  - Targeted Feedback is focused on previous formal observation
- Informal Observation #4 for Enhanced Residency Only (minimum 15 minutes)
  - Targeted Feedback is focused on previous formal observation

### Clinical Teaching Semester Timeline- ED 496 and 485

#### Texas Administrative Code §228.35(g) Pre- and Post-Observation Conference

For each formal observation, Field Supervisor shall participate in an individualized pre- and



post-observation conference with a clinical teacher.

### Unsatisfactory Performance of Clinical Teacher

Violations of school policies or underperformance of the clinical teacher must be addressed immediately by the Cooperating Teacher and/or Field Supervisor. The following sequential procedures shall be utilized to remedy the situation:

1. The clinical teacher shall be informed by the cooperating teacher and Field Supervisor of any unsatisfactory performance or violation of school policies. The Clinical Teacher shall be verbally given detailed information regarding his/her behavior and suggestions to improve performance. Additional observations may be suggested by the cooperating teacher and/or Field Supervisor.
2. If the behavior/action(s) continue, a written evaluation from both cooperating teacher and Field Supervisor will be given to the clinical teacher in a clinical teacher status conference in the form of detailed written documentation of any infractions of school policy, professionalism, or performance. Additional observations may be suggested by the Cooperating Teacher and/or Field Supervisor. A copy of the written documentation will be submitted to the Certification Officer, Coordinator of Clinical Experiences, and the Chair of TPP .
3. When it is evident that a Clinical Teacher does not follow through with verbal and written feedback for improvement, a formal Professional Growth Plan (PGP) shall be developed by the Field Supervisor and the Cooperating Teacher. The PGP will be presented to the student in the clinical teacher status conference. The Professional Growth Plan will offer clear time limits for compliance. Additional observations may be suggested by the Cooperating Teacher and/or Field Supervisor. This plan will be seen as a contract and shall be signed by the Clinical Teacher, Cooperating Teacher, and Field Supervisor with a copy submitted to the Office of Educator Preparation, first to the Certification Officer, the Coordinator of Field Experiences, and to the Chair of TPP.

### Student Teaching Absence Policy

1. Teacher Candidates must attend **all** faculty meetings, special training meetings (attended by the CT), all other events normally attended by the faculty (Open House Night, PTA meetings, Curriculum Night, Science Fair, school carnival, etc.) as well as actively assist on field trips and field days.
2. Teacher Candidates follow the same academic calendar of the assigned public school district, and so will observe only those holidays scheduled by the district.
3. It is expected that Teacher Candidates will be present and on time to their assigned campus except in cases of **serious illness** or other **serious** circumstances. In those instances, the Teacher Candidate must contact the CT and Field Supervisor no later than the morning of the necessary absence AND prior to the required arrival time at the campus.
4. Excessive absences that interfere with the successful completion of student teaching may require you to repeat your clinical teaching semester(s).
5. Notify your Field Supervisor anytime there is a change in plans due to early dismissal, assembly program, PTA meetings, unscheduled holidays, or any unforeseen event. Field Supervisors occasionally stop by unannounced and must always know where Teacher Candidates will be.



6. If a student is absent, days will be added to the assignment equal to days absent past the end of TAMU-T semester.

### **Absence Notification Protocol**

Teacher Candidates will notify their Cooperating Teacher and Field Supervisor of any absences (planned or unplanned) as soon as possible through the Absence Request/Verification Form. In the event of a planned absence, this form must be submitted to the Cooperating Teacher and the Field Supervisor one week prior to the absence date. In the event of an unplanned absence (e.g., illness), the form must be submitted to the Cooperating Teacher and Field Supervisor within 24 hours of returning to school.

Tardies and early departures will also be documented with the Absence Request/Verification Form and included in the Teacher Candidate's file.

**PLEASE NOTE:** *Teacher Candidates incurring excessive absences or tardies throughout the entire semester may receive a failing grade in the course and will need to repeat the student teaching semester. Exceptions to this will be considered on a case-by-case basis and must be documented by a signed petition from the TPP. Teacher Candidates should contact the Field Supervisor regarding extenuating circumstances, and these will be considered on a case by case basis by the TPP.*

### **Student Success**

Teacher preparation comes to its culmination with a series of experiences called student teaching. This clinical experience is one that has disparate tasks, skills, relationships and professional attributes that must be brought together for successful completion. During this process, Teacher Candidates are supported through a team composed of the Cooperating Teacher, the Field Supervisor, University Faculty members, and the Teacher Education Team. Teacher Candidates exhibiting specific difficulties with professionalism, academic, and teaching requirements will follow a tiered set of stages of intervention with the goal of supporting all Teacher Candidates toward program success, to the extent possible.

### **Retention/Exit Policy for A&M-Texarkana Educator Preparation Programs**

Educators and education leaders must show academic, dispositional, and professional characteristics worthy of students served. Texas A&M University-Texarkana Educator Preparation Programs require the following to maintain program admission:

-2.7 Undergraduate GPA or 2.7 Graduate GPA (graduate students must have a 3.0 to graduate from TAMUT.

-No grades below "C" in major/professional development areas or Unsatisfactory in Practicum/Internship courses

-No violation of the university [Student Code of Conduct](#)



-No violation of the [TEA Educators' Code of Ethics](#)

-No violation of the policies and procedures as outlined in the A&M - Texarkana Clinical Experience Handbook

## **Clinical Teacher Candidate Professional Growth Plan in the Educator Portal (PGP)**

A Professional Growth Plan (PGP) is a tool designed to support clinical teacher candidates who may be in danger of not progressing in their major/academic plan. The PGP outlines specific action steps a TC must complete in order to maintain or return to good standing within their major/academic plan. There are three reasons for making a PGP referral:

- Poor academic standing (i.e. ongoing academic deficiencies across coursework)
- Issues regarding professionalism (classes or clinical experience) as reported on the Dispositions form
- Academic integrity violation (plagiarism, cheating, etc.)

