



**Tarleton Model
for Accelerated
Teacher Education**

Handbook 2018-2019

Dr. Laura Estes, Director estes@tarleton.edu

Ms. Margaret Mathis, TMATE Administrative Associate mmathis@tarleton.edu

6777 Camp Bowie Blvd, Suite 313 Fort Worth, TX 76116
817-717-3690 | Fax: 817-484-4405
www.tarleton.edu/tmate



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Facebook: [tarleton.tmate](https://www.facebook.com/tarleton.tmate)

Twitter: [@TmateTarleton](https://twitter.com/TmateTarleton)

Instagram: [@tsu_tmate](https://www.instagram.com/tsu_tmate)



Mission Statement:

Encourage • Engage • Empower

Vision Statement:

TMATE will become the premier accelerated teacher certification program in Texas.

Goal:

Partner with school districts to develop Texas teachers who:

- Build relationships with students, parents, community and teammates;
- Provide instruction and classroom environments conducive to learning; and
- Collaborate using student data to ensure all students learn.

INTRODUCTION:

The Tarleton Model for Accelerated Teacher Education, TMATE program, is committed to improving the education of children in the State of Texas – one classroom at a time. TMATE was established in 1986 at Tarleton State University in Stephenville, Texas. It was one of the first university-based approved alternative teacher certification programs in Texas. Since then thousands of people have made successful career transitions into the teaching profession through TMATE.

SUPPLY AND DEMAND FOR EDUCATORS IN TEXAS¹

The following information has been provided by the Texas Education Agency and is distributed by TMATE to meet Texas Education Code 21.044 compliance requirements.

There will be an increasing demand for new teachers due in part to a dramatic increase in enrollments and high attrition rates as an aging teacher workforce becomes eligible for retirement.

As hiring trends soar, Texas has once again broken its own record by achieving record-breaking hiring in 2013 with over 4,500 new teachers placed in the classroom.

As demographics change in Texas, there will be an increasing need to attract minority teachers. One of the goals of the SBOE is to have a teacher workforce that reflects the racial-ethnic composition of the state.

In the State of Texas, there continues to be a shortage of secondary math and science teachers. The Texas Education Agency has released the statewide teacher shortages areas: Bilingual Education/English as a Second Language; Foreign Languages; Mathematics (STEM); Science; Special Education.

The Texas Workforce Commission anticipates elementary school teaching positions will add the second highest number of jobs among all occupations in the state through the end of the decade assuming the economy returns to long-term growth patterns. That's nearly 68,000 new jobs. Middle schools are expected to add an additional 65,000 teaching jobs during the same time period.

Typically, teachers are in demand for urban and rural areas. Urban and poor communities will have the greatest need for teachers, with more than 700,000 additional teachers needed in the next decade. Urban communities also face the added challenge of retaining their teachers, who may be attracted to the higher salaries offered in wealthier suburban school districts. The urban schools typically open schools with substitutes in the classroom because of the lack of available certified teachers. Some school district will pay a signing bonus or extra stipend as an incentive if the teacher agrees to teach in an inner city school or in a shortage area. If a teacher is trying to get a job along the Interstate 35 corridor, the competition will be fierce. The rural areas typically have difficulty attracting teachers because of their remoteness and lack of amenities.

Since some shortage areas have been forced to hire teachers without certifications or to instruct in areas outside of their certifications, preference is given to teachers with a Master of Arts in Teaching, a Master of Education or a similar graduate degree. Having a master's degree can also equate to higher salaries and more leadership opportunities.

TMATE Program Performance over Last 5 Years

- 100% Passing Rate on the PPR TExES
- 97% of TMATE students who sought teaching positions found them.
- On a 5 point scale with 5 being “extremely prepared”, students gave TMATE a 4.04 rating on their perceived classroom readiness.

TMATE ADVISORY COUNCIL:

The TMATE Advisory Council consists of accredited public school personnel, regional education service center personnel, TSU faculty and administrators, as well as business and community members. This group collaborates and assists with the design, delivery, evaluation and major policy decisions of the TMATE program. TMATE is continuously evaluated based on performance data, scientifically-based research practices, and the results of internal and external feedback and assessments (course evaluations, T-TESS, PPR TExES results, etc.). The TMATE Advisory Council meets a minimum of once per year (September 1-August 31). Meetings are documented with an agenda and minutes that include those in attendance and a summary of discussions and decisions.

EDUCATOR PREPARATION COUNCIL:

The Educator Preparation Council (EPC) is a group of faculty and staff members from Tarleton State University. This group represents all aspects of the College of Education as well as other colleges that issue teacher certifications. All certifications issued by Tarleton are presented to the EPC.

ADA Statement

It is the policy of Tarleton State University to comply with the Americans with Disabilities Act and other applicable laws. If you are a student with a disability seeking accommodations for TMATE courses, please contact the Center for Access and Academic Testing at 254.968.9400 or caat@tarleton.edu. The office is located in Math 201. More information can be found at www.tarleton.edu/caat, in the University Catalog, or at www.ada.gov.

