



**NORTH AMERICAN**  
**UNIVERSITY**  
INSPIRATION INNOVATION GLOBAL COMPETENCE

**Alternative  
Certification  
Program  
(ACP)**



**Teacher  
Candidate  
Handbook**

10/12/2025

# **ALTERNATIVE CERTIFICATION PROGRAM (ACP)**

*An Alternative Route to Certification*

## **LOCATION**

North American University's ACP is currently located at 11929 W Airport Blvd, Stafford, TX 77477. The Alternative Certification Program is within the Educator Certifications office in room #840.

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## **WELCOME to NAU Alternative Certification Program**

North American University welcomes you to our Alternative Certification Program. For more than a decade, North American University has been preparing confident educators who make a difference in the lives of Texas children. This handbook is designed to help you if you are just beginning this journey or a current candidate. All candidates are required to acknowledge receiving and reading the handbook prior to the beginning to the program.

If you have any questions regarding this handbook, please reach to the Certifications Coordinator at [edcertifications@na.edu](mailto:edcertifications@na.edu). Teacher candidates are expected to check the handbook periodically since we make updates regularly with respect to TEA's rules and guidelines.

Thank you for being a part of our North American family, Go Stallions!

## Notifications

### Acknowledgement of Required background Check

#### Notification 1-Required Background Check

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

*By signing this document, I affirm that I have read and understood that I will undergo a criminal history background check prior to employment as an educator and prior to clinical teaching/internship.*

---

Student 's Signature

Date

---

Candidate's Name - Printed

### Acknowledgement of Preliminary Criminal History Evaluation

#### Notification 2-Preliminary Criminal History Evaluation

Each applicant to and enrollee in the EPP of the following regardless of whether the applicant or enrollee has been convicted of an offense:

- (1) the potential ineligibility of an individual who has been convicted of an offense for issuance of a certificate on completion of the EPP;
- (2) the current SBEC rules prescribed in 19 TAC §249.16... and
- (3) The applicant has the right to request a criminal history evaluation letter as provided in 19 TAC Chapter 227, Subchapter B

*By signing this document, I affirm that I have read and understood the Preliminary Criminal History Evaluation as stated above.*

---

Student 's Signature

Date

---

Candidate's Name - Printed

### **1.3. Acknowledgement of Texas Educator's Code of Ethics**

By signing this document, I affirm that I have received a copy, read, and understood and will uphold the Texas Educator's Code of Ethics.

---

Student 's Signature

Date

---

Candidate's Name - Printed

# 1. INTRODUCTION

North American University-Alternative Certification Program (ACP) is established by the Education Department at North American University (NAU). NAU is a non-profit private university offering degrees of Bachelor of Science in Interdisciplinary Studies in Education, Business Administration, Computer Science, and Criminal Justice along with M.Ed. in Educational Leadership, M.Ed. in School Counseling, M.Ed. in Curriculum and Instruction, MBA, and B.S. in Computer Science degree programs. NAU Education Department provides a teacher certification through an alternative route to certification.

Teacher certification is a journey that takes you a rewarding teaching career. The information in this handbook will guide you to go through the certification process. It is our goal to help you become the most effective professional educator that you can.

NAU-ACP offers alternative certification in the following areas:

- Mathematics -grades 4 through 8
- Science - grades 4 through 8
- Social Studies – grades 4 through 8
- English Language Arts and Reading – grades 4 through 8
- Physical Science – grades 6 through 12
- Technology Applications – grades EC through 12

There are several steps required to become certified teacher in Texas. The following steps explained in detail in the following sections.

## **ACP Overview**

- ❖ Apply to NAU-ACP
- ❖ Complete admission requirements
- ❖ Show proof of content area proficiency (TX-PACT)
- ❖ Take online content pedagogy and PPR courses & pass practice PPR test
- ❖ Complete Field-Based Experience
- ❖ Take online TExES exam for content area and pass
- ❖ Take TExES PPR exam and pass.
- ❖ Seek employment to complete two semesters-long internship
- ❖ Apply for intern Certificate with TEA.
- ❖ Complete all internship requirements, observations, trainings, etc.
- ❖ File for Standard Teaching Certificate with the state of Texas

## Benchmarks and Progress of Teacher Candidate in ACP Program

Student Name \_\_\_\_\_

ID# \_\_\_\_\_

Phone Number \_\_\_\_\_

E-mail \_\_\_\_\_

Entering to the program, PREREQUISITE FOR GETTING in the PROGRAM					
#	Name	Benchmark	Date Completed	Checked/Approved by	Comments
1	Application Form	Signed Application Form			
2	Application Fee	Proof of payment			
3	Baccalaureate other Degrees	Official Transcripts			
4	Transcript evaluation if applicable	Official			
5	Minimum GPA	2.5			
6	Verification of Subject Content Credits (at least 12/15 credits) or TX-PACT passing score	Min 12/15 hours			
7	English Language Proficiency	See Admission Requirements			
8	Proof of Competency in Content Area	Passing Pre-Admission Content Test (TX-PACT). Passing Score (Min.240)			
9	Complete Interview	Pass Interview			
10	Acceptance Letter	The candidate needs to sign			
11	Acknowledgment of Educator's Code of Ethics	Sign and date			
12	Acknowledgement of Criminal History and background check	Sign and date			
13	Acknowledgement of Receipt of NAU-ACP Student Handbook	Sign and date			
14	Sign NAU-ACP Exit Policy	Sign and date			
Coursework, Trainings, and Testing Prior to INTERNSHIP					
#	Name	Benchmark	Date Completed	Checked/Approved by	Comments
1	Complete taking the pedagogy modules	Successfully complete all modules			
2	Complete taking content pedagogy module	Successfully passing			
3	Complete Field-based Experience&Assignment	50 hours			
4	Take content area Representative Practice exam (If performed less than 250 in TX PACT)	With 80% passing score			
5	Take the TExES content exams	Passing score, 240			
6	Complete PPR training	Minimum 6 hours			
7	Take PPR Interactive Practice Exam	With 80% passing score			
8	Take PPR Representative exam (practice exam)	With 85% passing score			
9	Take PPR Exam if you are ready	Passing score, 240			
10	Complete the Statement of Eligibility form	Signed form			
11	Apply and get Intern Certificate	Check with your advisor			
Trainings Completed Prior to or Concurrent with INTERNSHIP					
1	Mental Health training	TEA approved programs			
2	Dyslexia training	TEA approved programs			
3	Professional Development Modules	If, late hire			

<b>INTERNSHIP</b>					
1	The internship is two semesters long				
2	3 Formal observation in the 1s semester by FS	Formal observation form			
3	2 Formal observation in the 2 <sup>nd</sup> semester by FS	Formal observation form			
4	3 Informal observations in the 1st semester by FS	Informal observation form			
5	3 Informal observations in the 2nd semester by FS	Informal observation form			
6	Mentor Teacher	Completing all required files and forms			
7	Field Supervisor	Completing all required files and forms			
8	All forms related with the internship	All required forms must be signed.			
9	Portfolio	The portfolio should cover all products of the internship			
<b>After Internship</b>					
#	Name	Benchmark	Date Completed	Checked/Approved by	Comments
1	Apply for standard certification from your TEA	Through your TEAL account			
2	Pay your certification fee from your TEA	Through your TEAL account			
3	Check your finger-print process from your TEA account	Through your TEAL account			

## 2. ADMISSION PROCESS

### 2.1. Admission Requirements

Candidates applying for admission to ACP are required to meet the following criteria:

1. **Baccalaureate Degree:** The applicant must have a baccalaureate degree earned from and conferred by an institution of higher education that is recognized by one of the regional accrediting agencies. If the applicant earned the baccalaureate degree from a foreign university, the transcript must be evaluated by an accrediting organization recognized by the Texas Higher Education Coordinating Board to prove that it is equivalent to a U.S. baccalaureate degree.
2. **Minimum Grade Point Average (GPA):** The candidate must submit an official transcript meet one of the following criteria in order to be eligible to enter the ACP:
  - a. an overall GPA of at least 2.5 or
  - b. a GPA of at least 2.5 in the last 60 semester credit hours; or
  - c. *Exception to Minimum GPA Requirement:* demonstration of achievement equivalent to the academic achievement represented by GPA through the applicant's work, business, or career experience as evidenced by the applicant. GPA requirement will be granted by the program director only in extraordinary circumstances and will not be used to admit more than 10% of any cohort of candidates.

To meet the exception to the 2.5 minimum GPA requirement, according to 19 TAC §227.10(a)(3)(B), the following should be met:

*(B) In accordance with the Texas Education Code, (TEC), §21.0441(b), an exception to the minimum GPA requirement may be granted by the program director only in extraordinary circumstances and may not be used by a program to admit more than 10% of any incoming class of candidates. An applicant is eligible for this exception if:*

*(i) documentation and certification from the program director that an applicant's work, business, or career experience demonstrates achievement equivalent to the academic achievement represented by the GPA requirement; and*

*(ii) in accordance with the TEC, §21.0441(a)(2)(B), an applicant must pass an appropriate content certification examination as specified in paragraph (4)(C) of this subsection for each subject in which the applicant seeks certification prior to admission. In accordance with the TEC, §21.0441(b), applicants who do not meet the minimum GPA requirement and have previously been admitted into an EPP may request permission to register for an appropriate content certification examination if the applicant is not seeking admission to the same EPP that previously granted test approval for a certification examination in the same certification class.*

To meet the requirement above, NAU requires all applicants that do not meet the minimum GPA requirement to take/pass a TX PACT exam for the content area

seeking admission prior to admission. In addition, the program director signs a document that certifies each applicant's work, business, or career experience demonstrates achievement equivalent to the academic achievement represented by the GPA requirement; and provide a description of extraordinary circumstance.

3. **Verification of Subject Content Credits (at least 12/15 credits) or TX-PACT passing score:** The candidate must demonstrate the content mastery by meeting one of the following:

- a. a minimum of 12 (social studies and language arts) or 15 (math, science, technology) credit hours in the subject-specific content area for the certification sought; or
- b. a passing score on Texas Pre-Admission Content Test (TX-PACT). The content test must match the content area for the certification sought.

4. **College-level skills:** All applicants will be required to demonstrate competency in basic skills in reading, oral and written communication, critical thinking, and mathematics.

- Reading: Grade of "C" or better in ENGL 1311 – Composition and Rhetoric I or its equivalent
- Oral Communication: Grade of "C" or better in COMM 1311 – Fundamentals of Communications or its equivalent
- Written Communication: Grades of "C" or better in ENGL 1311 - Composition and Rhetoric I and ENGL 1312 - Composition and Rhetoric II or their equivalents
- Critical Thinking: Grade of "C" or better in PHIL 1311 – Introduction to Logic and Critical Thinking or its equivalent
- Mathematics: Grade of "C" or better in MATH 1311 – College Algebra or its equivalent

5. **English Language Proficiency:**

Educators who apply for certification are required to demonstrate English language proficiency by fulfilling one of the following requirements:

A. Completion of an undergraduate or graduate degree at an accredited institution of higher education in the United States or one of its territories.

You must contact your institution or servicer to request official transcripts. Official transcripts must be sent directly from your institution or servicer via email to [osc75@tea.texas.gov](mailto:osc75@tea.texas.gov).

\*Transcripts from the applicant are not accepted for the credentials review.

B. Verification of a minimum scaled score that falls within the High-Intermediate level in each section on the Test of English as a Foreign Language internet-Based Test (TOEFL-iBT).

To have scores submitted directly to TEA, use the entity code 8225 (State Board for Educator Certification). Applicants for a review of credentials may upload the official PDF score report to their Educator Certification Online System (ECOS) educator account via the "My Documents" tab.

\*High-Intermediate level scores for each section:

Reading 18-23

Listening 17-21

Speaking 20-24

Writing 17-23

\*If you are enrolling in an educator preparation program (EPP), please do not use this entity code. Contact your program for the correct code to use.

C. An undergraduate or graduate degree that was earned at an institution of higher education in a country outside of the United States listed in the figure provided below.

Figure: 19 TAC §230.11(b)(5)(C)

No additional submission is needed. Upon review of the original course-by-course evaluation by a recognized foreign evaluation service the country in which the degree was earned will be verified.

D. A standard certificate issued by the department of education in another state where examinations for the certificate were taken and passed.

Applicants must submit official test score reports along with the out-of-state standard certificate for the credentials review. EPP candidates must submit official score reports to the program.

\*Candidates for certification must still complete all requirements through an approved educator preparation program or must successfully complete all requirements of the out-of-country credentials review process.

6. **Application Form:** The candidate must submit a signed application form.
7. **Interview:** An interview is required as part of the admission process to determine the candidate's appropriateness for the certification sought.
8. **Proof of Competency in Content Area:** Passing Pre-Admission Content Test (TX-PACT)
9. Signed Acknowledgement of Required background Check form
10. Signed Acknowledgement of Preliminary Criminal History Evaluation
11. Signed acknowledgement of Texas Educator's Code of Ethics
12. Acknowledgement of Receipt of NAU-ACP Student Handbook
13. **Other Requirements:** Candidates applying for a Texas educator certificate must:
  - a. be at least 18 years of age;
  - b. not be disqualified or the subject of a pending proceeding under Chapter 249 of Title 19 of Texas Administrative Code.
  - c. not be disqualified by federal law;
  - d. be willing to support and defend the constitutions of the United States and Texas.

In addition to the requirements listed under *Admission Criteria*, all applicants and candidates should be aware of the followings:

1. Educators are required to possess the following skills:
  - a. **Cognitive Skills:** Teacher Candidates must be able to understand subject matter and related skills, thought processes, and attitudes at a level and in a manner, which facilitates organization and integration of information, and interpretation and evaluation of ideas. Teacher Candidates must be able to learn, understand, select, and use teaching strategies appropriate to the level, ability, and interests of the students in the class.
  - b. **Communicative Abilities:** Teacher Candidates must be able to communicate effectively with students, teachers, aides, principals, parents, and others as needed. They must be able to speak with appropriate volume, vocabulary, and expression in the language of instruction so as to be readily understood by and set a good example for students. Teacher Candidates must be able to complete, in a timely manner, written plans for teaching, student worksheets, assignments, tests, student assessments and referrals, reports on student progress, communications to parents, and a variety of documents such as timetables, attendance records, and marks records.

- c. Sensory/Motor Abilities: Teacher Candidates must possess sufficient sensory function to develop and maintain awareness of all students in the classroom, and sufficient motor function to move about the classroom, manage materials and supplies, and demonstrate and supervise classroom activities.
  - d. Emotional/Social/Interactional Abilities: Teacher Candidates must demonstrate the emotional stability required for full utilization of intellectual abilities and judgment; must be able to “read” and understand different social situations and communicate effectively in social interactions. Teacher Candidates must be able to develop rapport with students and appropriate relationships with others in schools and must be able to demonstrate flexibility and adaptability in the face of the uncertainties inherent in the functioning of schools and classrooms. Compassion, integrity, concern for others, interpersonal skills, and motivation are expected of teachers and of Teacher Candidates.
2. Educators are required to accept the following responsibilities:
- a. Facilitate Learning: The primary responsibility of any teacher is to teach, and to do so with excellence. Not only do teacher candidates need to know the subject area well, but they must have the ability to transfer what they know to a classroom of diverse students.
  - b. Be a Role Model: Educators are expected to be able to demonstrate how to peacefully resolve conflict, show how to dress appropriately and teach how to communicate clearly. They are also expected to be able to demonstrate integrity, kindness, compassion and other qualities
  - c. Enforce Rules: All students deserve a safe environment that is conducive to learning, and the teachers have a responsibility to provide such environments. Teachers must be consistent so that students feel secure and know what to expect. Personal information about the students and their families should be kept confidential.
  - d. Lifelong Learning: Teachers are never finished preparing to become a teacher. The teachers who make a difference are the people who stay on top of current educational research and continue to learn more about their content area.

3. High expectations for students in Texas

The mission of the public education system of Texas is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

Educators are expected to have high expectations for all students, including those with disabilities

The objectives of public education are:

- a. Parents will be full partners with educators in the education of their children.

- b. Students will be encouraged and challenged to meet their full educational potential.
- c. Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- d. A well-balanced and appropriate curriculum will be provided to all students.
- e. Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- f. Qualified and highly effective personnel will be recruited, developed, and retained.
- g. The state's students will demonstrate exemplary performance in comparison to national and international standards.
- h. School campuses will maintain a safe and disciplined environment conducive to student learning.
- i. Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using said techniques as appropriate to improve student learning.
- j. Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Creating a classroom where high expectations permeate the culture is challenging. The key is recognizing that “high expectations” is both a belief about student capability and specific actions undertaken to make those beliefs a reality. Teachers who demonstrate the highest expectations show their students that they expect rigorous, challenging, high quality work. The following 10 strategies help create a culture of high expectations:

1. Developing, communicating, and implementing classroom *motivation and management* plans in every classroom.
  2. Implementing instructional plans for bell-to-bell teaching.
  3. Organizing and arranging classrooms to spur productivity.
  4. Establishing high academic standards.
  5. Communicating expectations to students and their families.
  6. Actively engaging each student in instructional tasks.
  7. Keeping students on target by using tasks that are of interest and of high value.
  8. Providing timely, relevant, and specific feedback about progress to students to encourage their continued success.
  9. Adopting grading practices that communicate high expectations and reduce frustration.
  10. Dealing with severe behavior immediately. Be proactive and have clear policies.
4. The effect of supply and demand forces on the educator workforce in Texas

Educators should be aware of the importance of supply and demand in teaching profession. The following areas were approved by the Texas Education Agency for the 2025-2026 year as teacher shortage areas:

<https://tea.texas.gov/texas-educators/educator-initiatives-and-performance/teacher-shortage-areas-2025-2026>

**Declared Areas – All levels unless noted**

- Bilingual/English as a Second Language
- Career and Technical Education (secondary level only)
- Computer Science/Technology Applications
- English Language Arts and Reading (secondary level only)
- Special Education

**The following are critical shortage areas allowing individuals to apply for TEACH Grants and/or Public Service Loan Forgiveness:**

- Bilingual/English as a Second Language
- Career and Technical Education (secondary level only)
- Computer Science/Technology Applications
- Special Education

5. The importance of building strong classroom management skills; and

The ability of teachers to organize classrooms and manage the behavior of their students is critical to achieving positive educational outcomes. Although sound behavior management does not guarantee effective instruction, it establishes the environmental context that makes good instruction possible. Reciprocally, highly effective instruction reduces, but does not eliminate, classroom behavior problems.

Research attests to the fact that classroom organization and behavior management competencies significantly influence the persistence of new teachers in teaching careers. New teachers typically express concerns about lacking effective means to handle the significant disruptive behavior of students. Teachers who have problems with behavior management and classroom discipline are frequently ineffective in the classroom, and they often report high levels of stress and symptoms of burnout. Disruptive classroom behavior is a significant reason why teachers leave the profession.

The inability of teachers to effectively manage classroom behavior often contributes to the low achievement of at-risk students and to their excessive referrals for special education. These effects are exacerbated by the current pattern of teacher distribution, which reveals a disproportionate assignment of less qualified and less experienced teachers to classrooms with economically disadvantaged children. Thus, many of the least capable teachers begin their careers teaching the most challenging students-with the predictable result being low student achievement.

In addition to inappropriate assignment, inadequate preparation and inadequate professional development are other major contributing factors to the classroom management problems faced by new teachers. Although the importance of effective classroom organization and behavior management is widely acknowledged by educators, many new teachers report inadequate training and little assistance from colleagues and supervisors in establishing positive and productive classroom environments. Teacher educators insist that their preparation programs teach classroom organization and behavior management skills, but the indication is that such skills are not taught thoroughly or with adequate supervision in a real classroom context.

### **Nondiscrimination Policy**

In common pursuit of excellence and equity in education, ACP serves teacher candidates from many nations, races, and creeds. ACP accepts as a principle that in any program, there will not be differences in the treatment of teacher candidates because of race, color, national origin, religion, age, gender, veteran status, or disability, and that access to facilities, resources, and equal opportunity will be available to all.

## **2.2. Admission Procedures**

Candidates should complete the online application available on the [[North American University website](#)]. The website also provides information about the application process, first day of classes, and registration deadlines.

Transcripts must be sent directly from the college or university via email or mail. Electronic transcripts must be sent to [edcertifications@na.edu](mailto:edcertifications@na.edu). Mailed transcripts must be officially sealed by the university and sent to 11929 W Airport Blvd Houston, Texas 77477.

Upon the receipt of the application documents, an interview will be scheduled, and the evaluation will start. If the applicant does not meet the requirements, a notification letter will be sent. If the applicant does not meet the academic requirements, a clear explanation of remediation will be provided. The applicants may submit a request for appeal if they believe that there are extenuating circumstances that should be considered. If the application is accepted, an acceptance packet that includes registration, training, and other program information is sent to applicant.

## **2.3. Late Hires**

*To be considered a late-hire, the candidate must meet both requirements in the late hire definition in 19 TAC §228.2(25): 1) the candidate was not accepted into an EPP before the 45<sup>th</sup> day before the first day of instruction, and 2) the candidate was hired for a teaching assignment by a school after the 45<sup>th</sup> day before the first day of instruction or after the school's academic year has begun.*

*Per 19 TAC 228.35(d), a late hire may begin employment under an intern or probationary certificate before completing the pre-internship requirements in 19 TAC 228.35(b) but must complete all pre-service requirements within 90 school days of the assignment start date.*

*The EPP may allow a late hire candidate to complete up to 50 clock-hours of the required training through the campus or district in which the candidate is working. The training provided*

*by the school district/campus must meet requirements in TEC §21.451 (Staff Development Requirements) and must be directly related to the certificate sought by the candidate. [19 TAC §228.35(a)(4)]*

*The EPP will also need to retain evidence of the school district training that the candidate uses, which needs to be aligned with TAC requirements for EPP coursework/training and retain evidence that the 180 pre-service hours are completed within the 90-day time period.*

## **2.4. Transfer**

ACP will accept individuals transferring from another alternative certification program. Candidates must submit 'Candidate Transfer Form'. The program director must attest to the accuracy of this form and must remove the candidate's information and all recommendations to test from the program's ASEP database. ACP has the right to accept or reject any prior coursework or field experiences and may require additional coursework, etc. as ACP deems appropriate.

## **2.5. Admission process for Military Service Members and Military Veterans**

NAU-ACP program provides help to the military service members and military veteran candidates as stated in 19 TAC §228.35(a)(5)(A-B).

### *Military Service Members and Military Veterans*

*(1) (1) military service member or military veteran candidates to credit verified military service, training, clinical and professional experience, 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;*

*(2) 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*

Military Service members or military veteran candidates may receive credits from their current and previous educational experience. The military service, experience, training, or education must be related to the sought certification field. The certification office will help the candidate with determining possible credits to transfer.