The following outlines the steps to be taken in completing the PGP process.

### **Step 1**

1) The Field Supervisor will have a discussion of concerns with the teacher candidate.

This discussion will include:

- a) Reasons and examples of the problem
- b) Asking the student if there are outside factors that are hindering his/her progress and success
- c) Submission of a personal statement (as appropriate)

2) The Field Supervisor works with the student to solve problems by offering examples of support that can be given by the Field Supervisor or by other faculty within the college.

3) The Field Supervisor should maintain written documentation resulting from meetings with the Clinical Teacher. If the issue(s) are resolved no further action is necessary.

If the student continues to struggle with the issue(s) then the following steps are taken:

### **Step 2**

1) The Field Supervisor submits a Professional Growth Plan referral to the TPP office.

2) The Field Supervisor notifies the student that a PGP Referral has been submitted and that he/she may be contacted by the Clinical Experience Coordinator to schedule a follow-up meeting.

3) The Coordinator reviews the referral to determine if additional information is needed.

4) The Coordinator will determine what steps need to be taken next, and communicate with the Field Supervisor.

If the Coordinator determines that a plan is needed, then the following steps will be taken:

### **Step 3**

1) The Field Supervisor works with the Coordinator (and other roles as appropriate) to develop the PGP.



- 2) Following the creation of the PGP, a meeting will be convened with the Teacher Candidate and program administrators to communicate the plan.
- 3) The Field Supervisor will monitor the PGP and communicate progress to the Director.

**Note:** *All communication regarding a student's progress is confidential. If email is used, names cannot be included in the subject line.*

Persistent lack of professionalism, academic, and/or teaching requirements, or the contingencies of a growth plan not being met, may result in a Student Success Committee meeting to discuss the best course of action for that particular candidate. This Committee will consist of a subset of two or more members including: any relevant Faculty Members, Field Supervisor, Coordinators for various components of the program, and the Clinical Experience Coordinator.

The outcomes of such subsequent meetings can range from modified growth plans with additional requirements to a recommendation for dismissal from the Teacher Preparation Program and subsequent denial of the certification process. In more severe cases, to include instances when the outcome is recommendation for dismissal, a hearing will be scheduled with the Teacher Candidate and the Student Success Committee to discuss the candidate's situation, the recommendation, and options. Both written and oral evidence may be submitted at the meeting or in writing by the Teacher Candidate or by committee members. Written records of any formal Teacher Education Student Success Committee student meetings will be maintained. A hearing will not be conducted with two or fewer committee members present.

Candidates must complete all coursework, field placements, benchmark requirements, and testing requirements, and have good professional attributes ratings, in order to be eligible to be recommended for certification by Texas A&M University - Texarkana. However, Teacher Candidates who are in good academic standing but who have been dismissed from the Teacher Education program, or those who elect to not pursue teacher certification, are permitted to complete their degree. These candidates should email the Certification Coordinator to request an exit letter. They will then work with their academic advisor to substitute a course for ED 496.

If a campus administrator or a representative from a district Human Resource office asks a Teacher Candidate not to return to a campus (pulled from student teaching), the Teacher Candidate is to report this to the Field Supervisor immediately. This Teacher Candidate may not be placed again during that semester; they may receive an "U" for the course, have to repeat the semester or be asked to withdraw from the program. If this or any other egregious action occurs, as determined by a subsequent investigation by the Student Success Committee, the process may proceed directly to dismissal from the program.

In the event that the teacher candidate violates the rules, policies, or procedures for conduct established by the school, district, local education agency, TAMUT, and/or the law while on a PGP for unprofessional behavior, the teacher candidate will be disqualified from the TAMUT Teacher Preparation Program. Teacher Candidates who are disqualified may not petition to continue in their current academic plan, but may be eligible to pursue other degree options at the University.



## **Drop/Withdrawal from First or Second Semester Clinical Experience**

Occasionally, there are circumstances that warrant a drop or withdrawal of the clinical teacher from the first or second clinical teaching semester. In facilitating a drop or withdrawal of the clinical teaching for valid reasons, all parties involved will follow appropriate procedures.

The following outlines reasons for dropping or withdrawing from field-based or clinical teaching:

1. Mutual agreement for dropping or withdrawing by the clinical teacher, cooperating teacher/school and Field Supervisor for reasons of illness, injury or other unforeseen problem.
2. Failure by the clinical teacher to establish and maintain satisfactory performance level in classroom instruction and management despite having a Professional Growth Plan developed and time limit for compliance.
3. Failure by the clinical teacher candidate to abide by the policies of the school.
4. Unprofessional conduct toward school personnel or students despite having a Professional Growth Plan developed and time limit for compliance.
5. A violation of the Educator's Code of Ethics.
6. Clinical teaching candidates would be required to repeat all requirements.

## **Preparing Yourself**

- Read your Teacher Candidate Handbook carefully and review any questions with your Field Supervisor.
- Make arrangements for the time commitment needed for clinical teaching. Clinical Teaching requires commitment, between coursework and clinical requirements, and you are urged to consider it as employment in order to give this semester the appropriate time allocation. This is the capstone event in your preparation, so do not sabotage your success by attempting to do too much. You are strongly encouraged to avoid taking classes, other than those required on your degree plan, or working at another job during these challenging and rewarding semesters. Plan now for YOUR success by making all arrangements possible to provide yourself with time to succeed.

