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Preface

The Graduate Certification Post-Baccalaureate Program Student Handbook is an informational guide for current students in the Department of Teaching, Learning and Culture (TLAC) at Texas A&M University. The handbook should serve as a supplement to the Texas A&M University Graduate Catalog and to the Texas A&M University Student Rules, which contain the policies of the Office of Graduate Studies (OGS) and those of the University.
Introduction

Welcome to the Department of Teaching, Learning and Culture (TLAC). We are honored that you have selected our department to pursue your teacher certification and graduate work. This department is one of the four departments in the College of Education. We have been granting doctoral and master’s degrees since 1969.

We hope that you will find this handbook useful during your graduate experience. However, you should get a copy of the Graduate Handbook to become familiar with the University’s policies. You can get a copy of the handbook in print form or on the Internet at http://ogaps.tamu.edu/Buttons/Graduate-Catalog. The Graduate Handbook is distributed by the Office of Graduate Studies, and the Graduate Catalog is available at the University Bookstore in the Memorial Student Center. The most recent Class Schedule is available online.
University Reference Guide

This quick reference guide will assist with information on different Offices, departments, services, and resources across Texas A&M University’s (TAMU) campus that current Graduate students have access to.

1. TAMU NetID:
   [http://gateway.tamu.edu](http://gateway.tamu.edu) Your NetID is the main log on to access information at A&M. Your NetID will also serve as your TAMU email address. Email can be accessed via [http://email.tamu.edu](http://email.tamu.edu), TAMU Homepage ([www.tamu.edu](http://www.tamu.edu)), or Howdy Main Portal ([http://howdy.tamu.edu](http://howdy.tamu.edu)). Official University & Departmental correspondence will go to your Neo email account, so it is imperative that you check it regularly.

2. Main portal:
The main portal provides access to all your records in one place. Students can check for blocks, view schedule, grades, unofficial transcript, and register at [http://howdy.tamu.edu](http://howdy.tamu.edu)

3. Aggie ID Card:
   Your official Texas A&M University student identification card will be sent by the end of your first semester as a distance education student. Please note carefully that this distance education student ID card is valid only with an additional form of photo ID. If you are ever on campus, you may stop by the Aggie Card Office, in The General Services Complex, Room 2801 and have this card replaced with a picture ID at no cost. However, you must present a photo ID to The Aggie Card Office at that time. For more information on obtaining an Aggie Card with your photo, please see the website: [http://sbs.tamu.edu/aggiecard/](http://sbs.tamu.edu/aggiecard/)

4. Online Learning Platform:
The eCampus website provides access to online learning and instructional resources. Your eCampus (also known as WebCT or Blackboard) log-in should be your TAMU NetID and password. Your eLearning account is linked to your TAMU e-mail account. Information about logging in to eLearning can be found here [http://ecampus.tamu.edu/](http://ecampus.tamu.edu/)

5. Office of Graduate Studies:
University office that oversees degree plans, calendars for graduate students, petitions, graduation, etc. All information can be found online at [http://ogs.tamu.edu/](http://ogs.tamu.edu/)

6. Financial Aid:
Offices for financial aid are located in the Pavilion and additional information can be accessed at [https://financialaid.tamu.edu/](https://financialaid.tamu.edu/). A limited number of Graduate Assistantships are available. Applications must be returned to Kara Bond by January 31st.
7. **Graduate Textbooks:**
Books can be ordered online through [www.amazon.com](http://www.amazon.com), [www.bn.com](http://www.bn.com), [www.half.com](http://www.half.com), and through the MSC bookstore at [http://tamu.bncollege.com](http://tamu.bncollege.com). You can also purchase books in person either at the MSC bookstore or at Traditions bookstore on South College Ave.

