

Handbook for Educator Preparation Program

Curriculum and Instruction Department

Admissions, Programs, & Certification



College of Education and Human Development

Warrior Hall Suites 318 & 322

Academic Year 2025 – 2026

OVERVIEW

The purpose of this handbook is to provide a comprehensive reference guide to students seeking Texas teacher certification. The handbook outlines policies, procedures, and guidelines used by the Education Preparation Program (EPP) in the Department of Curriculum & Instruction at Texas A&M University-Central Texas (A&M-Central Texas).

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MISSION STATEMENTS

EDUCATOR PREPARATION PROGRAM MISSION

The mission of the Teacher Educator Preparation Program is to enhance the development of educators through contemporary teaching, research, and service practices. This education prepares undergraduates and graduates to become high-quality, reflective, culturally and linguistically aware 21st century educators who will be effective in a local as well as global capacity. Our projects and programs strive to address the needs of an increasingly diverse and technology driven world.

EDUCATOR PREPARATION SERVICES DEPARTMENT MISSION

Educator Preparation Services ensures compliance with local, state, and federal Educator Preparation Program requirements by coordinating the certification process, managing related data, and interpreting regulations and standards in support of the college and university mission.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Contact Information

The Departments of Curriculum & Instruction and Educator Preparation Services (EPS) are housed in the College of Education and Human Development.

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DEFINITIONS

Applicant-An individual seeking admission to an educator preparation program for any class of certificate.

Benchmarks-Reference points throughout the preparation process where candidates are assessed for progress toward completing Educator Preparation Program (EPP) requirements (e.g., admission, passing a specific course or courses, passing a certification exam, completing preservice requirements).

Campus supervisor-A school administrator or designee responsible for the annual performance appraisal of an intern or a candidate pursuing a residency certificate.

Candidate-An individual who has been formally admitted into an EPP

Clinical Teacher-A candidate who is assigned to be a certified teacher in an accredited school.

Clinical Teaching / Yearlong Residency / Internship –Also known as the “clinical experience”. The culminating experience in a teacher certification preparation program. In the Yearlong Residency / Clinical Teaching / Internship, the clinical teacher gradually assumes the teacher role. The assignment must be at an authentic school setting accredited by the Texas Education Agency (TEA) that is in the particular class for which a certificate is being sought.

Code of Ethics-Standards of practice and ethical conduct toward students, colleagues, school officials, parents, and members of the community to which Texas educators adhere.

Co-teaching-A practice in which two or more teachers share instructional responsibility for a single group of students to address specific content and related learning objectives through a variety of approaches that best support the students' learning needs.

Cooperating Teacher / Host Teacher -For an initial 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 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.

Cooperating Teacher supports a traditional clinical teacher; Host Teacher supports a resident

Field-Based Experiences-(FBE) 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.

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 appropriate for a principal assignment may supervise principal, classroom teacher, master teacher, and reading specialist candidates.

Intern-A candidate hired on an internship or probationary certificate serving as the teacher of record in the Alternative Certification Program (ACP) or Master of Arts in Teaching (MAT).

Internship-A supervised, full-time educator assignment for one full school year at a public school accredited by the Texas Education Agency (TEA) 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.

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.

Residency-A supervised educator assignment for an entire school year through a partnership between an EPP and a public school accredited by the TEA or other school approved by the TEA for this purpose that may lead to completion of an enhanced standard certificate.

Shared Governance-a mutually beneficial partnership with the university, districts, and community members to support continuous improvement and decision making

Site Coordinator-a university employee that evaluates initial teacher candidates, conducts informal and formal observations, provides coaching and high-quality feedback, and participates in shared governance

EFFECTIVE TEACHING PRACTICES & LEARNING OUTCOMES

The initial teacher certification programs offered by A&M-Central Texas provide teacher candidates with a strong foundation to meet the academic, behavioral, and social-emotional needs of K-12 students. Through coursework and field experiences, A&M-Central Texas teacher candidates will develop effective pedagogical, technology, and classroom management skills to address the needs of a diverse student population in schools. Teacher candidates will recognize the importance of collaboration and communication in planning, delivering, and evaluating effective educational programs. Teacher candidates will take an active role in school improvement efforts, participate in site-based decision-making, and work to increase K-12 students' achievement in relation to the goals of education.

Through coursework, teacher candidates will remain current in research-based instructional strategies and professional expectations in the field; clinical teachers will actively engage in opportunities for professional growth. Reflection and self-assessment are central to effective teaching. The combination of college coursework and supervised teaching allows a clinical teacher, intern, or resident to engage in goal setting, high-leverage teaching practices, and reflective assessment. These are vital to achieving the goal of becoming a learner-centered teacher.

GOALS OF THE EPP

Teacher education at A&M-Central Texas emphasizes broad general education as a foundation for mastery of teaching skills and specialized knowledge in an academic discipline. The primary purpose of the teacher educator preparation program is to prepare highly qualified teachers for employment in Texas and the nation. The goal of the EPP is to develop teachers who:

- Demonstrate appropriate knowledge and skills in specific content areas or teaching fields.
- Communicate effectively with students, parents and families, colleagues, and other professionals.
- Apply the principles of effective, relevant, and learner-centered instructional planning in the development of curriculum for diverse learners.
- Use effective, research-based, teaching practices which actively engage students in the learning process.
- Formally and informally assess student performance and use results of such assessment in the instructional decision-making process.
- Use effective strategies to create and maintain a safe, positive, productive and culturally safe classroom environment.
- Promote and facilitate critical, reflective thinking and participatory citizenship in students.
- Use resources and technologies suitable for instructional and assessment goals which engage students cognitively.
- Are proficient in mathematical skills.
- Operate within the legal guidelines and uphold the ethics of the teaching profession.
- Demonstrate awareness of students' social emotional learning (SEL), cultural, and academic backgrounds and apply appropriate instructional strategies to meet the needs of diverse EC-12 student populations; and
- Are committed to continued growth and development as a professional educator remaining in education.

PROGRAM EXPECTATIONS

University coursework in the program serves two purposes: 1) to prepare candidates for the Yearlong Residency / Clinical Teaching / Internship; and 2) to extend and enrich the professional development progress of teacher candidates.

Teacher candidates are required to maintain continuous satisfactory progress toward certification.

Satisfactory progress includes:

- successful performance in university coursework,
- C or better in **ALL EDUCATION** program courses, or the course must be re-taken,
- maintenance of an overall GPA (2.50 undergraduate/3.0 graduate),
- completing all required candidate documentation requirements,
- maintaining standards of performance and conduct related to the Code of Ethics,
- meet performance gateways /benchmarks requirements.

Graduate students must meet specific requirements. Please refer to the most current university guidelines.

Failure to maintain program standards can result in the candidate's dismissal from the program or require the candidate to repeat coursework or training.

Undergraduate candidates must pass the content test(s) including content and Science of Teaching Reading (STR) before advancing to the clinical experience, based off district requirements and enhanced certification requirements. Traditional Clinical Teaching candidates will complete content testing before starting Clinical Teaching. Graduate students must complete all content test(s) before advancing to internship or traditional clinical teaching.