### *Credit for Prior or Ongoing Service, Training, or Education*

*(B) 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.*

The prior coursework and trainings will be evaluated by the program director and academic advisor.

## 2.6. Compliance with FERPA

ACP protects the security, confidentiality, and integrity of teacher candidate records and maintains special security measures to protect the academic records. It recognizes that the privacy and maintenance of teacher candidate educational records is necessary and vital. ACP complies with Family Educational Rights and Privacy Act (FERPA) and all pertinent policy regulations. The copies of the academic records are stored in locked offices or file cabinets and unauthorized access is prohibited.

Archived records are kept in a separate locked room in an office and confidential documents are shredded prior to disposal. The release of information to teacher candidates is based on FERPA requirements and necessitates proof of identification by the teacher candidate.

## 2.7. Program Fees

- Application Fee (non-refundable) – \$50
- ACP Only – \$4900.00 Includes all tuition and fees
- Candidates outside the Houston metropolitan area incur an additional \$500 fee for supervisory fees.
- Candidates who need to take STR exam are responsible for the fees/tuition of those courses.

### Refund Policy

Refund for a teacher candidate who withdraws from ACP is calculated based on the following schedule:

<u>WITHDRAWAL</u>	<u>PERCENTAGE REFUNDED</u>
Prior to or on the 2nd class day	70%
After the 3rd class day	None

Requests for refunds must be made in writing to ACP office. Refunds will be paid within 30 days.

### 3. CURRICULUM

The program’s curriculum is based on the State Board for Educator Certification’s approved standards for the Pedagogy and Professional Responsibilities (PPR) grades EC-12, and Mathematics grades 4-8, Technology Applications grades EC-12, Social Studies grades 4-8, English grades 4-8, Physical Science grades 6-12, or Science grades 4-8, and Physical Science 6-12. The curriculum is aligned with the Texas Examination of Educator Standards (TExES).

ACP curriculum consists of the following components: Pedagogy and Professional Responsibilities Instruction, Content Pedagogy Instruction, Test Preparation, Classroom Practice, Professional Development, and Internship course. The following table provides an overview of the contents and methods of delivery for each of these components:

#### 3.1. ACP Program Scope and Sequence

##### NAU-ACP Program scope and sequence for Math 4-8, Science 4-8, Social Studies 4-8, TEAP EC-12, Physical Science 6-12

Course Sequence	Course Name & Number	Credit Hours or Clock Hours Awarded for this Course (Number of Hours)	Method of Delivery	Certification Exam(s) Approved During this Course (Name of Exam)
Courses Completed Prior to Clinical Teaching/Internship/Practicum	16 PPR modules	192 (clock hours)	Online; 12 hrs. per module	Content Exam for each certification category
	Five Content Pedagogy Modules per certification category	50 (clock hours)	Online; 10 hrs. per module	
	Field-Based Experience	50 (clock hours)	Field-Based Experience	
	PPR Training	-	Online/Face-to-face	
Trainings Completed Concurrent with Clinical courses or Teaching/Internship/Practicum	Professional Development Modules (If needed up to 50 clock hours)	-	Online/Face-to-face	
	Mental Health training	5 hours	Online/Face-to-face	
	Dyslexia training	5 hours		
Courses Completed Concurrent with Clinical Teaching/Internship/Practicum	2 modules for Internship Courses	20 clock hours	Online/Face-to-face/webinars; 1 per semester	PPR exam
<b>TOTAL</b>		<b>322 (clock hours)</b>		

NAU-ACP Program Scope and Sequence for ELAR 4-8

Course Sequence	Course Name & Number	Credit Hours or Clock Hours Awarded for this Course (Number of Hours)	Method of Delivery	Certification Exam(s) Approved During this Course (Name of Exam)
Courses Completed Prior to Clinical Teaching/Internship/Practicum	16 PPR modules	192 (clock hours)	Online; 12 hrs. per module	Content Exam for each certification category
	Five Content Pedagogy Modules per certification category	50 (clock hours)	Online; 10 hrs. per module	
	Field-Based Experience	50 (clock hours)	Field-Based Experience	
	PPR Training	-	Online/Face-to-face	
<i>Note: The ELAR 4-8 Candidates need to take the following two courses as part of the requirement of Science of Teaching Reading (STR)</i>				
Courses Completed Prior to Clinical Teaching/Internship/Practicum	ENGL 3329 Principals of Reading and Writing	3 credit hours (45 clock hours)	Online/or Face to Face	
	ENG 3330 Literacy Assessment and Intervention	3 credit hours (45 clock hours)	Online/or Face to Face	
Trainings Completed Concurrent with Clinical courses or Teaching/Internship/Practicum	Professional Development Modules (If needed up to 50 clock hours)	-	Online/Face-to-face	
	Mental Health training	5 hours	Online/Face-to-face	
	Dyslexia training	5 hours		
Courses Completed Concurrent with Clinical Teaching/Internship/Practicum	2 modules for Internship Courses	20 clock hours	Online/Face-to-face/webinars; 1	PPR exam
TOTAL		392 (clock hours)		

## Alternative Certification Program (ACP) Course Descriptions

1. EDUC 0011-Pedagogy and Professional Responsibility, non-credits. One semester long.  
Pass/Fail. This course has different modules about educational pedagogy and responsibility along with Content Pedagogy. The course consists of the following components: Pedagogy and Professional Responsibilities Instruction, Content Pedagogy Instructions (in Mathematics, Science, ELA, TEAP, Social Studies, and Physical Studies), Test Preparation, Field-Based Observations, and Professional Development activities.
2. EDUC 0012-Internship Semester I, non-credits. One semester long. Pass/Fail. This course is a semester long internship in a school setting for ACP students. In this course, students are expected to observe and reflect their internship experience in the context of instruction, student assessment, classroom management, communication within school setting, and professional ethics. Students will be required to demonstrate their knowledge and competency through portfolio assessment.
3. EDUC 0013-Internship semester 2, non-credits. One semester long. Pass/Fail. This course is the following of EDUC 0012. It is a semester long internship in a school setting for ACP students. In this course, students are expected to observe and reflect their internship experience in the context of instruction, student assessment, classroom management, communication within school setting, and professional ethics. Students will be required to demonstrate their knowledge and competency through portfolio assessment.

### Incomplete Course Grades

An Incomplete "I" grade is a non-punitive grade given only if a student (1) has completed a majority of class work; (2) has justifiable reason why the work cannot be completed on schedule; and (3) arranges with the instructor to finish the course at a later date within the next regular semester by completing specific requirements. If a student does not complete the stipulated work within the time specified, the grade will default to F unless the instructor has designated a different automatic grade.

Being inactive for one semester or more may result student being removed from the program.

### Open Education Resources Instructional Materials

IMRA 2024 List of SBOE-Approved Instructional Materials: <https://tea.texas.gov/state-board-of-education/imra/imra24-list-of-sboe-approved-instructional-materials.pdf>

## 3.2. PPR Modules

PPR MODULES	SUBJECT MATTER
<i>Module One:</i> Reading Comprehension	Reading Comprehension; Assessment strategies
<i>Module Two:</i> Code of Ethics, Fulfilling Professional Roles and Responsibilities	The code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics);
<i>Module Three:</i> Human Growth and Development, Child development.	Child development
<i>Module Four:</i> Motivating Learners	Motivation

<i>Module Five: Learning Theories</i>	Learning theories.
<i>Module Six: TEKS Organization, Structure, and Skills</i>	TEKS organization, structure, and skills. TEKS in the content areas.
<i>Module Seven - TEKS in the Content Areas</i>	
<i>Module Eight: State Assessment of Students</i>	State assessment of students; levels of questioning
<i>Module Nine - Curriculum Development and Lesson Planning</i>	Curriculum development and lesson planning.
<i>Module Ten: Classroom Assessment and Diagnosing Learning Needs</i>	Classroom assessment for instruction/diagnosing learning needs.
<i>Module Eleven: Classroom Management and Developing A Positive Learning Environment</i>	Classroom management/developing a positive learning environment;
<i>Module Twelve: Special Populations</i>	Special populations; Curriculum Development
<i>Module Thirteen: Parent Conferences and Communication Skills</i>	Parent conferences/communication skills;
<i>Module Fourteen: Instructional Technology</i>	Instructional technology; motivation
<i>Module Fifteen: Instructional Strategies</i>	Pedagogy/instructional strategies;
<i>Module Sixteen - Differentiated Instruction</i>	

### 3.3. Content Pedagogy Modules

COMPONENTS	Number of Modules	Number of Hours	Method of Delivery
Mathematics	5	50	Grades 4 <sup>th</sup> – 8 <sup>th</sup> Curriculum & Pedagogy online
Science	5	50	Grades 4 <sup>th</sup> – 8 <sup>th</sup> Curriculum & Pedagogy online
Physical Science	5	50	Grades 6 <sup>th</sup> – 12 <sup>th</sup> Curriculum & Pedagogy online
Social Studies	5	50	Grades 4 <sup>th</sup> – 8 <sup>th</sup> Curriculum & Pedagogy online
ELAR	5	50	Grades 4 <sup>th</sup> – 8 <sup>th</sup> Curriculum & Pedagogy online
Technology Applications	5	50	Grades EC – 12 <sup>th</sup> Curriculum & Pedagogy
<b>TOTAL per category</b>	<b>5</b>	<b>50</b>	

*Content Pedagogy – Mathematics, Grades 4-8 (Five Modules):* In this course, students will be able to master knowledge and skills in the areas of number concepts; patterns and algebra; geometry and measurement; probability and statistics; mathematical processes and perspectives; and mathematical learning, instruction, and assessment. Additionally, students will be able to master knowledge and skills in the areas of scientific inquiry and processes; physical science; life science; earth and space science; and science learning, instruction, and assessment.

*Content Pedagogy – Science, Grades 4-8 (Five Modules):* In this module, students will be able to master knowledge and skills in the areas of scientific inquiry and processes; physical science; life science; earth and space science; and science learning, instruction, and assessment.

*Content Pedagogy – Social Studies, Grades 4-8 (Five Modules):* In this course, students will be able to master knowledge and skills in the areas of history; geography; economics; government and citizenship; culture, science, technology.

*Content Pedagogy – English Language Arts & Reading, Grades 4-8 (Five Modules):* In this course, students will be able to master knowledge and skills in the areas of oral language, early literacy development; word identification & reading fluency; reading comprehension and assessment & reading applications; written language & viewing and representing; study and inquiry skills.

*Science of Teaching Reading (STR) – English Language Arts & Reading, Grades 4-8:* The ELAR 4-8 Candidates need to take the following two courses as part of the requirement of Science of Teaching Reading (STR).

- ENGL 3329 Principles in Reading and Writing Cr. 3. (3-0). This course examines evidence-based principles of literacy development and learning in upper elementary school children. Specifically, we will discuss the developmental stages of language, reading, and writing for children in these grade levels and focus on designing, implementing, adapting, and evaluating literacy instruction to meet the needs of all learners, including struggling and gifted readers/writers
- ENGL 3330 Literacy Assessment and Intervention Cr:3. (3-0). This course focuses on a variety of methods for assessing literacy abilities and recognizing literacy problems. Students will learn how to develop instructional interventions to address identified areas of need to promote learners' success. Students will practice techniques for diagnosing reading problems as well as instructional strategies for addressing them in the classroom.

*Content Pedagogy – Physical Science, Grades 6-12 (Five Modules):* In this course, students will be able to master knowledge and skills in the areas of scientific inquiry and processes; physics; chemistry; science learning, instruction, and assessment.

*Content Pedagogy – Technology Applications, Grades EC-12 (Five Modules):* In this course, students will be able to master knowledge and skills in the areas of fundamentals of technology applications; digital graphics; desktop publishing; video technology and multimedia; web-mastering.

### 3.4. Professional Development Trainings

COMPONENTS	Number of Modules	Number of Hours	Method of Delivery
Test Preparation	1	6	Face to face or online
Professional Development	It can be taken out of NAU. <i>It is not required.</i> Only Late hire candidates may get up to 50 hours of trainings from their institution	50	Face to face or online
Mental Health Training	It has to be taken from TEA approved programs.	5 hours	Face to face or online
Dyslexia Training	It has to be taken from TEA approved programs. Region 10	5 hours	Face to face or online

### 3.5. Test Preparation (One module: six hours)

In this course, students will be able to apply their knowledge and experience to sample TExES exam questions in PPR and content pedagogy areas. The program offers a six-hour online/ or face-to-face training for TExES examination. Teacher candidates are offered practice exams throughout the year. They also have access to online resources through their eLearning account.

### 3.6. Professional Development (50 hours)

In this component, students are expected to complete a total of fifty professional development hours in a public school or approved TEA Continuing Professional Education (CPE) provider. This training is not required, and only late hire candidates should 50 clock hours of PD training.

### 3.7. Mental Health Training (minimum 5 hours)

*Texas Education Coe (TEC), §21.044(c-1) Any minimum academic qualifications for a certificate specified under Subsection (a) that require a person to possess a bachelor's degree must also require that the person receive, as part of the training required to obtain that certificate, instruction regarding mental health, substance abuse, and youth suicide. The instruction required must:*

(1) be provided through:

(A) a program selected from the list of recommended best practice-based programs and research-based practices established under Section [38.351 \(Mental Health Promotion and Intervention, Substance Abuse Prevention and Intervention, and Suicide Prevention\)](#); or

(B) a course offered by any accredited public or private postsecondary educational institution as part of a degree program; and

(2) include effective strategies, including de-escalation techniques and positive behavioral interventions and supports, for teaching and intervening with students with mental health conditions or who engage in substance abuse.

The program offers one Module (Module #12) about the topic, “Special Populations”. It covers Mental Health, Substance Abuse, and Youth Suicide.

The program also requires its students to take a minimum of 5 clock hours of ‘mental health’ Training from a TEA approved program.

### **3.8. Dyslexia Training (Minimum 5 hours)**

*Texas Education Code (TEC), §21.044(b). Any minimum academic qualifications for a certificate specified under Subsection (a) that require a person to possess a bachelor’s degree must also require that the person receive, as part of the training required to obtain that certificate, instruction in detection and education of students with dyslexia.*

*(c)The instruction under Subsection (b) must:*

- (1) be developed by a panel of experts in the diagnosis and treatment of dyslexia who are:(A) employed by institutions of higher education; and (B) approved by the board; and*
- (2)include information on:(A) characteristics of dyslexia;(B) identification of dyslexia; and (C) effective, multisensory strategies for teaching students with dyslexia.*

The program offers dyslexia instruction in Module-12 Special Populations and Module-16 Differentiated Learning.

The program also requires its students to take a minimum of 5 clock hours of dyslexia training from a TEA approved program.

Please see the link below for the TEALearn Dyslexia training:

<https://register.tealearn.com/browse/tea/dyslexia/courses/tea-dyslexia-2025-2026>

### **3.9. Field-based Observation Experience (FBE)**

(50 clock hours)

In this course, candidates will be able to observe and interact with students in the grades they seek to be certified in, as well as teachers, faculty, and staff members in a school setting, which is a part of classroom instruction. Candidates are required to complete a minimum of 50 clock-hours of field-based experience. Field-based experiences must be completed prior to the internship. A minimum of 25 of these clock-hours must involve active participation in instructional or educational activities.

Note: Field-based experience hours must occur after the candidate's admission into the EPP.

**FBE Settings:** The FBE setting should *provide a diverse student population, including observation, modeling, and demonstration of effective practices to improve student learning.*

The FBE must occur:

- (A) In authentic school settings (TEA-accredited public schools or TEA-approved schools)*
- (B) With instruction provided by certified teachers in the appropriate content area.*
- (C) In classrooms or instructional settings with actual students*
- (D) In grade-level or content-specific instructional settings*

**FBE-Interactive Hours:** Field-based experiences must include 25 clock-hours in which the candidate is *actively engaged* in *instructional or educational activities* that include:

- (A) *small group instruction;*
- (B) *tutoring;*
- (C) *presenting whole class instruction;*
- (D) *one-on-one student support;*
- (E) *practicing classroom management skills;*
- (F) *supporting lead teacher instruction; and*
- (G) *coteaching.*

**FBE Assignments:** after completing the Field-Based Experiences, candidates should complete the assignments to reflect on their observations.

**FBE Forms:**

1. Field-Based Experience Log (Form#: 3.1)
2. Field-Based Experience Assignments Form (Form#: 3.2)

**Technology- and Service-Based Field Experience Options:** Up to 25 clock-hours of field-based experience may be provided by;

- *use of electronic transmission*
- *other video or technology-based method*
- *service as a teacher of record,*
- *service as an educational aide,*
- *service as a substitute teacher*

**FBE: Long-Term Substitute Hours:** *Up to 15 clock-hours of field-based experience may be satisfied by serving as a long-term substitute. The candidate's experience in instructional or educational activities must be documented by the EPP and must be obtained at a public or private school accredited or approved for the purpose by the TEA.*

**Field-Based Observation Experience Documentation**

- 1) Complete your **Field-Based Experience Log** (Appendix 3.1)
- 2) Complete your **Field-Based Experience Assignments** (Appendix 3.2)

**Assignment I:**

*Prepare a brief report addressing the following questions based on your classroom observation.*

Observe in the classroom setting and determine types of behavior students play when off-task. What do they do when they are not paying attention? How does the teacher re-direct them or get them back on task? What ideas have you gained for building your own classroom management strategies?

### **Assignment II:**

*Prepare a brief report addressing the following question based on your classroom observation.*

What strategies does the teacher use when presenting a lesson? Identify and describe each step in the teacher's lesson. What do you see that is effective in engaging students? What do you see that is ineffective in keeping students engaged?

### **Assignment III:**

Create a lesson plan based on the curriculum you observed your teacher presenting which should include:

1. objectives
2. assessment
3. TEKS
4. procedures/instructional strategies
5. materials/resources
6. closure
7. modifications for special needs students (i.e., Gifted/Talented (G/T), LD)

### **Assignment IV:**

*Prepare a brief report addressing the following.*

Describe any activities in which you worked directly with the students. Reflect on the activity in terms of your presentation of the activity, your management of the students, the effectiveness of what you did, and how you would change it next time.

- 3) Prepare a final reflection report regarding your field-based observation experiences in a brief narrative format that is complete and professional.

## **3.10. Ongoing Relevant Support for Diverse Settings**

NAU-ACP prepares teachers to address the social, cultural, linguistic, and economic backgrounds of the entire spectrum of student body throughout the training, pre-service and internship phases. The program curriculum includes components on nature of language development (module one); first and second language acquisition (module ten); and differentiated instructions for students with disabilities and gifted learners (module sixteen). Throughout their pre-service training and internship, the candidate teachers have breadth of experiences in a variety of educational settings with diverse populations. Each candidate is required to observe at least three hours in one grade level (grades 4 through 8) as part of the pre-service training. The partner school systems of ACP serve a diverse student population.

## **3.11. High Expectations for Students in Texas**

The mission of the public education system of Texas is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

Educators are expected to have high expectations for all students, including those with disabilities

The objectives of public education are:

- a. Parents will be full partners with educators in the education of their children.
- b. Students will be encouraged and challenged to meet their full educational potential.
- c. Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- d. A well-balanced and appropriate curriculum will be provided to all students.
- e. Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- f. Qualified and highly effective personnel will be recruited, developed, and retained.
- g. The state's students will demonstrate exemplary performance in comparison to national and international standards.
- h. School campuses will maintain a safe and disciplined environment conducive to student learning.
- i. Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using said techniques as appropriate to improve student learning.
- j. Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Creating a classroom where high expectations permeate the culture is challenging. The key is recognizing that “high expectations” is both a belief about student capability and specific actions undertaken to make those beliefs a reality. Teachers who demonstrate the highest expectations show their students that they expect rigorous, challenging, high quality work. The following 10 strategies help create a culture of high expectations:

1. Developing, communicating, and implementing classroom *motivation and management* plans in every classroom.
2. Implementing instructional plans for bell-to-bell teaching.
3. Organizing and arranging classrooms to spur productivity.
4. Establishing high academic standards.

5. Communicating expectations to students and their families.
6. Actively engaging each student in instructional tasks.
7. Keeping students on target by using tasks that are of interest and of high value.
8. Providing timely, relevant, and specific feedback about progress to students to encourage their continued success.
9. Adopting grading practices that communicate high expectations and reduce frustration.
10. Dealing with severe behavior immediately. Be proactive and have clear policies.

### **3.12. The Importance of Building Strong Classroom Management Skills**

The ability of teachers to organize classrooms and manage the behavior of their students is critical to achieving positive educational outcomes. Although sound behavior management does not guarantee effective instruction, it establishes the environmental context that makes good instruction possible. Reciprocally, highly effective instruction reduces, but does not eliminate, classroom behavior problems.

Research attests to the fact that classroom organization and behavior management competencies significantly influence the persistence of new teachers in teaching careers. New teachers typically express concerns about lacking effective means to handle the significant disruptive behavior of students. Teachers who have problems with behavior management and classroom discipline are frequently ineffective in the classroom, and they often report high levels of stress and symptoms of burnout. Disruptive classroom behavior is a significant reason why teachers leave the profession.

The inability of teachers to effectively manage classroom behavior often contributes to the low achievement of at-risk students and to their excessive referrals for special education. These effects are exacerbated by the current pattern of teacher distribution, which reveals a disproportionate assignment of less qualified and less experienced teachers to classrooms with economically disadvantaged children. Thus, many of the least capable teachers begin their careers teaching the most challenging students-with the predictable result being low student achievement.

In addition to inappropriate assignment, inadequate preparation and inadequate professional development are other major contributing factors to the classroom management problems faced by new teachers. Although the importance of effective classroom organization and behavior management is widely acknowledged by educators, many new teachers report inadequate training and little assistance from colleagues and supervisors in establishing positive and productive classroom environments. Teacher educators insist that their preparation programs teach classroom organization and behavior management skills, but the indication is that such skills are not taught thoroughly or with adequate supervision in a real classroom context.

### **3.13. Program Deliver and Attendance Requirements**

The PPR, content area, and the Internship Course are offered online using J1 (Jenzabar) eLearning course management software. All candidates taking online courses are required to log in to the course they are taking at least four times a week to read the course materials, complete and submit assignments, check for the messages, and course announcements.

The course instructor checks the teacher candidate login trend data weekly and report candidates who failed to meet the attendance requirements to the online course instructor and the program director. The instructor then emails the teacher candidate that the course requirements have not been met. This email will be considered a warning. Teacher candidates who receive three warning emails will be placed on probation. The program director will contact the candidate about the probation status.