## **Collaborating with your Field Supervisor**

- Give your Field Supervisor a schedule of your public school class days as well as a typical daily schedule for your placement class. The schedule should also show the grade level for each period (for secondary), the conference period, and lunchtime. (See the Sample Weekly Schedule in the Appendix I).
- The teacher candidate must keep a daily time log in the Educator Portal and submit to their cooperating teacher for approval.
- Submit an online version of your lesson plans (for any observed lesson you teach) to the Educator Portal and keep a hard copy for your Field Supervisor to review on the day you are scheduled to teach. Lesson plans for required observations use TAMU-T Lesson Plan Template.



- Complete and submit forms as required and noted into the Educator Portal. Lesson plans must be submitted to the Educator at least three days before your scheduled PreConference.
- Your Field Supervisor has other Teacher Candidates, and you will likely need to be flexible when you schedule your observed lessons. Know that your Field Supervisor is quite experienced in the operations of schools and understands that scheduling a lesson is tricky and must be worked out with your Cooperating Teacher.

### **Collaborating with your Cooperating Teacher in ED 495 and ED 496**

- Make sure that you send an introductory email to your Cooperating Teacher prior to meeting him/her.
- You are to plan lessons with your cooperating teacher. This may be in grade level or content planning meetings or individual meetings.
- Introduce yourself in person and do your best to show that you WANT to be there and WANT to be a teacher.
- Communicate the days that you will be in your Cooperating Teacher's classroom; give your CT a calendar showing these days. It is especially important that you take responsibility for reminding your CT frequently when you will be there and when you will not. He or she will not have your schedule at the top of their minds, yet it is vital that they know where you are.
- Remember that you are a guest in this classroom, and your Cooperating Teacher's policies, habits, and wishes always apply. You will have your own classroom soon enough!
- Have a thorough discussion with your Cooperating Teacher regarding school and classroom policies. Consider that this will be an ongoing discussion throughout the semester as you learn enough to ask better questions. It is better not to assume anything—if you don't know—ask!
- Arrange with your Cooperating Teacher for working and storage space in the classroom. Again, don't assume that you can put your personal belongings anywhere you like.
- Make sure your Cooperating Teacher has all of your contact information, including multiple emergency contacts. Ask the best method in which to contact your Cooperating Teacher in an emergency—text, email, call.
- Familiarizing yourself with the School
- Review school and district websites.
- Make a trial run to your campus before the first day you are required to be there.
- Get the policy handbooks of the school and district and read them.
- Follow the dress code of the school; clothing should be neat, wrinkle free, and professional. See the dress code policy on the main TAMU-T Clinical Experience Handbook online.
- Introduce yourself to the front office staff and make efforts to communicate with them regularly and pleasantly.
- Identify where resource materials are located in your school. During the first week, familiarize yourself with the various materials and technology available.
- Taking initiative in your own learning is imperative at this juncture. You must seek answers if you don't understand something. It is your responsibility.



- Discuss housekeeping responsibilities with your Cooperating Teacher. Find out if there are duties you could perform starting the first week—some Cooperating Teachers will ask you to do these things and others will wait for you to volunteer. Show you want to be there!
- Ask for a class roster and memorize each student's name.
- Pay attention to clues about each student's academic progress, interests, ways to engage, and frustration points.
- Become familiar with all textbooks and curriculum materials used in your classroom. Ask if you could take them home some weekend and sit down and read them.
- Find out about any extracurricular activities you will be expected to attend.
- Set aside time to confer daily with your Cooperating Teacher. Ask for feedback!

**Other Requirements:**

- If not already passed, request test release from the Certification Coordinator for the official TExES Exams as soon as possible after passing the practice versions of the exams with the required passing score.
- Complete all assignments required in the clinical teaching courses.
- Stay healthy, seek positive people in your life, work hard, and remember the people and reasons that inspired you to be a teacher!
- Apply for certification. You can find specific instructions on how to do so on the TPP website.
- Clinical Teaching is considered a full-time experience. You do not have a day off, just as teachers in the classroom do not. Prepare your own planner for the semester, based on the semester calendar provided in the syllabus. Mark required events, scheduled meetings, and planned teaching periods. Keep it up to date.
- Your daily schedule for your clinical experiences will follow that of your Cooperating Teacher's schedule and ISDs schedule.
- Participate in all activities in the school and the district, and take part in after-school programs, special programs, PTA meetings, faculty meetings, and any other activities of the school.
- Remember to follow the academic calendar of the assignment public school district, and to observe only those holidays scheduled by the district.

## Rule on Substitution

- Substitute teaching days **do not** count toward the required co-teaching days.

## Program Completion and Standard Certification

The Teacher Preparation Program will review Teacher Candidates for standard certification when the candidate has completed the following:

- Required coursework for certification
- Undergraduates earn Bachelor's Degree (Refer to Degree Plan)
- Alternative Certification students complete required courses for certification ( no grade below a "C")
- Successful Completion of field-based, clinical teaching, and/or internship semesters
- Students who receive a U in Clinical Teaching or ACP Internship are not eligible for admittance into a different certification area.
- required minimum scores on all TExES exams.



