

College of Education and Human Development

Educator Preparation Handbook



2024-2025

APPROVED BY ADMINISTRATION AUGUST 2024

DR. JON GRAY, Associate Dean

DR. J. ELIZABETH CASEY: Curriculum & Instruction

DR. SHANNON JORDAN, Kinesiology

DR. JILL KILLOUGH, Nutrition, Hospitality and Human Services

DIMPLES JONES, Business Manager

APPROVED BY FACULTY/STAFF COMMITTEE AUGUST 2024

DR. CALEB HOOD

DR. KIMBERLY GAUTHREAUX

DEB FONDREN

DEBRA HAYES

DR. MAMTA SINGH

DR. DONNA GOBER

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Our Mission

The College of Education and Human Development at Lamar University generates a community of collaboration through innovative curricula, scholarship, and service learning to inspire our diverse student population and to positively impact their lives and others in Southeast Texas and beyond.

We live this mission through all of our activities, and are committed to the following values:

Diversity and Multicultural Competence

- Develop knowledge, awareness, and sensitivity for multicultural relationships and promoting them in the classroom and beyond.
- Provide opportunities for students to interact and function professionally in diverse settings.

Equity

- Promote and advocate the dignity and rights of the Lamar University Community in teaching, research, and service.

Innovation

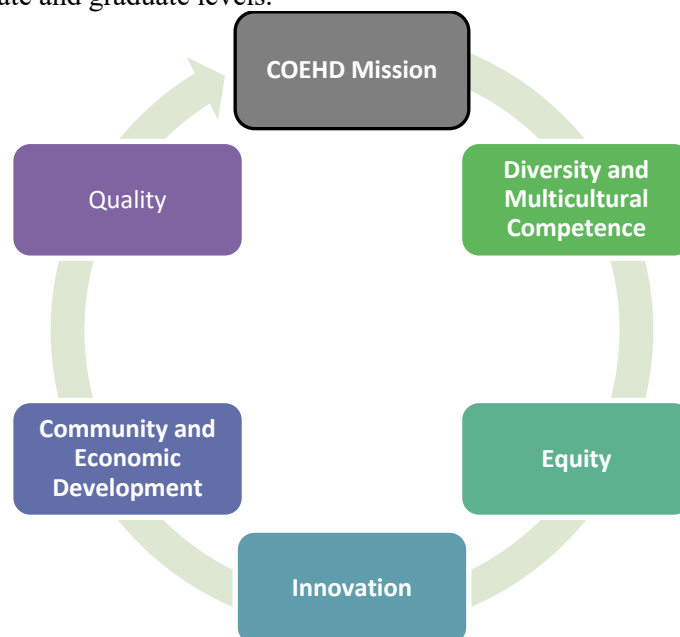
- Commit to innovative, relevant teaching methods which provide access to curricula in Southeast Texas and beyond through multiple platforms.
- Provide collaborative research opportunities at both undergraduate and graduate levels.

Community and Economic Development

- Create sustainable partnerships to develop programs and businesses in Southeast Texas.
- To be the hub for economic, workforce and human development in Southeast Texas.
- Mentor students for success and contributions/leadership in the learning process and academic discipline.

Quality

- Focus on continuous improvement to develop innovative curricula, scholarship, and service learning.
- Instill a code of ethics and professionalism in our diverse faculty and students.



LAMAR UNIVERSITY

Located near Houston in Beaumont, TX, Lamar University is part of the Texas State University System. Lamar has been nationally recognized for the quality of its core curriculum and the diversity of its student body. Our commitment to students involves providing them with broad practical skills (e.g., problem solving, critical thinking, teamwork, oral and written communication) to have an immediate impact in the workplace. Our decades-long reputation for work-readiness is consistently reinforced among the employers who hire Lamar University graduates.

List of Terms Used

Campus Supervisor: A school administrator or designee responsible for the annual performance appraisal of an intern or a candidate pursuing a residency certificate.

Clinical Teaching: A supervised teacher assignment through an EPP in the classroom of a cooperating teacher at a public school accredited by the TEA or other school approved by the TEA for this purpose that may lead to completion of a standard certificate; also referred to as student teaching.

Cooperating Teacher: For a clinical teacher candidate, an educator who is collaboratively assigned by the EPP and campus administrator who supports the candidate during the clinical teaching experience.

Co-teaching: A practice in which two or more teachers share instructional responsibility for a single group of students to address specific content and related learning objectives through a variety of approaches that best support the students' learning needs.

Educator Preparation Program: An entity that is approved by the SBEC to prepare and recommend candidates for certification in one or more educator certification classes.

Field-based Experiences: Introductory experiences for a classroom teacher certification candidate, incorporated with preparation coursework that involve, at the minimum, reflective observation of and interaction with Early Childhood-Grade 12 students, teachers, and faculty/staff members engaging in educational activities in an authentic school setting.

Field Supervisor: A currently certified educator, who preferably has advanced credentials, hired by the EPP to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators.

Formal Observation: Candidates are expected to video-record three 45-minute videos of a selected activity approved by the program coordinator. (Initial Certification Candidates must be observed face-to-face). Guidelines for the video recordings and the deletion of these recordings are provided by the Field Supervisor.

Group Supervision: This meeting takes place virtually or in person. If taking the course online, candidates will be required to have a web camera and microphone for each group supervision meeting.

Host Teacher: For a teacher resident candidate, an educator who is jointly assigned by the EPP and the campus administrator who supports the candidate through co-teaching and coaching during their teacher residency field placement.

Instructional Associate (IA): If you are taking an online course, you might have an IA assigned to your course. You would go to this person about a grading questions or due date.

Internship: A paid supervised classroom teacher assignment for one full school year at a public school accredited by the TEA or other school approved by the TEA for this purpose that may lead to completion of a standard certificate.

Mentor Teacher: For an internship candidate, an educator who is employed as a classroom teacher on the candidate's campus and who is assigned to support the candidate during the internship experience.

Residency: A supervised educator assignment for an entire school year through a partnership between an EPP and a public school accredited by the TEA or other school approved by the TEA for this purpose that may lead to completion of an enhanced standard certificate.

Site Supervisor: For a practicum candidate, an educator who is assigned collaboratively by the campus or district administrator and the EPP and who supports the candidate during the practicum experience.

Faculty/Staff Directory

DEAN'S OFFICE	Phone	Education Building Office #	Email with @lamar.edu
ALBERTO RUIZ//DEAN	409-880-8780	205	ARUIZ30
MICHELLE BENARD/ADMIN ASSISTANT	409-880-8661	205	CBENARD
JON GRAY / ASSOC. DEAN	409-880-7865	201HY	JGRAY29
JOHNNY O'CONNOR/ASSOC. DEAN	409-880-7867	210	JOCCONNORJR
DIMPLES JONES/BUDGET MANAGER	409-880-2125	204B	WELLSDC
JODY SLAUGHTER/ DIRECTOR OF PARTNERSHIPS	409-880-2107	106	JSLAUGHTER
PROFESSIONAL SERVICES			
DEBRA FONDREN/ACADEMIC ADVISOR	409-880-8434	201A	DFONDREN
CERTIFICATION/TE _x ES	Phone	Education Building Office #	Email with @lamar.edu
DEBRA HAYES /DIRECTOR OF COMPLIANCE/CERTIFICATION	409-880-2125	201B	DBARTLEY
GRAD. CERT. OFFICER	409-880-2320	201C	
AMY BROWN/ADMIN SPEC.	409-880-7793	201D	ABROWN139
CARMINA SMITH/ ADMIN SPEC.	409-880-7774	201F	BSMITH117
ASSESSMENT/TE _x ES FAX	409-880-1804		
CURRICULUM & INSTRUCTION	Phone	Education Building Office #	Email with @lamar.edu
DR. J. ELIZABETH CASEY/ CHAIR	409-880-8228	202A	JCASEY4
KAREN SADLER-ADMIN ASSOCIATE	409-880-8217	202	KSADLER
SHARON CARTER, FIELD SUPERVISOR	409-880-2235	221	SCARTER23
DONNA GOBER – CLINICAL PROFESSOR	409-880-8324	212	DLGOBER
CRISTINA RIOS; ASSOCIATE PROFESSOR	409-880-7580	232	RIOSC
MAMTA SINGH; ASSOCIATE PROFESSOR	409-880-8032	229	MSINGH1
KATHERINE SPROTT; ASSOCIATE PROFESSOR	409-880-7472	230	KSPROTT
ROSA DOKES; ASSISTANT PROFESSOR	409-880-7678	218	RDOKES
CALEB HOOD; ASSISTANT PROFESSOR	409-880-2139	214	CHOOD7
PAM PATTERSON, FIELD SUPERVISOR	409-880-8217	220	PPATTERSON
FREDDIE TITUS -ASSOCIATE PROFESSOR	409-880-8915	N/A	TITUSFU
YAN YAN; ASSISTANT PROFESSOR	409-880-2235	217	YYANI
HEALTH & KINESIOLOGY	Phone	HHPA Bldg.	Email with @lamar.edu
DR. SHANNON JORDAN/ CHAIR	409-880-8707	103	JCASEY4
LETICIA MCLAUGHLIN-ADMIN SPEC.	409-880-8211	101	LMCLAUGHLIN
KIM GAUTHREAU- CLINICAL INSTRUCTOR	409-880-7580	207	KDTALLEN
ALAN MOORE JR- ASSOCIATE PROFESSOR	409-880-2226	106C	AMOORE36
JULIO MORALES-APONTE- ASSOCIATE PROFESSOR	409-880-8416	216	JMORALES
JEANNE MULLICAN -CLINICAL INSTRUCTOR	409-880-8705	214	JLWARD
NUTRITION, HOSPITALITY & HUMAN SVC	Phone	NHHS Bldg.	Email with @lamar.edu
DR. JILL KILLOUGH/ CHAIR	409-880-8665	118	JEKILLOUGH

KENT O'QUINN-ADMIN SPEC.	409-880-8663	120	KOQUINN
MARIE PANCHOT- ACADEMIC COORD	409-880-8670	106	MPANCHOT
JAU-JIN CHEN - PROFESSOR	409-880-8664	116	JJCHEN
CASEY GATES- CHEF	409-880-8962	130	CGATES4
EUNJIN KWON-ASSOCIATE PROFESSOR	409-880-7978	114	EKWON
NATALIE LONG-CLINICAL INSTRUCTOR	409-880-8667	123	NMLONG
CONNIE RUIZ- ASSOCIATE PROFESSOR	409-880-8668	122	RUIZCS
AMY SHOWS-PROFESSOR	409-880-7962	126	ASHOWS
JENNIFER SIMMONS-ASSISTANT PROFESSOR	409-880-1744	128	JPKNOBLAUCH
KIM WALLET-ASSOCIATE PROFESSOR	409-880-8970	124	KAWALLETCH
JANEAL WHITE	409-880-7468	130	JMNIELSEN

Undergraduate Faculty Advisors/Mentors

If your last name begins with the letter listed below, the corresponding faculty member is your faculty advisor to

- Help you with program questions or field questions,
- Provide tips for success,
- Support you in finding resources, and
- Follow you through the program and monitors grades/dispositions.

