

**Tarleton Model
for Accelerated
Teacher Education**

Student Handbook

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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, Supply and Demand for Educators in Texas	5
TMATE Performance over the Last 5 Years, TMATE Advisory Council, Educator Preparation Council	6
ADA Statement, Program Costs	6
Program Admission	7-8
Testing Requirements	9
TMATE Coursework	10
Course Descriptions	10-11
Program Benchmarks, Overview of 300 Hour Requirement	11
Educator Code of Ethics	11-12
Communication, Annual Reporting, Dress Code	12
Field Based Experiences	12-13
Fingerprinting, Professional Teacher Organizations	13
General Information and Policies	14
Intern/Clinical Teaching Requirements	15-18
Internship Specific Information	18
Accepting a Teaching Position	18
Applying for an Intern/Probationary Certificate	18
TMATE Requirements during the Internship Year	18-19
Clinical Teaching Specific Information	19
Co-Teaching Strategies	20
Applying for a Standard Certificate	20-21
Program Time Limit, Program Completion, TMATE Student Files	21
Appeal/Complaint Procedure	21-22
Appendix A Definitions	23
Appendix B Admissions Scoring Rubric	24
Appendix C TMATE Journal Topics	25
Appendix D Covid-19 Update	26
Code of Ethics Forms	27-28
Acknowledgement Form	29



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 2022 Application Deadline

August

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

18 – First Day of Semester

First 3 Weeks – Supervisor Initial Contact

September

First 6 Weeks – First 45-Minute Supervisor Observation

October

15 – Spring 2023 Application Priority Deadline

Supervisor 45-Minute Observation

November

Supervisor 45-Minute Observation

December

1 – Final Application Deadline for Spring 2023

Last Day of Semester: Intern Packet 3 Due & Clinical Teacher Packets 3 & 4 Due

Possible Supervisor 45-Minute Observation

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

January

12 – First Day of Semester

Supervisor 45-Minute Observation

February

12 – Summer 2023 Application Priority Deadline

March

Supervisor 45-Minute Observation

April

1 - Final Application Deadline for Summer 2023

Possible 45-Minute Supervisor Observation

May

Last Day of Semester: Intern Packet 3 Due & Clinical Teacher Packets 3 & 4 Due

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

INTRODUCTION:

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

SUPPLY AND DEMAND FOR EDUCATORS IN TEXAS¹

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

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

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

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

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

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

Typically, teachers are in demand for urban and rural areas. Urban and poor communities will have the greatest need for teachers, with more than 700,000 additional teachers needed in the next decade. Urban communities also face the added challenge of retaining their teachers, who may be attracted to the higher salaries offered in wealthier suburban school districts. The urban schools typically open schools with substitutes in the classroom because of the lack of available certified teachers. Some school 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.
- Please note, we changed our evaluation system & are waiting for enough years to report the new system aligned with educator standards.

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 program admissions for certifications issued by Tarleton are presented and approved by the EPC.

ADA Statement

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

PROGRAM COSTS:

The TMATE program costs are as follows:

- 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 packet by the deadline and use their legal name on all TMATE application documents. Passing content area PACT scores are to be submitted as part of the application, if required. [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 Educator Preparation Council will determine official program acceptance based on TMATE Coordinator 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 you wish to teach must match one of the certification areas TMATE offers.
- Applicant must meet testing requirements outlined. [See Testing Requirements]
- We will now have two application deadlines each semester: a priority deadline and a final deadline. Application deadlines:
 - Fall Priority- June 15, Final- August 1
 - Spring Priority- October 15, Final- December 1
 - Summer Priority- February 15, Final- April 1

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 PACT exam on the Pearson Website.
 - Applicants with at least 12 semester credit hours in the desired subject area for certification (15 hours if seeking certification in math or science above 7th grade) and a GPA of 2.75 within those subject credit hours do not have to take the PACT exam for their content area.
 - For core subject certifications, a combination of 12 hours must be in English, science, social studies, and math (3 hours each subject).
- Applicant submits TMATE application packet to the TMATE office. Application should include: signed acknowledgement of TMATE handbook, transcripts, FERPA, Code of Ethics and passing PACT scores (if required).
- Transcript evaluations are conducted to determine GPA for last 60 hours/overall and content area.
- Applicant submits graduate application to <https://tarletonstate.force.com/grad> 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 60. (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 Educator Preparation Council with recommendations from TMATE Coordinator.
- 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 exam by PACT and submit proof of passing scores in the application packet. We must have passing content TExES scores prior to formal admission to TMATE. For this reason, we now have two admission deadlines per semester: a priority deadline and a final deadline. Applicants may be admitted without PACT scores if they meet credit hour requirements (see admission standards above).