Equal Opportunity/Nondiscrimination Statement

Tarleton State University provides equal opportunity to all employees, students, applicants for employment, and the public regardless of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Tarleton State University will promptly and thoroughly investigate all complaints of discrimination, sexual harassment, and related retaliation in accordance with applicable federal and state laws, *A&M System Policy 08.01* and *Regulation 08.01.01*, and university rules and/or procedures.

Sexual harassment is a form of discrimination based on sex. It is defined as unwelcome conduct of a sexual nature, which includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual violence, which includes rape, sexual assault, sexual battery, and sexual coercion, is a form of sexual harassment.

Any member of the campus community or public who witness, are subjected to, or are informed about of incidents of discrimination, sexual harassment, and/or related retaliation involving faculty, staff, or students should contact Ms. Angie Brown, Director of Employee Services and Affirmative Action Officer at 254-968-9128, abrown@tarleton.edu, Box T-0510, Stephenville, Texas 76402, www.tarleton.edu/hr.

TESTING REQUIREMENTS:

New Applicant: New applicants to TMATE are strongly encouraged to take and pass their content area TExES exam prior to formal admission to TMATE (the Friday before the first class) by PACT. If a student is unsuccessful in passing the content TExES by PACT prior to the first class, the student may still begin the program under the following conditions:

- The student's overall or last 60 hour GPA is at least 3.0.
- The student scored at least a 230 on TExES content exam by PACT.
- The student must have a minimum of 12 semester credit hours in the subject-specific content area for which certification is sought (15 semester credit hours if math or science). For core subject certifications, a combination of 12 hours (3 hours each) must be in English, science, social studies and math.
- The GPA for the 12/15 content hours must be at least a 3.0.

Students will be required to complete the Certify Teacher Practice Software for Educator Certification (<https://www2.certifyteacher.com/>) in the chosen certification area. A minimum of 6 hours (Study Mode 4 hours; Flash Cards 1.5 hours and Test Mode) of preparation must be submitted along with a score of at least 260 (87%) on the practice exam in order to be granted testing permission. The content area TExES exam must be passed prior to beginning clinical teaching/internship.

Admitted Students: If receiving content testing permission from Tarleton, students must have a minimum of 12 semester credit hours in the subject specific content area for which certification is sought (15 semester hours if math or science). For core subject certifications, a combination of 12 hours (3 hours each) must be in English, science, social studies and math. The GPA for the 12/15 content hours must be at least a 3.0. Students will be required to complete the Certify Teacher Practice Software for Educator Certification (<https://www2.certifyteacher.com/>) in the chosen certification area. A minimum of 6 hours (Study Mode 4 hours; Flash Cards 1.5 hours and Test Mode) of preparation must be submitted along with a score of at least 260 (87%) on the practice exam in order to be granted testing permission. The content area exam must be passed prior to beginning clinical teaching/internship. Students who use their Tarleton email will get a discounted price. Only students that have been approved by the TMATE Advisory Council will be granted testing permission.

Special Education

Either the Core EC-6 or Core 4-8 as well as the EC-12 Special Education TExES must be passed. Other content areas must be pre- approved by the TMATE director.

Bilingual

Either the Core EC-6 or Core 4-8 as well as the Bilingual Education Supplemental and the BTLPT must be passed.

ESL Supplemental

All EC-6, 4-8 Core, and ELAR applicants are **strongly encouraged** to also take the ESL Supplemental TExES exam by PACT prior to TMATE program admission as most school districts require it. If the student is unsuccessful or chooses to not take the ESL TExES, TMATE can still issue a probationary/intern certificate without ESL.

EC-12 PPR

Students are **strongly encouraged** to take the PPR TExES at the completion of EDUC

5314.

Students will be required to complete the Certify Teacher Practice Software for Educator Certification (<https://www2.certifyteacher.com/>) for the PPR TExES. A minimum of 6 hours (Study Mode 4 hours; Flash Cards 1.5 hours and Test Mode) of preparation must be submitted along with a score of at least 240 on the practice exam in order to be granted testing permission. Students who use their Tarleton email will get a discounted price. Only students that have been approved by the TMATE Advisory Council will be granted testing permission.

PROGRAM COSTS:

The TMATE program costs are as follows:

- TMATE Application Fee \$20
- College of Graduate Studies Application Fee \$45
- Tuition and Fees (See the tuition calculator on the TSU website.)
- **Internship Fee \$2000 or Clinical Teaching Fee \$1000**
- Books and Supplies (including Certify Teacher) \$150
- Certification Fees
- Fingerprinting Fee
- TExES Fee(s)

All tuition and fees must be paid in full in order to be recommended for a standard certificate.