Candidates are responsible and held accountable for the most current published handbook regardless of admission date.

TEXAS A&M-CENTRAL TEXAS DEGREES WITH TEACHER CERTIFICATION

Students interested in seeking a degree offered by the College of Education and Human Development are encouraged to visit the catalog for specific information regarding admission to the university and the available degree plans. Information can be found by visiting: [Texas A&M University-Central Texas](#)

EPP APPLICATION PROCESS

After an applicant applies and is accepted to the university, the application to the EPP can begin. The application uses the applicant's university email address and a digital application (ex. Dynamic Forms). Links to the application are on the Benchmark Checklist on the department website.

Applications are due no later than **September 1, December 1, February 1, May 20, or August 1.**

COMMUNICATION

Educator Preparation Services (EPS) only sends emails to the students' university email addresses. It is imperative to check that email regularly.

TRANSFERS

If a candidate has been previously admitted to any other EPP Certification Program, the candidate must provide a completed, signed TEA Candidate Transfer Form from the previous EPP. Transfer forms that do not indicate that the candidate is in “good standing” will not be considered for acceptance into the A&M-Central Texas EPP.

TRANSCRIPT ARTICULATION

Undergraduate students must submit all official transcripts to the university admissions department and Graduate students submit official transcripts to Graduate School for transcript articulation. Graduate students must also send unofficial transcripts to educatorprep@tamuct.edu to determine content screening test.

Policies that govern the acceptance of transfer credit toward teacher certification include the following:

- Students must submit all official transcripts for the undergraduate and graduate university admission office for articulation and analysis.
- Students transferring from in and out of state institutions must meet the university’s program requirements to be considered for certification through A&M-Central Texas.
- Professional Development course work will not be accepted for transfer credit or as a substitute for A&M-Central Texas teacher program requirements.
- For undergraduate students, a minimum of one third of the semester hours required in each teaching field or area of specialization sought must be completed at A&M-Central Texas.

INTERNATIONAL GRADUATE ADMISSIONS

Applicants must submit accredited translations and evaluations of all the previous academic course work, which includes a complete description of courses and overall grade point average (GPA). The transcript must bear the date of bachelor’s degree conferral indicating that the applicant was in good standing at the last institution attended. International candidates are responsible for securing sponsorship.

Texas Education Agency (TEA) only accepts course by course evaluations from a recognized foreign evaluation service. See the [TEA website for approved vendors](#). More information can be found [here](#).

Before a teacher certificate can be issued, a candidate must complete the fingerprinting process. To complete this process, the candidate must first obtain a social security number. For more information on how to obtain a social security number, visit the Social Security Administration website.

All applicants for Teacher Certification must demonstrate English Language Proficiency before admission by verification of:

- Completion of an undergraduate or graduate degree at an accredited Institution of Higher Education (IHE) in the United States, or
- Verification of satisfactory score on the Test of English as a Foreign Language-Internet Based Test (TOEFL, IBT). Applicants must take all four portions and score at or above: Listening - 22, Speaking - 24, Reading - 22, and Writing - 21); or

- Earned an undergraduate or graduate degree from an IHE in a country outside of the United States approved by the State Board for Educator Certification (SBEC) listed in the graphic in the TEA link listed above.

Admittance into the Educator Preparation Program

For more information, see the program catalog on the university website.

Bachelor of Science in Education (BS Ed):

- Successful University Admission
- Completed EPP application
- Minimum 2.50 grade point average (GPA) overall or in the last 60 hours
- Completion of 54 Semester Credit Hour (SCH) towards degree
- See required ENGL credit hours in catalog with grade C or better.
- College Algebra with a grade C or better.
- For EC-6, SPED, 4-8 ELAR/Social Studies, and 7-12 ELAR, Social Studies or History concentrations, a completion of 12 credit hours in the certification subject area with a grade of C or better.
- For a Math 4-8 concentration, a completion of 15 credit hours in the certification subject area with a grade of C or better.
- Content Proficiency Assessment (Certify Teacher with a score of “pass”; for EC-6, 70% on every subject)
- TSI complete
- Enrolled in EDUC 3370

Secondary / Education Minor:

- Successful University Admission
- Completed EPP application
- Minimum 2.50 GPA overall or in the last 60 hours
- Completion of 54 SCH towards degree
- For 7-12 Math or Science concentrations, a completion of 15 credit hours in the certification subject area with a grade of C or better.
- For Music or 7-12 ELAR, Social Studies or History concentrations, a completion of 12 credit hours in the certification subject area with a grade of C or better.
- Content Proficiency Assessment (Certify Teacher with a score of “pass”)
- TSI complete

Graduate - Master of Arts in Teaching and Alternative Certification Program (MAT and ACP):

- Successful University Graduate School Admission
- Bachelor’s Degree with a minimum 2.50 GPA overall or in the last 60 hours to include semester where 60th hour occurred
- Completed EPP application
- For EC-6, SPED, 4-8 ELAR/SS, and 7-12 ELAR, Social Studies or History concentrations, a completion of 12 credit hours in the certification subject area with a grade of C or better.

- For 4-8 Math and 7-12 Math or Science concentrations, a completion of 15 credit hours in the certification subject area with a grade of C or better.
- Content Proficiency Assessment (see Benchmark form)
 - Dependent on bachelor's degree Courses (faculty advising required)
 - Certify Teacher with a score of "pass"; for EC-6, 70% on every subject
 - OR
 - Pre-Admission Content Test (PACT)

LIABILITY INSURANCE

Professional employees in the Texas Public School systems have broad protection from personal liability while acting within the scope of their duties. [Texas Education Code 22.0511 \(a\)](#) states, "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."

This paragraph is interpreted to mean that professionals (teachers) have this protection unless bodily injury occurs while the professional uses excessive force in the discipline of students. Texas Education Code 22.0511 (b) states, "This section does not apply to the operation, use, or maintenance of any motor vehicle."

The law protects professional employees from personal (civil) liability, but it does not protect them from criminal prosecution. Criminal prosecution occurs whenever a law (statute) is violated. Does this mean that professional employees (including clinical teachers) cannot be sued? Certainly not. Lawsuits are common in our litigious society, and the possibility is great that a professional employee will be the subject of a suit at some point in their professional life. However, it is comforting to note that the law currently provides professional educators with a great deal of protection.

Please note that state law does not provide protection for nonprofessional employees. Therefore, custodians, cafeteria workers, parent volunteers, and student observers or teacher candidates have no legal protection for personal liability. Candidates are required to join a professional organization, which in most cases, provides adequate liability insurance. It is important that the candidate consults with the organization's office to determine eligibility requirements. A listing of some professional organizations is provided below.