For last names beginning with:	Faculty	Email	Phone	Room #
A - C	Dr. Donna Gober	donna.gober@lamar.edu	409-880-8324	212
D - G	Dr. Cristina Rios	riosc@lamar.edu	409-880-7580	232
H - K	Dr. Mamta Singh	msingh1@lamar.edu	409-880-8032	229
L - N	Dr. Katherine Sprott	ksprott@lamar.edu	409-880-7472	230
O - S	Dr. Caleb Hood	chood7@lamar.edu	409-880-2139	214
T - V	Dr. Rosa Dokes	Rosa.dokes@lamar.edu	409-880-7678	218
W - Z	Mrs. Pamela Patterson	Ppatterson2@lamar.edu	409-880-8218	216

Communication Protocol/Problem Resolution Process

As part of the professional code and courtesy, it is important to remember to email the appropriate persons through the chain of command. Emails are typically answered from staff within 24 hours, and instructors within 48 hours. Faculty Advisors and other college administration return emails typically within 3 working days.

All communications as a Lamar University Student should be from your Lamar University email account and include your L number and Course/Section information. Emails must include a salutation and professional courtesy when requesting information.

Addressing Needs that Arise While Taking a Course

If needs or issues arise while taking a course, students should first contact the Instructional Associate or Course Instructor for online courses and students should first contact the Course Instructor if the course is face-to-face. If you are unable to access the Instructional Associate or Course Instructor or unable to resolve an issue, please make an appointment to meet with the Department Chair. Please allow at least 3-4 working days if you are emailing Department Chairs, as they also consult with your Instructor to understand the problem. Remember, your course instructor holds campus and virtual office hours which are posted on the syllabus. It is important to work out any issues FIRST with your course instructor. If resolution wasn't

reached with the Department, then contact the Associate Dean. For grade issues, refer to the Lamar University grade appeal process.

Addressing Questions Regarding a University Program

If a student has a question or issue regarding their university program, contact your Academic Advisor for answers or resolution. If questions or issues are not adequately addressed after meeting with your Academic Advisor, then contact the Department Chair. If questions or issues are not adequately addressed after meeting with the Department Chair, then contact the Associate Dean.

Department Inquiries. Contact to the Department Chair should be a final course of action, who in consultation with the Course Instructor and the Associate Dean will interpret university policy. If needed, the Department Chair or Associate Dean will contact the Dean for resolution. For program questions, field site planning questions, residency questions, or other professional questions, students should contact their Faculty Advisor.

List of Critical Dates. Please visit the Lamar University Academic Calendar to be advised of dates to drop a course with full refund, without academic penalty, and more. See <https://www.lamar.edu/events/academic-calendar-listing.html> For online students, please see <https://www.lamar.edu/lu-online/index.html>

Accessibility Resource Center

Lamar University is committed to providing equitable access to learning opportunities for all students. The [Disability Resource Center \(DRC\)](#) is located in the Communications Building Room 105. Our office collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact the DRC at 409-880-8347 or email arc@lamar.edu to arrange a confidential appointment with the Director of the DRC to explore possible options regarding equitable access and reasonable accommodations. [SEP]

Statement of Safe Environment

Lamar University is committed to providing a healthy and safe learning environment for all students and employees. The institution has established procedures to advise members of the university community on the consequences of drug/alcohol use, possession, and distribution. Additionally, Lamar University is committed to providing important information on available substance abuse Teacher Education, treatment, rehabilitation, or re-entry programs.

Student Health Center

The University maintains a Health Center that offers outpatient services for students at Lamar University. In addition to medical services, short-term psychological support.

Personal Health and/or Mental Health (Student Health Center)	(409) 880-8466
Alcoholics Anonymous (AA), 9th District Intergroup	(409) 832-1107
Jefferson County Council on Alcohol & Drug Abuse	(409) 835-4989; (409) 835-4979
Beaumont Mental Health Association	(409) 833-9657
Spindletop Center	(409) 839-1032

EPP Advisory Board

Members of the Advisory Board are leaders, scholars, and innovators in the community and field and who advise and provide guidance on major decisions and future directions for our programs. The EPP Advisory Board meets annually on the LU campus to review programs and suggest program improvements.

Lamar University Online Support

Lamar University offers online support at [LU Online](#). [Information Technology](#) Help is available during the

hours of 7:30 am to 7:30 pm Monday thru Friday. You may call them at 409-880-2222 or e-mail them at servicedesk@lamar.edu.

Accreditation and State Standards

The School Teacher Education Program is accredited by the Association for Advancing Quality in Educator Preparation (AAQEP) The university is a regionally accredited school under the Southern Association of Colleges and Schools (SACS). and upholds Texas State Standards (Texas Administrative Code [TAC] and State Board of Educator Certification [SBEC]). Candidate learning outcomes are identified in the course syllabus and aligned with each of the following accrediting organizations.

Courses are designed to meet the educational requirements set forth by the state of Texas and SBEC. Upon completion of this program, the candidate is able to develop the knowledge, skills, and dispositions for fulfilling the educator role, build a school community that supports the success of all candidates, and facilitate the well-being and development of children and youth in the educational setting.

General Requirements for EPP Admissions (per TAC §230.11)

An applicant for a Texas educator certificate must:

- be at least 18 years of age
- submit to the criminal history review required by the Texas Education Code (TEC) §22.0831, not be disqualified by the TEC, §21.058, §21.060, or other Texas statute, and not be subject to administrative denial pursuant to §249.12 of this title (relating to Administrative Denial; Appeal) or a pending proceeding under Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases)
- not be disqualified by federal law
- be willing to support and defend the constitutions of the United States and Texas
- meet the language requirements listed under *International Students* of this document

Undergraduate Admission to the Educator Preparation Program (EPP)

All students who plan to enter the Educator Preparation Program (EPP) will initiate the pre-admission process in PEDG 2310. During PEDG 2310, you will be asked to review the curricula and select a certification for your degree plan. You should print and keep a copy of the SBEC standards and sub-standards which apply to your degree plan/certification area for your reference until you have completed the program. During PEDG 2310, students will complete the Initial Educator Preparation Program Admission Application. Students will be notified via a formal acceptance email if they have been admitted to the EPP. Students are required to formally accept the admission status, and pay the \$75 fee, through the links in the official letter of acceptance email. Once both have been completed, the student will be registered in the needed EPP courses.

Transfer Students

If you are a transfer student and took PEDG 2310 at another institution other than Lamar University, you will need to have an admissions interview prior to being admitted into the program, and you must submit the candidate transfer form. Please email the candidate transfer form to Ms. Rhonda Marcontell at Rhonda.marcontell@lamar.edu. Please contact educatorprep@lamar.edu for instructions on how to apply to the Educator Preparation Program.

Candidate Transfer form: [TEA Candidate Transfer Form.docx \(live.com\)](#)

Educator Preparation Program Admission Requirements

Interdisciplinary Studies EC-6 and 4-8

- Completion of an EPP admission application (Includes Professionalism Agreement, Code of Ethics, Background Check Authorization Form, and Fitness to Teach Policy docs)
- Successful completion of 30 semester hours
- Enrollment in PEDG 2310
- Successful completion of ENGL 1301 and ENGL 1302 with a “C” or better
- Successful completion of two math courses required by your certification program with a grade of “C” or better
- A minimum overall GPA and in the certificate field of 2.75 with no grade lower than “C” in the certificate field(s)
- Approval following a background criminal history review
- Payment of a one-time non-refundable application fee of \$75. Students cannot be enrolled in EPP courses until this payment has been made.

Once admitted to the program, you must maintain a minimum 2.75 GPA and attempt each Lamar Proficiency Exam during method courses. You must also issue proof of registration in each state-required exam for your concentration. You will not be admitted to clinical teaching without successful completion of each LPE.

Secondary and EC-12 Concentrations

Same as above, unless stated otherwise in the criteria below.

Before applying to the program, you must earn credit hours for the subject you would like to teach.

- Twelve hours for the subject concentration
- Fifteen hours for certification in Math or Science

For the concentrations listed below, the following applies:

- Chemistry (7-12): Math 1314 and English 1301 required
- English (7-12): Math 1332 and English 1301 required
- History (7-12) History or Social Studies: Math 1332 and English 1301
- Biology (7-12): Math 1314, 1316 or 2312 and English 1301 required
- Math (7-12): English 1301 required/algebra not required
- EC-12 Art: Math 1314 or above and English 1301 required
- EC-12 ASL: Math 1314, English 1301 and 1302 required
- 6-12 Family Studies: Math 1332 and English 1301
- EC-12 Health: Math 1342 or 1314/English 1301 and English 1302 required
- EC-12 Music: Math 1314 or above and English 1301 required

- EC-12 Spanish: Math 1322 and English 1301 required

Criminal Background Check

Candidates for Teacher Preparation undergo a criminal background check as part of admissions to the program. According to TEA, Educator preparation programs (EPPs) shall inform all applicants that:

- pursuant to the Texas Education Code (TEC), §22.083, candidates must undergo a criminal history background check prior to employment as an educator; and
- pursuant to the TEC, §22.0835, candidates must undergo a criminal history background check prior to clinical teaching.

If convicted of an offense, the candidate will receive an email of the potential ineligibility. Candidates have the right to request a criminal history evaluation letter. The criminal background check is conducted at the time of admissions and prior to clinical teaching. For more information about the preliminary criminal history evaluation, see <https://tea.texas.gov/texas-educators/investigations/preliminary-criminal-history-evaluation-faqs>

Prior Military Service Experience

According to TEA: each EPP must develop and implement specific criteria and procedures that allow:

- military service member or military veteran candidates to credit verified military service, training, or education toward the training, education, work experience, or related requirements (other than certification examinations) for educator certification requirements, provided that the military service, training, or education is directly related to the certificate being sought; and
- candidates who are not military service members or military veterans to substitute prior or ongoing service, training, or education, provided that the experience, education, or training is not also counted as a part of the internship, clinical teaching, or practicum requirements, was provided by an approved EPP or an accredited institution of higher education within the past five years and is directly related to the certificate being sought.

As such, each candidate who qualifies will have their experience aligned with curriculum/coursework to identify appropriate credit toward their degree and certification. Candidates with military experience can opt for a one course credit (3 semester hours) in their program.

TEA Teacher Number Required

Candidates must have a TEA number to complete the educator preparation program. To apply for a TEA number, follow the instructions below.

1. Log in to TEAL at <https://pryor.tea.state.tx.us/>
2. In the Self-Service menu on the left, click My Application Accounts.
3. Click Request New Account.
4. In the pop-up window, select ECOS Educator.
5. On the next screen, enter your Social Security number (or temporary P Number) or TEA ID number and birth year twice, and click Create. If the linking is successful, a confirmation message is displayed at the top of the screen.
6. On the Self-Service menu, click Access Applications. You should now see the blue “Educator” link above your TEA ID Number.
7. Click the blue “Educator” link to access your online certification records and perform related tasks inECOS.
8. In ECOS, you will be prompted to update your profile info
9. Enter your newly created TEA number or already created number in the line below.