PROGRAM ADMISSION:

Applicants must submit a complete TMATE application by the deadline and use the legal name on all TMATE application documents. It is strongly encouraged that passing content area TExES scores be submitted prior to program admission [See Testing Requirements]. Applicants will be screened for the TMATE program using an interview, writing sample and the required application components. Meeting admissions standards does not guarantee an interview or acceptance into the TMATE program. A rubric will be used to determine if a candidate meets the admissions criteria. The TMATE Advisory Council will determine official program acceptance based on TMATE Director recommendations. Potential students must be accepted into the College of Graduate Studies prior to admission in TMATE. Any false statements, misrepresentations or omissions made by applicants shall be grounds for program admission denial.

International students will need to communicate, listen, read, write and comprehend English sufficiently. A TOEFL Score (at least 80 for internet-based with minimal scores as noted: Reading - 15, Listening – 14, Speaking – 26, Writing – 24) will be required. Also, a transcript evaluation will need to be conducted in order to determine course equivalency. The accrediting organization must be approved by the Texas Education Agency.

Admissions Standards:

- Applicants must hold a bachelor's degree from an accredited institution.
- Overall GPA or the GPA for last 60 hours must be at least 2.75.
- The content area must match one of the certification areas TMATE offers.
- Applicant must meet testing requirements outlined. [See testing requirements]
- Application deadlines: Fall- July 31, Spring- November 15, or Summer- April 15.

Graduate Admissions Process:

- Graduate applicants will register as a Pre-Admission Content Test (PACT) candidate in order to

secure a TEA identification number and register to take a TExES on the ETS Website.

- Applicant turns in TMATE application and application fee to the TMATE Office. Application should include: signed acknowledgement of TMATE handbook, transcripts, and references. It is preferred that TExES content scores accompany the TMATE application. [See testing requirements]
- Applicant is notified by TMATE office of GPA for last 60 hours/overall and content area.
- Applicant submits graduate application to www.applytexas.org with all official transcripts and the graduate application fee.
- TMATE office schedules applicant interview.
- Writing sample materials are distributed to applicant along with the TMATE Candidate Authentication Statement. Submissions will occur in “Turnitin” as another safeguard for plagiarism.
- TMATE scores all writing samples and enters all information into application rubric.
- Applicants must meet the rubric cut-off score of 70. (See Appendix B for TMATE Admissions Rubric) All other applicants will be reviewed on an individual basis.
- Data is processed and presented to TMATE Advisory Council with recommendations from TMATE Director.
- Applicant is notified of admission status by email with formal admission date.
- Applicant must accept the offer of formal TMATE admission by email or mail.

Candidates may be accepted into TMATE on a contingency basis pending receipt of an official transcript showing a conferred degree. Candidates must be in the last semester of their bachelor’s degree in which admission to the program is sought. All other program requirements must be met. If accepted on a contingency, admission is valid for only the semester for which the contingency admission was granted.

If a candidate is approved by the TMATE Advisory Council but does not accept admission, we will hold the file for six (6) months. After the six (6) month timeframe, the formal application process must be completed again.

Candidates who have completed another educator preparation program in the same certification field or who have been employed for three years in a public school under a permit or probationary certificate will not be considered for the TMATE program.

A two year waiting period to apply to TMATE exists for those who have previously applied for admission to the Tarleton traditional teacher education program and were denied by the department screening or by Educator Preparation Council, including those who applied, began class and withdrew for any reason.

If a candidate is denied admission to the TMATE program, he/she may seek to reapply. If denial was based on GPA, the candidate must take/retake courses to bring the GPA to the required 2.75.

Acceptance of a candidate into the Tarleton Model for Accelerated Teacher Education and participation in the program does not constitute any guarantee that the candidate will be accepted by a Texas public school to conduct observation requirements or for hire as an intern. Failure to participate in field experiences or an internship may prevent a student from completing the Tarleton Model for Accelerated Teacher Education program and obtaining teacher certification from the Texas Education Agency.

TMATE COURSEWORK:

All TMATE curriculum relies on scientifically-based research to ensure effectiveness. Coursework is rigorous, intensive, interactive, candidate-focused and performance based.

FALL (Begin coursework in Fall/Internship following Spring or Fall):

Priority Deadline for Application	July 31
Approved by TMATE Advisory Council	August

SPRING (Begin coursework in Spring/Internship following Fall):

Priority Deadline for Application	November 15
Approved by TMATE Advisory Council	December

SUMMER (Begin coursework in Summer/Internship following Fall):

Priority Deadline for Application	April 15
Approved by TMATE Advisory Council	May

Course Sequence:

EDUC 5311 (First 4 weeks/summer session as established)
EDUC 5390 I (Second 4 weeks/summer session as established)
EDUC 5314 (Third 4 weeks/ summer session as established)
READ 5370 (Fourth 4 weeks / summer session as established)
EDSP 5305 (Special Educ. ONLY-16 weeks Fall & Spring; May mini-mester Summer)
EDUC 5390 II (taken during internship)
EDUC 5315 (taken during internship)

**** Note: TMATE does not accept transfer hours from other alternative certification programs.**

COURSE DESCRIPTIONS:

EDUC 5311 Methods of Effective Teaching - A study of the research on effective teaching practices with an emphasis on direct instruction. Additional topics of study include mastery learning, assessment of learning and use of assessment to guide instruction. Students will apply technology and effective teaching practices to the design and delivery of instruction. This is a hybrid course.

