

Eagles Teach/ACP Intern Handbook
Fall 2021



EAGLES
Teach

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Alternative Certification Internship

The internship is a year-long classroom teaching assignment as paid teacher-of-record for candidates who have met eligibility requirements including the following:

1. Admitted to teacher preparation program as alternative certification candidate in a specific certification area.
2. Submitted 30 hours of field-based experience and reflections based on experience – 15-hours documents interactive field based experience, not video.
3. Passed all content exams required for specific certification area.
4. Completed intensive pre-service work through 12 hours (4 courses) of required certification coursework.
5. Completed Statement of Eligibility indicating candidate has position teaching not less than an average of four hours each day in the subject area and grade level of certification sought.
6. Candidate is approved for intern certificate.
7. Candidate is registered in ED 485 internship course.

Candidates who cannot obtain an assignment as teacher-of-record in the area they are seeking certification may be eligible to do a semester of clinical teaching instead. Please contact the certification office for more details as this document focuses on the year-long internship.

For the year-long internship, candidates will be assigned a university field supervisor and campus mentor. Along with a campus administrator, the field supervisor and mentor are part of the candidates Instructional Leadership Team (ILT) that meets a minimum of three (3) times a semester to discuss candidate's growth and develop an ongoing action plan for professional growth as needed. Both the field supervisor and mentor participate in pre-observation conferences, observe the candidates teaching performance, provide written analysis and discuss candidate performance in post-observation conference.

College of Arts, Science, and Education (CASE)

Education programs are led by experienced faculty dedicated to the mission and vision of Texas A&M University-Texarkana and the College of Arts, Science, and Education.

College of Arts, Science and Education Mission

We are a community of scholars who challenge each other to lives of inquiry.

Education Department Mission

Teach others to teach well.

Education Department Vision

Teach well.

Education Department Beliefs and Core Values

Good teaching is complex.
Good teaching is deeply reflective.
Good teaching can be replicated.
Good teachers continuously improve.

The mailing address and other contact information are listed below.

Education Department
Texas A&M University, Texarkana
7101 University Avenue
University Center, Suite 260
Texarkana, Texas 75503
University Number: 903-223-3000

Education Faculty

The faculty of Curriculum and Instruction are professional educators who bring their Texas public school leadership experiences to the program. Our faculty have served as assistant principals, principals, coordinators, directors, assistant superintendents, and superintendents in various school districts. Their field-based understandings combined with active research agendas make for the best possible learning opportunities as students seek to become educational leaders who will make a difference in schools, school districts, and local communities.

Sara Lawrence, PhD Associate Dean of CASE Associate Professor of Educational Psychology Sara.Lawrence@tamut.edu	
Eunji Cho, PhD Assistant Professor of Education echo@tamut.edu	Frank Mullins, EdD Associate Professor Special Education fmullins@tamut.edu
Kelly Cordray, EdD Assistant Professor of Education Ccordray@tamut.edu	Jan Murdock, PhD Associate Professor of Special Education Jan.murdock@tamut.edu
Melba Foster Clinical Instructor of Education mfooster@tamut.edu	Luz Mary Rincon, PhD and Regent Professor Professor of Spanish and Bilingual Education Luzmary.rincon@tamut.edu
Aaron Marvel, PhD Ad Interim Assistant Professor of Education amarvel@tamut.edu	Debora Shidemantle Instructor of Education Coordinator of Field Experience/edTPA dshidemantle@tamut.edu
Amy Miller Teacher Certification Office amiller@tamut.edu	Mary Beth Womack, EdD Ad Interim Assistant Professor of Education Marybeth.womack@tamut.edu

Certification Course Progression

Starting Fall 2021 – ACP Candidates are admitted in Fall and Spring

Fall	Spring	Summer
RDG 501 (EC-6) SPED 540 ED 485 - Internship 3-6 HRS	RDG 562 (EC-6) or RDG 563 ITED 511 ED 485 Internship or ED 410 6 – 9 HRS	ED 508 ED 506 ED 557 ED 530 12 HRS

ED 410. Clinical Practicum for Initial Certification. 6 Hours.

This course provides clinical experience in the public school setting as part of the alternative teacher certification programs. Clinical candidates participate in 72 complete instructional days in an assigned classroom with a Cooperating Teacher. A university field supervisor in conjunction with the Cooperating Teacher supervises the Clinical Teacher. Clinical Teachers and Cooperating Teachers participate in co-teaching throughout 15 weeks of placement. Course is graded on a Satisfactory (S) or Unsatisfactory (U) basis for 6 SCH.

ED 485. ACP Supervised Internship. 3 Hours.

This course provides Teacher Candidates who have accepted a position as a teacher of record in a local public school supervised experiences working under an Intern or Probationary Certificate. Students must successfully complete two semesters of this course for 6 SCH to be recommended for certification. A university field supervisor in conjunction with a mentor teacher supervises the intern. Course is graded on a Satisfactory (S) or Unsatisfactory (U) basis for 3 SCH.

ED 506. Classroom Management and Basic Law for Teachers. 3 Hours.

This course presents all aspects of classroom management from organizing classroom space to strategies for dealing with student behavior. Basic Texas education laws will be presented ranging from contracts to the First Amendment in schools. This course will prepare the student to feel confident not only on the first day of school but for the entire year.

ED 508. Introduction to Teaching. 3 Hours.

This course examines learning theories along with their impact on strategies for effective teaching. Educational measurement and evaluation (STAAR) used by schools will be studied.

ED 530. Human Growth and Development for Educators. 3 Hours.

This course examines cognitive, physical, psychological, and social development of humans from conception through adolescence (0-20 years). Theoretical frameworks, critical issues, and current research pertaining to each life-stage are included. Educational implications of domain specific developmental factors are highlighted. Study of the overlay of creativity, resiliency, and focus of control are added psychological variables integrated for further understanding of developmental influences on student success and/or failure in learning and school.

ED 557. Innovative Learner-Centered Strategies for Student Success. 3 Hours.

This course contains the professional body of knowledge necessary for the effective teaching of diverse learners for student success. Course emphasis is centered on understanding theories and strategies that address the needs of a diverse population in the public school systems.

ITED 511. Teaching with Emerging Technologies. 3 Hours.

The Web 2.0 and other emerging learning technologies have the potential to provide effective and powerful learning environments in which learners can develop skills the information age require. This course explores innovative ways of utilizing emerging technologies to facilitate learning and to improve the way we teach. Topics include blogs, podcasts, wikis, online social networks, virtual worlds, and digital game-based learning.

RDG 501. Fundamentals of Reading Instruction. 3 Hours.

