

Master of Education in
Curriculum & Instruction

*Graduate
Certification
Program*

Program Handbook



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This handbook is not intended to be used in isolation, but rather in association with other university documents relevant to the completion of your certificate or degree. Other central resources available to you is the [TLAC Graduate Student Handbook](#), [Texas A&M University Graduate Catalog](#), [Texas A&M Student Rules](#), and [Office of Graduate and Professional Studies \(OGAPS\)](#).

OVERVIEW

M.Ed. GRADUATE CERTIFICATION PROGRAM (GCP)

School of Education and Human Development
Department of Teaching, Learning and Culture



Degrees Offered: Master of Education (M.Ed.) in Curriculum and Instruction, non-thesis

Teacher Certifications Offered: 4-8 content areas, 7-12 content areas

Program Delivery: On-campus and online (51% distance learning)

The mission of the [Graduate Certification Program \(GCP\)](#) at Texas A&M University is to prepare non-education students as future educators.

The GCP is designed for individuals in their senior year of undergraduate studies, or those who already hold a bachelor's degree, and are now interested in earning a Texas teaching certificate. The opportunity to apply all coursework toward the Master of Education in Curriculum and Instruction degree is a unique feature of the program.

Three (3) teacher certification pathways are available in the GCP:

- **GCP Internship**
Hired by a district as a full-time Teacher of Record, you will fulfill all teaching responsibilities while receiving the beginning teacher salary, insurance benefits and other employee benefits offered by the hiring district.
- **GCP Clinical Teaching**
A 14-week (70 days), full-time unpaid placement in a cooperating teacher's classroom during the spring semester, in which the cooperating teacher will provide opportunities for you to plan and deliver lessons to entire classes of students.
- **GCP Residency + Clinical Teaching (USDoE/aggieTERM)**
Hired by a partner district (Austin, Bryan, Caldwell or Hearne ISD), you will receive a living wage salary and assist in the classroom during the fall semester and clinical teach in the spring semester. A commitment of four (4) consecutive years with the partner district is required.

ADMISSION

Application Deadlines

Individuals with a baccalaureate degree: October 1

December graduates: October 1

May graduates: December 1

Admission Requirements

- Bachelor's degree from an accredited institution of higher learning*
- Undergraduate students may apply in the fall of their final year of undergraduate study
- An overall GPA of 2.75 on a 4.0 scale
- Minimum number of content-area credit-hours
- Meeting with a program advisor prior to application submission (zoom or phone)
- Passing score on [Pre-Admission Content Test \(PACT\)](#)
- Application and acceptance to TAMU Graduate School and Graduate Certification Program

*For non-US college/university graduates:

- Submit foreign transcripts evaluated and translated by a [TEA reviewed foreign credential service](#). The report should specifically state if you received the US equivalent of a bachelor's degree in your subject area and provide a detailed list of all coursework.
- If the university's primary language of instruction is not English, the candidate must demonstrate [English language proficiency](#).

Legal Status To Work In The United States

Candidates who are not US citizens are responsible for obtaining the appropriate immigration and naturalization documents **prior** to entering the classroom. Candidates are required to have work authorization from the US Customs and Immigration Service and must inform both the employer and The Graduate Certification Program of this fact when receiving an offer of employment.

Oral Communication Skills

Proof of English language proficiency must be provided **prior** to being admitted to the Graduate Certification program. English language proficiency can be demonstrated by any one of the following:

- Completion of an undergraduate or graduate degree at an institution of higher education in the United States
- If an undergraduate or graduate degree was earned at an institution of higher education outside of the United States, evidence must be provided that the primary language of instruction was English
- Passing scores on all four sections (reading, writing, speaking, and listening) of the [Test of English as a Foreign Language \(TOEFL\)](#) **prior** to being admitted into the program. TOEFL scores are valid for two (2) years from the testing date.

Credit for Military or Non-Military Service, Training, or Education: Candidates may be able to apply prior or ongoing military or non-military training or education toward educator preparation program requirements for professional certificates. Such training or education may not count toward internship or practicum requirements and must have been provided by an approved EPP or an accredited institution of higher education within the past five years and be directly related to the certificate being sought. A candidate's prior coursework will be evaluated by academic advisors and/or TLAC M.Ed. Graduate Certification Program faculty/staff.

COURSEWORK

Students admitted into the GCP will complete courses in the sequence outlined below.

If completing the M.Ed. program, a minimum of 7 of the 12 courses (51%) MUST be taken online for degree completion.

Spring prior to Summer I Cohort Courses

- TEFB 324 Teaching in Secondary School (on-campus)*
- SPED 621 Overview of Exceptional Children (on-campus or online)*

Summer I Cohort Courses (9 hours, on-campus)

- BESL 622 Teaching English as a Second Language **OR**
RDNG 603 Reading Instruction in High School
- TEED 602 Contemporary Perspectives on Education
- TEED 649 Instructional Strategies in Academic Specialties

Fall of 1st year of teaching (6 hours, online)

- TEED 682 Seminar
- TEED 684 Internship

Spring of 1st year of teaching (6 hours, online)

- TEED 682 Seminar
- TEED 684 Internship

Remaining courses to complete M.Ed. (9-15 hours, online)- taken at student discretion

- EDCI 602 Cultural Foundations of Education
- EDCI 644 Curriculum Development
- EDCI: 673 Analysis of Teacher Behavior
- Elective*
- Elective*

*TEFB 324 and SPED 621 may count as electives for the M.Ed.

Courses During Internship

During the internship semesters, students will enroll in TEED 684, Professional Internship, and TEED 682, Seminar. Students may not register for any other courses during the fall or spring semesters of the certification program without permission of the program director and written consent of intern's public school principal.

TEExES Content Exam

The TEExES Content exam in the area of certification being pursued provides proof of content proficiency for teaching purposes. A passing score report must be submitted to the Graduate Certification Program prior to entering the classroom as a Teacher of Record, resident or clinical teacher.

TEExES EC-12 Pedagogy and Professional Responsibilities Exam (PPR)

The EC-12 Pedagogy and Professional Responsibilities (PPR) exam assesses the Intern or clinical teacher's knowledge of the teaching profession and requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. A passing score report must be submitted to the Graduate Certification Program prior to approval for a Standard certificate.