8. **Purchase Software:**
As a student at A&M you can purchase software, such as Microsoft Office, at greatly reduced prices. Log onto the site and you will see the software you are authorized to purchase. [https://software.tamu.edu/public/AvailableSoftware.aspx](https://software.tamu.edu/public/AvailableSoftware.aspx)

9. **Medical Insurance:**
All students are eligible for graduate student insurance. Please visit for more information: [http://shs.tamu.edu/insurance/](http://shs.tamu.edu/insurance/)

10. **Other resources:**
College of Education Human Development: [http://education.tamu.edu/](http://education.tamu.edu/)
TLAC Department: [http://tlac.tamu.edu/](http://tlac.tamu.edu/)
International Students: [http://international.tamu.edu](http://international.tamu.edu)
Tuition: http://[https://sbs.tamu.edu/tuition/required-fees/](https://sbs.tamu.edu/tuition/required-fees/)
Library resources: [http://library.tamu.edu](http://library.tamu.edu)
DeliverEdocs: [http://getitforme.library.tamu.edu/illiadlocal/](http://getitforme.library.tamu.edu/illiadlocal/)
Benefit Services: [http://employees.tamu.edu/benefits/](http://employees.tamu.edu/benefits/)
**Registration**

**Temporary Advisor**
Upon acceptance to the TLAC department, all Graduate Post-Baccalaureate Certification students are assigned Dr. Larry Kelly as their advisor. Dr. Kelly is the program director, and:
- To assist students with first year course work; and
- To respond to questions that you have about the graduate program in TLAC.

Once admitted students should provide Dr. Kelly with the necessary contact information. If you are unable to get in touch with Dr. Kelly, please contact Kara Bond at karabond@tamu.edu or 979-862-8032.

**Registration**
Registration begins in April for the fall and summer semesters and in November for the spring semester. The specific dates will be noted on the Official University Calendar and through the main portal website (http://howdy.tamu.edu). Through the main portal website students are able to view the course schedule, register for courses, as well as many other services. Registration will be found on the howdy website under the MyRecord tab. Prior to the start of registration, each student should receive an email from the Registrar’s office indicating start time for registration. If you do not receive this email, please contact the Registrar’s office at 979-845-1031.

Note: All students who fail to pay tuition and fees by the payment date listed on the registration website will be dropped from all courses. **Students who register late will be assessed a financial penalty.**

**Add/Drop**
Students may change their schedules without penalty during the add/drop period (see Academic Calendar for dates). Add/drop can be done online during certain times. It is the student’s responsibility to check the online course catalog for any changes or revisions.

**Q-Drop**
Students may drop a course with no penalty (Q-Drop) during the official Q-Drop period. The forms are available in the Graduate Advising Office. (See academic calendar for dates) A grade of Q will be recorded on the student’s transcript.
Once the Q-Drop period is over, students may not drop a class, but must withdraw from all classes in which they are registered (see below).
Note: It is the student’s responsibility to make certain that the course is officially dropped. Failure to do so may result in the record of an incomplete or failing grade.
Withdrawal
Once fee payments have been received by the university, students are considered to be enrolled. To cancel enrollment, students must officially withdraw from the university. Passing grades in all courses at the time of withdrawal are required, or the grades will be registered as a WF (Withdrawal Failing). This will be calculated into your GPR as an F. Reimbursement for course cost is based on date of withdraw and all information can be found at https://howdy.tamu.edu/Inside/StudentWithdrawalInformation.pdf
**Academic Policies**

**Scholastic Requirements**
A graduate student must maintain a grade point ratio (GPR) of 3.00 (B average based on a 4.00 scale) for all courses which are listed on the degree plan and for all graded graduate and advanced undergraduate course work (300- and 400-level) completed at Texas A&M and eligible to be applied toward a graduate degree. A graduate student will not receive graduate degree credit for undergraduate courses taken on a satisfactory/unsatisfactory (S/U) basis. A graduate student may not receive grades other than satisfactory (S) or unsatisfactory (U) in graduate courses bearing the numbers 681, 684, 690, 691, 692, 693 and 695. Any other graduate course taken on an S/U basis may not be used on a graduate degree plan. Graduate courses not on the degree plan may be taken on an S/U basis.