Professional Liability Insurance

All Teacher candidates must obtain professional liability insurance prior to beginning field experiences and maintain their professional liability insurance throughout the remainder of the program. There are two options for obtaining professional liability insurance.

- (1) **Association of Texas Professional Educators:** Association of Texas Professional Educators is the largest educator organization in the nation. Our region is one of 20 across the state. Region 5 ATPE serves educators in 30 school districts in six counties in Southeast Texas. Many of these school districts have active ATPE local units.

Instructions:

1. Click this link [Membership Benefits | ATPE](#)
2. Scroll to Membership Types and Dues and choose Student Teacher
3. Complete the application
4. Upload to Blackboard as evidence for Proof of Insurance in your Fieldwork Folder.

- (2) **Lamar University Student Education Association** is an affiliate of the National Education Association. Lamar Student Education Association is the local affiliate of the National Education Association located at Lamar University. This organization provides professional insurance to complete the 50 hours of fieldwork. The cost is \$35.00 to acquire a membership. Part of the membership fees are distributed between the national and local organizations. Dr. Sprott is the advisor for this organization. If you need additional information, please contact her at ksprott@lamar.edu. Instructions:

1. Click this link [ps://www.tsta.org/join-tsta/](https://www.tsta.org/join-tsta/).
2. Scroll to TSTA Aspiring Educators and click the membership form online
3. Complete the application
4. Upload to Blackboard as evidence for Proof of Insurance in your Fieldwork Folder.

Social Media Presence

Lamar University students are expected to adhere to the high standards of the education profession with regard to maintaining confidentiality and professionalism. This includes guarding client confidentiality at clinical sites, in the classroom, at home and online. All Teacher Education professionals and students are required to follow Health Insurance Portability and Accountability Act [HIPAA] regulations, when using social networking/media.

Students who have personal social networking sites established should enable the highest privacy settings limiting access to personal profiles, information, and photos and to the following guidelines:

- Maintain a social media site with professional integrity that does not contain any type of information about the program, courses, clients and/or clinical affiliates.
- Do not post derogatory remarks or threats about anyone associated with the Teacher Education programs (e.g. students, faculty, staff, university administrators).
- Do not post photos of other students, faculty, and/or staff without their permission.
- Observation of any inappropriate postings on social media should be addressed by student directly or reported within the program coordinator.

Unprofessional online conduct is a violation of disposition and may result in a faculty review.

International Students

International Candidates should contact [International Student Admissions](#) for the necessary documents and language requirements for admission.

Program and TEA Complaint Process

Students are encouraged to follow the college complaints process before contacting TEA to have your issue resolved. It is recommended that you first contact the specific person or department most directly connected with the issue at hand. [The Educator Preparation Program Complaint Policy and Procedures](#) provides information on how to address complaints or grievances. Students may access [Student Complaint Resolution Form](#) on this page.

- **Academic advising and class availability**
Contacting your Academic Advisor first when an advising issue arises is always encouraged, because doing so gives the advisor the opportunity to help you handle university processes and keep you on the path to graduation.
- **Grades, exam procedures, absences, content, and teaching methodology**
The professor of record for the course has primary authority and responsibility in these areas and is charged with carrying out these responsibilities in a professional manner. The student should first discuss the problem with the faculty member.
- **Academic probation and suspension**
for ACP & MAT students are initially handled through the online advising office at (409) 880-8872 or onlinesuccess@lamar.edu. For undergraduate students, contact the Academic Advisor.
- **Transcripts, credits, degree classification, graduation**
For ACP and MAT students, general concerns of this nature should be addressed to the Registrar's office at (409) 880-7358 or records@lamar.edu. For undergraduate students, contact the Academic Advisor.
- **Tuition, fees, and other charges**
Student billing is handled by the University Bursar's office and can be contacted at cashiering@lamar.edu. Advisors from the department do not have access to financial information.
- **Disabilities**
The Disability Resource Center can be contacted at (409) 880-8347 or DRC@lamar.edu.
- **Scholarships, financial aid, school-sponsored loans**
The Office of Financial Aid handles most of these issues and can be contacted at financialaid@lamar.edu.
- **Certification issues** The Certification Office can assist with issues concerning testing or certification. For more information about certification or to contact the office, see <https://www.lamar.edu/education/texas-and-certification/index.html> or call (409) 880-2125.

If your issue is not resolved, you have the right to contact TEA and file a complaint at https://tea.texas.gov/About_TEA/Contact_Us/Complaints/TEA_Complaints_Management

Student Services

Lamar University offers the following student services.

Writing Center	http://artssciences.lamar.edu/writing-center/services/index.html
Blackboard	luonline.lamar.edu/blackboard-support
IT Services and Support	https://www.lamar.edu/it-services-and-support/index.html
Portfolium	https://portfolium.com/
Career and Testing Services	http://www.lamar.edu/career-and-testing-services/index.html
Candidate Health Center	https://www.lamar.edu/students/student-engagement/student-health-center/index.html
Mary & John Gray Library	https://www.lamar.edu/library/

University Police	http://universitypolice.lamar.edu/index.html
Disability Resource Center	http://www.lamar.edu/disability-resource-center/
Instructional Associate	luonlineacademics@lamar.edu

Procedures and Policies

- **Change of Major** - Students requesting a change of major should first contact their advisor for guidance concerning how a change of major would impact the graduation timeline. If a change is made, the new department advisor will submit an email to majors@lamar.edu and the previous department will approve the change.
- **Grades of Incomplete** - Grades of *I* (Incomplete) are given at the discretion of the course instructor. Normally, they are granted only if candidates have already met the minimum criteria for active weekly participation in a course (including weekly postings in online courses) and have acceptably completed approximately 80 percent of the rest of the coursework, including discussions and assignments, prior to the last day of classes. The instructor will only assign an Incomplete with a contracted date for the number of assignments due and the dates they are due. If a student does not meet the deadline, the grade will be converted to an F. Candidates must request a grade of *I* (Incomplete) prior to the last day of classes.
- **Grade Appeal Process** - The COEHD follows the [Lamar University Grade Appeals Process](#) for students in our programs. Prior to initiating the grade appeal process, students are encouraged to schedule a meeting with the course instructor in an attempt to resolve grading disputes.

Ensuring Candidate Mastery of Standards and Competencies

The EPP has identified benchmarks and assessment that are integrated into four (4) Blocks to ensure teacher candidates progress successfully through the program.

Benchmarks:

- Conform to the Texas Educator Code of Ethics
- Must maintain a minimum of 2.75 grade point average overall and in certificate field(s)
- candidates must earn grades of “C” or better in pedagogy courses (courses with prefixes PEDG and READ), and in the candidate's certificate field(s)
- **Administered in Block 1, PEDG 3300**
 - Pre-Service Teacher Candidate Disposition Assessment
 - Pre-Service Teacher Candidate of Assessment of Teaching Competencies
 - PEDG Courses key assessments
- **Administered in Block 2, PEDG 4340/PEDG 4380**
 - Pre-Service Teacher Candidate Disposition Assessment
 - Pre-Service Teacher Candidate of Assessment of Teaching Competencies
 - PEDG Courses key assessments
- **Administered in Block 3, PEDG 4360/PEDG 4620/PEDG 5383**
 - Assessment of Teaching Competencies
 - Professional Ethics, Demeanor, and Development Assessment
- **Administered in Block 4, PEDG 4360/PEDG 4620/PEDG 5383**
 - Assessment of Teaching Competencies
 - Professional Ethics, Demeanor, and Development Assessment

Assessments:

- **Administered in Block 1, PEDG 3300**
 - Content area Lamar University Proficiency Exam(s) (LPE)
 - TExES content exam
- **Administered in Block 3, PEDG 4306/PEDG 4620/PEDG 5383**
 - STR (Science of Teaching Reading) Lamar University Proficiency Exam(s) (LPE)
 - TExES STR exam required for teacher candidates seeking EC-6, 4-8 Core, or 4-8 ELAR certification
- **Administered in Block 3, PEDG 4620/PEDG 5383**
 - PPR (Pedagogy and Professional Responsibilities) Lamar University Proficiency Exam(s) (LPE)
 - TExES PPR required for teacher candidates who do not participate in a Residency while student teaching.

Performance Gates:

During clinical teaching, teacher candidates must meet Performance Gates for both teaching competencies and professionalism.

- As of the 2nd formal observation, teacher candidates must have been identified as Developing on each of the T-TESS dimensions shown below. Failure to achieve this standard will result in the development of a Professional Improvement Plan (PIP).
- As of the 4th formal observation, teacher candidates must have been identified as Proficient on each of the T-TESS dimensions shown below to earn a passing grade.

Teacher candidates are expected to meet the following expectations for Professionalism:

- As of the 2nd formal observation, teacher candidates must have been identified as Developing on the T-TESS Domain 4 Dimensions 4.1, 4.2, and 4.3, and not receive an Improvement Needed on Dimensions 4.1, 4.2, or 4.3.
- As of the 4th formal observation, teacher candidates must have been identified as Proficient on the T-TESS Domain 4 Dimensions 4.1, 4.2, and 4.3, and not receive an Improvement Needed on Dimensions 4.1, 4.2, or 4.3.

During residency or internship, teacher candidates must meet Performance Gates for both teaching competencies and professionalism.

- By the end of Semester 1, teacher candidates must have been identified as Developing on each of the T-TESS dimensions shown below. Failure to achieve this standard will result in a failing grade for Semester 1.
- By the end of Semester 2, teacher candidates must have been identified as Proficient on each of the T-TESS dimensions shown below to earn a passing grade for Semester 2.
- With approval from program leadership, a teacher candidates may be allowed to repeat either Semester 1 or Semester 2. The decision to approve this or not will be based on feedback from the Site Coordinator, Host Teacher, and others in the placement who are able to give feedback on the teacher candidates likelihood of success in a second attempt. Teacher candidates will not be allowed to take more than three combined semesters of the residency.

Teacher candidates are expected to meet the following expectations for Professionalism:

- By the end of Semester 1, teacher candidates must have been identified as Developing on the T-TESS Domain 4 Dimensions 4.1, 4.2, and 4.3, and not receive an Improvement Needed on Dimensions 4.1, 4.2, or 4.3.
- By the end of Semester 2, teacher candidates must have been identified as Proficient on the T-TESS Domain 4 Dimensions 4.1, 4.2, and 4.3, and not receive an Improvement Needed on Dimensions

4.1, 4.2, or 4.3.

T-TESS Dimensions to be Evaluated:

Teacher candidates will be evaluated on the following T-TESS dimensions and must score Proficient on each dimension at least once by the Field Supervisor/Site Coordinator/Site Supervisor, Cooperating Teacher/Host Teacher/Mentor Teacher, and Campus Principal/Designee to be recommended for certification by the EPP. If the Field Supervisor/Site Coordinator/Site Supervisor, Cooperating Teacher/Host Teacher/Mentor Teacher, and Campus Principal/Designee do not recommend a teacher candidate for certification, they must provide evidence of failure to demonstrate proficiency in educator standards, evidence of failure to meet program requirements, evidence of failure to adhere to campus policies, etc. validating the decision not to recommend for certification. The documentation must be provided to the Chair of the EPP.