All teacher candidates are expected to turn in all assignments by the due date set by the course instructor. Teacher candidates who fail to submit their assignments by the deadline will receive an email from the course instructor that will be considered as a warning.

Any teacher candidate receiving four warnings either for attendance or academic reasons or a combination of both will be dropped from the program.

The PPR training is a pass or fail course and in order to pass candidates are required to complete all of the modules and perform a minimum of 80% mastery overall. A student who does not demonstrate mastery and does not submit all assignments will be required to repeat the course. Additional fees will apply.

To access J1 eLearning, candidates should go from Office 360 to MyPortal. J1 eLearning Student Training can be found by clicking Online Program Orientation under the “Quick Links”.

### 3.14. Testing: Readiness to Take TExES Exams

ACP tests the readiness of each candidate to take the PPR and content area test through secure practice tests.

#### Test Approval Policy TAC §228.40 (d)

*An EPP shall determine the readiness of each candidate to take the appropriate certification examination of content, pedagogy, and professional responsibilities, including professional ethics and standards of conduct. An EPP shall not grant test approval for a certification examination until a candidate has met all of the requirements for admission to the EPP and has been contingently or formally admitted into the EPP. An EPP may make test approval contingent on a candidate completing additional coursework and/or training to show that the candidate is prepared to pass the test if the candidate is seeking test approval from the EPP in an area where the standards and/or test changed since the candidate completed the EPP or if the candidate has returned to the EPP for test approval five or more years following the academic year of completion.*

Take content area Representative Practice exam (If performed less than 250 in TX PACT)	With 80% passing score
Take the TExES content exams	Passing score, 240
Take PPR Interactive Practice Exam	With 80% passing score
Take PPR Representative Practice Exam	With 85% passing score
Take PPR Exam if you are ready	Passing score, 240

Scores on the PPR and content area TExES tests determine eligibility for certification.

Candidates are not allowed to take the TX PACT more than once.

If it is needed, the EPP program may require additional study and preparations for the candidates before giving them access to the state exam.

If the candidate fails a Representative Practice Exam, candidate needs to wait for a month to retake.

*Test dates and Registration Deadline:* Visit <http://www.tx.nesinc.com/> for dates and registration deadlines.

## **Representative Exams**

Representative exams are offered in person at NAU. If a student is not able to come to campus to take the exam, it may be given online via TEAMS with a proctor.

## **Proctored exam rules and requirements**

Before taking a proctored exam, make sure you have an approved ID with your photo.

The student is responsible for making sure that the proctoring software, Respondus, works with their system before taking the proctored exam.

## **Computer and browser requirements for Respondus**

- Windows: 10 and 8. Details
- Mac: MacOS 10.12 or higher.
- iOS: 11.0+ (iPad only). Must have a compatible LMS integration. Details: [Respondus Support - Powered by Kayako Help Desk Software](#)

## **Test environment rules**

- You must complete a webcam scan of the room where you will take the exam every time you take a proctored exam.
- No other person should enter the room while you are taking the proctored exam.
- The lighting in the room must be bright enough to be considered “daylight” quality.
- The room must be as quiet as possible.
- The student is responsible to have a compatible computer to log in to the test and a phone to join to the TEAMS.

## **Testing Aids**

During an actual TExES test session, examinees are not allowed to bring the following items to the test site.

- any written or unauthorized materials
- notebooks
- audiotapes
- packages
- backpacks
- briefcases
- personal digital assistants or any communication device
- calculator watches
- photographic or recording devices
- calculators\*
- scratch paper

- cellular phones
- slide rules
- dictionaries
- spell checkers
- electronic pagers
- textbooks
- highlights
- watches that beep

\* Scientific calculators may be used for the following test fields: Science 8-12, Physical Science 8-12, Mathematics 4-8, Mathematics/Science 4-8, Generalist 4-8, and Bilingual Generalist 4-8. Graphing calculators may be used for Mathematics 8-12. The TExES Registration Bulletin provides a list of calculators approved by SBEC for use during operational test administrations.

### Consequences of Rule Violations

If a student violates the online proctoring rules, he/she may receive a score of 0 for the exam and/or be disqualified to get certification.

## 3.15. Testing: PPR Testing Steps

As a part of PPR preparation, make sure to complete all your PPR modules and PPR Training before continuing with the steps below.

### A. Interactive Preparation from Pearson:

1. Please see the link for Pearson's PPR Preparation Materials: [http://www.tx.nesinc.com/TestView.aspx?f=HTML\\_FRAG/TX160\\_Prep\\_Materials.html](http://www.tx.nesinc.com/TestView.aspx?f=HTML_FRAG/TX160_Prep_Materials.html)
2. Under the title *Planning Your Study*, you will see [Student Profile Worksheet](#). Please download, complete, and then email me the worksheet so that I can review and help assess your preparedness and guide you further your preparation.
3. Under the title *Test Content and Sample Questions*, visit the [preparation manual](#) and all its 5 sections. Read and study the provided materials to prepare for exam. Those are most up to date and relevant information to actual TExES PPR exam.
4. Once you feel prepared, take the Interactive Practice Exam to check your readiness. This exam is for practice only. After earning a passing score, email your results to [edcertifications@na.edu](mailto:edcertifications@na.edu). To move forward and schedule your Representative Practice Test with NAU.

### B. Representative Practice Exam

1. The representative practice exam is a Pearson exam which will be provided by NAU.
2. The format of this exam is similar to the TExES PPR exam.
3. Passing score for the representative practice exam is %85.

### C. Taking TExES PPR Exam

After achieving a benchmark score of 85% or higher on the Representative Practice Exam, you will be granted access to schedule your TExES PPR Exam.

## **PREREQUISITES TO INTERNSHIP**

Prior to student teaching semester, the following departmental requirements should be completed:

1. All coursework must be completed.
2. TExES content exams must be passed.
3. PPR training should be completed
4. Field-based observation experience should be completed.
5. *Statement of Eligibility* form must be completed.
6. Apply and get the *intern certificate*.

## 4. INTERNSHIP

*Internship is a one academic year, full time supervised teaching position.* This is one of the most rewarding experiences in your professional development as a teacher. Without a doubt, it will be a challenging experience that will provide you with many opportunities to develop your skills. Everyone associated with the program is committed to helping you become as capable a teacher as your capabilities and dedication allows. One of the first ways you can help ensure a satisfactory experience for yourself is to read this handbook carefully and follow the advice given. Nothing is included in this handbook that does not directly affect the success of your internship experience, so please be sure you are familiar with the contents.

### 4.1. Intern Certificate

#### Internship Prerequisites:

1. Successful completion of EDUC 0011 (curriculum modules)
2. Passing the content area exam(s)
3. Completion of 50 clock-hours of field-based experience, including a minimum of 25 hours of direct interaction in instructional or educational settings

Once all prerequisites are met, candidates must apply for a **one-year** internship certificate to be eligible to begin the internship. After submitting Statement of Eligibility form to the school district and verifying the teaching assignment, the completed form must be sent to [edcertifications@na.edu](mailto:edcertifications@na.edu).

After NAU ACP office receive the completed the Statement of Eligibility form, candidates should:

- apply online for issuance of the Intern Certificate on the TEA website.
- enroll to the EDUC 0012 – Internship I course.

Note: During the internship, candidates must hold an Intern Certificate that is effective on or before the internship start date and remains valid for the entire duration of the internship.

#### Steps to Apply for Issuance of the Intern Certificate:

1. Go to <http://www.tea.texas.gov> and click on “TEAL Login”
2. Login using previously created username and password. If you do not remember your login information, you may submit a request to the TEA Helpdesk.
3. Click on the " View My Educator Certification Account".
4. After reviewing your personal information, click on the “Verify”.
5. On the left-hand side, you’ll see “Applications” tab, click, and select “*Intern Certificate Texas Program*” and follow the directions.
6. As the Entity, select “North American University (Alternative)”.
7. You will be asked to pay the Intern Certificate application fee and the fingerprinting fees.
8. Please e-mail [edcertifications@na.edu](mailto:edcertifications@na.edu) to notify us once you have applied for your Intern Certificate so that we can approve, and then complete the fingerprinting process

Please see “Fingerprinting for Certificate Applicants” section at page 42 for fingerprinting details

## 4.2. Probationary Certificate

ACP teacher candidates must apply for an additional one-year probationary certification if they successfully pass their content TExES and PPR exams but are unable to complete the ACP program requirements (i.e. observations, PD hours, etc.). Teacher candidate can create an account and apply online at TEA website.

1. Go to <http://www.tea.texas.gov> and click on “TEAL Login”
2. Login using previously created username and password. If you do not remember your login information, you may submit a request to the TEA Helpdesk.
3. Click on the " View My Educator Certification Account".
4. After reviewing your personal information, click on the “Verify”.
5. On the left-hand side, you’ll see “Applications” tab, click, and select “*Probationary Certificate Texas Program*” and follow the directions.
6. Please e-mail [edcertifications@na.edu](mailto:edcertifications@na.edu) to notify us once you have applied for your Probationary Certificate so that we can approve

## 4.3. Internship Course (Two courses; one per semester; 20 hours total)

In this course, students are expected to observe and reflect their internship experience in the context of instruction, student assessment, classroom management, communication within school setting, and professional ethics. Students will be required to demonstrate their knowledge and competency through portfolio assessment.

During the internship, which lasts for one academic year (usually 180 days), the candidate holds an intern certificate.

The internship phase includes:

- Two semesters of independent teaching
- Five face-to-face field supervisor observations as well as four face-to-face on-site mentor observations
- Three informal observations per semester by Field Supervisor
- 50 hours of professional development if applicable (for late hire)

ACP provides structured guidance and regular ongoing support for candidates. The candidate’s support team consists of:

- a field supervisor, assigned by ACP;
- a school administrator, the principal, or an assistant principal; and
- a mentor assigned by the principal.

The interns receive systematic support through ACP’s consistent, standardized program modeling the Texas Teacher Evaluation and Support System (T-TESS). The intern is assigned a mentor and a field supervisor (field supervisors are experienced educators and trained in T-TESS modules).

The field supervisor holds an initial meeting with the intern during the first three weeks of the teaching assignment. The field supervisor conducts three formal observations in the first semester and two formal observations in the second semester. The first formal observation takes place within the first six weeks of the teaching assignment. The field supervisor holds a pre and post conference with the intern for each formal observation. After the class observations (minimum of 45 minutes in length), the field supervisor documents the instructional practices observed and provides written feedback through interactive conferences with the intern. A copy of the written feedback is submitted to the school administrator.

The field supervisor also conducts at least three informal observations each semester, with each lasting a minimum of 15 minutes. The first informal observation must be conducted in person within the first six weeks of the internship assignment.

Formal and informal consulting continue regularly and as needed. The field supervisor schedules conferences with the administrator and mentor and completes a year end recommendation form for certification. When needed, the field supervisor may devise a professional development plan and calendar that outlines areas for improvement.

The mentor serves as a support person only, not an evaluator or a supervisor. The mentor plans on observing the candidate once a week to share ideas and help with any concerns or needs the beginning teacher might be having with the teaching assignment. The mentor completes a checklist and an evaluation form each semester.

At the end of the internship, both the field supervisor and the mentor teacher need to approve that the intern teacher successfully completed the internship.

#### **4.4. Internship Informational Meetings**

Students must attend one of the internship information meetings before they start the internship in the following semester. Internship is a required culminating experience of the teacher certification process. The internship is two-semester long full-time experience in a public-school setting. No other courses should be taken with the internship. Students may use any district and charter school in the state of Texas for internship.

#### **4.5. Internship Expectations/Responsibilities:**

In order to make this culminating experience to your teacher education program the best it can be, there are certain expectations and responsibilities to remember:

1. Recognize and accept classroom management and instruction are the ultimate responsibility of the internship. If the intern has concerns about the relationship with the mentor that cannot be resolved, the intern should discuss these issues with the field supervisor. If the intern has concerns about the relationship with the field supervisor, the intern should discuss these issues first with the field supervisor. If these issues remain a concern, the intern may contact the EPP office. Interns must not wait until the end of the semester to seek assistance with a lingering problem or misunderstanding.
2. Know and follow the rules, regulations, and policies of the school. Be aware and follow directives concerning the use of confidential information obtained through student records, conversations, etc. Arrival and departure should be in accordance with the school's policy

for all teachers. Interns need to stay late and arrive early for all meetings, team planning, and/or preparation for class.

3. Maintain an ethical and professional attitude toward all members of the school community. Interns must not discuss any concerns about the school or district, the teacher, other school personnel or the children in any way that these stakeholders could interpret as criticism.
4. The Intern must make himself/herself available for regular planning and feedback sessions with the mentor and field supervisor.
5. The intern is required to write quality lesson plans of teaching assignments in advance and share copies with the mentor. The lesson plans need to be available for the field supervisor when she/he comes to the school.
6. For each announced observation, the intern will provide a written lesson plan to the field supervisor and cooperating Teacher.
7. The intern will attend all scheduled internship and related seminars.
8. It is important for the Intern to assess their growth as a teacher and reflect upon how to refine their teaching skills, classroom management techniques, and professional development. Set personal goals for improvement.
9. Handle routine discipline problems immediately. The intern should consult the mentor teacher or field supervisor for constructive feedback regarding effective techniques.
10. The intern will discuss with the mentor teacher how to complete the total teach time to provide the best possible experience for the children in the class. Some team teaching is acceptable at this time.
11. The intern will complete any requirements assigned by the field supervisor (i.e., professional portfolio, brochure, resume for job seeking, etc.) and submit these on the required dates.
12. The intern will dress and act in a professional manner, following the dress code of the school.

#### **4.6. Internship Assignment**

\_\_\_\_ With care and attention to many factors, NAU and its field supervisors have made internship assignments. Only unusual circumstances would cause the NAU administration to adjust assignments after internship begins. Occasionally, some incompatibility may arise, thus interfering with learning. The order of notification is first to the EPP office, then to the field supervisors. The EPP office must approve all reassignments.

\_\_\_\_ Intern may meet with the principal/assistant principal on their first visits. These campus leaders have requested to know who is in their building. Make sure to let them know who you are and to check in with them as appropriate.

\_\_\_\_ It is important for the intern to recognize that he/she is a novice in the school, and that the mentor teacher bears the guidance and responsibility of determining what is best for his/her students. The Intern, who demonstrates competence, responsibility, and tact, will likely have many opportunities to try innovative teaching strategies. All stakeholders who have problems should notify the field supervisor as soon as possible.

## **4.7. Professional Liability**

\_\_\_ State Law entitles the Intern to the same protection of law accorded to the mentor teacher and the principal. This protection does not apply in cases where there is use of excessive force in the discipline of students or negligence resulting in bodily injury to students, nor does the protection apply to the operation or use of any motor vehicle.

\_\_\_ Interns are the employee of the school and are encouraged to invest in professional liability insurance coverage offered by organizations. The University does not provide the Intern with liability insurance.

## **4.8. Calendar**

\_\_\_ Remember intern teacher is an employee of the school. Therefore, intern teacher will follow the calendar of the school in which he/she is assigned. For example, if the district has a holiday and the college is in session, the intern teacher will have a holiday unless the field supervisor schedules a seminar.

\_\_\_ If the school or district has scheduled staff development days, the intern teachers are required to participate unless specifically requested not to by the district.

## **4.9. Absences**

\_\_\_ Since the intern teacher is an employee of the school, the school policy will be in effect for the intern's absence. Perfect attendance during internship is expected. Days missed will be made up at the end of the semester with the school's policy. It is mandatory that the intern teacher be in the school for the entire day and to follow the faculty handbook of the school for the times they are to report in and leave school. Lateness is inexcusable.

\_\_\_ If the intern teacher must be absent, he/she will assume responsibility for sending plans and materials to the school if this was his/her responsibility for that day. Failure to notify the specified individuals may result in the termination of his/her assignment.

\_\_\_ It is the responsibility of each intern teacher to notify both the mentor teacher and the field supervisor in advance that he/she will be absent from class on a religious holiday. Additionally, he/she should obtain approval for scheduling make-up time and work for this absence.

\_\_\_ If at any time, in the judgment of the field supervisor and mentor teacher, the intern teacher's absences are excessive, their internship assignment may be terminated. The ACP program permits an intern teacher to be absent for no more than 30 days due to illness, maternity leave, military duty, or late hire date.

## **4.10. Internship Evaluation**

\_\_\_ Regular observation of the intern teacher, followed by feedback, is one of the most important tasks done by the field supervisor.

\_\_\_ Observations and feedback serve a dual function of instruction and evaluation.

\_\_\_ Please See Internship Activity/Documentation Schedule (Form # 4.1) for details on formal and informal observation schedule and required documentation.

#### **4.11. Outside Responsibilities of Intern teachers**

\_\_\_ Intern teachers must limit outside activities (e.g., employment, sports, sororities, fraternities) during their internship experience.

\_\_\_ Internship should be the only class taken during the internship semester.

\_\_\_ During the period of internship, the intern teacher's first responsibility is to the students they teach. Outside responsibilities should not interfere with internship responsibilities.

#### **4.12. Other Important Points Regarding Internship**

\_\_\_ There are many parents and community members volunteering in the schools. Intern teachers' conversations with others in the workroom, hallways, and lounge must be professional. They are to avoid discussing very personal things and confidential information.

\_\_\_ Instructional materials prepared using supplies provided by the school usually remain with the school at the completion of the internship assignment. Many districts have policies about personal use of instructional materials. To alleviate this problem, the intern teachers may purchase supplies for instructional materials that the mentor teachers want to keep for their own use.

\_\_\_ State law prohibits the administering of medicine to any student at any time by intern teachers. Even if the mentor teacher gives the intern teacher the 'go ahead', they must decline and cite university policy as the reason for doing so.

\_\_\_ The intern teachers are not to administer corporal punishment (even in the mildest form.) Intern teachers should not touch students, especially if angry or frustrated.

\_\_\_ Intern teachers are not to drive their own car to take students on a field trip or to deliver them anywhere away from campus. They can be legally liable for any accidents or injuries.

\_\_\_ Intern teachers may give information to parents about any student in the mentor teacher's presence and with the mentor teacher's prior permission.

\_\_\_ Intern teachers are to turn off cell phones in the classroom. Intern teachers are not to text during the school day.

\_\_\_ Intern teachers must maintain confidentiality regarding students, information about the parents of students, or information shared by the Mentor Teacher.

\_\_\_ Intern teachers must use good judgment when touching students at any time. Mentor Teachers need to discuss school policy regarding this.

\_\_\_ First impressions are extremely important in the public schools. Intern teachers are required to dress appropriately and professionally at all times. Good grooming and hygiene are part of the professional image they create.

\_\_\_ Professional communication and demeanor are the hallmark of a good intern teacher.

Intern teachers are not to discuss their personal life or any aspect of their life that could call their behavior into question. This includes attention to any information posted on the World Wide Web (i.e., MySpace.com, FaceBook.com, etc.) or an email address that could be detrimental to their character.

### **4.13. Texas - Teacher Evaluation and Support System**

ACP uses the Texas Teacher Evaluation and Support System (T-TESS) for systematic support of the beginning teachers. ACP asks the school administration to provide a campus mentor to each candidate during his or her internship. The partners of ACP are committed to providing mentors for ACP candidates. T-TESS utilizes performance standards and a reflective assessment in order to support coaching and mentoring relationships.

T-TESS support helps beginning teachers acquire professional expertise quickly, which improves the academic achievement of Texas students. Delivery of support using T-TESS creates a standardized system that reduces teacher attrition and increase teacher quality.

ACP uses T-TESS to:

- Identify the mentoring needs
- Plan and standardize the mentoring program
- Train mentors
- Maintain coherence and comparable practice among mentors

Each field supervisor takes the “T-TESS: Mentoring and Coaching” training which is provided by a Trainer of Trainers. Mentors who take the “T-TESS: Mentoring and Coaching” training and become certified are skilled in coaching new teachers and conducting formative assessments.

The contents of a T-TESS training session include T-TESS overview, effective mentoring, understanding the beginning teacher, mentor-teacher partnership, T-TESS Performance Standards, helping the beginning teacher reflect on his or her own practice, using T-TESS as an assessment and feedback tool, and developing an action plan for the beginning teacher.

### **4.14. Portfolio as Instruments for Self-Reflection**

The ACP requires the intern teacher to prepare a portfolio as a final product and an instrument for self-reflection in the internship. Portfolio contents may include lesson plans, graphic organizers, student work, analyses of student assessment data, and daily journal pages, all of which must connect to student learning. The candidate should include all copies of evaluations, forms, reports, and other documentation relevant to the internship. The portfolio is evaluated by the internship course instructor using a rubric approved in this handbook. Portfolio must be available for review and critique by the field supervisor, mentor, and the school administrator.

### **4.15. Additional Internship Policies**

#### **4.15.1. Changing Internship Placement**

The intern teachers are the employee of the school that they teach. Therefore, any policy of the school applies to the intern teacher. If you wish/need to change your school during the internship for any legitimate reason, the intern needs to inform the field supervisor immediately.

#### **4.15.2. Dress Code during Internship**

Each intern teacher needs to obey the policy of the school. ACP holds teacher candidates accountable to acceptable and appropriate dress. Teacher candidates are expected to be properly and modestly dressed during face-to-face class meetings and their internship. Swimsuits, too-short shorts, and skirts are not to be worn. Undergarments, midriffs, and cleavage may not be exposed. Teacher candidates must wear shoes or sandals at all times. Shirts, T-shirts promoting the use of drugs/alcohol, advertising inappropriate practices and displaying offensive language and figures are prohibited.

Teacher candidates in violation of the dress code may not be permitted to attend classes. A recurrence of violation concerning dress code may result in disciplinary action.

#### **4.15.3. Academic Honesty**

The teacher candidates are expected to display honesty and integrity in all academic matters. In case of any academic dishonesty, ACP may take the appropriate disciplinary action, including dismissal from the program. Examples of academic dishonesty include cheating in quizzes or tests; plagiarism; claiming ownership of work done by others; misrepresentation in application forms or personal records.

#### **4.15.4. Removal of intern teacher from internship program**

ACP interns who choose to withdraw from the program will need to submit a written statement or email the ACP Director. Re-entry into the program will be considered on an individual basis.

A student's transfer, withdrawal or dropout from the ACP will result in exiting from the certification program. A student's dismissal for disciplinary reasons will automatically disqualify the student from continuing the Program.