- Complete Texas Education Agency Application for Standard Certification

**NOTE: You are not automatically certified upon completion of the Educator Preparation Program. YOU MUST submit an application for issuance of the Standard Teaching Certificate as follows:**

- Go to the Texas Education Agency (TEA) website: [www.tea.state.tx.us](http://www.tea.state.tx.us)
- Select the “TEAL login” You already have a username and password.
- Login and click the hyperlink “View My Educator Certification Account” from the menu on the left.
- Then, select Application
- Then, select Standard Certificate Texas Program.
- If you are a traditional undergraduate or a degree-seeking graduate student, you are requesting recommendation from Texas A&M University-Texarkana (university based).
- Pay the remittance fee and complete fingerprinting requirements.
- Direct all questions about fingerprinting to the TEA Fingerprinting Helpdesk: [https://tea.texas.gov/Texas\\_Educators/Certification/Fingerprinting](https://tea.texas.gov/Texas_Educators/Certification/Fingerprinting)
- Once the Certification Officer for TAMUT has verified completion of all program requirements, she will recommend the candidate for certification.
- NOTE: If you have technical issues with the application, submit a request with screenshots to the TEA Helpdesk at <https://helpdesk.tea.texas.gov/hc/en-us> or call 512-936-8400.

### **Adding Other Certifications:**

**Certification by Examination** – An educator who holds an appropriate Texas classroom teaching certificate may add additional classroom certification areas by successfully completing the appropriate content examination for the area(s) sought.

## **Expectations of Cooperating Teacher**

As a professional teacher, the cooperating teacher plays a vital role in the preparation of the clinical teacher by providing the best educational experience. The cooperating teacher’s major function in the clinical teaching semester is to provide opportunities for the clinical teacher to learn through practice and reflection. To qualify as a cooperating teacher, the cooperating teacher must hold a valid Texas Teaching Certificate in the same area/level as the clinical teacher and a minimum of three years teaching experience in the area/level. They must have also received ‘Accomplished’ on the T TESS evaluation OR been approved by their campus principal. A cooperating teacher will also understand the practices of instructional coaching, the dispositions of an excellent teacher, and express the desire to invest in the clinical teacher assigned to them. Cooperating Teachers will be expected to attend 2 online trainings offered by TAMUT each semester. It is expected that all Cooperating Teachers be in a quiet, learning environment during the training. The topics will vary according to Teacher Candidate and Cooperating Teacher needs.

**The following guidelines are suggestions to prepare for the clinical teacher:**

- Prepare the classroom students to receive the clinical teacher as a



- professional co-teacher.
- Prepare a workspace for the clinical teacher with a desk, chair, shelves, curriculum guides and teaching materials if possible.
- Participate in initial clinical teacher status conferences with supervisor to discuss roles, expectations, and timeline and subsequent pre-post observation conferences.

**The following may assist in providing the clinical teacher an orientation:**

- Welcome clinical teacher and introduce to the class.
- Provide a school calendar and daily schedule.
- Introduce clinical teachers to colleagues and school personnel.
- Review policies, discipline procedures, curriculum.
- Provide copies of textbooks and other curriculum materials.
- Explain process of reporting tardiness, absences and recording absences.

**The following may assist in creating a successful learning experience for the clinical teacher:**

- Provide gradual induction to the teaching process by modeling appropriate planning and teaching as well as explaining the purpose.
- Demonstrate methods and resources for creating daily lesson plans with use of curriculum guides.
- Explain the philosophy of classroom management, the specific techniques that are used.
- Choose a specific time for planning and reflecting on a daily/weekly basis.
- Informally assess clinical teacher progress and offer constructive and explicit feedback continuously.
- Carefully read through the Disposition rubric with your Clinical Teacher within the first 2 weeks of the semester. Ensure they understand the importance of adhering to the disposition qualities.
- Allow the clinical teacher to assume full responsibility of the classroom instruction and management.
- Complete a BiWeekly conference and the related form with the clinical teacher to identify the goal and actions steps for the following two weeks.

The clinical teaching year is one of the most important components of our Teaching and Professional Programs in Education. The clinical teaching site and the cooperating teacher are both critical for the success of the teacher candidate. In fact, **we believe that the cooperating teacher may be the single most influential person the teacher resident encounters in their development from teacher resident to professional teacher.** Texas A&M Texarkana sincerely appreciates the skilled and dedicated professionals who are willing to individually serve in this extremely important role of cooperating teacher.

1. Meet Cooperating Teacher Selection Criteria outlined in the Cooperating Teacher Agreement.
2. Participate in the TPP Clinical Teacher & Cooperating Teacher Orientation.
3. Ensure and acknowledge receipt of email from Certification Officer regarding Educator Portal access.
4. Complete forms and submit them into the Educator Portal within the allotted timeline as required by the TPP.



5. Attend and participate in quarterly Cooperating Teacher professional learning seminars (see training calendar).
6. Introduce the teacher resident as one of the teachers to colleagues and students.
7. Explain to the teacher resident what is expected of him/her as a teacher at your school, including an orientation to the following:
  - a. School Policies and Procedures
  - b. Faculty Handbook
  - c. Lesson Plans
  - d. Unit Plans
  - e. Student Records
  - f. School Calendar
  - g. Weekly Schedule
  - h. Building Facilities and Resources
  - i. School Personnel (administrators, secretaries, curriculum specialists, etc.)
  - j. Introduction to Grade Level, Department, or Team Members
8. Provide expectations and norms of planning meetings, PLC meetings, or faculty meetings.
9. Provide a workspace and a teacher's edition or access to the teacher's edition of each textbook for the teacher resident.
10. Schedule a specific time for planning together on a daily or weekly basis.
11. Help the teacher resident develop successful classroom management techniques.
12. Place the teacher resident in as many different situations as possible during the year-long residency experience.
13. Promote daily interactive discussions that encourage reflective thinking about the teacher resident's strengths and weaknesses and their effectiveness in planning and teaching.
14. Ensure the teacher resident co-teaches as much as possible during the time that he/she is in your class.
15. Invite your teacher resident to faculty meetings, curriculum planning meetings, parent meetings, and parent-teacher conferences (when appropriate).
16. Immediately contact your Field Supervisor if you have any questions, concerns, or suggestions. Performance problems should be identified and discussed as early as possible with the Field Supervisor. Complete the Notice of Concern Form in the Educator Portal the moment you feel any concern to encourage timely changes.
17. Understand the teacher candidate is required to attend university courses and some possible university seminars. The Field Supervisor will notify you if they must be absent from your classroom on those days.
18. Ensure that the teacher candidate never administers corporal punishment.