This course provides the essential reading skills and teaching techniques for pre-service teachers. Additionally, the course covers effective components of reading instruction, along with research-based student interventions.

RDG 562. Prescriptive Reading. 3 Hours.

This course provides a framework for examining reading difficulties in all components of reading instruction. Effective assessment techniques and strategies to scaffold student learning will be discussed.

RDG 563. Teaching Reading in the Content Area. 3 Hours.

This course assists the content area teacher in acquiring the necessary understandings and techniques to more effectively facilitate learning from textbooks.

SPED 540. Introduction to Exceptionalities. 3 Hours.

This course provides teachers with a foundational knowledge and basic understandings needed to work with students with exceptionalities. Students will investigate the learning and behavioral characteristics of students with exceptionalities and laws relative to this population.

Internship Timeline for Fall 2021

July 29	Intern Orientation
August 23	Interns must have TK20 purchased (see p.11). Interns must set up register themselves and their mentor for Mentor Training (see p. 9). Provide field supervisor mentor and principal contact information.
September 7	Initial intern status conference with intern, mentor teacher, and field supervisor (must complete within the first three weeks of placement).
September 13	Intern and mentor complete Performance-Based Academic Coaching Team (PACT) Training. This training is required for Mentors as mandated by TEA.
September 13	First pre-conference meeting and ILT completed
September 20	First observation and post-conference completed and input into TK20. Initial Dispositions and Professional Practices form completed.
October 18	Second pre-conference meeting and ILT completed.
October 25	Second observation and post-conference completed and input into TK20. Second Dispositions and Professional Practices form completed.
October 31	Have completed PPR practice test in Testing Center with 80% pass rate. Register for actual test in November.
November 8	Third pre-conference meeting and ILT completed.
November 15	Third observation and post-conference completed and input into TK20. Third Dispositions and Professional Practices form completed.
November 27	All TK20 binders complete and submitted by 11:59pm. Certificates of completion for dyslexia, youth suicide prevention, substance abuse, and mental health submitted.
December 1	Pass PPR Test!

Qualifications and Training of Field Supervisor and Mentor

Field supervisors and campus mentors and administration must work collaboratively to provide quality supervision and feedback in the best interest of the candidates and the students served.

Field Supervisor: Rule 228.2(18) states a field supervisor is a “currently certified educator, hired by the educator preparation program, who preferably has advanced credentials, to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators. A field supervisor must have three years of experience and current certification in the class in which supervision is provided.” A field supervisor is most often a faculty member of the university that meets qualifications and participates in Texas Education Agency-approved observation and feedback training.

Mentor: Rule 228.2(26) states an intern must be assigned mentor who is defined as “an educator who is collaboratively assigned by the campus administrator and the educator preparation program (EPP); who has at least three years of teaching experience; who is an accomplished educator as shown by student learning; who has completed mentor training, including training in how to coach and mentor teacher candidates, by an EPP within three weeks of being assigned an intern; who is currently certified in the certification category in which the internship candidate is seeking certification; who guides, assists, and supports the candidate during the internship in areas such as planning, classroom management, instruction, assessment, working with parents, obtaining materials, district policies; and who reports the candidate’s progress to that candidate’s field supervisor.” Mentors at A&M- Texarkana receive a stipend for their training and participation. Below are instructions for training required by TEA for the intern and mentor.

Performance-Based Academic Coaching Team (PACT) Mentor Training

As part of the internship and mentoring process, mentee (intern) and mentor complete the PACT Campus Mentor Training together. This training is designed to help maximize the mentoring experience and help make the intern’s first year of teaching a rewarding experience.

Instructions – The intern (mentee) must go to the PACT website and register as a mentee in the program before mentor may begin mentor training. Notify your mentor when you have set up your account.

Intern and Mentor - Register as new users.

- You will need to have your TEA ID# handy.
- Open the email you received from PACT/
- Click on “Have a verification code, Click Here to Register” which will open page.
- Enter your first and last name and verification number (from the email you received) & click “next”.
- There will be several screens of information you will be prompted to enter.
- You will be prompted to create a User Name and Password, and you may login to the site.

Mentor – You must complete step below before adding your intern for the current school year.

1. Click on “Campus Mentor Training” under the Quick Links Tab, and you may begin the “Introduction to the PACT Website”. This includes a PACT website Introduction.
2. Complete the quiz over introduction. (Step 3)

3. Complete the PACT Content Framework Introduction,
4. Add your intern to the current school year. To add your intern for the current school year (NOTE: Your intern must have already registered in order for you to add his/her name):
 - Click on "Add/Delete Intern." (The box for adding and deleting interns is in the box below all the module boxes on the Campus Mentor Training page.)
 - Choose the correct school year.
 - Choose the Alternative Certification Program in which your intern is enrolled.
 - The next screen you will see is the "Add an Intern" page. Highlight your intern's name and click FINISH, this will automatically take you back to the MENTOR TRAINING PAGE. If your Intern's name does not appear, you will need to let them know they need to register with PACT.
5. Campus Mentor Training consists of four training modules. Once you have been successful at adding your intern, you will be able to proceed with Module 1. Each module will include activities that you will complete with your intern. Be sure to submit the activities online to receive credit. A print version of Module Activities is available only for note-taking purposes. For completion of the modules to show up on the campus mentoring report, all items must be completed including the activities.

Required Program Software

A&M-Texarkana uses TK20 and GoReact to support candidate observation, feedback, and other documentation.

TK20 by Watermark

Tk20 by Watermark is the online repository used to collect official documentation of the candidate's Clinical Teaching semesters. Field Supervisors will receive a username and password in their first semester of employment with the University. Mentor teachers will receive an email from Tk20 each semester with a link that gives them direct access to their assigned Intern's binder. This email will not go out until binders are sent to the candidates, sometime after the University census date.

Teacher Candidates must purchase an account in Tk20, either through the TAMU-T bookstore (financial aid may be used with this option only) or directly from Watermark at <https://tamut.tk20.com>. This account must be paid and active no later than the first day of the clinical semester.

GoReact

GoReact is the online tool used for all intern observations. The software is connected to the university's LMS (Blackboard) and all interns are required to use this program. GoReact is FERPA compliant and encrypted, so information collected will not be viewed outside the GoReact, the university LMS, nor will it be used for any other purpose than evaluating the intern. The information will only be viewed by the field supervisor, intern, and possibly the director of clinical experiences, department chair, or certification office.

Intern Evaluation

Interns will be supported by both the field supervisor and mentor teacher. As such, evaluation is the responsibility of the university supervisor in collaboration with the mentor teacher. Absences may affect overall grade and successful completion.