PROFESSIONAL TEACHER ORGANIZATIONS (not limited to the following examples):

Association of Texas Professional Educators (ATPE)	Texas American Federation of Teachers(AFT)
Texas Classroom Teachers Association (TCTA)	Texas State Teacher Association (TSTA)

CRIMINAL HISTORY INFORMATION

TEA conducts a national criminal history check on all applicants for certification. Texas Education Code (TEC) §22.0831 states, "The board shall review the national criminal history record information of a person who has not previously submitted fingerprints to the department or been subject to a national

criminal history record information review." The State Board of Educator Certification (SBEC) may require disclosure of previous arrest, conviction, and/or deferred adjudication. SBEC may refuse to issue an educator certificate to a person who has been convicted of a felony or misdemeanor for a moral turpitude crime which relates to the teaching function. Pursuant to TEC §22.083 the SBEC may refuse to confer state certification based on such criminal history information. Pursuant to TEC §22.083 a school district or private school may access any criminal history information pertaining to teachers and teacher candidates held by any law enforcement or criminal justice agency. A school district or private school may refuse to provide a placement for field experience or employ a candidate based on the candidate's criminal history. A school district or private school must report to the SBEC if the school district or private school obtains or has knowledge that a candidate, applicant, or holder of an educator certificate has a criminal history.

Candidates with a conviction or deferred adjudication for a felony or misdemeanor offense are required to obtain a Preliminary Criminal History Evaluation, which is a non-mandatory, nonbinding evaluation of an individual's self-reported criminal history. In addition, the agency obtains the candidate's name-based Texas criminal history information. The service is provided to the requester for a nonrefundable fee. The requester will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification. If you believe that you may need to complete a Preliminary Criminal History Evaluation (PCHE) to be eligible for a Texas educator certificate based on your self-reported criminal history, please review the information found on the link below.

Additional information can be found at <https://tea.texas.gov/texas-educators/investigations/preliminary-criminal-history-evaluation-faqs>

While A&M-Central Texas does not perform criminal history background checks, Texas public schools are permitted by state law to conduct criminal history background checks on a person intended for hire or a person who has requested a volunteer position. As a participant in field experiences. Yearlong Residency / Clinical Teaching / Internship in a Texas public school, you will be subject to a criminal history background check and must be able to provide the required documentation.

ADMITTANCE INTO THE EDUCATOR PREPARATION PROGRAM

ACCEPTANCE

Applicants will be notified with an offer of admission to the A&M-Central Texas Educator Preparation Program by a letter through the applicant's student email address. Educator Preparation Services (EPS) department must receive a signed acceptance letter via dynamic forms **by the due date on the letter**. If

the formal Acceptance of Admittance document is not received by the required deadline, applicants will not be admitted and will be ineligible to participate in coursework leading to certification at Texas A&M University Central Texas.

Upon accepting the program, applicants will be charged a \$35.00 fee that will be paid to A&M-Central Texas, which will then be sent to TEA per TAC (Texas Administrative Code) 229.9. Texas Administrative Code 229.9 (7)(A) requires candidates who accept admission into an Educator Preparation Program to pay a \$35.00 fee that will be sent to Texas Education Agency (TEA). If the required \$35.00 fee is not paid, a hold will be placed on the student's account that will prevent registration into future classes.

DENIAL OF ADMISSION TO THE EDUCATOR PREPARATION PROGRAM

Educator Preparation Services will provide written notification to applicants found to be ineligible for admission. Applicants who are denied admission must meet with their program coordinator or faculty advisor to develop a remediation strategy if they plan to reapply. Those who wish to appeal their denial must petition in writing within 10 business days of the date of notification of denial. Denied applicants may reapply to the program only one (1) time. A new application must be completed in its entirety (including all application documentation and interview) and submitted during one of the scheduled application windows. If a second interview is needed, faculty who conducted the first interview will not be part of a second interview process.

APPEALS TO THE TEACHER EDUCATION PREPARATION PROGRAM

The College of Education and Human Development Dean is responsible for making decisions regarding appeals in accordance with program rules, the Texas Administrative Code (TAC), and the Texas Education Code (TEC) statutes. As appropriate, input related to decisions will be sought from the certification officer, faculty, and administrators. Applicants who wish to appeal against a decision made by the Educator Preparation Council must make their appeal in writing to the College of Education and Human Development Dean within 10 business days of the date of notification of denial. The Dean will provide the Certification Officer with the documentation to process the decisions made as required.

RETENTION IN THE EDUCATOR PREPARATION PROGRAM

Candidates must maintain all Program Expectations throughout the program. The candidate will receive written notification of being placed on a Probationary Status from the Program Coordinator if the program standards are not maintained. The candidate will be placed on probation for one semester (additional time may be allowed where mitigating circumstances prevent completion of requirements in a particular semester, i.e., class offerings). If the deficiency is not corrected by the end of the probationary period, the candidate will be withdrawn from the program. Candidates who are withdrawn from an A&M-Central Texas certification program are not eligible for enrollment in undergraduate or graduate certification courses.

A&M-Central Texas reserves the right to monitor a student's professional ethics as specified in the Code of Ethics and Standard Practices for Texas Education. Appropriate disciplinary action, which may include dismissal from the Teacher Education Program, may be instituted for violations of ethical conduct.

PROCESS FOR NON-PARTICIPATION PAUSE

Candidates who need to take a temporary leave or wish to formally withdraw from the EPP must complete the Program Non-Participation Form requested from the EPS office. Failure to complete the required form for accurate account in the candidate's certification record may prohibit the student from reapplying and/or returning to the program and obtaining a Texas Educator Certificate. Students returning from non-participation may be required to take supplemental courses if requirements have changed or have been added, or they may need to retake outdated coursework (more than five years).

STANDARDS

Teacher candidates will demonstrate their proficiency and development by following Texas Teacher Standards, Pedagogy and Professional Responsibilities Standards, and Technology Standards. The teacher candidate will be evaluated based on these standards through multiple measures.

STANDARD PRACTICES FOR TEXAS EDUCATORS

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.

19 TEXAS ADMINISTRATIVE CODE - CHAPTER 247

The provisions of this Chapter 247 are authorized under Texas Education Code, 21.041(b) (8), which requires the State Board for Educator Certification (SBEC) to propose rules providing for the adoption, enforcement, and amendment of an educators' code of ethics, and Section 63(l) of the conforming amendments to Senate Bill 1 (74th Legislature, 1995), which provides for a code of ethics proposed by the SBEC and adopted by the State Board of Education.

Candidates are responsible for reviewing the most current Code of Ethics and Standard Practices for Texas Educators found at:

[Code of Ethics and Standard Practices for Texas Educators](#)

Texas Education Code Chapter 21 provides detailed information regarding requirements for teachers in public education. For more information, please visit the following website:

[Texas Education Code Chapter 21](#)

DISPOSITIONS

Dispositions are defined as “professional attitudes, values, and beliefs, demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities.” Dispositions are important because learning and development are

supported by positive teacher behaviors. As you progress through your Educator Preparation Program, this survey will assess your dispositions. Dispositions will be assessed throughout the program as the candidate progresses.