EDUC 5314 Creating and Managing the Learning Environment - A study of the research on creating and maintaining a positive learning environment. Additional topics for study include: cultural dimensions of classroom management; motivating student achievement; fostering cooperation among students: reinforcing appropriate behavior; ethics and law governing teacher-student relations. Students will apply teaching and classroom management practices in a clinical laboratory setting. This is a hybrid course.

EDUC 5390 I - Selected Topics in Education - An examination of different educational topics concerning the teaching/learning process. Technology integration in the classroom, special education, and English as a Second Language will be included. This is an online course.

EDSP 5305 Introduction to Exceptional Learners – (Special Education ONLY) A survey of learner characteristics and an examination of instructional techniques that promote academic, personal, and social growth in exceptional learners and an examination of the process and procedures relating to the placement of exceptional learners. This is an online course.

READ 5370 Literacy Development - Models of the reading and writing processes. Includes characteristics of emergent, early, transitional and fluent literacy; instructional strategies in reading and writing; phonics instruction and strategies for teaching English language learners; the essential knowledge and skills in the language arts curriculum. Dyslexia is also addressed in this course. This is an online course.

EDUC 5315 Content Methodology – This course is designed to examine specific content methodology derived from research-based instructional practice using the Texas Educator Standards. All TMATE certification content areas will be available in this online course.

EDUC 5390 II Selected Topics in Education – This course is an examination of different educational topics concerning the teaching/learning process. Technology integration in the classroom, education law, discipline management and gifted education will be included topics. This course is only available online.

Course Syllabi: The syllabus for each course will be used to govern grading, attendance/tardy procedures and all other course/university requirements.

OVERVIEW OF 300 HOUR REQUIREMENT:

TMATE Courses – 6 courses at 45 hours each	270 hours
Field Experience –	<u>30 hours</u>
	300 hours

Unless a candidate qualifies as a “late hire”, the candidate must complete a minimum of 30 hours of field experience and 150 hours of coursework prior to clinical teaching or internship.

EDUCATOR CODE OF ETHICS:

Tarleton State University and the Tarleton Model for Accelerated Teacher Education must ensure its interns adhere to the Code of Ethics and Standard Practices for Texas Educators.

which requires the observance of federal and state law. An arrest, indictment, conviction, and/or deferred adjudication may result in an intern being suspended or dismissed from the program.

TMATE participants watch the TEA ethics modules and submit the quizzes as part of the TMATE coursework. Interns are also provided a copy of the educator code of ethics and must sign an acknowledgement of receipt and compliance.

COMMUNICATION:

Communication is a vital part of the TMATE program. Email is currently the most effective means of communication. Interns should answer any email received from the TMATE office within 48 hours. If for any reason the intern's email address (school or personal), phone numbers or mailing address should change, he/she must contact the TMATE office with correct information to ensure communication channels remain open.

ANNUAL REPORTING

During various annual reporting cycles, the TMATE program will provide the Tarleton State University Certification Office with data reports. The reports that are submitted are:

- Admittance GPAs and certification GPAs
- Applicant Report
- Observation Report
- Demographic Data Report

DRESS CODE

Students are expected to meet standards of dress and personal hygiene when participating in field experiences, internships and clinical teaching assignments. Students should be in business casual attire. During an interview, students should be dressed professionally.

FIELD BASED EXPERIENCES:

While Tarleton State University does not perform criminal history background checks, Texas public schools are permitted by state law (TAC 227.1) to conduct criminal history background checks on a person intended for hire or a person who has requested to volunteer in a school, observe in a school or perform a field experience required as a part of a teacher education program. To complete required observations or to be hired as a TMATE intern in a Texas public school, you may be subject to a criminal history background check.

Prior to beginning the field based experience requirement, TMATE students must sign and return to the TMATE Office the TMATE Handbook Acknowledgement Form found in the *TMATE Handbook*. District personnel must be presented with a Letter of Introduction found in the *Field Experience Packet*. TMATE students must complete 30 hours of field based experience in accredited schools (15 interactive hours and 15 hours of observation). Observations are recorded on the *Field Based Experience Documentation* form with dates and times recorded on the *Field Based Experience Record*. Up to 15 clock-hours of field experience may be acquired through pre-approved videos.

All noted documentation (*Field Based Experience Documentation* and *Field Based Experience Record*) must be submitted to the TMATE office by the last day of EDUC 5314 (or otherwise stated date by TMATE office).