The exit procedure involves multiple steps:

1. During the internship at any time, if evidence exists which indicates the possibility that the intern will not be successful, the following procedures will be followed:
  - The intern teacher, mentor teacher, and field supervisor will meet to identify the problem and to determine a solution.
  - The field supervisor and the mentor teacher will develop a growth plan with timeline that will outline specific areas in which the intern teacher must improve.
  - The mentor teacher and the field supervisor will discuss the plan with the mentor teacher and will assign measurable objectives and a specified period of time in which these objectives must be met.
  - All parties must sign the document and receive a copy of the growth plan (Form #4.3).
  - The mentor must send a copy of the plan to the ACP office to be filed in the intern teacher's permanent file.
2. If, in the specified period of time, the intern teacher is unable to meet the requirements outlined in the growth plan, the ACP office will work cooperatively with the mentor teacher and intern teacher to verify the problem and/or reach a decision concerning a solution.

- If the problem cannot be resolved, the mentor teacher and/or the school may decide to terminate the internship assignment. At this point, the coordinator of the ACP may choose to refer the situation to the Teacher Certification and Retention (TCR) Committee.
  - If the TCR Committee is to meet with the intern, all documentation must be submitted to the coordinator of ACP prior to this meeting. The documentation must include specific dates, times, and instances of the behavior being reviewed.
  - The coordinator will send all pertinent documentation to members of the TCR Committee prior to the time of the actual meeting.
  - When the TCR Committee meets, they review pertinent documentation, hear the student's information regarding the problems, and will determine one of the following:
    - The intern teacher is placed on a new growth plan and allowed to re-apply for the internship during the following regular semester.
    - The intern teacher is advised to leave the internship.
3. Teacher Certification and Retention (TCR) committee is an ad-hoc committee with minimum three members. The members would be the program director, one faculty, and a field supervisor.

### **Intern Certificate Deactivation**

If a candidate leaves the internship for any reason (resigning, not being renewed, being terminated, leaving the EPP, failing pre-internship requirements, or if the assignment doesn't meet requirements):

- The candidate, NAU, and campus/district staff must notify each other within one week of the last day.
- NAU will send the certificate deactivation request and all required documents to TEA within two weeks of the last day.

## 5. EXITING THE PROGRAM/GRADUATION

Teacher candidates will be exited from the program if they have successfully:

- completed all course work;
- completed field-based experience;
- completed all required trainings;
- completed internship; and
- passed the PPR and content TExES examinations; and met the state requirements for certification.

### 5.1. Applying for Standard Certification

Teacher candidates must pass all appropriate state exams and apply for appropriate state certifications with the State Board for Educator Certification at the completion of their one-year Internship Certification. If a teacher candidate allows more than six months to go by without passing all state exams and applying for standard certification, additional coursework and/or state exams will be required for recommendation for certification. Additional coursework will be determined by the appropriate Program Coordinator or Director in consultation with the faculty.

Before you apply for certification as a teacher, please make sure you have completed the following requirements:

1. Conferred Bachelor's Degree (or higher);
2. Completed all required trainings, professional development and observation hours required
3. Completed all appropriate TExES exams;
4. Completed Internship for one year of approved teaching experience in subject area of Internship certificate.

If you do NOT meet these requirements, please hold your application for certification. If you do apply before these requirements are completed, your application will be automatically deleted.

#### Steps to Apply for Issuance of Standard Certificate

1. Go to <http://www.tea.texas.gov> and click on "TEAL Login"
2. Login using previously created username and password. If you do not remember your login information, you may submit a request to the TEA Helpdesk.
3. Click on the " View My Educator Certification Account".
4. After reviewing your personal information, click on the "Verify".
5. On the left-hand side, you'll see "Applications" tab, click, and select "*Standard Certificate Texas Program*" and follow the directions.
6. As the Entity, select "North American University (Alternative)".
7. You will be asked to pay application fee and the fingerprinting fees.

8. Please e-mail [edcertifications@na.edu](mailto:edcertifications@na.edu) to notify us once you have applied for your Standard Certificate so that we can approve.

## 5.2. Fingerprinting Process for Texas Educator Certification

All candidates applying for Texas educator certification must complete a fingerprint-based national criminal background check.

The fingerprinting process begins in the Educator Certification Online System (ECOS) during the certification application if you do not already have results on file with TEA. To access ECOS, you will need a TEAL account, which requires a Social Security number (SSN). TEA can issue a temporary file number if you do not yet have an SSN, but a valid SSN is required to finish the process. Fingerprint results obtained for other purposes (such as childcare, real estate, or foster care) or from other states cannot be used for educator certification.

### Steps for In-State Applicants

1. Submit your certification application in ECOS and pay the \$39 fee (includes fingerprint processing and credit card charge). Select Option 1: Digital Fingerprinting.
2. You will receive an email from IdentoGO with your service code, UEID number, and a scheduling link. This information is also available in ECOS under “Fingerprint Status.”
3. Attend your fingerprinting appointment with a valid photo ID and pay an additional \$10 fee at the site. TEA generally receives results within 5–7 business days. Once results are received, ECOS will update your status to “Fingerprint Complete.” TEA reviews all results and may reach out if more information is required.

### Steps for Out-of-State or International Applicants

Applicants outside Texas may choose between two options:

**Option 1:** Digital Fingerprinting (preferred). If you will be in Texas within two months, schedule an appointment upon arrival or at select out-of-state IdentoGO sites (additional fees may apply). Processing usually takes about 5 business days.

**Option 2:** Fingerprint Cards by Mail. TEA will mail fingerprint cards to the address listed in ECOS. You will need to visit a local law enforcement agency to complete them, pay a \$10 processing fee online, and mail the cards back as directed. This option takes at least four weeks. Note that your employing school district may later require electronic fingerprinting.

### Support

For questions or assistance, candidates can contact TEA’s Fingerprinting Help Desk.

Source: TEA, 2025. <https://tea.texas.gov/texas-educators/investigations/fingerprinting/fingerprinting-process-for-texas-educator-certification>

## **APPENDICES**

# APPENDIX I - Code of Ethics and Standard Practices for Texas Educators

## Texas Administrative Code

**TITLE 19**                      **EDUCATION**  
**PART 7**                        **STATE BOARD FOR EDUCATOR CERTIFICATION**  
**CHAPTER 247**                **EDUCATORS' CODE OF ETHICS**

**RULE §247.1**                **Purpose and Scope; Definitions**

**Chapter Review Date**    **03/01/2022**

(a) In compliance with the Texas Education Code, §21.041(b)(8), the State Board for Educator Certification (SBEC) adopts an Educators' Code of Ethics as set forth in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators). The SBEC may amend the ethics code in the same manner as any other formal rule.

(b) The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

(c) The SBEC is solely responsible for enforcing the Educators' Code of Ethics for purposes related to certification disciplinary proceedings. The Educators' Code of Ethics is enforced through the disciplinary procedure set forth in Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases) pursuant to the purposes stated therein.

(d) As provided in §249.5 of this title (relating to Purpose; Policy Governing Disciplinary Proceedings), the primary goals the SBEC seeks to achieve in educator disciplinary matters are:

- (1) to protect the safety and welfare of Texas schoolchildren and school personnel;
- (2) to ensure educators and applicants are morally fit and worthy to instruct or to supervise the youth of the state; and
- (3) to fairly and efficiently resolve educator disciplinary proceedings at the least expense possible to the parties and the state.

(e) The following words, terms, and phrases, when used in this chapter, shall have the following meanings, unless the context clearly indicates otherwise.

(1) Abuse--Includes the following acts or omissions:

(A) mental or emotional injury to a student or minor that results in an observable and material impairment in the student's or minor's development, learning, or psychological functioning;

(B) causing or permitting a student or minor to be in a situation in which the student or minor sustains a mental or emotional injury that results in an observable and material impairment in the student's or minor's development, learning, or psychological functioning;

(C) physical injury that results in substantial harm to a student or minor, or the genuine threat of substantial harm from physical injury to the student or minor, including an injury that is at variance with the history or explanation given and excluding an accident or reasonable discipline; or

(D) sexual conduct harmful to a student's or minor's mental, emotional, or physical welfare.

(2) Applicant--A party seeking issuance, renewal, or reinstatement of a certificate from the Texas Education Agency staff or the State Board for Educator Certification.

(3) Code of Ethics--The Educators' Code of Ethics codified in this chapter.

(4) Complaint--A written statement submitted to the Texas Education Agency staff that contains essential facts alleging improper conduct by an educator, applicant, or examinee, the complainant's verifiable contact information, including full name, complete address, and phone number, which provides grounds for sanctions.

(5) Contested case--A proceeding under this chapter in which the legal rights, duties, and privileges related to a party's educator certificate are to be determined by the State Board for Educator Certification and/or the State Office of Administrative Hearings commencing when a petition is properly served under this chapter.

(6) Disciplinary proceedings--Any matter arising under this chapter or Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases) that results in a final order or finding issued by the Texas Education Agency staff, the State Office of Administrative Hearings, or the State Board for Educator Certification relating to the legal rights, duties, privileges, and status of a party's educator certificate.

(7) Educator--A person who is required to hold a certificate issued under the Texas Education Code, Chapter 21, Subchapter B.

(8) Endanger--Exposure of a student or minor to unjustified risk of injury or to injury that jeopardizes the physical health or safety of the student or minor without regard to whether there has been an actual injury to the student or minor.

(9) Good moral character--The virtues of a person as evidenced by patterns of personal, academic, and occupational behaviors that, in the judgment of the State Board for Educator Certification, indicate honesty, accountability, trustworthiness, reliability, and integrity. Lack of good moral character may be evidenced by the commission of crimes relating directly to the duties and responsibilities of the education profession as described in §249.16(b) of this title (relating to Eligibility of Persons with Criminal History for a Certificate under Texas Occupations Code, Chapter 53, and Texas Education Code, Chapter 21), or by the commission of acts involving moral turpitude, but conduct that evidences a lack of good moral character is not necessarily limited to such crimes or acts.

(10) Intentionally--An educator acts intentionally, or with intent, with respect to the nature of his or her conduct or to a result of his or her conduct when it is his or her conscious objective or desire to engage in the conduct or cause the result.

(11) Knowingly--An educator acts knowingly, or with knowledge, with respect to the nature of his or her conduct or to circumstances surrounding his or her conduct when he or she is aware of the nature of the conduct or that the circumstances exist. A person acts knowingly, or with knowledge, with respect to a result of his or her conduct when he or she is aware that the conduct is reasonably certain to cause the result.

(12) Minor--A person under 18 years of age.

(13) Moral turpitude--Improper conduct, including, but not limited to, the following: dishonesty; fraud; deceit; theft; misrepresentation; deliberate violence; base, vile, or depraved acts that are intended to arouse or to gratify the sexual desire of the actor; drug or alcohol related offenses as described in §249.16(b) of this title (relating to Eligibility of Persons with Criminal History for a Certificate under Texas Occupations Code, Chapter 53, and Texas Education Code, Chapter 21); or acts constituting abuse or neglect under the Texas Family Code, §261.001.

(14) Neglect--The placing or leaving of a student or minor in a situation where the student or minor would be exposed to a substantial risk of physical or mental harm.

(15) Recklessly--An educator acts recklessly, or is reckless, with respect to circumstances surrounding his or her conduct or the results of his or her conduct when he or she is aware of but consciously disregards a substantial and unjustifiable risk that the circumstances exist or that the result will occur.

(16) Sanction--A disciplinary action by the State Board for Educator Certification, including a restriction, reprimand, suspension, revocation of a certificate, or a surrender in lieu of disciplinary action.

(17) Sexual harassment--Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature.

(18) State Board for Educator Certification--The State Board for Educator Certification acting through its voting members in a decision-making capacity.

(19) State Board for Educator Certification member(s)--One or more of the members of the State Board for Educator Certification, appointed and qualified under the Texas Education Code, §21.033.

(20) Student--A person enrolled in a primary or secondary school, whether public, private, or charter, regardless of the person's age, or a person 18 years of age or younger who is eligible to be enrolled in a primary or secondary school, whether public, private, or charter.

(21) Texas Education Agency staff--Staff of the Texas Education Agency assigned by the commissioner of education to perform the State Board for Educator Certification's administrative functions and services.

(22) Under the influence of alcohol--A blood alcohol content of .04% or greater and/or lacking the normal use of mental or physical faculties by reason of the introduction of alcohol.

(23) Worthy to instruct or to supervise the youth of this state--Presence of those moral, mental, and psychological qualities that are required to enable an educator to render the service essential to the accomplishment of the goals and mission of the State Board for Educator Certification policy and this chapter.

*Source Note: The provisions of this §247.1 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective December 26, 2010, 35 TexReg 11242; amended to be effective December 19, 2011, 36 TexReg 8530; amended to be effective December 27, 2016, 41 TexReg 10329; amended to be effective October 21, 2018, 43 TexReg 6839.*

## **§247.2. Code of Ethics and Standard Practices for Texas Educators.**

**Chapter Review Date**    **03/01/2022**

Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

(A) 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.

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

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or that are used 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.

(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) Standard 1.11. The educator shall not intentionally, knowingly, or recklessly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use, abuse, or distribution of controlled substances, prescription drugs, and toxic inhalants.

(M) Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.

(A) 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.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) 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.

(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) 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.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) 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.

(H) Standard 2.8. The educator shall not intentionally or knowingly subject a colleague to sexual harassment.

### (3) Ethical Conduct Toward Students.

(A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly 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.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) 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.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) 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.

**Source Note:** *The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242; amended to be effective December 27, 2016, 41 TexReg 10329; amended to be effective October 21, 2018, 43 TexReg 6839.*

## APPENDIX II-Overview and Exam Framework: Pedagogy and Professional Responsibilities EC–12 (160)

Source: The information below is from TEA, [http://www.tx.nesinc.com/Content/StudyGuide/TX\\_SG\\_obj\\_160.htm#obj1](http://www.tx.nesinc.com/Content/StudyGuide/TX_SG_obj_160.htm#obj1), captured date: November 24, 2020.

### Exam Overview

**Table outlining the test format, number of questions, time, and passing score.**

<b>Exam Name</b>	<b>Pedagogy and Professional Responsibilities EC–12</b>
<b>Exam Code</b>	160
<b>Time</b>	5 hours
<b>Number of Questions</b>	100 selected-response questions
<b>Format</b>	Computer-administered test (CAT)

The TExES Pedagogy and Professional Responsibilities EC–12 (160) test is designed to assess whether an examinee has the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The 100 selected-response questions are based on the Pedagogy and Professional Responsibilities EC–12 test framework and cover grades EC–12. The test may contain questions that do not count toward the score. Your final scaled score will be based only on scored questions.

### The Standards

#### Pedagogy and Professional Responsibilities EC–12

- Standard I** The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
- Standard II** The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity and excellence.
- Standard III** The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process and timely, high-quality feedback.
- Standard IV** The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

## Technology Applications Standards

<b>Standard I</b>	All teachers use and promote creative thinking and innovative processes to construct knowledge, generate new ideas, and create products.
<b>Standard II</b>	All teachers collaborate and communicate both locally and globally using digital tools and resources to reinforce and promote learning.
<b>Standard III</b>	All teachers acquire, analyze, and manage content from digital resources.
<b>Standard IV</b>	All teachers make informed decisions by applying critical-thinking and problem solving skills.
<b>Standard V</b>	All teachers practice and promote safe, responsible, legal, and ethical behavior while using technology tools and resources.
<b>Standard VI</b>	All teachers demonstrate a thorough understanding of technology concepts, systems, and operations.

## ISTE Standards:

### 1. Learner:

Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning. Educators

a. Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.

b. Pursue professional interests by creating and actively participating in local and global learning networks.

c. Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.

### 2. Leader

Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning. Educators:

a. Shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders

b. Advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students.

c. Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.

### 3. Citizen

Educators inspire students to positively contribute to and responsibly participate in the digital world. Educators:

a. Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community.

b. Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.

c. Mentor students in the safe, legal and ethical practices with digital tools and the protection of intellectual rights and property.

d. Model and promote management of personal data and digital identity and protect student data privacy.

### 4. Collaborator

Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems. Educators:

- a. Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology.
- b. Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues.
- c. Use collaborative tools to expand students’ authentic, realworld learning experiences by engaging virtually with experts, teams and students, locally and globally.
- d. Demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning.

#### 5. Designer

Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability. Educators:

- a. Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.
- b. Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning
- c. Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.

#### 6. Facilitator

Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students. Educators:

- a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.
- b. Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.
- c. Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.
- d. Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.

#### 7. Analyst

Educators understand and use data to drive their instruction and support students in achieving their learning goals. Educators:

- a. Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.
- b. Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.
- c. Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.

## Domains and Competencies

**Table outlining test content and subject weighting by sub area and objective.**

<b>Domain</b>	<b>Domain Title</b>	<b>Approx. Percentage of Exam</b>	<b>Standards Assessed</b>
I	Designing Instruction and Assessment to Promote Student Learning	34%	Pedagogy and Professional Responsibilities EC–12: I

**Table outlining test content and subject weighting by sub area and objective.**

<b>Domain</b>	<b>Domain Title</b>	<b>Approx. Percentage of Exam</b>	<b>Standards Assessed</b>
II	Creating a Positive, Productive Classroom Environment	13%	Pedagogy and Professional Responsibilities EC–12: II
III	Implementing Effective, Responsive Instruction and Assessment	33%	Pedagogy and Professional Responsibilities EC–12: I, III; Technology Applications: I–VII
IV	Fulfilling Professional Roles and Responsibilities	20%	Pedagogy and Professional Responsibilities EC–12: IV

The content covered by this exam is organized into broad areas of content called **domains**. Each domain covers one or more of the educator standards for this field. Within each domain, the content is further defined by a set of **competencies**. Each competency is composed of two major parts:

- The **competency statement**, which broadly defines what an entry-level educator in this field in Texas public schools should know and be able to do.
- The **descriptive statements**, which describe in greater detail the knowledge and skills eligible for testing.

### **Domain I—Designing Instruction and Assessment to Promote Student Learning**

Competency 001—The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.

The beginning teacher:

1. Knows the typical stages of cognitive, social, physical, and emotional development of students in early childhood through grade 12.
2. Recognizes the wide range of individual developmental differences that characterizes students in early childhood through grade 12 and the implications of this developmental variation for instructional planning.
3. Analyzes ways in which developmental characteristics of students in early childhood through grade 12 impact learning and performance and applies knowledge of students' developmental characteristics and needs to plan effective learning experiences and assessments.
4. Demonstrates an understanding of physical changes that occur in early childhood through adolescence, factors that affect students' physical growth and health (e.g., nutrition, sleep,

prenatal exposure to drugs, abuse) and ways in which physical development impacts development in other domains (i.e., cognitive, social, emotional).

5. Recognizes factors affecting the social and emotional development of students in early childhood through adolescence (e.g., lack of affection and attention, parental divorce, homelessness) and knows that students' social and emotional development impacts their development in other domains (i.e., cognitive, physical).
6. Uses knowledge of cognitive changes in students in early childhood through adolescence (e.g., from an emphasis on concrete thinking to the emergence and refinement of abstract thinking and reasoning, increased ability to engage in reflective thinking, increased focus on the world beyond the school setting) to plan developmentally appropriate instruction and assessment that promote learning and development.
7. Understands that development in any one domain (i.e., cognitive, social, physical, emotional) impacts development in other domains.
8. Recognizes signs of developmental delays or impairments in students in early childhood through grade 4.
9. Knows the stages of play development (i.e., from solitary to cooperative) and the important role of play in young children's learning and development.
10. Uses knowledge of the developmental characteristics and needs of students in early childhood through grade 4 to plan meaningful, integrated, and active learning and play experiences that promote the development of the whole child.
11. Recognizes that positive and productive learning environments involve creating a culture of high academic expectations, equity throughout the learning community and developmental responsiveness.
12. Recognizes the importance of helping students in early childhood through grade 12 learn and apply life skills (e.g., decision-making skills, organizational skills, goal-setting skills, self-direction, workplace skills).
13. Knows the rationale for appropriate middle-level education and how middle-level schools are structured to address the characteristics and needs of young adolescents.
14. Recognizes typical challenges for students during later childhood, adolescence and young adulthood (e.g., self-image, physical appearance, eating disorders, feelings of rebelliousness, identity formation, educational and career decisions) and effective ways to help students address these challenges.
15. Understands ways in which student involvement in risky behaviors (e.g., drug and alcohol use, gang involvement) impacts development and learning.
16. Demonstrates knowledge of the importance of peers, peer acceptance and conformity to peer group norms and expectations for adolescents and understands the significance of peer-related issues for teaching and learning.

Competency 002—The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.

The beginning teacher:

1. Demonstrates knowledge of students with diverse personal and social characteristics (e.g., those related to ethnicity, gender, language background, exceptionality) and the significance of student diversity for teaching, learning and assessment.
2. Accepts and respects students with diverse backgrounds and needs.
3. Knows how to use diversity in the classroom and the community to enrich all students' learning experiences.
4. Knows strategies for enhancing one's own understanding of students' diverse backgrounds and needs.
5. Knows how to plan and adapt lessons to address students' varied backgrounds, skills, interests and learning needs, including the needs of English-language learners and students with disabilities.
6. Understands cultural and socioeconomic differences (including differential access to technology) and knows how to plan instruction that is responsive to cultural and socioeconomic differences among students.
7. Understands the instructional significance of varied student learning needs and preferences.
8. Knows the ELPS in the domains of listening and speaking in accordance with the proficiency-level descriptors for the beginning, intermediate, advanced, and advanced-high levels.
9. Knows the ELPS in the domains of reading and writing in accordance with the proficiency-level descriptors for beginning, intermediate, advanced, and advanced-high levels.

Competency 003—The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

The beginning teacher:

1. Understands the significance of the Texas Essential Knowledge and Skills (TEKS) and of prerequisite knowledge and skills in determining instructional goals and objectives.
2. Uses appropriate criteria to evaluate the appropriateness of learning goals and objectives (e.g., clarity; relevance; significance; age-appropriateness; ability to be assessed; responsiveness to students' current skills and knowledge, background, needs and interests; alignment with campus and district goals).
3. Uses assessment to analyze students' strengths and needs, evaluate teacher effectiveness and guide instructional planning for individuals and groups.
4. Understands the connection between various components of the Texas statewide assessment program, the TEKS and instruction and analyzes data from state and other assessments using common statistical measures to help identify students' strengths and needs.
5. Demonstrates knowledge of various types of materials and resources (including technological resources and resources outside the school) that may be used to enhance student learning and engagement and evaluates the appropriateness of specific materials

and resources for use in particular situations, to address specific purposes and to meet varied student needs.