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.

- **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.
- Beginning January 1, 2021, Texas will be requiring certain pre-service teachers to complete the Science of Teaching Reading (STR) exam. The following certifications will be required to take this test:
 - EC-3 (elementary)
 - EC-6 Core Subjects (elementary)
 - 4-8 core subjects
 - 4-8 ELAR (English Language Arts & Reading)
 - 4-8 ELAR/SS (English Language Arts & Reading/ Social Studies)
- Anyone who has not received Standard Certification before January 1, 2021, needs to be attentive to the guidance of the TMATE director to ensure proper preparation for this exam.

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	June 15
Final Deadline	August 1

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

Priority Deadline for Application	October 15
Final Deadline	December 1

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

Priority Deadline for Application	February 15
Final Deadline	April 1

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 an intern/clinical teacher 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/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 with the "New Hire Packet" (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 according to the packet guidelines.

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 and CLINICAL TEACHERS:** Submit weekly journal reflections to your supervisor by 11:59pm each Sunday. You will respond to a questions each week (See Appendix C for the list of questions). You will also state one challenge from the week as well as a positive experience.
 - **CLINICAL TEACHERS ONLY:** Keep record of all “TMATE Clinical Teaching Activities” on the form provided with the same name. These will be submitted according to the packet chart.
 - 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 in a timely manner according to the packet deadlines.
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. Complete 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 in the appropriate packet.
 - Ensure that the mentor records his/her observation, discusses the observation with the intern, and forwards the appropriate documentation to the TMATE office in the appropriate packet.
 - 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 in the appropriate packet.
 - 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 throughout the internship/clinical teaching year/semester according to the packet deadlines outlined in the following chart:

<p>PACKET 1 Application Packet</p> <p>Due: Application Deadline</p>	<p>TMATE Application & \$20 Fee FERPA Form Code of Ethics Passing Content Area PACT Scores (print email) TMATE Handbook Acknowledge Form Transfer Request Form (if applicable) All Transcripts (include originals in envelope) Writing Authentication Statement</p>
<p>PACKET 2 New Hire Packet</p> <p>Due: The First Day of the Internship/Clinical Teaching Semester</p>	<p>Clinical Teaching (CT) Application (if applicable) Field Experience Packet Intern/Clinical Teacher Information Document Mentor Teacher Information Signed Statement of Eligibility (may come to us from district) Responsibility Agreement District Contract Weekly Schedule Mandatory Training Certificates: <ul style="list-style-type: none"> • Code of Ethics Quiz Results • Mental Health First Aide Certificate • Dyslexia Certificate • Technology Basic Skills Test Results Benchmarks: <ul style="list-style-type: none"> • 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 </p>
<p>PACKET 3 First Semester of Internship Packet</p> <p>Due: The Last Day of Class 5315 or 5390 II</p>	<p>Checklist for Beginning of Internship Passing PPR TExES Score (print email) Action Plan & Review (interns-twice a semester & clinical teachers-monthly) Intern 45-Minute Observation of Mentor Mentor 45-Minute Observation of Intern</p>

<p>PACKET 4 Second Semester of Internship Packet</p> <p>Due: The Last Day of Class 5315 or 5390 II</p>	<p>Action Plan & Review (interns-twice a semester & clinical teachers-monthly) Intern 45-Minute Observation of Mentor Mentor 45-Minute Observation of Intern Administrator Evaluation & Recommendation Mentor Evaluation & Recommendation Supervisor Evaluation & Recommendation Intern Supervisor Evaluation T-TESS Evaluation from Principal Passing Content Area TExES Course Evaluations (All 6) Passing Science of Teaching Reading TExES (if applicable) Benchmarks:</p> <ul style="list-style-type: none"> • EDUC 5390 II – Spencer Henry Modules and Teacher Toolkit/Case Study • EDUC 5315 – Educator Standards Project and Teacher Toolkit/Case Study
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The intern/clinical teacher is responsible for ensuring that all forms are submitted to the TMATE office according to the appropriate packet. 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 New Hire Document to the TMATE office as soon as the contract is offered.