CLINICAL TEACHING:

The selection criteria are the same for clinical teachers. TMATE students who do not secure a teaching position or who wish to clinical teach may do so in either the fall or spring semesters. A simple application must be submitted to the TMATE office by the deadlines listed below:

The application deadline for fall is July 15. Submitted to EPC in August/September
The application deadline for spring is October 31. Submitted to EPC in December/January

The application provides the TMATE office with the student’s preferred grade level and content area as well as school districts of interest. Once a school district accepts the clinical teacher, a mentor teacher is assigned by the school district. Mentor teachers should meet the following criteria: 3 years teaching experience; 2 years in present assignment; willingness to train in mentoring and peer coaching; demonstrates outstanding teaching ability; demonstrates ability to work with peers; and willing to devote considerable time in working with a beginning teacher.

Clinical teachers will spend 15-16 weeks working full days in a public or private TEA accredited school. The co-teaching instructional model will be used during the entire practicum. University Field Supervisors will conduct a minimum of four 45 minute observations of clinical teachers. Clinical teachers will spend two full days observing different teachers in other grade levels/courses within the same content area. All observations will be documented in writing and submitted to the TMATE office. The principal, clinical teacher, university field supervisor, and TMATE director will receive copies of the university field supervisor’s observations. Clinical teachers will take the Pedagogy and Professional Responsibilities (PPR) TExES after taking EDUC 5314 and preferably prior to beginning the clinical teaching placement. Clinical teachers will be evaluated the same as all other TMATE students.

Once a student commits to clinical teaching, he/she must stay with the assignment even if a job offer is received. The only exception will be if the job offer is in the same district as the clinical teaching assignment.

ACCEPTING A TEACHING POSITION:

Students must secure a teaching position within 150 miles of Fort Worth, Texas. Upon employment, interns should send the following information to the TMATE office as soon as the contract is offered:

- District Name
- Superintendent Name
- HR Contact Email
- Campus Physical Address
- Principal Name
- Teaching Assignment
- District Address
- District Human Resources (HR) Contact
- Campus Name
- Campus Phone
- Principal Email

Once the TMATE office receives the information above, the following paperwork is sent to the employing district that will initiate the certification process:

- Intern Statement of Eligibility
- Intern Introduction Letter
- TMATE Agreement
- Mentor Assignment Form

The intern should then apply for the intern/probationary certificate and fingerprinting. Both steps will need to be completed for certification recommendation by State Board for Educator Certification (SBEC).

FINGERPRINTING

Once a teaching or clinical teaching position is secured, the fingerprinting process must be completed. See the TMATE website for more information.

APPLYING FOR INTERN/PROBATIONARY CERTIFICATE:

The intern will go to the following website, <https://secure.sbec.state.tx.us/sbeconline/login.asp>. Using the following link, https://secure.sbec.state.tx.us/SBECOnline/TEAL_End_User_Training_ECOS.pdf, create a TEAL account or login to your TEAL account and follow the instructions for applying for your probationary certificate. Please note: **TMATE is considered an Alternative Certification Program** and is not considered the Tarleton Post-Bac program.

While Tarleton State University does not perform criminal history background checks, the Texas Education Agency requests information regarding any previous arrest, indictment, conviction, and/or deferred adjudication. When applying for state certification, you will be subject to a criminal history background check by the Texas Education Agency. An applicant with a criminal history may be denied certification. In compliance with House Bill 1508 (effective 9-1-17), this notice is to each applicant to and enrollee in the Tarleton Model for Accelerated Teacher Education (TMATE) program. Individuals with a criminal history may be ineligible for a teacher certification as a consequence of a criminal conviction. Individuals have the right to request a criminal history evaluation letter from the applicable licensing authority. The educator licensing authority in Texas is the State Board for Educator Certification (SBEC).

TMATE REQUIREMENTS DURING THE INTERNSHIP YEAR:

The year-long internship as a “teacher of record” includes supervised, field-based activities in a TEA accredited school. Major emphasis is placed on the development of instructional strategies and professional practices designed to improve teaching performance. Interns will be assigned a mentor teacher by the district and a university field supervisor by TMATE. Mentor teachers should meet the following criteria: 3 years teaching experience; 2 years in present assignment; teaching at the same

level as intern or same subject; teaching at the same physical facility; willingness to train in mentoring; demonstrates outstanding teaching ability; demonstrates ability to work with peers; and willing to devote considerable time in working with a beginning teacher. All mentor teachers will receive training either face-to-face (a stipend is provided) or electronically. A sign-in sheet and signed completion form will be used to verify compliance. Interns are required to conduct a reflective analysis of their teaching performance. Interns may take the Pedagogy and Professional Responsibilities (PPR) TExES prior to beginning the internship or during the first semester of the internship.