- Planning Dimension 1.1: Standards and Alignment,
- Planning Dimension 1.2: Data and Assessment,
- Instruction Dimension 2.1: Achieving Expectations,
- Instruction Dimension 2.2: Content Knowledge and Expertise,
- Instruction Dimension 2.3: Communication,
- Learning Environment Dimension 3.1: Classroom Environment, Routines, and Procedures,
- Learning Environment Dimension 3.2: Managing Student Behavior,
- Learning Environment Dimension 3.3: Classroom Culture,
- Professional Practices and Responsibilities Dimension 4.1: Professional Demeanor and Ethics,
- Professional Practices and Responsibilities Dimension 4.2: Goal Setting, and
- Professional Practices and Responsibilities Dimension 4.3: Professional Development.

Professional Improvement Plan (PIP)

If a teacher candidate is not making adequate progress in their instructional performance or professional development, they may be placed on a Professional Improvement Plan to ensure they meet program expectations. The Professional Improvement Plan process is provided below.

Phase 1:

1. If problems or concerns arise about a Teacher Candidate, the Field Supervisor/Site Coordinator/Site Supervisor will document the problems or concerns and schedule a consult visit with the Teacher Candidate within two days of learning of the problems or concerns. The discussion will include:
2. The Field Supervisor/Site Coordinator/Site Supervisor will notify the Cooperating Teacher/Host Teacher/Mentor Teacher of the meeting scheduled with the Teacher Candidate. Cooperating Teacher/Host Teacher/Mentor Teacher will be invited to participate in meeting but is not required to participate.
3. The Field Supervisor/Site Coordinator/Site Supervisor will work with the Teacher Candidate address the issue(s) by collaboratively identifying strategies and timeline to address the problems or concerns.
 - a. The Teacher Candidate has ten (10) working days to show evidence of completion or improvement.
 - b. The Field Supervisor/Site Coordinator/Site Supervisor will decide on next steps after the ten (10) working days are completed.
4. The Field Supervisor/Site Coordinator/Site Supervisor provides written documentation to the Teacher Candidate, Cooperating Teacher/Host Teacher/Mentor Teacher, and Chair clearly outlining

the expectations agreed upon by the Field Supervisor/Site Coordinator/Site Supervisor and Teacher Candidate.

5. The Field Supervisor/Site Coordinator/Site Supervisor is responsible for documenting all interactions and supports provided to the Teacher Candidate to address the problems or concerns.
6. If the problems or concerns are adequately addressed, no further action is required. If the problems or concerns are not adequately addressed, the Field Supervisor/Site Coordinator/Site Supervisor will initiate Phase 2.
7. All documentation will be included on the Professional Improvement Plan and uploaded to Blackboard by the Teacher Candidate.

Phase 2:

1. The Field Supervisor/Site Coordinator/Site Supervisor notifies the Chair and Principal that Phase 2 is being initiated for the Teacher Candidate.
2. The Field Supervisor/Site Coordinator/Site Supervisor schedules a meeting with the Teacher Candidate and Cooperating Teacher/Host Teacher/Mentor Teacher to discuss how to move forward with a revised Professional Improvement Plan. The Chair and Principal are notified of the meeting but are not required to participate.
3. The Field Supervisor/Site Coordinator/Site Supervisor, Cooperating Teacher/Host Teacher/Mentor Teacher, and Teacher Candidate collaboratively revise the Performance Improvement Plan and set clear expectations and timelines for the Teacher Candidate to meet within the next ten (10) working days. The revised plan is provided to the Chair and Principal.
4. The Field Supervisor/Site Coordinator/Site Supervisor is responsible for documenting all interactions and supports provided to the Teacher Candidate to address the problems or concerns.
5. If the problems or concerns are adequately addressed, no further action is required. If the problems or concerns are not adequately addressed, the Field Supervisor/Site Coordinator/Site Supervisor will initiate Phase 3.
6. All documentation will be included on the Professional Improvement Plan and uploaded to Blackboard by the Teacher Candidate.

Phase 3:

1. The Field Supervisor/Site Coordinator/Site Supervisor will notify and meet with the Chair and Associate Dean to determine further action(s) to be taken.
2. The Field Supervisor/Site Coordinator/Site Supervisor will schedule a meeting with Teacher Candidate, Chair, and Associate Dean to review the revised Professional Improvement Plan.
3. The Field Supervisor/Site Coordinator/Site Supervisor will provide a copy of the revised Professional Improvement Plan to the Cooperating Teacher/Host Teacher/Mentor Teacher and Principal.
4. The Field Supervisor/Site Coordinator/Site Supervisor is responsible for documenting all interactions and supports provided to the Teacher Candidate to address the problems or concerns.
5. Failure to meet the expectations set forth in the revised Professional Improvement Plan will result in additional actions taken by the EPP, including the possibility of removal from the program.

Pre-Service Teacher Field-Based Experience Requirements: Prior to Clinical Teaching, Residency, or Internship

All teacher candidates must complete fifty (50) hours of field experiences prior to entering clinical teaching, residency, or an internship program. The field experiences will be completed in a variety of authentic

school settings with diverse student populations. Teacher candidates will be provided the opportunity to observe teachers modeling effective practices to improve student learning while also practicing the skills themselves in authentic settings and receiving effective feedback. Teacher candidates must experience a full range of professional responsibilities that shall include the start of the school year. The start of the school year is defined as the first 15 instructional days of the school year. If these experiences cannot be provided through clinical teaching or an internship, they will be provided through field-based experiences.

Undergraduate students will complete their field experiences prior to clinical teaching and residency during PEDG 3300 Theory of Human Learning (30 hours) and PEDG 4340/4380 Classroom Management (20 hours). Professors in other courses may require field experiences as well. Internship teacher candidates will complete their field-based experiences in the courses leading up to the internship placement.

Field-based experiences include candidates engaging with activities such as:

- small group instruction,
- tutoring,
- presenting whole class instruction,
- one-on-one student support,
- practicing classroom management skills,
- supporting lead teacher instruction; and
- coteaching.

Each field-based experience must include a written reflection of the observation that:

- is guided by the EPP,
- is unique from the other reflections,
- includes a detailed reflection of each field-based experience; and
- identifies educational practices observed and/or experienced.

FBE Mentor Teacher training will occur within three weeks of the start of each semester. FBE Teacher Candidate training will occur within 5 days of the start of each semester.

TEXES Preparation: Admittance into Educator Preparation Program and Certification Process

Teacher candidates seeking **EC-6 and 4-8 ELAR**: All EC-6 and 4-8 ELAR are placed in one section of PEDG 3300; All 4-8 and 7-12 content are placed in a separate section of PEDG 3300. All EC-6 and 4-8 ELAR students are provided access to 240 Tutoring and required to attempt the Lamar Proficiency Exam (LPE) during the 5th or 6th week of class. Depending upon how students perform on the LPE, they will be given permission to take the TEXES content exam OR will be required to attend a study session in preparation to take the TEXES content exam. Once students complete their study session, they will turn in a signed study session form to the TEXES office, where they will receive permission to take the TEXES content exam.

Teacher candidates seeking **4-8 science, social studies, history, and mathematics will work with faculty teaching** science, mathematics, and social studies methods to prepare for their content. Education faculty teaching methods courses will work with students on competencies in these certification areas. Students are provided access to 240 Tutoring and required to attempt the Lamar Proficiency Exam (LPE) **during the 6th or 7th week of class**. Depending upon how students perform on the LPE, they will be given permission to take the TEXES content exam OR will be required to attend a study session in preparation to take the TEXES content exam. Once students complete their study session, they will turn in signed study session forms to the TEXES office where they will receive permission to take the TEXES content exam.

Teacher candidates seeking: (a) **EC-12 Spanish, ASL, art, music, theater, physical education, and 6-12 family & consumer sciences**; and, (b) **7-12 history, English, biology, chemistry, mathematics, dance, and social studies** will work with faculty in their respective departments to determine testing readiness. Faculty outside the College of Education and Human Development teaching content in these certification areas will receive copies of competencies to review with students in respective certification areas. Students are provided access to 240 Tutoring and required to attempt the Lamar Proficiency Exam (LPE) **during the 6th or 7th week of class**. Depending upon how students perform on the LPE, they will be given permission to take the TExES content exam OR will be required to attend a study session in preparation to take the TExES content exam. Once students complete their study session, they will turn in signed study session forms to the TExES office where they will receive permission to take the TExES content exam.

Study Plan Review:

- The Study Plan Review will provide assignments based upon student performance on the LU proficiency and TExES state exam(s).
- Each assignment is designed to target the competencies and domains that need additional focus, ensuring a greater understanding of the material being tested.
- A Study Plan Review will be implemented after the 1st attempt of the LU proficiency exam(s) and TExES state exam(s).
- If unsuccessful on the 1st attempt on either exam (s), students are required to contact the faculty of which the exam is associated for the course and schedule a remediation review, bring their score report and pick-up a remediation documentation form from the TExES office to bring to the faculty.
- Students are required to complete all assignments of the Study Plan Review.

Clinical Teaching: Teacher candidates must pass their TExES content exam(s) (including Science of Teaching Reading exam, if applicable), and PPR prior to acceptance into clinical teaching.

Residency: Teacher candidates in residency must pass their TExES content exam(s) prior to beginning residency. Residents must pass the Science of Teaching Reading (STR) exam if applicable, and PPR, during the first semester of residency. Students beginning residency in January, 2025 will no longer be required to take the PPR.

Internship: Graduate students in the ACP/MAT program must pass their TExES content exam, including Science of Teaching Reading exam if applicable, prior to being placed on an Intern Certificate. Interns will be allowed to take the PPR TExES exam during their first semester in residency or internship.

