



Texas A&M-Texarkana  
CLINICAL EXPERIENCES HANDBOOK



## Texas A&M University-Texarkana Educator Preparation Program

### Mission Statement

The mission and vision of Texas A&M University-Texarkana

### The College of Arts, Science, and Education Mission Statement

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

### Teacher Education Core Values, Mission, and Vision Statements

#### Core Values:

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

#### Mission:

Teach others to teach well.

#### Vision:

Teach well.

## 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 <a href="mailto:Sara.Lawrence@tamut.edu">Sara.Lawrence@tamut.edu</a>	
Eunji Cho, PhD Assistant Professor of Education <a href="mailto:echo@tamut.edu">echo@tamut.edu</a>	Frank Mullins, EdD Associate Professor Special Education <a href="mailto:fmullins@tamut.edu">fmullins@tamut.edu</a>
Kelly Cordray, EdD Curriculum Alignment Coordinator Assistant Professor of Education <a href="mailto:Ccordray@tamut.edu">Ccordray@tamut.edu</a>	Jan Murdock, PhD Associate Professor of Special Education <a href="mailto:Jan.murdock@tamut.edu">Jan.murdock@tamut.edu</a>
Melba Muniz-Foster MEd Clinical Practices Coordinator Clinical Instructor of Education <a href="mailto:mfooster@tamut.edu">mfooster@tamut.edu</a>	Luz Mary Rincon, PhD and Regent Professor Professor of Spanish and Bilingual Education <a href="mailto:Luzmary.rincon@tamut.edu">Luzmary.rincon@tamut.edu</a>
Aaron Marvel, PhD Ad Interim Assistant Professor of Education <a href="mailto:amarvel@tamut.edu">amarvel@tamut.edu</a>	Debora Shidemantle MEd Clinical Instructor of Education Field Experience/ACP & edTPA Coordinator <a href="mailto:dshidemantle@tamut.edu">dshidemantle@tamut.edu</a>
Laura Currey MEd Clinical Instructor of Education at NTCC <a href="mailto:lcurrey@tamut.edu">lcurrey@tamut.edu</a>	Mary Beth Womack, EdD Ad Interim Assistant Professor of Education <a href="mailto:Marybeth.womack@tamut.edu">Marybeth.womack@tamut.edu</a>
Amy Miller Teacher Certification Officer <a href="mailto:amiller@tamut.edu">amiller@tamut.edu</a>	



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### Field-Based Semester – ED 495 Timeline

January 12– Orientation meeting provided to all students in ED 495 to clarify expectations of the semester, discuss relevant forms, procedures, testing/edTPA, and processes. Introduce field supervisors to students. Begin work on the required modules dyslexia, youth suicide prevention, substance abuse, and mental health found in the clinical teaching lab in blackboard.

February 4– Initial clinical teacher status conference completed with field-based student, cooperating teacher, and field supervisor.

February 11–Disposition and Practices assessment #1 is completed and input into TK20 by cooperating teacher.

February 21-March 1 First POP Cycle completed by Field Supervisor and input into TK20.

March 3- Field-Based Teaching *Seminar #1* Co-Teaching with all students, TAMU-T faculty, and Cooperating Teachers.

March 07-March 25- First POP Cycle with Cooperating Teacher completed and input into TK20.

March 24 –Field-Based Teaching *Seminar #2* Coaching and Providing Feedback with all students, TAMU-T faculty, and Cooperating Teachers.

April 04- April 15– Second POP Cycle completed by Field Supervisor and input into TK20.

April 15- Disposition and Practices assessment #2 is completed and input into TK20 by cooperating teacher.

May 1 – All TK20 binders completed and submitted by students by 11:59pm.

Walk through visits by Field Supervisor could occur throughout the semester



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**Clinical Teaching Semester ED – 496 Timeline**

January 22- edTPA Session #1
January 26 – Initial clinical teacher status conference completed with field-based student, cooperating teacher, and field supervisor.
February 14- February 18- First POP Cycle with Field Supervisor completed and input into TK20.
February 11- Dispositions and Professional Practices assessment completed and input into TK20 by Cooperating teacher.
February 19- edTPA Session #2 with all students and TAMU-T faculty. (date tentative)
March 03- Field-Based teaching Seminar #1 <i>Co-Teaching Strategies</i> with all students, TAMU-T faculty, and Cooperating Teachers
March 07-March 11- First POP Cycle with Cooperating Teacher completed and input into TK20.
March 12- edTPA Session #3 with all students and TAMU-T faculty. (date tentative)
March 21-March 25– Second POP Cycle with Field Supervisor completed and input into TK20.
March 24-Field-Based teaching Seminar #2 <i>Coaching and Providing Feedback</i> with all students, TAMU-T faculty, and Cooperating Teachers and TTESS Calibration for Cooperating teachers only
March 26- edTPA Session #4 with all students and TAMU-T faculty (date tentative)
April 2- edTPA Session #5 with all students and TAMU-T faculty. (date tentative)
April 04-April 08 – Second POP Cycle with Cooperating Teacher completed and input into TK20
April 15- Dispositions and Professional Practices assessment completed and input into TK20 by cooperating teacher.
April 18- April 22- Third POP Cycle with Field Supervisor completed and input into TK20.

May 1 – All TK20 binders and portfolios completed and submitted by students by 11:59 pm. Certificates of completion for dyslexia, youth suicide prevention, substance abuse, and mental health submitted to clinical teaching lab in Blackboard.



## Texas A&M University Teacher Preparation Program

### Expectations of Clinical Teacher, Cooperating Teaching, and Field Supervisor

#### Field-Based Teacher Candidates and Clinical Teacher

##### Alignment of Professional Standards

Mandatory Meetings - students must attend program orientation and all clinical seminars in order to successfully complete the semester, in addition to the required number of hours or days in the placement, as set forth by TEA and SBEC guidelines for certification.

##### Professional Dress Expectations

As a pre-service teacher in a public school, you need to present a professional appearance to reflect transition from college student to educator. When student teaching, conservative dress helps you establish authority and professionalism. Your dress should reflect modesty and not draw attention to you or distract students. Also, consider comfort and ease of movement when choosing your clothes and shoes. To help you dress in your best interest, you are responsible for knowing and following your assigned school district and campus dress code.

##### Professional Liability

The field-based teacher candidate or clinical teacher is entitled to the same protection of law as the cooperating teacher and the principal in the school where s/he is assigned. This protection does not apply in cases where there is use of excessive force in the discipline of students or negligence resulting in bodily injury to students, nor does the protection apply to the operation or use of any motor vehicle.

- Administering medicine to any student is not permitted even if cooperating teacher gives approval, the clinical teacher must decline and cite University policy.
- Clinical teachers are not to drive their own cars to take students on field trips or to deliver them anywhere away from campus as they could be found liable for any accidents or injuries.
- Corporal punishment administered by the clinical teacher is not permitted at any time. The cooperating teacher should discuss school policy regarding treatment of students and contact with students.

#### Texas Education Code - Section 22.0511

##### Immunity from Liability

Sec. 22.051. DEFINITION; OTHER IMMUNITY.

(a) In this subchapter, "professional employee of a school district" includes:

- (1) a superintendent, principal, teacher, including a substitute teacher, supervisor, social worker, school counselor, nurse, and teacher's aide employed by a school district;
- (2) a teacher employed by a company that contracts with a school district to provide the teacher's services to the district;
- (3) a student in an education preparation program participating in a field experience or internship;
- (4) a school bus driver certified in accordance with standards and qualifications adopted by the Department of Public Safety of the State of Texas;



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- (5) a member of the board of trustees of an independent school district; and
  - (6) any other person employed by a school district whose employment requires certification and the exercise of discretion.
- (b) The statutory immunity provided by this subchapter is in addition to and does not preempt the common law doctrine of official and governmental immunity.

#### Sec. 22.0511. IMMUNITY FROM LIABILITY.

- (a) A professional employee of a school district is not personally liable for any act that is incident to or within the scope of the duties of the employee's position of employment and that involves the exercise of judgment or discretion on the part of the employee, except in circumstances in which a professional employee uses excessive force in the discipline of students or negligence resulting in bodily injury to students.
- (b) This section does not apply to the operation, use, or maintenance of any motor vehicle.
- (c) In addition to the immunity provided under this section and under other provisions of state law, an individual is entitled to any immunity and any other protections afforded under the Paul D. Coverdell Teacher Protection Act of 2001 (20 U.S.C. Section 6731 et seq.), as amended. Nothing in this subsection shall be construed to limit or abridge any immunity or protection afforded an individual under state law. For purposes of this subsection, "individual" includes a person who provides services to private schools, to the extent provided by federal law.

#### Roles and Responsibilities of the Field-Based Teacher Candidate or Clinical Teacher

To have a successful experience, the field-based teacher candidate or clinical teacher as a representative of the university, must maintain a positive professional working relationship with students, the university supervisor, cooperating teacher, campus administrators, colleagues, other school personnel and the community.

The following responsibilities and actions are essential:

- Maintain ongoing communication with cooperating teacher and field supervisor throughout semester.
- Become familiar with school policies and procedures; adhere to all district and campus policies. As Clinical Teacher, you serve in same capacity as "employee" of the district.
- Wear appropriate professional/business casual attire at all times unless other attire is approved for special days/functions.
- Review and follow the Code of Ethics for Texas Educators.
- Sign in and sign out when arriving/leaving in the front office; maintain Clinical Teaching Daily Attendance Record.
- Be punctual; do not leave early unless prior arrangements with cooperating teacher and university supervisor were made.
- **Notify the school, the cooperating teacher and university supervisor as soon as possible if absence due to illness is necessary. This is extremely important. Particularly this school year, with Covid-19 concerns.** Follow the Covid reporting procedures for the university and the school district.
- Follow the daily and duty schedule of the cooperating teacher (including Open House and faculty meetings).
- Turn in a weekly teaching schedule to your university supervisor; notify him/her if changes occur in this schedule.



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- Establish a respectful supportive relationship with students, teachers, administrators, staff and parents.
- Provide lesson plans and reflections as required by university supervisor and cooperating teacher.
- Attend PTA meetings, open house, faculty meetings and any duty to which the cooperating teacher is assigned. Document attendance as appropriate.
- Attend all scheduled professional learning community (PLC) meetings, seminar meetings, and informal individual debriefing meetings.
- Complete all required assessments explained in the assessment section of this handbook and/or communicated to you by your field supervisor, the Coordinator of Field Experience, or the Certification office.

The following guidelines will assist in preparation and instruction:

- Share and collaborate with cooperating teacher and other faculty member's instructional ideas, materials and technology.
- Share lesson plans with cooperating teacher and university supervisor; welcome constructive suggestions and incorporate them in subsequent planning and teaching.
- Prepare in advance all teaching materials/technology.
- Know and understand the curricular goals and objectives; be knowledgeable of the concepts to be presented.
- Plan and implement a variety of effective teaching/learning strategies to meet the needs of various students.
- Become competent in creating and using instructional materials and techniques that are consistent with the instructional level of the students.
- Communicate instructions, directions clearly and coherently to students.
- Develop critical thinking through use of effective questioning techniques.
- Provide lesson activities that require cooperation and teamwork.
- Encourage student creativity by accepting students' ideas to enrich learning opportunities.



### Evaluation Process of the Field-Based Teacher Candidate (ED 495)

Evaluation is the responsibility of the university supervisor in collaboration with the cooperating teacher. Absences may affect overall grade and successful completion.

Field-based teacher candidates will be supported by both the field supervisor and cooperating teacher. Field supervisors serve as a liaison between the school and the university to create a positive and valuable experience for the clinical teacher. Field supervisors will conduct a **mandatory** clinical status teacher conference between cooperating teacher, and field-based teacher candidate by the third week of the field-based semester. A **minimum** of two formal evaluations/observations will be conducted for each field-based supervisor. The cooperating teacher will conduct several evaluations but a minimum of one formal observations/evaluations will be required for submission into TK20. Field-based teacher candidates are encouraged to reflect on each observation/evaluation. Field supervisors will determine if any additional evaluations and/or walk-throughs are necessary.

Field-based teacher candidate and Field Supervisor will conduct:

- Initial clinical teacher status conference: (must occur within first 3 weeks of semester)
  - o Attended by student, field supervisor, cooperating teacher
  
- Formative Observation/Evaluation #1 (minimum 45 minutes)
  - o Pre- and Post- conference with student, university supervisor, and cooperating teacher
  
- Formative Observation/Evaluation #2: (minimum 45 minutes)
  - o Pre- and Post- conference with student, university supervisor, and cooperating teacher



### Evaluation Process of the Clinical Teacher Candidate (ED 496)

The clinical teaching semester is the final demonstration by students of their ability to perform successfully as beginning teachers. The goal of this preparation is the successful completion of the clinical teaching semester and for the clinical student to become a day one ready teacher.

Evaluation is the responsibility of the university supervisor in collaboration with the cooperating teacher. Absences may affect overall grade and successful completion.

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

Clinical teacher and Field Supervisor will conduct:

- Initial clinical teacher status conference: (must occur within first 3 weeks of Clinical Teaching)
  - o Attended by student, field supervisor, cooperating teacher
  
- Formative Observation/Evaluation #1 (minimum 45 minutes)
  - o Pre- and Post- conference with student, university supervisor, and cooperating teacher
  
- Formative Observation/Evaluation #2: (minimum 45 minutes)
  - o Pre- and Post- conference with student, university supervisor, and cooperating teacher
  
- Formative Observation/Evaluation #3: (minimum 45 minutes)
  - o Pre- and Post- conference with student, university supervisor, and cooperating teacher.



Texas Administrative Code §228.35(g)

### **Pre- and Post-Observation Conference**

For each formal observation, field supervisor shall participate in an individualized pre- and post-observation conference with clinical teacher.

### **Unsatisfactory Performance of Clinical Teacher**

Violations of school policies or underperformance of the clinical teacher must be addressed immediately by cooperating teacher and/or university supervisor. The following sequential procedures shall be utilized to remedy the situation:

1. The clinical teacher shall be informed by the cooperating teacher and university supervisor of any unsatisfactory performance or violation of school policies. Clinical teacher shall be verbally given detailed information regarding his/her behavior and suggestions to improve performance. Additional observations may be suggested by cooperating teacher and/or university supervisor.
2. If the behavior/action(s) continue, a written evaluation from both cooperating teacher and university supervisor will be given to clinical teacher in a clinical teacher status conference in the form of detailed written documentation of any infractions of school policy, professionalism, or performance. Additional observations may be suggested by cooperating teacher and/or university supervisor. A copy of the written documentation will be submitted to the Certification Coordinator, Coordinator of Field Experiences, and the Chair of Teacher Education.
3. When it is evident that clinical teacher does not follow through with verbal and written suggestions for improvement, a formal Growth Intervention Plan shall be developed by the university supervisor and cooperating teacher and presented to student in clinical teacher status conference. The Growth Intervention Plan will offer a clear time limits for compliance. Additional observations may be suggested by cooperating teacher and/or university supervisor. This plan will be seen as a contract and shall be signed by the clinical teacher, cooperating teacher, and university supervisor with a copy submitted to the Office of Educator Preparation, first to the Certification Coordinator, Coordinator of Field Experiences, and to the Chair of Teacher Education.

### **Growth Intervention Plan**

Any field-based or clinical teacher consistently not performing at the appropriate professional or academic level will be helped by cooperating 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.



### **Drop/Withdrawal of Field-Based or Clinical Teacher**

Occasionally, there are circumstances that warrant a drop or withdrawal of the field-based or clinical teacher from the field-based or clinical teaching semester. In facilitating a drop or withdrawal of the clinical teaching for valid reasons, all parties involved will follow appropriate procedures.

The following outline reasons for dropping or withdrawing from field-based or clinical teaching:

- A. Mutual agreement for dropping or withdrawing by the field-based or clinical teacher, cooperating teacher/school and field supervisor for reasons of illness, injury or other unforeseen problem.
- B. Failure by the field-based or clinical teacher to establish and maintain satisfactory performance level in classroom instruction and management despite having a Growth Intervention Plan developed and time limit for compliance.
- C. Failure by the field-based or clinical teacher to abide by the policies of the school.
- D. Unprofessional conduct toward school personnel or students despite having a Growth Intervention Plan developed and time limit for compliance.
- E. A violation of the Educator's Code of Ethics.



### **Cooperating Teacher**

As a professional teacher, the cooperating teacher plays a vital role in the preparation of the clinical teacher by providing the best educational experience. The cooperating teacher's major function in the field-based or clinical teaching semester is to provide opportunities for the field-based or clinical teacher to learn through practice and reflection. To qualify as a cooperating teacher, the cooperating teacher must hold a valid Texas Teaching Certificate in the same area/level as the field-based or clinical teacher and a minimum of three years teaching experience in the area/level. They must have also received 'Accomplished' on the TTESS evaluation OR been approved by their campus principal. A cooperating teacher will also understand the practices of instructional coaching, the dispositions of an excellent teacher, and express the desire to invest in the field-based or clinical teacher assigned to them.

The following guidelines are suggestions to prepare for the field-based or clinical teacher:

- Prepare the classroom students to receive the field-based or clinical teacher as a professional co-teacher.
- Prepare a workspace for the clinical teacher with a desk, chair, shelves, curriculum guides and teaching materials if possible.
- Participate in initial clinical teacher status conferences with supervisor to discuss roles, expectations, and timeline and subsequent pre-post observation conferences.