### **Recommendations to the Cooperating Teacher**

1. The goal is for the teacher candidate to co-teach in each placement. This should be accomplished by allowing the teacher candidate to assume teaching responsibilities gradually. The following are examples of ways to turn your class(es) over to the teacher candidate.
  - a. Give the teacher candidate the responsibility of teaching by implementing the Co-Teaching Framework and schedule
2. Set aside time each week for:



- a. A weekly conference to review the teacher candidate's teaching, informal and formal observations, and regular performance in the classroom. Document reinforcements and refinements for teaching performance and professionalism in the Weekly Conference Documentation.
  - b. Informal observations of the teacher candidate.
  - c. Planning for next week's lessons.
  - d. Approving lesson plans.
3. Communicate to the Field Supervisor in any form. At the moment you think or feel there is a concern, please complete concerns, suggestions, or obvious problems with the teacher candidate by completing the Notice of Concern the form, and send it to your Field Supervisor via email. This is the best approach to handle concerns.
  4. Be willing to let the teacher candidate try a variety of ideas.
  5. Assist the Field Supervisor in making frequent evaluations of the teacher candidate's progress. The classroom teacher's evaluations are considered to determine the teacher candidate's final rating and approval for their Educator Certification.

## POP CYCLES and Walkthroughs

During your teacher resident's POP Cycle and Walkthroughs, you are required to remain in the classroom to provide support to both your teacher resident and students. During the POP Cycle, the teacher resident should independently lead the lesson the two of you planned. If you see the need to whisper, coach, or make a correction with content, you are welcome to do so, but the teacher resident should have primary responsibility for instruction. Explicit feedback will give your teacher candidate specific ways to continue to improve his or her practice to better serve your students. The Cooperating Teacher is encouraged to step out of the classroom after the POP Cycle observation to discuss his or her feedback with the Field Supervisor. **Additionally, please talk with your Teacher Candidate about your written feedback in your weekly conference.** During your teacher candidate Walkthroughs, your Field Supervisor will pop in to see what co-teaching approaches the two of you are utilizing and offer reinforcements and refinements for your teacher candidate. Please continue in the lesson as planned. There is no need to make changes due to the presence of the Field Supervisor.

## The Educator Portal

The Educator Portal is the online repository used to collect official documentation of the candidate's Clinical Teaching semesters. Cooperating Teachers will receive an email from the Educator Portal each semester with a link that gives them direct access to their assigned Clinical Teacher's binder. This email will not go out until binders are sent to the Teacher Candidates, sometime after the University classes start.



## Expectations of Field Supervisor

The Field Supervisor acts as a liaison between the participating schools and Texas A&M University-Textarkana. The main function of the Field Supervisor is to provide guidance and support of the field-based teacher candidate or clinical teacher and cooperating teacher.

### **The Field Supervisor has the following responsibilities:**

- Explain early in the semester the importance of the Disposition forms that occur twice a semester
- Communicate regularly with field-based teacher candidates or clinical teachers; respond to clinical teachers' communication within two school/business days.
- Communicate regularly with cooperating teachers to provide information, answer questions and discuss progress of field-based teacher candidates or clinical teachers.
- Must hold an initial and summative clinical teacher status conference with the cooperating teacher and the field-based teacher candidate or clinical teacher.
- Explain clinical teaching requirements to cooperating teachers.
- Observe, assess, and evaluate clinical teachers a minimum of 8 times (four formal and four informal).
- Monitor attendance of clinical teachers.
- Provide external support and resources to support instructional effectiveness of the clinical teacher.
- Provide constructive and explicit written feedback on all observations.
- Communicate regularly with cooperating teachers regarding the clinical teacher's progress.
- Provide campus administrators a copy of observation/evaluations. Email and use "Read receipt".
- Document any program and/or school infractions, document lack of professionalism, cooperation as well as unsatisfactory progress in classroom instruction and management.
- Provide a "Growth Intervention Plan", if there are problematic areas that need special attention. This plan must be designed early so the clinical teacher has enough time to address areas of concern. Address plan with cooperating teacher.
- Complete and collect all required documentation.
- Guide clinical teacher in the completion of all required assessments and surveys.
- Assign a final grade of satisfactory or unsatisfactory for each assigned clinical teacher.
- Complete each Educator Portal binder for assigned clinical teachers by the stated deadline.

### **Observation of Teacher Candidates**

Teacher Candidates are formally observed and evaluated by the Field Supervisors using the TAMUT Observation Rubric. If Teacher Candidates are at risk of not being successful in their field placement as defined by the [Clinical Teaching Proficiency Requirements](#) document, the Field Supervisor will fill out a Professional Growth Plan (PGP) with the Teacher Candidate to determine next steps. Professional Growth plans should be submitted in the Educator Portal within 48 hours of meeting with the TC.

Assessment of the performance of a Teacher Candidate is a collaborative process engaged in by the Cooperating Teacher, the Field Supervisor, and the Teacher Candidate as a team, based on a series of formative and summative assessments.

Cooperating Teachers are encouraged to observe and have a discussion with the Field Supervisor based on the teacher candidate’s performance. Observation and feedback from both the Field Supervisor and the Cooperating Teacher are used to support the Teacher Candidate’s overall growth in teaching performance. Additionally, Cooperating Teachers will complete the online disposition form in the Educator Portal.