Test Code Key Lamar Proficiency Exams

TEST NAME	TEST CODE	TIME LIMIT
EC-12 Pedagogy & Professional Responsibilities (PPR)	160	5 hours
EC-12 Art	178	5 hours
EC-12 Health	157	5 hours
EC-12 Music	177	5 hours
EC-12 Physical Education	158	5 hours
EC-12 Special Education	161	5 hours

TEST NAME	TEST CODE	TIME LIMIT
Core Subjects EC-6:	391	5 hours

English Language Arts and Reading (ELAR)	901	(901) 70 minutes
Mathematics	902	(902) 70 minutes
Social Studies	903	(903) 50 minutes
Science	904	(904) 55 minutes
Fine Arts, Health, Physical Education	905	(905) 35 minutes

TEST NAME	TEST CODE	TIME LIMIT
Science of Teacher Reading – (STR)	293	5 hours

TEST NAME	TEST CODE	TIME LIMIT
Core Subjects 4-8:	211	5 hours
(CORE SUBJECTS) English Language Arts and Reading (ELAR)	806	115 minutes
(CORE SUBJECTS) Mathematics	807	65 minutes
(CORE SUBJECTS) Social Studies	808	50 minutes
(CORE SUBJECTS) Science	809	50 minutes

TEST NAME	TEST CODE	TIME LIMIT
4-8 English Language Arts and Reading (ELAR)	217	5 hours
4-8 Mathematics	115	5 hours
4-8 Mathematics/Science	114	5 hours
4-8 Science	116	5 hours
4-8 Social Studies	118	5 hours

TEST NAME	TEST CODE	TIME LIMIT
7-12 English Language Arts and Reading (ELAR)	231	5 hours
7-12 History	233	5 hours
7-12 Life Science	238	5 hours
7-12 Mathematics	235	5 hours
7-12 Physical Science	237	5 hours
7-12 Science	236	5 hours
7-12 Social Studies	232	5 hours

The following exams require a **Department Approval** before you are allowed to test:

- EC-12 Art
- 6-12 Dance
- EC-12 Health
- EC-12 Music
- EC-12 Physical Education
- 7-12 Math
- 7-12 Social Studies
- 7-12 History
- 7-12 ELAR
- 7-12 Life Science
- 7-12 Science

There is **not** a Lamar Proficiency Test for these content areas below:

The following exams require a Department Approval for the TExES State exams before allowed to test

- 6 -12 Dance
- EC -12 ASL
- EC -12 Spanish LOTE

- EC -12 French LOTE
- EC-12 Theatre
- 6-12 Family Consumer Science

Undergraduate Program Students Application Link:

How to Apply to Register for Exams:

Lamar Proficiency Exam

<https://www.lamar.edu/forms/education/education-assessment/lamar-proficiency-test-application.html>

TExES State Exam

https://www.lamar.edu/forms/education/education-assessment/appr_to_test_teacher_cert.html

Teacher Candidate Placement Requirements for Clinical Teaching, Residency, and Internship

Major Coursework Requirement

LAMAR UNIVERSITY Clinical Teaching & Residency	
PEDG 2310 Introduction to Teaching	READ 3390 Reading Methods
PEDG 2342 Diversity of Learners	READ 4305 Writing Methods
PEDG 3300 Human Development & Learning	PEDG 3351 Social Studies Teaching Strategies
PEDG 3350 Math Methods	PEDG 4355 Inclusion in General Education
PEDG 3352 Science Methods	PEDG 3330 Teaching ESL
READ 3350 Language Arts Methods	PEDG 4370 Assessment
EACH 4305 Organization and Management of Early Childhood Classroom	PEDG 3332 Technology in Education
PEDG 3380 Secondary Methods	PEDG 4340/4380 Classroom Management
PEDG 4620 Clinical Teaching/ PEDG 4320 Residency I	PEDG 4621 Residency II

Instructional Setting for Clinical Teaching

While teacher candidates are provided an opportunity to provide their preference for placement, the placement decision is decided collaboratively by the EPP and district partner. Teacher candidates should never attempt to establish their placement with a district.

Teacher candidates are assigned to a single Host Teacher at a partner campus for the entirety of the Clinical Teaching placement. The host teacher will hold the same or an equivalent certification as the teacher candidate assigned to them. The candidate will be on campus 5 days per week for 7 hours per day in a single semester placement OR the candidate will be on campus for 5 days per week for 4 hours per day for a two-semester placement to ensure that the candidate completes 490 hours.

Instructional Setting for Residency

While teacher candidates are provided an opportunity to provide their preference for placement, the placement decision is decided collaboratively by the EPP and district partner. Teacher candidates should never attempt to establish their placement with a district.

Teacher candidates are assigned to a single Host Teacher at a partner campus for the entirety of the residency placement. The host teacher will hold the same or an equivalent certification as the teacher candidate assigned to them. Teacher candidates will be assigned to the host teacher three (3) days per week the first semester and four (4) days per week the second semester which will ensure that teacher candidates complete a minimum of 21 hours per week during the school week for a total of 750 hours for the entire residency. The 21 hours will not include district/campus closures/disruptions caused by such things as inclement weather or holidays. Any reduction in the 21 hours will be thoroughly documented. The residency will not be reduced below 700 minutes for teacher candidate absences for documented parental leave, military leave, extended illness, or bereavement. The Residency, with accompanying site coordinator, begins the first day of instruction with students. The Residency ends on the last day of school.

Placement for All Level Certification Areas (i.e. Art, Music, PE)

Teacher candidates seeking all level certification may be better served with two distinct field placements, an elementary placement and a secondary placement, during the clinical teaching or residency programs. The district partner and EPP must both agree that the benefits of the dual placement outweigh the consequences of not assigning one distinct field placement. In either instructional setting, the teacher candidate must experience a full range of professional responsibilities.

Co-Teaching Requirement for Clinical Teaching and Residency

Teacher Candidates are required to be actively engaged in as many of the elements of the classroom as is possible from the very beginning of their placements, particularly utilizing the co-teaching model. Teacher Candidates should assume greater responsibilities throughout their student teaching.

Co-Teaching Approach	Description
One Teach, One Assist	One of the teachers has the primary responsibility for teaching, while the other teacher circulates around the room and supports students during the lesson.
One Teach, One Observe	One of the teachers has the primary responsibility for teaching, while the other teacher observes the lesson for specific data. The teachers analyze the data after the lesson. The teachers regularly switch roles.
Team Teaching	Both teachers deliver instruction to the whole class. The teachers have equal roles in the lesson delivery.
Station Teaching	The students and content are divided into groups/stations. Both teachers take responsibility for different stations. Stations can be facilitated, independent, or taught by a teacher.
Alternative Teaching	One of the teachers has responsibility for teaching the whole class, while the other teacher instructs a small group to provide additional scaffolding, pre-teaching, or enrichment.
Parallel Teaching	The students are divided into two groups. Each teacher is responsible for one of the groups and simultaneously teaches the same content.

Progression of Teaching Responsibilities for Clinical Teaching

Time Frame	CLINICAL TEACHER RESPONSIBILITIES
Week 1 – Week 3	During the first two weeks, the Clinical Teacher should observe, assist, and team teach. The majority the time should be focused on learning classroom routines and materials and on observing students and the cooperating teacher. Clinical Teachers should assume responsibility for small group work or one-on-one tutoring with students. By the third week or before, the Clinical Teacher should be ready coteach 1-3 subjects or class periods per day.
Week 4 – Week 6	There should be a gradual transition from cooperating teacher to Clinical Teacher during this time period. The Clinical Teacher should be teaching at least half-time and should move to full-time teaching by the end of Week 5.
Week 7 – Week 13	The Clinical Teacher should assume all classroom responsibilities under the direction of their cooperating teacher. This includes planning with the teacher, preparation and teaching of all subjects, student evaluation, and any other responsibilities assigned by the cooperating teacher.
Week 14-15	The final week(s) of clinical teaching should be a time of transition as the cooperating teacher resumes total responsibility for classroom instruction.

Progression of Teaching Responsibilities for Residency Elementary

Weeks	Suggested Co-Teaching Strategies	Minimum Teacher Candidate Responsibilities
1-4	<ul style="list-style-type: none"> • One teach one observe • One teach one assist • Alternative teaching 	<ul style="list-style-type: none"> • Assume partial responsibility for leading classroom routines (e.g., attendance, bell work, dismissal) • Co-plan and lead small group activities

5-9	<ul style="list-style-type: none"> • Above as well as • Station teaching • Parallel teaching • Team teaching 	<ul style="list-style-type: none"> • Co-plan and lead in one subject area or class period • Co-plan and lead small group activities
10-15	<ul style="list-style-type: none"> • Any co-teaching strategy appropriate for the subject area or classroom setting 	<ul style="list-style-type: none"> • Co-plan and lead in two subject areas or class periods • Co-plan and lead small group activities
16-20	<ul style="list-style-type: none"> • Any co-teaching strategy appropriate for the subject area or classroom setting 	<ul style="list-style-type: none"> • Co-plan and lead in three subject areas or class periods • Co-plan and lead small group activities
21-30 and beyond	<ul style="list-style-type: none"> • Any co-teaching strategy appropriate for the subject area or classroom setting 	<ul style="list-style-type: none"> • Co-plan and lead all subject areas or class periods

Secondary

Weeks	Suggested Co-Teaching Strategies	Minimum Teacher Candidate Responsibilities
1-4	<ul style="list-style-type: none"> • One teach one observe • One teach one assist • Alternative teaching 	<ul style="list-style-type: none"> • Assume partial responsibility for leading classroom routines (e.g., attendance, bell work, dismissal) • Co-plan and lead small group activities
5-9	<ul style="list-style-type: none"> • Above as well as • Station teaching • Parallel teaching • Team teaching 	<ul style="list-style-type: none"> • Co-plan and lead in one subject areas or class periods
10-15	<ul style="list-style-type: none"> • Any co-teaching strategy appropriate for the subject area/classroom 	<ul style="list-style-type: none"> • Co-plan and lead two subject areas or class periods
16-20	<ul style="list-style-type: none"> • Any co-teaching strategy appropriate for the subject area or classroom setting 	<ul style="list-style-type: none"> • Co-plan and lead in three subject areas or class periods • Co-plan and lead small group activities
21-30 and beyond	<ul style="list-style-type: none"> • Any co-teaching strategy appropriate for the subject area or classroom setting 	<ul style="list-style-type: none"> • Co-plan and lead all subject areas or class periods

Progression of Teaching Responsibilities for ACP and MAT

Teacher candidates are employed by the school district they complete their internship with. They assume full responsibility for the classroom for which they are assigned.

Responsibilities of Cooperating Teachers (Clinical Teaching) and Mentor Teachers (ACP & MAT)

1. Guide, assist, and support the teacher candidate during their clinical teaching in areas such as lesson preparation, classroom management, instruction, assessment, working with parents, obtaining materials, and district policies, and
2. Report the teacher candidate's progress to the field supervisors.

Responsibilities of Host Teachers (Residency)

1. Co-Teach with Residents, gradually releasing instructional responsibility and lead instruction time to the candidate,
2. Guide, assist, and support the teacher candidate during their clinical teaching in areas such as lesson preparation, classroom management, instruction, assessment, working with parents, obtaining materials, and district policies, and
3. Report the teacher candidate's progress to the field supervisor.

Qualifications of a Cooperating Teacher (Clinical Teaching) and Mentor Teachers (ACP & MAT)

1. at least three creditable years of teaching experience,
2. an accomplished educator as shown by student learning,
3. trained by the educator preparation program, including training in co-teaching strategies and in how to coach and mentor teacher candidates, during the twelve weeks before or three weeks after being assigned to the clinical teacher,
4. not assigned to the candidate as a mentor, field supervisor, or site supervisor, and
5. valid certification in the certification category for the clinical teaching assignment for which the clinical teacher candidate is seeking certification.

Qualifications of Host Teachers (Residency)

1. at least three creditable years of teaching experience,
2. an accomplished educator, as determined by the EPP in partnership with the district or campus administration, and shown by:
 - i. at least three years of proficient or above proficient ratings on teacher evaluations,
 - ii. demonstrated evidence of positive impact on student learning as determined by a set of student growth and/or achievement data agreed upon by the partnership; and
 - iii. other dispositional criteria prioritized by the residency partnership,
3. not assigned to the candidate as a field supervisor, and
4. valid certification in the certification category for the residency assignment for which the residency candidate is seeking certification.

Cooperating Teacher (Clinical Teaching) and Mentor Teacher (ACP & MAT) Selection Process:

Cooperating teachers/Mentor Teachers will be selected collaboratively through consultation between the EPP and partner Campus/District administrators. Teacher candidates should not contact campus/district administrators directly to secure their own placements.