Professional Behavior
1. Uphold the laws and ethical codes governing the profession (e.g., maintain professional boundaries, maintain accurate records, do not deny benefits to a student).
2. Exhibit a positive attitude toward the teaching profession, staff, and students.
3. Remain abreast of current research and practices relevant to the teaching profession (e.g., read books/journals, attend workshops, professional organization membership, etc.).
4. Actively participate in opportunities to improve instructional practices and student outcomes.
5. Engage in self-reflection on how my experiences and bias shape my practice, and act to better serve my educational community.
6. Accept responsibility for helping all students succeed by evaluating my professional practices and the impact on student outcomes.
7. Communicate promptly and professionally with others.
8. Engage with families in culturally and linguistically affirming ways (e.g., gathering feedback, involving parents in decision-making, highlighting student work, developing programming for parents, etc.).
9. Demonstrate sensitivity to other's feelings through compassionate and empathetic social awareness.
10. Justify my decisions based upon careful consideration and awareness of impact.
Creating a High-Quality Learning Environment
11. Create a responsive learning environment that stimulates and supports each student's learning and development.
12. Utilize formative feedback to provide timely scaffolds to increase learning for all students.
13. Establish routines and procedures to maximize instructional time.
14. Use differentiated forms of instruction and assessment to support student learning.
15. Develop high-quality relationships with students, learning about their beliefs, values, traditions, and social and academic abilities, to enhance my teaching effectiveness.
16. Identify high quality instruction materials.
17. Recognize matters of inequity, injustice, or discrimination in instructional materials or the learning environment.
18. Address matters of inequity, injustice, or discrimination in instructional materials or the learning environment.
19. Implement highly effective teaching strategies to broaden impact on student learning.

CHANGING CERTIFICATIONS

BS Ed Candidates

Students are encouraged to remain in their initial certification choice. Once placement arrangements have been made, approval to change may/may not be granted depending on circumstances.

Certification may not be changed more than once. To make a formal request to change, the following steps must occur:

- Student must meet with the Program Coordinator or designee to review degree alignment and receive advisor approval

- Certification Change Request form must be submitted (via Dynamic Forms)
- Passing a representative exam in the new content area with an 70% or higher (pass each subject matter for EC-6)

Education Minor Candidates cannot change certification area due to degree plan in other colleges.

ACP Candidates:

The Alternative Certification Program consists of one semester of classes and a one-year internship. This accelerated program includes academic rigor and teacher preparation for today's ever-changing classroom. Upon admission, students will have selected a certification based on choice and guidance from faculty. Due to the program's timeline from admission to internship, students are unable to change certifications.

PERFORMANCE GATES/BENCHMARKS

Program Admissions

- GPA, content screening test, application, pre-requisite courses

Field Based Experience (FBE)

- 50 hours of targeted observations
- Detailed reflection assignment of each FBE and identifies educational practices observed and experienced
- See FBE section for further information

Certification Exams

- Study --> Representative Test --> TExES
- TExES Certification Content Test completed **before** Yearlong Residency I, Internship, or Clinical Teaching
- TExES Science of Teaching Reading as required by certification completed **before** Yearlong Residency I, Internship, or Clinical Teaching
- TExES Pedagogy and Professional Responsibilities by graduation

Formal Observations

- Must achieve a rating of at least a minimum of "Developing" in the majority of T-TESS dimensions by the end of Yearlong Residency I on a formal observation.
- Must achieve a rating of at least a minimum of "Proficient" in T-TESS dimensions* by the end of Yearlong Residency 2, Clinical Teaching, or Internship on a formal observation.
 - Dimensions 1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3
- Note: These ratings are NOT REQUIRED to occur on a single POP Cycle evaluation.

Professional Disposition

- Must not have any professional disposition concerns from the Host Teacher / Mentor / Cooperating Teacher, Campus Administrator, Field Supervisor, or Educator Preparation Program including Educator Preparation Services.
 - Program Dispositions will be evaluated by faculty
- Must not have any violations of the Texas Educator Code of Conduct
- Must not have any infractions to the University Student Code of Conduct

Course Completions

Undergraduate

- All EDUC courses must be completed with a C or better

Graduate

- Students must complete a minimum of 150 coursework hours before internship or clinical teaching.
- All EDUC courses must be completed with a C or better
- Standard certification and program completion should align. Students should work with course faculty and faculty advisors to ensure courses are complete before internship or clinical teaching.

PERFORMANCE GATES/BENCHMARKS SUPPORT SYSTEMS

Certification Exams

- The EPP will provide study resources and curriculum to prepare the student for tests
- The TExES Representative test serves as an assessment of how well the certification candidate has prepared for the TExES test framework

Formal Observations

- Field Supervisors, Site Coordinator, Cooperating /Host /Mentor Teachers, district personnel, course faculty, and all personnel in the EPS department provide support throughout the practicum experience
- Informal walk-throughs provide short cycle, immediate, feedback as related to the High Leverage Instructional Practices and current coursework
- Formal Observations provide a guiding support system with the expected progression of T-TESS standards and areas of reinforcement and refinement
- Shared governance meetings provide data-driven insight on candidates' progress, current district needs, and needed support systems

Professional Disposition

- Faculty will provide feedback and guidance on professional dispositions through a self-evaluation

Course Completions

- Course faculty are available as support systems

FIELD BASED EXPERIENCE (FBE)

Texas Administrative Code and the EPP require 50 FBE hours and reflective assignments before starting Yearlong Residency / Clinical Teaching / Internship. These must occur AFTER admission and BEFORE clinical experiences. The student must be actively engaged in instructional or educational activities that include:

- authentic school settings in a public school accredited by the TEA or other school approved by the TEA for this purpose;
- Instruction by content certified teachers;
- actual students in classrooms/instructional settings with identity-proof provisions;
- content or grade-level specific classrooms/instructional settings;

- and written reflection of the observation.

Students are encouraged to observe a plethora of different teachers, as well as different subject areas and grades while staying within their range of the certification area. The FBE hours will be recorded on a form requiring the teacher's signature.

Incomplete hours could render the student unable to continue to Yearlong Residency / Clinical Teaching / Internship. Background checks are required by the districts and performed by the districts or campuses. Each district has different requirements. It is recommended to perform observations at the partner districts. An orientation to FBE will be provided. See the EPS Canvas Page for more information.

The completed observation log and reflective assignment should be uploaded to your educator certification portal. Label LastName_FirstName_Observation Log; LastName_FirstName_Reflection. Do not change the file type. Scan in your log as a PDF. No pictures of certification documents are allowed. You will be required to complete a Reflection Assignment based on your observations. Follow your course syllabus for the reflective assignment.

Students are not allowed to obtain FBE with a family member as the teacher of record. FBE needs to be obtained at a partner campus as listed on the EPS Canvas page. Lunch, recess, conference periods, professional development, extracurricular activities, and tutoring sessions before or after school do NOT count towards FBE.

Candidates can use 25 hours in place of the video hours if he/she works as an aide or teacher of record (on a waiver) on a TEA approved campus. The candidate will need to provide an official service record from HR. Usually, the service record does not include the current year so also provide a letter from the district HR stating current position and length of time for the current academic year with their signature.

Long term substitutes (minimum of 30 consecutive days in a classroom serving in the place of the teacher of record) on a TEA approved campus can use up to 15 hours towards FBE. A letter from the district HR stating the position and length of time with their signature will be required.