The intern should then apply for the intern/probationary (If you have PASSED the PPR, you will receive the probationary certificate, otherwise the intern.) certificate and fingerprinting. Both steps will need to be completed for certification recommendation by State Board for Educator Certification (SBEC).

APPLYING FOR INTERN/PROBATIONARY/STANDARD CERTIFICATE:

The intern will go to the following website, <https://secure.sbec.state.tx.us/sbeconline/login.asp>. Using the following link, https://secure.sbec.state.tx.us/SBECOnline/TEAL_End_User_Training_ECOS.pdf, create a TEAL account or login to your TEAL account and follow the instructions for applying for your 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 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. **If you are being certified in the following areas: EC-6 Core, 4-8 Core, 4-8 ELAR, or ELAR & Social Studies. You will also be required to take the Science of Teaching Reading TExES before program completion if you do not receive the standard certification BEFORE January 1, 2021.**

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.

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 according to the appropriate packet. 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 18 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.

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 electronic 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

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/clinical teacher 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
Knowledge: Certification Area GPA	3.50 - 4.00 = 15 pts. 3.00 - 3.49 = 10 pts. 2.75 - 2.99 = 5 pts.	
	3.50 - 4.00 = 15 pts. 3.00 - 3.49 = 10 pts. 2.75 - 2.99 = 5 pts.	
Skills: Interview Scale	0 - 25 pts. See Scoring Rubric	
	0-20 pts. See Scoring Rubric	
Written Essay Scale:		
Comments/Evidence		

TOTAL _____
(75 Points Possible – 45 for Admission)

Director

EPC

_____ _____ Admission Recommended

_____ _____ Admission Recommended with Advisement

_____ _____ Admission Recommended with Professional Growth Plan:

_____ _____ Writing and/or Interview

Appendix C

TMATE Journal Topics

1. How do you plan for activities, materials, and assessments that are sequenced and relevant to students? 1.1
2. What formal and informal techniques do you use to collect evidence of students' knowledge and skills? 1.2
3. How do you assess students' learning styles and needs? 1.3
4. Why is it important for teachers to ask higher order questions during a lesson? 1.4
5. How will students take initiative for their own learning and self-monitor their progress? 2.1
6. How do you plan for opportunities for students to engage in different types of thinking? 2.2
7. How do you communicate your expectations to students? 2.3
8. How do you provide differentiated instructional methods within your lesson? 2.4
9. How are activities adjusted to align with the lesson objective and yet meet students' needs? 2.5
10. What are some strategies for involving students in leading and managing responsibilities within the classroom?
3.1
11. How do you plan to address inappropriate behavior should that become an issue during instruction? 3.2
12. How do you provide opportunities for students to collaborate and build a strong team culture? 3.3
13. How do you decide on activities, materials and assessments that are appropriate for diverse learners? 1.1
14. How is data provided to students to help them identify their own learning needs and track progress? 1.2
15. How are students' social-emotional needs incorporated into planning for lessons? 1.3
16. How do you decide on the instructional grouping of students during a lesson? 1.4
17. Why is it important to have academic expectations that are high and demanding for all students? 2.1
18. How do you know when to provide differentiated explanations for students? 2.2
19. How are technology and visual tools used to engage students and communicate learning? 2.3
20. How will the lesson engage and challenge students of all levels? 2.4
21. How is pacing monitored and adjusted to maximize learning and keep students progressing towards mastery?
What behaviors might you see to indicate that pacing needs to be adjusted? 2.5
22. How do you build safety in the classroom, promoting open communication and/or collaboration? 3.1
23. What systems are in place to effectively monitor student behavior? 3.2
24. In what ways does your classroom culture reflect high expectations for performance and student-centered behaviors? 3.3
25. In what ways do you advocate for the needs of all your students? 4.1
26. What types of teacher and student data might you review to self-assess your professional growth needs? 4.2
27. What are some proactive ways you further your own professional development? 4.3
28. How do you communicate a student's academic and social/emotional growth to parents/guardians? 4.4
29. What is the relationship between teacher attendance and student performance? 4.1
30. How have your professional goals had a direct impact on student performance? 4.2
31. How does your professional development correlate with student performance? 4.3
32. Why is it important to involve families in school affairs? 4.4

