



Tarleton Model for Accelerated Teacher Education
Dr. Steven A. Harris, Director
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Dear School Administrator:

Please allow this document to serve as a letter of introduction for the participants in the Tarleton Model for Accelerated Teacher Education (TMATE) program, Tarleton State University's graduate-level teacher preparation program. The program falls under the governance of State of Texas rules established for alternative certification programs, but we pride ourselves in the fact that, in reality, the program is an *accelerated* teacher preparation program that involves pedagogical education utilizing the considerable resources of college of education faculty, public school personnel, and the university. Participants must demonstrate proficiency in rigorous classes, in field experiences gained in the Summer Adventures in Learning (SAIL) laboratory school, and on all state mandated teaching examinations. In order for any person to be admitted and retained in our program, they must possess, at a minimum, an earned bachelor's degree along with a well above average academic record, demonstrate an exceptional verified work background, above average personal and professional references, suitable writing and critical thinking ability, communication skills, and the willingness to endure and excel in the meticulous demands of our accelerated program.

Truly, TMATE is unique among teacher preparation programs in the country. Recently, the Texas Education Agency commended the program on all categories of the five-year review: Entity Commitment & Collaboration, Admission Criteria, Curriculum, Program Delivery & Evaluation, and Ongoing Support (May 2008). Additionally, the Academic Program Outside Reviewer, Dr. Sam Sullivan from Sam Houston State University, stated in his report, "The strong reputation of TMATE among public school personnel within the TMATE service area is well recognized and interviews with public school administrators reinforce that. TMATE is also known statewide for its reputation in preparing well qualified teachers entering the profession. Such standards assure that only well qualified and interested applicants will be considered for entry into the program (April 2009)." We believe that our interns are distinctive in their qualifications and work ethics. Since the first cohort began teaching in 1986, over 95% have been successful in their own classrooms as evidenced by student achievement and administrator reports. All of our interns are considered "highly qualified" teachers according to the definition described in the No Child Left Behind Act (NCLB).

We believe the 2009-10 cohort of interns will become exceptional classroom teachers for your school. If you have any questions or concerns, please call me at 254-968-9095 or drop me a line at sharris@tarleton.edu. Thank you for considering a TMATE intern to teach in your school!

Sincerely,

A handwritten signature in cursive script that reads "Steven Harris".

Steven Harris, TMATE Director