TESTING POLICY

One of the required foundations for teacher certification and progression to the clinical experience is the successful completion of the Texas Examination of Educator Standards (TExES). Passing scores on these examinations indicates the ability to provide the necessary tools to facilitate learning in a public-school classroom.

The process for testing includes reviewing test-taking strategies, studying (course curriculum, 240 Tutoring, content screening test from the application process, <https://www.tx.nesinc.com/>, etc), taking a university-provided Representative exam in person on campus on predetermined dates to prove test readiness, and finally, TExES.

Candidates must be admitted to the EPP before test preparation to include taking the Representative exam. To demonstrate test readiness, students must make a minimum of 75% to receive approval to register for TExES.

TESTING REQUIREMENTS TIED TO PROGRAM PROGRESSION

All candidates must pass the content test(s) including content and Science of Teaching Reading (as required) before advancing to the clinical experience.

REQUIRED TESTS FOR STANDARD CERTIFICATION

- Certification Content Exam
- Science of Teaching Reading for Core Subject EC-6, Core Subject 4-8, ELAR 4-8, and ELAR/SS 4-8 certifications
- Special Education for All Level Special Education certification as listed on degree plan (recommended)
- English as a Second Language (recommended)
- Pedagogy and Professional Responsibilities EC-12 (waived under Enhanced Residency)

TExES

TExES test registration is completed through the Pearson website: [TExES test registration](#)

TExES Alternate Testing Arrangements can take an extended amount of time for approvals. Students are responsible for this process. A delay in receiving arrangement approvals does not override progression to clinical experience requirements. Students need to start this process early. More information can be found on the above TExES website → Alternative Testing Arrangements

In response to HB 2205, 84th Texas Legislature, 2015, Texas Education Agency (TEA) all candidates are limited to four (4) attempts to retake any TExES examination. Failure to successfully pass any TExES examination within five (5) attempts may result in the candidate's ineligibility for certification in that subject area.

Candidates must schedule the TExES test within **30 days of test approval** or the approval may be withdrawn. For additional information to include study resources, please view the EPS Canvas page.

TESTING POLICY PROCESS

1. Test preparation will be provided via course curriculum, outside vendor - 240 Tutoring modules through practice test (see course instructions for practice test expectations), and Boot Camps (see course instructions or Program Coordinator for requirements of attendance). Being well-prepared for the representative test will save you a lot of time and increase your preparation for the TExES.
2. Representative test through the EPS Canvas page for scheduling
3. Passed the representative test with a minimum of 75% --> approval for TExES

- a. Below 75% representative test --> Study -->
 - 1. Retake representative exam #2
 - > Passed the representative test with a minimum of 75 % --> approval for TExES
- > Below 75% representative test --> Study -->
- b. Below 75% representative test --> Study -->
 - 1. Retake representative exam #3
 - > Passed the representative test with a minimum of 75 % --> approval for TExES
 - > Below 75% representative test --> provide approved proof of studies dated after the third representative test date
- 4. Pass TExES – candidate is ready to progress to next test as needed
- 5. Unsuccessful TExES attempts
 - a. Schedule a meeting with the Program Coordinator
 - b. Complete the steps listed in the action plan and provide the approved proof of studies

CLINICAL EXPERIENCE

YEARLONG RESIDENCY / CLINICAL TEACHING / INTERNSHIP

The A&M-Central Texas clinical experience (Yearlong Residency / Clinical Teaching / Internship) is the culminating experience leading to teacher certification. Teacher candidates are required to display knowledge, skills, and attitudes about teaching and learning developed through specialized coursework and training.

The Yearlong Residency / Clinical Teaching / Internship is a valuable professional experience in teacher preparation since it represents the bridge between professional preparation and professional practice. Yearlong Residency / Clinical Teaching / Internships are designed to provide opportunities for students to observe, plan, implement, and evaluate instructional materials and techniques in order to meet the varied learning needs of students from diverse cultures and backgrounds.

The success of the candidate will depend on the cooperative efforts of many people. Our expectation is that the teacher candidate, cooperating teacher/host teacher / mentor, and the Field Supervisor will form a triad with closely connected goals - all resulting in a positive and memorable learning experience. It is both the aim and expectation that all candidates will become reflective professional educators who facilitate successful clinical learning.

The purpose of the clinical experience is to ensure candidates are fully equipped with the skills necessary to be successful in the classroom. Completion of all incomplete grades is required prior to the first-class day of the semester in which Yearlong Residency / Clinical Teaching / Internship takes place (exceptions require departmental approval). During the clinical experience, the teacher candidate will apply their learning of research-based practices and teaching strategies in a classroom setting with the support of a cooperating teacher/host teacher / mentor and a field supervisor.

Texas A&M University-Central Texas does not approve Yearlong Residency / Clinical Teaching / Internships outside of Texas. Further, program approval is required for clinical experiences outside of a 60-mile radius of the central campus or East Williamson County Higher Education Center (EWCHEC) campus. An additional fee from the student may be required due to travel cost for formal and informal observations.

A clinical experience must take place in an actual school setting rather than a distance learning lab or virtual school setting. A clinical experience shall not take place in a setting where the candidate: (A) has an administrative role over the host teacher, mentor cooperating teacher; or (B) is related to the field supervisor, mentor, or cooperating teacher by blood (consanguinity) within the third degree or by marriage (affinity) within the second degree.

Clinical Teaching and Yearlong Residency are successful when the candidate demonstrates proficiency in each of the educator standards for the assignment, meets clinical experience gateways, and the field supervisor and cooperating teacher / host teacher recommend to the EPP that the candidate should be recommended for a standard certificate. If either the field supervisor or cooperating teacher do not recommend that the candidate should be recommended for a standard certificate, the person who does not recommend the candidate must provide documentation supporting the lack of recommendation to the candidate and either the field supervisor or cooperating teacher.

An internship is successful when the candidate demonstrates proficiency in each of the educator standards for the assignment, meets clinical experience gateways, and the field supervisor and campus supervisor recommend to the EPP that the candidate should be recommended for a standard certificate. If either the field supervisor or campus supervisor do not recommend that the candidate should be recommended for a standard certificate, the person who does not recommend the candidate must provide documentation supporting the lack of recommendation to the candidate and either the field supervisor or campus supervisor.

If these benchmarks are not met in the clinical experience, the clinical experience will be extended by a minimum of a fall or spring semester depending on university and TEA requirements.

All clinical experiences require Formal Observation by an approved Field Supervisor. This is known as the “POP Cycle”.

- Pre-Conference / Lesson Plan
- Formal Observation – minimum of 45 minutes
- Post-Conference / Learning Reflection

This information will be reviewed in the mandatory clinical experience orientation, Educator Data Portal, and EPS Canvas page. Also see the program’s clinical experience manual(s) for more information.

Clinical experiences occur outside the university calendar (before and after university start dates) and follows district calendars. Certification requires candidates to experience the first and last days of school.

Clinical Experience placement requests and requirements deadlines are June 1 for fall and Nov 15 for spring with tests successfully completed BEFORE doing the request – no last minute or late placements will be made (UG and ACP).

