

College of Education and Human Services
Educator Certification and Academic Services



Alternative Certification Program
Clinical/Student Teaching Handbook

2011-2012



COLLEGE OF EDUCATION AND HUMAN SERVICES

Dear Teacher Education Candidate:

We expect this semester of student teaching will be filled with anticipation, excitement, discovery, and professional growth as you complete the final requirements in becoming a fully certified teacher in Texas. You have a great team on your side that includes your mentor teacher, principal, university supervisor, university professors and the office staff in the Center for Educator Certification.

Becoming a professional educator is nothing less than an honor. Each day you enter the school building hundreds of children will depend on you. These children, regardless of their age, depend on you to teach the skills and knowledge they will need to know in order to become a happy, healthy, and successful adult in the 21st century. Many of these children will rely on you, the teacher, to validate their self-worth, value and maybe their very existence. Yes, teachers have a much greater job than that of disseminating knowledge. A halfway effort or attitude will never be enough for a teacher who truly wishes to develop the art and “gift of teaching” The gift of teaching requires the teacher to believe in those students who fail to achieve, to have faith in students who cause them trouble, who are dirty and poorly dressed, to accept the unaccepting, and to love the unloved.

Thank you for your commitment to becoming a teacher and dedicating yourself this semester to be the best you can be in your mentor teacher’s classroom. You have come a long way toward your professional career and this semester is your opportunity to shine. Work hard, walk and talk as a professional and love what you do. The children of Texas now and in the future are counting on you!

On behalf of the Staff in the Office of Educator Certification and Academic Service, Congratulations on your decision to become a teacher!

Deborah Alford

Kathy Black

Shon DeFelice

Jency Holbert

Mitzi Hughes

Bob Nottingham

Erin Swinson

Jill Woodruff

CENTER FOR EDUCATOR CERTIFICATION AND ACADEMIC SERVICES

P.O. BOX 3011 * COMMERCE, TX 75429-3011 * PHONE: 903.886.5182 * FAX: 93.886.5156 * www.tamu-commerce.edu/teacher

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AN INTRODUCTION TO THE CLINICAL/STUDENT TEACHING EXPERIENCE

The one-semester clinical/student teaching program promises to be fast paced, intense, and exceptionally busy, yet filled with heart-warming experiences you will remember for a lifetime. It is our plan for you to be very successful in the Alternative Certification clinical/student teaching program. Structure and support will be provided by your mentor teacher(s) and your University Supervisor.

Good communication is vital for your success. Please talk openly and honestly with your Mentor Teachers and University Supervisor regarding your teaching experience. If you are having problems or concerns, keeping them to yourself will not help provide solutions. When you encounter problems (and there will probably be a few), we want to find solutions that promote success.

It is important that you read your Clinical/Student Teaching Handbook carefully. Please print and place the Handbook in a 3-ring binder so that you can easily access the materials. You will refer to all of the documents in the handbook throughout the semester.

Your journals are a very important communication tool shared between you and the University Supervisor. Not only do journal entries encourage you to read your 514/515 textbook, but you must ponder the relationship between the theories described in your textbook and what you see happening in your classroom. The practice of becoming a reflective practitioner contributes to your professional growth and is paramount in recognizing and resolving issues and concerns in your classroom. The journals are the supervisor's way of connecting with you on what is truly happening in your classroom. It is not necessary that you share your journals with your Mentor Teacher(s) and you may trust that your entries will remain confidential with your supervisor.

You are expected to demonstrate professionalism every day and in every way. You may ask, "What is professionalism in the classroom?" Several key descriptors include: dedication, patience, respect, team player, lifelong learner, respect, honesty, and integrity. Of course, a professional is expected to know their subject and have the skills to convey the knowledge in a meaningful way leading to student achievement. Becoming a professional is now your world focus. This will require a professional persona reflected in your competence, resourcefulness, confidence, attire, language, attitude, and behavior. You have invested many academic years in becoming a professional educator. Please think of your career in the future before you act in any manner that may jeopardize your dream.

Some guidelines to professionalism include:

1. Dress like a grown up

Although students will revel in the fact that a teacher "dresses young," they also lose some respect. In the eyes of a student, you are as you appear. If you dress like a teenager, they will believe you hold the same interests and ethical standards of a teenager. Pretty female teachers who dress "sexy" distract students and send countless wrong messages. They will be more likely to talk to you like a fellow student than a parent or authority figure, which can only be obstructive, even in a best-case scenario.

2. Keep your cool

If you lose your cool in front of your class, you won't recover from it like you might with reasonable adults in an office setting. In that case, you can make a well-thought-out apology and make good. Among teens and pre-teens, it's a sign of weakness, and you're in for a tougher year until summer rolls around. There is no recovering. Regardless how many buttons a class might push, don't let them see you sweat. When a class refuses to be quiet, you might try a stern look and tight lips. Absolute silence usually brings absolute silence from the kids. It's much more intimidating than a shouting teacher who looks like they're at the breaking point. Please never shout at your class!

3. Be honest

Kids know when you are not telling the truth. Stay positive, but don't treat them like babies. You're there to fix the problems in their educational past, as sad as that might be. When they are underperforming, they need to know. Sugar-coating things only make the problem worse.

4. Do your homework

Plan your work and work you plan. If you do not keep papers graded and stay on top of requests and assignments, the mentor teacher and students will think you do not know how to do your job. The students you are dealing with have developing minds and perception is everything. Know what the students in your class are expected to know and make sure you provide every opportunity for them to learn it.

5. Play fair

Fairness doesn't just mean grading everyone the same or letting students go to the bathroom the same number of times. It means re-teaching, giving second chances, forgiving the almost unforgivable. Yes, there will be kids who know how to push every button and make you question the decision to become a teacher. However, you are the adult in this relationship. Practice forgiveness and move on. Regardless of how "big" these students are, they are developing minds, spirits, emotions, perceptions, and self-concepts. You as a teacher can make or break a child with a words and attitudes. Please be the teacher that "makes" a positive difference in a child's life!

Above all, remember that you must maintain your professionalism for your students because good role models are in short supply. Face it - you might very well be the only decent role model - the only successful adult, or even good person - that some kids see on a daily basis. Live up to that expectation. And finally,

Wear Comfortable shoes

Take care of your health with

Sufficient sleep

Adequate nutrition

Maintain a Positive Attitude

Make time to relax and play

***TEXAS TEACHER PROFICIENCIES**
Mission of the Alternative Certification Educator Preparation Program

The Office Educator Certification and Academic Services works collaboratively with university departments, various school districts, principals, and mentor teachers assuring that all teacher candidates acquire the following proficiencies.

1. **LEARNER-CENTERED KNOWLEDGE**
The teacher possesses and draws on a rich knowledge base of content, pedagogy and technology to provide relevant and meaningful learning experiences for all students.
2. **LEARNER CENTERED INSTRUCTION**
To create a learner-centered community, the teacher collaboratively identifies needs and plans, implements, and assesses instruction using technology and other resources.
3. **EQUITY IN EXCELLENCE FOR ALL LEARNERS**
The teacher responds appropriately to diverse groups of learners.
4. **LEARNER CENTERED COMMUNICATION**
While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.
5. **LEARNER CENTERED PROFESSIONAL DEVELOPMENT**
The teacher, as a reflective practitioner dedicated to all students' success, demonstrates a commitment to learn, to improve the profession and to maintain professional ethics and personal integrity.

*Adopted by the State Board of Education in February 1994. These proficiencies guide pre-service preparation, professional development and teacher appraisal practices for teachers in Texas

**A&M University-Commerce reserves the right to change policies, procedures, rules, calendars, curriculum, degree requirements and any other requirements affecting students. Changes will become effective whenever the appropriate authorities so determine and may apply to both prospective students and those already enrolled.

Texas Administrative Code

Rule §247.2 Code of Ethics and Standard Practices for Texas Educators

- (a) In compliance with the Texas Education Code, §21.041(b)(8), the State Board for Educator Certification (SBEC) adopts an Educators' Code of Ethics as set forth in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators). The SBEC may amend the ethics code in the same manner as any other formal rule.
- (b) The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

The SBEC is solely responsible for enforcing the Educators' Code of Ethics for purposes related to certification disciplinary proceedings. The Educators' Code of Ethics is enforced through the disciplinary procedure set forth in Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases) pursuant to the purposes stated therein.

- (c) As provided in §249.5 of this title (relating to Purpose), the primary goals the SBEC seeks to achieve in educator disciplinary matters are:

(1) Professional Ethical Conduct, Practices and Performance.