6. Plans lessons and structures units so that activities progress in a logical sequence and support stated instructional goals.
7. Plans learning experiences that provide students with developmentally appropriate opportunities to explore content from integrated and varied perspectives (e.g., by presenting thematic units that incorporate different disciplines, providing intradisciplinary and interdisciplinary instruction, designing instruction that enables students to work cooperatively, providing multicultural learning experiences, prompting students to consider ideas from multiple viewpoints, encouraging students' application of knowledge and skills to the world beyond the school).
8. Allocates time appropriately within lessons and units, including providing adequate opportunities for students to engage in reflection, self-assessment, and closure.

Competency 004—The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

The beginning teacher:

1. Understands the role of learning theory in the instructional process and uses instructional strategies and appropriate technologies to facilitate student learning (e.g., connecting new information and ideas to prior knowledge, making learning meaningful and relevant to students).
2. Understands that young children think concretely and rely primarily on motor and sensory input and direct experience for development of skills and knowledge and uses this understanding to plan effective, developmentally appropriate learning experiences and assessments.
3. Understands that the middle-level years are a transitional stage in which students may exhibit characteristics of both older and younger children and that these are critical years for developing important skills and attitudes (e.g., working and getting along with others, appreciating diversity, making a commitment to continued schooling).
4. Recognizes how characteristics of students at different developmental levels (e.g., limited attention span and need for physical activity and movement for younger children; importance of peers, search for identity, questioning of values and exploration of long-term career and life goals for older students) impact teaching and learning.
5. Stimulates reflection, critical thinking and inquiry among students (e.g., supports the concept of play as a valid vehicle for young children's learning; provides opportunities for young children to manipulate materials and to test ideas and hypotheses; engages students in structured, hands-on problem-solving activities that are challenging; encourages exploration and risk-taking; creates a learning community that promotes positive contributions, effective communication and the respectful exchange of ideas).
6. Enhances learning for students by providing age-appropriate instruction that encourages the use and refinement of higher-order thinking skills (e.g., prompting students to explore ideas from diverse perspectives; structuring active learning experiences involving

cooperative learning, problem solving, open-ended questioning and inquiry; promoting students' development of research skills).

7. Teaches, models and monitors organizational and time-management skills at an age-appropriate level (e.g., establishing regular places for classroom toys and materials for young children, keeping related materials together, using organizational tools, using effective strategies for locating information and organizing information systematically).
8. Teaches, models and monitors age-appropriate study skills (e.g., using graphic organizers, outlining, note-taking, summarizing, test-taking) and structures research projects appropriately (e.g., teaches students the steps in research, establishes checkpoints during research projects, helps students use time-management tools).
9. Analyzes ways in which teacher behaviors (e.g., teacher expectations, student grouping practices, teacher-student interactions) impact student learning and plans instruction and assessment that minimize the effects of negative factors and enhance all students' learning.
10. Analyzes ways in which factors in the home and community (e.g., parent expectations, availability of community resources, community problems) impact student learning and plans instruction and assessment with awareness of social and cultural factors to enhance all students' learning.
11. Understands the importance of self-directed learning and plans instruction and assessment that promote students' motivation and their sense of ownership of and responsibility for their own learning.
12. Analyzes ways in which various teacher roles (e.g., facilitator, lecturer) and student roles (e.g., active learner, observer, group participant) impact student learning.
13. Incorporates students' different approaches to learning (e.g., auditory, visual, tactile, kinesthetic) into instructional practices.
14. Provides instruction to ensure that students can apply various learning strategies (e.g., using prior knowledge, metacognition, graphic organizers) across content areas, in accordance with the ELPS.
15. Provides instruction in a manner that is linguistically accommodated (communicated, sequenced and scaffolded) to the student's level of English-language proficiency to ensure that the student learns the knowledge and skills across content areas, in accordance with the ELPS.
16. Applies knowledge of the implications for learning and instruction of the range of thinking abilities found among students in any one grade level and students' increasing ability over time to engage in abstract thinking and reasoning.

## **Domain II—Creating a Positive, Productive Classroom Environment**

Competency 005—The teacher knows how to establish a classroom climate that fosters learning, equity and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

The beginning teacher:

1. Uses knowledge of the unique characteristics and needs of students at different developmental levels to establish a positive, productive classroom environment (e.g., encourages cooperation and sharing among younger students; provides middle-level students with opportunities to collaborate with peers; encourages older students' respect for the community and the people in it).
2. Establishes a classroom climate that emphasizes collaboration and supportive interactions, respect for diversity and individual differences and active engagement in learning by all students.
3. Analyzes ways in which teacher-student interactions and interactions among students impact classroom climate and student learning and development.
4. Presents instruction in ways that communicate the teacher's enthusiasm for learning.
5. Uses a variety of means to convey high expectations for all students.
6. Knows characteristics of physical spaces that are safe and productive for learning, recognizes the benefits and limitations of various arrangements of furniture in the classroom and applies strategies for organizing the physical environment to ensure physical accessibility and facilitate learning in various instructional contexts.
7. Creates a safe, nurturing and inclusive classroom environment that addresses students' emotional needs and respects students' rights and dignity.

Competency 006—The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

The beginning teacher:

1. Analyzes the effects of classroom routines and procedures on student learning, and knows how to establish and implement age-appropriate routines and procedures to promote an organized and productive learning environment.
2. Demonstrates an understanding of how young children function in groups and designs group activities that reflect a realistic understanding of the extent of young children's ability to collaborate with others.
3. Organizes and manages group activities that promote students' ability to work together cooperatively and productively, assume responsible roles and develop collaborative skills and individual accountability.
4. Recognizes the importance of creating a schedule for young children that balances restful and active movement activities and that provides large blocks of time for play, projects and learning centers.
5. Schedules activities and manages time in ways that maximize student learning, including using effective procedures to manage transitions; to manage materials, supplies and technology; and to coordinate the performance of noninstructional duties (e.g., taking attendance) with instructional activities.
6. Uses technological tools to perform administrative tasks such as taking attendance, maintaining grade books and facilitating communication.

7. Works with volunteers and paraprofessionals to enhance and enrich instruction and applies procedures for monitoring the performance of volunteers and paraprofessionals in the classroom.
8. Applies theories and techniques related to managing and monitoring student behavior.
9. Demonstrates awareness of appropriate behavior standards and expectations for students at various developmental levels.
10. Applies effective procedures for managing student behavior and for promoting appropriate behavior and ethical work habits (e.g., academic integrity) in the classroom (e.g., communicating high and realistic behavior expectations, involving students in developing rules and procedures, establishing clear consequences for inappropriate behavior, enforcing behavior standards consistently, encouraging students to monitor their own behavior and to use conflict resolution skills, responding appropriately to various types of behavior).

### **Domain III—Implementing Effective, Responsive Instruction and Assessment**

Competency 007—The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

The beginning teacher:

1. Demonstrates clear, accurate communication in the teaching and learning process and uses language that is appropriate to students' ages, interests and backgrounds.
2. Engages in skilled questioning and leads effective student discussions, including using questioning and discussion to engage all students in exploring content; extends students' knowledge; and fosters active student inquiry, higher-order thinking, problem solving and productive, supportive interactions, including appropriate wait time.
3. Communicates directions, explanations and procedures effectively and uses strategies for adjusting communication to enhance student understanding (e.g., by providing examples, simplifying complex ideas, using appropriate communication tools).
4. Practices effective communication techniques and interpersonal skills (including both verbal and nonverbal skills and electronic communication) for meeting specified goals in various contexts.

Competency 008—The teacher provides appropriate instruction that actively engages students in the learning process.

The beginning teacher:

1. Employs various instructional techniques (e.g., discussion, inquiry, problem solving) and varies teacher and student roles in the instructional process and provides instruction that promotes intellectual involvement and active student engagement and learning.
2. Applies various strategies to promote student engagement and learning (e.g., by structuring lessons effectively, using flexible instructional groupings, pacing lessons flexibly in response to student needs, including wait time).
3. Presents content to students in ways that are relevant and meaningful and that link with students' prior knowledge and experience.

4. Applies criteria for evaluating the appropriateness of instructional activities, materials, resources and technologies for students with varied characteristics and needs.
5. Engages in continuous monitoring of instructional effectiveness.
6. Applies knowledge of different types of motivation (i.e., internal, external) and factors affecting student motivation.
7. Employs effective motivational strategies and encourages students' self-motivation.
8. Provides focused, targeted and systematic second language acquisition instruction to English-language learners in grade 3 or higher who are at the beginning or intermediate level of English-language proficiency in listening and/or speaking in accordance with the ELPS.
9. Provides focused, targeted and systematic second language acquisition instruction to English-language learners in grade 3 or higher who are at the beginning or intermediate level of English-language proficiency in reading and/or writing in accordance with the ELPS.
10. Develops the foundation of English language vocabulary, grammar, syntax and mechanics necessary to understand content-based instruction and accelerated learning of English in accordance with the ELPS.

Competency 009—The teacher incorporates the effective use of technology to plan, organize, deliver and evaluate instruction for all students.

The beginning teacher:

1. Demonstrates knowledge of basic terms and concepts of current technology, systems, and operations (e.g., hardware, software applications and functions, input/output devices, networks, and basic design principles).
2. Understands issues related to the safe and appropriate use of technology in society and follows guidelines for the legal and ethical use of technology and digital information (e.g., privacy guidelines, copyright laws, acceptable use policies, and digital etiquette).
3. Applies procedures for acquiring, analyzing, and evaluating electronic information (e.g., locating information on networks, accessing and manipulating information from secondary storage and remote devices, using online help and other documentation, and evaluating electronic information for accuracy and validity).
4. Knows how to use task-appropriate tools and procedures to synthesize knowledge, create and modify solutions, and evaluate results to support the work of individuals and groups in problem-solving situations and project-based learning activities (e.g., planning, creating, and editing word processing documents, spreadsheet documents, and databases; using graphic tools; participating in electronic communities as learner, initiator, and contributor; and sharing information through online communication).
5. Knows how to use productivity tools to collaborate and communicate information in various formats (e.g., slide show, multimedia presentation, and newsletter) and applies procedures for publishing information in various ways (e.g., printed copy, monitor display, Internet document, and video).

6. Knows how to plan, organize, deliver, and evaluate instruction that incorporates the effective use of current technology; knows how to use developmentally appropriate instructional practices, activities, and materials to integrate the Technology Applications TEKS into the curriculum.
7. Knows how to promote creative thinking and innovative process to construct knowledge, generate new ideas, and create products (e.g., design multimedia presentations, explore complex systems or issues, and develop steps for the creation of products).
8. Identifies and addresses equity issues related to the use of technology.

Competency 010—The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

The beginning teacher:

1. Demonstrates knowledge of the characteristics, uses, advantages and limitations of various assessment methods and strategies, including technological methods and methods that reflect real-world applications.
2. Creates assessments that are congruent with instructional goals and objectives and communicates assessment criteria and standards to students based on high expectations for learning.
3. Uses appropriate language and formats to provide students with timely, effective feedback that is accurate, constructive, substantive and specific.
4. Knows how to promote students' ability to use feedback and self-assessment to guide and enhance their own learning.
5. Responds flexibly to various situations (e.g., lack of student engagement in an activity, the occurrence of an unanticipated learning opportunity) and adjusts instructional approaches based on ongoing assessment of student performance.

#### **Domain IV—Fulfilling Professional Roles and Responsibilities**

Competency 011—The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.

The beginning teacher:

1. Applies knowledge of appropriate ways (including electronic communication) to work and communicate effectively with families in various situations.
2. Engages families, parents, guardians and other legal caregivers in various aspects of the educational program.
3. Interacts appropriately with all families, including those that have diverse characteristics, backgrounds and needs.
4. Communicates effectively with families on a regular basis (e.g., to share information about students' progress) and responds to their concerns.
5. Conducts effective conferences with parents, guardians and other legal caregivers.

6. Effectively uses family support resources (e.g., community, interagency) to enhance family involvement in student learning.

Competency 012—The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

The beginning teacher:

1. Interacts appropriately with other professionals in the school community (e.g., vertical teaming, horizontal teaming, team teaching, mentoring).
2. Maintains supportive, cooperative relationships with professional colleagues and collaborates to support students' learning and to achieve campus and district goals.
3. Knows the roles and responsibilities of specialists and other professionals at the building and district levels (e.g., department chairperson, principal, board of trustees, curriculum coordinator, technology coordinator, special education professional).
4. Understands the value of participating in school activities and contributes to school and district (e.g., by participating in decision making and problem solving, sharing ideas and expertise, serving on committees, volunteering to participate in events and projects).
5. Uses resources and support systems effectively (e.g., mentors, service centers, state initiatives, universities) to address professional development needs.
6. Recognizes characteristics, goals and procedures associated with teacher appraisal and uses appraisal results to improve teaching skills.
7. Works productively with supervisors, mentors and other colleagues to address issues and to enhance professional knowledge and skills.
8. Understands and uses professional development resources (e.g., mentors and other support systems, conferences, online resources, workshops, journals, professional associations, coursework) to enhance knowledge, pedagogical skills and technological expertise.
9. Engages in reflection and self-assessment to identify strengths, challenges and potential problems; improve teaching performance; and achieve professional goals.

Competency 013—The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

The beginning teacher:

1. Knows legal requirements for educators (e.g., those related to special education, students' and families' rights, student discipline, equity, child abuse) and adheres to legal guidelines in education-related situations.
2. Knows and adheres to legal and ethical requirements regarding the use of educational resources and technologies (e.g., copyright, Fair Use, data security, privacy, acceptable use policies).
3. Applies knowledge of ethical guidelines for educators in Texas (e.g., those related to confidentiality, interactions with students and others in the school community), including

policies and procedures described in the Code of Ethics and Standard Practices for Texas Educators.

4. Follows procedures and requirements for maintaining accurate student records.
5. Understands the importance of and adheres to required procedures for administering state- and district-mandated assessments.
6. Uses knowledge of the structure of the state education system, including relationships among campus, local and state components, to seek information and assistance.
7. Advocates for students and for the profession in various situations.

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## **APPENDIX III – Teacher Candidate Code of Conduct**

A teacher candidate who fails to comply with the following conduct standard may be subject to a verbal or written reprimand, probation, suspension from classes or termination from ACP depending on the nature and severity of the violation. Re-admittance following such termination is at the discretion of the ACP Director and relative to the nature and severity of the conduct violation.

1. A teacher candidate must not in any way interfere with class instruction and learning and must obey established directives of faculty and administration.
2. Teacher candidates are expected to conduct themselves in an orderly manner at all times. Profanity or vulgarity which may cause embarrassment to other teacher candidates is not tolerated.
3. All teacher candidates are expected to keep the learning environment free from intimidation and harassment regardless of sex, race, age, religion, national origin or disability.
4. Each teacher candidate is expected to do his/her own work. Presenting work done by others, using dishonest means in taking tests, and aiding in cheating is forbidden and could result in teacher candidate receiving a “Zero” or other disciplinary action.
5. ACP seeks to assure that the program maintains an environment free of sexual harassment and intimidation. Sexual harassment is defined as unwelcome sexual advances requests for sexual favor, or other verbal or physical conduct of a sexual nature when:
  - submission to such conduct is made either explicitly or implicitly a term or condition of an individuals’ enrollment.
  - submission to or rejection of such conduct by an individual is used as the basis for enrollment decisions affecting such individuals.
  - such conduct has the purpose or effect of unreasonably interfering with an individual’s school performance or creating an intimidating, hostile, or offensive environment.

In addition:

- ACP does not tolerate vulgar, abusive, humiliating, or threatening language, practical jokes, or other inappropriate behavior.
- ACP does not tolerate the harassment of any employee or teacher candidate by any other employee or teacher candidate, supervisor, manager, or director for any reason. Harassment of a sexual nature is a violation of various state and federal laws that may subject the harasser to liability for any such unlawful conduct.
- Violators of this policy are subject to immediate disciplinary action up to, and including, termination of enrollment and expulsion from the program.

- ACP may report violators to the appropriate authority for civil or criminal action. ACP prohibits retaliation of any kind against teacher candidates who, in good faith, bring sexual harassment complaints or assist in investigating complaints.
  - Exercising rights under this policy does not in any way affect a teacher candidate's right to seek relief through the Texas Commission on Human Rights, the Equal Employment Opportunity Commission, or in a court of proper jurisdiction for any complaint for which a remedy is provided under state or federal law.
  - It is the responsibility of each teacher candidate to be aware of the details of the code of conduct.
6. Any type of harassment of any nature is subject to immediate disciplinary action(s).

## **APPENDIX IV – Technology – Acceptable Use Policy**

NAU-ACP provides use of online resources that must be seen as privilege, and all users, including teacher candidates, faculty, and staff are expected to follow the policies governing acceptable and responsible use.

Violations could result in disciplinary sanctions including but not limited to the loss of technology use privileges, suspension from the program, legal action, and criminal charges.

Technology – Acceptable Use Policy requires that users agree to:

- Follow security guidelines for online accounts.
- Respect the rights and privacy of others using the system.
- Refrain from creating, accessing, storing or disseminating materials that may be racially or sexually offensive, includes pornography or insult people from certain religious or ethnic backgrounds.
- Refrain from creating, storing or disseminating any copyrighted material including, audio, video and image files.
- Consent to the authority of ACP to monitor e-mails and Internet usage. In case of violation of this policy, accept the consequences.
- Not use the online system for fund-raising, campaigns, business related issues, or illegal purposes.
- Not solicit on behalf of any individual, organization, or company.

# **APPENDIX V – Discipline and Grievance**

## **Disciplinary and Grievance Procedures at NAU-EPP**

EPP follows the NAU Complaint/Grievance Policy and Procedures. The policy details are on the [www.na.edu](https://www.na.edu) website in the student section (<https://www.na.edu/students/grievance-procedure/>).

1. Upon receipt of a complaint or violation, EPP Director/coordinator will notify the accused teacher candidate in writing. The notification will include the details of the misconduct or violation.
2. The teacher candidate will be asked to submit a written response to the EPP Director.
3. EPP Director/Coordinator will summon the Complaint/Grievance Committee and invite the teacher candidate to an initial hearing (may be on the phone).
4. After the hearing, the committee will make an appropriate decision.
5. If the candidate has a complaint, he/she needs fill out the “complaint form” on the website. The committee will proceed according to the policy procedure.

Step 1: The Student Services Office informs the student via NAU email ensuring that his/her claim is being taken into consideration and who contacts them next.

Step 2: The Student Services Office informs the related supervisor/administrator.

Step 3: Within two weeks, the supervisor determines the best course of action and informs the student via NAU email. The supervisor may contact the related parties during the investigation.

The student has the right to appeal the decision to the Provost. Any appeal must be in writing and submitted to the University Administrative Secretary within five business days of receipt of the supervisor’s decision. The Provost Office’s decision is final.

Consequences for minor violations include verbal warning and written warning.

Consequences for major violations include probation, suspension, expulsion and referral to the local enforcement agency.

## **Complaints Against NAU-EPP to TEA**

The complaint process allows for an applicant, candidate, employee or former employee of an EPP, a cooperating teacher, a mentor, or an administrator in a school district, charter school, or private school to submit a complaint about an EPP for investigation and resolution.

The complaint process allows individuals to seek redress in areas where they feel that the program did not fulfill requirements for certification or for actions that the individual feels are wrong. Educator preparation programs may also file a complaint about the actions of other EPP programs when it involves a candidate’s transfer into or out of a program.

Not all complaints fall under the authority of TEA. TEA has jurisdiction to investigate allegations of noncompliance regarding specific laws and rules, generally related to state and federal requirements. Complaints may address educator preparation program requirements listed in Texas Administrative Code (TAC) §§ 227, 228, 229, ethics (TAC 247), fingerprinting (TAC §§227, 232) and certification (TAC §§230, 231, 232, 239, 241, 242). TEA staff and the SBEC do not have jurisdiction over complaints related to contractual arrangements with an EPP, commercial issues, obtaining a higher grade or credit for training, or seeking reinstatement to an EPP.

### **Filing a Complaint**

All complaints filed with the TEA must be in writing. We do not accept complaints by phone or complaints that are submitted anonymously. A person or entity may file a written complaint with TEA by filling out the [complaint form](#) online or by mailing or faxing a hard copy to the address on the form.

To adequately review and address a complaint, TEA needs specific details. We must be able to identify a clear violation of TAC and determine whether the agency has authority to act upon the allegation.

Complaints submissions should include the following:

The reasons you believe the issues raised in your complaint are valid. You should also indicate how you believe that TEA can assist you with this matter.

Documentation to support your claim when possible. For example, if you refer in your complaint to an educator preparation program policy, include a copy of the policy with your complaint. Helpful documentation might include letters or e-mails exchanged between the parties.

### **After the Complaint Is Filed**

Texas Education Agency staff will send confirmation of a complaint within 30 days of receiving the submission. Remember, information the public sends to TEA by email may not be secure. Do not email sensitive information to TEA. The agency will remove confidential or sensitive information when replying by email. TEA will maintain confidentiality of information to the extent the law allows.

TEA staff will record all complaints in the TEA complaints tracking system. Each complaint, no matter the severity, shall be assigned a tracking number. The complaint will be forwarded to the division responsible for educator preparation for further action, including assessing the complaint, providing a severity status and prioritizing the complaint accordingly, and determining jurisdiction. If TEA staff determines that the complaint is not within the State Board for Educator Certification's (SBEC) jurisdiction, TEA staff shall notify the complainant that the complaint will be closed without action for lack of jurisdiction. If TEA staff determines the complainant knew or should have known about the events giving rise to a complaint more than two years before the earliest date the complainant filed a complaint with either TEA staff or the EPP, TEA staff will notify the complainant that the complaint will be closed without action. If a complainant has not exhausted all applicable complaint and appeal procedures that the EPP has established to address complaints, TEA staff may delay initiating an investigation until the EPP's complaint and appeal process is complete.

Upon completion of an investigation, TEA staff will notify both the individual and the EPP in writing of the findings of the investigation. If TEA staff finds that a violation occurred, the notice will specify the statute and/or rule that was alleged to have been violated. Each party will have ten business days to present additional evidence or to dispute the findings of the investigation.

After reviewing any additional evidence, if TEA staff finds that no violation has occurred, the complaint will be closed and TEA staff will notify both parties in writing. After reviewing any additional evidence, if TEA staff finds that the EPP has violated SBEC rules and/or TEC, Chapter 21, additional actions will be taken against the EPP.

The final disposition of the complaint will be recorded in the TEA complaints tracking system.

Please refer to

[http://tea.texas.gov/Texas Educators/Preparation and Continuing Education/Complaints Against Educator Preparation Programs/](http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Complaints_Against_Educator_Preparation_Programs/) for additional details on the complaint process.

## APPENDIX VI – Financial Aid

Listed below are financial aid programs and grants that are specifically designed to help individuals become teachers.