UNDERGRADUATE CLINICAL EXPERIENCE TYPES - YEARLONG RESIDENCY OR CLINICAL TEACHING

All lower-level classes should be completed before going into the clinical experience during the senior year block. The clinical experience is on pre-determined days that may not coordinate with additional class schedules.

The EPS department assumes full responsibility for contacting the public schools regarding placement of clinical teachers. Students should not call the campuses or districts requesting placements, placement changes or any problems relating to Yearlong Residency / Clinical Teaching unless authorized by the EPS department.

There are two routes for Yearlong Residency / Clinical Teaching at the undergraduate level. The route is based on the student degree path, not personal choice.

*** Yearlong Residency**

This is the common route that will consist of 3 clinical days a week for one semester and 4 clinical days in semester two. Two Formal Observations will be performed by the assigned Field Supervisor each semester. See below for more information. Informal observations will be completed as required by Yearlong Residency route. See Yearlong Residency section for more information.

The residency calendar will extend from the first week of the district calendar through the end of the district calendar.

***Clinical Teaching**

This route requires departmental approval and is in place primarily for Education Minor students. This will consist of 5 clinical days a week (excluding holidays) and 16 weeks for one semester. Four Formal Observations will be performed by the assigned Field Supervisor. Informal observations will be completed as required by Clinical Teaching route.

GRADUATE CLINICAL EXPERIENCE TYPES – INTERNSHIP OR CLINICAL TEACHING

There are two pathways for ACP/MAT candidates at the graduate level: clinical teaching or internship. Both routes require department approval.

*** Internship**

During the year-long paid internship, the candidate is employed by the district within an approximate 60-mile radius, paid as a first-year teacher, eligible for benefits, and reported as the teacher of record for retirement purposes. The internship must occur in the teacher's approved certification area. The intern will work under an Intern/Probationary Certificate and must be enrolled in the Internship courses, EDUC 5384/5385 during both semesters. To complete the intern certification, please see the EPS Canvas Page for more information.

Five Formal Observations will be performed by the assigned Field Supervisor: three observations in one semester and two in the next semester. Informal observations may also be conducted during EDUC 5384, 5385

***Clinical Teaching**

This will consist of 5 clinical days a week (excluding holidays) and 16 weeks for one semester. Four Formal Observations will be performed by the assigned Field Supervisor.

BSED Yearlong Residency (YLR 1 and YLR2)

Yearlong Residency (YLR) is an unpaid yearlong placement in a public-school setting. The yearlong residency is conducted alongside coursework as the culminating practice-based preparation (one-year).

Resident

- YLR is a minimum of 3 days per week in semester one and 4 days a week in semester two in a co-teaching setting under the supervision of a qualified host teacher.
- The resident experiences a full academic year.
- The Resident's placement is selected in collaboration with the campus or district partner and student preferences / needs.
- The resident remains for the full residency with placements dependent on certification areas and student needs. A candidate must have a clinical teaching assignment for each subject area in which the candidate is seeking initial certification.
- The resident must engage in a co-teaching model with a gradual release of instructional responsibility to the teacher resident, with sufficient lead instruction time to practice, receive feedback on, and demonstrate proficiency in the educator.
- Paid residency routes are available depending on district plans and will follow Enhanced Residency guidelines

Host Teacher

- The EPP and the district and campus leadership co-select and match host teachers to the resident.
- The host teacher is 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 Mentor Academy training, including training in how to coach and mentor teacher candidates, by the EPP within three weeks of being assigned to a resident; who is currently certified in the certification category for the resident assignment for which the candidate is seeking certification; who guides, assists, and supports the candidate during the candidate's residency 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.
- The host teacher must complete a minimum of 2 annual trainings (mentor academy and robust virtual Howdy Visit) provided by the EPP and district and receive ongoing, job-embedded support. Training must include explicit training in co-teaching strategies and coaching practices.

Field Supervisor

- The Field Supervisor is a current certified educator, hired by the EPP, 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 campus-level administrator and who holds a current certificate that is appropriate for a principal assignment may also supervise classroom teacher. 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 Yearlong Residency / Clinical Teaching / Internship.
- The Field Supervisor will participate in formal TEA and program training once a year.
- The Field Supervisor will attend T-TESS training and calibration meetings as required by the EPP.
- Field Supervisors will perform four formal observations with feedback (two each semester).
- The Field Supervisor and university personnel will participate in ongoing collaboration and shared governance with the clinical teacher, campus leadership, mentor, and EPP faculty and staff.

EPP

- Participate in shared governance with Local Education Agency to include the EPP advisory committee.
- Informal observations may be conducted during EDUC 4484, EDUC 4335, EDUC 5384, 5385

MILITARY DEPLOYMENT

Candidates that are involved in a military deployment or reassignment and would like to request an Out-of-State placement must complete the TEA Out-Of-State application process. A&M-Central Texas does not make the decisions regarding Out-of-State placements. There is a \$500.00 fee that must be paid to TEA in addition to all fees required for your Field Supervision. For more information, please visit the Texas Education Agency webpage

TEXAS EDUCATION CODE, 261.101: REPORTING CHILD ABUSE

In accordance with the Texas Family code (TFC) anyone suspecting the abuse or neglect of a child must report the suspected abuse to the Child Protective Services Child Abuse hotline at 1-8002525400.

Specifically, a teacher must report no later than 48 hours of first suspecting a child has been abused or neglected. All reports of suspected child abuse or neglect are confidential. If the report is made in good faith, without malice, reporters are immune from civil or criminal liability. Although your school district may have its own protocol regarding reporting, the person suspecting the abuse must be the reporter. Reporting may not be delegated to another person, remember, the law requires you to report suspected abuse, not prove that abuse occurred. In fact, professionals ask that you not attempt to validate the abuse. Knowing failure to report is a Class B misdemeanor offense.

TERMINATION OF YEARLONG RESIDENCY / CLINICAL TEACHING / INTERNSHIP

The EPP is a cooperative relationship between A&M-Central Texas, partnering school districts, cooperating teachers and the clinical teacher / resident. Each clinical teacher / resident is to be made aware that their presence in the district, and in a particular classroom, requires professionalism and courtesy at all times. Occasionally there are circumstances that warrant the termination of the clinical teaching Yearlong Residency / Clinical Teaching / Internship. Termination may be initiated by the clinical teacher / resident, the school district, or A&M-Central Texas. When such action is deemed necessary, there are specific reasons and procedures that should be taken into consideration by all parties involved.

There may be circumstances that lead to the mutual consent and agreement for termination by the clinical teacher / resident, cooperating teacher/school, and field supervisor for reasons of illness, injury, or other unforeseen problem. These circumstances are not ones based on moral character but would be a condition under which a student could be removed from the program due to unforeseen circumstances by mutual agreement.

Certification candidates who do not satisfactorily complete their clinical teaching are automatically dropped from the EPP. In addition, candidates must formally withdraw from both EDUC 4335 and EDUC 4691 or they will receive a failing grade for both courses. The candidate will not be eligible for recommendation for certification but may still be eligible for graduation with a major other than Education. Consult with an advisor to discuss options.

