



**Tarleton Model  
for Accelerated  
Teacher Education**

# Student Handbook 2019-2020

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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.

## Table of Contents

TMATE Mission, Vision and Goals .....	3
TMATE Calendar .....	4
Introduction .....	5
Supply and Demand for Educators in Texas .....	5
TMATE Performance over the Last 5 Years .....	6
TMATE Advisory Council .....	6
Educator Preparation Council .....	6
ADA Statement .....	6
Program Costs .....	6
Program Admission .....	7-8
Testing Requirements .....	9
TMATE Coursework .....	10
Course Descriptions .....	10-11
Program Benchmarks .....	11
Overview of 300 Hour Requirement .....	11
Educator Code of Ethics .....	11-12
Communication .....	12
Annual Reporting .....	12
Dress Code .....	12
Field Based Experiences .....	12-13
Fingerprinting .....	13
Professional Teacher Organizations .....	13
General Information and Policies .....	14
Intern/Clinical Teaching Requirements .....	14-17
Internship Specific Information .....	17-18
Accepting a Teaching Position .....	17-18
Applying for an Intern/Probationary Certificate .....	18
TMATE Requirements during the Internship Year .....	18
Clinical Teaching Specific Information .....	18-20
Co-Teaching Strategies .....	19-20
Applying for a Standard Certificate .....	20
Program Time Limit .....	20
Program Completion .....	21
TMATE Student Files .....	21
Appeal/Complaint Procedure .....	21
TMATE Forms .....	22-30
Appendix A Definitions .....	31
Appendix B Admissions Scoring Rubric .....	32
Appendix C Intern/Clinical Teacher Evaluation .....	33-34
Code of Ethics Forms .....	35-36
Acknowledgement Form .....	37



**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.

Facebook: tarleton.tmate  
Twitter: @TmateTarleton  
Instagram: @tsu\_tmate

**TMATE Calendar (See TMATE website for updates) July**

31 – Fall 2019 Application Deadline

**August**

TBD – First day at clinical teaching site based on individual phase-in calendar

26 – First Day of Semester

First 3 Weeks – Supervisor Initial Contact

**September**

9 – TMATE Information Session

24 – ESP Conference: Dan St. Romain, “New Teacher’s Academy” (9:00-3:30)

First 6 Weeks – First 45-Minute Supervisor Observation

**October**

14 – TMATE Information Session

45-Minute Supervisor Observation

**November**

11 – TMATE Information Session

13 – ESP Conference: Dr. Robyn Jackson, “Real Engagement” (9:00-3:30)

15 – Spring 2020 Application Deadline

30 – All Fall Documentation Due

45-Minute Supervisor Observation

**December**

9 – TMATE Information Session

Possible 45-Minute Supervisor Observation

TBD – Last day of clinical teaching based on individual phase-in calendar

**January**

13 – First Day of Semester; TMATE Information Session

45-Minute Supervisor Observation

**February**

10 – TMATE Informational Video

20 – ESP Conference: Jimmy Casas, “Learn with Passion” (9:00-3:30)

**March**

9 – TMATE Information Session BLITZ

19-20 – ESP Planning Retreat

30 – Granbury ISD Information Session

45-Minute Supervisor Observation

**April**

6 - TMATE Information Session BLITZ

13 – TMATE Information Fair

15 – Summer 2020 Application Deadline

Possible 45-Minute Supervisor Observation

30 – All Spring Documentation Due

**May**

11 – TMATE Information Session

TBD – Last day of clinical teaching based on individual phase-in calendar

TBD – End of Year Brunch

**June**

8 – TMATE Information Session

## **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 TEXAS<sup>1</sup>**

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 districts 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.

Last update available - May, 2017

### **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 (through 2017-2018) 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](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).

### **PROGRAM COSTS:**

The TMATE program costs are as follows:

- TMATE Application Fee \$20
- College of Graduate Studies Application Fee \$50
- Tuition and Fees (See the tuition calculator on the TSU website.)
- **Internship Fee \$2000 (\$1000 per semester) or Clinical Teaching Fee \$1000**
- Books and Supplies (including Certify Teacher)\$250
- 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 their 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 (internet-based with minimal scores as noted: Reading – 22, Listening – 22, Speaking – 24, Writing – 21) will be required. TOEFL scores must be current. Also, a transcript evaluation will need to be conducted in order to determine course equivalence. The accrediting organization must be approved by the Texas Education Agency.