Internship Requirements: The intern will:

1. Demonstrate proficiency in effective teaching practices. Establish classroom routines and procedures. Implement a discipline plan to effectively deal with disruptions.
2. Maintain a reflective journal. Make weekly entries in a journal and submit it to the TMATE university field supervisor and director.
 - Record thoughts and evaluations in relation to teaching, student learning and classroom management. Identify problems confronted and describe actions for dealing with problems. Respond to the T-TESS reflective questions during the first 12 weeks of school. Make the journal a thoughtful and thorough analysis of professional growth.
3. Attend each of the scheduled TMATE meetings and complete required documents.
4. Establish professional growth goals and review for progress each semester.
 - The intern shares responsibility with the district and the TMATE program for actively designing and participating in professional growth.
 - With assistance from the mentor, establish some professional growth goals; keep track of activities toward accomplishing each goal, and evaluate individual overall progress.
 - Submit the “Action Plan for Professional Growth” and the “Action Plan Review” each semester by the last week in November and the last week in April.
5. Document required classroom observations.
 - TMATE interns and their mentors must complete observations of each other during at least one 45 minute class period per semester both fall and spring.
 - Make a written record of each observation of the mentor teacher. Forward the observation records to the TMATE office by the last week in November and the last week in April.
 - Ensure that the mentor records his/her observation, discusses the observation with the intern, and forwards the appropriate documentation to the TMATE office by the last week in November and the last week in April.
 - Documentation of classroom observations by the intern and the mentor is a pre-requisite for recommendation for certification and payment of mentor stipend.
 - *The school district is obliged to provide release time for completion of these observations. According to the Texas Education Agency Rules, observations are not to be completed during planning and preparation periods.*
6. Submit the following documentation throughout the internship year according to the deadlines:

- Checklist for Beginning the Internship
- Intern Profile
- Intern Handbook Acknowledgement
- Fall and Spring Action Plan
- Mentor Observations of the Intern
- New Hire Form
- Start of School Checklist
- Intern District Contract
- Code of Ethics Agreement Form
- Intern Observations of the Mentor
- Fall and Spring Action Plan Review

Timely submission of forms and documents are required for the intern’s TMATE file. The intern is responsible for ensuring that all forms are submitted to the TMATE office.

****Deficiencies in any of the above areas will constitute cause for a delayed standard certification.**

Interns experiencing difficulty meeting any of the above requirements of the internship must immediately enlist the support of their TMATE university field supervisor. TMATE will provide extra support and additional supervisory visits to assist the intern in meeting the requirements of the internship. **Inability to fulfill the requirements of the internship constitutes a lack of satisfactory progress and leads to the intern's dismissal from the TMATE program resulting in denial of recommendation for the standard certificate or may require the intern to repeat the internship or a portion thereof.**

Observations by University Field Supervisor:

Tarleton State University provides each intern with a university field supervisor. The duties of the university field supervisor include at least three 45 minute observations (more if needed) per semester to provide constructive professional development critiques to the intern including instructional and management practices observed. Pre and Post observation conferences are to be conducted for each formal observation. Written feedback will be provided to the intern, principal and TMATE director. The initial contact between the supervisor and intern will occur within the first three weeks of school/employment. The first formal 45 minute observation will occur within the first six weeks of school. The university field supervisor also serves as a liaison between the TMATE program, the principal, the mentor and the intern. Qualifications of University Field Supervisors include a currently certified educator with an earned graduate degree. The university field supervisor is a valuable asset to the TMATE intern.

Observations and Evaluations by the Principal/Designee:

The principal/designee plays an important role in the professional development of the TMATE intern. The principal/designee will perform brief, informal observations of the intern from time to time and note the date and what was observed as they leave the classroom. The principal/designee must submit the “Walk-Through Observation Form” to the TMATE director at the end of each semester.

According to district policy, the principal/designee will conduct an official appraisal of the TMATE intern. **Satisfactory performance on the official appraisal is a requirement for being recommended for certification by the TMATE program in conjunction with the school district.** The intern must forward results of the appraisal to the TMATE Office. Forms without a school representative signature and the intern signature are not valid.

Internship Flexibility:

TMATE may permit an internship up to 30 days less than the minimum if due to maternity leave, military leave, illness, or late hire date.

APPLYING FOR STANDARD CERTIFICATE:

While Tarleton State University does not perform criminal history background checks, the Texas Education Agency requests information regarding any previous arrest, indictment, conviction, and/or deferred adjudication. When applying for state certification, you will be subject to a criminal history background check by the Texas Education Agency. An applicant with a criminal history may be denied certification. In compliance with House Bill 1508 (effective 9-1-17), this notice is to each applicant to and enrollee in the Tarleton Model for Accelerated Teacher Education (TMATE) program. Individuals with a criminal history may be ineligible for a teacher certification as a consequence of a criminal conviction. Individuals have the right to request a criminal history evaluation letter from the applicable licensing authority. The educator licensing authority in Texas is the State Board for Educator Certification (SBEC).

After the internship year has been completed and all the internship criteria have been met, including financial obligations, the TMATE office will submit a request to Tarleton State University's Certification Office for a standard certificate. The TMATE intern will follow the instructions in the section *Applying for Intern/Probationary Certificate* on page 11 to apply for the standard certificate. The standard certificate will be issued exactly as the intern's probationary certificate was issued. If the intern has taken other TExES exams and would like to add those to the standard certificate, they will need to be added after the standard certificate has been issued by SBEC.