A&M-Texarkana utilizes the POP Cycle for observations and feedback. POP includes a 1) Pre-observation conference, 2) Observation, 3) Post-Observation conference. Please refer to timeline in this document for deadlines.

Field supervisors serve as a liaison between the school and the university to create a positive and valuable experience for the intern. Field supervisors will conduct a *mandatory* intern status conference/Mentor between mentor teacher, and intern by the third week of the clinical teaching program. A *minimum* of three formal evaluations/observations will be conducted for each intern with the first completed by the fourth week of clinical teaching. The mentor teacher will conduct several evaluations but a minimum of two formal observations/evaluations will be required for submission. Interns are encouraged to reflect on each observation/evaluation. Field supervisors will determine if any additional evaluations and/or walk-throughs are necessary.

Field Supervisor Responsibilities

Initial intern status conference: (must occur within first 3 weeks of Clinical Teaching)
Attended by student, field supervisor, mentor teacher

Formative Observation/Evaluation #1 (minimum 45 minutes)
Pre- and Post- conferences with student, university supervisor, and mentor teacher

Formative Observation/Evaluation #2: (minimum 45 minutes)
Pre- and Post- conferences with student, university supervisor, and mentor teacher

Formative Observation/Evaluation #3: (minimum 45 minutes)
Pre- and Post- conferences with student, university supervisor, and mentor teacher.

Mentor Teacher Responsibilities

Participation in Pre- and Post-Conferences

Observation/Evaluation #1 (minimum 45 minutes)
Observation/Evaluation #2: (minimum 45 minutes)

Program Intervention, Retention, and Complaints

Growth Intervention Plan

Any field- intern consistently not performing at the appropriate professional or academic level will be helped by mentor teacher and/or university supervisor in the form of a Growth Intervention Plan with clear time limits for compliance. If a student is failing at mid- semester, that grade shall be reported to the Certification Coordinator, Chair of Teacher Education, and the Coordinator of Field Experience by the field supervisor. A copy of the Growth Intervention Plan will be kept in with the Certification Coordinator.

Retention and Exit Policy

Educators and education leaders must show academic, dispositional, and professional characteristics worthy of students served. Texas A&M University-Texarkana Educator Preparation Programs require the following to maintain program admission:

- 3.0 Graduate GPA
- No grades below “C” in major/professional development areas or Unsatisfactory in Practicum/Internship courses
- No violation of the university Student Code of Conduct
- No violation of the [TEA Educators’ Code of Ethics](#)

Complaint Policy

As defined by TAC 228.70: a candidate or former candidate in an Educator Preparation Program (EPP), an applicant for candidacy in an EPP, an employee or former employee of an EPP, a cooperating teacher, a mentor, a Director of Educator Preparation Services in a school district, charter school, or private school may submit, in accordance with subsection (c)(1) of this section, a complaint about an EPP for investigation and resolution. More information may be found on [TEA complaints website link](#). Any of the persons previously mentioned may seek resolution without fear of retribution.

Any current student at Texas A&M University-Texarkana must follow the current university policy listed in the student section of the University Rules and Procedures.

Formal Process for complaints against the EPP at Texas A&M-Texarkana must be submitted in accordance with the following procedures.

1. An individual “files” a complaint by submitting a written letter regarding the complaint to the Education Preparation Program in writing. College Dean or designee will be available to answer questions regarding the submission of the complaint and provide assistance as needed.
2. College Dean or designee will coordinate the investigation of the complaint. The investigating officer will retain the original complaint submission.
3. The designated administrator will review the complaint and provide a written decision to the complainant and the Executive Officer overseeing the office or department named in the complaint within fifteen (15) business days of the administrator’s receipt of the complaint. If additional time is needed for investigation and consideration of the complaint, the administrator will notify the complainant and their Executive Officer of the need for an extension and the date by which a decision will be made. Absent unusual

circumstances, the extension should not be for more than fifteen (15) additional business days. The designated administrator will provide a written decision to the complainant and the Executive Officer overseeing the office or department named in the complaint within five (5) business days of receiving the decision.

Appeals Process An individual may appeal the decision of the designated administrator within five (5) business days after receipt of the written decision. Appeals must be in writing and submitted to the office of the Executive Officer who oversees the department, office or College named in the complaint. The Executive Officer will review the original complaint and the written appeal and may conduct an additional investigation.

Certification Test Approval Procedures

Interns are expected to pass their PPR Exam by the end of the first semester of internship. Summer courses (ED 506, 508, 530, 557) best prepare interns to pass the PPR Exam. The cost of the exam is \$116. Interns should follow steps below to meet this expectation.

Candidates for certification are limited to a total of five (5) attempts to take the TExES #160 *Pedagogy and Professional Responsibilities (EC-12)* certification exam. The five attempts include the first attempt to pass the examination and four retakes as stated in the [Texas Education Code §21.048 \(a-1\)](#).

Candidates seeking approval to register for the TExES #160 *Pedagogy and Professional Responsibilities (EC-12)* certification exam must meet eligibility requirements.

- Be admitted to the alternative certification program.
- Be currently enrolled in ED 485 Internship OR have successfully completed ED 506, 508, 530, 557.
- Must complete the 6-Step process below before testing:

<p>Step 1: Review Study Materials and Preparation Manuals for PPR (#160) at link provided: http://www.tx.nesinc.com/PageView.aspx?f=GEN_PreparationMaterials.html .</p>

<p>Step 2: Establish a study plan and timeline.</p>
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<p>Step 3: When ready...make an appointment in the testing center to take a <i>practice exam</i>. Be sure to email amy.miller@tamut.edu with the date you have scheduled.</p>
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<p>Step 4: If you pass <i>practice exam</i> with 80% or higher, you will receive permission to register for the <i>actual test</i>. If you get below an 80% on the <i>practice exam</i>, you may attempt practice exam in the testing center one more time.</p>
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<p>Step 5: After the second attempt, you will be required to register for 240 Tutoring (\$20 a month) and complete the modules before getting permission to do the <i>actual test</i>. Here is the link: https://study.240tutoring.com/subscribe/tamutopd</p>

<p>Step 6: Register for test: http://www.tx.nesinc.com/PageView.aspx?f=GEN_Register.html</p>
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Program Completion

Upon completion of Internship or Clinical Student Teaching and other requirements listed below, candidate will apply for **Standard** Texas Teacher Certificate.

Completion Requirements:

- Completion of required coursework with an overall GPA of at least a 2.80 GPA and no grade less than a “C”
- Passing scores on all required certification exams. (Content and PPR)
- Documentation of mental health, substance abuse, youth suicide raining, and dyslexia trainings submitted
- Satisfactory completion of two semesters of internship or one semester of clinical student teaching and submission of required documentation in Tk20

To apply for Texas Standard Teacher Certification:

- Access the Texas Education Agency (TEA) website: www.tea.state.tx.us
- Select “Educator Certification,” then Educator LOGIN/ACCOUNT SET UP.” You should already have a user name and password.
- Log in and follow the instructions to apply for standard certification through **Texas A&M University–Texarkana Alternative Certification Program**.
- Pay the remittance fee.
- Once we have verified completion of all program requirements, we will issue approval.

Adding Other Certifications:

Certification by Examination – An educator who holds an appropriate Texas classroom teaching certificate may add additional classroom certification areas by successfully completing the appropriate content examination for the area(s) sought.

If Candidate does not complete requirements, candidate may apply for another probationary/internship certificate:

If you have not completed requirements by the time your Probationary Certificate/ Internship Certificate expires, you may request an extension for a second year. Contact the Education Office for paperwork and an Academic Improvement Plan. Please note: You will need to start this process well before the expiration date of your current probationary/internship certificate. There is a \$500 per semester fee for continued supervision. acp@tamut.edu

Contact Certification Office for new Statement of Eligibility for your ISD to complete and return. acp@tamut.edu

Forms for Internship

Texas A&M University-Texarkana
EAGLES TEACH RESPONSIBILITY AGREEMENT

EAGLES TEACH/ACP Interns are responsible for providing Field Supervisor the mentor and campus principal contact information. University will route this form via email using Docusign once contact information is received.

Texas A&M University-Texarkana seeks to collaborate with school districts in the recruitment, training and certification of highly qualified individuals under the Texas Education Agency provisions for alternative teacher education. The A&M-Texarkana model for alternative teacher education (EAGLES TEACH) is a collaborative professional development program for the preparation of teachers. The purpose of the EAGLES TEACH Responsibility Agreement is to coordinate the combined efforts of the school district and the university in providing a unified program of professional development for each EAGLES TEACH intern. Specific responsibilities are outlined below:

The A&M Texarkana EAGLES TEACH Program agrees to:

1. Provide ongoing training of the intern through classes and assigned professional development opportunities.
2. Provide an online reference guide for principals and mentors regarding their responsibilities in supervising, supporting and evaluating the professional development of the EAGLES TEACH intern.
3. Pay a stipend to the mentor teacher for mentor training attendance and at the conclusion of the fall and spring semesters upon completion of duties and submission of all paperwork. **Mentor Teacher is paid \$250.00 per semester.**
4. Ensure that all parties to the EAGLES TEACH collaborative act in accordance with Texas Education Agency Rules.
5. Maintain frequent and open communications with all parties to the EAGLES TEACH partnership.
6. Process the recommendation of the intern through the Texas Education Agency (TEA) for the one-year Intern/Probationary Certificate.
7. Maintain records verifying the intern's professional development, evaluations of performance, and documents pertaining to the intern's certification.
8. Conduct regular evaluations of the intern's professional development at the conclusion of each semester to ensure satisfactory progress toward certification is maintained.
9. This agreement will commence September 1, 2019 and end on the first day of May 2020.

The EAGLES TEACH University Field Supervisor agrees to:

1. Make regular observations of the intern's teaching performance. If the Field Supervisor believes that the intern needs more support, they will schedule more observations.
2. Provide constructive professional development critiques to the intern.
3. Submit all documentation on Tk20 website, with all hard copies to the EAGLES TEACH Director, hardcopies of the observations to the principal.
4. Serve as the liaison between the EAGLES TEACH program, principal, mentor and the intern.
5. Participate in three Instructional Leadership Team (ILT) meetings each semester facilitated by the intern.
6. Conduct pre-observation and post-observation conferences based on T-TESS for all observations.
7. Respond to weekly reflections, sent by the Intern and pose questions or provide support in areas of need.

The EAGLES TEACH Intern agrees to:

1. Once employment is secured as teacher of record, apply for the Intern/Probationary Certificate as advised.
2. Submit Statement of Eligibility, signed by the employing district, to Certification Coordinator.
3. Review EAGLES TEACH/ACP handbook and complete PACT Training w/ Mentor Teacher (see handbook).
4. Establish professional growth goals and work toward accomplishing the goals with ILT including mentor and field supervisor.
5. Regularly reflect on professional successes, goals, and learnings by submitting weekly reflections to field supervisor.
6. Participate in *all* designated EAGLES TEACH meetings and stay current in coursework.
7. Perform the duties assigned by the school district and serve as the teacher of record as assigned.
8. Observe the mentor teacher and document observations under the guidelines established in the EAGLES TEACH handbook. All observations must be documented in Tk20 before the intern may be recommended for certification.
9. At the conclusion of each semester, the intern will collaborate with the ILT for final evaluation.
10. Read, study, and discuss with the mentor the Code of Ethics for Texas Educators and local district policies. The intern will conscientiously adhere to each document.
11. Complete and file all required documents and apply for the Standard Certificate upon the successful completion of all program and state requirements for the Standard Certificate.

The School District agrees to:

1. Screen applicants before employment to ensure the applicants meet district standards.
2. Employ the EAGLES TEACH intern as a teacher-of-record and provide the intern a teaching assignment that will meet the requirements of an approved internship.
3. Provide scheduled time for the mentor teacher and intern to observe each other. Each will have the opportunity to observe the other, for periods of at least 45 minutes. This time shall be outside the planning period of either teacher as directed by the Texas Education Agency.
4. Upon successful completion of the internship, credit the intern with a year of experience for purposes of pay and retirement.

The Building Principal agrees to:

1. Review the EAGLES TEACH Handbook and discuss the EAGLES TEACH requirements with the intern and mentor prior to the beginning of school. Questions should be directed to the Field Experiences Coordinator.
2. Collaborate with University to identify a qualified mentor teacher to the intern. Qualifications for the mentor teacher include the following: at least three years of successful teaching experience with at least two years in the current assignment; teaching at the same level as the intern or teaching in the same subject area; teaching at the same physical facility as the intern; willingness to train, mentor, and peer coach; meet deadlines specified by the EAGLES TEACH program; demonstration of outstanding teaching performance and ability to work effectively with professional peers; and the expressed willingness to work with a beginning teacher.
3. Conduct a new-teacher orientation, which includes the intern, prior to placement in the classroom.
4. Assign the intern a teaching load in an appropriate environment commensurate with the reality that the intern is a beginning teacher, still in the process of learning to teach.
5. Assume responsibility for the overall supervision of the intern and to ensure that the intern is provided appropriate opportunities for professional development.
6. Perform informal, walk-through observations of the intern on a regular basis.
7. Maintain full communication with the EAGLES TEACH Director, especially if problems arise.

The Mentor Teacher agrees to:

1. Submit documentation for mentor selection process.
2. Review EAGLES TEACH handbook and complete PACT Training w/ Intern (see handbook).
2. Participate in ILT Meetings facilitated by the intern. Contribute to developing an Action Plan for Professional Growth if needed. Regularly monitor the intern’s development.
3. Conduct observations in the intern’s classroom and hold follow-up conferences within the time frames established by the EAGLES TEACH handbook. Engage the intern in a reflective discussion of the observed lesson as soon as possible after the observation. All observations must be documented before the intern may be recommended for certification.
4. Make frequent informal visits to the intern’s classroom to provide support and encouragement.
5. Allow the intern to observe the mentor teacher as outlined in the EAGLES TEACH handbook. Engage the intern in a reflective discussion of the observed lesson as soon as possible after the observation.
6. Provide professional support and guidance to the intern in the areas of: classroom management; discipline, rules and consequences, routines and procedures; curriculum development; student assessment and grading policies; district and building policies; professional ethics; parent and community relations; learning resources; and other areas of concern.

EAGLES TEACH INTERN (print)	(signature)	DATE
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MENTOR TEACHER	DATE
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BUILDING PRINCIPAL	DATE
--------------------	------

DEAN	DATE
------	------

PROVOST	DATE
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Pre-Conference Planning Sheet

Lead Teacher:	Co-Teacher:	Date:
Strategies: Alternative/Differentiated Team Assist Observe Parallel Station Supplemental Team		
<p>How are roles of each teacher divided up for this lesson? Who is responsible for each component of the lesson?</p> <p>What aspects of the lesson do you anticipate to be challenging for students? What are examples of cues that might be present to indicate students are struggling with the material? How do you plan to address the needs of students who are struggling?</p> <p>How will you address the needs of gifted students? What other differentiated accommodations are available for students?</p> <p>What evidence will allow you to assess if students have mastered the objective of the lesson?</p> <p>How will the planned formative assessments help you to determine what students know and what they might still need to know?</p>		
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Eagles TEACH Internship Observation Report

Date:		Time (45 minute minimum):
Intern:		Semester:
District & Campus:		Observation: 1 2 3
Field Supervisor:		Observation Modality: Face-to-face; synchronous, or asynchronous

Teacher Candidate Goal:

Domain 1: Planning

Dimension 1.1 Standards and Alignment: the candidate designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.

DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	NEEDS IMPROVEMENT	EVIDENCE
<p>All rigorous and measurable goals aligned to state standards. All activities, materials and assessments are logically sequenced, related to students' prior understanding, real world based, cross-curricular, deepen students understanding, are appropriate for diverse learners. Objectives aligned and logically sequenced. Integration of technology to</p>	<p>All measurable goals aligned to state standards. All activities, materials and assessments are sequenced, relevant to students' prior understanding, cross-curricular, reinforce broader unit course objectives, are appropriate for diverse learners. All objectives are aligned and logically sequenced to the lessons goal. Integration of technology to enhance mastery of goal(s).</p>	<p>All goals aligned to the state content standards. All activities, materials, and assessments are relevant to student, provide appropriate time for closure, fit into the broader unit and course objectives, are appropriate for diverse learners. All objectives aligned to the lesson's goal. integrate technology when applicable.</p>	<p>Most goals align to state content standards. Most activities, materials, and assessments are sequenced, sometimes provide appropriate time for lesson closure. Lessons where most objectives are aligned and sequenced to the lesson's goal.</p>	<p>Few goals aligned to the state content standards. Few activities, materials, and assessments are sequenced, rarely provide time for lesson and lesson closure. Few objectives are aligned and sequenced to the lesson's goal.</p>	

enhance mastery of goal.					
Dimension 1.2 The teacher candidate uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.					
DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	NEEDS IMPROVEMENT	EVIDENCE
Formal and informal assessments to monitor progress of all students, share appropriate diagnostic formative and summative assessment data with students to engage them in self-assessment, build awareness of students' strengths and weaknesses to track their own progress.	Formal and informal assessments to monitor student progress of all students and incorporate appropriate diagnostic data in lesson plans. Analysis of student data connected to specific instructional strategies and use of results to reflect on teaching and to monitor teaching strategies and behaviors in relation to student success.	Formal and informal assessments to monitor progress of all students. Consistent feedback to students, analysis of student data connected to specific instructional strategies.	Formal and informal assessments to monitor progress of all students. Consistent feedback to students. Analysis of student data connected to specific instructional strategies.	Few formal and informal assessments to monitor student progress. Few opportunities for timely feedback to students. Utilization of multiple sources of student data.	

Dimension 1.3 Through knowledge of students proven practices, the teacher candidate ensures high levels of learning, social-emotional development and achievement for all students.					
DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	NEEDS IMPROVEMENT	EVIDENCE
All lessons that connect to students' prior knowledge, experiences, interests, and future learning expectations across content areas. Guidance for students to apply strengths, background knowledge, life experiences and skills to enhance each other's learning. Opportunities for students to utilize their learning patterns, habits and needs to achieve high levels of academic and social-emotional success.	All lessons that connect to students' prior knowledge, experiences, and future learning expectations. Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance their learning. Opportunities for students to utilize their individual learning patterns, habits, and needs.	All lessons that connect to students' prior knowledge and experiences. Adjustments to address strengths and gaps in background knowledge, life experiences and skills of all students.	Most lessons that connect to students' prior knowledge and experiences. Adjustments to address strengths and gaps in background knowledge, life experiences and skills of most students.	Few lessons that connect to students' prior knowledge and experiences. Adjustments to address strengths and gaps in background knowledge, life experiences and skills of few students.	

Dimension 1.4 The teacher candidate plans engaging, flexible lessons that encourage higher-order thinking, persistence, and achievement.

DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	NEEDS IMPROVEMENT	EVIDENCE
<p>Opportunities for students to generate questions that lead to further inquiry and promote complex, higher-order thinking, problem solving and real-world application. Instructional groups based upon the needs of all students and allows for students to take ownership of group and individual accountability. The ability of all students to set goals, reflect on, evaluate, and hold each other accountable within instructional groups. Activities, resources, technology, and instructional materials that are all aligned to instructional purposes are varied</p>	<p>Questions that encourage all students to engage in complex, higher-order thinking and problem solving. Instructional groups based upon the needs of all students and maintains both group and individual accountability. All students understanding their individual roles within instructional groups and facilitates opportunities for student input on goals and outcomes of activities. Activities, resources, technology, and instructional materials that are all aligned to instructional purposes, are varied and appropriate to</p>	<p>Questions that encourage all students to engage in complex, higher order thinking. Instructional groups based on the needs of all students. All students understanding their individual roles within instructional groups. Activities, resources, technology, and instructional materials that are all aligned to instructional purposes.</p>	<p>Questions that promote limited, predictable, or rote responses and encourage some complex, higher-order thinking. Instructional groups based on the needs of students. Most students understanding their individual roles within instructional groups. Activities, resources, technology, and/or instructional materials that are mostly aligned to instructional purpose.</p>	<p>Encourages little to no complex higher-order thinking. Instructional groups based on the needs of a few students. Lack of student understanding of the individual roles within instructional groups. Activities, resources, technology, and/or instructional materials misaligned to instructional purposes.</p>	

and appropriate to ability levels of students and actively engage them in ownership of their learning.	ability levels of students.				
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Domain 2: Instruction

Dimension 2.1 the teacher candidate supports all learners in their pursuit of high levels of academic and social-emotional success.

DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	NEEDS IMPROVEMENT	EVIDENCE
The teacher candidate provides opportunities for students to establish high academic and social-emotional expectations for themselves. Persists with the lesson until there is evidence that all students demonstrate mastery of the objective. Provides opportunities for students to self-monitor and self-correct mistakes. Systemically enables students to set goals for themselves and monitor their progress.	The teacher candidate provides opportunities for students to establish high academic and social-emotional expectations for themselves. Persists with the lesson until there is evidence that most students demonstrate mastery of the objective. Anticipates student mistakes and encourages students to avoid common learning pitfalls. Establishes systems where students take initiative of their own learning.	The teacher candidate sets expectations that challenge all students. Persists with the lesson until most students demonstrate mastery of the objective. Address student mistakes and follows through to ensure student mastery. Provides students opportunities to take initiative of their own learning.	The teacher candidate sets expectations that challenge most students. Persists with the lesson until there is evidence that some students demonstrate mastery of the objective. Sometimes addresses students' mistakes. Sometimes provides opportunities for students to take initiative of their learning.	The teacher candidate sets expectations that challenge few students. Concludes the lesson even though there is evidence that few students demonstrate mastery of the objective. Allow student mistakes to go unaddressed or controls student errors in a way that discourage further effort. Rarely provides opportunities for students to take initiative of their own learning.	

Dimension 2.2 The teacher candidate uses content and pedagogical expertise to design and execute lessons aligned with state standards					
DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	NEEDS IMPROVEMENT	EVIDENCE
<p>The teacher candidate displays extensive content knowledge of all the subjects s/he teaches. Integrates learning objectives with other disciplines, content areas and real-world experience. Consistently anticipates possible student misunderstandings and proactively motivates concerns. Consistently provides opportunities for students to use different types of thinking (analytical, practical, creative and research-based) Sequence instruction that allows students to understand how the lesson fits within the structure of the discipline, the state standards, related</p>	<p>The teacher candidate conveys a depth of content knowledge that allows for differentiated explanations. Integrates learning objectives with other disciplines and real-world experiences. Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. Regularly provides opportunities for students to use different types of thinking. Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline and the state standards.</p>	<p>The teacher candidate conveys accurate content knowledge in multiple contexts. Integrates learning objectives with other disciplines. Anticipates possible student misunderstandings. Provides opportunities for students to use different types of thinking. Accurately reflects how the lesson fits within the structure of the discipline and the state standards.</p>	<p>The teacher candidate conveys accurate content knowledge. Sometimes integrates learning objectives with other disciplines. Sometimes anticipates possible student misunderstandings. Sometimes provides opportunities for students to use different types of thinking.</p>	<p>The teacher candidate conveys inaccurate content knowledge that leads to student confusion. Rarely integrates learning objectives with other disciplines. Does not anticipate possible student misunderstandings. Provides few opportunities for students to use different types of thinking.</p>	

content and within real-world scenarios.					
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Dimension 2.3 The teacher candidate clearly and accurately communicates to support persistence, deeper learning, and effective effort. Consistently anticipates student misunderstandings and proactively develops teaching techniques to mitigate concerns. Consistently provides opportunities for students to use different types of thinking (analytical, practical, research based). Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline, the state standards, related content and within real-world scenarios.

DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	NEEDS IMPROVEMENT	EVIDENCE
The teacher candidate establishes classroom practices that encourage all students to communicate safely and effectively using a variety of tools and materials with teacher and their peers. Uses possible student misunderstandings at strategic points in lessons to highlight misconceptions and inspire exploration and discovery. Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct. Asks questions at	The teacher candidate establishes classroom practices that encourage all students to communicate effectively, including the use of visual tools and technology, with teacher and their peers. Anticipates possible student misunderstandings and proactively develops techniques to address obstacles to learning. Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct. Asks questions at the	The teacher candidate establishes classroom practices that encourage most students to communicate effectively with teacher and their peers. Recognizes student misunderstandings and responds with an array of teaching techniques to clarify concepts. Provides explanations that are clear and uses verbal and written communication that is clear and correct. Asks remember/understand/apply level questions that focus on the objective of the lesson and provoke discussion.	The teacher candidate leads lessons with some opportunity for dialogue clarification or elaboration. Recognizes student misunderstanding but has a limited ability to respond. Uses verbal and written communication that is generally clear with minor errors of grammar. Asks remember and understand level questions that focus on the objective of the lesson but do	The teacher candidate directs lessons with little opportunity for dialogue, clarification or elaboration. Is sometimes unaware of or unresponsive to student misunderstandings. Uses verbal communication that is characterized by inaccurate grammar; written communication that has incorrect spelling, grammar, punctuation, or structure. Rarely asks questions or asks questions that do not amplify discussion or align to the objective or the lesson.	

<p>the create/analysis/evaluate levels that require a deeper learning and broader understanding of the objective of the lesson. Skillfully balances wait time, questioning techniques and integration of student responses to support students directed learning. Skillfully provokes and guides discussion to pique curiosity and inspire student-led learning of meaningful and challenging content.</p>	<p>create/evaluate/analysis level that focus on the objective of the lesson and provoke thought and discussion. Skillfully uses probing questions to clarify, elaborate, and extend learning. Provides wait time when questioning students.</p>	<p>Uses probing questions to clarify and elaborate learning.</p>	<p>little to amplify discussion.</p>		
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Dimension 2.4 The teacher candidate differentiates instruction, aligning methods and techniques to diverse student needs.

DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	NEEDS IMPROVEMENT	EVIDENCE
<p>The teacher candidate adapts lessons with a wide variety of instructional strategies to address individual needs of all students. Consistently monitors the quality of students' participation and</p>	<p>The teacher candidate adapts lessons to address individual needs of all students. Regularly monitors the quality of student participation and performance. Regularly monitors the quality of student participation and</p>	<p>The teacher candidate adapts lessons to address individual needs of all students. Regularly monitors the quality of students' participation and performance. Provides differentiated instructional methods</p>	<p>The teacher candidate adapts lessons to address some student needs. Sometimes monitors the quality of student participation and performance. Sometimes provides</p>	<p>The teacher candidate provides one-size-fits-all lessons without meaningful differentiation. Rarely monitors the quality of student participation and performance. Rarely provides differentiated</p>	

performance. Always provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. Consistently prevents student confusion or disengagement by addressing learning and or social emotional needs of all students.	performance. Regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. Proactively minimizes student confusion or disengagement by addressing learning and/or social emotional needs of students.	and content to ensure students have the opportunity to master what is being taught. Recognizes when students become confused or disengaged and responds to student learning or social emotional needs.	differentiated instructional methods and content. Sometimes recognizes when students become confused or disengaged and minimally responds to student learning or social/emotional needs.	instructional methods and content. Does not recognize when students become confused or disengaged or does not respond appropriately to student learning or social/ emotional needs.	
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Dimension 2.5 The teacher candidate formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.

DISTINGUISHED	ACCOMPLISHES	PROFICIENT	DEVELOPING	NEEDS IMPROVEMENT	EVIDENCE
The teacher candidate systematically gathers input from students in order to monitor and adjust instruction, activities or pacing to respond to differences in student needs. Adjusts instruction and activities to maintain student engagement. Uses discreet and explicit	the teacher candidate utilizes input from students in order to monitor and adjust instruction, activities, and pacing to respond to differences in student responses. Adjusts instruction and activities to maintain student engagement. Continually checks	The teacher candidate consistently invites input from students in order to monitor and adjust instruction and activities. Adjusts instruction and activities to maintain student engagement. Monitors student behavior and responses for engagement and understanding.	The teacher candidate sometimes utilizes input from students in order to monitor and adjust instruction and activities. Adjusts some instruction within a limited range. Sees student behavior but misses some signs of disengagement. Is aware of most student responses	The teacher candidate rarely utilizes input from students in order to monitor and adjust instruction and activities. Persists with instruction or activities that do not engage students. Generally does not link student behavior ad responses with student engagement and understanding.	

checks for understanding through questioning and academic feedback.	for understanding through purposeful questioning and academic feedback.		but misses some clues of misunderstanding.	Makes no attempts to engage students who appear disengaged or disinterested.	
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Domain 3: Learning Environment

Dimension 3.1 The teacher candidate organizes a safe, accessible, and efficient classroom.

DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	NEEDS IMPROVEMENT	EVIDENCE
The teacher candidate establishes and uses effective routines, transitions and procedures that primarily rely on student leadership responsibility. Students take primary leadership and responsibility for managing student groups, supplies, and/or equipment. The classroom is safe and thoughtfully designed to engage, challenge, and inspire students to participate in high-level learning beyond the learning objectives.	The teacher candidate establishes and uses effective routines, transitions, and procedures that s/he implements effortlessly. Students take some responsibility for managing student groups, supplies and/or equipment. The classroom is safe, inviting, and organized to support learning objectives and is accessible to all students.	All procedures, routines and transitions are clear and efficient. Students actively participate in groups, manage supplies and equipment with very limited teacher direction. The classroom is safe and organized to support learning objectives and is accessible to most students.	Most procedures, routines and transitions provide clear direction, but others are unclear and inefficient. Students depend on the teacher to direct them in managing student groups, supplies and/or equipment. the classroom is safe and accessible to most students but is disorganized and cluttered.	Few procedures and routines guide student behavior and maximize learning. Transitions are characterized by confusion and inefficiency. Students often do not understand what is expected of them. The classroom is unsafe, disorganized, and uncomfortable. Some students are not able to access materials.	

Dimension 3.2 The teacher candidate establishes, communicates, and maintains clear expectations for student behavior.

DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	NEEDS IMPROVEMENT	EVIDENCE
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Consistently monitors behavior subtly, reinforces positive behaviors appropriately and intercepts misbehaviors fluidly. Students and the teacher create, adopt, and maintain classroom behavior and standards.	Consistently encourages and monitors student behavior subtly and responds to misbehavior swiftly. Most students know, understand and respect classroom behavior standards.	Consistently implements the campus and/or classroom behavior system proficiently. Most students meet expected classroom behavior standards.	Inconsistently implements the campus and/or classroom behavior system.	Rarely or unfairly enforces campus or classroom behavior standards. Student behavior impedes learning in the classroom.	
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Dimension 3.3 The teacher candidate leads a mutually respectful and collaborative class of actively engaged learners.

DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	NEEDS IMPROVEMENT	EVIDENCE
Consistently engages all students with relevant, meaningful learning based on their interest and abilities to create a positive rapport amongst students. Students collaborate positively and encourage each other's efforts and achievements.	Engages all students with relevant meaningful learning, sometimes adjusting lessons based on student interests and abilities.	Engages all students in relevant, meaningful learning. Students work respectfully individually and in groups.	Establishes a learning environment where most students are engaged in the curriculum. Students are sometimes disrespectful of each other.	Establishes a learning environment where few students are engaged in the curriculum. Students are disrespectful of each other and the teacher.	

Eagles TEACH Intern Signature/Date:

Field Supervisor Signature/Date:



Post-Observation Conference

Intern:	Field Supervisor:	Date:
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After each observation, the field supervisor and intern will use this form as a guide to review the lesson and debrief. The field supervisor will upload into the intern's TK20 binder.

1. What is your impression of the lesson?
2. What was the most effective component of the lesson? What evidence is available to support this?
3. If you teach this lesson again, what aspects of the lesson would you change? What improvements would you make?
4. Did the students' meet the objective from today's lesson? What evidence is available to support this claim?
5. How did you assess student understanding throughout the lesson?
6. Were students confused or disengaged at any point in the lesson? How did you know they were disengaged or confused? What corrective steps did you take?
7. Were you able to easily follow the established classroom procedures and rules during the lesson? What evidence is available to support your answer? How will you focus on classroom management moving forward?



Texas A&M University Teacher Preparation Program

Questions	
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Intern Status Conference signatures:

Intern _____ date: _____

Mentor teacher _____ date: _____

Field supervisor _____ date: _____



Texas A&M University Teacher Preparation Program

Dispositions and Professional Practices Survey

1 = Needs improvement 2=Meets expectations NO = Not observed

Professional and Ethical Actions		Rating	Evidence
Ethical Behavior	Open and honest with all stakeholders. Maintains trust and confidentiality of students or colleagues. Adheres to the Code of Ethics and Standard Practices for Texas Educators.		
Personal Responsibility	Exercises mature judgment and self-control. Accepts consequences of decisions and actions without excuses. Seeks feedback and makes changes, as necessary.		
Dependability	Attends class and field work consistently, arrives on time, and is prepared. Absences arranged in advance. Meets deadlines. Follows through with commitments. Does not leave early.		
Professional Appearance	Neat and clean appearance appropriate to the setting, including proper "teaching attire" in field settings.		
Social Media	Evaluates social media language, images, and links to ensure professional impression is conveyed. Complies with all district and university social media policies (e.g., sharing social media with students).		
Cultural Awareness	Shows sensitivity and ability to work with diverse students, families, colleagues and/or university peers (e.g., race, ethnicity, socioeconomic status, gender, sexual orientation, culture, language). Uses person-first language (e.g., avoids labeling).		
Inclusive Practices	Endeavors to meet the needs of all students in a caring, discrimination-free, and equitable manner. Values differences.		
Growth Minded Skills and Behaviors			

Growth Mindset Focus	Desire to learn and grow through classroom experience. Willing to persist through challenges presented; unafraid to ask for help. Seeks opportunities to learn and develop skills throughout placement.		
Reflective Practice	Thoughtfully considers experiences within the classroom. Continually reconsiders perceptions, practices, and written work.		
Leadership	Takes initiative. Inspires, motivates and encourages others to contribute. Demonstrates understanding of group collaboration skills; is able to lead or follow, when necessary.		
Communication			
Speaking	Speaks fluently and demonstrates breadth of vocabulary. Uses language and grammar correctly. Communicates ideas clearly, free of verbal fillers. Volume and pitch are appropriate, and tone is pleasant. Voice and elocution create and maintain interest.		
Writing	Writing is well organized and developed. Relatively error free, clear, with vocabulary appropriate for the audience.		
Listening	Listens purposefully, attentively, and empathetically. Uses active listening skills in conversations and discussions.		
Non-verbal Cues	Body language (including facial expressions, posture, and eye contact) conveys interest and engagement.		
Self-Awareness & Self-Regulation	Demonstrates awareness and understanding of one's own feelings. Realistically self-assesses and effectively self-regulates behavior.		
Social Awareness	Has the "with-it-ness" to read verbal and nonverbal cues of individuals and the group. Accurately perceives and responds to others.		
Critical Thinking			

Questions	Asks relevant questions to use evidence and consider alternative perspectives. Questions to further one's own and others' understanding.		
Evidence-based Practices	Draws on relevant theory and research to understand personal experience and inform decisions. Supports decisions with evidence.		
Problem Solving & Decision-Making	Considers multiple perspectives, weighs possible options/implications, uses reasoned evidence to determine a possible solution, and evaluates its effectiveness.		

Teacher candidate _____ date: _____

Mentor teacher _____ date: _____

Field supervisor _____ date: _____

Texas A&M University Teacher Preparation Program

Growth Intervention Plan

Eagles TEACH Intern:			Date: _____
Purpose of Growth Intervention Plan:			
Areas for professional growth:			
Steps to growth: 1. 2. 3. 4.	Criteria to measure growth: 1. 2. 3. 4.	Responsible party for evaluation:	Successful Completion Deadline:

Eagles TEACH Intern Signature: _____ Date: _____

Mentor teacher Signature: _____ Date: _____

Field Supervisor Signature: _____ Date: _____

Candidate Practicum Checklist and Exit Conference

Information		
Candidate Name		
ID Number		
Campus / District		
Practicum Site		
Total Clinical Hours Completed		
Email Address		
Mobile Number		
Field Supervisor		
Start Date of Internship		
Campus Mentor		
Completion date of PACT Mentor Training		
Checklist		
<p><i>The checklist contains the class requirements that must be met for grading purposes and TEA requirement compliance and will be on file as a permanent record for certification and TEA audit purposes.</i></p>		
Student meeting/conference was conducted with supervisor within 3 weeks of class enrollment to review course expectations to comply with TAC 228.35 Requirement.	Date/s of first class or meeting	
<p>Student Observations were conducted to comply with requirements (TAC 228.35). Total observation time met or exceeded 135 minutes over three observations. The first observation was conducted within the first six weeks of school. Each observation document is signed by the candidate, the principal, and the field supervisor.</p>	Observation #1 Date	
	Pre-conference #1 Date	
	Post-conference #1 Date	
	Submitted in TK20	<input type="checkbox"/> Submitted
	Observation #2 Date	
	Pre-conference #2 Date	
	Post-conference #2 Date	
	Submitted in TK20	<input type="checkbox"/> Submitted
	Observation #3 Date	
	Pre-conference #3 Date	
	Post-conference #3 Date	
	Submitted in TK20	<input type="checkbox"/> Submitted
Completed Disposition and Professional Practices Survey	Submitted in TK20	<input type="checkbox"/> Submitted
Completed 6-Steps for Approval to take TExES 160.	Document Submitted	Score: <input type="checkbox"/> Submitted

Required Documents		
Provided evidence of instruction regarding T-TESS	Submitted in Blackboard	<input type="checkbox"/> Submitted
Provided evidence of instruction regarding mental health, substance abuse, and youth suicide	Submitted in Blackboard	<input type="checkbox"/> Submitted
Provide evidence of instruction in Dyslexia	Submitted in Blackboard	<input type="checkbox"/> Submitted

SIGNATURES			
<i>Signatures indicate that the above information is correct.</i>			
Participant	Name	Signature	Date
Candidate			
Field Supervisor			

Candidate Recommendation Form TEACHING CERTIFICATION	
Candidate/Intern	
District Recommendation	
I recommend this candidate for certification	<input type="checkbox"/> Yes <input type="checkbox"/> Yes, pending any contingencies listed below <input type="checkbox"/> No
Comments/Contingencies	
District Mentor Name	
Signature	
Principal Name	
Signature	
University Field Supervisor Recommendation	
I recommend this candidate for certification	<input type="checkbox"/> Yes <input type="checkbox"/> Yes, pending any contingencies listed below <input type="checkbox"/> No
Comments/Contingencies	
Field Supervisor Name	
Signature	
Date	