Only grades of A, B, C and S are acceptable for graduate credit. Grades of D, F or Unsatisfactory (U) for courses on the degree plan must be absolved by repeating the courses at Texas A&M University and achieving grades of C or above or Satisfactory (S). A course in which the final grade is C or lower may be repeated for a higher grade. The original grade will remain on the student’s permanent record, and the most recent grade will be used in computing the cumulative and degree plan GPRs.

The cumulative GPR for a graduate student is computed by using all graded graduate (600-level) and advanced undergraduate (300- and 400-level) course work completed at Texas A&M University and eligible to be applied toward a graduate degree.

All incomplete grades (I) must be completed by the end of the following semester or the I automatically becomes an F. No courses taken on the S/U basis may be used for graduate credit, with the exception of the previously noted courses.

**Academic Probation**
If either of a student’s cumulative GPR or the GPR for courses listed on the degree plan falls below the minimum of 3.00, he or she will be considered to be scholastically deficient and will be placed on academic probation. Students on academic probation must raise their cumulative GPR to at least a 3.00 by the end of the next 9 credit hours or within one calendar year, whichever comes first.

If this requirement is not met, the student will be blocked from further enrollment in TLAC. Also, students may be dropped from graduate studies. The procedures for dismissal are explained in the Texas A&M University Student Rules (refer to the website http://student-rules.tamu.edu/rule12
Students who raise their GPR to a 3.00 within the guidelines will be removed from academic probation; however students cannot be removed from academic probation with any I or X grades outstanding.

For a scholastically deficient post-baccalaureate non-degree student (G6 classification), the student’s home department shall determine eligibility, and the department is responsible for notifying the Office of Graduate Studies if a registration block is to be placed on the student.

Any course work not applied towards a prior graduate degree, and not exceeding time limits, will be included in the student’s GPR for the subsequent degree program.

**Petitions**

Petitions can be submitted to the Office of Graduate Studies (OGS) to make changes to a student’s degree plan, advisory committee, or academic program. They can also be submitted to request an exception or an exemption to University Rules or requirements. Once the student completes the form and has the committee members’ signatures, they will submit the form to the TLAC Graduate Advising Office for processing.

Specific forms for these types of petitions are found on the Office of Graduate Studies website address at [http://ogaps.tamu.edu/Buttons/Forms-Information](http://ogaps.tamu.edu/Buttons/Forms-Information) and must be used.

**Reference Document Style**

In general, TLAC faculty support the American Psychology Association (APA) citation style for papers written in classes, as the APA style is used for theses and dissertations at Texas A&M. Students are encouraged to purchase or otherwise utilize such works as the Thesis Manual or the APA Publication Manual, both available at the University Bookstore. Information on the APA style may also be found in the Evans Library Reference section, or found on the Internet.

Financial Information

Department of Student Financial Aid
A graduate student needing financial assistance should apply by submitting the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov and have the results sent to Texas A&M (Texas A&M’s school code is 003632). The department participates in several federal and state programs including the Texas Public Education Grant, Federal/State Work/Study, Federal Perkins Loans, the Federal Stafford Loans and the Graduate PLUS Loan program. A student must be enrolled at least half-time to receive Federal/State Work/Study, the Federal Perkins Loan, Federal Stafford Loan or a Graduate PLUS Loan, as well as grant programs. Short-term loans are also available to assist a student with unexpected expenses.

A student should address his/her inquiries to the Department of Student Financial Aid, Texas A&M University, P. O. Box 30016, College Station, TX 77842-3016, (979) 845-3236, http://financialaid.tamu.edu/

Payment of Tuition and Fees
A student must meet all financial obligations to the University by the due dates to avoid late penalties. Failure to pay amounts owed may result in cancellation of the student’s registration and being barred from future enrollment and receiving official transcripts. State law requires that tuition and fees be paid prior to the first day of classes. A student who wishes to pay fees in installments can select the option during registration. The Emergency Tuition and Fee Loan is available to help students pay their Texas A&M University tuition and required fees. The Emergency Tuition and Fee Loans are for required tuition and fees only. The online process can be accessed at http://financialaid.tamu.edu/