TEExES Science of Teaching Reading (EC-6, ELAR 4-8, ELAR/SS 4-8)

Candidates seeking the certifications in EC-6, Core Subjects 4-8, ELAR 4-8 or ELAR/Social Studies 4-8 are required to take the Science of Teaching Reading (STR) exam in addition to their TEExES Content exam. A passing score report must be submitted to the Graduate Certification Program prior to approval for Probationary or Intern certification and Standard certification. The STR certification exam is based on the [Science of Teaching Reading Standards](#).

EXAM PREPARATION POLICY

TEA accountability on pass rate is now after 2nd attempt.

Students accepted into the Graduate Certification Program will receive free access to [240 Tutoring](#). Access to 240 Tutoring is valid for the spring and summer semesters, unless otherwise noted, and available for preparation in all required TEExES exams.

Prior to approval for STR and/or PPR exam attempt:

- Students will complete a diagnostic exam in 240 Tutoring and upload scores to My CEHD.
- Students will submit a passing score on the final practice exam to the Assistant Director and upload a copy in MyCEHD.
- The Certification Office will approve students and send instructions on how to register for TEExES exams.

240 Tutoring as a Remediation Tool:

- Students requiring an additional attempt for TEExES exams, will follow program requirements for remediation. Once met, the program will request the Certification Office to allow the student to re-register for the TEExES exam.
- All test remediation will be facilitated by faculty in the Graduate Certification Program.

TEXAS TEACHER CERTIFICATION

Probationary Certificate

A probationary certificate allows an Intern to teach in a Texas public school, accredited charter school, or TEA-recognized private school for one (1) academic year while the requirements for Standard certification are being met. The Pedagogy & Professional Responsibilities (PPR) exam has been passed **prior to beginning** the internship year. Only one area of certification may be pursued under the Probationary certificate.

Intern Certificate

An intern certificate allows an Intern to teach in a Texas public school, accredited charter school, or TEA-recognized private school for one (1) academic year while the requirements for Standard certification are being met. The TExES EC-12 Pedagogy & Professional Responsibilities (PPR) exam must be passed **during** the internship year in order to be eligible for Standard Certification. Only one area of certification may be pursued under the Intern certificate.

Standard Certificate

Candidates who have successfully completed internship, clinical teaching or residency, and have passed the EC-12 Pedagogy and Professional Responsibilities (PPR) exam, are eligible for standard teacher certification. Standard certificates are valid for five (5) years and are renewable with completion of 150 clock hours of professional development and application to TEA.

A final recommendation for Standard certification will be made by The Graduate Certification Program to TAMU's Certification Coordinator. The decision is based on input from the University Supervisor and Campus Administrator and verification that all program requirements are met.

The Texas Education Agency/State Board for Educator Certification (SBEC) is the sole authority for issuance of all Intern, Probationary, and Standard teacher certificates. The Graduate Certification Program does not guarantee certificate issuance.

Adding Additional Certification Areas

Only when the internship, residency or clinical teaching assignment has been successfully completed and confirmation of Standard Certification is posted in the candidate's TEAL account, can additional certification areas be added. See the Texas Educator Certification Examination Program website at <http://www.tx.nesinc.com/Home.aspx>.

Fees Associated with State Certification

Technology Fee

Fingerprinting

Exams

Certificates (Probationary or Intern, Standard)

GCP CERTIFICATION PATHWAY: INTERNSHIP

Graduate Certification students may opt to complete a paid internship as Teacher of Record. The internship is a one (1) academic year teaching assignment, comprised of 180 instructional days as a full-time and fully paid Teacher of Record and must be completed with the same employer.

An internship assignment shall not be less than an average of four hours each day in the subject area and grade level of certification sought. The average includes intermissions and recesses but does not include conference and duty-free lunch periods.

Candidates are responsible for obtaining a teaching position by applying, interviewing and accepting a position at any Texas public school, approved charter school or TEA-approved private school. The internship must take place in an actual school setting rather than a distance learning lab or virtual school setting.

All candidates must undergo a criminal history background check, conducted by the hiring district, prior to employment as a teacher. TEA will perform a [preliminary background check](#), for a fee, in the event there may be something on the candidate's record that may prevent certification eligibility.

When recommended for employment as a full-time teacher, the candidate will be eligible for a Probationary or Intern certification.

When a contract for employment is signed with a district or school, the Intern is legally obligated to complete the conditions of the contract. They will receive the same pay, benefits, and responsibilities of a first-year Teacher of Record.

The Probationary or Intern certificate may be deactivated for failure to honor employment contracts and/or Texas Educator Code of Ethics.

An internship may be extended for one (1) school year for any of the following reasons, with the understanding that the hiring district is willing to offer continued employment:

1. The intern has completed all program requirements but has not passed the PPR exam.
2. The intern has not submitted and/or performed satisfactorily on program assignments.
3. The intern has not performed satisfactorily as a classroom teacher and requires an additional year of Internship.

With successful completion of the internship (demonstrating proficiency in each of the educator standards for the assignment completing all program requirements, receiving a recommendation for Standard Certification eligibility from the principal and University Supervisor, and passing all state required testing), the Intern will be eligible for Standard Certification.

Disclaimer: The Graduate Certification Program does not guarantee employment and does not place teachers in internship (Teacher of Record) assignments. A program participant is responsible for obtaining employment as a teacher within a Texas school district recognized by the Texas Education Agency (TEA).

GCP CERTIFICATION PATHWAY: CLINICAL TEACHING

Graduate Certification students may opt to complete an unpaid clinical teaching assignment should a teaching position not be secured for the upcoming school year.

Clinical teaching is a 14-week (70 days), full-time unpaid placement in a cooperating teacher's classroom, in which the cooperating teacher remains the Teacher of Record. The cooperating teacher will provide opportunities for the clinical teacher to plan and deliver lessons to entire classes of students.

Clinical teaching is offered only during the spring semester, beginning on the day that district students return from winter break. During the fall semester prior to clinical teaching, candidates are required to attend two (2) clinical teaching meetings on the TAMU-College Station campus and submit evidence of 55-60 hours of substitute teaching experience. Classroom placements will be facilitated by Texas A&M's [Field Experiences Office](#) and will take place in a Texas school district with which TAMU has an agreement.