Reasons for Termination

The grounds for dismissal from the Teacher Educator Preparation Program (EPP) shall be based upon not adhering to following purposes as presented in TAC § 249.5:

1. protect the safety and welfare of Texas school children and school personnel;
2. ensure educators and applicants are morally fit and worthy to instruct or to supervise the youth of the state; and
3. fairly and efficiently resolve educator disciplinary proceedings.

As a candidate in the A&M Central Texas EPP, you have agreed to be of good moral character as defined in Chapter 249 - Texas Educator's Code of Ethics. Good moral character is defined as "the virtues of a person as evidenced, at a minimum, by his or her not having committed crimes relating directly to the duties and responsibilities of the education profession or acts of moral turpitude." Acts for which an individual will be dismissed from the EPP of A&M Central Texas will include, but not be limited to, the following as related to "good moral character."

1. Failure by the clinical teacher to abide by the conduct policies of the cooperating school and/or unprofessional conduct towards school personnel or students.
2. Evidence of a reported criminal offense.
3. Violation of the Texas Educator's Code of Ethics.

In the instances listed as # 1-3 termination procedures begin with #5 under "Procedures for

Termination". Other circumstances under which a clinical teacher may be removed from clinical teaching and terminated from the program are:

4. Failure by the clinical teacher to establish and maintain a satisfactory performance level in classroom instruction and management.
5. Failure to abide by the placement campus' faculty policies as outlined in the district's Faculty Handbook. Examples of (but not limited to) excessive absences or disregarding the faculty dress code.
6. Violation of the Texas A&M University-Central Texas Student Code of Conduct (see p. 14).

Procedures for Termination

Termination of the assignment of a clinical teacher for the reasons previously stated should follow these prescribed procedures in a sequential manner:

1. The clinical teacher or resident shall be informed by the cooperating teacher / host teacher and field supervisor of any unsatisfactory performance. This shall be done through a written evaluation from the cooperating teacher / host teacher and/or field supervisor, a joint conference between all three, and written documentation of any infractions of school policy or professionalism. A clinical teacher may not be terminated for undocumented problems, unless the clinical teacher is in violation of the school's professional conduct policies/unprofessional conduct, the Educator's Code of Ethics and/or there is evidence of a reported criminal offense. In this case the Procedure for Termination begins with #5 below.
2. When it is evident that a clinical teacher does not follow through with prescribed verbal and written suggestions for improvement, a **Notice of Concern** shall be initiated by the Field Supervisor, course instructor or cooperating teacher and presented to the clinical teacher during a three-way conference. This contract shall be signed by the clinical teacher, the cooperating teacher and the Instructor or Field Supervisor and the Director of Field Experiences and External Partnerships, with a copy submitted to the Educator Preparation Services Department, and the Department Chair of Curriculum and Instruction.
3. Within a specified time frame, the clinical teacher, the cooperating teacher, the Instructor/Field Supervisor and Director of Field Experiences and External Partnerships will confer to assess progress.
4. If inadequate progress in teaching effectiveness and violations of school policy or procedure continues, a formal **Deficiency Notice & Growth Contract** will be administered with a clear time limit for compliance or in some cases immediate termination. A copy will be submitted to the EPS Department Director. The cooperating teacher and field supervisor may request additional outside observations. A conference of all concerned parties will follow.
5. When a clinical teacher is placed on probation and reassessment indicates unfavorable progress, the clinical teacher will visit with the Dean of the College of Education and Human Development and/or Department Chair of Curriculum and Instruction to discuss possible options. The options offered will depend upon each individual case and what is deemed to be in the best interest of the clinical teacher, the school, the cooperating teacher and the students in the classroom. Some options that may be considered are:

- a. Movement to another classroom for the remainder of the semester. This may be in another school or district and will be done ONLY if a classroom placement is available and the school schedule permits. Clinical teaching may be extended.
 - b. Withdrawal from clinical teaching with the option to reapply for clinical teaching after waiting at least one semester and no more than three (3) semesters. During the interim time, there may be prescriptive growth experiences created by the Department Chair of Curriculum and Instruction and field supervisor that must be completed and submitted for review prior to reassignment for clinical teaching. All returning students will be placed in the local area.
 - i. Withdrawal from clinical teaching with a decision to transfer to another college within the University for pursuing a different degree. Withdrawal will be allowed only if it is prior to the end of Q-drop date for the semester.
 - c. Termination of clinical teaching with a failing grade.
6. If the clinical teacher is to be terminated or withdrawn from clinical teaching placement, they will be given a letter stating the decision made, the reasons for that decision, and whether or not an opportunity for application for a clinical teaching placement at a later date will be permitted. The letter will also specify any growth assignments that are expected prior to reassignment to clinical teaching.

The student will meet with university personnel for guidance in withdrawal and re-admittance procedures.

Clinical teachers will have due process at each step of the termination process and will have an opportunity to respond and give input.

The goal of the Educator Preparation Program at A&M Central Texas is to provide support and guidance in order for clinical teaching students to learn and develop the skills necessary to become a proficient teacher. The purpose of the Notice of Concern and Deficiency Notice is to provide a clear understanding to the student of what needs to change or be improved to be successful and become a professional educator.

For information on expectations for teacher candidates in field placement settings, refer to the course syllabi for field experience courses, the Orientation for Observation PowerPoint, the Orientation to Clinical Teaching PowerPoint and materials posted on the Educator Preparation Service Canvas page, placement district handbooks, placement campus handbooks, placement campus orientations, and the Clinical Teaching Manual and the Code of Ethics for Educators.

TEACHER CERTIFICATION PROGRAM EXIT/WITHDRAWAL POLICY

I acknowledge that I am being prepared for an initial teacher certificate by the College of Education and Human Development (CEHD) Educator Preparation Program (EPP) at Texas A&M University – Central Texas,

My signature on the application acknowledges that I have read and understood this document.

I agree to:

- remain professional with CEHD faculty and EPP staff at all times.
- follow program policies within TEA guidelines as established by the CEHD including, but not limited to:
- ensure that I am prepared to receive a standard teaching certificate, CEHD shall establish benchmarks and structured assessments to track my progress and ensure that I am adequately prepared to pass the appropriate content exams required for classroom teacher certification. o CEHD shall determine my readiness to take the appropriate certification exams based the EPP's data informed protocols. o I understand that the CEHD evaluates the design and delivery of components in the EPP based on performance data and research practices and uses these data to continuously improve the program, which may result in changes to certification exam approval policy at any time.
- CEHD retains documents showing evidence of my eligibility for admission to the program and evidence of completion of program requirements for a period of five (5) years after I complete, withdraw from, or am discharged or released from the program.
- follow the plans established by CEHD faculty and EPP staff to ensure completion of program requirements; I will not exceed established timelines to acquire a teaching certificate.
- if applicable, attend prescribed courses/trainings as required by TEA for certificate issuance.
- participate in self-tracked test preparation on Certify Teacher and/or 240 Tutoring as assigned to me by EPP faculty and staff.
- complete test prep assignments according to the schedule provided by CEHD faculty and EPP staff.
- complete and submit any remediation program as assigned by EPP staff/faculty.