(A) 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.

(B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or 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.

(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other

state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M) Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct toward Professional Colleagues.

(A) 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.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) 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.

(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) 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.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) 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.

(3) Ethical Conduct toward Students.

(A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) 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.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) 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.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) 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.

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) 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:

- (i) the nature, purpose, timing, and amount of the communication;
- (ii) the subject matter of the communication;
- (iii) whether the communication was made openly or the educator attempted to conceal the communication;
- (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- (v) whether the communication was sexually explicit; and
- (vi) 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: 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

Attendance Requirement for AC Clinical/Student Teaching Interns

General Expectations:

Your attendance and initiative are measures of your commitment to the teaching profession and to the development of professional attitudes and behaviors. It is important that the education student demonstrate professional attitudes and behaviors which reflect the acceptance of responsibility, reliability, and dependability during clinical/student teaching.

Please remember you are a “walking, talking, advertisement” for a future teaching position.

- Habitual tardiness or leaving early is first documented and addressed by your mentor and University Supervisor.
- Habitual absence is first documented and addressed by your mentor and University Supervisor.
- A maximum number of **three (3) excused absences** are allowed during the semester. For definition of excused absence please refer to the 2010-2011 Graduate Catalog (see excerpt on following page).
- Absences exceeding the number of excused absences are subject to being made-up by AC student teaching intern.

Absence Procedure for AC Clinical/Student Teachers:

1. Call your mentor teacher as soon as you know you must be absent. *Make arrangements to take care of any classroom responsibilities you may have planned for the day (just like your mentor must prepare for a substitute).*
2. Follow the school procedure for reporting teacher absence. This will vary from school to school, but may include calling the secretary or principal.
3. Contact the university supervisor immediately.

Daily Schedule - Arrival and Departure for AC Clinical/Student Teacher:

The AC clinical/student teacher must follow the district /campus policy governing the teacher’s workday.

Beginning of school day: Clinical/Student teachers are expected to arrive on campus and in the classroom at the same time as their fellow teachers. The intern/resident may not arrive on the school campus at a time later than the district campus policy requires mentors to report.

End of school day: The intern/resident may not leave the school campus at an earlier time than district /campus policy allows mentor teachers to depart.

Attendance at Staff Development:

The AC clinical/student teacher is expected to attend all staff development required of mentor. This expectation needs to be shared with your mentor and campus administrator.

A&M-COMMERCE CLASS ATTENDANCE RULE 2010-2011 GRADUATE CATALOG

Students are expected to be present for all class meetings of any course for which they are enrolled. Students are responsible for learning about and complying with the attendance policy stated in the catalog, *Student's Guidebook*, and/or faculty syllabus. Faculty members will keep students' attendance records.

Students are responsible for requesting makeup work when they are absent. They will be permitted to make up work for absences which are considered excused by the faculty member. The method of making up this work shall be determined by the faculty member.

The student is responsible for providing the faculty member reason(s) for his/her absence. The faculty member then determines the validity of the reason(s) for the absence and whether the student is to be excused for the absence. Faculty members may consider the following as excusable reasons for absence.

1. Participation in a required/authorized university activity.
2. Verified illness.
3. Death in a student's immediate family.
4. Obligation of a student at legal proceedings in fulfilling responsibility as a citizen.
5. Others determined by individual faculty to be excusable (e.g., elective University activities, etc.).

Appeals can be made through normal administrative channels.

A record of excused and unexcused absences will be maintained by a faculty member for reference since certain financial assistance and other programs may require attendance records.

When requested by the student, teachers will inform the student who has been absent whether make-up work is allowed and whether absences jeopardize the student's standing in a class.

It is the prerogative of the faculty to drop students from courses in which they have accrued excessive absences as defined in the course syllabus. In such cases, faculty will recommend through the department head to the appropriate college dean that a student be dropped from a class. The faculty member will document absences and will make a reasonable effort to communicate with the student prior to recommending the drop. If approved, the college dean will forward the recommendation to the Registrar's Office.

Students who wish to drop a course or withdraw from the university are responsible for initiating this action.

If a student believes the final grade is unfairly impacted by attendance requirements, an appeal can be made. This appeal process is explained in "Student's Appeal of Instructor's Evaluation" (Rule 13.02.99.R14).

Guidelines for AC Clinical/Student Teachers

1. Attend lesson planning time/team planning time with your mentor.
2. Always carry a notebook to jot down questions that you may have of mentor/university supervisor that come up during the day.
3. Show initiative in sharing the responsibility of teaching students.
4. Attend school on scheduled days. Call the mentor teacher and university supervisor before the school day begins if you are unable to attend. **BE ON TIME.**
5. Begin to think and act as a teacher.
6. Dress appropriately, according to school faculty dress code.
7. Remain focused on activities that relate to SED/ELED 515.
8. Be professional in dress, attitude, and actions.
9. Learn names of students immediately and work with students on a one-to-one basis as soon as possible.
10. Assume routine duties such as checking attendance, grading papers, organizing the room, and making copies of classroom materials.
11. Teach one-on-one with a student who is having problems learning, or with students who have been absent.
12. Observe other teachers in the district, with specific goals in mind.
13. Assist teacher in planning. Talk regularly about the curriculum.
14. Begin teaching by repeating lessons already taught by the teacher or planned by the teacher.
15. Expect to teach lessons you plan cooperatively with your mentor teacher.

AC Clinical/Student Teachers Pitfalls

1. **GRADING PAPERS**, doing homework, reading, sleeping, talking or texting on a cell phone in the classroom and/or while the mentor teacher is teaching.
2. Talking negatively about teachers, students, or the school campus to others.
3. Gossiping and participating in school politics.
4. Failing to take responsibility for yourself and blaming others for what you do wrong.
5. Tardiness or absences.
6. Inappropriate dress and language, use of sarcasm.
7. Failure to establish good communication with mentor teachers and university supervisor.
8. Becoming too friendly and personally involved with students.
9. Attempting to date or dating a student. No you may not go to the prom with a student!
10. Wearing inappropriate, non-professional clothing including clothing that is too revealing or clothing that is not clean and/or pressed.

Roles and Responsibilities of the Clinical/Student Teacher

The student teaching portion of the Alternative Certification teacher education program is designed to provide teacher candidates with the opportunity to apply the knowledge and skills they have learned in their content area and professional development courses. The student teacher's responsibilities include, but are not limited to, the following:

1. Enroll in the required course (s) for student teaching
2. Adhere to the district's public school calendar. This may require beginning the student teaching assignment before classes officially begin at the university. Student teachers are required to attend the staff development days prior to the first day of class as well as the first day of class in the public school.
3. Work with the mentor teacher in the classroom. Student teachers will adhere to the same daily and weekly schedule as the mentor teacher for a minimum of 16 weeks with three personal days allowed.
4. Procedure to follow if a student teacher will be absent:
 - (a) Call the school and inform the secretary you will be absent. Do not leave a message on the school's answering machine. Call until a reliable person at the school answers the phone.
 - (b) Call the mentor teacher whose class you will be missing.
 - (c) Leave a message for your university supervisor explaining the reason for your absence.
5. The school district will not compensate the student teacher during the student teaching semester.
6. Complete a minimum of two weeks (10 days) of successful full-time teaching for each placement. The mentor teacher and university supervisor has the option of modifying this requirement.
7. Prepare and teach a minimum of three lessons to be formally evaluated by the university supervisor. Mentor teachers will formally evaluate at least one lesson per placement. Lessons will be evaluated by the University Supervisor using the Individual Lesson Observation Report. A final Summative evaluation will be completed by the University Supervisor.
8. Submit a journal beginning week three, each week through week seven to the university field supervisor by e-mail. The reflective journal should include an overview of the week's activities, noting any progress or problems. Reflect on teaching experiences noting strengths and areas of improvement.
9. Never, under any circumstances, administer corporal punishment to a student.
10. Attend all college classes enrolled in and complete all assignments.
11. Complete an evaluation of the Teacher Education Program and of the University Supervisor via Survey Monkey.
12. Attend, as appropriate to your school district, extra-curricular activities, faculty meetings, parent conferences, in-service and professional development opportunities.
13. Pay internship fees, complete state testing and make application for state certification.