All candidates must undergo a criminal history background check, conducted by the partner district, prior to beginning the clinical teaching semester. TEA will perform a [preliminary background check](#), for a fee, in the event there may be something on the candidate's record that may prevent certification eligibility.

With successful completion of clinical teaching (demonstrating proficiency in each of the educator standards for the assignment, completing all program requirements, receiving a recommendation for Standard Certification eligibility from the cooperating teacher and University Supervisor, and passing all state required testing), the candidate will be eligible for Standard Certification.

Clinical teachers being certified through The Graduate Certification Program will adhere to all practices and policies specified in the [Field Placement Office Clinical Teaching Handbook](#).

GCP CERTIFICATION PATHWAY: RESIDENCY (USDoE/aggieTERM)

Graduate Certification students may opt to complete a paid resident teacher assignment through the US Department of Education aggieTERM grant. A commitment of four (4) consecutive years with a partner district is required to participate in the GCP aggieTERM resident pathway.

A residency is a year-long, full-time paid (living wage of \$42,000+) placement in a partner district's classroom in which the cooperating teacher remains the Teacher of Record. The cooperating teacher will provide opportunities for the resident teacher to plan and deliver lessons to entire classes of students.

Partner districts include Austin, Bryan, Caldwell, or Hearne ISD's.

All GCP resident teachers must undergo a criminal history background check, conducted by the partner district, prior to beginning the school year. TEA will perform a [preliminary background check](#) for a fee, in the event there may be something on the candidate's record that may prevent certification eligibility.

During the fall semester, the resident will follow the district/school calendar and work in their assigned classroom on Mondays-Thursdays, assisting the Teacher of Record. Fridays are reserved for planned professional development, university meetings or learning community events. Residents are **required** to attend and participate in each planned Friday event.

During the fall semester, candidates are required to attend two (2) virtual clinical teaching meetings, conducted by CEHD, in preparation for meeting spring semester teacher certification requirements.

During the spring semester, the resident will complete clinical teaching requirements in their (fall) assigned classroom on Mondays-Fridays, beginning on the day district students return from winter break. Clinical teaching is a 14-week (70 days), full-time assignment. After successfully completing clinical teaching requirements, the resident will continue to assist the Teacher of Record through the last day of the district's academic year.

Resident teachers will adhere to all practices and policies specified in the [Field Placement Office Clinical Teaching Handbook](#) during the clinical teaching phase.

With successful completion of clinical teaching (demonstrating proficiency in each of the educator standards for the assignment completing all program requirements, receiving a recommendation for Standard Certification eligibility from the cooperating teacher and University Supervisor, and passing all state required testing), the resident will be eligible for Standard Certification.

Upon successful completion of the residency year, resident teachers will sign an employment contract with the partner ISD and are required to remain in the district for an additional three (3) years.

ATTENDANCE POLICY

Internship (Fall & Spring)

An internship must be for a minimum of one full school year (180 days). Interns are expected to follow district/school policies related to absences. The GCP may permit an internship of up to 30 days fewer than the minimum due to maternity leave, military leave, illness, bereavement, or if a late hire date is after the first day of school. Documentation of absences may be required.

Clinical Teaching (Spring)

Clinical teachers are expected to be in attendance at their cooperating school each day. Leaving the campus during the school day is not permitted without prior approval. It is the responsibility of the clinical teacher to inform the cooperating teacher, University Supervisor and school office as soon as possible if absent. All absences must be officially reported through the online CEHD Student Data Portal and made up.

Unexcused/ excessive absences may result in an unsatisfactory grade in TEED 682. Only university approved absences are considered excused. For more details, visit <http://studentrules.tamu.edu/rule07>.

- Clinical teachers will observe the holidays scheduled by the school district to which they are assigned. The TAMU holiday schedule will not apply during clinical teaching.
- Clinical teachers are expected to be at school on staff development days and to participate in any professional development programs when appropriate.
- Substitute teaching is **not allowed** during the TEA required 70-day placement.

A Clinical Teaching Attendance Log must be submitted (via CEHD Data Portal) at the conclusion of the 70-day clinical teaching assignment.

Residency (Fall & Spring)

Residents are expected to be in attendance at their cooperating school each day. Leaving the campus during the school day is not permitted without prior approval. It is the responsibility of the resident to inform the cooperating teacher, University Supervisor, school office, and aggieTERM Coordinator as soon as possible if absent. All absences must be officially reported through the online CEHD Student Data Portal.

Unexcused/ excessive absences and/or tardies may result in an unsatisfactory grade in TEED 682. Only university approved absences are considered excused. For more details, visit <http://studentrules.tamu.edu/rule07>.

- Resident teachers will observe the holidays scheduled by the school district to which they are assigned. The TAMU holiday schedule will not apply during clinical teaching.
- Resident teachers are expected to be at school on staff development days and to participate in any professional development programs when appropriate.
- For any school unexcused absence, \$250 will be deducted from the monthly stipend.
- For any absence from aggieTERM events, \$250 will be deducted from the monthly stipend.
- See above for the attendance policy during the spring clinical teaching semester.

See above for attendance requirements during the clinical teaching phase.

STUDENT SUPPORTS

Throughout the school year, GCP students will receive guidance from their TEED 682 course instructor and professional colleagues in achieving the following objectives:

- create a classroom environment that is respectful of students,
- develop high levels of teaching competency,
- establish professional relationships with fellow staff, students and parents, and
- engage in self-evaluation and professional goal setting.

Internship (Fall & Spring)

During the internship year, the Intern will be supported by an Intern Support Team, comprised of the Intern, campus Mentor Teacher, campus Administrator and University Supervisor (assigned by the GCP).

The Intern Support Team will meet virtually within the first three (3) weeks of district's school year and the University Supervisor is responsible for scheduling and facilitating the meeting.

Throughout the year, the University Supervisor will conduct 3-5 classroom observations and provide feedback and recommendations for continued professional growth. Feedback will be shared with the Intern, campus Mentor, campus Administrator, and the GCP.

