

Texas A&M University-Texarkana

Teacher Education Program

Employed Aide Track

In addition to submitting the Application for Field-based and Resident Semester form online, delivering the reference form to a teaching area faculty member, and preparing and submitting the Essay Form prior to deadline dates, the following requirements must be successfully completed:

1. Students must furnish documentation that they are currently employed as certified educational aides in the area and at the level of certification in which they are pursuing.
2. Letters of commitment must be received from the superintendent of the district and principal of the school in which the aide is employed indicating their intention to cooperate with A&M-Texarkana. Two (2) mentor teachers will be designated (3 if pursuing Special Education) who will work with the aide during the intern and resident semester.
3. All program admission requirements must be completed successfully for acceptance to the field-based semester.

FIELD-BASED SEMESTER:

1. Students will attend a Field-based Orientation.
2. Students must enroll for appropriate field-based courses, Ed 486, 487, for EC-4. Fulfilling the duties as education aides will meet the requirements of weekly field experience.
3. Students will be supervised by mentor teachers who are appointed by principals in agreement with A&M-Texarkana. Principals will notify the Director by email confirming mentor teacher assignments.
4. During the semester, students will be evaluated by the mentor teachers on three mini lessons for each rotation. Students pursuing Special Education certification will teach 6 mini lessons during the three rotations. Copies of the evaluations will be forwarded to the instructors of Ed 486 and Ed 487.

RESIDENT SEMESTER:

1. Students must register for appropriate Resident Teaching Courses.
2. Within a few weeks prior to the onset of their Resident Semester, students will attend a Residents' Seminar to learn the requirements of the program and review the handbook.
3. The student, his/her mentor teachers and the liaison will make up the Instructional Leadership Team (ILT). This group will meet for the first time during the first three weeks of public school to plan the semester and note the student's progress. (Form 340 will be used to document this meeting.)

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Resident Semester Contd.

4. Students continue fulfilling duties as educational aides but will be expected to teach full time for **one** week for **each** mentor during the semester (minimum two weeks – will be three weeks for those seeking Special Education). Prior observations and opportunities for teaching should be arranged. During the full weeks of teaching time, students will be evaluated once by the assigned mentor teacher and once by the liaison. A principal (or Administrative Designee) will do one evaluation of the Employed Aide's teaching. Form 242 will be used for these evaluations. (Those seeking the Special Education Certification will have a third mentor teacher in special education and will have two more evaluations: one by mentor teacher in sped and one by liaison).
5. During the weeks in which students are not doing full-time resident teaching, they may work as aides. However, during this time, students will:
 - a. meet with mentor teachers at least once a week to discuss the indicators on Form # 260 and to receive teaching advice
 - b. submit weekly emails to the university liaison giving him/her updates and reflections on their teaching experiences.
6. At the end of the semester, the ILT will meet again and be responsible for recommending the Resident for a passing grade in Residency or not. This recommendation will be based on successful completion of all areas of the Proficiency Demonstration Form (#260), positive evaluations (Form #242) and the appraisal of the ILT as documented on Form #250. The Liaison will submit the completed forms to the Director of Field Experiences.