Clinical Student Teaching Process: One Placement

The proposed schedule is designed to provide guidance and assure that evaluations are done in a timely manner. A final schedule/timeline should be established collaboratively with the intern, mentor(s) and the university supervisor.

| WEEK | Responsibilities of the Clinical Student Teacher |
|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 – 3 | Attend professional development, assist mentor teacher, meet principal and office staff, observe, learn student names, learn school, handle administrative duties, begin to work one-on-one with students, call roll Journal #1 |
| 4 | Continue as before; adding co-teaching lessons; begin planning and preparing individual lessons for solo teaching Journal #2 |
| 5 | Continue as before with solo teaching of one subject per day. First written intern observation of Mentor Master Teacher Due Mentor Teacher's Progress Report Due Journal #3 |
| 6 | Continue as before with solo teaching of one subject per day Journal #4 |
| 7 | Continue as before with an increase of solo teaching two subjects per day Journal #5 First Evaluation completed by Mentor and Supervisor |
| 8 | Continue as before with solo teaching two subjects per day |
| 9 | Continue as before with an increase of solo teaching three subjects per day |
| 10 | Continue as before with solo teaching three subjects per day Second written intern observation of Master Mentor Teacher |
| 11 | Continue as before with solo teaching three subjects per day Second Evaluation completed by Mentor and Supervisor |
| 12 | Continue as before with teaching four subjects per day |
| 13 | Continue as before with solo teaching four subjects per day |
| 14 | Continue as before with solo teaching all subjects per day Final Evaluation completed by Mentor and Supervisor |
| 15 | Continue as before ; return to co-teaching lessons as transition to completion of student teaching Summative Evaluation completed by Intern and Supervisor |
| 16 | Continue as before ; return to co-teaching lessons as transition to completion of student teaching Observe other classes, add lesson plans and resource materials to teaching notebook |

Clinical Student Teaching Process: Two Placements

The proposed schedule is designed to provide guidance and assure that evaluations are done in a timely manner. A final schedule/timeline should be established collaboratively with the intern, mentor(s) and the university supervisor.

| WEEK | Responsibilities of the Clinical Student Teacher |
|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 – 3 | Attend professional development, assist mentor teacher, meet principal and office staff, observe, learn student names, learn school, handle administrative duties, begin to work one-on-one with students, call roll Journal #1 |
| 4 | Continue as before; adding co-teaching lessons; begin planning and preparing individual lessons for solo teaching Journal #2 |
| 5 | Continue as before with solo teaching of one subject per day. Journal #3 First written intern observation of Mentor Master Teacher Due Mentor Teacher's Progress Report Due |
| 6 | Continue as before with solo teaching of one subject per day Journal #4 |
| 7 | Continue as before with an increase of solo teaching two subjects per day Journal #5 First Evaluation completed by Mentor and Supervisor |
| 8 | Continue as before with solo teaching three subjects per day |
| 9 | Rotation - Assist mentor teacher, meet principal and office staff, observe, learn student names, learn school, handle administrative duties, begin to work one-on-one with students, call roll |
| 10 | Continue as before with solo teaching one subject per day |
| 11 | Continue as before with solo teaching two subjects per day Second written intern observation of Master Mentor Teacher |
| 12 | Continue as before with teaching three subjects per day Second Evaluation completed by Mentor and Supervisor |
| 13 | Continue as before with solo teaching four subjects per day |
| 14 | Continue as before with solo teaching all subjects per day Final Evaluation completed by Mentor and Supervisor |
| 15 | Continue as before ; return to co-teaching lessons as transition to completion of student teaching Summative Evaluation completed by Intern and Supervisor |
| 16 | Continue as before ; return to co-teaching lessons as transition to completion of student teaching 15 Observe other classes, add lesson plans and resource materials to teaching notebook |

| TOPIC | STRATEGIES FOR BEST PRACTICES |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| Active Learning | Cooperative Learning Group Work Discussions Projects Hands-on Activities |
| Differentiated Instruction | Learning Styles Multiple Intelligences By Interest By Ability |
| Models of Assessment | Authentic Assessments Performance Assessments Portfolios Projects Rubrics |
| Classroom Management | Praise Redirection of students Use of rules and consequences |
| Diversity of Students | Modifications for students with special needs Use of IEPs Tolerance of all students Incorporation of diverse examples and concepts |
| Reading | Reading in the content area Pre-reading and post-reading strategies (e.g. KWLs) |
| Curriculum | Appropriate use of the TEKS Well-written lesson plans Appropriate materials for content and age level |
| Other Duties | Attending faculty meetings Assisting mentor teacher Supporting school functions and events |

Duties for the University Supervisor

| | |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Weeks 1-3 | <p>Initial Contact Check in with student teachers to answer questions and address concerns</p> |
| Weeks 4 & 5 | <p>Maintain communication weekly Continue to provide support Maintain communication weekly</p> <ul style="list-style-type: none"> • Offer feedback on lessons and lesson plans |
| Weeks 6 & 7 | <p style="text-align: center;">First evaluation of an individual lesson within 1st Six Weeks</p> <p>Debrief with student teacher after the observations Continue to provide support Maintain communication weekly</p> <ul style="list-style-type: none"> • Offer feedback on lessons and lesson plans |
| Weeks 8 & 9 | <p>Continue to provide support Maintain communication weekly</p> <ul style="list-style-type: none"> • Offer feedback on lessons and lesson plans |
| Weeks 10-11 | <p style="text-align: center;">Second evaluation of an individual lesson</p> <p>Debrief with student teacher after the observations Continue to provide support Maintain communication weekly</p> <ul style="list-style-type: none"> • Offer feedback on lessons and lesson plans |
| Weeks 12-13 | <p style="text-align: center;">Third evaluation of an individual lesson</p> <p>Debrief with student teacher after the observations Continue to provide support Maintain communication weekly</p> <ul style="list-style-type: none"> • Offer feedback on lessons and lesson plans |
| Weeks 14-15 | <p style="text-align: center;">Summative evaluation of an individual lesson</p> <p>Debrief with student teacher after the observations Continue to provide support Maintain communication weekly</p> <ul style="list-style-type: none"> • Offer feedback on lessons and lesson plans • Support transition to conclusion of student teaching |
| Week 16 | <p>Continue to provide support Maintain communication weekly Support transition to conclusion of student teaching Submit grades and all paperwork to AC office at conclusion of student teaching</p> |

VIP Dates to Remember

Clinical Student Teachers

Journal submissions through Week 7:

| | Fall | Spring |
|---------------|-----------|-----------|
| Journal 1 Due | 9/5/2011 | 1/30/2012 |
| Journal 2 Due | 9/12/2011 | 2/6/2012 |
| Journal 3 Due | 9/19/2011 | 2/13/2012 |
| Journal 4 Due | 9/26/2011 | 2/26-2012 |
| Journal 5 Due | 10/3/2011 | 2/27/2012 |

Written observations of Mentor/Master teacher

| | Fall | Spring |
|----------------|------------|----------|
| #1 Complete by | 9/16/2011 | 2/3/2012 |
| #2 Complete by | 10/28/2011 | 3/9/2012 |

Mentor Teacher (1 or 2 @ One school)

Daily attendance report (Submit to University Supervisor at end of semester or rotation)

Progress Report

| | Fall | Spring |
|---------------------|----------|----------|
| Complete by week of | 9/9/2011 | 2/3/2012 |

Evaluations

| | Fall | Spring |
|---------------------------|------------|-----------|
| Complete #1 by | 9/23/2011 | 2/17/2012 |
| Complete #2 by | 10/21/2011 | 3/9/2012 |
| Complete #3 by (Optional) | 11/11/2011 | 4/13/2012 |

Mentor Teachers 2 @ Two schools

Daily attendance report completed by each mentor (Submit to University Supervisor at end of semester or rotation)

| | |
|----------------------|------------------|
| Fall 2011 Rotation | October 10, 2011 |
| Spring 2012 Rotation | March 29, 2012 |

Progress Report

| | | Fall | Spring |
|-----------|---------------------|------------|-----------|
| Mentor #1 | Complete by week of | 9/9/2011 | 2/3/2012 |
| Mentor #2 | Complete by week of | 10/28/2011 | 4/16/2012 |

Evaluations

| | | Fall | Spring |
|-----------|---------------------------|------------|-----------|
| Mentor #1 | Complete # 1 by | 9/23/2011 | 2/17/2012 |
| Mentor #2 | Complete #2 by | 11/4/2011 | 4/06/2012 |
| | Complete #3 by (Optional) | 11/18/2011 | 4/20/2012 |

University Supervisor Requirements

THREE formal observations during semester (Supervisor will schedule)

Summative evaluation at the end of semester

Performance-based Academic Coaching Team (PACT)

Intern Registration

REGISTRATION IS REQUIRED OF ALL INTERNS

The PACT system is designed to help you, the new teacher. Being on the front line can be intimidating and lonely which makes having immediate support and guidance valuable to you as you begin your teaching career. You will be able to access immediate teacher helps, teaching resources, teaching tools, chat rooms, discussion boards, and an electronic mentor. The e-Mentors are hand selected experienced teachers. They are trained and have signed a confidentiality form stating that no information about individual students will be released. The e-Mentors will be available by email from 7:00 a.m. - 11:00 p.m. Monday through Friday and 12:00 p.m. - 8:00 p.m. on Saturdays and Sundays.