### Admissions Standards:

- Applicants must hold a bachelor’s degree from and conferred by an accredited institution.
- Must be at least 18 years of age.
- Overall GPA or the GPA for last 60 hours must be at least 2.75. No exceptions.
- 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 Pearson Website.
- Applicant submits 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](http://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 admissions rubric.
- Applicants should meet the rubric cut-off score of 70. (See Appendix B for TMATE Admissions Scoring Rubric) All other applicants will be reviewed and considered for admission 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.

### **Tarleton Undergraduate Transfer Admissions Process**

- Applicant submits TMATE application to the TMATE office. Application should include: signed acknowledgement of TMATE handbook, and two professor references.
- Applicant must have at least a 3.0 GPA on all Certification Plan coursework.
- Applicant must have 45 hours of undergraduate education courses.
- The content area, PPR and all supplemental TExES exams must be passed prior to TMATE admission according to TSU undergraduate certification requirement.
- Applicant will submit a “Transfer Request Form” to move from the TSU undergraduate program to TMATE.
- Applicant submits graduate application via [www.applytexas.org](http://www.applytexas.org). The graduate application fee may be waived. Be sure to make note on the application that you are a TSU undergraduate completing certification through TMATE.
- All undergraduate College of Education files will be sent to the TMATE office in order to determine eligibility on the TMATE Admissions Scoring Rubric.
- Applicants should meet the rubric cut-off score of 70. (See Appendix B for TMATE Admissions Scoring Rubric) All other applicants will be reviewed and considered for admission 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. An intern/probationary certification cannot be issued without a conferred degree.

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 unless the applicant is seeking clinical teaching that may lead to the issuance of an initial standard certificate.

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 program 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, clinical teaching or for hire as an intern. Failure to participate in field experiences, clinical teaching 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.**

## TESTING REQUIREMENTS:

**Applicants to TMATE must pass a content area TExES exam by PACT. It is preferred that applicants submit scores with their TMATE application by the deadline. We must have passing content TExES scores prior to formal admission to TMATE (the Friday before the first class unless otherwise noted).**

Undergraduate Tarleton transfer students must pass both the content area TExES, PPR TExES, and depending on the certification area, the ESL Supplemental TExES prior to TMATE program admission.

Tarleton State University reserves the right to consider granting content area, ESL supplemental and EC-12 Special Education TExES testing permission on an individualized basis due to extenuating circumstances. Once it is determined that TSU will consider granting testing permission, the student must meet the following qualifications:

- The student's overall or last 60 hour GPA is at least 3.0.
- 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 must be in English, science, social studies, and math (3 hours each subject). The grade point average of these content hours must be at least a 3.0.

OR

If receiving testing permission for either ESL Supplemental, if the student has taken EDUC 5390 Special Topics in Education I and earned an "A" they may be granted testing permission.

All students who are given testing permission 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 at least an 80% passing rate (effective 8/23/19) on all domains of the practice exam in order to be granted testing permission. Content area TExES exams must be passed prior to beginning clinical teaching/internship. Students who use their Tarleton email will get a discounted price. Only students who 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, Core 4-8, 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 an intern/probationary 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 for the PPR (<https://www2.certifyteacher.com/>) 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 an 80% passing rate (effective 8/23/19) on all domains of the practice exam in order to be granted testing permission. Students who use their Tarleton email will get a discounted price. Only students approved by the TMATE Advisory Council will be granted testing permission. One must pass the PPR TExES for standard certification.

**SPECIAL NOTE: As of January 27, 2020, PACT testing has changed. Unless you have passed these tests (Special Education, Bilingual and ESL Supplemental) already, they are no longer available to take as PACT.**

## 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
- EDUC 5390 I
- EDUC 5314
- READ 5370
- EDSP 5305 (Special Educ. ONLY)
- 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.**

**Program Benchmarks:**

- EDUC 5311 – Lesson Plan & Micro-teach 2 and Teacher Toolkit/Case Study**
- EDUC 5390 I – ESL Lesson Plan Revisions and Teacher Toolkit/Case Study**
- EDUC 5314 – Classroom Management Plan and Teacher Toolkit/Case Study**
- READ 5370 – Literacy Lesson Plan and Differentiation Activity/Case Study**
- EDUC 5390 II – Spencer Henry Modules and Teacher Toolkit/Case Study**
- EDUC 5315 – Educator Standards Project and Teacher Toolkit/Case Study**