Exemptions from Non-Resident Tuition and Fees
A non-resident student who holds a competitive academic scholarship of at least $1,000 (or amount required for eligibility by the Texas Education Code) for the academic year or summer for which the student is enrolled is entitled to pay the fees and charges required of Texas residents without regard to the length of time the student has resided in Texas. The student must have competed with other students; including Texas residents, for the academic scholarship and the scholarship must be awarded by a scholarship committee officially recognized by the administration and is approved by the Texas Higher Education Coordinating Board.
**Ombudsperson**

- Assists members of the university community in solving problems and conflicts
- Investigates claims of unfair treatment or erroneous procedure
- Serves as a neutral listener, information resource, advisor, intermediary, and mediator
- Considers all sides of a question impartially and objectively
- Explains established policies and procedures of the university
- Develops options for addressing your concern, and helps find a solution
- Facilitates communication between you and others involved in an issue

**Why is there an ombudsperson?**

Graduate students may serve in many roles during their academic careers such as students, teachers, co-workers, colleagues, employees, or technicians. Varying rules/policies apply for the many roles. As long as the expectations for behavior are understood and accepted by all parties, there is rarely a problem. However, challenges can arise when there are differing expectations or conflicting policies, or when one group is accused of violating the rules. The ombudsperson advocates for the processes of graduate education by being equally open and accessible to all parties—students, faculty, staff, and administrators.

**When would I need an ombudsperson?**

- You have an issue or a concern that you and others cannot resolve, or that you would prefer not to address through formal channels.
- You have a matter to explore "off the record", or those for which you need informal consultation.
- You have a problem, and are unsure with whom to speak or what options are available to address it.
- You feel that a university policy, procedure, or regulation has been applied unfairly, or is itself unfair or ambiguous.
- You have a problem that requires an outside party to negotiate a solution, or facilitate your communication with others.

**The Ombudsperson...**

- is accessible to all those involved in graduate education and attempts to find timely and satisfactory solutions to problems without bias.
- treats all matters with confidentiality, although in certain cases, the law may require disclosure of certain information (i.e. subpoena or sexual harassment).
- is governed by a commitment to equity, neutrality, and fairness.
- has direct access to all deans, department heads, directors, faculty members, and students to gather information and investigate issues objectively.
- helps solve problems informally, in the least intrusive manner possible so as to minimize negative consequences.
• has an obligation to bring to administrators' attention any policies, programs, personnel or institutional decisions which he or she believes violates the rights of students, faculty, or staff.
• will not participate in any formal grievance processes but will seek to help find solutions prior to the initiation of such procedures.
• will not take sides.

**What kinds of concerns could be brought to the ombudsperson?**
The ombudsperson can help you with any concern, but some of the issues brought to the office typically involve:
• Academics (grading disputes, testing procedures, instructor/student misunderstandings)
• Conflicts between graduate advisors and their students
• Fiscal matters
• Disagreements/misunderstandings with university policy
• Human or legal rights violations
• Discrimination
• Housing
• Cultural conflicts
• Reporting unethical behavior
• Student conduct

**Ombudsperson contact information:**
Ombudsperson for Department of Teaching, Learning, and Culture
Please contact the Graduate Advising Office for current information (979) 862-8032.

Ombudsperson for Graduate Education
1113 TAMU
College Station, TX 77843-1113
979-845-3631
[http://ogaps.tamu.edu/New-Current-Students/Ombudsperson](http://ogaps.tamu.edu/New-Current-Students/Ombudsperson)
Departmental Procedures for Concerns, Opportunities, Acknowledgements

If a student should have any comments, acknowledgements and/or concerns that he/she would like to share with the Department Head, a Concern/Opportunity/ Acknowledgement Form (COAF). Departmental forms should be included in all class syllabi and can also be found online at http://tlac.tamu.edu

Forms and Factsheets
All subsequent forms (in printable format) can be found online at http://ogs.tamu.edu. When possible students should complete forms electronically.