Explore the site. Post a question. Read our Quick Helps. Because the system needs to fit the needs of you, the new teacher, it will be continually upgraded with new materials based on reflections and feedback you give us. Please provide that feedback when prompted so modifications can be made.

Click on the following link to register and get your password. When you log in, you will be required to enter the last four digits of your TAMU-C student ID. **REGISTRATION IS REQUIRED OF ALL INTERNS**, instructors in ELED/SED 514 and 515 will make assignments.

PACT Website: <http://tap.tarleton.edu/pact>

PORTFOLIO/NOTEBOOK

Interns are expected to keep a portfolio/notebook during their student teaching. This will not only be a valuable resource during your first year of teaching, but it may make the first impression you need when you interview for a teaching position. Below are a few suggestions of materials that need to be included but use your creativity/discretion to include as many materials as you wish. Samples of activities, worksheets, projects, rules, etc. will prove invaluable during your first year of teaching. **If you already have a portfolio started, simply add these components.** An electronic portfolio is an excellent tool to develop and many school districts request electronic portfolios when interviewing applicants for teaching positions.

SUGGESTED COMPONENTS

Intern handbook

PPR Competencies and Standards for your teaching level (EC-4, 4-8, 8-12, All level). You were probably required to print these in SED/ELED 514/515. If not you can find them at the following website: www.texas.ets.org

TEKS for ALL courses/grade levels you are teaching. Your mentor should be able to provide these or you can find them at the following website: www.tea.state.tx.us

Code of Ethics Governing Teachers. You may find at the following website: www.sbec.state.tx.us

Student code of conduct

Teacher code of conduct

Seating Charts for all classes

Lessons plans/Unit plans for lessons you deliver

Resource materials collected throughout the semester

END OF SEMESTER INFORMATION

Below is important information to ensure that all requirements for certification are met.

1. **Letter of anticipation**—This letter outlines your status in the program and will assist you as you look for employment. This letter will be sent to you towards the end of the semester.
2. **Job Fairs**—You will find a list of job fair dates on our website: www.tamu-commerce.edu/teacher . Let the teacher certification office know if you have any questions and **we would appreciate your following up once you are employed.**
3. **TEXES Exams**—Make sure you contact the TEXES/EXCET office in a timely manner to register for your remaining exam(s). All PPR exams are now available on the computer. This method will allow you to get your scores in a timely manner. Please contact Deborah at Deborah_Alford@tamu-commerce.edu or (903) 468-3082 to register. You may visit www.texas.ets.org to find preparation manuals and test dates.
4. **Applying for Certification**—Please visit the State Board of Education website: found at the following URL: <https://secure.sbec.state.tx.us/SBECOnline/login.asp> and log in to your account. Once you have logged in, you will click on the link on the left side titled APPLICATIONS. Select STANDARD CERTIFICATE TEXAS PROGRAM and follow the instructions. Make sure you select

Texas A&M University-Commerce ACP as your entity. Failing to select the correct entity will delay the certification process as you will not be identified with the correct Educator Preparation Program resulting in your file being deleted. It is important that you get the fingerprinting process done quickly so that districts can see that you have cleared. If you are not finishing this semester, you need to do this about 60 days prior to program completion to meet SBEC guidelines.

5. **Internship Fees**—The Texas A&M University-Commerce Educator Preparation Program is unable to recommend a teacher candidate for certification until all internship fees are paid. Payment may be made by a MasterCard or a Visa credit/debit card by going to the website <http://www.tamu-commerce.edu/cert/login.aspx>. The username and password is the same as your myLEO account. If paying by check, make checks payable to TAMUC and mail to Erin Swinson, Teacher Certification Office, P O Box 3011, Commerce, TX 75429. **PAYMENTS ARE NOT MADE THROUGH LeoPay.**

6. **Registration**-Winter Mini and Spring 2012 registration will begin October 24, 2011.
May Mini, Summer I & Summer II, August Mini and Fall 2012 Registration will begin March 26, 2012.

7. **Graduate school**-If you wish to continue with your master's, you need to reapply to graduate school and change your status. You are not required to pay an additional application fee. The Curriculum and Instruction (ELED and SED) department will use your PPR scores in lieu of the GRE. All other departments require the GRE.

Resources: Certification Test Reviews

Registration Information: <http://www.texas.ets.org/texas/registrationInformation/>

Registration Bulletins: <http://www.texas.ets.org/registrationBulletin/>

TExES Preparation Materials: <http://www.texas.ets.org/prepMaterials/>

Test Registration: <http://www.texas.ets.org/register>

Fees and Related Services: <http://www.texas.ets.org/texas/AboutTheTest/#fees>

Texas Educator Certification Program Practice Question eBooks:

<http://store.ets.org/store/ets/DisplayCategoryProductListPage/categoryID.35697300>

TExES Certification Exam Review for Teachers: <http://pact.tarleton.edu/tcert/>

TAKS Released Test: http://www.tea.state.tx.us/index3.aspx?id=44&menu_id=793

Texas A&M University-Commerce will host various study session through Curriculum and Instruction and/or through the Center for Educator Certification and Academic Services. Dates will be posted on the website and notices will be electronically sent via email. Please check your emails frequently and maintain a current email address with the Center for Educator Certification and Academic Services.

Note: Editing your contact information via MyLeo does not update the information with the Center for Educator Certification. Please keep us informed of all contact information changes.

Have a place for Intern to work/store materials that does not disturb class
Introduce Intern to class, neighboring teachers, office staff, other school personnel

Provide Interns with class rosters, seating charts and textbooks, especially teacher editions
Give Intern copy of teacher and student handbooks and code of conduct
Exchange phone numbers and establish system for intern to notify you if they will not be at school

Discuss and establish arrival and departure times, and other issues such as parking places, sign in procedures, etc.
Set aside daily time for talk to discuss goals, plans and ways intern can assist you and your classes
Discuss your classroom rules, procedures and consequences

Share your TEKS and TAKS objectives that are the basis for your planning

Provide Intern with weekly lesson plans and discuss longer-range plans
Have reflective discussions with Intern about “why” you do what you do

Observe and shadow responsibilities of mentor teachers

Familiarize yourself with room, textbooks, resource materials, and other teaching supplies

Practice effective communication skills with students, mentors, peers and administrators
Make seating charts to learn students’ names

Become familiar with student and teacher handbooks and code of conduct

Record telephone numbers and email addresses of Mentors and establish procedure for notifying teachers if you will not be at school
Meet administrators, counselors, library staff and secretarial staff

Assume routine duties such as checking attendance, organizing rooms, making copies, etc.

Select a student to shadow for a day, visiting all of their classes
Establish 2 goals for next week that push you to do a new activity or into a new learning experience/discuss with Mentor

Have reflective conversations with Mentors concerning your professional development

Explanation of Intern expectations and opportunities

Communication techniques
Verbal/nonverbal
Standard #3
Competency #7
Effective
Communication
Standard #3
Competency #7
Creating a positive school and classroom environment
Standard #2
Competency #5
TEXES Competencies

Professional Development Standards

Students’ goals and reflective thinking

JOURNAL #1 OF CRITICAL INCIDENTS

| | | |
|---------------|----------|-----------|
| | Fall | Spring |
| Journal 1 Due | 9/5/2011 | 1/30/2012 |

Directions: Reflect and respond to the following questions/statements using your experiences in your school and information learned from your SED/ELED 514/515 class and textbooks. See notes below about format to be used on all journals. **Send by e-mail to your university supervisor on or before the due date indicated above.**

1. Briefly describe your school, classes, mentor relationships and school atmosphere.

2. At what moment at school during these first days did you feel most engaged with what was happening? Why?

3. At what moment at school during these first days did you feel most distant with what was happening? Why?

4. What action did someone (teacher, student, administrator, etc.) take that you found to be most affirming or helpful?

5. What problems do you foresee having in your internship assignment?

6. What has surprised you the most during this first time period at school? Pleased you the most? Frightened you the most? Worried you the most?