**OVERVIEW OF 300 HOUR REQUIREMENT:**

Traditional TMATE

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

Tarleton Undergraduate Transfer Students

Undergraduate Course Work – 4 courses at 45 hours each	180 hours
TMATE Courses – 2 courses at 45 hours each	90 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/clinical teachers as well as faculty and staff 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 suspension or dismissal.**

TMATE participants watch the TEA ethics modules and submit the quizzes as part of the TMATE coursework. Interns/clinical teachers are also provided a copy of the educator code of ethics and must initial all statements and 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/clinical teachers 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.

**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 Student Handbook Acknowledgement Form found in the *TMATE Student 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. Reflection questions must be addressed for each field experience.

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).

### **Tarleton Undergraduate Transfer Students**

All noted documentation (*Field Based Experience Documentation* and *Field Based Experience Record*) must be submitted to the TMATE office prior to admission into the TMATE program by the Educator Preparation Services Office. Students are responsible for ensuring all field experience documentation is available in the Educator Preparation Services student file.

### **FINGERPRINTING:**

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

## **PROFESSIONAL TEACHER ORGANIZATIONS**

TMATE interns/clinical teachers are highly recommended to join a Professional Teacher Organization for liability purposes as soon as they begin working with a school district. Clinical teachers have the same professional status as regular teachers regarding the performance of their job-related duties as identified by the policies of the school. A list of PTOs available in Texas is provided below.

### Association of Texas Professional Educators (ATPE)

305 E Huntland Dr  
Suite 300  
Austin, TX 78752  
800-777-ATPE  
<http://www.atpe.org>

### Alliance / Texas American Federation of Teachers (AFT)

334 Centre St  
Dallas, TX 75208-6504  
214-942-4663  
<http://allianceaft.tx.aft.org>

### Texas Classroom Teachers Association (TCTA)

PO Box 1489  
Austin TX 78767  
888-879-8282  
<http://www.tcta.org>

### Texas State Teacher Association (TSTA)

PO Box 26990  
Austin, TX 78755  
877-ASK-TSTA  
<http://www.tsta.org>

## General Information and Policies

The following information and policies have been compiled by the TMATE office to ensure your success during your internship/clinical teaching.

1. **Professional Conduct:** An intern/clinical teacher must abide with all regulations and policies established by the district, central administration, and principals. Professional conduct is to be expected at all times. Be open to constructive feedback and implement suggestions immediately.

2. **Attendance:** Regular attendance is required of all intern/clinical teachers. Be punctual at all times. If you must be absent, notify the mentor teacher (clinical teachers only); the school; your university field supervisor; and TMATE director.

All missed days must be made up for clinical teaching.

Excused absences will be given consideration, but must be approved by the mentor teacher (clinical teachers only), university field supervisor and the TMATE Director prior to being excused from your teaching site. An extension of the internship/clinical teaching assignment period or termination of the internship/clinical teaching will typically be necessary due to excessive absences.

3. **Prepare:** Write well-planned lessons and deliver engaging instruction. Clinical teachers must co-teach according to the “Clinical Teaching Phase-In Schedule”.

4. **Confidential Information:** Intern/clinical teachers should refrain from disclosing confidential information about students, colleagues, schools or school districts.

5. **Corporal Punishment:** Clinical teachers are not permitted to administer corporal punishment to students. Interns are strongly encouraged to refrain from using corporal punishment.

6. **Required Submissions:** Submit all TMATE paperwork in a timely manner.

7. **Termination/Dismissal:** Interns/clinical teachers may be dismissed or their assignment terminated for (1) violation of any rule or provision of the Texas Educator’s Code of Ethics; (2) failure to meet one or more of the Texas Learner-Centered Proficiencies for Teachers; and/or (3) for demonstrating ineffectiveness so that the progress of children is impaired. Interns/clinical teachers may also be terminated upon the request of the school district. This could result in program dismissal.