Clinical Teaching (Spring)

During the clinical teaching semester, the Clinical Teacher will be supported by a Cooperating Teacher/Mentor and University Supervisor (assigned by the GCP).

Throughout the spring clinical teaching semester, the University Supervisor will conduct 4 classroom observations, mid-point and end-point evaluations and provide feedback and recommendations for continued professional growth. Feedback will be shared with the Intern, Cooperating Teacher, and the GCP.

Residency (Fall & Spring)

During the fall residency semester, the Resident will be supported by a Cooperating Teacher/Mentor, Community Mentor (assigned by aggieTERM) and University Supervisor (assigned by the GCP).

Throughout the spring clinical teaching semester, the University Supervisor will conduct 4 classroom observations, mid-point and end-point evaluations and provide feedback and recommendations for continued professional growth. Feedback will be shared with the Intern, Cooperating Teacher, and the GCP.

TERMINATION FROM PROGRAM

Occasionally there are circumstances that warrant the termination of a Graduate Certification internship, clinical teaching or residency assignment. When such action is deemed necessary, there are specific reasons and procedures that should be taken into consideration by all parties involved.

Reasons For Termination

1. Mutual consent and agreement for termination by the Intern, School Administrator and University Supervisor for reasons of illness, injury or other unforeseen personal circumstances
2. Failure by the Intern to establish and maintain a satisfactory performance level in classroom instruction and management.
3. Failure to fulfill the roles and responsibilities of a professional educator.
4. Unprofessional conduct towards school personnel or students.
5. Failure by the intern or clinical teacher to abide by the policies of the school and/or school district.
6. Violation of the Texas Professional Code (Code of Ethics) or Texas Education Code regulations.
7. Falsification of information or documents.
8. Failure to meet program expectations, including expulsion from the M.Ed. for failure to meet satisfactory academic progress (outlined in the admission letter).
9. Failure to address the requirements of a growth plan and show consistent progress.
10. Non-renewal of teaching contract.
11. Failure to pay fees in a timely manner.

Interns, clinical teachers or residents who choose to withdraw from the program are required to submit a written statement via email to the GCP Assistant Director. Re-entry into the program will be considered on an individual basis.

Paid fees will not be refunded in the event that a participant is withdrawn or dismissed from the program.

If the participant does not agree with the decision of program dismissal, they may appeal to the Director of The Graduate Certification Program within 5 business days in writing.

COMPLAINT	In this policy, the terms "complaint" and "grievance" shall have the same meaning.
OTHER COMPLAINT PROCESSES	<p>Stakeholder complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with this complaint policy after the relevant complaint process:</p> <ol style="list-style-type: none"> 1) Complaints alleging discrimination or harassment based on race, color, gender, national origin, disability, or religion shall be submitted in accordance with COLLEGE POLICY. 2) Complaints concerning retaliation related to discrimination and harassment shall be submitted in accordance with COLLEGE POLICY. 3) Complaints concerning identification, evaluation, or educational placement of a student with a disability within the scope of Section 504 shall be submitted in accordance with COLLEGE POLICY and the procedural safeguards handbook. 4) Complaints concerning identification, evaluation, or educational placement of a student with a disability within the scope of the Individuals with Disabilities Education Act shall be submitted in accordance with COLLEGE POLICY and the procedural safeguards handbook.
NOTICE TO STAKEHOLDERS	The Program shall inform stakeholders of this policy by information posted in the physical facility, on the website or, upon request, written information.
GUIDING PRINCIPLES INFORMAL PROCESS	<p>The Program encourages stakeholders to discuss their concerns with the appropriate Program employee who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible level.</p> <p>Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.</p>
FORMAL PROCESS	<p>A stakeholder may initiate the formal process described below by timely filing a written complaint form.</p> <p>Even after initiating the formal complaint process, stakeholders are encouraged to seek informal resolution of their concerns. A stakeholder whose concerns are resolved may withdraw a formal complaint at any time.</p> <p>The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Program policy, nor to require a full evidentiary hearing or "mini-trial" at any level.</p>
FREEDOM FROM RETALIATION	Neither the Program nor any Program employee shall unlawfully retaliate against any stakeholder for bringing a concern or complaint.
GENERAL PROVISIONS FILING	Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including e-mail and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate Program employee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date and time shown

	on the electronic communication. Mail filings shall be timely filed if they are postmarked by U.S. Mail on or before the deadline and received by the appropriate Program employee no more than three days after the deadline.
SCHEDULING CONFERENCES	The Program shall make reasonable attempts to schedule conferences at a mutually agreeable time. If a stakeholder fails to appear at a scheduled conference, the Program may hold the conference and issue a decision in the stakeholder's absence.
RESPONSE	At Levels One and Two, "response" shall mean a written communication to the stakeholder from the appropriate Program employee. Responses may be hand-delivered, sent by electronic communication to the stakeholder's e-mail address of record, or sent by U.S. Mail to the stakeholder's mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.
DAYS	"Days" shall mean Program business days. In calculating time lines under this policy, the day a document is filed is "day zero." The following business day is "day one."
REPRESENTATIVE	<p>"Representative" shall mean any person who or organization that is designated by the stakeholder to represent the stakeholder in the complaint process.</p> <p>The stakeholder may designate a representative through written notice to the Program at any level of this process. If the stakeholder designates a representative with fewer than three days' notice to the Program before a scheduled conference or hearing, the Program may reschedule the conference or hearing to a later date, if desired, in order to include the Program's counsel. The Program may be represented by counsel at any level of the process.</p>
CONSOLIDATING COMPLAINTS	Complaints arising out of an event or a series of related events shall be addressed in one complaint. A stakeholder shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.
UNTIMELY FILINGS	<p>All time limits shall be strictly followed unless modified by mutual written consent.</p> <p>If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the stakeholder, at any point during the complaint process. The stakeholder may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.</p>
COSTS INCURRED	Each party shall pay its own costs incurred in the course of the complaint.
COMPLAINT AND APPEAL FORMS	<p>Complaints and appeals under this policy shall be submitted in writing on a form provided by the Program.</p> <p>Copies of any documents that support the complaint should be attached to the complaint form. If the stakeholder does not have copies of these documents, copies may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the</p>