7. Establish two goals for next week that push you to do a new activity or into a new learning experience.

NOTES ABOUT FORMAT OF YOUR JOURNAL RESPONSES:

- Please do not send as an attachment.
- Do not type the questions. Simply use the numerical designation for each question/statement to which you are responding.
- Make reference to your text if appropriate. It's information for you to apply theory to situations.
- Send completed journal by e-mail. Place a printed copy in your portfolio.

Week Four

Discuss plans for the next several weeks.
Share written lesson/unit plans with Intern
Have Intern work one-on-one with students

Model and discuss teaching methods appropriate for your subject(s) and/or grade level. Provide feedback to intern on lesson
Secondary: Help Intern select unit topic for development of lessons/unit for teaching.

Secondary: Put Intern before class. Ex: Calling out spelling words, reading a book, checking attendance, assigning or reviewing homework, reviewing test, making an assignment, etc.
Arrange for Intern to observe ISS, AEP, and talk with teachers of those programs

Review the Texas Code of Ethics and discuss professionalism in your classroom and school
Discuss TExES Competencies and Professional Development Standards with Intern
Find time for reflective discussions with Intern

Suggested Intern Activities

Take active role in teaching small aspects of classes each class period

Tutor individual or small groups of students, and work one-on-one with students

Teach a lesson using written lesson plan format

Begin discussion with Mentor about topics and unit you will teach.

Apply classroom rules, procedures, and consequences to student in all classes.

Observe, analyze, and apply classroom management techniques that minimize discipline problems in classes

Discuss Texas Code of Ethics with Mentor and apply to your own professional practice
Observe other teachers.

Include same grade level/subject and different grade level/subject

Find time for reflective conversations with Mentors concerning your professional development

Focus of Study

Unit/Lesson Planning
Standard #1
Competency #8

Methodologies of teaching: direct instruction, cooperative learning, critical thinking
Standard #3
Competency #8

Classroom rules, procedures and consequences
Standard #2
Competency #6

Classroom Management and Discipline
Standard #2
Competency #6

Texas Code of Ethics and Professionalism
Standard #4
Competency #13
TExES Competencies
PPR Standards

Student's goals and reflective thinking

| | | |
|--------------------------|-----------|----------|
| JOURNAL #2 Due | 9/12/2011 | 2/6/2012 |
|--------------------------|-----------|----------|

Directions: Reflect and respond to the following questions/statements using your experiences in your school and information learned from your SED/ELED 514/515 class and textbooks. See notes below about format to be used on all journals. **Send by e-mail to your university supervisor on or before the due date indicated above.**

1. What actions have you taken that make you feel like a teacher?
2. When did you recognize the importance of rules, procedures, and consequences?
3. What has been the most critical classroom discipline incident that occurred this week and what was your reaction to it?
4. What actions concerning the Texas Code of Ethics did you see this week that you find most puzzling or confusing?
5. What has surprised you the most during this time period at school? Pleased you the most? Frightened you the most? Worried you the most?
6. Establish two goals for next week that push you to do a new activity or into a new learning experience.

NOTES ABOUT FORMAT OF YOUR JOURNAL RESPONSES:

- Please do not send as an attachment.
- Do not type the questions. Simply use the numerical designation for each question/statement to which you are responding.
- Make reference to your text if appropriate. It's information for you to apply theory to situations.
- Send completed journal by e-mail. Place a printed copy in your portfolio.

| Week Five | Suggested Mentor Activities | √ | Suggested Intern Activities | Focus of Study |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>Introduce Intern to Special Education Services, Programs, Facilities and Personnel</p> <p>Discuss modifications of teaching materials and tests with Intern</p> <p>Assist Intern in making arrangements to attend an ARD meeting</p> <p>Give feedback on lesson planning, emphasizing a variety of appropriate teaching strategies</p> <p>Provide opportunities for Intern involvement in class activities</p> | | <p>Establish yourself as a manager and disciplinarian with students and Mentor teacher(s)</p> <p>Monitor needs of all students to increase awareness of meeting the needs of all learners</p> <p>Discuss IEPs and ARDs with Mentors</p> <p>Attend ARD meeting</p> | <p>Classroom Management and Discipline <i>Competency #6</i></p> <p>Meeting Needs of Students <i>Competency #2</i></p> <p>Special Education/IEPs/ARDs <i>Competency #2</i></p> |
| | <p>Provide planning resources, information, journals, textbooks, internet</p> | | <p>Develop unit/lesson plans that meet the needs of all students</p> | <p>Unit/Lesson Planning <i>Competency #8</i></p> |
| | <p>Provide time for reflective discussions with Interns</p> | | <p>Continue Teaching activities when appropriate</p> <p>Establish yourself as a professional contributor to the classroom and school</p> <p>Begin collecting materials and ideas for Resource File for future reference</p> <p>Practice effective communication skills with students, mentors, peers and administrators</p> <p>Find time for reflective conversations with Mentors concerning your professional development</p> <p>Relate activities in classroom, school and community to TExES competencies and standards</p> | <p>Effective communication <i>Competency #7</i></p> |
| | <p>Discuss TExES competencies and standards with Intern</p> | | | |

Journal #3

| | | |
|---------------|-----------|-----------|
| Journal 3 Due | 9/19/2011 | 2/13/2012 |
|---------------|-----------|-----------|

Directions: Reflect and respond to the following questions/statements using your experiences in your school and information learned from your SED/ELED 514/515 class and textbooks. See notes below about format to be used on all journals. **Send by e-mail to your university supervisor on or before the due date indicated above.**

1. What action did someone take this week concerning special needs students that you found affirming or helpful?
2. What action or behavior did anyone (teacher, student, counselor, administrator, etc.) take involving a special needs student that you found to be puzzling or confusing?
3. At what moment this week did you feel poor communication created a problem? Good communication solved a problem?
4. What actions did you take this week that established you as an effective classroom manager and disciplinarian?
5. Establish two goals for next week that push you to do a new activity or into a new learning experience.

NOTES ABOUT FORMAT OF YOUR JOURNAL RESPONSES:

- Please do not send as an attachment.
- Do not type the questions. Simply use the numerical designation for each question/statement to which you are responding.
- Make reference to your text if appropriate. It's information for you to apply theory to situations.
- Send completed journal by e-mail. Place a printed copy in your portfolio.

| Week Six | Suggested Mentor Activities | √ | Suggested Intern Activities | Focus of Study |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| | Assist Intern in assessment of student learning through written tests, projects and activities | | Write tests that measures student learning, especially at higher level of cognitive domain | Assessment & Student Feedback <i>Competency #10</i> |
| | Provide Intern feedback on their teaching process | | Develop an assessment tool for a project that measures student achievement | |
| | | | Continue activities of teaching and professional involvement that promote maximum growth as a teacher Seek feedback from Mentor on specific presentation skills such as voice, inflection, mannerisms, gestures, facial expression and clarity of content | Effective Schools and Effective Teachers <i>Competency #1-13</i> |
| | Provide Intern feedback on their management & discipline strategies | | Continue effective management and discipline activities that promote learning in your classroom | Classroom Management and Classroom Discipline <i>Competency #6</i> |
| | Instructional Leadership Team (Mentor, Intern, University supervisor) conference for Intern evaluation and progress report Discuss TExES competencies with Intern | | Instructional Leadership Team (Mentor, Intern, University supervisor) conference for Intern evaluation and progress report Relate activities in classroom, school and community to TExES competencies | |
| | Set Goals for remaining weeks of internship | | | |

Journal # 4

| | | |
|---------------|-----------|-----------|
| Journal 4 Due | 9/26/2011 | 2/26-2012 |
|---------------|-----------|-----------|

Directions: Reflect and respond to the following questions/statements using your experiences in your school and information learned from your SED/ELED 514/515 class and textbooks. See notes below about format to be used on all journals. **Send by e-mail to your university supervisor on or before the due date indicated above.**

1. When have you felt most like an effective teacher? Felt most like an ineffective teacher?
2. What processes about measuring student learning have been the most puzzling or confusing to you? What has worked most effectively for you?
3. What has surprised you the most during this time period at school? Pleased you the most? Frightened you the most? Worried you the most?
4. Establish two goals for next week that push you to do a new activity or into a new learning experience.