## **Intern/Clinical Teacher Requirements:**

1. Demonstrate proficiency in effective teaching practices. Establish classroom routines and procedures. Implement a discipline plan to effectively deal with disruptions. Lesson plans are to be thoroughly developed weekly.
  - **CLINICAL TEACHERS:** Keep all lesson plans in your “Clinical Teaching Notebook” and available to your supervisor.
2. Maintain a reflective journal.
  - **INTERNS:** 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.
  - **CLINICAL TEACHERS:** Submit weekly journal reflections. Complete the “Weekly Reflection and Documentation of Clinical Teaching Activities,” or create your own ensuring all components are present and submit it to your mentor, TMATE university field supervisor and director weekly.
  - The journal: 1) Allows the intern/clinical teacher to reflect upon the day’s events; 2) Provides the intern/clinical teacher with a history of growth as a teacher; 3) Helps the university field supervisor gain an idea of the intern/clinical teacher’s progress, frustrations, concerns, and sense of security; 4) Provides the intern/clinical teacher with an outlet for tensions and frustrations.
3. Attend each of the scheduled TMATE meetings (online or face-to-face) and complete required documents.
4. Establish professional growth goals and review for progress.
  - The intern/clinical teacher shares responsibility with the district and the TMATE program for actively designing and participating in professional growth.
  - **INTERNS:** 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 and Review” document twice each semester by the last week in November and the last week in April.
  - **CLINICAL TEACHERS:** With assistance from the mentor, establish some professional growth goals; keep track of activities toward accomplishing each goal; and evaluate individual overall progress using the “Action Plan and Review” document. Submit the documents monthly.

5. Document required classroom observations (using TMATE forms).

- INTERNS:
  - 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 are required to draw on their professional growth goals to develop a focus for each observation. A conference with the mentor must be conducted prior to and following each observation.
  - 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.
- CLINICAL TEACHERS:
  - Make a written record of two full day observations. Forward the observation records to the TMATE office within 5 working days of the observation.
  - Documentation of classroom observations by the clinical teacher 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 (forms can also be found on the TMATE website) throughout the internship/clinical teaching year/semester according to the deadlines:

- Checklist for Beginning the Internship/Clinical Teaching
- Intern/Clinical Teacher Information Sheet
- Weekly Schedule
- TMATE Student Handbook Acknowledgement
- Code of Ethics Agreement Form (in this handbook)
- 3<sup>rd</sup> Week Report
- Action Plan & Review (interns - twice each semester & clinical teachers - monthly)
- Intern/Clinical Teacher Observation Form
- Course Evaluations
- Supervisor Evaluation

INTERNS ONLY:

- Mentor Observations of the Intern
- New Hire Information Sheet
- Intern District Contract

Timely submission of forms and documents are required for each student's TMATE file. The intern/clinical teacher is responsible for ensuring that all forms are submitted to the TMATE office. Please keep a copy of all documentation for your file as a safeguard.

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

Intern/clinical teachers experiencing difficulty meeting any of the above requirements of the internship/clinical teaching must immediately enlist the support of their TMATE university field supervisor. TMATE will provide extra support and additional supervisory visits to assist the intern/clinical teacher in meeting program requirements.

**Inability to fulfill the requirements of the internship/clinical teaching constitutes a lack of satisfactory progress and could lead to potential dismissal from the TMATE program resulting in denial of recommendation for the standard certificate or may require the intern/clinical teacher to repeat the internship/clinical teaching or a portion thereof.**

#### **Observations by University Field Supervisor:**

Tarleton State University provides each intern/clinical teacher with a university field supervisor. The duties of the university field supervisor include 45 minute observations (interns-2; clinical teachers-4; more if needed) each semester to provide constructive professional development critiques to the intern/clinical teacher 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/clinical teacher, principal and TMATE Director.

The initial contact between the supervisor and intern/clinical teacher 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/clinical teacher. Each intern/clinical teacher will be required to evaluate their supervisor.

#### **Observations and Evaluations by the Principal/Designee:**

The principal/designee plays an important role in the professional development of the TMATE intern/clinical teacher. The principal/designee will perform brief, informal observations of the intern/clinical teacher 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/clinical teacher signature are not valid.

### **INTERNSHIP SPECIFIC INFORMATION:**

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

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 | - TMATE Responsibility Agreement |
| - Intern Introduction Letter      | - 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).