\* **Teach for Texas** - Texas offers conditional grants to help some future teachers with expenses if those individuals agree to teach in Texas public schools for a specified period of time.

\* **Certified Educational Aide Exemption Program** - Texas offers tuition exemptions for some educational aides seeking to become certified teachers.

\* **Teach for America** - This program offers cash awards that can be applied to past student loans or future educational costs for recent college graduates who commit to teaching in urban and rural public schools for two years.

\* **Troops to Teachers** - This program offers guidance and support for military veterans who wish to make the transition from active duty into the teaching profession.

\* **Teacher Loan Forgiveness** - The Taxpayer-Teacher Protection Act, signed into law last year, authorizes up to \$17,500 in loan forgiveness for eligible, highly qualified math, science and special education teachers. To be eligible, teachers (with no outstanding loan balances before Oct.1, 1998, and who have borrowed before Oct. 1, 2005) must be highly qualified, as defined by the No Child Left Behind Act; must have taught full-time, for five consecutive years, in a Title I school; and must have taught secondary math or science or elementary or secondary special education to students with disabilities.

\* **Grow-your-own programs** - High school students interested in teaching should contact their school district. Some Texas school districts offer "grow-your-own" programs that provide financial aid to students who agree to return to their school district as teachers after graduation from college.

\* **Other financial aid** - The Texas Higher Education Coordinating Board administers a variety of grants for attending college. You may also qualify for other financial aid, student loans, or scholarships.

\* **G.I. Bill Benefits-** for test fees - The Texas Workforce Commission has approved SBEC under the provisions of Section 3689, Title 38, United States Code to allow veterans and other eligible persons to receive reimbursement for the cost of certification tests. This approval has been made effective, retroactively, as of March 1, 2001. The veteran or other eligible person must submit two forms to the Department of Veterans Affairs, VA Regional Office, in Muskogee, OK. The two forms are: Application for Licensing and Certification Testing Fee Reimbursement (LACAS 1) and either the VA Form 22-1990- Application for VA Education Benefits (for Veterans) or VA Form 22-5490- Application for Survivor's and Dependents Educational Assistance. For additional information or to obtain these forms, contact the Texas Workforce Commission Veterans Education office at (512) 463-3168 or at [www.gibill.va.gov](http://www.gibill.va.gov).

\* **G.I. Bill Benefits-** for preparation program costs/fees - Veterans Education Benefits (GI Bill) can be used for both university and alternative teacher certification programs. The program

must request and receive approval from the Texas Workforce Commission Veterans Affairs Office in order for veterans to receive benefits while participating in a certification program. Once approved, the program will assign a staff person to process the required forms to request VA funding. The amount of money paid to eligible veterans will vary, depending on the type of GI Bill that they have and the type of program in which they are participating. If veterans have remaining GI Bill eligibility, they should ask the program director or university VA office for details on applying for benefits.

## APPENDIX VII – Glossary/ Common Terms

**Alternative certification program** -- An approved educator preparatory program specially designed to certify individuals that hold at least a baccalaureate degree.

**Content test** -- Are designed to measure a teaching candidate's knowledge regarding a given subject area. The purpose of the content exam is to ensure that each educator has the prerequisite content and professional knowledge necessary for an entry level teaching position in the state of Texas.

**Contingency admission** -- Contingency admission is available only if the applicant is currently completing his/her last semester of coursework towards a Bachelor's degree. The contingency admission will be valid for only the semester it was granted and cannot be extended for another semester.

**Field-based experiences** -- Experiences in which the primary activity of a candidate for certification is the performance of professional educator activities while interacting with Early Childhood-Grade 12 students, teachers, and faculty/staff members in a school setting that is part of regular classroom instruction. The professional activities include more than observation within a classroom. The interaction with students, teachers, and entity faculty/staff must be ongoing and relevant

**Field supervisor**-- A certified educator hired by the educator preparation program, who preferably has advanced credentials, to observe candidates, monitor his or her performance, and provide constructive feedback to improve his or her professional performance.

**Fingerprinting** -- The State Board of Educator Certification (SBEC) requires a criminal history check consisting of fingerprinting for initial certificates. The process is begun once you have applied for a certificate.

**Head start program** -- Provides comprehensive child development services to economically disadvantaged children and families. The program is tailored to serve children from birth to three years of age.

**Initial certification** -- Applies to a teaching candidate that is not a certified teacher through the state of Texas.

**Intern** -- A teaching candidate completing their one-year teaching internship while enrolled in the certification program. A probationary certificate is usually started within one month of the teaching assignment.

**Internship**-- A one-year supervised professional assignment at a public school accredited by the TEA or a TEA-recognized private school that may lead to completion of a standard certificate.

**Late hire**-- An individual who has not been accepted into an educator preparation program before June 15 and who is hired for a teaching assignment by a school after June 15 or after the school's academic year has begun.

**Mentor teacher** -- The campus based helping teacher assigned to help an intern during their one-year teaching internship. The mentor teacher is usually available on a daily basis to help the intern transition into a successful classroom teacher.

**Observation hours** -- Encompasses a wide variety of experiences that help teaching candidates become classroom ready. This may include, but not limited to substitute teaching, tutoring, aide experience or observation time with a certified teacher in the classroom. Interaction with neighboring teachers and administrators in the building is encouraged by SBEC/TEA.

**Pedagogy**-- The art and science of teaching, incorporating instructional methods that are developed from scientific-based research.

**Statement of Eligibility** -- The form verifies the teaching candidate is enrolled in the certification program and lists the highly qualified certification areas. The statement of eligibility is used to start your probationary certificate and is returned once the form is filled out by a campus administrator.

**Teacher of record** -- An intern that is employed by a school district, accredited private school or charter school that teaches the majority of the instructional day in their content area. The teacher of record must be responsible for evaluating student achievement and assigning grades.

**Teaching candidate** -- A participant enrolled in certification Program that is seeking certification.

**Test of English as a foreign language (TOEFL)** -- A test that measures your ability to communicate in English – components include reading, listening, and writing in English.

**Texas Essential Knowledge and Skills (TEKS)**-- The Kindergarten-Grade 12 state curriculum in Texas adopted by the State Board of Education and used as the foundation of all state certification examinations.

**T – TESS** – is a process that seeks to develop habits of continuous improvement and the process itself best leads to that outcome when appraisers and teachers focus on evidence-based feedback and professional development decisions based on that feedback through ongoing dialogue and collaboration.

**T-TESS Rubric** – The T-TESS Rubric includes 4 Domains and 16 Dimensions. T-TESS domain and dimension rubrics include specific descriptors of practices and 5 performance levels; Distinguished, Accomplished, Proficient, Developing, and Improvement Needed.

# APPENDIX VIII - FORMS

## 1. Notifications

- 1.1. Notification 1-Acknowledgement of Required background Check
- 1.2. Notification 2-Acknowledgement of Preliminary Criminal History Evaluation
- 1.3. Notification 3-Acknowledgement of Texas Educator's Code of Ethics

## 2. Admission Forms

- 2.1. Application Checklist form
- 2.2. Application Form
- 2.3. Verification of Subject Content Credits (at least 12/15 credits)
- 2.4. Teacher Candidate Interview
- 2.5. Acknowledgement of Educator's Code of Ethics.
- 2.6. Acknowledgement of Background Check.

## 3. FBE Forms

- 3.1. FBE Performance Log
- 3.2. FBE Assignment

## 4. Internship Forms

### Intern Teacher Forms

- 4.i1. Intern Contract form
- 4.i2. Intern Schedule form
- 4.i3. Code of Ethics Statement of affirmation
- 4.i4. Internship Eligibility Form
- 4.i5. Internship Application Form

## **Field-Supervisor Forms**

4.F1. Field Supervisor Agreement Form

4.F2. Field Supervisor Coaching Log

4.F3. Intern Formal Observation Form

4.F4. Field Supervisor Walk-Through Observation.

4.F5. Field Supervisor Qualifications & Requirements

4.F6. Field Supervisor-Mentor Teacher Training (same form with M7)

4.F7. Internship-Conference-Feedback Form

## **Mentor Teacher Forms**

4.M1. Mentor Teacher Commitment Form

4.M2. Mentor's schedule

4.M3. Mentor Observation form

4.M4. Mid-Year Intern Progress by Mentor form

4.M5. End of Year Intern progress by Mentor form

4.M6. Mentor Teacher Qualifications & Requirements

4.M7. Field Supervisor-Mentor Teacher Training (same form with F6)

## **Tasks for School Administrator**

A1. Campus Administrator Observation Docs Affirmation Form

## **Other Forms**

4.1. Internship Activity-Documentation Schedule

4.2. Internship Rubric

4.3. Intern Teacher Growth Plan

# 1. Notifications

## 1.1. Acknowledgement of Required background Check

### Notification 1-Required Background Check

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

*By signing this document, I affirm that I have read and understood that I will undergo a criminal history background check prior to employment as an educator and prior to clinical teaching/internship.*

---

Student 's Signature

Date

---

Candidate's Name - Printed

## 1.2. Acknowledgement of Preliminary Criminal History Evaluation

### Notification 2-Preliminary Criminal History Evaluation

Each applicant to and enrollee in the EPP of the following regardless of whether the applicant or enrollee has been convicted of an offense:

- (1) the potential ineligibility of an individual who has been convicted of an offense for issuance of a certificate on completion of the EPP;
- (2) the current SBEC rules prescribed in 19 TAC §249.16... and
- (3) The applicant has the right to request a criminal history evaluation letter as provided in Chapter 227, Subchapter B, of this title (relating to Preliminary Evaluation of Certification Eligibility).

*By signing this document, I affirm that I have read and understood the Preliminary Criminal History Evaluation as stated above.*

---

Student 's Signature

Date

---

Candidate's Name - Printed

### 1.3. Acknowledgement of Texas Educator's Code of Ethics

By signing this document, I affirm that I have received a copy, read, and understood and will uphold the Texas Educator's Code of Ethics.

---

Student 's Signature

Date

---

Candidate's Name - Printed

## 2. Admission Forms

Form #: 2.1

### 2.1. Alternative Teacher Certification Program Application Checklist

Thank you for your interest in the Alternative Certification Program (ACP). This checklist will guide you to the completion of your application packet. Please read all instructions carefully before submitting any document. In order to be considered for the program, all application documents must be received in our office at least 10 business days prior to the first day of training. If you need further assistance, please email or call our office.

Please include this checklist with your application and the following documents:

1. \_\_\_ Application Form
2. \_\_\_ Application Fee
3. \_\_\_ Official Transcripts from all colleges attended,
4. \_\_\_ Official Transcript Evaluation from a TEA approved evaluation company for out of US degrees.
5. \_\_\_ Cumulative GPA: \_\_\_\_\_
6. \_\_\_ Verification of Subject Content Credits (at least 12/15 credits)
7. \_\_\_ Proof of English Language Proficiency-
8. \_\_\_ Proof of Competency in Content Area: I passed the Pre-Admission Content test –PACT.
9. \_\_\_ Teacher Candidate Interview
10. \_\_\_ Acceptance Letter
11. Acknowledgement of Educator’s Code of Ethics.
12. Acknowledgement of Background Check.
13. Program Start Date \_\_\_\_\_
14. Internship Start Date \_\_\_\_\_

Applications lacking any of the required documents are considered incomplete and will not be accepted. Please make copies of all original documents for your own records. The NAU-ACP will not provide copies of any documents submitted. Once you submit your application, all official documents become the property of NAU-ACP and cannot be returned to you.

\_\_\_\_\_  
Applicant Name / TEA Number

\_\_\_\_\_  
Date

## 2.2. Alternative Teacher Certification Program (ACP) Application Form

Please print in ink or type. Application form must be received by our office at least 10 business days prior to the first day of training with all required documents and a \$50 nonrefundable fee. **Note: Incomplete applications will not be reviewed.**

**Certification Area Applying For:**  Mathematics (grades 4 – 8)  Science (grades 4 – 8)  
 Physical Science (grades 6 – 12)  Social Studies (grades 4 – 8)  Technology Applications (grades EC – 12)  English Language Arts & Reading (grades 4 – 8)

PERSONAL INFORMATION					
_____	_____	_____			
First Name	Last Name	Middle Name			
_ / _ / _	_ - _ - _	_____	_ / _ / _		
Date of Birth	Social Security Number	Driver's License Number	DL State	DL Expiration Date	
_____	_____	_____	_____		
Home Address		City	State	Zip	
( ) _____ - _____	( ) _____ - _____	_____			
Cell Phone Number		Home Phone Number		Email Address	
_____			_____		
Current Campus Name (if employed)			Current District Name (if employed)		
<p>The following voluntary information is for reporting purposes to provide statistical information requested by various State and Federal agencies.</p> <p>Ethnic Background (select one):</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <input type="checkbox"/> Hispanic / Latino  <input type="checkbox"/> Asian  <input type="checkbox"/> Other                 </div> <div style="width: 30%;"> <input type="checkbox"/> Black / African American  <input type="checkbox"/> White                 </div> <div style="width: 30%;"> <input type="checkbox"/> Native Hawaiian / Pacific Islander  <input type="checkbox"/> American Indian / Alaskan Native                 </div> </div> <p style="text-align: center;"><b>Equal Opportunity Policy</b></p> <p><i>North American University does not discriminate on the basis of age, gender, race, color, creed, religion, national or ethnic origin, disability, or veteran status in the administration of its educational or admission policies.</i></p>					
EDUCATION					
Colleges/Universities Attended	Major	Degree Received (B.S., M.S., etc.)	Years Attended (mm/yy)	City/State	Overall GPA
			From: _ / _ To: /		
			From: _ / _ To: /		
			From: _ / _ To: /		
BACKGROUND INFORMATION					
Are you eligible to work in the United States? <input type="checkbox"/> No <input type="checkbox"/> Yes					
Have you ever been accepted into another teacher certification program? <input type="checkbox"/> No <input type="checkbox"/> Yes If yes, give program contact information and why you left that program:					
Do you possess a certificate which is currently suspended, revoked, or pending such action in any state? <input type="checkbox"/> No <input type="checkbox"/> Yes If yes, explain: _____					



## 2.3. Content Area Knowledge Verification Form (ACP)

*Admission Criteria*

- A minimum of 12/15 semester credit hours in the subject-specific content area for certification sought. It must be at least 15 credits for math and science.

Or

- I passed the Pre-Admission Content test (TX-PACT) and my score is \_\_\_\_\_

Name of the Candidate: \_\_\_\_\_

Certification Category: \_\_\_\_\_

Form filled by: \_\_\_\_\_

Date: \_\_\_\_\_

	Course Name	Credit Hours	Grade	Courses Taken Date	Course Taken University
	Sample: Math 1311	3	4.0 or (+A)	11/11/2020	NAU
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
SUM:			AVE:		

## 2.4. Teacher Candidate Interview Rubric

	<b>POOR (1)</b>	<b>FAIR (2)</b>	<b>GOOD (3)</b>	<b>EXCELLENT (4)</b>	<b>SCORE</b>
<b>1. Awareness of characteristics necessary for teaching</b>	Candidate does not express understanding of essential characteristics required in teaching	Candidate has some knowledge of essential characteristics required in teaching	Candidate demonstrates an awareness of variety of the characteristics required in teaching	Candidate express understanding of the wide variety of the personal and professional characteristics required in teaching	
<b>2. Communication Skills</b>	Candidate lacks adequate communication skills, is hesitant to respond to questions	Candidate shows little communication skills, doesn't hesitate in answering questions	Candidate shows good communication skills, doesn't hesitate in answering questions	Candidate shows strong communication skills, takes the initiative in answering/asking questions	
<b>3. Teaching Reflection/Experience</b>	Candidate shows minimal ability to reflect on relevant experiences	Candidate can reflect on small number of relevant experiences	Candidate can reflect on a variety of relevant experiences	Candidate can reflect on a wide variety of relevant experiences	
<b>4. Academic Accomplishments</b>	Candidate has no academic accomplishments in the form of primary degree and recognitions	Candidate has little academic accomplishments in the form of primary degree and recognitions	Candidate has adequate academic accomplishments in the form of primary degree and recognitions	Candidate has extensive academic accomplishments in the form of primary degree and recognitions	
<b>5. Career Plans</b>	Candidate demonstrated no long-term plans or goals in education	Candidate has some ideas of future goals in education, but did not specifically express what the goals are	Candidate has direction of goals in education and a plan to achieve desired goals	Candidate has detailed plans and is in process in achieving desired goals in education	
<b>6. Classroom Management</b>	Candidate has very little classroom management experience or plan	Candidate has some classroom management experience from student teaching	Candidate has an understanding of the skills needed to effectively manage a classroom	Candidate has the necessary skills and knowledge to effectively manage a classroom	
<b>7. Professional Dress</b>	Dress is not professional	Candidate dresses with minimal degree of professional presentation	Candidate dresses with reasonable degree of professional presentation	Candidate dresses with a high degree of professional presentation	
<b>8. Ability to contribute to teaching</b>	Has minimal skills to contribute	Has some relevant skills and can contribute	Has a range of skills and ability to contribute	Has a wide range of relevant skills and demonstrates ability to contribute	
<b>9. Ability to present own strengths</b>	Presentation of strengths not comprehensive and lacks conviction	Presents strengths in a matter of fact way	Presents strengths but without full confidence	Presents own strengths with clarity, relevance confidence and enthusiasm	
<b>10. Curriculum Knowledge</b>	Candidate has very little curriculum knowledge	Candidate has some curriculum knowledge	Candidate has adequate curriculum knowledge	Candidate has comprehensive curriculum knowledge	
<b>(Passing score: 30 out of 40) TOTAL SCORE</b>					
<b>COMMENTS:</b>					

Program Administrator/ Signature

Candidate Name

Interview Date

## SAMPLE INTERVIEW QUESTIONS

---

1. Tell me about yourself. (2, 3, 4)
  2. What is your educational background? (3, 4)
  3. Do you have any experience in teaching? (3, 4)
  4. When did you decide to become a teacher, and why did you choose this field? (5)
  5. Why do you want to teach at the \_\_\_\_ level? (5, 8)
  6. What qualifications or characteristics should a teacher possess? (1, 8)
  7. What do you want to be doing in five years? (5)
  8. What activities might you coach or advise as a member of the teaching staff? (8)
  9. What personal strengths do you find especially helpful in your teaching? (2, 8, 9)
  10. What is one of your weaknesses, and how are you working to improve it? (2, 8, 9)
  11. What do you like most about teaching as a career? (5)
  12. What plans do you have to motivate your students to become active learners in your classroom? (8)
  13. What is your approach to classroom management? (6)
  14. What plans do you have to meet all students' needs in your classroom? (2, 8)
  15. How will you address your students' different learning styles? (2, 8)
  16. Have you heard TEKS? Are you familiar with TEKS objectives? (10)
-

## 2.5. Acknowledgement of Texas Educator's Code of Ethics

By signing this document, I affirm that I have received a copy, read, and understood and will uphold the Texas Educator's Code of Ethics.

---

Student 's Signature

---

Date

---

Student's Name - Printed

## 2.6. Acknowledgement of Required background Check

### Notification 1-Required Background Check

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

*By signing this document, I affirm that I have read and understood that I will undergo a criminal history background check prior to employment as an educator and prior to clinical teaching/internship.*

---

Student 's Signature

---

Date

---

Student's Name - Printed

## 2.7. Acknowledgement of Preliminary Criminal History Evaluation

### Notification 2-Preliminary Criminal History Evaluation

Each applicant to and enrollee in the EPP of the following regardless of whether the applicant or enrollee has been convicted of an offense:

- (1) the potential ineligibility of an individual who has been convicted of an offense for issuance of a certificate on completion of the EPP;
- (2) the current SBEC rules prescribed in 19 TAC §249.16... and
- (3) The applicant has the right to request a criminal history evaluation letter as provided in 19 TAC Chapter 227, Subchapter B

*By signing this document, I affirm that I have read and understood the Preliminary Criminal History Evaluation as stated above.*

---

Student 's Signature

---

Date

---

Student's Name - Printed

**2.8. Acknowledgment of Receipt of NAU-ACP Student Handbook**

I have received a copy of the NAU Alternative Certification Program Student Handbook on the date listed below. I understand that I am expected to read the entire handbook. I understand that this form will be retained in my personnel file.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's Name - Printed

## 2.9. NAU-ACP Exit Policy

### Purpose

This policy outlines the conditions under which a candidate may be dismissed from North American University's Educator Preparation Program (EPP). It is reviewed with each candidate at the time of admission and acknowledged with a signature.

### Policy

#### 1. Voluntary Withdrawal

Candidates may choose to withdraw from the EPP at any time by submitting a written request to the EPP office.

#### 2. Dismissal for Inactivity

A candidate who does not actively complete coursework, training, and/or required testing for a period of two (2) years will be dismissed from the program.

Inactive candidates are defined as those who have not made progress in coursework, training, or testing requirements and who have not completed the program.

#### 3. Dismissal for Non-Compliance

Candidates may also be dismissed for failure to comply with program policies, professional standards, or university conduct expectations.

#### 4. Notification of Dismissal

Candidates dismissed under this policy will be notified in writing by the EPP office.

#### 5. Re-Admission

Candidates dismissed for inactivity or voluntary withdrawal may re-apply for admission to the program under the current admission requirements.

### Acknowledgement

I have read and understand the North American University Educator Preparation Program Exit Policy. I agree to abide by the conditions outlined above.

Student Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

### 3. FBE Forms

Form #: 3.1

#### 3.1. Field-Based Experience Log for ACP Students

(Candidates are required to complete a minimum of 50 clock-hours of field-based experience. A minimum of 25 of these clock-hours must involve active participation in instructional or educational activities.)

INTERN INFORMATION			
First Name	Last Name	Middle Name	
Campus Name		District Name	
Field-Based Experience			
Name of Teacher Observed/Supervisor	Subject	Grade Level	
Date	Sign-in Time	Sign-out Time	Total Hrs. and Min
Lesson Objectives:			
Materials used:			
Instructional Strategies:			
Instructional Activities:			
Classroom Management Strategies:			
Were you actively Involved? (If 'Yes', please explain): <input type="checkbox"/> Yes <input type="checkbox"/> No			
Notes:			

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Mentor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## 3.2. Field-Based Experience Assignments

Form #: 3.2

### Assignment I:

*Prepare a brief report addressing the following questions based on your classroom observation.*

Observe in the classroom setting and determine types of behavior students play when off-task. What do they do when they are not paying attention? How does the teacher re-direct them or get them back on task? What ideas have you gained for building your own classroom management strategies?

### Assignment II:

*Prepare a brief report addressing the following question based on your classroom observation.*

What strategies does the teacher use when presenting a lesson? Identify and describe each step in the teacher's lesson. What do you see that is effective in engaging students? What do you see that is ineffective in keeping students engaged?