PROGRAM TIME LIMIT:

Interns have two (2) calendar years from the beginning of the first TMATE course to begin the internship or clinical teaching assignment. After two years, students must reapply to the TMATE program and go through the formal admission process. Students may also need to reapply to graduate school (if required) and possibly audit all TMATE courses as directed by the TMATE Advisory Council. If a student must take a furlough or retake TMATE classes for any reason, the internship must begin within the two (2) year time frame.

PROGRAM COMPLETION:

Course assessments and overall course grades will demonstrate candidate progress in TMATE. The intern must earn at least a "B" in EDUC 5311 and a "C" in all other TMATE courses as well as maintain a TMATE cumulative 3.0 GPA at all times to remain in the program. Candidates must have 18 approved graduate hours in order to receive the standard teaching certificate. A student may retake one TMATE course due to failure to meet the 3.0 GPA requirement. If a student drops below the 3.0 GPA a second time, the student will be dismissed from the TMATE program. **Applicants who fail to meet the academic standards defined above will not be recommended for certification.**

Failure to make progress toward satisfactory teaching performance may be cause for dismissal from the TMATE program.

EDUC 5314 Guidelines-Students must be successful on their Micro-teach IV in order to participate in the TMATE Adventures in Learning field experience. A successful TMATE Adventures in Learning field experience is required in order to pass the class.

INTERN FILES:

TEA requires that all alternative certification programs maintain certain documents at all times on interns. In order to meet this requirement, the TMATE office will keep files on all interns. These files will consist of the following:

- Application Documents
 - Application
 - Writing Sample
 - Admissions Scoring Rubric
 - Writing Criteria Rubric
 - Evaluation of Experience/References
 - Transcript Evaluation Form
 - Interview Criteria Rubric
- TExES Scores
- Transcripts
- FERPA Consent Form
- College of Graduate Studies Acceptance Letter
- Acceptance/Denial Letter from TMATE
- Confirmation of Acceptance/Denial of Admission
- International Transcription Evaluation from Approved Agency (If Required)
- Determination of Oral Language Proficiency and Official TOEFL Score (at least 80 for internet-based with minimal scores as noted: Reading - 15, Listening – 14, Speaking – 26, Writing – 24.)

Required Forms:

- Documents from Clinical Teaching Handbook
 - Weekly Schedule
 - Weekly Reflection
 - Bi-weekly Action Plan & Review
 - 3rd Week Progress Report
 - Classroom Observations
 - Mentor Evaluation of clinical teacher
 - Feedback on Mentor Teacher by clinical teacher
 - University Field Supervisor Assessment by clinical teacher
 - Campus Administrator/Designee Evaluation of clinical teacher
- Documents from Intern/Mentor Handbook to be completed at beginning of Internship and turned in to the TMATE office.
 - Intern Profile
 - Mentor Information Form
 - Checklist for Start of School
 - Checklist for Beginning the Internship
 - TMATE Handbook Acknowledgement and Code of Ethics
 - Action Plan & Action Plan Review
 - Intern Daily Calendar
 - Intern District Calendar
 - Intern District Contract
- Documents from the Intern/Mentor/Principal or Designee Handbook to be completed throughout and at the end of the Internship:
 - Action Plan & Action Plan Review
 - Intern Program Evaluation
 - Intern Observations of Mentor Teacher
 - Mentor Teacher Observations of Intern
 - Mentor Evaluation of Intern in Relation to Program Goals
 - Principal Evaluation of the Intern in Relation to Program Goals
 - Principal Documentation of Intern Walk-throughs
- Field-based Experience Log (30 hours) and Documentation Form
- End of Year Official Evaluation with Signatures (PDAS, T-TESS, etc.)
- University Field Supervisor Observations
- TMATE Director Walk-Through Forms

TMATE DOCUMENTS:

All TMATE documents will be retained for a period of five years.

APPEAL/COMPLAINT PROCEDURE:

Tarleton State University's TMATE program is committed to providing a collaborative educational environment that is conducive to the personal and professional development of each individual. To further that commitment, TMATE has developed procedures for students, employees, cooperating teachers, mentors and administrators to file complaints and/or appeals. In order to ensure issues are addressed in a timely manner, complaints and/or appeals must be made within one calendar month of the incident. Following are the procedures:

- 1.) The complainant will appeal directly in a face-to-face meeting with the TMATE Director. If the complainant is not satisfied with the outcome of the appeal to the TMATE Director, then
- 2) The complainant will appeal directly to the Department Head within 10 business days. The appeal to the Department Head must be in writing and a copy must be provided to the TMATE director. If the complainant is not satisfied with the outcome of the appeal to the Department Head, then
- 3) The complainant will appeal to the Dean of the College of Education within 10 business days. If the complainant is not satisfied with the outcome of the appeal to the Dean of the College of Education, then
- 4) The complainant will appeal to the Vice President of Academic Affairs within 10 business days.
- 5) If a resolution cannot be found, the complainant may file a complaint with the Texas Education Agency.