### **APPLYING FOR INTERN/PROBATIONARY CERTIFICATE:**

The intern will go to the following website, <https://secure.sbec.state.tx.us/sbeonline/login.asp>. Using the following link, [https://secure.sbec.state.tx.us/SBECOnline/TEAL\\_End\\_User\\_Training\\_ECOS.pdf](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 certificate. Please note: **TMATE is considered an Alternative Certification Program** and is not considered the Tarleton Post-Bac program.

### **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.

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). Pursuant to Texas Education Code §22.083, a school district and private school may access any criminal history information pertaining to you and held by any law enforcement or criminal justice agency. A school district or private school may refuse to employ you based on your criminal history. A school district or private school must report to the State Board for Educator Certification if the school district or private school obtains or has knowledge that an applicant or holder of a teaching certificate has a criminal history.

### **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.

### **CLINICAL TEACHING SPECIFIC INFORMATION:**

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. Supervisors are considered an advocate for the CT and will observe, discuss, and provide written feedback in regard to your teaching. 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.

Clinical teachers are not to be used as substitute teachers at their schools. Occasionally, a mentor teacher must be absent and another person in the building will be designated the supervisor. Other issues concerning substitute teaching must be brought to the attention of the TMATE Director.

Clinical teachers will be provided an individualized phase-in schedule based on their school's calendar.

Clinical teachers will be required to take both EDUC 5390 II and EDUC 5315 courses during the clinical teaching semester [See Course Descriptions].

Under certain conditions (TAC 228.35), candidates certified as educational aides may satisfy their clinical teaching assignment requirements through their educational duties.

## **Co-Teaching Strategies**

One Teach, One Observe – One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus on the observation.

One Teach, One Assist – One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments.

Station Teaching – The co-teaching pair divide the instructional content into parts and the students into groups. Groups spend a designated amount of time at each station. Often an independent station will be used.

Parallel Teaching – Each teacher instructs half of the students. The two teachers are addressing the same instructional material and present the lesson using the same teaching strategy. The greatest benefit is the reduction of student to teacher ratio.

Supplemental Teaching – This strategy allows one teacher to work with students at their expected grade level, while the co-teacher works with those students who need the information and/or materials extended or remediated.

Alternative/Differentiated Teaching – Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students. However, the instructional methodology is different.

Team Teaching – Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a student’s perspective, there is no clearly defined leader, as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.

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#### **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 provided to each applicant 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/clinical teaching year has been completed and all the internship/clinical teaching 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/clinical teacher will follow the instructions in the section *Applying for Intern/Probationary Certificate* on page 17 to apply for the standard certificate. The standard certificate will be issued exactly as the intern’s intern/probationary certificate was issued. If the intern/clinical teacher 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:**

Students 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 may be required to 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 student 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 or an extension of internship/clinical teaching placement. If extended, you will be charged an additional \$1000 TMATE fee per semester to cover the cost of the supervisor and mentor.**

**EDUC 5314 Guidelines-Students must be successful on their Micro-teach III 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. Students may be required to retake the course in order to continue in the program.**

## **TMATE STUDENT FILES:**

TEA requires that all alternative certification programs maintain certain documents at all times on interns/clinical teachers. In order to meet this requirement, the TMATE office will keep files on all students. TMATE student files will be retained for a period of five years after program completion.

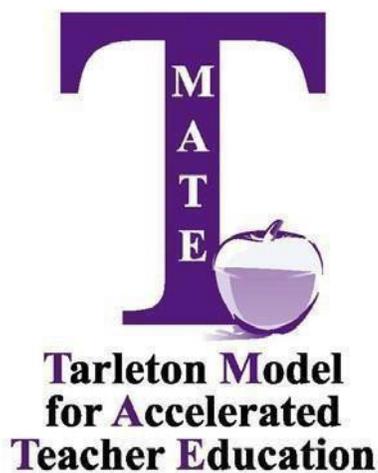
## **APPEAL/COMPLAINT PROCEDURE:**

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\\_25769\\_804222\\_25769804223It](http://tea.texas.gov/index2.aspx?id=25769815940&ekfxmen_noscript=1&ekfxmense1=e9edebdf8_25769_804222_25769804223It)



# **Intern/Clinical Teacher Required Forms**

## Checklist for Beginning the Internship/Clinical Teaching

### PLEASE WRITE YOUR NAME ON EACH ITEM YOU SUBMIT.

A number of important documents must be completed and placed in your TMATE file. **All items listed are due BEFORE the first day of school.** Check off each item as you submit it. When all items have been turned in, sign below and submit your checklist to the TMATE office.