### Assignment III:

Create a lesson plan based on the curriculum you observed your teacher presenting which should include:

- Objectives
- Assessment
- TEKS
- procedures/instructional strategies
- materials/resources
- closure
- modifications for special needs students (i.e., Gifted/Talented (G/T), LD)

### Assignment IV:

*Prepare a brief report addressing the following.*

Describe any activities in which you worked directly with the students. Reflect on the activity in terms of your presentation of the activity, your management of the students, the effectiveness of what you did, and how you would change it next time.

Prepare a final reflection report regarding your field-based observation experiences in a brief narrative format that is complete and professional.

## 4. Internship Forms

### 4.i1. Intern Contract

Name \_\_\_\_\_ Date \_\_\_\_\_

Address \_\_\_\_\_  
\_\_\_\_\_

Phone Number: \_\_\_\_\_

Email address: \_\_\_\_\_

Certification Area: \_\_\_\_\_

*I understand that I will work as an intern during the school year in my certification area. I will:*

- Complete a one-year internship experience to satisfy certification requirements required by SBEC and the ACP Certification Program. Upon the successful conclusion of the internship, TExES exams, and program requirements, the ACP Certification Program will recommend me for Standard Certification to SBEC;
- Recognize that my mentor teacher, principal, and supervisor will recommend me to the program director for recommendation to SBEC (State Board for Educator Certification);
- Demonstrate best practices from the Pedagogy and Professional Responsibilities principles taught through the ACP and any interventions will be made when necessary;
- Perform my intern requirements for the entire internship;
- Request any excused absences from the ACP Certification Program Director contact the instructor before any absence.
- I accept the policies and procedures and Student Teacher Handbook requirements.

\_\_\_\_\_  
Intern

\_\_\_\_\_  
Date

\_\_\_\_\_  
Director, ACP

\_\_\_\_\_  
Date

### 4.i2. Intern Teacher's Schedule

(Fill out electronic copy and fax/email to ACP office)

Intern's Name: \_\_\_\_\_  
 School District and Campus: \_\_\_\_\_  
 School E-mail \_\_\_\_\_  
 School Phone Number \_\_\_\_\_  
 Cell Phone/Other Contact Information \_\_\_\_\_

Day(s):				
Daily Schedule (please fill out this form for each working days for a week schedule)				
Period	Subject	Room Number	Class Begins at	Class Ends at
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
Day(s):				
Daily Schedule (please fill out this form for each working days for a week schedule)				
Period	Subject	Room Number	Class Begins at	Class Ends at
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

**Day(s):**  
Daily Schedule (please fill out this form for each working days for a week schedule)

Period	Subject	Room Number	Class Begins at	Class Ends at
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

**Day(s):**  
Daily Schedule (please fill out this form for each working days for a week schedule)

Period	Subject	Room Number	Class Begins at	Class Ends at
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

**Day(s):**  
Daily Schedule (please fill out this form for each working days for a week schedule)

Period	Subject	Room Number	Class Begins at	Class Ends at
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

State Board for Educator Certification

**4.i3. Statement of Affirmation-Texas Educators' Code of Ethics**

Texas Administrative Code §247.2

I affirm that I will comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom, as set forth by the Texas Administrative Code §247. 2. As a Texas educator, in maintaining the dignity of the profession, I shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. In exemplifying ethical relations with colleagues, I shall extend just and equitable treatment to all members of the profession. In accepting a position of public trust, I shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. In fulfilling responsibilities in the community, I shall cooperate with parents and others to improve the public schools of the community.

I hereby affirm that I have read and thoroughly understand the Texas Educators' Code of Ethics TAC 247.2 and shall abide by all enforceable standards of this rule.

---

Educator Candidate Signature

Date

---

Program Director/Coordinator

Date

**NAU-ACP PROGRAM**

**4.i4. Internship Eligibility Form**

Internship Eligibility Requirements	Evidence
<p><b>GPA:</b> Minimum 2.5 CGPA: NAU-ACP and TEA require a minimum of 2.5 CGPA.</p>	
<p><b>Required History Background Check:</b> (1) Pursuant to the Texas Education Code (TEC), §22.083, candidate must undergo a criminal history background check prior to employment as an educator; and  (2) pursuant to the TEC, §22.0835, candidates must undergo a criminal history background check prior to clinical teaching.</p>	
<p><b>Preliminary Criminal History Evaluation:</b> Each applicant to and enrollee in the EPP of the following regardless of whether the applicant or enrollee has been convicted of an offense: (1) the potential ineligibility of an individual who has been convicted of an offense for issuance of a certificate on completion of the EPP; (2) the current SBEC rules prescribed in 19 TAC §249.16... and (3) The applicant has the right to request a criminal history evaluation letter as provided in 19 TAC Chapter 227, Subchapter B</p>	
<p><b>Field-based experience:</b> Completion of 50 clock hours of Field-based experience</p>	
<p><b>Completion of all coursework:</b> You must complete all coursework on your Certification Plan prior to the Internship, and you must not register for additional courses during your Internship.</p>	
<p><b>Passing Certification Exams:</b> Passing scores on all required certification exams</p>	
<p><b>Formal admission to ACP:</b> the ACP must notify the applicant of the offer of formal admittance in writing. For a student to be considered formally admitted to the EPP, the student must accept the offer of formal admittance in writing by the deadline provided in the offer.</p>	
<p><b>Bachelor's degree:</b> You must hold a bachelor's degree</p>	
<p>Other _____</p>	
<p> </p>	
<p> </p>	
<p> </p>	
<p> </p>	
<p> </p>	

Intern Teacher Name: \_\_\_\_\_

Intern Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**NAU-ACP PROGRAM**

**4.i5. Internship Application Form**

Full Name \_\_\_\_\_ Student ID number \_\_\_\_\_

Email address \_\_\_\_\_ Phone number \_\_\_\_\_

Local address \_\_\_\_\_

Alternate phone number of someone who can contact you at any time \_\_\_\_\_

Alternate phone number of someone who can contact you at any time \_\_\_\_\_

If decided, the name and location of the internship site:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I have read all the information in the ACP student handbook and am aware of my responsibilities. I understand that I will not be eligible for internship if I do not meet all of the stated requirements in the “internship eligibility form”.

I am aware that internship is a two regular semesters full-time commitment and that ACP program discourages intern teachers to limit outside activities during their internship (e.g., employment, sports, sororities, fraternities).

\_\_\_\_\_  
Student’s Signature \_\_\_\_\_  
Date

*If you are planning to perform your internship outside of Houston city limit, in long distance (30 miles and beyond), you must get the approval of the Program Coordinator. If your internship site is beyond a 30-mile radius from the NAU-ACP, a fee will be assessed to cover the additional costs of supervision. (PLEASE INITIAL ACKNOWLEDGING AWARENESS OF OUT OF AREA FEE!)*

*For advisor use only – This application will not be accepted without the advisor's signature. Please complete second page.*

**ADVISOR:**

I have reviewed this student's progress, including "Internship Eligibility Form:

\_\_\_\_\_

This student meets all requirements for internship \_\_\_\_\_

Deficiencies \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Advisor Signature

\_\_\_\_\_  
Advisor Name

\_\_\_\_\_  
Date

#### 4.i6. Intern Teacher's Satisfaction Survey for Field Supervisor

**SECTION A:** Listed below are questions about your Field Supervisor. Using the check boxes, please indicate your level of agreement for each question.

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
My Field Supervisor responds in a reasonable time when I express a concern.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Field Supervisor provides me with useful information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Field Supervisor facilitates interactions among learning community participants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have regular interactions with my Field Supervisor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Field Supervisor has made an effort to get to know me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have sought out my Field Supervisor for assistance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have made an effort to get to know my Field Supervisor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Field Supervisor encourages learning community participants to study together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Field Supervisor demonstrates concern about my academic success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Field Supervisor is knowledgeable about university resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Field Supervisor is skilled at facilitating discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Field Supervisor is knowledgeable about the issues discussed in my learning community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Field Supervisor has kept me informed about upcoming learning community activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, my Field Supervisor has been helpful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



#### 4.i7. Intern Teacher's Satisfaction Survey for Mentor Teacher

**SECTION A:** Listed below are questions about your Mentor Teacher. Using the check boxes, please indicate your level of agreement for each question.

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
My Mentor Teacher responds in a reasonable time when I express a concern.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Mentor Teacher provides me with useful information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Mentor Teacher facilitates interactions among learning community participants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have regular interactions with my Mentor Teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Mentor Teacher has made an effort to get to know me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have sought out my Mentor Teacher for assistance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have made an effort to get to know my Mentor Teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Mentor Teacher encourages learning community participants to study together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Mentor Teacher demonstrates concern about my academic success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Mentor Teacher is knowledgeable about university resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Mentor Teacher is skilled at facilitating discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Mentor Teacher is knowledgeable about the issues discussed in my learning community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Mentor Teacher has kept me informed about upcoming learning community activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, my Mentor Teacher has been helpful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



### 4.i8. Statement of Eligibility for Internship

<b>(1) Social Security Number</b>

**Instructions:** After admission to a preparation program, an applicant seeking certification through an approved Educator Preparation Program will use this form to verify eligibility for employment to complete internship requirements for certification.

**THIS IS NEITHER A CERTIFICATE NOR A PERMIT.** This document verifies that the applicant has been admitted to a preparation program leading to certification through a Texas approved Educator Preparation Program. An employing school district should use item (4) to verify the applicant’s employment as an intern in an area(s) of eligibility indicated in item (3) by the approved preparation program. **This form must be returned to the certification officer or program administrator of the approved Educator Preparation Program.** The preparation program will then recommend the applicant for a probationary certificate, which must be issued to provide the employing school district assignment coverage during the internship year.

<b>(2) Applicant’s Name</b>			
Last	First	Middle	Maiden Name

**TO BE COMPLETED BY THE APPROVED EDUCATOR PREPARATION PROGRAM**

**(3) Verification of Eligibility for Internship:** Indicate the grade levels and certification areas for which the individual seeking certification through a Texas approved Educator Preparation Program.

Grade(s) Taught		Description of Certification Area(s)
Lowest Grade	Highest Grade	

Name of Recommending Entity	County-District Number
	--

Typed name and title of Program Administrator or Certification Officer	Date			Telephone / email	Signature
	MM	DD	YYYY ( )		

**TO BE COMPLETED BY THE EMPLOYING SCHOOL DISTRICT**

**(4) Verification of Internship Assignment**

Beginning Date of Duties			Grade(s) Taught		Description of Subject/Assignment		
MM	DD	YYYY	Lowest Grade	Highest Grade			
Campus/Building Assignment			Name of Mentor Teacher		Telephone	e-mail address	
					( )		
Name of School District				County-District Number			
				-- --			
Typed Name and Title of Superintendent or Authorized Representative			Date			Telephone / email	Signature
			MM	DD	YYYY	( )	

**NOTE TO APPLICANT:** This form must be completed and returned to the Educator Preparation Program before the applicant can be recommended for the probationary certificate. (SBEC-013R2005)

RE: Acknowledgment of receipt of intern teacher observation forms  
STUDENT TEACHER:

#### 4.A1. Acknowledgement of Receipt of Intern Teacher Observation Forms

One part of the process to be certified through the ACP Program requires the intern teacher observation forms must be delivered to the school administrator.

TAC (Texas Administrator Code) §228.35(f) requires that the field supervisor shall document instructional practices observed, provide written feedback through an interactive conference with the candidate, and provide a copy of the written feedback to the candidate's campus administrator. If you have received a copy of the field supervisor observation forms, please sign and return this form by email (scanned copy) to [edcertifications@na.edu](mailto:edcertifications@na.edu).

Thank you for the support and assistance you are providing our program.

\_\_\_\_\_  
Signature of the School Administrator

\_\_\_\_\_  
Date

### 4.F1. Field Supervisor Commitment Form

The field supervisor is an expert who assists the intern, mentor, and program staff. The field supervisor's mission is to resolve issues, advocate for interns, ensure that TEKS and SBEC Standards are taught, and communicate with the program staff.

The requirements of the field supervisor:

1. Hold an initial meeting with the intern during the first three weeks of the teaching assignment.
2. Attend any scheduled training programs and any other meetings scheduled for supervisors.
3. Review program requirements with mentor teacher
4. Evaluate the intern three times in the first semester and twice in the second semester.
5. Each visit should be at least 45 minutes in length.
6. Conducts at least three informal observations each semester, with each lasting a minimum of 15 minutes. The first informal observation must be conducted in person within the first six weeks of the internship assignment.
7. Document the instructional practices observed and provide written feedback through interactive conferences with the intern.
8. Provide a copy of the written feedback to the school administrator.
9. Hold conferences with the administrator, mentor, and the intern.
10. When needed, devise a professional development plan and calendar that outlines areas for improvement.
11. Report any problems in student progress to NAU-ACP office immediately.
12. Ensure that both the mentor teacher and the intern teacher complete the required paperwork and submit it to the NAU-ACP office.
13. Turn in the final evaluation form for each intern and other relevant documentation used/collected during the year on interns supervised.

I agree to these requirements, suggestions, and conditions.

---

Filed Supervisor Name

Assigned Intern Teacher Name

---

Filed Supervisor Signature

Date



**4.F3. INTERN TEACHER FORMAL OBSERVATION FORM**

**Intern Teacher:** \_\_\_\_\_ **Date of Observation:** \_\_\_\_\_ **Observer:** \_\_\_\_\_ **Grade Level:** \_\_\_\_\_

**Lesson Topic:** \_\_\_\_\_ **Start Time:** \_\_\_\_\_ **End Time:** \_\_\_\_\_ **Duration (in minutes):** \_\_\_\_\_

**Intern Teacher – Field Supervisor **Pre-Conference** Date:** \_\_\_\_\_ **Start Time:** \_\_\_\_\_ **End Time:** \_\_\_\_\_ **Duration (in minutes):** \_\_\_\_\_

**Intern Teacher – Field Supervisor **Post-Conference** Date:** \_\_\_\_\_ **Start Time:** \_\_\_\_\_ **End Time:** \_\_\_\_\_ **Duration (in minutes):** \_\_\_\_\_

**First Contact with the candidate (initial contact):** \_\_\_\_\_ *(It must occur within the 1<sup>st</sup> three weeks of the Assignment).*

**Method of Contact:** \_\_\_\_\_ **Assignment Start Date:** \_\_\_\_\_ **Assignment End Date:** \_\_\_\_\_

**Key:**

**DS= Distinguished:** Intern Teacher displays a strong understanding of the all facets of teaching and manages student teaching tasks with little guidance.

**AP= Accomplished:** Intern Teacher demonstrates Accomplishment on this item. The student teacher displays a general knowledge of many facets of effective teaching.

**PF= Proficient:** Intern Teacher demonstrates proficiency and understanding of many facets of teaching.

**DL= Developing:** Intern Teacher is still developing strategies for effective teaching. There is evidence of improved understanding of many facets of teaching.

**IN= Improvement Needed:** Intern Teacher makes significant errors in teaching, division-making, and other aspects of the students teaching experience.

**Group 1: Planning Preparation for Learner-Centered Instruction, OVERALL SCORE: DS, AP, PF, DL, and IN (Circle One)**

Behavior	DS	AP	PF	DL	IN	Comments
Demonstrates knowledge of prerequisite learning and knowledge of concepts being taught						
Demonstrates knowledge of students including developmental characteristics, varied approaches to learning, skills, knowledge, interests and culture						
Uses a variety of materials, resources, and technology in designing lessons to promote optimum student learning						
Utilizes a variety of appropriate assessments aligned with content being taught to determine the level of understanding of each student						
Demonstrates the use of different teaching strategies to re-teach students who were not successful						
Uses inclusive, evidence-based practices to support all learners, including ELLs, students with disabilities, at-risk, and gifted/talented students.						

**Group 2: Classroom Environment: Promoting Equity, Excellence, and Learning, OVERALL SCORE: DS, AP, PF, DL, and IN (Circle One)**

Behavior	DS	AP	PF	DL	IN	Comments
Creates an environment of rapport and respect for all students of all cultures						
Engages all students in educational pursuits, communicating high expectations, and providing a safe environment for student participation and/or risk taking						
Manages classroom procedures by implementing routines for classroom groups, material distribution, performance of non-instructional tasks, and transitions. Time management is apparent						
Manages student behavior by setting high expectations, establishing effective classroom management strategies, providing ongoing monitoring of the students, maintaining composure at all times, and focusing on behavior rather than character when correcting a student						
Organizes physical space in a manner that supports learning, is safe, provides access for students with special needs, and makes the best use of space depending on the context and situation of a lesson						
Uses inclusive, evidence-based practices to support all learners, including ELLs, students with disabilities, at-risk, and gifted/talented students.						

**Group 3: Communication, OVERALL SCORE: DS, AP, PF, DL, and IN (Circle One)**

Behavior	DS	AP	PF	DL	IN	Comments
Communicates clearly and accurately using correct oral and written language						
Communicates in a manner that supports intellectually challenging classroom exchanges						
Demonstrates skill in leading discussions and using questioning techniques that lead students to think critically and to reflect on prior knowledge as it relates to new information						
Engages students in learning through the presentation of material in relevant ways that result in active participation of learners						
Sequences lessons and paces instruction utilizing a variety of strategies and materials						
Assess student learning and provides feedback in a timely manner. This is demonstrated as the ST re-teaches using different strategies, modifies lesson plans during instruction, and monitors group work						
Initiates/maintains communication with mentor teacher; accepts/incorporates suggestions from mentor teacher						
Initiates/maintains communication with Field Supervisor; accepts/incorporates suggestions from Field Supervisor						

Uses inclusive, evidence-based practices to support all learners, including ELLs, students with disabilities, at-risk, and gifted/talented students.						
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**Group 4: Professionalism, OVERALL SCORE: DS, AP, PF, DL, and IN (Circle One)**

Behavior	DS	AP	PF	DL	IN	Comments
Systematically examines the impact of planning and instruction on student learning through ongoing reflection and utilizes reflection to identify additional ways to improve learning						
Maintains accurate records regarding material taught, student progress, and areas of need and communicates these to the cooperating teacher regularly						
Contributes to the school by establishing relationships with the cooperating teacher, grade level team, and other members of the school community. If appropriate, the student teacher volunteers or assists with school activities						
Provides for the needs of English language learners, students with identified disabilities, students at risk, and students identified as gifted/talented						
Participates in faculty/team meetings and attends ARDs and parent conferences when appropriate						
Consistently submits lesson plans to cooperating teacher and university by due date						
Follows university and public-school policies and adheres to the Texas Code of Ethics for teachers						
Is present and prompt for all required student teacher meetings						
Completes all University Supervisor's requirements						

**Group 5: Demonstration of Content Knowledge, OVERALL SCORE: DS, AP, PF, DL, and IN (Circle One)**

Behavior	DS	AP	PF	DL	IN	Comments
Displays background knowledge in the content area presented						
Demonstrates appropriate content knowledge and skills in the subject area						
Extends knowledge of subjects beyond the content and motivates learners for learning beyond what is required						
Connects content to life experiences and prior knowledge of students						



**Suggestions/Recommendations to consider from this observation / Additional Comments:**

- 1.
- 2.
- 3.

Observer's Signature: \_\_\_\_\_

Intern Signature: \_\_\_\_\_

**Note: This section needs to be filled out after the final observation is completed.**

The intern has completed all requirements of the internship. Therefore, we recommend that the internship was successful, and the intern is ready to be recommended for the standard teacher certification.

Mentor's Name: \_\_\_\_\_

Field Supervisor's Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Copy Received by Campus Administrator**

Administrator's Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**NAU-ACP PROGRAM**

**4.F4. Field Supervisor's Informal Observation Form**

(At least three informal observations are required each semester, each lasting 15 minutes or more. The first informal observation must take place in person within the first six weeks of the internship assignment.)

Intern Teacher: \_\_\_\_\_

Class: \_\_\_\_\_

Field Supervisor: \_\_\_\_\_

Date: \_\_\_\_\_

**Students were:**

On task (80% or greater)
Actively involved (manipulatives, labs, etc.)
Reading or Writing (circle one)
Completing worksheet
Using technology
Actively "listening" / "watching"
Working in cooperative groups
Involved in self directed learning
Other _____

**Intern Teacher was:**

Lecturing
Helping individual students
Facilitating class
Reading to students
Working at desk (not interacting with students)
Questioning (knowledge/comprehension)
Questioning (analysis/synthesis) why & how
Modeling task
Managing student behavior

<b>Evidence of a positive learning environment utilizing clear expectations, accountable talk, and academic rigor:</b>	
Creative work products	
Problem solving / decision making	
Lesson addresses multiple learning styles	
Clearly stated/posted objective / criteria for lesson	
Effective use of instructional time	
Use of rubrics / graphic organizers / other strategies supporting reflective learning	
Student-centered environment	
Room arrangement is suited to activity & required materials are readily available.	
Student work displayed	
Posted classroom rules & safety procedures.	
Positive & respectful communications / feedback	
Lesson linked to real life situations	
Evidence of established routines / procedures	
Other _____	

Comments:

\_\_\_\_\_

\_\_\_\_\_

Field Supervisor's Signature \_\_\_\_\_

Date \_\_\_\_\_

Intern's Signature \_\_\_\_\_

Date \_\_\_\_\_

**NAU-ACP PROGRAM**

**4.F5. Field-Supervisor Qualifications & Requirements**

Evidence of Qualifications		Evidence	Sample Evidences
	A currently certified educator		Candidate placement information showing date of placement and field supervisor assigned; or Field supervisor logs; and Records of field supervisor certification, degree, experience, and/or continuing professional education: <ul style="list-style-type: none"> <li>• Resume; or</li> <li>• Service records; or</li> <li>• Letters of recommendation</li> </ul> Evidence of accomplishment as an educator: <ul style="list-style-type: none"> <li>• Evaluations that include evidence of student learning; or</li> <li>• Campus or district reports that include evidence of student learning; or</li> <li>• Letters of recommendation that include evidence of student learning.</li> </ul>
	Who preferably has advanced credentials		
	At least three years of experience		
	Current certification in the class in which supervision is provided		
	A field supervisor shall be an accomplished educator as shown by student learning		
	If an individual is not currently certified an individual must		
	hold at least a master's degree in the academic area or field related to the certification class for which supervision is being provided and comply with the same number, content, and type of continuing professional education requirements described in 19 TAC §232.11, §232.13, and §232.15.		
	<b>Trainings</b>		
	TEA approved training (Region 4)		
	NAU – ACP training before the assignment begins.		
	Other _____		

Comments:

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Field Supervisor Name: \_\_\_\_\_

Field Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## 4.F6. Field Supervisor/Mentor Teacher Training

**Date:**

**Presenter:**

### AGENDA

- Beginning Teachers as Adult Learners
- Classroom Management Strategies
- Providing Effective Feedback, and Effective Communication and Collaboration
- Roles and Responsibility of a Mentor
- Mentoring Approaches
- Go over certification program requirements in general
- Go over Field Supervisor/Mentor Teacher Handbook
- Student Handbook
- Tips for Field Supervisors/Mentor Teacher
- Observation FAQs

Materials:

- [T-TESS RUBRIC](#)

### SIGN UP LIST

No	Name	Signature
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**NAU-ACP INTERNSHIP  
4.F7. Conference/Meeting Form**

Form #: 4.F7

Date: \_\_\_\_\_ Time: \_\_\_\_\_  
Topic \_\_\_\_\_  
Place \_\_\_\_\_

**Please provide following information:  
ATTENDEES**

**Please lists conference attendees**

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**Please describe the nature of this conference/feedback along with discussion items**

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**ACTION ITEMS**

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**SIGNATURE OF ATTENDEES**

Student Signature \_\_\_\_\_ Date \_\_\_\_\_  
Other Signature (Title) \_\_\_\_\_ Date \_\_\_\_\_  
Other Signature (Title) \_\_\_\_\_ Date \_\_\_\_\_  
Other Signature (Title) \_\_\_\_\_ Date \_\_\_\_\_

## **GUIDELINES FOR MENTOR TEACHER**

### Overview

The school-based mentor teacher's role is essential and influential in determining the success of the student intern's teaching experience. As the 'teacher on the spot' the mentor is the role model who, on a daily basis, will instruct, advise, observe, and provide feedback on the effectiveness of the intern's performance in the classroom. In this role the mentor shares pedagogic and supervisory responsibilities with the field supervisor and should work in partnership with the field supervisor to create a supportive learning environment for the student intern.