Host Teacher (Residency) Selection Process

1. Campus Principals invite select teachers to indicate initial interest in hosting a resident.
2. Selected teachers are provided the opportunity to visit a campus that is implementing the residency model so that can observe the host teachers and residents teaching together in their classrooms.
3. Teachers are provided the opportunity to apply to host a resident.
4. The applications are reviewed by both members of the EPP and the District/Campus administration.

5. Potential Host Teachers are interviewed by both members of the EPP and the District/Campus administration.
6. Host Teachers are selected and given notice.

Qualifications of Field Supervisors (Clinical Teaching)

1. accomplishment as an educator as shown by student learning; and
2. not employed by the same school where the candidate being supervised is completing his or her clinical teaching, internship, or practicum; and
3. trained by the educator preparation program (EPP) as a field supervisor; and
4. for a supervisor of residency candidates, trained annually by the EPP in coaching and co-teaching strategies and candidate evaluation and participation in school and/or district trainings, as determined by the district partner; and
5. has completed Texas Education Agency (TEA)-approved training as required in subsection (b)(1) of this section or, for field supervisors supporting teacher candidates, is a currently certified Texas Teacher Evaluation and Support System (T-TESS) appraiser; and
6. not assigned to the candidate as a mentor, cooperating teacher, or site supervisor; and
7. three years of creditable experience, as defined by Chapter 153, Subchapter CC, of this title (relating to Commissioner's Rules on Creditable Years of Service), in the class in which supervision is provided, or:
 - a. for a supervisor of classroom teacher and reading specialist candidates, experience as a campus-level administrator and a current certificate that is appropriate for a principal assignment may also supervise teacher and reading specialist candidates; or
 - b. for a supervisor of principal candidates, experience as a district-level administrator and a current certificate that is appropriate for a superintendent assignment may also supervise principal candidates; and either
8. valid certification in the class in which supervision is provided; or
9. at least a master's degree in the academic area or field related to the certification class for which supervision is being provided, and in compliance with required continuing professional education requirements.

Qualifications of Site Supervisor (ACP and MAT)

1. at least three creditable years of experience, as defined in Chapter 153, Subchapter CC, of this title (relating to Commissioner's Rules on Creditable Years of Service), in the aspect(s) of the certification class being pursued by the candidate;
2. valid certification in the certification class in which the practicum candidate is seeking certification;
3. trained by the educator preparation program (EPP), including training in how to coach and mentor candidates, during the twelve weeks before or three weeks after the start of the candidate's practicum;
4. not serving as a field supervisor for a candidate completing a practicum, clinical teaching, or internship; and
5. accomplishment as an educator as shown by student learning.

Field Supervisor (Clinical Teaching) and Site Supervisor (ACP and MAT) Selection Process:

Field Supervisors will be solicited from the experienced educators from the area of teacher candidate placements and trained to coach, support, and evaluate teacher candidates.

Site Coordinator (Residency) Selection Process:

The EPP has selected staff members who meet the qualification specified in TAC and provided necessary training to ensure they have the needed knowledge and skills to supervise, evaluate, coach, and support Residents.

Responsibilities of Field Supervisors (Clinical Teaching), Site Coordinators (Residency) and Site Supervisors (ACP and MAT)

1. Collaboration

- **Clinical Teaching (throughout)** – Collaborate with the clinical teacher and cooperating teacher throughout the clinical teaching experience and request and document feedback about the candidate from the candidate's cooperating teacher throughout the clinical teaching experience.
- **Residency (Campus Administrator 3x/semester; HT 2x/month)** – Collaborate with the candidate, campus supervisor, and the host teacher throughout the residency, including regular meetings and/or collaborative supports at least three times each semester with the campus supervisor and twice monthly with the host teacher. Meetings may be held virtually, and collaborative supports may include but are not limited to co-observation of candidates, co-coaching of candidates, and calibration for inter-rater reliability.
- **Internship (Campus Administrator and Intern 2x/semester)** - Collaborate with the candidate and campus supervisor, or their designee, at least twice per semester. Collaboration may include but is not limited to co- observations (formal and informal), post-observation collaborative coaching, collaborative goal setting, or the provision of actionable feedback related to collaboratively established goals.

2. Informal Observations

- **Clinical Teaching** – Collaborate with the clinical teacher and cooperating teacher throughout the clinical teaching experience and request and document feedback about the candidate from the candidate's cooperating teacher at least three times throughout the clinical teaching experience.
 - **3 Walkthroughs**
 - i. at least three informal observations that are fifteen (15) minutes or more in duration per semester of the internship, clinical teaching, or practicum assignment,
 - ii. the first informal observation must occur within the first six weeks of the clinical teaching or internship assignment and must be in-person. Additional informal observations may be conducted virtually, either synchronous or asynchronous,
 - iii. are informed by written feedback provided during post-observation conferences, and
 - iv. include observation and feedback on targeted skills.
 - v. provide a copy of all written feedback to the candidate's host teacher and campus supervisor.
 - **Mini-Teach/Coaching assignment**
 - i. Teacher candidates will record two observations that no more than ten (10) minutes each.
 - ii. Teacher candidates will view their recordings and complete the Mini-Teach Reflection.
 - iii. Teacher candidates will provide the video and reflection to the Site Coordinator.
 - iv. The Site Coordinator will schedule a virtual coaching session to review the recording and reflection with teacher candidate.
 - **Meet with Host Teacher two times per month**
 - **Meet with Coopering Teacher two times a month.**
 - **Conduct surveys to evaluate co-teaching and other strategies being implemented**
- **Residency**
 - **4 Walkthroughs**
 - i. at least four in person informal observations that are 15 minutes or more in duration per semester, totaling at least eight observations over the course of the year-long teacher residency placement. The first informal must occur within the first four weeks of the residency placement,

- ii. are informed by written feedback provided during post-observation conferences,
- iii. provide observation and feedback on targeted skills, with opportunity to follow up on the candidate's development in the targeted skill, and
- iv. provide a copy of all written feedback to the candidate's host teacher and campus supervisor.
- **Mini-Teach/Coaching assignment**
 - i. Teacher candidates will record two observations that no more than ten (10) minutes each.
 - ii. Teacher candidates will view their recordings and complete the Mini-Teach Reflection.
 - iii. Teacher candidates will provide the video and reflection to the Site Coordinator.
 - iv. The Site Coordinator will schedule a virtual coaching session to review the recording and reflection with teacher candidate.
- **Meet with Host Teacher two times per month**
- **Conduct surveys to evaluate co-teaching and other strategies being implemented**
- **Internship (Campus Administrator and Intern 2x/semester)** - Collaborate with the candidate and campus supervisor, or their designee, at least twice per semester. Collaboration may include but is not limited to co- observations (formal and informal), post-observation collaborative coaching, collaborative goal setting, or the provision of actionable feedback related to collaboratively established goals.
 - **3 Walkthroughs**
 - i. at least three informal observations that are fifteen (15) minutes or more in duration per semester of the internship, clinical teaching, or practicum assignment,
 - ii. the first informal observation must occur within the first six weeks of the clinical teaching or internship assignment and must be in-person. Additional informal observations may be conducted virtually, either synchronous or asynchronous,
 - iii. are informed by written feedback provided during post-observation conferences, and
 - iv. include observation and feedback on targeted skills.
 - v. provide a copy of all written feedback to the candidate's supervising campus administrator and assigned mentor.

3. Formal Observation –

- All formal observations employ the POP cycle format which includes a pre-conference prior to the formal observation, formal observation, and post conference.
- The EPP must provide the first formal observation within the first four weeks of all clinical teaching, residency, and internship assignments.
- Each formal in-person observation must be at least 45 minutes in duration, must be conducted by the field supervisor, site coordinator, or stie supervisor and must be on the candidate's site in a face-to-face setting.
- Neither the pre-observation conference nor the post-observation conference needs to be onsite.
- All formal observations must include a pre-observation conference.
- All formal observations must include a post-observation conference within 72 hours of the formal observation.
- **Clinical Teaching** formal observations must conducted be according to the following timeline.
 - i. 1st observation by the 4th week of semester
 - ii. 2nd observation by the 7th week of semester
 - iii. 3rd observation by the 10th week of semester

- iv. 4th observation by the 14th week of semester
- v. Provide written feedback, identifying education practices observed and provided a copy of the written feedback to the cooperating teacher.
- vi. Follow-up with the recommendation/goal two weeks after the post-conference, via email/ZOOM/TEAMS/Phone and provide written feedback on progress toward recommendation/goal attainment.
- vii. All of the minimum four formal observations must be 45 minutes in duration, conducted by the site coordinator, and must on-site and in-person.
- **Residency** formal observations must conducted be according to the following timeline.
 - i. 1st observation by the 4th week of semester 1.
 - ii. 2nd observation by the 13th week of semester 1.
 - iii. 3rd observation by the 6th week of semester 2.
 - iv. 4th observation by the 13th week of semester 2.
 - v. All formal observations must include a pre-observation conference.
 - vi. All formal observations must include a post-observation conference within 72 hours of the formal observation.
 - vii. Provide written feedback, identifying education practices observed and provided a copy of the written feedback to the teacher candidate's campus administrator and host teacher.
 - viii. Follow-up with the recommendation/goal two weeks after the post-conference, via email/ZOOM/TEAMS/Phone and provide written feedback on progress toward recommendation/goal attainment.
 - ix. All of the minimum four formal observations must be 45 minutes in duration, conducted by the site coordinator, and must on-site and in-person.
- **Internship** formal observations must conducted be according to the following timeline.
 - i. 1st observation by the 4th week of semester 1.
 - ii. 2nd observation by the 9th week of semester 1.
 - iii. 3rd observation by the 14th week of semester 1.
 - iv. 4th observation by the 8th week of semester 2.
 - v. 5th observation by the 14th week of semester 2.
- j. For an internship under an intern certificate or an additional internship described in §228.73 of this title (relating to Internship):
 - i. an EPP must provide a minimum of three formal observations during the first half of the internship and a minimum of two formal observations during the last half of the internship; and
 - ii. at least three of the minimum formal observations must be in-person.
- k. For a first-year internship under a probationary certificate or an additional internship described in §228.73 of this title:
 - i. an EPP must provide a minimum of three formal observations during the first half of the assignment, and a minimum of two formal observations during the second half of the assignment; and
 - ii. at least two of the minimum formal observations must be in-person.