NOTES ABOUT FORMAT OF YOUR JOURNAL RESPONSES:

- Please do not send as an attachment.
- Do not type the questions. Simply use the numerical designation for each question/statement to which you are responding.
- Make reference to your text if appropriate. It's information for you to apply theory to situations.
- Send completed journal by e-mail. Place a printed copy in your portfolio.

| Week Seven Through Rotation or End of Semester | Suggested Mentor Activities | Suggested Intern Activities | Focus of Study |
|---------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| | Provide Intern feedback on their teaching process Set Goals for remaining weeks of internship | Compare and rate your own professional development at this point to the Texas Professional Development Standards Continue activities of teaching and professional involvement that promote maximum growth as a teacher | Effective Schools and Effective Teachers <i>Competency #1-13</i> |

Journal #5

| | | |
|---------------|-----------|-----------|
| Journal 5 Due | 10/3/2011 | 2/27/2012 |
|---------------|-----------|-----------|

Directions: Reflect and respond to the following questions/statements using your experiences in your school and information learned from your SED/ELED 514/515 class and textbooks. See notes below about format to be used on all journals. **Send by e-mail to your university supervisor on or before the due date indicated above.**

1. What do you consider to be your teaching strengths? Weaknesses?

2. What action or event has occurred that has been the most helping and affirming for you during internship?

NOTES ABOUT FORMAT OF YOUR JOURNAL RESPONSES:

- Please do not send as an attachment.
- Do not type the questions. Simply use the numerical designation for each question/statement to which you are responding.
- Make reference to your text if appropriate. It's information for you to apply theory to situations.
- Send completed journal by e-mail. Place a printed copy in your portfolio.



**Alternative Certification Program
Clinical/Student Teaching Handbook**

**FORMS
Mentor Teacher and Student Teacher**

Student Teacher Semester Forms

1. **Clinical Student Teaching Contract** – Completed by the clinical/student teacher prior to beginning the student teaching placement. A financial commitment contract explaining the financial obligation.
2. **Attendance Sheet**—Completed by the Mentor daily to keep track of attendance and punctuality.
3. **Intern Progress Report**—Completed by the Mentor after several weeks of the clinical/student teacher being in the field. Useful by both clinical/student teacher and University Supervisor to identify strengths and areas needing improvement (2 pages).
4. **Mentor Observation of Clinical/Student Teacher**—Completed by the Mentor during a formal observation of the clinical/student teacher. **TWO** formal observations must be completed (3 pages).
5. **Special Services Agreement (Mentor Contract)**—Completed by the Mentor to ensure payment is received. Original must be completed and mailed with W-9 as indicated on the instructions. Faxed copies are not accepted.
6. **W-9**—Completed by the Mentor and returned with Special Services Agreement. Original must be completed and mailed with contract as indicated on the instructions. Faxed copies are not accepted.
7. **Mentor/Master Teacher Observation**—Completed by the clinical/student teacher during a formal observation of the Mentor Teacher or another master teacher. **TWO** formal observations must be completed.
8. **Individual Lesson Observation**—Completed by the University Supervisor during the observation of the clinical/student teacher. Three formal observations must be completed.
9. **Summative Evaluation**—Completed by the University Supervisor at the end of the clinical/student teaching assignment. This form is an overall evaluation of the clinical/student teaching experience

Student Teaching Payment Contract

Texas A&M University-Commerce Alternative Certification Program (ACP)

I understand I am responsible for a \$750.00 student teaching program fee and this fee is payable directly to the Office of Educator Certification at Texas A&M University-Commerce. Failure to submit the required student teaching program fee may result in immediate removal from the student teaching placement, dismissal from the Alternative Certification educator preparation program, non-recommendation to the Texas Education Agency for teacher certification, and a delay in receiving transcripts/graduation confirmation when applicable.

| | | |
|--------------------------------------|--------|-------|
| _____ | _____ | _____ |
| Clinical/Student Teacher's Signature | CWID # | Date |

| | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
| Initial: _____ I agree to assume the following financial responsibility to the Texas A&M University-Commerce Alternative Certification Educator Preparation Program as indicated with my initials: | |
| Initial: _____ \$750.00 student teaching program payment due in full prior to beginning the student teaching placement OR | |
| Initial: _____ \$375.00 payment due prior to beginning the clinical/student teaching placement and the remaining balance paid in three monthly payments of \$125.00. | |
| Fall Student Teaching Payment Schedule | Spring Student Teaching Payment Schedule |
| \$375 due August 15 th | \$375 due January 15 th |
| \$125 due October 1st | \$125 due March 1 st |
| \$125 due November 1st | \$125 due April 1 st |
| \$125 due December 1 st | \$125 due May 1 st |

Initial: _____ I understand all program fee payments are to be submitted by check to the Office of Alternative Certification and Academic Services OR through the Office of Alternative Certification website account: <http://apps.tamu-commerce.edu/teachercertification/login.aspx>. NOTE: Payments received/balance will not be reflected in LeoPay. Two separate accounting systems are utilized.

I understand one or more of the actions listed below may result from my failure to submit all program fees in a timely fashion.

- Initial: _____ I may be removed from the clinical/student teaching placement.
- Initial: _____ I may be dismissed from the Alternative Certification educator preparation program.
- Initial: _____ I will not receive a program recommendation for a Texas teaching certificate.
- Initial: _____ I will not have access to an updated transcript and/or graduate degree award as a result of a "Hold" being placed on my academic record.

Checks are made payable and mailed to A&M-Commerce Alternative Certification Program:

Texas A&M University-Commerce
Attn: Alternative Certification Program
P O Box 3011

Commerce, TX 75429-3011 All questions regarding this process must be directed to the TAMU-Commerce ACP office at (903) 468-8186 or Erin.Swinson@tamu-commerce.edu.

Fall Student Teaching Attendance Log

To verify attendance of the student teacher, please mark each day with one of the following:

E = Excused Absence

A = Unexcused Absence

T = Tardy

August 2011

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|-----|-----|-----|-----|-----|-----|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |
| | | | | | | |

September 2011

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|-----|-----|-----|-----|-----|-----|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |
| | | | | | | |

Fall Student Teaching Attendance

To verify attendance of the student teacher, please mark each day with one of the following:

E = Excused Absence

A = Unexcused Absence

T = Tardy

L = Left Early

October 2011

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|--------------------|------------|-----|-----|-----|-----|
| | | | | | | 1 |
| 2 | 3 Journal 5 Dus | 4 Job Fair | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

November 2011

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|-----|-----|-----|-----|-----|-----|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |
| | | | | | | |

Fall Student Teaching Attendance

To verify attendance of the student teacher, please mark each day with one of the following:

- E = Excused Absence
- A = Unexcused Absence
- T = Tardy
- L = Left Early

December 2011

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|-----|-----|-----|-----|-----|------------------------|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 <i>Commencement</i> |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| | | | | | | |

Spring Student Teaching Attendance—January

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|-----|-----|-----|-----|-----|-----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |
| | | | | | | |

Spring Student Teaching Attendance

To verify attendance of the student teacher, please mark each day with one of the following:

E = Excused Absence

A = Unexcused Absence

T = Tardy

L = Left Early

February 2012

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|-----|-----|-----|-----|-----|-----|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | | | |

March 2012

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|-----|-----|-----|-----|-----|-----|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

Spring Student Teaching Attendance

To verify attendance of the student teacher, please mark each day with one of the following:

E = Excused Absence

A = Unexcused Absence

T = Tardy

L = Left Early

April 2012

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|-----|-----|-----|--------------------|-----|-----|
| 1 | 2 | 3 | 4 | 5 Teacher Job Fair | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

May 2012

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|-----|-----|-----|-----|-----|-----------------|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 Commencement |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

INTERN PROGRESS REPORT

Name of Intern _____ C W I D _____ School _____

Intern Expectations (3=Exceptional, 2=Acceptable, 1=Needs Improvement)
If unobserved or not applicable, write in N/O or N/A

| | 3 | 2 | 1 |
|---------------------------------------------------------------------------------------------------|---|---|---|
| Observed mentor: engaged in discussion about teaching practices Comments: | | | |
| Demonstrated routine duties willingly, correctly, and punctually Comments: | | | |
| Demonstrated Initiative and willingness to learn Comments: | | | |
| Observed other teachers Comments: | | | |
| Learned and used students' names to create positive environment Comments: | | | |
| Worked effectively with students one-on-one; small groups Comments: | | | |
| Communicated with mentors about personal growth/Demonstrated growth Comments: | | | |
| Met and positively interacted with school personnel Comments: | | | |
| Became familiar with and followed school policies and rules Comments: | | | |
| Began resource files Comments: | | | |
| Shared classroom responsibilities Comments: | | | |
| Participated with classroom management/Established teacher role with students Comments: | | | |
| Taught effectively Comments: | | | |
| Began plans for teaching units Comments: | | | |
| Demonstrated professionalism in action and dress Comments: | | | |
| Demonstrates adequate subject matter preparation Comments: | | | |
| Accepts constructive suggestions; showed professional/personal growth Comments: | | | |
| Demonstrated self-reflection; showed professional/personal growth Comments: | | | |
| Demonstrated effective verbal and non-verbal communication skills Comments: | | | |

Other Contributions the Intern has offered thus far that might not be mentioned above:

Goals or Suggestions for Improvement:

(What can the intern do to not only improve but stretch their learning to an optimum level?)