	<p>support unless the stakeholder did not know the documents existed before the Level One conference.</p> <p>A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refiling is within the designated time for filing.</p>
LEVEL ONE	<p>Complaint forms must be filed:</p> <ol style="list-style-type: none"> 1) Within 15 days of the date of the stakeholder first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and 2) With the lowest level Program employee who has authority to remedy the alleged problem. <p>If the only Program employee who has authority to remedy the alleged problem is the Program legal authority or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.</p> <p>If the complaint is not filed with the appropriate Program employee, the receiving Program employee must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate Program employee.</p> <p>The appropriate Program employee shall investigate as necessary and schedule a conference with the stakeholder within ten days after receipt of the written complaint. The Program employee may set reasonable time limits for the conference.</p> <p>Absent extenuating circumstances, the Program employee shall provide the stakeholder a written response within ten days following the conference. In reaching a decision, the Program employee may consider information provided at the Level One conference and any other relevant documents or information the Program employee believes will help resolve the complaint.</p>
LEVEL TWO	<p>If the stakeholder did not receive the relief requested at Level One or if the time for a response has expired, the stakeholder may request a conference with the Program legal authority or designee to appeal the Level One decision.</p> <p>The appeal notice must be filed in writing, on a form provided by the Program, within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline.</p> <p>After receiving notice of the appeal, the Level One Program employee shall prepare and forward a record of the Level One complaint to the Level Two Program legal authority or designee. The stakeholder may request a copy of the Level One record.</p> <p>The Level One record shall include:</p> <ol style="list-style-type: none"> 1) The original complaint form and any attachments. 2) All other documents submitted by the stakeholder at Level One.

	<p>3) The written response issued at level One and any attachments.</p> <p>4) All other documents relied upon the Level One Program employee in reaching the Level One decision.</p> <p>The Program legal authority or designee shall schedule a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One. At the conference, the stakeholder may provide information concerning any documents or information relied upon by the Program employee for the Level One decision. The Program legal authority or designee may set reasonable time limits for the conference.</p> <p>(1) The Program legal authority or designee shall provide the stakeholder a written response within ten days following the conference. In reaching a decision, the Program legal authority or designee may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Program legal authority or designee believes will help resolve the complaint.</p> <p>(2) Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.</p> <p>If the complaint Program employee who has authority to remedy the alleged problem is the Program legal authority or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.</p>
COMPLAINTS TO THE TEXAS EDUCATION AGENCY	<p>If the stakeholder is not satisfied with the complaint process or outcome, the stakeholder may file a complaint against the Program with the Texas Education Agency. The official Texas Education Agency complaint process can be found at http://tea.texas.gov/About_TEA/Contact_Us/Complaints/Complaints/</p>

APPENDIX A: MASTER OF EDUCATION (M.Ed.) DEGREE

APPENDIX B: STATEMENT OF ELIGIBILITY (SOE) FOR INTERNSHIP

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APPENDIX A: MASTER OF EDUCATION (M.Ed.) DEGREE

One of the unique features of the Graduate Certification Program is that the coursework completed for certification can be applied to the Master's of Education degree. A minimum of 21 hours of the certification plan will count toward the 36 hour M.Ed. degree. Students should see their assigned faculty advisor for information on the required additional courses. A SAMPLE degree is below.

Graduate Certification website: http://tlac.tamu.edu/articles/secondary_certification

36 Hour M.Ed. Sample Degree Plan				
Emphasis	Course Prefix	Course Title	Delivery method	Credit Hours
Required M.Ed. Core	EDCI 602	Cultural Foundations of Education	Online	3
	EDCI 644	Curriculum Development	Online	3
	EDCI 673	Analysis of Teaching Behavior	Online	3
Required Summer Cohort	BESL 622	Teaching English as a Second Language	Campus	3
	OR	OR		
	RDNG 603	Reading Instruction in High School		
	TEED 602	Contemporary Perspectives on Education	Campus	3
	TEED 649	Instructional Strategies: Principles and Practices	Campus	3
Fall Teaching Semester	TEED 682	Seminar	Online	3
	TEED 684	Professional Internship	Online	3
Spring Teaching Semester	TEED 682	Seminar	Online	3
	TEED 684	Professional Internship	Online	3
M.Ed. Electives	Two courses chosen with your Faculty Chair that align with your teaching area or career goals. *sometimes TEFB 324 and SPED 621 are used here – they must be reserved <u>prior</u> to UG Graduation if taken during undergraduate degree.		Campus	3
			Online	3
Total				36

NOTE: This degree is considered a Distance Education program, and **51% of coursework must be taken in the online delivery method** – 7 of the 12 courses should be taken online to meet this requirement.

APPENDIX B: STATEMENT OF ELIGIBILITY (SOE) FOR INTERNSHIP

*You will receive an SOE when you've taken/passed the TExES Content exam
(and STR exam, if applicable).*

SAMPLE Statement of Eligibility for Internship (SOE)

THIS IS NEITHER A CERTIFICATE NOR A PERMIT. This document verifies that the applicant has been admitted to a preparation program leading to certification through a Texas approved Educator Preparation Program. The employing school district should verify the applicant's employment as an intern in an area(s) of eligibility indicated in item (3) by the approved preparation program. **THIS FORM MUST BE RETURNED TO THE EDUCATOR PREPARATION PROGRAM.** The preparation program will then recommend the teacher candidate for a probationary or intern certificate, which must be issued to provide the employing school district assignment coverage during the internship year.

To Be Completed by The Approved EPP					
Teacher Candidate's Name			ALEX TEACHER		
Eligible Certification Area(s)			Core Subjects EC-6		
TExES Content Exam Passed			391 Core Subjects		
Name of Recommending Entity			Texas A&M University M.Ed. (Post-Bacc) Graduate Certification Program		
Program Administrator			Jane Doe, Assistant Director janedoe@tamu.tedu 555-555-5555		
Signature/Date					
To Be Completed by The Employing School District					
Beginning Date of Duties			Grades Taught		Description of Subject/Assignment
MM	DD	YYYY	Lowest	Highest	
Name of School District					
County-District Number					
Campus/Building Assignment					
Name of Mentor Teacher					
Email of Mentor Teacher					
Printed Name of Superintendent or Authorized Representative					
Title					
Email					
Phone					
Signature/Date					

The campus or district shall assign an experienced mentor teacher to the Intern teacher to observe, coach and model professional behavior. The campus administrator shall complete an annual survey on the quality of teacher preparation regarding each intern in his or her school and submit to the Texas Education Agency. See Texas Administrative Code (TAC) §228.35 (e) and §229.3(4).