The following may assist in providing the field-based or clinical teacher an orientation:

- Welcome clinical teacher and introduce to the class.
- Provide a school calendar and daily schedule.
- Introduce clinical teacher to colleagues and school personnel.
- Review policies, discipline procedures, curriculum.
- Provide copies of textbooks and other curriculum materials.
- Explain process of reporting tardiness, absences and recording absences.

The following may assist in creating a successful learning experience for the clinical teacher:

- Provide gradual induction to the teaching process by modeling appropriate planning and teaching as well as explaining the purpose.
- Demonstrate methods and resources for creating daily lesson plans with use of curriculum guides.
- Explain the philosophy of classroom management, the specific techniques that are used.
- Choose a specific time for planning and reflecting on a daily/weekly basis.
- Informally assess clinical teacher progress and offer constructive feedback continuously.
- Allow field-based or clinical teacher to assume full responsibility of the classroom instruction and management.
- Formally assess clinical teacher using the observation documents which will be turned in to university supervisor as final input by cooperating teacher on level of performance as teacher.



### Field Supervisor

The university supervisor acts as a liaison between the participating schools and Texas A&M University-Texarkana. The main function of the university supervisor is to provide guidance and support of the field-based teacher candidate or clinical teacher and cooperating teacher.

The university supervisor has the following responsibilities:

- Communicate regularly with field-based teacher candidates or clinical teachers; respond to clinical teachers' communication within two school/business days.
- Communicate regularly with cooperating teacher to provide information, answer questions and discuss progress of field-based teacher candidates or clinical teacher.
- Must hold an initial and summative clinical teacher status conference with the cooperating teacher and the field-based teacher candidate or clinical teacher.
- Explain clinical teaching requirements to cooperating teacher.
- Observe, assess, and evaluate clinical teachers a minimum of four times: Scheduled formal observations.
- Monitor attendance of field-based teacher candidate or clinical teacher.
- Provide external support and resources to support instructional effectiveness of the field-based or clinical teacher.
- Provide constructive written feedback on observations.
- Communicate regularly with cooperating teacher regarding field-based or clinical teacher's progress.
- Provide campus administrator a copy of observation/evaluations. Email and use "Read receipt".
- Document any program and/or school infractions, document lack of professionalism, cooperation as well as unsatisfactory progress in classroom instruction and management.
- Provide a "Growth Intervention Plan", see Appendix, if there are problematic areas that need special attention. This plan must be designed early so the field-based or clinical teacher has enough time to address areas of concern. Address plan with cooperating teacher.
- Complete and collect all required documentation.
- Guide clinical teacher in the completion of all required assessments and surveys.
- Assign final grade of satisfactory or unsatisfactory for each assigned field-based or clinical teacher.
- Complete each TK20 binder for assigned field-based or clinical teacher by the stated deadline.



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### TK20 by Watermark

Tk20 by Watermark is the online repository used to collect official documentation of the candidate's Field-Based and Clinical Teaching semesters. Field Supervisors will receive a username and password in their first semester of employment with the University. Cooperating Teachers will receive an email from Tk20 each semester with a link that gives them direct access to their assigned Field-Based or Clinical Teacher'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 Field-Based 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 coordinator of clinical experiences, department chair, or certification office.

### Retention/Exit Policy for A&M-Texarkana Educator Preparation Programs

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:

- Maintain 3.0 Graduate GPA
- No grades below "C" in major/professional development areas nor "Unsatisfactory" in Practicum/Internship courses
- No violations of the university [Student Code of Conduct](#)
- No violations of the [TEA Educators' Code of Ethics](#)



## Texas A&M University Teacher Preparation Program

### Complaint Policy for A&M-Texarkana Educator Preparation Programs

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.

Texas A&M-Texarkana EPP Formal Complaint Process 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 Certification Program in writing.
  - a. The Program Coordinator or Department Chair will be available to answer questions regarding the submission of the complaint and provide assistance as needed.
2. The Program Coordinator or Department Chair 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.
  - a. 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. The Executive Officer will provide a written decision to the complainant within fifteen (15) business days of the officer’s receipt of the appeal. The decision of the Executive Officer is final.



## Texas A&M University Teacher Preparation Program

### TEA Complaints

If any complainant has an unresolved complaint and appeal decision regarding the Texas A&M Texarkana College of Education Educator Preparation Program and wishes to report it to the Texas Education Agency (TEA), the complainant will need to follow the required steps outlined by TEA. Information can be found on the [TEA website](#).