\_\_\_\_\_ File for the Intern/Probationary Certificate and initiate Fingerprinting Process on the TEA website [www.tea.state.tx.us](http://www.tea.state.tx.us). (INTERNS ONLY)

The following items are information needed by the TMATE office upon your employment. If you did not give all the information at that time, please forward the information to the TMATE office as soon as you receive the information:

\_\_\_\_\_ A copy of your employment contract (INTERNS ONLY) with the district (signed by you & district);

\_\_\_\_\_ ISD calendar for the coming school year;

\_\_\_\_\_ Your teaching schedule noting class periods, class times, conference period, lunch, subjects and room assignments; indicate your arrival time at school and your departure time. You may use the template provided or create your own. Please ensure you include all components. Clinical teachers must provide the supervisor and TMATE Director weekly notifications of when you will be teaching; and

\_\_\_\_\_ The Intern/Clinical Teacher Information Sheet

My signature below indicates that each document has been submitted to the TMATE office.

Printed Name \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

ACCURATE RECORDS ARE ESSENTIAL FOR YOUR CERTIFICATION.

### Intern/Clinical Teacher Information Sheet

Intern/Clinical Teacher Name \_\_\_\_\_

Permanent  
Address

\_\_\_\_\_ Street City State Zip

School Email (if issued) \_\_\_\_\_

Personal Email (check daily) \_\_\_\_\_ Cell Ph \_\_\_\_\_

School District \_\_\_\_\_ ISD Ph \_\_\_\_\_

Superintendent \_\_\_\_\_ Fax \_\_\_\_\_

District Address \_\_\_\_\_

\_\_\_\_\_ Street City State Zip

School \_\_\_\_\_ Ph \_\_\_\_\_

Principal \_\_\_\_\_ Fax \_\_\_\_\_

School Address \_\_\_\_\_

\_\_\_\_\_ Street City State Zip

Teaching Assignment (subject & grade) \_\_\_\_\_

Conference Time(s) \_\_\_\_\_

Room # \_\_\_\_\_ Required to be at School From \_\_\_\_\_ a.m. to \_\_\_\_\_ p.m.

First day of assignment \_\_\_\_\_ First day with students \_\_\_\_\_

#### **Mentor Teacher Information**

Name \_\_\_\_\_

Email \_\_\_\_\_

Teaching Assignment \_\_\_\_\_

\*Please provide the TMATE office with a copy of your district calendar & your daily schedule.

For TMATE Office Use Only: Certification Area: _____ Field Supervisor Assigned: _____
---

Teacher’s Weekly Schedule

Teacher’s Name: \_\_\_\_\_

Week Beginning: \_\_\_\_\_

School Site: \_\_\_\_\_

Please write in the appropriate space your teaching schedule. This will allow your university field supervisor to schedule his/her visit at an appropriate time. Please include: teaching, conference, lunch, team or individual planning & activity times. If your schedule does not change, one weekly schedule is sufficient for the entire year/semester. However, it is the responsibility of the intern/clinical teacher to ensure both the university field supervisor and TMATE Director know the times you are teaching.

Start/End Time	Room #	Monday	Tuesday	Wednesday	Thursday	Friday

Send to your university field supervisor and the TMATE office as soon as possible.

3<sup>rd</sup> Week Report  
Intern/Clinical Teacher’s Progress

Intern/Clinical Teacher: \_\_\_\_\_

School: \_\_\_\_\_

Grade Level / Subject: \_\_\_\_\_

At the Present time, I would rate the intern/clinical teacher’s overall performance as:

- Doing very well
- Acceptable
- Not Satisfactory

Checked below are areas in which the intern/clinical teacher should make a special effort to show improvement:

- Planning
- Time Management
- Knowledge of Subject Matter
- Relationships with Students
- Relationships with Faculty and Staff
- Management of Student Behavior
- Professional Attitude and Behaviors

\_\_\_\_\_  
Additional Comments:

\_\_\_\_\_  
I have read the contents of this form and am aware  
of the areas that need improvement.

\_\_\_\_\_  
Signature of Mentor Teacher                      Date

\_\_\_\_\_  
Signature of Intern/Clinical Teacher                      Date

### Action Plan & Review

Intern/Clinical Teacher: \_\_\_\_\_ Conference Date: \_\_\_\_\_

Mentor Teacher: \_\_\_\_\_ Interns – Submit two per semester (4 total reviews)  
 Clinical Teachers – Submit monthly (4 total reviews)

You are encouraged to use the Educator Standards when setting goals.

Identified Strengths	Professional Growth Goals

Action Plans for Improvement	Date Review and Results
Intern/Clinical Teacher:   Mentor:	Strengths/challenges:  Improvements:  Date:
Intern/Clinical Teacher:   Mentor:	Strengths/challenges:  Improvements:  Date:
Intern/Clinical Teacher:   Mentor:	Strengths/challenges:  Improvements:  Date:

Please send a copy to the TMATE office and keep one for your records.

\_\_\_\_\_  
 Mentor Teacher's Signature

\_\_\_\_\_  
 Intern/Clinical Teacher's Signature

**Intern/Clinical Teacher Observation Form**  
(Completed by the Intern/Clinical Teacher)

**Fall                  Spring**

(Circle Semester)

Discuss with and make a copy for the mentor. Return to TMATE office each semester by the last week in November and/or the last week in April.

Intern/Clinical Teacher Name \_\_\_\_\_ Date \_\_\_\_\_

Teacher Observed \_\_\_\_\_ Start Time \_\_\_\_\_ End Time \_\_\_\_\_

Related professional growth goal (from Action Plan):

Description of the observed lesson. Describe what the teacher did to facilitate learning and what the students did to achieve the objectives of the lesson:

Strong points of the lesson:

What did you discuss with the mentor following the lesson?

How can you apply the ideas from this lesson to your own classroom?

\_\_\_\_\_  
Intern/Clinical Teacher Signature

\_\_\_\_\_  
Mentor/Teacher Signature



Tarleton Model  
for Accelerated  
Teacher Education

Name: \_\_\_\_\_

Week of: \_\_\_\_\_

### Weekly Reflection and Documentation of Clinical Teaching Activities

1. Document your usage of time in clinical teaching.

	Saturday/ Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
Time (hours) spent at teaching site						
Actual time spent teaching						
Time spent in preparation						

2. Please choose two of the following prompts to answer and share with your mentor, university field supervisor and TMATE Director.

- What did you learn? And how will this help you?
- Did you approach a teaching situation in a different manner? Were you satisfied with the results? Explain.
- Describe a time when a student’s learning or response resulted in you modifying your original plan. Describe what you did next and the results.
- Describe a way you integrated technology in your teaching. What were the results?
- If you had an opportunity to teach one of your lessons again to the same group of students, what would you do differently? Why?
- Describe any challenges your encountered. How did your students respond? How did you respond?

2.1 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2.2 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. List your goal for the upcoming week and potential strategies you intend to take to accomplish this goal.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Signature of Clinical Teacher Date

\_\_\_\_\_  
Signature of Mentor Teacher Date

Send your weekly report to the TMATE Director and university field supervisor every Friday.

## 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 in 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 days 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.

Appendix B  
TMATE Admissions Scoring Rubric

Name: \_\_\_\_\_

Certification Area: \_\_\_\_\_

Date Admissions File Complete: \_\_\_\_\_

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

**TOTAL** \_\_\_\_\_  
(100 Points Possible)

Director

Advisory  
Council

		Admission Recommended
		Admission Recommended with Advisement
		Admission Recommended with Professional Growth Plan:
		Writing and/or Interview

Date Revised 5/2017

**Appendix C**  
**TMATE Program**

**Evaluation of the intern/clinical teacher in relation to the TEA Educator Standards.**

Intern/Clinical teacher \_\_\_\_\_

Please respond to the following statements by checking the number that best describes the intern/clinical teacher’s performance.