The EPP will assign a field supervisor to observe, coach, and evaluate the Intern each year he or she is on an intern or probationary certificate for internship. A minimum of 3 to 5 observations of the intern, for a minimum of 45 minutes each, will be conducted. Written documentation of this feedback is required to go to the campus principal as well as the educator preparation program. See Texas Administrative Code §228.35 (f).

APPENDIX C: TEXAS ADMINISTRATIVE CODE CHAPTER 228.2 DEFINITIONS

The following words and terms, when used in this chapter, shall have the following meanings, unless the context clearly indicates otherwise.

- (1) **Academic year**- If not referring to the academic year of a particular public, private, or charter school or institution of higher education, September 1 through August 31.
- (2) **Accredited institution of higher education**- An institution of higher education that, at the time it conferred the degree, was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board.
- (3) **Benchmarks**- A record similar to a transcript for each candidate enrolled in an educator preparation program documenting the completion of admission, program, certification, and other requirements.
- (4) **Candidate**- An individual who has been formally or contingently admitted into an educator preparation program; also referred to as an enrollee or participant.
- (5) **Certification category**- A certificate type within a certification class; also known as certification field.
- (6) **Certification class**- A certificate, as described in §230.33 of this title (relating to Classes of Certificates), that has defined characteristics; also known as certification field.
- (7) **Classroom teacher**- An educator who is employed by a school or district and who, not less than an average of four hours each day, teaches in an academic instructional setting or a career and technical instructional setting. This term does not include an educational aide or a full-time administrator.
- (8) **Clinical teaching**- A supervised educator assignment through an educator preparation program at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose that may lead to completion of a standard certificate; also referred to as student teaching.
- (9) **Clock-hours**- The actual number of hours of coursework or training provided; for purposes of calculating the training and coursework required by this chapter, one semester credit hour at an accredited institution of higher education is equivalent to 15 clock-hours. Clock-hours of field-based experiences, clinical teaching, internship, and practicum are actual hours spent in the required educational activities and experiences.
- (10) **Contingency admission**- Admission as described in §227.15 of this title (relating to Contingency Admission).
- (11) **Cooperating teacher**- For a clinical teacher candidate, an educator who is collaboratively assigned by the educator preparation program (EPP) and campus administrator; who has at least three years of teaching experience; who is an accomplished educator as shown by student learning; who has completed cooperating teacher training by the EPP within three weeks of being assigned to a clinical teacher; who is currently certified in the certification category for the clinical teaching assignment for which the clinical teacher candidate is seeking certification; who guides, assists, and supports the candidate during the candidate's clinical teaching in areas such as planning, classroom management, instruction, assessment, working

with parents, obtaining materials, district policies; and who reports the candidate's progress to that candidate's field supervisor.

(12) **Educator preparation program-** An entity that must be approved by the State Board for Educator Certification to recommend candidates in one or more educator certification classes.

(13) **Entity-** The legal entity that is approved to deliver an educator preparation program.

(14) **Field-based experiences-** Introductory experiences for a classroom teacher certification candidate involving, at the minimum, reflective observation of Early Childhood-Grade 12 students, teachers, and faculty/staff members engaging in educational activities in a school setting.

(15) **Field supervisor-** A currently certified educator, hired by the educator preparation program, who preferably has advanced credentials, to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators. A field supervisor shall have at least three years of experience and current certification in the class in which supervision is provided. A field supervisor shall be an accomplished educator as shown by student learning. A field supervisor with experience as a principal and who holds a current certificate that is appropriate for a principal assignment may supervise principal, classroom teacher, master teacher, and reading specialist candidates. A field supervisor with experience as a superintendent and who holds a current certificate that is appropriate for a superintendent assignment may supervise superintendent, principal, classroom teacher, master teacher, and reading specialist candidates. If an individual is not currently certified, an individual must hold at least a master's degree in the academic area or field related to the certification class for which supervision is being provided and comply with the same number, content, and type of continuing professional education requirements described in §232.11 of this title (relating to Number and Content of Required Continuing Professional Education Hours), §232.13 of this title (relating to Number of Required Continuing Professional Education Hours by Classes of Certificates), and §232.15 of this title (relating to Types of Acceptable Continuing Professional Education Activities). A field supervisor shall not be employed by the same school where the candidate being supervised is completing his or her clinical teaching, internship, or practicum. A mentor, cooperating teacher, or site supervisor, assigned as required by §228.35(e) of this title (relating to Preparation Program Coursework and/or Training), may not also serve as a candidate's field supervisor.

(16) **Formal admission-** Admission as described in §227.17 of this title (relating to Formal Admission).

(17) **Initial certification-** The first Texas certificate in a class of certificate issued to an individual based on participation in an approved educator preparation program.

(18) **Intern certificate-** A type of certificate as specified in §230.36 of this title (relating to Intern Certificates) that is issued to a candidate who has pass all required content certification examinations and is completing initial requirements for certification through an approved educator preparation program.

(19) **Internship-** A paid supervised classroom teacher assignment for one full school year at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose that may lead to completion of a standard certificate. An internship is successful when the field supervisor and supervising campus administrator recommend to the EPP that the candidate should be recommended for a standard certificate.

(20) **Late hire**- An individual who has not been accepted into an educator preparation program before the 45th day before the first day of instruction and who is hired for a teaching assignment by a school after the 45th day before the first day of instruction or after the school's academic year has begun.

(21) **Mentor**- For an internship candidate, an educator who is collaboratively assigned by the campus administrator and the educator preparation program (EPP); who has at least three years of teaching experience; who is an accomplished educator as shown by student learning; who has completed mentor training by an EPP within three weeks of being assigned to the intern; who is currently certified in the certification category in which the internship candidate is seeking certification; who guides, assists, and supports the candidate during the internship in areas such as planning, classroom management, instruction, assessment, working with parents, obtaining materials, district policies; and who reports the candidate's progress to that candidate's field supervisor.