Intern



University Supervisor



Date



Mentor Teacher



Mentor Teacher

Observed Practices

Rate the intern on specific practice(s) you observed by circling the appropriate response.

O= Clearly Outstanding; E=Exceeds Expectations; S=Satisfactory; N=Needs Improvement; NA= Not Applicable/Observed





1. The teacher established discipline in the classroom. O E S N NA
2. The teacher motivated his/her students. O E S N NA
3. The teacher included all students in class participation. O E S N NA
4. The teacher showed personal interest in all students. O E S N NA
5. The teacher showed respect when interacting with students. O E S N NA
6. The teacher allowed time for student responses. O E S N NA
7. The teacher reacted positively during student responses. O E S N NA
8. The teacher gave specific feedback to student answers/responses. O E S N NA
9. The teacher followed up on student responses. O E S N NA
10. The teacher exhibited positive reactions to student learning performance. O E S N NA
11. The teacher allowed students to express their feelings. O E S N NA
12. The teacher promoted basic skills in the classroom. O E S N NA
13. The teacher promoted higher-level thinking in the classroom. O E S N NA
14. The teacher promoted teamwork in the classroom. O E S N NA
15. The teacher made ongoing effort to deal with the individual differences in the learner population. O E S N NA
16. The teacher demonstrated good command of the content. O E S N NA
17. The teacher appeared to do a good job of organizing class work. O E S N NA
18. How would you rate this teacher's command of instructional delivery skills including the use of technology? O E S N NA
19. How would you rate this teacher's command of instructional design skills (lesson plans, etc.)? O E S N NA
20. How would you rate this teacher's command of time management? O E S N NA

Post-Observation Conference (Please complete within 2 days of lesson)

Mentor and Intern/Student Teacher cooperatively complete the following regarding the teaching/learning process during the post-observation conference.

1. Please list the areas of strength.
 - A.
 - B.
 - C.
2. Please list the areas of concern.
 - A.
 - B.
 - C.
3. In order to assist the intern/student teacher with the areas of concern, the mentor and intern are going to take the following actions:
 - A.
 - B.

Comments:

| | | | |
|--------------------|-------------------------------------------------------------------------------------|------|--------------------------------------------------------------------------------------|
| Intern's Signature |  | Date |  |
| Mentor's Signature |  | Date |  |

Please make copies and give to intern and university supervisor upon completion.

Special Services Agreement Instructions Special Services/Mentor Contract Instructions

All of the following information must be completed in order to process the Mentor Contract.

➤Mentor’s Name – Type or print your name.

➤Mentor’s Complete Home Address – Type or print your complete home address (address, city, state, zip). Your payment will go to this address.

➤Name of Intern – This is the name of the intern you will be mentoring.

➤Contractor – At the bottom of the contract on the right-hand side you must complete **all** contractor information. An incomplete application will delay processing.

➤The AC Program Staff will complete the activity start date and the agreement amount. The guidelines used will be the following:

| Type of Internship | Fall Activity Dates | Spring Activity Dates | Amount |
|------------------------------------------|----------------------------|------------------------------|---------------|
| One Semester with One Mentor Teacher | 08/15/2011 – 12/02/2011 | 01/09/2012 – 05/04/2012 | \$250 |
| One Semester with Two Mentor Teachers | 8/15/2011 – 10/07/2011 | 01/09/2012 – 03/09/2012 | \$125/mentor |
| | 10/10/2011 – 12/02.2011 | 03/19/2012 – 05/04/2012 | |

Texas A&M University-Commerce
Special Activities Services Agreement/Payment Request/BW1a

Contract #: _____ **Account #:** _____ **S/L** _____ **S/A** _____ **User Ref. #** _____

Texas A&M University-Commerce ("University"), a member of the Texas A&M University System, an agency of the State of Texas, and _____ with the principal place of residence _____ located at _____ desires to enter into an Agreement this date whereby the Contractor agrees to perform the services as defined below.

Type of Activity to be performed for the University- Services Rendered & Description of Event:

Guidance to the Alternative Certification Program and Mentoring of Alternative Certification Intern.

Intern Name: _____

Term of Agreement: Activity Start Date: _____ Activity End Date: _____

Agreement Amount: \$ _____ = (Number of hours worked: _____ X Rate of Pay: \$ _____ per hr.)

The total amount to be paid the Contractor under this Agreement shall not exceed the above amount. Upon completion of the above services, pursuant to University payment guidelines and Texas Government Code 2251, the total amount shall be paid to the Contractor thirty (30) days after receipt of Contractor's invoice. This agreement is void without an amount placed in the above space provided.

Authorization:

This agreement is executed and construed under the laws of the State of Texas. It is agreed that in the execution of this agreement, no party waives any right, privilege, responsibility, immunity or defense that would otherwise be available to it. Venue in any action brought hereunder shall be Hunt County, Texas.

Dispute Resolution and Claims Reviewed:

The dispute resolution process provided for in Chapter 2260 of the Government Code shall be used by Texas A&M University-Commerce and the Contractor to attempt to resolve any claim for breach of contract. Neither the occurrence of an event nor the pendency of a claim constitutes grounds for the suspension of performance by the Contractor, in whole or in part. The designated individual responsible on behalf of Texas A&M University-Commerce for examining any claim or counterclaim and conducting any negotiations related thereto as required under §2260.052 of H.B. 826 of the 76th Texas Legislature shall be: Mr. Bert A. White, Director Purchasing and Contract Administration, Texas A&M University-Commerce.

Termination:

The University or Contractor may terminate this contract in accordance with this clause in whole or in part, whenever such termination is in the best interest of the University. Termination will be in the form of a written statement at least five (5) days prior to the termination of service. In the event of early termination, the University shall only be liable for payment of services performed prior to the termination date.

Mail to: TAMU-Commerce, Alternative Certification Program
P.O. Box 3011, Commerce, TX 75429-3011

| | |
|------------------------|------------|
| Office Use Only | |
| Obj Code | Title Code |
| | |

Approved: Texas A&M University-Commerce

I confirm that the work performed by the contractor listed above has been accomplished during the time frame for which funds are requested. Shared Delegation of Authority.

Bert A. White
 Director, Purchasing & Contract Administration

Center for Educator Certification
 Department Name

Donna Tavener, Director
 Department Head Name (please print/type)

903-468-8186 _____
 Phone Number Fax Number

Original Signature & Date Required

Signature of Department Head _____ Date _____
 cye: 031108

Contractor

A&M Employee Yes No

I certify that all above information is accurate and was deemed necessary for the event specified.

 Name (please print/type)

 Title (please print/type)

 Payee SSN/EIN

 Phone Number Fax Number

Original Signature & Date Required

Signature of Contractor _____ Date _____

4. What seemed to influence or contribute to good classroom behavior?

5. What questions or comments do you have as a result of this observation that would improve your teaching skills? (Discuss the observation(s) and questions or comments with your mentor or the teacher observed.)

Intern's  _____
Signature _____ Date _____

Please make copies and give to UNIVERSITY SUPERVISOR as completed.