**The Field Supervisor will ensure the following:**

Teacher Candidates receive the appropriate number of Formal Observations (PA) during the semester

Formal Observation Requirements

Semester	Traditional Pathway	Para to Professional Pathway	Year Long Residency	Bridge	ACP ED 585
Semester 1	2 Observations	2 Observations	2 Observations	2 Observations	2 Observations
Semester 2	2 Observations	2 Observations	2 Observations	2 Observations	3 Observations

Formal observations of teaching performance are preceded by a pre-conference meeting between the Field Supervisor and the Teacher Candidate and are followed by an in-depth post-conference meeting in which the Field Supervisor provides specific, actionable feedback to the Teacher Candidate in areas of refinement and reinforcement identified during the Observation.

**Steps for the Observation Cycle (POP Cycle):**

1. *Scheduling with the Teacher Candidates a time for pre-conference review of the lesson and the time for observing the specific lesson;*
  - a. Pre-Conference: Teacher Candidates submit lesson plans to the Cooperating Teacher and Field Supervisor. Both the Cooperating Teacher and Field Supervisor should review the lesson plan and provide the Teacher Candidate with suggestions/strategies/questions designed to improve the lesson. Field Supervisors will use the *Pre-Conference form* to prompt Teacher Candidates and to ensure they are ready to deliver their lessons.
2. *Observing the Teacher Candidate’s lesson, scripting, gathering evidence, and scoring based on the T-TESS.*
  - a. Observations: The Field Supervisor, Cooperating Teacher, and Teacher Candidate schedule observations that will occur throughout the semester. After each observation, the Field Supervisor scores the Teacher Candidate’s lesson using the T-TESS Rubric.



3. *Post-conference with the Teacher Candidates to review evidence, identify areas for reinforcement and refinement.*
  - a. Post-Conference: Field Supervisors meet with Teacher Candidates to conduct a Post-conference using the *Post-Conference Rubric*. Teacher Candidates are provided with detailed feedback on one area for reinforcement and one area for refinement, each of which is tied to a specific indicator on the TAMUT Observation.
4. The observation data must be shared with the campus administrator.

During the post conference, Field Supervisors and Teacher Candidates analyze how a particular strength of the lesson **contributed to student learning** and discuss how the Teacher Candidate can continue to build on that area of strength in future lessons (*reinforcement*). They then analyze an element of the lesson that could be improved to maximize student learning and discuss how the Teacher Candidate can work to strengthen his/her practice in the identified area of *refinement*.

It is expected that the Field Supervisor will provide the Teacher Candidate with clear evidence, and explicit, actionable feedback including specific examples from observed practice to document areas of reinforcement and refinement as specified by the Post-Conference Rubric.

Follow Up Support: Field Supervisors and Cooperating Teachers provide Teacher Candidates with follow-up support after the post conference by conducting walkthroughs, on the spot coaching, demonstrating lessons, or modeling teaching strategies in university coursework. Field Supervisors will fill out a Professional Growth Plan (PGP) for any student who is at risk of not meeting performance gates.

### Classroom Walkthroughs

In addition to the observations, Field Supervisors will conduct four walk through visits per semester to provide ongoing feedback, coaching, and support. Field Supervisors will document their visits using the online *Classroom Walkthrough Form*.

#### Informal Observation Requirements

Semester	Traditional Pathway	Para to Professional Pathway	Year Long Residency	Bridge	ACP ED 485
Semester 1	3 Observations	3 Observations	4 Observations	3 Observations	3 Observations
Semester 2	3 Observations	3 Observations	4 Observations	3 Observations	3 Observations



## Graduate Admissions for Alternative Certification Program (ACP)

### Admission Criteria and Required Items Submission Checklist:

- 1) Graduate application to the university. Select non-degree with Teacher Certification or Master's in Curriculum & Instruction with Teacher Certification.
- 2) Application to Alternative Certification Program (ACP) in the Educator Portal, to include the following: Disposition Survey Code of Ethics Affirmation FERPA Consent Acknowledgements of Program Requirements, Program Stages, and Important Program Information and Required Notifications
- 3) All official transcripts on file with Admission Office
- 4) Undergraduate or graduate degree from a regionally accredited institution, or will be awarded a bachelor's degree in the current semester
- 5) 2.7 or higher GPA undergraduate cumulative or last 60 hours for non-degree seeking ACP; 2.70 or higher GPA for Master's of Education in Teaching
- 6) TX PACT (Pre-admission Content Test) exam passed in the content level/area you plan to teach (submit proof to ACP Office) Note: PACT exam and practice test are for admission only and do not fulfill certification requirements. \*Students who have a GPA of 2.70 or higher AND have the required content hours for the certification sought will not be required to take the TX PACT.
- 7) Oral interview with program director or designee

### Admission Steps Non degree seeking ACP:

1. Pass TX PACT test **if required** – [Registration Instructions](#) **Very important:** Use registration procedure for PACT - Pre Admission Content Test.
2. Apply for Admission to the University as a Graduate Non-Declared with Teaching Certification.
3. Apply for admission to the Masters of Education with teacher certification through the Educator Portal. Submissions are open each semester.

4. Schedule an interview with MeD Teach ACP by emailing [education@tamut.edu](mailto:education@tamut.edu)
5. Educators who apply for certification are required to demonstrate English language proficiency by fulfilling one of the following requirements:

**A. Completion of an undergraduate or graduate degree at an accredited institution of higher education in the United States or one of its territories.**

You must contact your institution or servicer to request official transcripts. Official transcripts must be sent directly from your institution or servicer via email to [osc75@tea.texas.gov](mailto:osc75@tea.texas.gov).