It is important to note that not all complaints fall under the authority of TEA. TEA has jurisdiction to investigate allegations of noncompliance regarding specific laws and rules, generally related to state and federal requirements. Complaints may address educator preparation program requirements listed in Texas Administrative Code (TAC) §§ 227, 228, 229, ethics (TAC 247), fingerprinting (TAC §§227, 232) and certification (TAC §§230, 231, 232, 239, 241, 242). TEA staff and the SBEC do not have jurisdiction over complaints related to contractual arrangements with an Educator Preparation Program (EPP), commercial issues, obtaining a higher grade or credit for training, or seeking reinstatement to an EPP. The following link can be used to access TEA:

http://tea.texas.gov/index2.aspx?id=25769815940&ekfxmen_noscript=1&ekfxmense1=e9edebdf8_25769804222_25769804223

Appendix A Definitions

Candidate: A participant in the TMATE program seeking certification.

Classroom Teacher: An educator who is employed by a school district approved by the Texas Education Agency or by an open-enrollment charter school approved by the State Board of Education and who teaches, not less than four hours each day, in an academic instructional setting or a career and technical education instructional setting. This term does not include a teacher's aide, Reserve Officers' Training Corps (ROTC) instructors, substitute, or a full-time or part-time administrator.

Clinical teaching: A 15-16 week full day teaching practicum in a public school accredited by the Texas Education Agency (TEA) or a TEA recognized private school that may lead to completion of a standard certificate.

Contingency/conditional admission: Admission to TMATE pending graduation and conferred degree from a recognized regional accrediting organization.

Field Supervision: An educator preparation program is responsible for the supervision of a candidate during student teaching, clinical teaching, internship, or a practicum. The supervision includes monitoring candidates and providing them with constructive feedback to improve their professional performance based on the standards associated with the certificate being sought.

Intern Certificate: A certificate that is issued to a candidate who has passed all required content certification examinations and is completing initial requirements for certification through an approved educator preparation program.

Internship: A one year (180 day or 75,600 minutes) supervised educator assignment at a public school accredited by the TEA or other school approved by the TEA for internships, which may lead to completion of a standard certificate.

Probationary Certificate: A certificate issued to a candidate who has passed all required certification examinations and is completing requirements for certification through an approved educator preparation program.

Standard Certificate: A standard certificate will be issued to interns upon successful completion of the TMATE program.

Teacher of Record: An educator employed by a school district who teaches the majority of the instructional day in an academic instructional setting and is responsible for evaluating student achievement and assigning grades.

University Field Supervisor: A currently certified educator with an earned graduate degree hired by the educator preparation program to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators.

TMATE Admissions Scoring Rubric

Name: _____

Certification Area: _____

Date Admissions File Complete: _____

	Possible Points	Received Points
Knowledge: <ul style="list-style-type: none"> • Certification GPA • Overall/Last 60 Hours GPA 	3.50 - 4.00 = 10 pts. 3.00 - 3.49 = 6 pts. 2.75 - 2.99 = 3 pts.	
	3.50 - 4.00 = 10 pts. 3.00 - 3.49 = 6 pts. 2.75 - 2.99 = 3 pts.	
Experience: <ul style="list-style-type: none"> • Evaluation of Experience 	0 - 10 pts. See Scoring Rubric	
Skills: <ul style="list-style-type: none"> • Interview Scale (X 1.6) • Written Essay Scale • _____ 	0 - 40 pts. See Scoring Rubric	
	0 - 20 pts. See Scoring Rubric	
Aptitude: <ul style="list-style-type: none"> • References 	0-10 pts. See Scoring Rubric	
Comments/Evidence 		

Director/
 Coordinator

Advisory Council

TOTAL _____
 (100 Points Possible)

Admission Recommended

Admission Recommended with Advisement

Admission Recommended with Professional Growth Plans: Writing and/or Interview

Writing and/or Interview

TMATE Handbook Acknowledgement Form

I acknowledge receipt and review of the **TMATE Handbook**. I am aware that these materials are also available in electronic copy through the TMATE Website. I understand and agree to the terms and conditions expressed in the **TMATE Handbook**. I also understand that failure to comply with the TMATE terms and conditions outlined in this handbook will result in dismissal from the TMATE program.

Printed Name

Signature

Date

I hereby authorize Tarleton's TMATE program to investigate through whatever means deemed appropriate by the university, any information included in the TMATE application and facts resulting from the investigation unless otherwise noted. TMATE is also authorized to use any information obtained from its investigation to determine my suitability for entrance into the TMATE program. I release Tarleton and Tarleton employees from any liability in connection with the investigation.

I understand that I must pay Tarleton in full before I can be recommended to TEA for certification.

I understand that I may not access the TMATE reference checklists submitted on my behalf.