- l. If an internship under an intern certificate or an additional internship described in §228.73 of this title involves certification in more than one certification category that cannot be taught concurrently during the same period of the school day:
 - i. an EPP must provide a minimum of three observations in each assignment;
 - ii. for each assignment, the EPP must provide at least two formal observations during the first half of the internship and one formal observation during the second half of the internship;
 - iii. at least two of the minimum formal observations must be in-person for each assignment; and
 - iv. if an EPP chooses to provide formal virtual observations, it must provide at least two formal virtual observations in addition to the two minimum formal in-person observations for each assignment.
- m. For a first-year internship under a probationary certificate or an additional internship described in §228.73 of this title that involves certification in more than one certification category that cannot be taught concurrently during the same period of the school day:
 - i. an EPP must provide a minimum of three observations in each assignment,
 - ii. for each assignment, the EPP must provide at least two formal observations during the first half of the internship and one formal observation during the second half of the internship,
 - iii. at least two of the minimum formal observations must be in-person for each assignment, and
 - iv. if an EPP chooses to provide formal virtual observations, it must provide at least two formal virtual observations in addition to the two minimum formal in-person observations for each assignment.
- n. Each formal virtual observation must be:
 - i. at least 45 minutes in length,
 - ii. conducted by the field supervisor,
 - iii. followed by a post-observation conference within 72 hours of the educational activity, and
 - iv. conducted through use of an unedited electronic transmission, video, or technology-based method.
- o. For each formal observation, whether in-person or virtual, the field supervisor shall:
 - i. participate in an individualized pre-observation conference with the candidate,
 - ii. document educational practices observed,
 - iii. provide written feedback through an individualized, synchronous, and interactive post-observation conference with the candidate, and
 - iv. provide a copy of the written feedback to the candidate's cooperating teacher or mentor.
- p. Neither the pre-observation conference nor the post-observation conference needs to be onsite.

Clinical Teaching and Internship Training Calendar:

Field Supervisors/Site Supervisors complete the required TEA T-TESS training every three years. The EPP will provide training for coaching and support as well as programmatic requirements within three weeks of the beginning of the assignment.

- First week in June – Cooperating Teachers provided initial programmatic training by EPP.
- First week in June – Cooperating Teacher provided initial T-TESS training by EPP.
- 2nd week in July – Cooperating Teachers and Field Supervisors provided extensive programmatic training and coaching training by EPP.
- 1st week in September – Cooperating Teachers and Field Supervisors provided classroom management training by EPP.
- 1st week in October and 1st week in November – Cooperating Teachers and Field Supervisors meet with EPP for ongoing support and identified training needs.

Residency Training Calendar:

The Site Coordinators complete the required TEA T-TESS training every three years. The Site Coordinators are also T-TESS trainer of trainers, so they are able to train, coach, and calibrate with faculty, field supervisors, and residents. Site Coordinators attend all necessary trainings to maintain T-TESS certification. Site Coordinators also participate in partner district trainings as requested.

- First week in June – Host Teachers provided initial programmatic training by EPP.
- First week in June – Host Teacher provided initial T-TESS training by a Region 5 Facilitator.
- 2nd week in July – Host Teachers provided extensive programmatic training by EPP.
- 2nd week in July – Host Teachers, Instructional Coaches, and Residents provided Co-Teaching training facilitated by a Region 5 Facilitator.
- 3rd week in July – Host Teachers and Residents attend New Teacher orientation together provided by District Instructional Coaches
- 3rd week in July – Host Teachers and Site Coordinator(s) attend coaching training provided by District Instructional Coaches.
- 1st week in August – Host Teachers and Residents attend Back to School Staff Development provided by District Administrators.
- 1st week in September – Host Teachers, Site Coordinator(s), and Resident attend classroom management provided by EPP.
- 1st week of October, November, January, February, and March – Host Teachers, Site Coordinator(s), and Residents attend Staff Development provided by District Administrators and EPP.

Clinical Teaching Monitoring Teacher Candidate Progression:

The EPP has established performance gates that are used to assess teacher candidates' growth toward mastery of educator standards and progression toward the next level of responsibility for student instruction. Performance gates will be assessed a total of four (4) times during clinical teaching.

To advance through the program, teacher candidates must meet the Performance Gates for both teaching practice and professionalism.

- By the conclusion of the second formal observation of the clinical teaching semester, teacher candidates must have been identified as Developing on each of the T-TESS dimensions shown below. Failure to achieve this standard will result in a professional improvement plan (PIP).
- By the end of the clinical teaching semester, teacher candidates must have been identified as Proficient on each of the T-TESS dimensions shown below to earn a passing grade for clinical teaching.

With approval from program leadership, a teacher candidates may be allowed to repeat clinical teaching. The decision to approve this or not will be based on feedback from the Field Supervisor, Cooperating Teacher, and others in the placement who are able to give feedback on the teacher candidates likelihood of success in a second attempt.

In addition, teacher candidates are expected to meet the following expectations for Professionalism:

- By the conclusion of the second formal observation of the clinical teaching semester, teacher candidates must have been identified as Developing on the T-TESS Domain 4 Dimensions 4.1, 4.2, and 4.3, and not receive an Improvement Needed on Dimensions 4.1, 4.2, or 4.3.
- By the end of the clinical teaching semester, teacher candidates must have been identified as Proficient on the T-TESS Domain 4 Dimensions 4.1, 4.2, and 4.3, and, not receive an Improvement Needed on Dimensions 4.1, 4.2, or 4.3.

If a teacher candidate is at risk of not meeting a performance gate, the Field Supervisor will complete a Professional Improvement Plan (PIP) with the teacher candidates to determine next steps. PGP's should be submitted to Blackboard within 48 hours of meeting with the Field Supervisor.

If an additional POP cycle is offered, based on Field Supervisor discretion, in consultation with program leadership, it will not be recorded as a grade but will be used to determine whether or not a teacher candidates may move forward in the program.

Residency Performance Gates; Monitoring Teacher Candidate Progression:

The EPP has established performance gates that are used to assessed teacher candidates' growth toward mastery of educator standards and progression toward the next level of responsibility for student instruction. Performance gates will be assessed a total of four (4) times during the residency, two (2) times each semester.

To advance through the program, teacher candidates must meet the Performance Gates for both teaching practice and professionalism. A Resident receiving an Improvement Needed rating on either the teacher practice or professionalism automatically initiates an improvement process meeting between the Site Coordinator and Resident to determine if a Professional Improvement Plan is needed or if intervention(s) is/are necessary.

Teacher candidates participate in two complete POP cycles each semester and are expected to exhibit growth in instructional competencies.

- By the end of Semester 1, teacher candidates must have been identified as Developing on each of the T-TESS dimensions shown below. Failure to achieve this standard will result in a failing grade for Semester 1.
- By the end of Semester 2, teacher candidates must have been identified as Proficient on each of the T-TESS dimensions shown below to earn a passing grade for Semester 2.

- With approval from program leadership, a teacher candidates may be allowed to repeat either Semester 1 or Semester 2. The decision to approve this or not will be based on feedback from the Site Coordinator, Host Teacher, and others in the placement who are able to give feedback on the teacher candidates likelihood of success in a second attempt. Teacher candidates will not be allowed to take more than three combined semesters of the residency.

In addition, teacher candidates are expected to meet the following expectations for Professionalism:

- By the end of Semester 1, teacher candidates must have been identified as Developing on the T-TESS Domain 4 Dimensions 4.1, 4.2, and 4.3, and not receive an Improvement Needed on Dimensions 4.1, 4.2, or 4.3.
- By the end of Semester 2, teacher candidates must have been identified as Proficient on the T-TESS Domain 4 Dimensions 4.1, 4.2, and 4.3, and not receive an Improvement Needed on Dimensions 4.1, 4.2, or 4.3.

If a teacher candidate is at risk of not meeting a performance gate, the Site Coordinator will complete a Professional Improvement Plan (PiP) with the teacher candidates to determine next steps. PGPs should be submitted to Blackboard within 48 hours of meeting with the Site Coordinator. Teacher candidates will not earn a passing grade for Semester 2 if an open growth plan is still in place.

NOTE: The POP cycle grades for each semester will come from POP 1 and POP 2. If a 3rd POP is offered (based on Site Coordinator discretion, in consultation with program leadership, it will not be recorded as a grade but will be used to determine whether or not a teacher candidates may move forward in the program.

If the candidate leaves the residency assignment, the EPP, the campus or district personnel, and the candidate must inform each other within one calendar week of the candidate's last day in the assignment.

Internship Monitoring Teacher Candidate Progression:

The EPP utilizes input from Cooperating Teachers/Host Teachers/Site Supervisors to assist in monitoring teacher candidate growth toward instructional goals and professional development. Their input is gathered through online forms which serve as benchmark assessments that evaluate the same T-TESS dimensions used during formal and informal observations. These observations begin in pre-service field-based experiences as well as during clinical teaching/residency/internship. If teacher candidates receive improvement needed ratings from Cooperating Teachers/Host Teachers/Site Supervisors/Mentor Teachers, meetings will be scheduled by the EPP to ensure that appropriate supports and/or interventions are put into place to address teacher candidates' deficits. A Professional Improvement Plan (PIP) may be implemented. Host Teachers also complete monthly evaluations of Residents to track growth.

The EPP has established performance gates that are used to assessed teacher candidates' growth toward mastery of educator standards and progression toward the next level of responsibility for student instruction. Performance gates will be assessed a total of four (4) times during the semester, two (2) times each semester.

To advance through the program, teacher candidates must meet the Performance Gates for both teaching practice and professionalism.

Teacher candidates participate in three (3) complete POP cycles in the first semester and two (2) complete POP cycles in the second semester, and, are expected to exhibit growth in instructional competencies.

- By the end of Semester 1, teacher candidates must have been identified as Developing on each of the T-TESS dimensions shown below. Failure to achieve this standard will result in a failing grade for Semester 1.
- By the end of Semester 2, teacher candidates must have been identified as Proficient on each of the

T-TESS dimensions shown below to earn a passing grade for Semester 2.

- With approval from program leadership, a teacher candidates may be allowed to repeat either Semester 1 or Semester 2. The decision to approve this or not will be based on feedback from the Site Coordinator, Host Teacher, and others in the placement who are able to give feedback on the teacher candidates likelihood of success in a second attempt. Teacher candidates will not be allowed to take more than three combined semesters of the residency.

In addition, teacher candidates are expected to meet the following expectations for Professionalism:

- By the end of Semester 1, teacher candidates must have been identified as Developing on the T-TESS Domain 4 Dimensions 4.1, 4.2, and 4.3, and not receive an Improvement Needed on Dimensions 4.1, 4.2, or 4.3.
- By the end of Semester 2, teacher candidates must have been identified as Proficient on the T-TESS Domain 4 Dimensions 4.1, 4.2, and 4.3, and not receive an Improvement Needed on Dimensions 4.1, 4.2, or 4.3.

If a teacher candidate is at risk of not meeting a performance gate, the Site Coordinator will complete a Professional Improvement Plan (PIP) with the teacher candidates to determine next steps. PGP's should be submitted to Blackboard within 48 hours of meeting with the Site Coordinator. Teacher candidates will not earn a passing grade for Semester 2 if an open growth plan is still in place.

NOTE: The POP cycle grades for each semester will come from POP 1 and POP 2. If an additional POP is offered (based on Site Coordinator discretion, in consultation with program leadership, it will not be recorded as a grade but will be used to determine whether or not a teacher candidates may move forward in the program.

Residency Governance Responsibilities

The EPP meets quarterly (two times each semester) with district and campus administrators of the school district with which the EPP has partnered, including the campus supervisors of all the EPP's current residency candidates, to review data, including performance data, for the EPP's current residency candidates and to make programmatic decisions or changes to implement continuous improvement of the EPP's residency program. Data is generated from both the EPP and the District and discussed at each governance meeting.