It is the students’ responsibility to obtain all signatures required (excluding department head) before turning in to the Graduate Advising Office. It is imperative to allow ample time for processing prior to all deadlines set by the Office of Graduate Studies. In addition, all forms filed with the Office of Graduate Studies must have original signatures.

Degree Plan & Audit Information
Before graduation, students must submit a degree audit. This can be accessed at https://ogsdpss.tamu.edu/default.aspx.
**Graduate Post-Baccalaureate Certification Program**

**Student’s Advisory Committee**
After receiving admission to graduate studies and enrolling, the student will consult with Dr. Kelly concerning coursework and registration.

Before the completion of 15 hours, a student should have met, consulted with, and chosen a faculty chairperson for his/her committee. The chair, in consultation with the student, will select the remainder of the advisory committee. Only graduate faculty members located on the campuses at College Station, Galveston, Texas A&M University-Temple Campus or Institute of Biosciences and Technology-Houston may serve as chair of a student’s advisory committee. Other Texas A&M University graduate faculty members, including the Texas A&M University System graduate faculty, may serve as co-chair with an individual located at College Station, Houston, Temple or Galveston.

The student’s advisory committee will consist of no fewer than three members of the graduate faculty representative of the student’s several fields of study and research, where the chair or co-chair must be from the student’s department (or intercollegiate faculty, if applicable), and at least one or more of the members must be from a department other than the student’s major department. The outside member for a student in an interdisciplinary degree program must be from a department different from the chair of the student’s committee.

The committee members’ signatures on the degree plan indicate their willingness to accept the responsibility for guiding and directing the entire academic program of the student and for initiating all academic actions concerning the student. Although individual committee members may be replaced by petition for valid reasons, a committee cannot resign en masse. The chair of the committee, who usually has immediate supervision of the student’s coursework, has the responsibility for calling all meetings of the committee. The duties of the committee include responsibility for the proposed degree plan and the final examination. In addition, the committee, as a group and as individual members, is responsible for counseling the student on academic matters, and, in the case of academic deficiency, initiating recommendations to the Office of Graduate Studies.

**Degree Plan**
The student’s advisory committee will evaluate the student’s previous education and degree objectives. The committee, in consultation with the student, will develop a proposed degree plan. The degree plan must be filed with the Office of Graduate Studies during the semester in which the student is enrolled in the 15th hour.

This proposed degree plan should be submitted through the online Automated Degree Plan System located on the website [http://ogsdpss.tamu.edu](http://ogsdpss.tamu.edu). A minimum of 36 hours is required on the degree plan for the Graduate Post-Baccalaureate Certification Program.
No credit may be obtained by correspondence study, by extension or for any course of fewer than three weeks duration.

**Standard Graduate Post-Baccalaureate Certification Degree Plan**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEED 602</td>
<td>Summer – Cultural Foundations</td>
<td>3</td>
</tr>
<tr>
<td>TEED 649</td>
<td>Summer – Instructional Strategies: Principles &amp; Practices</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 611 OR RDNG 649</td>
<td>Summer – Teaching English as a Second OR Reading Instruction in High School</td>
<td>3</td>
</tr>
<tr>
<td>TEED 682</td>
<td>Fall – Seminar</td>
<td>3</td>
</tr>
<tr>
<td>TEED 684</td>
<td>Fall – Professional Internship</td>
<td>3</td>
</tr>
<tr>
<td>TEED 682</td>
<td>Spring – Seminar</td>
<td>3</td>
</tr>
<tr>
<td>TEED 684</td>
<td>Spring – Professional Internship</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 602</td>
<td>Core – Cultural Foundations</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 644</td>
<td>Core – Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 673</td>
<td>Core – Analysis of Teaching Behavior</td>
<td>3</td>
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<tr>
<td>XXXX</td>
<td>Elective</td>
<td>3</td>
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<tr>
<td>XXXX</td>
<td>Elective</td>
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## Certification Areas available

