



# University Field Supervisor Handbook 2018-2019

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This handbook was prepared on the basis of the best information available at the time of printing.  
However, all information is subject to change without notice or obligation.

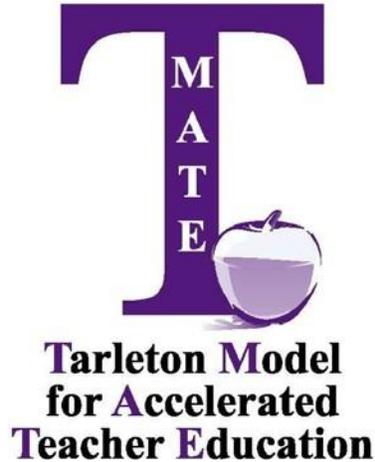
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**Mission Statement:**

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 program in Texas. Since then, thousands of people have made successful career transitions into the teaching profession through TMATE.

### **ADA Statement**

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

### **Equal Opportunity/Nondiscrimination (Please ensure your compliance.)**

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](mailto:abrown@tarleton.edu), Box T-0510, Stephenville, Texas 76402, [www.tarleton.edu/hr](http://www.tarleton.edu/hr).

## **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 practices 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.

### **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.

### **FINGERPRINTING**

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

### **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 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.**

### **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 electronically. A signed completion form will be used to verify compliance.

**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 (12) T-TESS reflective questions. Make the journal a thoughtful and thorough analysis of professional growth.
3. Attend each of the scheduled TMATE meetings.
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 day of April and November.
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.
  - Interns make a written record of each observation of the mentor teacher and forward the observation records to the TMATE office by the last week in April and November.

- 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 April and November.
- 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 | - Start of School Checklist          |
| - Intern Profile                         | - Intern District Contract           |
| - Intern Handbook Acknowledgement        | - Code of Ethics Agreement Form      |
| - Fall and Spring Action Plan            | - Intern Observations of the Mentor  |
| - Mentor Observations of the Intern      | - 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 a grade reduction and/or 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.

**Head Start:**

An internship or clinical teaching for an EC-6 candidate may be completed in a Head Start Program if a certified teacher serves as a mentor; it is a TEA approved federally affiliated program; serves 3 and 4 year old students; and the state's pre-kindergarten curriculum guidelines are implemented.

**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 10 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.**

#### **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&ekfxmense=e9edebdf8\\_25769804222\\_25769804223](http://tea.texas.gov/index2.aspx?id=25769815940&ekfxmen_noscript=1&ekfxmense=e9edebdf8_25769804222_25769804223)

# Appendix A

## **TMATE University Field Supervisor Overview**

**TMATE Overview-** Accelerated Teacher Prep Program; Outstanding Reputation; High Expectations; and Support, Second to None

**TMATE University Field Supervisors must maintain T-TESS certification and ensure the TMATE office has the most recent up-to-date certificate on file at all times.**

### **Expectations of University Field Supervisors**

- Take ownership of interns to protect and support them.
- Respond to intern’s weekly journals with encouragement within 48 hours.
  - Interns are to submit journals by email no later than 11:59pm each Sunday.
  - Journal entries should include:
    - Weekly update on student achievement and discipline issues (1 paragraph)
    - Response to a reflective question (1 page)
  - Journal Topics (first 12):
    - How do you plan for activities, materials, and assessments that are sequenced and relevant to students? 1.1
    - What formal and informal techniques do you use to collect evidence of students’ knowledge and skills? 1.2
    - How do you assess students’ learning styles and needs? 1.3
    - Why is it important for teachers to ask higher order questions during a lesson? 1.4
    - How will students take initiative for their own learning and self-monitor their progress? 2.1
    - How do you plan for opportunities for students to engage in different types of thinking? 2.2
    - How do you communicate your expectations to students? 2.3
    - How do you provide differentiated instructional methods within your lesson? 2.4
    - How are activities adjusted to align with the lesson objective and yet meet students’ needs? 2.5
    - What are some strategies for involving students in leading and managing responsibilities within the classroom? 3.1
    - How do you plan to address inappropriate behavior should that become an issue during instruction? 3.2
    - How do you provide opportunities for students to collaborate and build a strong team culture? 3.3
- Check with an administrator at least twice per semester regarding intern progress.
- Check with the mentor teacher once per month by email and schedule at least one face-to-face meeting per semester.
- Keep a record of ALL intern communications and observations on TMATE University Field Supervisor Log. Be sure to secure signatures.
- Observe Interns Monthly (more if needed)
  - ALL TMATE observations are UNSCHEDULED.
  - Determine if principal is supportive or not.

- Use discretion when writing observations and follow up with a direct email if needed. Be sure to copy or forward these emails to the TMATE director.
- Please require interns to post lesson objectives on the board or have a designated place so you can find the objectives. This will help you know what is going on without a lesson plan.
- Submit realistic observations. “Developing” should be the highest rating during the first semester of the internship.
- Use TMATE Documentation Forms.
- Forms must be submitted within 24 hours.
- A monthly pre-observation meeting/discussion must occur so the supervisor will know what to look for during the observation.
- A meeting/discussion should follow each observation within 24 hours.
- Conduct monthly observations according to the following guidelines:
  - August/September - During 1<sup>st</sup> 3 weeks of school - introduce yourself
  - September– Formal 45 minutes – During 1<sup>st</sup> 6 weeks of school - **provide folders/forms to mentors and administrators; and answer any questions**
  - October- Formal 45 minutes
  - November – Formal 45 minutes
  - December – Remediate as Needed – Formal 45 minutes
  - January– Formal 45 minutes
  - February– Formal 45 minutes
  - March –Walk-Through – unless remediation needed then Formal 45 minutes
  - April – Remediate as Needed – Formal 45 minutes
  - May – Remediate as Needed – Formal 45 minutes

“Remediate as Needed” means you only conduct an observation if your intern is struggling in a specific area. These MUST be 45 minute observations and the TMATE Director must be aware of the situation and approve the extra observations.

**SPECIAL NOTE: Clinical teachers must have four 45 minute observations.**

### Resources

- iPad/Laptop/Computer
- <http://www.tarleton.edu/tmate/supervisor-resources.html>
  - Go to “Supervisor Resources”
  - Under “TMATE Observation Forms”
    - “Supervisor Feedback” - Use for all 45 minute observations.
    - “Documented Walk-Through”

### Compensation

- Travel will be paid by the mile at the state rate.
- University Supervisors will be paid from their home or the Hickman building whichever is closest to the intern.

If you need to contact the TMATE Office:  
Laura Estes, Ed.D.- Director      [estes@tarleton.edu](mailto:estes@tarleton.edu)

Suite 313 Hickman Building 6777 Camp Bowie Blvd. Fort Worth, TX  
817-717-3690 Fax: 817-484-4405

## **TMATE University Field Supervisor Handbook Acknowledgement Form**

I acknowledge receipt and review of the **TMATE University Field Supervisor Handbook**. I understand and agree to the terms and conditions expressed in the **TMATE University Field Supervisor Handbook**.

I acknowledge receipt and review of the **TMATE University Field Supervisor Overview (Appendix A)**. I understand and agree to the requirements outlined in the **TMATE University Field Supervisor Overview**.

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Printed Name

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Signature

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Date