**\*Transcripts from the applicant are not accepted for the credentials review.**

**B. Verification of a minimum scaled score that falls within the High-Intermediate level in each section on the Test of English as a Foreign Language internet-Based Test (TOEFL-iBT).**

To have scores submitted directly to TEA, use the entity code 8225 (State Board for Educator Certification). Applicants for a review of credentials may upload the official PDF score report to their Educator Certification Online System (ECOS) educator account via the "My Documents" tab.

**\*High-Intermediate level scores for each section:**

Reading 18-23



Listening 17-21  
Speaking 20-24  
Writing 17-23

***\*If you are enrolling in an educator preparation program (EPP), please do not use this entity code. Contact your program for the correct code to use.***

**C. An undergraduate or graduate degree that was earned at an institution of higher education in a country outside of the United States listed in the figure provided below.**

[Figure: 19 TAC §230.11\(b\)\(5\)\(C\)](#)

No additional submission is needed. Upon review of the [original course-by-course evaluation by a recognized foreign evaluation service](#) the country in which the degree was earned will be verified.

**D. A standard certificate issued by the department of education in another state where examinations for the certificate were taken and passed.**

Applicants must submit official test score reports along with the out-of-state standard certificate for the credentials review. EPP candidates must submit official score reports to the program.

### **What Happens Next?**

1. After review of file, an offer of Admission email will be sent to those that meet all requirements. Admission Acceptance response required. \$35 TEA technology fee added when the application is submitted.
2. Enroll in coursework.
3. Complete 50 interactive observation hours in a variety of ISD classroom environments as noted by your course instructor and discussed by program coordinator after the interview.
4. Be released by the Certification Coordinator to take the TExES certification exam(s) you wish to obtain a teaching job with an ISD (refer to exam release process in handbook)

### **Intern Observations and Feedback**

Interns will be supported by both the field supervisor and mentor teacher. As such, feedback for teaching is the responsibility of the university supervisor in collaboration with the mentor teacher.

A&M-Texarkana utilizes the POP Cycle for observations and feedback. POP includes a 1) Pre-observation conference, 2) Observation, 3) Post-Observation conference. Please refer to the timeline in this document for deadlines.

Field supervisors serve as a liaison between the school and the university to create a positive and valuable experience for the intern. Field supervisors will conduct a *mandatory* intern status conference/Mentor between mentor, teacher, and intern by the third week of the internship. A *minimum* of three formal observations will be conducted for each intern in the beginning, middle and end of each semester along with three informal observations. The second semester the field supervisor completes a minimum of two observations and three informal observations. The mentor teacher will provide support through biweekly conferences with the intern. Interns are encouraged to reflect on each observation/evaluation. Interns will also complete three observations of teaching and write reflections reviewed by field supervisor each semester) and submitted in the educator portal. Field supervisors will determine if any

*Last Updated: 10/2025*



additional observations and walk-throughs are necessary.

Field Supervisor Responsibilities (see schedule in the semester syllabus for specific dates)

- Initial status conference: (must occur within first 3 weeks of Clinical Teaching)
- Attended by student, field supervisor, mentor teacher
- Observation #1 (minimum 45 minutes)
- Informal observation (minimum 15 minutes)
- Pre- and Post- conferences with student, field supervisor
- Observation #2: (minimum 45 minutes)
- Check in with mentor teacher
- Pre- and Post- conferences with student, field supervisor
- Informal observation (minimum 15 minutes)
- Observation #3: (minimum 45 minutes)
- Pre- and Post- conferences with student, field supervisor
- Informal observation (minimum 15 minutes)
- Final meeting with intern and mentor teacher

**Mentor teacher Responsibilities (see schedule for specific dates)**

All of the above documents are completed in the Educators Portal

**If Candidate does not complete requirements, candidate may apply for another probationary/internship certificate:**

If you have not completed requirements by the time your Probationary Certificate/ Internship Certificate expires, you may request an extension for a second year. Contact the Education Office for paperwork and an Academic Improvement Plan. Please note: You will need to start this process well before the expiration date of your current probationary/internship certificate. There is a \$500 per semester fee for continued supervision. [acp@tamut.edu](mailto:acp@tamut.edu)

**Contact Certification Office for new Statement of Eligibility for your ISD to complete and return. [acp@tamut.edu](mailto:acp@tamut.edu)**

**Complaint Policy for A&M -Texarkana Educator Preparation Programs**

As defined by TAC 228.70: a candidate or former candidate in an Educator Preparation Program (EPP), an applicant for candidacy in an EPP, an employee or former employee of an EPP, a cooperating teacher, a Cooperating , a Director of Educator Preparation Services in a school district, charter school, or private school may submit, in accordance with subsection (c)(1) of this section, a complaint about an EPP for investigation and resolution.

Texas A&M-Texarkana EPP Formal Complaint Process Any of the persons previously mentioned may seek resolution without fear of retribution. Any current student at Texas A&M University-Texarkana must follow the current university policy listed in the student section of the [University Rules and Procedures](#).



Formal Process for complaints against the EPP at Texas A&M-Texarkana must be submitted in accordance with the following procedures.