I understand that:

- I am limited to five (5) attempts on any TExES exam title
- I must notify EPP staff if I voluntary withdrawal from the program.
- If I am inactive from the A&M University - Central Texas coursework for greater than **12 months**, I will be removed from the EPP and TEA as a teacher candidate and will no longer have TExES exam eligibilities.
- If I am inactive from Texas A&M University - Central Texas for greater than 12 months, I will need to reapply to the University and the EPP
- Policies in effect at the time of reapplication will apply to the new admission.

Students exiting the program prior to program completion should notify the EPP and EPS in writing with a minimum of two weeks' notice except in emergency situations. Students must complete the Non-Participation form to separate from the EPP in TEA. To receive a withdrawal "in good standing" (required to transfer to another EPP), the student's financial and overall program status will be reviewed. Examples of "not good standing" might include, but not limited to, financial obligations to the university, leaving an internship not in good standing with the hiring district, having a deficiency plan, being removed from a Yearlong Residency / Clinical Teaching / Internship site due to violations of the Code of Ethics and Standard Practices for Texas Educators.

STANDARD CERTIFICATION

All applications for certification are completed online via the TEA Login (TEAL) site. Follow the instructions to update your TEAL account if necessary and submit the application and payment for your standard certificate. It is important to understand that a teaching certificate cannot be approved by the Certification Officer until your degree has been conferred, benchmarks are completed, and all Yearlong Residency / Clinical Teaching / Internship documentation has been reviewed.

In meeting the requirements set forth by TEA, it is important that all candidates seeking teacher certification receive necessary training and coursework. Part of the completion of the certification program, all teacher candidates are required to complete program evaluations at the time of certification application.

ALUMNI

The Texas A&M University-Central Texas EPP is here to support our graduates through the first few years of teaching to encourage retention and growth in the education career.

Additional Certifications

If an alumnus wants to add a certification that does not require continued education, the alumni can email educatorprep@tamuct.edu to schedule a representative exam to check for TExES readiness. Alumni may access EPP test preparation resources that do not require an active enrollment (checking out study books). We also encourage our alumni to continue their education in one of our graduate level programs.

Professional Development

Our alumni are invited to attend our professional development sessions open to non-current students. Alumni will receive surveys on their employment status and evaluations of their preparation. Please provide personal emails to maintain this communication. We also invite alumni to participate in our shared governance meetings.

Mentoring

Not only are we here as continued mentorship, we encourage our Alumni to return as mentors for our current candidates. Alumni can provide support for testing and share real-world experiences.

Thank you for choosing Texas A&M University-Central Texas. Once ours, always ours.

EDUCATOR PREPARATION PROGRAM COMPLAINT PROCESS

As defined by 19 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 mentor, 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.

Any of the above aforementioned, hereinafter referred to as the complainant, who has a complaint may seek resolution without fear of retaliation. If the complainant is a current A&M-Central Texas student,

you must follow the University Student Complaint Procedure. This information can be found at: Texas A&M University Central Texas Student Conduct. For more information, please contact the Associate Dean of Student Affairs at (254) 501-5877.

All other complainants, please follow the guidelines listed below.

FILING A COMPLAINT

A formal public complaint is a signed written statement of complaints or concerns regarding the customer service provided by employees of the College of Education and Human Development Educator Preparation Programs. A formal written public complaint must include the facts upon which the complaint is based.

Please provide a written and signed copy of the A&M-Central Texas College of Education and Human Development-Educator Preparation Program Complaint Form to the College of Education and Human Development-Educator Preparation Services in person or by mail, fax, or email to:

Educator Preparation Services

College of Education and Human Development
1001 Leadership Place Warrior Hall 322 G
Killeen, TX 76549
Phone: (254) 519-8737
Email: educatorprep@tamuct.edu

Anonymous or unsigned complaints will not be processed. It is also important to know that the sender of complaints that are received by fax or email must be verified. The sender must provide a full name, address, and phone number that matches the information found on the A&M-Central Texas College of Education and Human Development- Educator Preparation Program Complaint Form. Verification of sender will be conducted by phone and documented in an email reply message to sender.

COMPLAINT PROCEDURES

A&M-Central Texas College of Education and Human Development has established the following procedures for responding to a formal complaint from the public regarding an issue involving the College of Education and Human Development – Educator Preparation Programs.

- Any complainant, wishing to submit a complaint shall initially file a formal complaint using the A&M-Central Texas College of Education and Human Development Educator

Preparation Program Complaint Form to the Director of the Educator Preparation Services.

- If the complaint is against the Director of the Educator Preparation Services, then the complainant should notify in writing the Dean of the College of Education and Human Development.
- The A&M-Central Texas College of Education and Human Development-Educator Preparation Program Complaint Form must be signed and dated by the complainant and submitted within 30 business days of the alleged incident. The Director of Educator Preparation Services will make a

determination on a case-by-case basis as to whether complaints submitted after the deadline will be considered.

- The Director of Educator Preparation Services will acknowledge receipt of your complaint within 10 working days. After the complaint is received, an investigation will take place. The investigative period may last up to 30 business days; extenuating circumstances may cause a deviation from the defined time frames. The Director of Educator Preparation Services shall conduct the investigation or appoint a university or system investigator, if necessary.
- The EPP and EPS will take reasonable measures to avoid any and all conflicts of interest in selecting the investigator. The investigator will gather all facts pertaining to the complaint and submit those in writing to the Director of Educator Preparation Services. This procedure ensures thorough investigations, affording all involved parties an opportunity to submit evidence relevant to the complaint.
- The Director of Educator Certification and Accountability shall send a written resolution to the complainant with the outcome(s), reason(s) for the decision, any remedies afforded, if any, and notice of the appeals process. The Director of Educator Certification and Accountability shall also forward a copy of the resolution to the employee overseeing the area or individual and be kept on file.

APPEAL

If the complainant wishes to file an appeal of the resolution, the complainant shall notify the Dean of the College of Education and Human Development in writing with a copy of the initial

A&M Central Texas College of Education and Human Development Educator Preparation Program Complaint Form and copy of the Director of Educator Preparation

Services' written resolution. The written appeal must be signed by the complainant and submitted within 10 business days of the Director of Educator Preparation Services' resolution. The Dean of the College of Education and Human Development will make a determination on a case-by-case basis as to whether appeals submitted after the deadline will be considered.

An investigation shall follow the submission of the appeal. The Dean of the College of Education and Human Development will present the findings of the investigation to the Educator Preparation Council (EPC). Within 30 business days of receiving the appeal, the EPC shall submit their decision in writing to the complainant with the outcome(s), reason(s) for the decision, any remedies afforded, if any. Extenuating circumstances may cause a deviation from the defined time frames. The EPC shall also forward a copy of the resolution to the Department of Educator Preparation Services to be filed. The resolution or outcome from the appeal is final and not appealable.

Additional information for complainants who have complaints or questions specifically related to Educator Preparation Programs can be found by visiting the A&M-Central Texas website.

TEA COMPLAINT

If any complainant has an unresolved complaint and appeal decision regarding the A&M-Central Texas College of Education and Human Development 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 at [TEA Website](#)