Alternative Certification Program: Texas A&M-Commerce

Individual Lesson Observation

| | | |
|--------------------------|-------------------------|----------------------|
| Intern: | Date: | Evaluation #: |
| CWID: | Start Time: | End Time: |
| Objective/Lesson: | Subject/Content: | Grade Level: |

Instructions: For each of the five domains below, rate each according to the following scale:
 O= Clearly Outstanding; E=Exceeds Expectations; S=Satisfactory; N=Needs Improvement; NA=Not Applicable/Observed

| Effectiveness Domains | Rating (Circle Letter) |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| Domain I: Active, Successful Student Participation in the Learning Process <ul style="list-style-type: none"> Students actively engaged in learning Opportunities to practice critical thinking/problem solving Connects, links, and/or scaffolds learning Instructional strategies meet needs of students with disabilities Differentiated instruction meets academic and behavioral needs Instructional strategies meet needs of LEP-ELL students | O E S N NA |

Strengths

Areas to address

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| Domain II: Learner-Centered Instruction <ul style="list-style-type: none"> Goals and objectives clearly stated Learner-centered instruction Appropriate motivational strategies Curriculum aligned with TEKS Appropriate pacing and sequencing Appropriate questioning and inquiry Clearly states expectations for achievement Integrates curriculum TEKS and Technology Applications TEKS Use of technology aligns with active and engaging learning | O E S N NA |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|

Strengths

Areas to address

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| Domain III: Evaluation and Feedback on Student Progress <ul style="list-style-type: none"> Students monitored, assessed, and offered effective feedback Appropriate assessment and instruction are aligned Student learning reinforced Relearning and re-evaluation opportunities provided Use of formal and informal assessment Appropriate demonstration of learning for LEP students and students with special needs Appropriate modification and accommodations in instruction and assessment Utilizes technology to collect, manage, and analyze student learning and achievement | O E S N NA |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|

Strengths**Areas to address**

Domain IV: Management of Student Discipline, Instructional Strategies, Time and Materials

- Utilizes appropriate discipline procedures
- Promotes self-discipline and self-directed learning
- Equitable teacher-student interaction
- Clearly stated objectives for behavior
- Appropriately redirects disruptive behavior
- Reinforces desired behavior
- Effectively Manages time and materials

O E S N NA

Strengths**Areas to address**

Domain V: Professional Communication

- Builds and maintains positive rapport
- Models and teaches academic English in content area(s)
- Appropriate verbal/non-verbal communication with students
- Clearly displayed written objectives and expectations
- Communicates effectively with reluctant students
- Maintains a supportive and courteous classroom climate
- Conducts timely communication with university supervisor/mentor

O E S N NA

Strengths**Areas to address**

Domain VI: Compliance with Policies, Operating Procedures, and Requirements

- Complies with policies, procedures and legal requirements
- Positively responds to verbal/written directives
- Establishes a positive environment
- Lesson plans submitted to university supervisor/mentor
- Master teacher observations completed and documented

O E S N NA

Strengths**Areas to address**

- ❖ "Needs improvement" in any domain may warrant repeating internship semester
- ❖ "Needs improvement" in any domain may warrant development of a growth plan

COMMENTS/SUGGESTIONS FOR IMPROVEMENT:

Supervisor Signature: _____ **Date:** _____

White Copy (Intern)

Yellow Copy (Supervisor)

Pink Copy (Principal)

Goldenrod (Program)

Alternative Certification Program: Texas A&M-Commerce
Summative Evaluation of AC Intern/Clinical Teacher

| | | |
|----------------|--------------------|------------------|
| Intern: | Date: | |
| CWID: | Start Time: | End Time: |

INSTRUCTIONS FOR AC INTERN:

1. Evaluate your professional growth in each of the domains in the column entitled "AC Intern Self-Evaluation".
2. Based on the indicators under each domain, state techniques, routines, procedures, strategies, examples or scenarios that justify your evaluation. Be brief and concise with your comments. **THIS SECTION MUST BE COMPLETED.**
3. Submit the summative evaluation to your university supervisor. Your supervisor will inform you of the date it is due.
4. The university supervisor will then complete the column entitled "Univ. Sup. Summative Evaluation" and review your ratings and comments. These items will be discussed during your summative conference.

For each of the five domains below, rate each according to the following scale:

O= Clearly Outstanding; E=Exceeds Expectations; S=Satisfactory; N=Needs Improvement; NA=Not Applicable/Observed

| Effectiveness Domains | AC INTERN SUMMATIVE SELF-EVAL | UNIV. SUP. SUMMATIVE EVAL |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-------------------------------------|
| Domain I: Active, Successful Student Participation in the Learning Process <ul style="list-style-type: none"> Students actively engaged in learning Opportunities to practice critical thinking/problem solving Connects, links, and/or scaffolds learning Instructional strategies meet needs of students with disabilities Differentiated instruction meets academic and behavioral needs Instructional strategies meet needs of LEP-ELL students | O E S N NA | O E S N NA |
| COMMENTS | | |
| | AC INTERN SUMMATIVE SELF-EVAL | UNIV. SUP. SUMMATIVE EVAL |
| Domain II: Learner-Centered Instruction <ul style="list-style-type: none"> Goals and objectives clearly stated Learner-centered instruction Appropriate motivational strategies Curriculum aligned with TEKS Appropriate pacing and sequencing Appropriate questioning and inquiry Clearly states expectations for achievement Integrates curriculum TEKS and Technology Applications TEKS Use of technology aligns with active and engaging learning | O E S N NA | O E S N NA |
| COMMENTS | | |

| | AC INTERN SUMMATIVE SELF-EVAL | UNIV. SUP. SUMMATIVE EVAL |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|------------------------------|
| Domain III: Evaluation and Feedback on Student Progress <ul style="list-style-type: none"> • Students monitored, assessed, and offered effective feedback • Appropriate assessment and instruction are aligned • Student learning reinforced • Relearning and re-evaluation opportunities provided • Use of formal and informal assessment • Appropriate demonstration of learning for LEP students and students with special needs • Appropriate modification and accommodations in instruction and assessment • Utilizes technology to collect, manage, and analyze student learning and achievement | O E S N NA | O E S N NA |
| COMMENTS | | |

| | AC INTERN SUMMATIVE SELF-EVAL | UNIV. SUP. SUMMATIVE EVAL |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|------------------------------|
| Domain IV: Management of Student Discipline, Instructional Strategies, Time and Materials <ul style="list-style-type: none"> • Utilizes appropriate discipline procedures • Promotes self-discipline and self-directed learning • Equitable teacher-student interaction • Clearly stated objectives for behavior • Appropriately redirects disruptive behavior • Reinforces desired behavior • Effectively manages time and materials | O E S N NA | O E S N NA |
| COMMENTS | | |

| | AC INTERN SUMMATIVE SELF-EVAL | UNIV. SUP. SUMMATIVE EVAL |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|------------------------------|
| Domain V: Professional Communication <ul style="list-style-type: none"> • Builds and maintains positive rapport • Models and teaches academic English in content area(s) • Appropriate verbal/non-verbal communication with students • Clearly displayed written objectives and expectations • Communicates effectively with reluctant students | O E S N NA | O E S N NA |

| | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|--------------------------------------------|
| <ul style="list-style-type: none"> Maintains a supportive and courteous classroom climate Conducts timely communication with university supervisor/mentor | | |
| COMMENTS | | |
| | AC INTERN SUMMATIVE SELF-EVAL | UNIV. SUP. SUMMATIVE EVAL |
| Domain VI: Compliance with Policies, Operating Procedures, and Requirements <ul style="list-style-type: none"> Complies with policies, procedures and legal requirements Positively responds to verbal/written directives Establishes a positive environment Lesson plans submitted to university supervisor/mentor Master teacher observations completed and documented | O E S N NA | O E S N NA |
| COMMENTS | | |

| | | |
|------------------------|------------------------------------------------|--------------------------------------------|
| | AC INTERN SUMMATIVE SELF-EVAL | UNIV. SUP. SUMMATIVE EVAL |
| OVERALL RATINGS | O E S N NA | O E S N NA |

- Needs improvement in any domain might warrant repeating internship semester
- Needs improvement in any domain warrants development of a growth plan

AC Intern Signature _____ **Date** _____

Univ. Sup. Signature _____ **Date** _____

White Copy (Intern) **Yellow Copy (Supervisor)**
Pink Copy (Principal) **Gold Copy (Program)**

Alternative Teacher Certification Program
Recommendation of AC-Inter/Clinical Teacher

Intern's Name: _____
Intern's TEA ID# _____
Principal's Name: _____
School: _____
Content Area: _____
Grades taught: _____
School Years taught or
Length of Assignment: _____

Final Recommendation (please select one):

_____ I recommend this intern be approved for certification as a
classroom teacher in the state of Texas.

_____ I do not recommend this intern be approved for certification
as a classroom teacher in the state of Texas.

Signature of the Principal _____ Date _____

Signature of University Supervisor _____ Date _____

Please return completed form to:
Alternative Certification Program
Texas A&M-Commerce
P.O. Box 3011
Commerce, TX 75429-3011
FAX#: (903) 886-5156

Center for Educator Certification and Academic Services
Alternative Certification: Educator Preparation Program

Mentor Teacher Contact Information

Name: _____

Telephone: _____

Email: _____

Comments:

University Supervisor Contact Information

Name: _____

Telephone: _____

Email: _____

Notes about Visits:

Comments: