

**Master's in Education with Initial
Teacher Certification
Intern Handbook
Fall 2025 & Spring 2026**



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ED 585 Alternative Certification Internship

The internship is a year-long classroom teaching assignment hired by an ISD as teacher-of-record. For candidates who have met eligibility requirements to enroll in ED 585 (for 2 semesters) include the following:

1. Admitted to the teacher preparation program as a candidate seeking a master's in education in a specific certification area.
2. Submitted 50 hours of field-based experience(FBEs) and reflections based on classroom experience a minimum of 25-hours documents interactive field-based experience, and up to 25 hours of video.
3. Passed all content exams required for interns specific certification area.
4. Completed 9 hours (3 courses) of required 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. The candidate has applied to TEA and is approved for an intern certificate.
7. Candidate is registered and enrolled in ED 585 internship course.

For the year-long internship (2 long semesters of ED 585), 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 team communicates regularly and meets formally a minimum of two (2) times per 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 coaching the interns teaching performance, and will provide written analysis, and discuss candidate performance in conferences with the intern.

Candidates who cannot obtain an assignment as teacher-of-record in the area they are seeking certification may be eligible to complete one semester of clinical teaching (ED 510) with a co-operating teacher implementing the co-teaching model instead of two long semesters as the teacher of record.

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 Division Mission

The Faculty and Staff of the Education Division of TAMUT will continuously improve to ensure teacher candidates will successfully engage a diverse population of learners through the following:

- rigorous and culturally responsive instruction
- effective classroom management
- performance based assessment practices
- data driven decisions
- differentiated instruction
- tiered remediation
- curriculum literacy

Education Department Vision

Students are afforded the opportunity to become Day 1 Ready Educators through a personalized educational experience.

Education Department Beliefs and Core Values

The faculty and staff of TAMUT Teaching and Professional Programs in Education commit to:

- Reflect on current practice to continuously improve
- Employ experiential learning in coursework and clinical experiences
- Build personal educational connections with students
- Develop intentional partnerships responsive to educational trends
- Deliver rigorous and culturally responsive instruction
- Apply performance-based assessment practices
- Utilize data driven decisions to improve curriculum and field experiences

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 A&M Texarkana’s Educator Preparation Program are professional educators who bring their Texas public school leadership experiences to the program. Our faculty have served as assistant principals, principals, coordinators, and directors 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.

Dr. Angela Parmentier – Sikorski Ad-Interim Dean of CASE asikorski@tamut.edu	
Ashley Bridges Ad-Interim Clinical Faculty abridges@tamut.edu	Frank Mullins, EdD Associate Professor Special Education fmullins@tamut.edu
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Amy Miller Certification Coordinator for the Education Division amiller@tamut.edu	Luz Mary Rincon, PhD and Regent Professor Professor of Spanish and Bilingual Education Luzmary.rincon@tamut.edu
Aaron Marvel, PhD Assistant Professor of Education Coordinator of Clinical Practices Undergrad Education amarvel@tamut.edu	Debora Shidemantle, EdD Coordinator for the Masters in Education for Teacher Certification and Instructional Development Degrees Instructor of Education dshidemantle@tamut.edu
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Certification Course Progression

Intern Candidates are admitted in Summer, Fall and Spring

Summer	Fall	Spring
ED 508 ED 506 RDG 501* RDG 562* ESL 572 *courses offered for EC-6 interns # courses offered for secondary interns	SPED 540 ED 530 ED 585 Internship RDG 563 #	ED 505 ED 577 # ED 585 Internship or ED 510

ED 505. Digital Literacy for Educators. 3 Hours.

Exploration of new and emerging technologies as powerful tools for enhancing K12 students' development and learning. This course provides the educator with an understanding of how to plan, deliver and assess virtual instruction as well as provide learners with an understanding of digital citizenship

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. Prerequisite: Must be admitted into the master's in education seeking initial teacher certification.

ED 510. Clinical Practicum for Initial Teacher Certification. 6 Hours.

This course provides practical work in the public-school setting which includes clinical teaching for the Graduate/Alternative Certification Program (ACP). Clinical teachers participate for 15 weeks in a public-school setting.

Teaching by the clinical teacher is directed and supervised by an Instructional Leadership Team (ILT). A required orientation and seminars will be offered which address various legal and ethical issues of education as well as current educational topics. This course is graded on a Satisfactory (S) or Unsatisfactory (U) basis for 6 SCH. Prerequisite: Candidate must meet eligibility requirements for admission to the Alternative Certification Program and complete "Intent to do Clinical Practicum" by October 1.

ED 577. Public School Law for Teachers. 3 Hours.

This course educates current and future teachers to become legally literate. A study of the federal and state legal framework will serve as the foundation for a more in-depth investigation of the impact of, and relationship between, constitutional, statutory, administrative, and judicial (case) law on a teacher's personal and professional life. Prerequisite: Must be admitted to Master of Instructional Development or Alternative Certification Program.

ED 585. Alternative Certification Program Supervised Internship. 3 Hours.

This course provides supervised experiences for interns on Probationary Certificates. A total of six hours, over two semesters, must be earned to be recommended for a Standard Certificate. This course is graded on a Satisfactory (S) or Unsatisfactory (U) basis. Prerequisite: Meets admission requirements to the Alternative Certification Program and obtains Probationary Teaching Certification.

ESL 572. Instruction for English Language Learners (ELs) 3 Hours.

This course studies the conditions for developing English as a Second Language (ESL) and effective teaching strategies for the ESL classroom. It is the second language acquisition process and the factors that affect L2 development. It provides students with research-based teaching strategies for developing and assessing academic English. The course is aligned with the standards for ESL educators and prepares students for TExES 154 ESL Supplemental.

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. **For elementary interns**

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. **For secondary interns**

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 2025

ASAP	Intern has Statement of Eligibility completed and on file with certification coordinator. Intern has applied for the intern certificate with TEA. See amiller@tamut.edu if unsure of how to complete either task.
August 6	Intern provides field supervisor mentor and principal contact information via email.
By August 22	Initial meeting with intern, mentor teacher, and field supervisor (must complete within the first three weeks of placement). Field Supervisor must contact campus administrator to verify mentor teacher credentials.
By August 22	Intern and mentor complete the first biweekly conference. Subsequent conferences will occur between the intern and mentor and input into educator portal by the following dates 8/30, 9/12, 9/26, 10/10, 10/24, 11/7, 11/21
August 25	Intern to complete and submit pre-observation with field supervisor. 2 days prior to observation.
August 25 to September 5	First formal observation and post-conference completed and input into ed portal by field supervisor .
September 15	Initial Dispositions and Professional Practices form completed in ed portal by mentor teacher .
September 3 to September 17	First informal observation completed by field supervisor and written feedback provided to intern. The first informal observation must be completed in person.
October 8	Intern completes 2 nd preconference document and meets with field supervisor
October 22 to October 28	Second formal observation uploaded to Studio in Canvas and post-conference completed with FS and input into ed portal by field supervisor .
October 27 to November 4	Second informal observation to be completed by intern, field supervisor will provide feedback in Canvas studio
October 31	Intern has begun the PPR practice test process in either the TAMU-T Testing Center or Canvas (email amiller@tamut.edu for access to Canvas). Interns must pass the practice exam with 70% pass rate. Intern will then register for actual TExES certification exam through Pearson. Intern will successfully complete the PPR exam by December 15.
By November 7	Third pre-conference meeting between field supervisor and intern.
November 10 to November 21	Third formal observation and post-conference completed by field supervisor and input into ED PORTAL.
November 21	Second Dispositions and Professional Practices form completed by mentor teacher .

November 21 to November 28	Third informal observation to be completed by intern, field supervisor will provide feedback in Canvas studio
By November 21	Final ILT meeting for the intern, mentor and field supervisor. Candidates completing the second semester of clinical internship will invite campus administrator to the meeting.
December 5	All ed portal documents are complete and submitted by 11:59pm. Certificates of completion for TEA approved training are uploaded into the ed portal. [ethics, dyslexia, youth suicide prevention, substance abuse, and mental health submitted (if this is your second semester of internship)].
December 15	Pass TExES certification exam for PPR!

Internship Timeline for Spring 2026

January 5	New Interns (those candidates beginning as teacher of record in January 2026) must have SOE completed, contact amiller@tamut.edu New Interns must have intern certification on file with TEA before the start of the spring semester.
By January 16	Intern and mentor complete the first biweekly conference. Subsequent conferences will occur between the intern and mentor and input into ed portal by the following dates 1/30, 2/13, 2/27, 3/13, 3/27, 4/10, 4/24.
By January 21	Initial meeting with intern, mentor teacher, and field supervisor (must complete within the first three weeks of placement). Field Supervisor must contact campus administrator to verify mentor teacher credentials.
January 21	Intern to complete and submit pre-observation with field supervisor 2 days prior to observation.
January 21- January 30	First observation and post-conference completed and input into ed portal by field supervisor .
January 28	All mentor teachers complete the beginning of semester Dispositions and Professional Practices form.
By February 18	All intern groups informal observation #1 completed by intern with field supervisor (in person for those beginning clinical internship in January 2026/ Fall 2025 start virtual submission in Studio)
February 11-28	All intern groups second informal observation uploaded to Studio in Canvas and remarks completed with FS and input into ed portal by field supervisor
March	New Interns (beginning field supervision in Spring 25) are to have completed PPR practice test in Testing Center with 70% pass rate. Register for TExES certification exam with Pearson and receive scores by May 14.
April 25	All groups third informal observation April 14-25 uploaded to Studio in Canvas and remarks completed with FS and input into ed portal by field supervisor
March 4	First semester interns - second pre-conference meeting
March 4-13	First semester interns Second formal observation and post-conference completed and input into ed portal by field supervisor .
April 15	ALL INTERNS third pre-conference meeting
April 15 to April 30	ALL INTERNS third formal observation and post-conference completed by field supervisor and intern. All documents entered in ed portal by April 30.
By May 1	All mentor teachers complete final Dispositions and Professional Practices form in ed portal.

By May 1	Final ILT meeting for the intern, mentor and field supervisor. Candidates completing the second semester of clinical internship will invite campus administrator to the meeting.
May1	All ed portal documents are complete and submitted by 11:59pm. Certificates of completion for TEA approved training are uploaded into the ed portal. [ethics, dyslexia, youth suicide prevention, substance abuse, and mental health submitted (if this is your second semester of internship)].
May 15	New interns (began in Spring 25) have passed the PPR TExES certification exam

Qualifications and Training of Field Supervisor and Mentor

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

Field Supervisor: TAC §228.101 outlines the qualifications, responsibilities, and duties of the university-based field supervisors. A&M-Texarkana adheres to these regulations.

Mentor: TAC §228.91&228.97 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 serving as a mentor paid upon verification of completion of duties.

Program Software

Educators Portal by TAMU

The Educators Portal (ed portal) is the online repository used to collect official documentation of the candidate’s Clinical Teaching semesters. Clinical teachers and field supervisors will access the ed portal through their digital backpack. Mentor teachers will receive an email from Certification Coordinator each semester with a link that gives them direct access to their assigned Intern’s binder in the educator portal.

Intern Formal and Informal Observations with Actionable Feedback

Interns will be supported by both the field supervisor and mentor teacher. As such, feedback for teaching is the responsibility of the university supervisor in collaboration with the mentor teacher.

A&M-Texarkana utilizes the POP Cycle for formal observations and feedback. POP includes a 1) Pre-observation conference, 2) Observation, 3) Post-Observation conference. Please refer to the 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* initial ILT meeting between mentor teacher, and intern by the third week of the Interns teaching in the classroom. A *minimum* of three formal observations will be conducted for each intern in the beginning, middle and end of the first semester. Field supervisor will also conduct three informal observations for each intern. See the timeline for specific windows. Field supervisors in collaboration with mentor teacher and campus administrators will determine if any additional observations and walk-throughs are necessary.

Field Supervisor Responsibilities (see schedule for specific dates)

Initial intern status conference: (must occur within first 3 weeks of Internship)

Attended by intern, field supervisor, mentor teacher. Contact with campus administration is made by field supervisor during this visit.

3 Formal Observations (minimum 45 minutes)

Pre- and post-conferences with student, university supervisor

3 Informal observations 15 minutes in length (minimum)

If you are a second semester intern you will complete 2 45-minute formal observations and three informal observations.

Mentor Teacher Responsibilities (see schedule for specific dates)

Participation in biweekly conferences with Intern to discuss areas of refinement and reinforcement. Areas of focus to be findings from collaboration with Field Supervisor from formal and informal observations.

Completion of two disposition documents one at the beginning of the beginning of the semester (teaching assignment) and one toward the end of the semester – These reflect Domain 4 of TTESS.

Participation in mentor teacher training provided by TAMUT Faculty.

Interns completion of recorded formal and informal observations

Candidates will use Canvas Studio to record their formal and informal observations. Formal observation is a minimum of 45 minutes and informal recording are a minimum of 15 minutes. Directions are in Canvas shell for ED 585 for the use of Canvas Studio.

After recording is shared, the intern will use the comment box to add the following information. Date the recording is made, time started recording and the SFLO (for informal observations). Next the intern will view the video and use the comment feature in Studio to mark areas on their video they have a comment regarding the pedagogy, student interaction or reflection on improvement. This should be done within a day of the submission of the recording. Once the student completed this task the intern should email the university field supervisor for their notes on the video.

Program Intervention, Retention, and Complaints

Growth Intervention Plan

Any intern consistently not performing at the appropriate professional, pedogeological, (including compliance) or academic level will be provided specific steps for improvement by mentor teacher and/or university supervisor in the form of a Growth Intervention Plan. The growth plan will be actionable and have a clear timeline for compliance. If a student is failing at mid- semester, that grade shall be reported to the Campus Administrator, Certification Coordinator and the Coordinator of the master’s programs by the Field Supervisor. The growth plan will be documented by the field supervisor and housed in the ed portal. This plan is viewable by the Intern, Mentor Teacher, Field Supervisor and Certification Coordinator.

Retention and Exit Policy

Educators and education leaders must show academic, dispositional, and professional characteristics worthy of P-12 learners served. Texas A&M University-Texarkana Educator Preparation Programs require the following to maintain program admission:

- 2.7 GPA
- No grades below “C” in major/professional development areas or Unsatisfactory in 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 §228.121: “an applicant for candidacy in an EPP, an employee or former employee of an EPP, a cooperating teacher, a host teacher, a mentor, a site supervisor, or an administrator in a privet or public school that serves as a site for clinical teaching, residency, internship, or practicum experiences may submit 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. The Education Division Chair 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 Education Division department chair will also be notified. The Executive Officer will review the original complaint and the written appeal and may conduct an additional investigation.

Change of Internship

If an intern chooses to change job placement, the intern is responsible for contacting the certification coordinator, Mrs. Amy Miller amiller@tamut.edu at TAMU-T, and the assigned university field supervisor. Additionally, the intern will be required to notify their campus administrator, and ISD human resources department. The Intern TEA and pause their internship and be responsible for any fees charged by TEA.

Testing Approval Process

Interns are expected to pass their PPR Exam by the end of the first semester of internship. Summer courses (ED 506, 508, ESL 572) best prepare interns to pass the PPR Exam. 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 graduate level teacher certification program.
- Be currently enrolled in ED 585 Internship OR have successfully completed ED 506, 508, and ESL 572.
- Must complete the 6-Step process below before testing:

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 .

Step 2: Establish a study plan and timeline.

Step 3: When ready...make an appointment in the testing center to take the *practice exam* OR contact Mrs. Miller if you choose to take it via Canvas email amy.miller@tamut.edu
Respondus lock down browser is required fee must be paid by intern.

Step 4: If you pass *the practice exam* for the PPR with 70% or higher, you will receive permission to register for the *actual test*. If you get below an 70% on the *practice exam*, you may attempt practice exam in the testing center one more time.

Step 5: After the second attempt, you will be required to register for 240 Tutoring (\$25 a month) and complete the modules before getting permission to do the *actual test*. Here is the link: <https://study.240tutoring.com/subscribe/tamutopd>

Step 6: Once you are released for the actual TExES certification exam you may register for test: http://www.tx.nesinc.com/PageView.aspx?f=GEN_Register.html

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 and no grade less than a “C”
- Passing scores on all required certification exams. (Content and PPR)
- 50 hours of FBEs and reflection are submitted to the certification office
- Documentation of mental health, substance abuse, youth suicide training, and dyslexia trainings submitted in Ed portal
- Satisfactory completion of two semesters of internship or one semester of clinical student teaching and submission of required documentation in ed portal

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 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

Candidates will be dismissed from the Educator Preparation Program after a period of inactivity of two years. An inactive candidate is one who is no longer completing coursework, training, and testing requirements with an EPP and is not a completer of the EPP.

Forms for Internship

Format for candidates reflecting after observed teachers.

(This document has been digitally replicated in Ed portal. This form is for the intern's reference.)

Date of Observation

Time in

Time out

(minimum of 30 minutes)

Content area/grade level

SFLO:

Activity of Teacher observed:

Activity of students observed:

Behaviors of students:

Reflection of Intern:

What was the strongest part of the lesson, explain.

Did the students learn the key concept (SFLO) and how do you know?

Did the students become confused or disengaged during any part of the lesson, describe what happened and how did the teacher react/intervein/ and/or redirect the students.

What component(s) of the lesson would you change and why?

How did the students communicate (with the teacher and or each other) within the lesson, discuss their mode of communication and it's effectiveness.

What type of questions did the students ask during the lesson?

Formal observations will use [the TTESS rubric](#)



Discussion Questions for Intern Post-Observation Conference

Intern:	Field Supervisor:	Date:
After each observation, the field supervisor and intern will use this form as a guide to review the lesson and debrief. The fieldsupervisor will complete post conference document in the ed portal.		

1. Did the students' meet the objective from today's lesson? What evidence is available to support this claim?
2. What did you do or say as the instructor that helped student progress toward mastery of the learning objective?
3. What could you have done or said differently that would have helped student progress toward mastery of the learning objective?
4. What role (creating, discussing, collaborating, etc) did students take in the learning that promoted mastery of the learning objective? If mastery wasn't attained, what different or additional role could students have taken to promote mastery of the learning objective?
5. After teaching the lesson, was the level and complexity (i.e. Blooms) of the content taught in alignment with your initial lesson plan?
6. How did you demonstrate progress in meeting your clinical teaching goal within this lesson? Explain.



ILT Format

Intern _____ Date _____

Progress on TExES PPR exam and plan for completion	
Individual Curriculum Plan- Record TOR duties so far <ul style="list-style-type: none">● School experiences● Family Involvement● Community Involvement	
● Educator portal (Is everyone able to access all components and understand their roles in completion of documents and timelines) Items for completion and responsible party	
● Dates of Evaluations	1. _____ 2. _____ 3. _____



Texas A&M University Teacher Preparation Program

Questions	
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*(This form is provided as an example and has been digitized in ed portal for field supervisors to complete)



Texas A&M University Teacher Preparation Program

Dispositions and Professional Practices

Survey*

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

al and Ethical		Rating	Evidence
avior	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.		
esponsibility	Exercises mature judgment and self-control. Accepts consequences of decisions and actions without excuses. Seeks feedback and makes changes, as necessary.		
ity	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.		
l Appearance	Neat and clean appearance appropriate to the setting, including proper “teaching attire” in field settings.		
ia	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).		
wareness	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).		
ractices	Endeavors to meet the needs of all students in a caring, discrimination-free, and equitable manner. Values differences.		
inded Skills and			
ndset 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.		
Practice	Thoughtfully considers experiences within the classroom. Continually reconsiders perceptions, practices, and written work.		
	Takes initiative. Inspires, motivates and encourages others to contribute. Demonstrates understanding of group collaboration skills; is able to lead or follow, when necessary.		
tion			
	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 is well organized and developed. Relatively errorfree, clear, with vocabulary appropriate for the audience.		
	Listens purposefully, attentively, and empathetically. Uses active listening skills in conversations and discussions.		
Cues	Body language (including facial expressions, posture, and eye contact) conveys interest and engagement.		
ness & Self-	Demonstrates awareness and understanding of one's own feelings. Realistically self-assesses and effectively self-regulates behavior.		
ness	Has the "with-it-ness" to read verbal and nonverbal cues of individuals and the group. Accurately perceives and responds to others.		
inking			
	Asks relevant questions to use evidence and consider alternative perspectives. Questions to further one's own and others' understanding.		
ased Practices	Draws on relevant theory and research to understand personal experience and inform decisions. Supports decisions with evidence.		

olving & Decision-	Considers multiple perspectives, weighs possible options/implications, uses reasoned evidence to determine a possible solution, and evaluates its effectiveness.		
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*(This form is provided as an example and has been digitized in ed portal for mentor teachers to complete at the beginning and end of each internship semester)

Growth Intervention Plan

MeD Teach Intern:			Date:
Areas for pedagogical growth:			
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:

*(This form is provided as an example and has been digitized in ed portal for field supervisor to complete, if necessary)

Intern Candidate Checklist and Exit Conference

INFORMATION			
Intern Name			
District/Campus			
Intern Email			
Field Supervisor			
Start Date of Internship (first day of instruction in the classroom with students)			
SOE completed and filed with Certification Office at TAMU-T	YES	NO	
Campus Mentor			
Date Assigned			
Mentor email			
Campus administrator or designee			
Mentor qualifications per TAC §228.97(a)	Campus administrator's signature and date verify TAC requirements are met:		
Date of First meeting with Mentor and Intern			
END OF SEMSTER EXIT FORM			
DISTRICT RECOMMENDATIONS			
The intern has demonstrated proficiency in each of the educator standards for the assignment	YES	NO	Comments and Signature
Mentor Response			
Campus administrator or designee			
TAMUT Field Supervisor			
Copies of written feedback to Intern provided to campus administrator or designee on this date	Campus Administrator or designee acknowledges receipt		
The field supervisor, mentor, and campus administrator recommend to the EPP the intern be recommended for a standard certificate.	YES or NO from each party with signatures and date _____ _____		

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