### Responsibilities

- Assign a time for the initial orientation of the intern to the classroom routines, school calendar, policies, procedures, building facilities, teaching resources, and personnel.
- Brief the intern on any relevant issues relating to students.
- Explain to intern personal beliefs on teaching, classroom management, and specific directions on working as a team in the classroom.
- Prepare the students in the classroom for the arrival and role of intern in classroom activities. Particularly issues of intern 'authority' in the classroom.
- Provide opportunities for guided observation and a graduated participation in the teaching process, culminating in the intern accepting full professional responsibility for the class towards the latter half of the semester.
- Demonstrate and discuss with intern a range of effective teaching and classroom management techniques and methods. Share both your successes and disappointments in your practice.
- Inform intern as to your requirements regarding written lesson plans and other relevant preparatory exercises and procedures before teaching the class; and procedure after lesson is delivered. Encourage intern, after discussion with mentor, to implement their own alternate instructional teaching and/or management techniques.
- Set up, in consultation with intern and the field supervisor a comprehensive and regular observation and teaching schedule.
- Organize for feedback, both written and through discussion, to the intern as soon as possible after the teaching event, and for other planned conferences as required.
- Close conferences with both a review of events recording strengths and also generate items requiring attention for the next lesson.

- Encourage self-evaluation by the intern as practice towards developing a reflective stance to teaching and learning, through clarifying, rephrasing and redirecting, and probing gently, as needed.
- Involve intern in yard/cafeteria duty, faculty meetings, parent-teacher conferences, professional development sessions, and other extracurricular activities as and when appropriate.
- Participate in three-way meeting with the field supervisor and intern as and when required rotation.
- Collaborate with the field supervisor in helping the intern meet the requirements of the student teaching program, and in preparing final evaluations.
- Maintain communications with the field supervisor on an ongoing basis.
- Identify and document any concerns about student progress as early as possible and contact the field supervisor to discuss and implement improvement plans.

## 4.M1. Mentor Teacher Commitment Form

*Please check all of the boxes to show that you have read and understand the statement and agree to the commitment:*

**As a mentor, I agree to support the beginning teacher in the following ways:**

- Assist with the beginning teacher’s assimilation into the campus community of learners
- Offer guidance regarding classroom management and development of organizational systems, processes, and procedures
- Schedule time to meet regularly with the beginning teacher
- Model the use of research-based best practice instructional strategies
- Schedule opportunities for demonstration lessons and classroom observations and provide feedback to the beginning teacher
- Support beginning teacher’s development of best practice instructional strategies
- Help the beginning teacher meet the challenges of implementation of new learning and closing the knowing-doing gap
- Facilitate an understanding of teaching the TEKS

**As a mentor, I commit to:**

- Attend NAU-TCP Mentor Teacher orientation
- Meet regularly with beginning teacher to set goals, monitor implementation, reflect, and adjust instruction based on impact on student outcomes.
- Actively participate as a mentor by scheduling planning, observation, and debrief sessions with new teacher and submit Mentor Observation Forms on or before the due dates to ACP Office

**Intern Teacher Information:**

Name of intern teacher (please print): \_\_\_\_\_

**Mentor Teacher Information:**

\_\_\_\_\_  
Mentor Teacher Name (please print)

\_\_\_\_\_  
Mentor Teacher Signature

Campus: \_\_\_\_\_

Grade Level and Area: \_\_\_\_\_

Number of years of experience in teaching: \_\_\_\_\_

**4.M2. Mentor Teacher's Weekly Schedule**  
(Fill out electronic copy and fax/email to ACP office)

Mentor Teacher \_\_\_\_\_  
 School District and Campus: \_\_\_\_\_  
 School E-mail \_\_\_\_\_  
 School Phone Number \_\_\_\_\_  
 Cell Phone/Other Contact Information \_\_\_\_\_

**Day(s):**  
Daily Schedule (please fill out this form for each working days for a week schedule)

Period	Subject	Room Number	Class Begins at	Class Ends at
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

**Day(s):**  
Daily Schedule (please fill out this form for each working days for a week schedule)

Period	Subject	Room Number	Class Begins at	Class Ends at
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				



**Day(s):**  
Daily Schedule (please fill out this form for each working days for a week schedule)

Period	Subject	Room Number	Class Begins at	Class Ends at
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

**Day(s):**  
Daily Schedule (please fill out this form for each working days for a week schedule)

Period	Subject	Room Number	Class Begins at	Class Ends at
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

**Day(s):**  
Daily Schedule (please fill out this form for each working days for a week schedule)

Period	Subject	Room Number	Class Begins at	Class Ends at
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

### 4.M3. Mentor Teacher Observation Feedback Form

Campus: \_\_\_\_\_

Date of Observation: \_\_\_\_\_

Mentor Name: \_\_\_\_\_

Beginning Teacher Name: \_\_\_\_\_

**Curriculum**

**During this observation I noted that the teacher:**

- Aligns instruction to TEKS Curriculum
- Understands content, makes relevant connections and organizes concepts
- Uses a variety of resources and materials

- Yes  At times  Not Observed
- Yes  At times  Not Observed
- Yes  At times  Not Observed

**Instructional Delivery**

**During this observation I noted that the teacher:**

- Connects instruction to students' relevant and real-world experiences
- Provides opportunities for student choice, responsibility, independence, and risk-taking
- Differentiates instruction to allow for independent application and practice
- Manages time by establishing routines and procedures that are consistently followed
- Integrates technology

- Yes  At times  Not Observed
- Yes  At times  Not Observed
- Yes  At times  Not Observed
- Yes  At times  Not Observed
- Yes  At times  Not Observed

**Assessing, Monitoring, & Feedback:**

**During this observation I noted that the teacher:**

- Continually monitors student learning and participates in progress monitoring
- Regularly provides specific and constructive feedback to students
- Modifies material and instruction for at-risk students

- Yes  At times  Not Observed
- Yes  At times  Not Observed
- Yes  At times  Not Observed

**Classroom Management**

**During this observation I noted that the teacher:**

- Has built relationships with students that are evident in observation
- Fosters student involvement and cooperation in classroom activities
- Utilizes effective communication strategies
- Establishes a safe and comfortable environment both physically and emotionally for students

- Yes  At times  Not Observed
- Yes  At times  Not Observed
- Yes  At times  Not Observed
- Yes  At times  Not Observed

**Notes and Feedback:**

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\_\_\_\_\_  
**Mentor Teacher Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Intern Teacher Signature**

\_\_\_\_\_  
**Date**

Upon completion, this form should be sent to the NAU-ACP Certification Program.

### 4.M4. Mid-Year Intern Teacher Progress Report

To earn teacher certification, ACP Educator Certification Program requires the intern to be recommended by both the program director and the employing school administrator at the completion of the internship year. With this in mind, we need your mid-year assessment of the intern's progress. Please complete and return this form by\_\_\_\_\_.

Thank you for the support and assistance you are providing our program.

**Please check the appropriate box based on your professional opinion.**

- The intern is progressing well at this time and I plan to recommend him/her for certification at the end of the internship.
- The intern is progressing but will need to make the following improvements (Please use reverse side for comments) before I can recommend him/her for certification. (If a growth plan is in place, please provide a copy.)
- I will be unable to recommend certification for the intern at this time for the following reasons: (Please explain on reverse side.) I (am/am not) willing for the intern to return to this campus to do an extended internship.

\_\_\_\_\_  
Name of the Mentor Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
District/ Campus

\_\_\_\_\_  
Signature of the Mentor Teacher

\_\_\_\_\_  
Name of the Intern Teacher

### 4.M5. End-of-Year Intern Teacher Progress Report

One part of the process to be certified through the ACP Certification Program requires the intern to be recommended by both the program director and the employing school administrator at the completion of the internship year. This form is being provided for each intern assigned to your campus. Please assist us by completing and returning this form by \_\_\_\_\_.

**Please check the appropriate box based on your professional opinion.**

- The intern is progressing well at this time and I recommend him/her for certification at the end of the internship.
  
- The intern is progressing but will need to make the following improvements (please use reverse side for comments) before I can recommend him/her for certification. (If a growth plan is in place, please provide a copy.)
  
- I will be unable to recommend certification for the intern at this time for the following reasons: (Please explain on reverse side.) I (am, am not) willing for the intern to return to this campus to do an extended internship

\_\_\_\_\_  
Name of the Mentor Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
District/ Campus

\_\_\_\_\_  
Signature of the Mentor Teacher

\_\_\_\_\_  
Name of the Intern Teacher

**NAU-ACP PROGRAM**

**4.M6. Mentor Teacher Qualifications & Requirements**

Evidence of Qualifications		Evidence
	A currently certified educator in the certification category	
	At least three years of experience	
	who is an accomplished educator as shown by student learning;	
	who has completed cooperating teacher training including training in how to coach and mentor teacher candidates	
	who guides, assists, and supports the candidate during the candidate's internship in areas such as planning, classroom management, instruction, assessment, working with parents, obtaining materials, district policies; and who reports the candidate's progress to that candidate's field supervisor.	
	who has completed NAU-ACP program training before the assignment begin or within 3 weeks of the assignment begins.	
	Other _____	

Comments:  
 \_\_\_\_\_  
 \_\_\_\_\_

Mentor Teacher Name: \_\_\_\_\_

Mentor Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## 4.M7. Field Supervisor/Mentor Teacher Training

**Date:**

**Presenter:**

### AGENDA

- Beginning Teachers as Adult Learners
- Classroom Management Strategies
- Providing Effective Feedback, and Effective Communication and Collaboration
- Roles and Responsibility of a Mentor
- Mentoring Approaches
- Go over certification program requirements in general
- Go over Field Supervisor/Mentor Teacher Handbook
- Student Handbook
- Tips for Field Supervisors/Mentor Teacher
- Observation FAQs

Materials:

[T-TESS RUBRIC](#)

### SIGN UP LIST

No	Name	Signature
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### 4.1. Internship Activity/Documentation Schedule

First Day of Internship should be no later than 2<sup>nd</sup> week of school.

Date of First Day of Internship: \_\_\_\_\_

<b>In the BEGINNING of the Internship</b>			
<b>Activity/Form</b>	<b>Return to</b>	<b>Notes</b>	<b>Date Completed</b>
• Complete Application for internship	The Program coordinator	Prior to Internship	
• Complete the Internship Eligibility Form	The Program coordinator	Prior to Internship	
• Complete Intern Contract form	The Program coordinator		
• Provide Intern Schedule form	The Program coordinator		
• Attend Initial Contact Meeting with Field Supervisor	The Program coordinator	Prior to Internship	
• Attend Internship Orientation meeting between Intern Teacher, Mentor Teacher, and Field Supervisor	The Program coordinator	Prior to Internship, it will be arranged by Field Supervisor	
• Attend Initial Orientation Meeting with Cooperating Teacher	The Program coordinator	Schedule with the Mentor Teacher prior to internship or first week of internship	
<b>DURING the INTERNSHIP</b>			
<b>Form</b>	<b>Return to</b>	<b>Notes</b>	<b>Date Completed</b>
• Formal Observations by Field Supervisor (3 observations in the 1 <sup>st</sup> and 2 observations in the 2 <sup>nd</sup> semester of the internship)	Signed copies should be returned to the program coordinator	Will be checked by Field Supervisor in the conference meeting after each formal observation/next meeting	
• Informal Observations by Field Supervisor (3 observations in each semester)			
• Mentor Teacher observations, at least one observation per semester	The Program coordinator		
• All other forms by mentor teacher and field supervisor	The program coordinator	Will be checked by Program Coordinator in the conference meeting after each formal observation/next meeting	
<b>AT THE END OF THE SEMESTER</b>			
<b>Form</b>	<b>Return to</b>	<b>Notes</b>	<b>Date Completed</b>
• Complete your portfolio	The program coordinator		
• Candidate's satisfaction survey regarding Field Supervisor	The program coordinator	At the end of the internship	
• Candidate's satisfaction survey regarding Mentor Teacher	The program coordinator	At the end of the internship	
• Get the clearance from the ACP office	The program coordinator		

• Apply your standard certification	TEA account		
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## 4.2. Internship and Portfolio Rubric

Name of intern teacher: \_\_\_\_\_

Academic year(s) and semesters for internship: \_\_\_\_\_

Field Supervisor: \_\_\_\_\_

Mentor Teacher: \_\_\_\_\_

Internship Location: \_\_\_\_\_

### Rubric Items:

- 1) Portfolio (54 points)
- 2) Formal & Informal Observations (16 points)
- 3) Field Supervisor Conferences (10 points)
- 4) Lesson Plans (20 points)

Maximum Score: 100

**Required Items:** Each portfolio item is required, and student will fail the internship automatically if any of these items on it not completed and submitted.

### Letter Grade:

Pass	Fail
80-100	<79

### 1. Portfolio

	PORTFOLIO SUPPORT DOCUMENTS	1	0	Score
	<b>Intern Teacher</b>			
1	Form # i5: Application for Internship form	Submitted	Not Submitted	
2	Form # i4: Internship Eligibility Form	Submitted	Not Submitted	
3	Form # i1: Intern Contract form	Submitted	Not Submitted	
4	Form # i2: Intern Schedule form	Submitted	Not Submitted	
5	Form # i3: Code of Ethics Statement of affirmation	Submitted	Not Submitted	
6	Form # i6: Candidate's satisfaction Survey regarding Field Supervisor	Submitted	Not Submitted	
7	Form # i7: Candidate's satisfaction Survey regarding Mentor Teacher	Submitted	Not Submitted	
8	Form # A1: Campus Administrator Observation Docs Affirmation Form	Submitted	Not Submitted	
	<b>Field Supervisor</b>			
9	Form # F5: Field Supervisor Qualifications & Requirements	Submitted	Not Submitted	

10	Field supervisor training approved by TEA	Submitted	Not Submitted	
11	Field supervisor training by NAU-ACP	Submitted	Not Submitted	
12	Form # F1: Field Supervisor Agreement Form	Submitted	Not Submitted	
13	Form # F2: Field Supervisor Coaching Log	Submitted	Not Submitted	
14	Form # F3: Intern Formal Observation Forms (5)	Submitted	Not Submitted	
15	Form # F4: Field Supervisor Informal Observations (6)	Submitted	Not Submitted	
	<b>Mentor Teacher</b>			
16	Form # M6: Mentor Teacher Qualifications & Requirements	Submitted	Not Submitted	
17	Mentor Teacher training by NAU-ACP	Submitted	Not Submitted	
18	Form # M1: Mentor Teacher Commitment Form	Submitted	Not Submitted	
19	Form # M2: Mentor's schedule	Submitted	Not Submitted	
20	Form # M3: Mentor Observation form	Submitted	Not Submitted	
21	Form # M4: Mid-Year Intern Progress by Mentor form	Submitted	Not Submitted	
22	Form # M5: End of Year Intern progress by Mentor form	Submitted	Not Submitted	
	<b>Trainings</b>			
23	Test Preparation Training (min.6 hours) *	Submitted	Not Submitted	
24	Mental Health training	Submitted	Not Submitted	
25	Dyslexia training	Submitted	Not Submitted	
	<b>Certificates</b>			
26	Copy of Certificates (intern, probation)	Submitted	Not Submitted	
	<b>Lesson Plans</b>			
27	Sample Lesson Plans (4 needed)	Submitted	Not Submitted.	
			Total (max 27 pts.)	54
			Multiply Total by 2 = WEIGHTED SCORE (max 54 pts.)	

Rating Legend: 1–Satisfactory, 0–Unsatisfactory

## 2. Formal Observations

<b>FORMAL OBSERVATIONS</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Score</b>
Final Formal Observation Form by Field Supervisor	Student teacher has overall advanced competency or competency score for each evaluation group.	Student teacher has overall advanced competency or competency score for at least 3 evaluation groups.	Student teacher has overall beginning competency score for at least 1 evaluation group.	Student teacher overall needs improvement for at least 1 evaluation group.	
Final Formal Observation Form by Mentor Teacher	Student teacher has overall advanced competency or competency score for each evaluation group.	Student teacher has overall advanced competency or competency score for at least 3 evaluation groups.	Student teacher has overall beginning competency score for at least 1 evaluation group.	Student teacher overall needs improvement for at least 1 evaluation group.	
TOTAL SCORE (max 8 pts.)					
Multiply Total by 2 = WEIGHTED SCORE (max 16 pts.)					16

Rating Legend: 4–Excellent, 3–Good, 2–Poor, 1–Unsatisfactory

## 3. Intern Teacher Conference Meetings

<b>CONFERENCE MEETINGS</b>	<b>5</b>	<b>3-4</b>	<b>1-2</b>	<b>0</b>	<b>Score (Max 5 pts.)</b>
Intern Teacher – Field Supervisor Conferences (at least 3 meetings)	Student teacher attended at least 3 conference meetings. He/she showed responsibility for attending these meetings. Forms are submitted.	Student teacher attended 2 conference meetings. Student teacher showed some responsibility for attending these meetings. Forms are submitted.	Student teacher attended only one conference meeting. Student teacher wasn't very responsible for attending these meetings. Form is submitted.	Student teacher didn't attend any conference meetings. Student teacher wasn't responsible. No form is submitted.	
Multiply Total by 2 = WEIGHTED SCORE (max 10 pts.)					10

Rating Legend: (5) Excellent, (3-4) Good, (1-2) Poor, (0) Unsatisfactory

#### 4. Lesson Plans

LESSON PLAN	4	3	2	1	Score
Lesson Plan: Stage 1- Desired results	This section is done comprehensively and includes all of the items listed: (Texas State Standards, Primary Objective, Prerequisites, Possible Misconceptions, and Materials/equipment)	This section is done adequately and includes all of the items listed: (Texas State Standards, Primary Objective, Prerequisites, Possible Misconceptions, and Materials/equipment)	This section is poorly done and includes all of the items listed: (Texas State Standards, Primary Objective, Prerequisites, Possible Misconceptions, and Materials/equipment)	This section is poorly done and includes some of the items listed: (Texas State Standards, Primary Objective, Prerequisites, Possible Misconceptions, and Materials/equipment)	
Lesson Plan: Stage 2- Assessment	Both the <i>Pre-assessment</i> and <i>post-assessment</i> sections have been addressed in a comprehensive fashion.	Both the <i>Pre-assessment</i> and <i>post-assessment</i> sections have been addressed in a adequate fashion.	Both the <i>Pre-assessment</i> and <i>post-assessment</i> sections have been addressed in a poor fashion.	Only one <i>Pre-assessment</i> or <i>post-assessment</i> sections have been addressed in a poor fashion.	
Lesson Plan: Stage 3- Content Development	The content is <i>introduced</i> appropriately, there is appropriate <i>practice</i> , and <i>closure</i> is effectively addressed.	The content is <i>introduced</i> adequately, there is appropriate <i>practice</i> , and <i>closure</i> is adequately addressed.	The content is <i>introduced</i> poorly, there is not appropriate <i>practice</i> , and <i>closure</i> is poorly addressed.	One or two of the items (introduction, practice or closure) are missing. The rest is poorly addressed.	
Lesson Plan: Stage 4- Extensions and Assistance	The <i>extensions</i> of the lessons are appropriate, and <i>technology</i> is used, if appropriate. The reflection shows a lot of thought.	The <i>extensions</i> of the lessons are adequate, and <i>technology</i> is used, if appropriate. The reflection shows some thought.	The <i>extensions</i> of the lessons are poor, and <i>technology</i> is used, if appropriate. The reflection shows some thought.	Either extension or reflection is missing.	
Lesson Plan: Stage 5- Appendix	The copy of instructional materials (handouts, worksheets, presentations etc.) are clearly presented in the appendix.	The copy of instructional materials (handouts, worksheets, presentations etc.) are adequately presented in the appendix.	The copy of instructional materials (handouts, worksheets, presentations etc.) are poorly presented in the appendix.	There are many items missing in the appendix.	
Total (max 20 pts.)					20

Rating Legend: 4–Advanced Competence (AC), 3–Competence (C), 2–Beginning Competence (BC), 1–Needs Significant Improvement (NI)

### 4.3. Intern Teacher Growth Plan

Name: \_\_\_\_\_ Date: \_\_\_\_\_

School Name/District: \_\_\_\_\_

List Areas which were scored as Needs Significant Improvement on the Midterm Evaluation form:

**(Please list areas needing improvement in this section)**

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Suggested Improvement Strategies:

**(Please list suggested improvements for each area identified above)**

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Timeline for implementation/completion of strategies:

**(Please list specific dates for the student to demonstrate improvement)**

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Intern Teacher Signature \_\_\_\_\_ Date: \_\_\_\_\_

Mentor Teacher Signature \_\_\_\_\_ Date: \_\_\_\_\_

Field Supervisor Signature \_\_\_\_\_ Date: \_\_\_\_\_