(22) **Pedagogy**- The art and science of teaching, incorporating instructional methods that are developed from scientifically-based research.

(23) **Post-baccalaureate program**- An educator preparation program, delivered by an accredited institution of higher education and approved by the State Board for Educator Certification to recommend candidates for certification, that is designed for individuals who already hold at least a bachelor's degree and are seeking an additional degree.

(24) **Practicum**- A supervised educator assignment at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose that is in a school setting in the particular class for which a certificate in a class other than classroom teacher is sought.

(25) **Probationary certificate**- A type of certificate as specified in §230.37 of this title (relating to Probationary Certificates) that is issued to a candidate who has passed all required certification examinations and is completing requirements for certification through an approved educator preparation program.

(26) **School day**- If not referring to the school day of a particular public or private school, a school day shall be at least seven hours (420 minutes) each day, including intermissions and recesses.

(27) **School year**- If not referring to the school year of a particular public or private school, a school year shall provide at least 180 days (75,600 minutes) of instruction for students.

(28) **Texas Education Agency staff**- Staff of the Texas Education Agency assigned by the commissioner of education to perform the State Board for Educator Certification's administrative functions and services.

(29) **Texas Essential Knowledge and Skills (TEKS)**- The kindergarten-Grade 12 state curriculum in Texas adopted by the State Board of Education and used as the foundation of all state certification examinations.

APPENDIX D: TEXAS TEACHER STANDARDS (§149.1001)

Purpose.

The standards identified in this section are performance standards to be used to inform the training, appraisal, and professional development of teachers.

Standards.

Standard 1--Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

- (A) Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.
 - (i) Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.
 - (ii) Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.
 - (iii) Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.
- (B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.
 - (i) Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.
 - (ii) Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.
 - (iii) Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.
- (C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.
 - (i) Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.
 - (ii) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.
 - (iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.
- (D) Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.
 - (i) Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.
 - (ii) Teachers validate each student's comments and questions, utilizing them to advance learning for all students.
 - (iii) Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.
- (E) Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.

- (i) Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.
- (ii) Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.
- (iii) Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.
- (E) Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.
 - (i) Teachers monitor and assess student progress to ensure that their lessons meet students' needs.
 - (ii) Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.
 - (iii) Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

Standard 2--Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

- (A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.
 - (i) Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.
 - (ii) Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.
 - (iii) Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.
- (B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.
 - (i) Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.
 - (ii) Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.
 - (iii) Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.
- (C) Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.
 - (i) Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.
 - (ii) Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.
 - (iii) Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.

Standard 3--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

- (A) Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.
 - (i) Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.
 - (ii) Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.
 - (iii) Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.
- (F) Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.
 - (i) Teachers organize curriculum to facilitate student understanding of the subject matter.
 - (ii) Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.
 - (iii) Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.
- (B) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.
 - (i) Teachers teach both the key content knowledge and the key skills of the discipline.
 - (ii) Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.

Standard 4--Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

- (A) Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.
 - (i) Teachers embrace students' backgrounds and experiences as an asset in their learning environment.
 - (ii) Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.
 - (iii) Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.
- (B) Teachers organize their classrooms in a safe and accessible manner that maximizes learning.
 - (i) Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.

- (ii) Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.
- (C) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.
 - (i) Teachers implement behavior management systems to maintain an environment where all students can learn effectively.
 - (ii) Teachers maintain a strong culture of individual and group accountability for class expectations.
 - (iii) Teachers cultivate student ownership in developing classroom culture and norms.
- (D) Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.
 - (i) Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.
 - (ii) Teachers maximize instructional time, including managing transitions.
 - (iii) Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.
 - (iv) Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

Standard 5--Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

- (A) Teachers implement both formal and informal methods of measuring student progress.
 - (i) Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.
 - (ii) Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.
- (B) Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.
 - (i) Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.
 - (ii) Teachers involve all students in self-assessment, goal setting, and monitoring progress.
 - (iii) Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.
- (C) Teachers regularly collect, review, and analyze data to monitor student progress.
 - (i) Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.
 - (ii) Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.
- (E) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.

- (i) Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.
- (ii) Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.

Standard 6--Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

- (A) Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.
 - (i) Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.
 - (ii) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.
 - (iii) Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.
- (B) Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.
 - (i) Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.
 - (ii) Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.
- (C) Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.
 - (i) Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.
 - (ii) Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.
- (D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.
 - (i) Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).
 - (ii) Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.
 - (iii) Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.

APPENDIX E: CODE OF ETHICS & STANDARD PRACTICES FOR TEXAS EDUCATORS

STATEMENT OF PURPOSE

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

ENFORCEABLE STANDARDS

I. PROFESSIONAL ETHICAL CONDUCT, PRACTICES AND PERFORMANCE

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

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

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

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

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

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

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

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

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

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

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

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

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

II. ETHICAL CONDUCT TOWARD PROFESSIONAL COLLEAGUES

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

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

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

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

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

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

Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

III. ETHICAL CONDUCT TOWARD STUDENTS

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

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

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

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

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

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

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

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

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

Inappropriate include, but are not limited to:

- (i) the nature, purpose, timing, and amount of the communication;
- (ii) the subject matter of the communication;
- (iii) whether the communication was made openly or the educator attempted to conceal the communication;
- (iv) whether the communication could be reasonably interpreted as soliciting sexual

- contact or a romantic relationship;
- (v) whether the communication was sexually explicit; and
- (vi) whether the communication involved discussion(s) of the physical or attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

During the internship year, the Intern will be supported by an Intern Support Team (IST), comprised of the Intern, campus Mentor Teacher, campus Administrator and University Supervisor.

The IST will meet virtually within the first three (3) weeks of district's school year and the University Supervisor is responsible for scheduling and facilitating the meeting.

Throughout the school year, the IST will guide the intern in achieving the following objectives:

- create a classroom environment that is respectful of students,
- develop high levels of teaching competency,
- establish professional relationships with fellow staff, students and parents, and
- engage in self-evaluation and professional goal setting.