Clinical Teaching While Employed as a Certified Educational Aide

Candidates employed as certified educational aides may satisfy their clinical teaching assignment requirement through their instructional Responsibilities. Contact the Field Office for additional information. For candidates employed as certified educational aides completing clinical teaching, an educator preparation program must provide a minimum of two formal observations during the first half of the assignment and a minimum of two formal observations during the second half of the assignment.

- i. 1st observation by the 4th week of semester 1.
- ii. 2nd observation by the 7th week of semester 1.
- iii. 3rd observation by the 10th week of semester 2.
- iv. 4th observation by the 14th week of semester 2.

Recommendation for Certification for Clinical Teaching, Residency, and Internship:

Clinical teaching is successful when the candidate demonstrates proficiency in each of the educator standards for the assignment and the field supervisor and cooperating teacher recommend to the EPP that the candidate should be recommended for a standard certificate. If either the field supervisor or cooperating

teacher do not recommend that the candidate should be recommended for a standard certificate, the person who does not recommend the candidate must provide documentation (e.g., evidence of failure to demonstrate proficiency in educator standards, evidence of failure to meet program requirements, evidence of failure to adhere to campus policies) supporting the lack of recommendation to the candidate and either the field supervisor or cooperating teacher.

A residency is successful when the candidate demonstrates proficiency in each of the educator standards for the assignment and the field supervisor, host teacher, and campus principal recommend to the EPP that the candidate should be recommended for a residency certificate. If the field supervisor, host teacher, or campus supervisor do not recommend that the candidate should be recommended for an enhanced standard certificate, the person who does not recommend the candidate must provide documentation (e.g., evidence of failure to demonstrate proficiency in educator standards, evidence of failure to meet program requirements, evidence of failure to adhere to campus policies, etc.) supporting the lack of recommendation to the candidate and the field supervisor, the host teacher, or the campus supervisor.

An internship is successful when the candidate demonstrates proficiency in each of the educator standards for the assignment and the field supervisor and campus principal recommend to the EPP that the candidate should be recommended for a standard certificate. If either the field supervisor or campus principal do not recommend that the candidate should be recommended for a standard certificate, the person who does not recommend the candidate must provide documentation (e.g., evidence of failure to demonstrate proficiency in educator standards, evidence of failure to meet program requirements, evidence of failure to adhere to campus policies) supporting the lack of recommendation to the candidate and either the field supervisor or campus supervision.

How to Apply for Undergraduate Initial Certification (Clinical Teaching and Residency)

1. Complete the [Initial Certification Application](#).
2. Click “Submit.”
3. Complete the online application with the [Texas Education Agency \(TEA\)](#).
4. Choose “Standard Applications and University Based” as entity.
5. Once your initial certification application is received, verified, and approved, you will receive an email confirmation from the Texas Education Agency that you have been recommended by Lamar University.

Questions regarding certification application directed to initial.certification@lamar.edu .

Professionalism and Confidentiality

It is important that candidates fully understand the purpose, limits and ramifications of confidentiality. This must be done regardless of the student’s age. Selecting developmentally appropriate vocabulary and/or language is important.

Remember the difference between maintaining confidentiality and participating in consultation. In the school setting, candidates can effectively work with a teacher to set goals for a student without breaking confidentiality. For students under the age of 18, recognize the guidelines for engaging family members and sharing information with parents in general, while honoring the confidentiality details disclosed by a candidate. All official documents intended for correspondence concerning meetings with students must be co-signed by the Site Supervisor.

Planning for Graduation

Graduation - the date on which you have officially and successfully completed all of your graduation requirements and your degree is conferred

Commencement - often referred to as "graduation", the Commencement ceremony is just that, a ceremony. It is an end-of-semester celebration for students projected to successfully complete all of the graduation requirements. Here at Lamar University, Commencement ceremonies are held at the end of each semester.

Go to the Lamar University website at

<https://www.lamar.edu/students/commencement/graduation-checklist/index.html>

Reporting Abuse of Children, Elderly or Disabled Persons

If, during the course of Teacher Education, you suspect that a child, elderly or disabled person is being abused, remind the student of your legal obligation to report. Obtain as much information as you can, including the name, address, birth date (or age) of the person being abused, form and types of injuries, date and time abuse occurred, and the name, address, and telephone number of the alleged perpetrator, if possible. In addition, you must follow the protocol of your school. In many cases, this includes informing the administrator and possibly the nurse of the information.

It is preferable that you and your site supervisor report the abuse together. If you are the outcry witness (meaning the person the child disclosed this information to), you are required by law to make the report within **48 hours** after learning of the possible abuse. If you are not the outcry, and there is a teacher who is, then they are required to make the report. Keep in mind the aforementioned, however, if there is knowledge of abuse, it is neglectful and unethical not to report it. In the state of Texas, you would contact: The Department of Protective & Regulatory Services at 1-800-252-5400. For other states, please have the appropriate number or website in a convenient location for quick reference.

Professional and Ethical Guidelines

As professionals, our behavior, attire and attitude reflect upon the school site, teacher education department, university, and the teacher education profession in general. Consequently, it is important to maintain a professional image for the community, students, peers, and professors. There are several things to enhance the image you project, including, but not limited to:

- Dressing appropriately and professionally when seeing students' and their parents.
- *NEVER* discuss students or share information outside of class discussions or outside the setting of your site supervisor meetings. The names of students with whom you work should not be shared in class discussions.
- Being cognizant of expressed communication (verbal and written) [as discussed earlier] and following district and department procedures with getting your needs met.
- Knowing the expectations outlined in the Texas Code of Ethics and Standard Practices for Texas Educators.

Texas Educator Code of Ethics

I. Professional Ethical Conduct, Practices and Performance.

Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

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

- Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses or pay.
- Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.
- Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students or other persons or organizations in recognition or appreciation of service.
- Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.
- Standard 1.7. The educator shall comply with state regulations, written local school board policies and other state and federal laws.
- Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
- Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students or parents of students.
- Standard 1.10. The educator shall be of good moral character and demonstrate that he or she is worthy to instruct or supervise the youth of this state.
- Standard 1.11. The educator shall not intentionally or knowingly misrepresent the circumstances of his or her prior employment, criminal history, and/or disciplinary record when applying for subsequent employment.
- Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.
- Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

II. Ethical Conduct Toward Professional Colleagues.

- Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
- Standard 2.2. The educator shall not harm others by knowingly or recklessly making false statements about a colleague or the school system.
- Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.
- Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional or citizenship rights and responsibilities.
- Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.
- Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
- Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

III. Ethical Conduct Toward Students.

- Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
- Standard 3.2. The educator shall not intentionally, knowingly, recklessly, or negligently treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health or safety of the student or minor.
- Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

- Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.
- Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.
- Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.
- Standard 3.7. The educator shall not furnish alcohol or illegal / unauthorized drugs to any person under 21 years of age or knowingly allow any person under 21 years of age to consume alcohol or illegal / unauthorized drugs in the presence of the educator.
- Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.
- Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:
- (i) The nature, purpose, timing, and amount of the communication;
 - (ii) The subject matter of the communication;
 - (iii) Whether the communication was made openly or the educator attempted to conceal the communication;
 - (iv) Whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
 - (v) Whether the communication was sexually explicit; and
 - (vi) Whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Alternative Certification Program (ACP) and Masters of Teaching (MAT)

LAMAR UNIVERSITY ACP & MAT	
PEDG 5530 Effective Teaching	PEDG 5375 ¹ Content Area Reading
PEDG 5344 School Law	READ 5387 ² Reading at the Elementary Level
PEDG 5345 Instructional Design and Assessment of Academic Achievement	PEDG 5383 Internship I
PEDG 5367 Diverse Learners	PEDG 5384 Internship II
<ul style="list-style-type: none"> MAT will require 3 additional courses to be determined with your advisor. 	

¹ All EC-12, 7-12, and 4-8 certs except 4-8 ELAR

² All EC-6 and 4-8 ELAR certs

How to Apply for ALT CERT TExES Exam for ACP and MAT

- Submit the [Alternative TExES Exam Application](#)
- Once your application is received, verified, and approved, you will receive an email confirmation from the Alt Cert department with registration instructions.

Instructional Setting for Internship (ACP and MAT)

Teacher candidates are employed as intern teachers, with full salary and benefits. Intern teachers are responsible for securing their own teaching position for the school year with an accredited Texas public, charter, or private school. To be eligible for the Internship Option, a candidate must be eligible for an Intern Certification or a Probationary Certification. These certifications qualify you to teach one year while enrolled in an approved alternative teacher certification program.

Teacher candidates may apply for teaching positions when the content-area TExES test(s) have been passed, even if still completing coursework. Lamar will provide a Statement of Teaching Internship Eligibility. An internship must be for a minimum of one full school year for the classroom teacher assignment or assignments that match the certification category or categories for which the candidate is prepared by the EPP.

During the teaching internship, an intern is certified with an Intern or Probationary Certificate and is enrolled for Teaching Internship. Throughout the intern year, an on-site mentor teacher and a field supervisor provide coaching and support.

To qualify to be recommended for an intern teaching certificate, you must:

- Pass the appropriate content-area TExES test (including Science of Teaching Reading exam, if applicable),
- Be hired as a teacher by a Texas school district, and
- Clear a state and national criminal background check.
- Applied with Lamar University and TEA for the intern certificate
- Enrolled into internship course(s)

To qualify to be recommended for a probationary teaching certificate, you must:

- Pass the appropriate content-area TExES test (including Science of Teaching Reading exam, if applicable)
- Pass the pedagogy and professional responsibilities TExES test,
- Be hired as a teacher by a Texas school district, and
- Clear a state and national criminal background check.
- Applied with Lamar University and TEA for the probationary certificate
- Enrolled into internship course(s)

The EPP will provide ongoing support to a candidate for the full term of the initial and any additional internship, unless, prior to the expiration of that term:

- a standard certificate is issued to the candidate during any additional internship under an intern or probationary certificate,
- the candidate resigns, is non-renewed, or is terminated by the school or district,
- the candidate is discharged or is released from the EPP,
- the candidate withdraws from the EPP,
- the candidate is a late hire and fails to meet the pre-internship requirements within 90 business days of assignment in accordance with §228.55 of this title (relating to Late Hire Candidates), or
- the internship assignment does not meet the requirements described in this subchapter.

If the teacher candidate leaves the internship assignment for any of the reasons:

- the EPP, the campus or district personnel, and the candidate must inform each other within one calendar week of the candidate's last day in the assignment; and
- the TEA must receive the certificate deactivation request with all related documentation from the EPP within two calendar weeks of the candidate's last day of the assignment in a format determined by the TEA.

How to Apply for Initial Certification for ACP and MAT

1. Submit the [Alternative Initial Certification Application](#).
2. Complete the online application with the [Texas Education Agency \(TEA\)](#).
3. Choose “Standard Applications and Alternative” as entity.
4. Once your initial certification application is received, verified, and approved, you will receive an email confirmation from the Texas Education Agency that you have been recommended by Lamar University.

Questions regarding certification application directed to advising-altcert@lamar.edu