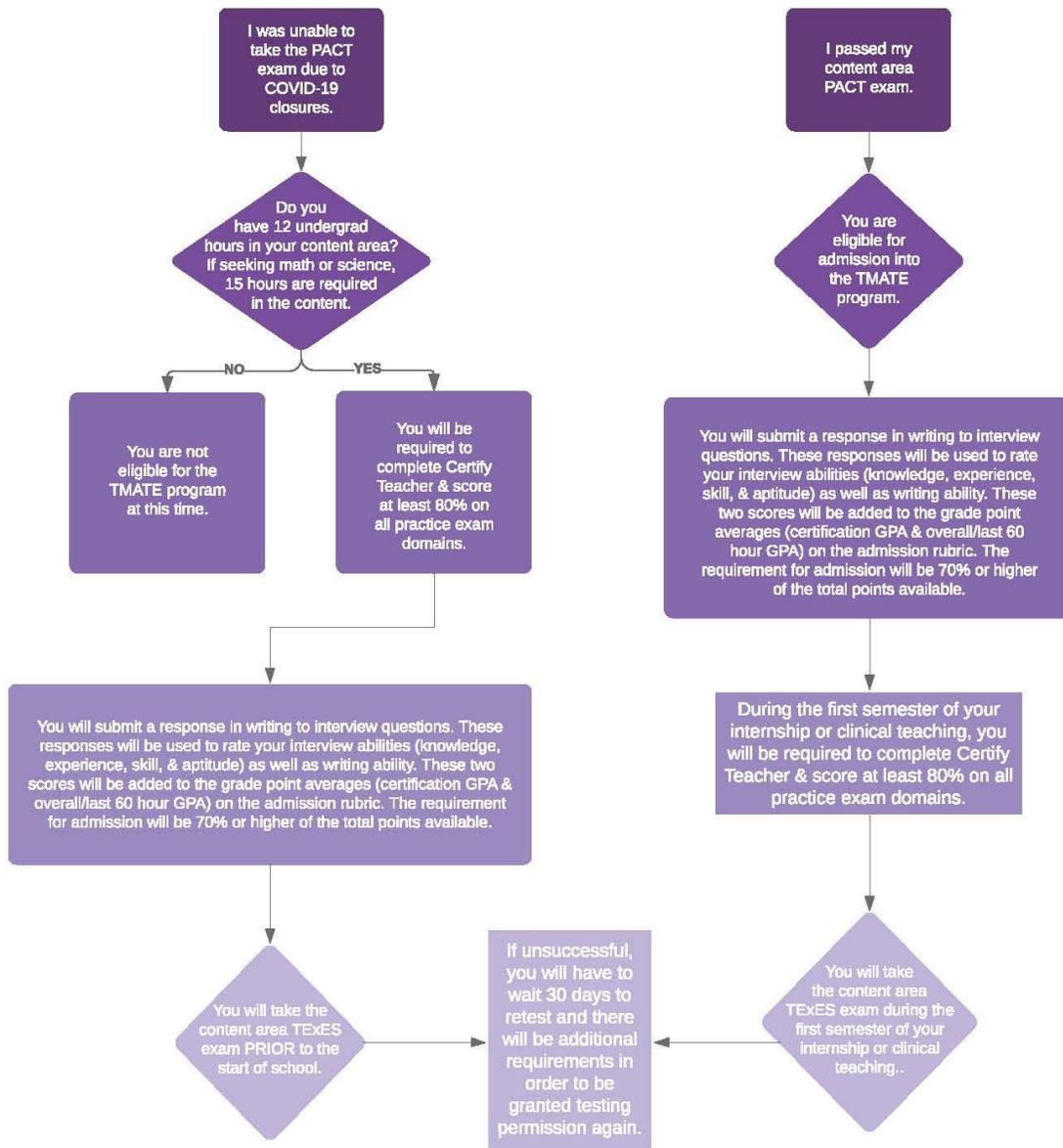
Appendix D

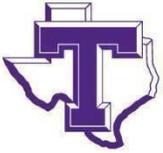
COVID -19 Program Revisions

Due to the COVID -19 Pandemic, the TMATE program may modified the admissions process to best meet the needs of our candidates. Testing centers were closed for a significant amount of time beginning in March of 2020 and beyond which may have a huge impact on our candidates' ability to take the content area test by PACT as traditionally required by TMATE. Until the pandemic has passed, the TMATE Advisory Council has approved the following changes.

TMATE Admission Process

Laura Estes | April 28, 2020





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.

Printed Name

Signature

Date

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

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

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