1. An individual “files” a complaint by submitting a written letter regarding the complaint to the Certification Program in writing.
  - a. The Program Coordinator or Department Chair will be available to answer questions regarding the submission of the complaint and provide assistance as needed.
2. The Program Coordinator or Department Chair will coordinate the investigation of the complaint. The investigating officer will retain the original complaint submission.
3. The designated administrator will review the complaint and provide a written decision to the complainant and the Executive Officer overseeing the office or department named in the complaint within fifteen (15) business days of the administrator’s receipt of the complaint.
  - a. If additional time is needed for investigation and consideration of the complaint, the administrator will notify the complainant and their Executive Officer of the need for an extension and the date by which a decision will be made. Absent unusual circumstances, the extension should not be for more than fifteen (15) additional business days. The designated administrator will provide a written decision to the complainant and the Executive Officer overseeing the office or department named in the complaint within five (5) business days of receiving the decision.

### Appeals Process

An individual may appeal the decision of the designated administrator within five (5) business days after receipt of the written decision. Appeals must be in writing and submitted to the office of the Executive Officer who oversees the department, office or College named in the complaint. The Executive Officer will review the original complaint and the written appeal, and may conduct an additional investigation. The Executive Officer will provide a written decision to the complainant within fifteen (15) business days of the officer’s receipt of the appeal. The decision of the Executive Officer is final.

- At times, reasonable appeals for admission are appropriate based on individual circumstances.
- All appeals should be directed to the TPP Director or designee for consideration.
- The TPP Director then brings the appeal forward to the committee of the Education Faculty for a vote (see table below for procedure).
- The TPP Director is responsible for communicating appeal status to Certification Officer and the student via TAMUT/ACE email.

Appeal Notification		TPP Standards		Faculty Approval		Notification to Certification Coordinator
Written appeal received by TPP Director in a timely manner?	<b>YES</b>	Does Student have compelling justification for appeal?	<b>YES</b>	Do faculty (3 or more) agree with the appeal?	<b>YES</b>	Director provides CC written rationale for admission to TPP
<b>NO</b>		<b>NO</b>		<b>NO</b>		
<b>Appeal Denied</b>		<b>Appeal Denied</b>		<b>Appeal Denied</b>		



## TEA Complaints

If any complainant has an unresolved complaint and appeal decision regarding the Texas A&M Texarkana College of Education Educator Preparation Program and wishes to report it to the Texas Education Agency (TEA), the complainant will need to follow the required steps outlined by TEA. Information can be found on the [TEA website](#).

## Title IX

## Terms and Definitions

- **Field Supervisor (FS)**- TAMUT's faculty member assigned to supervise, coach, and evaluate Teacher Candidates during the student-teaching placement. Field Supervisors function as links between schools, school districts, and the university.
- **Sites**- Field Supervisors will be assigned a school or schools (sites) in which their cohort of Teacher Candidates will complete their field placements. Schools will be arranged to provide a diverse teaching experience and align to the Candidates' certification (e.g., ESL, SPED).
- **Teacher Candidate (TC)** – A Teacher Candidate is a student admitted into the teacher education program at Texas A&M Texarkana. Teacher Candidates may be in an “early phase” consisting of pre-teaching and developing teaching semesters that take place prior to the student teaching year; or in a “later phase” consisting of the final two semesters when they are completing the student-teaching year.
- **Cooperating Teacher (MT)**- The P-12 classroom teachers in the partner school district who have agreed to have a Teacher Candidate in their classroom.
- **Observation (POP Cycle)**- the evaluation process used at Texas A&M University Texarkana. A POP “cycle” consists of (a) a pre-conference to review the Teacher Candidate's lesson; (b) observation and scripting of the lesson by both the Teacher Candidate and Field Supervisor to gather evidence for evaluation; (c) post-conference meeting with the Teacher Candidate to review evidence, coach and assign ratings; and (d) ensuring the timely uploading of video capture and entry of ratings by the Teacher Candidate and Field Supervisor into the Educator Portal.
- **T-TESS Rubric**- Also referred to as TAP Rubric, it's an instructional rubric designed by the National Institute for Excellence in Teaching as part of the Teacher Advancement Program (TAP). TAMUT has adapted this rubric for supporting Teacher Candidates, and will use the rubric during the POP cycles.



- **Classroom Walkthrough (CW)**- Short (10-20 minute) observation that allows the Field Supervisor to collect a “snapshot” of information on co-teaching, professionalism, and overall development of the Teacher Candidate.
- **Professional Growth Plan (PGP)**- Support tool created by Field Supervisors when issues arise with Teacher Candidates or when they are at risk of not meeting performance gates.
- **Seminar**- is a class taught by the Field Supervisor for Year Long Residents in which TCs develop their instructional and professional knowledge. This course includes multiple assignments that aid the SC in applying theory and best practices to the classroom.
- **Cooperating Teacher Meetings**- are regular meetings facilitated by the SC to train the MTs on co-teaching, coaching strategies--including reviewing TC data and discussing next steps for TC success.
- **Program Review**-program review provides the university and SC feedback on the delivery of the following, critical program components; pre-conferences, post-conferences, scoring alignment of Observations, and delivery of Cooperating teacher training.

## Appendix I : Student Teaching Evaluation Forms

- Classroom WalkThrough Form is in the Educator Portal
  - This form is filled out by the Field Supervisor for every walk-through visit to provide Teacher Candidates with ongoing feedback (online)
- [Lesson Plan](#)
  - This is the approved lesson plan format for the required observations each semester of student teaching.
- [Observation T-TESS Packet](#)
  - The rubric is scored by the Field Supervisor for the required formal observations. This rubric will be the basis of discussion at the pre and post-conferences. Scores will be entered in the TEA form. Students should keep a hard copy for their records.
- [Pre Conference Discussion Guide](#) and [Post Conference Discussion Guide](#)
  - The Teacher Candidate and Field Supervisor can use these forms to ensure effective post-conferences take place for each Observation.

### OTHER FORMS:

[Student Achievement Chart \(SAC\)](#)

[Progression of Student Teaching Responsibilities](#)