INTERN RESPONSIBILITIES

Responsibility to the Students

- Create and establish a positive and professional learning environment.
- Develop awareness of students' diverse learning, social and emotional needs.
- Know/follow curriculum standards (Texas Essential Knowledge & Skills/TEKS).
- Provide lesson activities that promote engagement and active participation.
- Maintain confidentiality.

Responsibility to the Campus

- Read the campus staff handbook; be familiar with school policies & procedures.
- Maintain consistent attendance and punctuality.
- Complete district/campus tasks and duties on time.
- Attend all required meetings and professional development.
- Collaborate with colleagues in sharing ideas and materials.
- Comply with the Texas Teacher Standards and Educator Code of Ethics (TEA).

Responsibility to the University Supervisor/Graduate Certification Program

- Turn in all submissions by the due date/s.
- Communicate as needed with IST members.
- Welcome feedback and incorporate suggestions.
- Notify Jane Rankin of any changes in assignment within **one (1) business day**.

CAMPUS MENTOR TEACHER RESPONSIBILITIES

The campus Mentor Teacher must meet these qualifications, per TAC 228.2 (12):

- at least three (3) years of teaching experience;
- current Texas teaching certification in the same certification category as intern;
- accomplished educator as shown by student learning;
- complies with Texas Teacher Standards and Educator Code of Ethics (TEA); and
- completion of the CEHD mentor training within **two (2) weeks** of receipt of training link emailed by the Graduate Certification program.

Responsibility to the Intern

- Provide a specific time for planning/discussing issues on a regular basis with the Intern.
- Provide input/feedback for observation criteria with the University Supervisor.
- Guide, assist, and support the intern in areas such as
 - planning,

- classroom management,
- instruction & assessment,
- working with parents,
- obtaining materials,
- district policies

Responsibility to the University Supervisor

- Communicate with the University Supervisor on a regular basis regarding the intern's progress.
- Contact the University Supervisor with questions and/or concerns regarding the intern immediately.

CAMPUS ADMINISTRATOR

The Campus Administrator provides campus-level program supervision and support. The administrator makes the recommendation for contract renewal or non-renewal, extension, or termination.

Responsibility to the Intern:

- Ensure that the internship is a one (1) school-year practicum, comprised of 180 instructional days, with a minimum of four (4) hours per day in the certification area.
- Maintain constant awareness of the Intern's development by means of required observations and walk-through observations.
- Provide feedback regarding the Intern's strengths and areas for growth.
- Maintain open communication with the Intern and assist with problems.

Responsibility to the University Supervisor/Accelerate Online Program:

- Attend the Intern Support Team Meeting, coordinated by the University Supervisor
- Contact the University Supervisor with concerns and/or implementation of Growth Plan *immediately*.
- Make a final recommendation regarding the Intern's standard certification eligibility.

UNIVERSITY SUPERVISOR RESPONSIBILITIES

The University Supervisor is a representative of the TLAC Graduate Certification Program who provides on-site program support and assistance to the intern by

- observing the intern,
- monitoring his/her performance, and
- providing constructive feedback to improve his/her effectiveness as an educator.

The University Supervisor will

- complete TEA-required observations during the internship year
- be available to the intern at other times as needed, and
- comply with the Texas Teacher Standards and Educator Code of Ethics (TEA).

Responsibility to the Intern

- Pre-conference with the intern prior to each formal observation.
- Lead interactive post-conferences to provide verbal feedback regarding the intern's strengths and areas for growth.
- Complete the online observation form in the CEHD Data Portal within two (2) business days of the observation.
- Maintain communication with the intern and assist with problems/issues as they arise.

Responsibility to the Campus

- Communicate with the campus mentor teacher and supervising administrator regarding the intern's progress and area/s of concern (if applicable).
- Document infractions by the Intern of school policy or professionalism and/or unsatisfactory progress in the classroom and notify the campus mentor teacher, supervising administrator and the Graduate Certification Program *immediately*.

Responsibility to the Graduate Certification Program

- Complete all duties as outlined by the Graduate Certification Program.
- Submit a final recommendation regarding the Intern's eligibility for Standard Certification.

A Graduate Certification Program participant who wishes to file a Level One or Level Two grievance must fill out this form completely.

- Level One grievance must be submitted to the Graduate Certification Program Faculty Director
- Level Two grievance must be submitted to the TLAC Department Head.

All grievances will be processed in accordance with policies as stated in the *Graduate Certification Program Handbook*.

Name of Program Participant: _____

Check one: Level One Grievance ____ Level Two Grievance ____

Date of event or series of events causing the grievance: _____

Please state your grievance, including the individual harm alleged: _____

Please state specific facts of which you are aware to support your grievance (list in detail): _____

Please specify what remedy you are seeking: _____

If you are making complaints or charges against specific individuals, please identify each of those individuals by name: _____

If you will be represented in presenting your complaint, please identify the name, address, and telephone number of that individual or organization: _____

Name: _____ Phone: _____

Address: _____

Signature: _____ Date Submitted: _____

GRADUATE CERTIFICATION PROGRAM CONTACT INFORMATION

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AMERICANS WITH DISABILITIES ACT (ADA) POLICY STATEMENT

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit <http://disability.tamu.edu>

ACADEMIC INTEGRITY STATEMENT AND POLICY

"An Aggie does not lie, cheat or steal, or tolerate those who do."

Academic integrity is an essential force in the academic life of a university. It enhances the quality of education and celebrates the genuine achievements of others. It is, without reservation, a responsibility of all members of the Texas A&M University Community to actively promote academic integrity. Apathy or acquiescence in the presence of academic dishonesty is not a neutral act -- failure to confront and deter it will reinforce, perpetuate, and enlarge the scope of such misconduct. Failure to comply with the honor code in any way can lead to dismissal from program. The decision to be removed from the program is made at the departmental level. For further information: <https://student-rules.tamu.edu/aggiecode/>

ACADEMIC HONESTY

Academic honesty is paramount to the success of all students within the department to ensure the integrity of our programs and degrees offered. All students within the Department of Teaching, Learning, and Culture must comply with the Honor System Rules with regard to all aspects of community responsibility and academic misconduct. Students identified as violating academic honesty will be reported to the Aggie Honor Code office. Any academic misconduct confirmed by the Honor Council will result in dismissal from the TLAC program.