1=Unacceptable performance  
3=Good performance

2=Less than satisfactory performance  
4=Excellent performance

1. Teachers design clear, well organized, sequential lessons that build on students' prior knowledge. 1A	1	2	3	4
2. Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices. 1B				
3. Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate. 1C				
4. Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts. 1D				
5. Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning. 1E				
6. Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary. 1F				
7. Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success. 2A				
8. Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning. 2B				
9. Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development. 2C				
10. Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content. 3A				
11. Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise. 3B				
12. Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning. 3C				
13. Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds. 4A				
14. Teachers organize their classrooms in a safe and accessible manner that maximizes learning. 4B				
15. Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior. 4C				
16. Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior. 4D				
17. Teachers implement both formal and informal methods of measuring student progress. 5A				

18. Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations. 5B				
19. Teachers regularly collect, review, and analyze data to monitor student progress. 5C				
20. Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly. 5D				
21. Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment. 6A				
22. Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators. 6B				
23. Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms. 6C				
24. Teachers model ethical and respectful behavior and demonstrate integrity in all situations. 6D				

Please provide any additional comments:

At this time, would you recommend this intern/clinical teacher for standard certification?  Yes  No

If No, Please explain. Feel free to use the back if needed.

Signature \_\_\_\_\_

Date \_\_\_\_\_

Please circle your role: Mentor

Principal/Designee

Supervisor

Please return to the TMATE office. Thank you!



I affirm that I will comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom, as set forth by the Texas Administrative Code §247. 2. As a Texas educator, in maintaining the dignity of the profession, I shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. In exemplifying ethical relations with colleagues, I shall extend just and equitable treatment to all members of the profession. In accepting a position of public trust, I shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. In fulfilling responsibilities in the community, I shall cooperate with parents and others to improve the public schools of the community.

## Enforceable Standards

### (1) Professional Ethical Conduct, Practices and Performance.

- \_\_\_\_\_ Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.
- \_\_\_\_\_ Standard 1.2. The educator shall not intentionally, knowingly, or recklessly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
- \_\_\_\_\_ Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
- \_\_\_\_\_ Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.
- \_\_\_\_\_ Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or that are used to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
- \_\_\_\_\_ Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.
- \_\_\_\_\_ Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.
- \_\_\_\_\_ Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
- \_\_\_\_\_ Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
- \_\_\_\_\_ Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.
- \_\_\_\_\_ Standard 1.11. The educator shall not intentionally, knowingly, or recklessly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.
- \_\_\_\_\_ Standard 1.12. The educator shall refrain from the illegal use, abuse, or distribution of controlled substances, prescription drugs, and toxic inhalants.
- \_\_\_\_\_ Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

### (2) Ethical Conduct toward Professional Colleagues.

- \_\_\_\_\_ Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
- \_\_\_\_\_ Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.
- \_\_\_\_\_ Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.
- \_\_\_\_\_ Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.
- \_\_\_\_\_ Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.
- \_\_\_\_\_ Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
- \_\_\_\_\_ Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.
- \_\_\_\_\_ Standard 2.8. The educator shall not intentionally or knowingly subject a colleague to sexual harassment.



Enforceable Standards

(3) Ethical Conduct toward Students.

- \_\_\_\_\_ Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
- \_\_\_\_\_ Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.
- \_\_\_\_\_ Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.
  
- \_\_\_\_\_ Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.
- \_\_\_\_\_ Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.
- \_\_\_\_\_ Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.
- \_\_\_\_\_ Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.
- \_\_\_\_\_ Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.
  
- \_\_\_\_\_ Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:
  - \_\_\_\_\_ the nature, purpose, timing, and amount of the communication;
  - \_\_\_\_\_ the subject matter of the communication;
  - \_\_\_\_\_ whether the communication was made openly, or the educator attempted to conceal the communication;
  - \_\_\_\_\_ whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
  - \_\_\_\_\_ whether the communication was sexually explicit; and
  - \_\_\_\_\_ whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

**Source Note:** Statutory Authority: The provisions of this §247.2 issued under the Texas Education Code, §21.031(a) and §21.041(a) and (b)(1), (7), and (8); Every Student Succeed Act, 20 United States Code, §7926.

**Source:** The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242; amended to be effective December 27, 2016, 41 TexReg 10329; amended to be effective October 21, 2018, 43 TexReg 6839.

I hereby affirm that I have read and thoroughly understand the Texas Educators' Code of Ethics TAC 247.2 and shall abide by all enforceable standards of this rule.

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

### **TMATE Student Handbook Acknowledgement Form**

I acknowledge receipt and review of the **TMATE Student 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 Student 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.

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Printed Name

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Signature

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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.