<table>
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<tr>
<th>Certification Area</th>
<th>Grade</th>
<th>Courses Eligible to Teach</th>
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<tbody>
<tr>
<td>English, Language Arts, &amp; Reading</td>
<td>4-8</td>
<td>English, Language Arts, &amp; Reading</td>
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<td>7-12</td>
<td>English, Language Arts, &amp; Reading</td>
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<tr>
<td>History</td>
<td>4-8</td>
<td>History</td>
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<td>7-12</td>
<td>U.S. History, World History</td>
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<td>Social Studies</td>
<td>7-12</td>
<td>History</td>
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<tr>
<td>Life Science</td>
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<td>Physical Sciences</td>
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<td>Chemistry</td>
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<td>Integrated Physics and Chemistry</td>
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<td></td>
<td>Principles of Technology I and II</td>
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<td>Scientific Research and Design</td>
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<tr>
<td>Science</td>
<td>4-8</td>
<td>All Science</td>
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<td>Principles of Technology I and II</td>
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<td>Health Science Technology</td>
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<td><em>(if district offers science credit)</em></td>
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<td>Chemistry</td>
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<td>Math</td>
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<td>Mathematics</td>
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<td>Math/Physics</td>
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<td>European and Classical Languages</td>
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<td>Theater Arts</td>
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<td>Communication</td>
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Transfer of Credit

Courses for which transfer credits are sought must have been completed with a grade of B or greater and must be approved by the student’s advisory committee and the Office of Graduate Studies. These courses must not have been used previously for another degree. Except for officially approved cooperative doctoral programs, credit for thesis or dissertation research or the equivalent is not transferable. Credit for “internship” course work in any form is not transferable. Courses taken in residence at an accredited U.S. institution or approved international institution with a final grade of B or greater will be considered for transfer credit if, at the time the courses were completed, the student was in degree-seeking status at Texas A&M University or at the institution at which the courses were taken, and if the courses would be accepted for credit toward a similar degree for a student in degree-seeking status at the host institution. Credit for course work taken by extension is not transferable. Course work in which no formal grades are given or in which grades other than letter grades (A or B) are given (for example, CR, P, S, U, H, etc.) is not accepted for transfer credit. Credit for course work submitted for transfer from any college or university must be shown in semester credit hours, or equated to semester credit hours. Courses completed at other institutions are not included in computing the GPR. An official transcript from the university at which transfer courses are taken must be sent directly to the Office of Admissions and Records.

Final Examination

The candidate for the master’s degree must pass a final examination as determined by the graduate committee by deadline dates announced in the “Office of Graduate Studies Calendar” each semester or summer term. No student may be given a final examination unless his or her current official cumulative and degree plan GPRs are 3.000 or better and he or she has been admitted to candidacy. No unresolved grades of D, F, or U for any course can be listed on the degree plan. To absolve a deficient grade, a student must have repeated the course and have achieved a grade of C or better. A student must have completed all course work on his or her degree plan. The student must be registered for all remaining hours; no hours remain to be taken on the degree plan. The Office of Graduate Studies prior to the approval of the final examination must approve any changes to the committee.

Students should start making arrangements for their final examination at least three to four weeks in advance. To make an announcement, the student must first attain agreement on the time and date of the examination from all committee members. Once the date and time is set, contact Robin Alderete at raiderete@tamu.edu to reserve an exam room. Finally, the request for permission to hold and announce the final examination must be submitted to the Graduate Advising Office at least 18 days prior to the examination. Examinations that are not completed and reported as satisfactory to the Office of Graduate Studies within 10 working days of the scheduled examination/defense date will be recorded as failures. The Office of Graduate Studies must be notified in writing of any cancellations.

The student’s advisory committee will conduct this examination. Persons other than members of the graduate faculty may, with mutual consent of the candidate and the major professor, be
invited to attend a final examination for an advanced degree. A positive vote by all members of
the graduate committee with at most one dissension is required to pass a student on his or her
exam. A department can have a stricter requirement provided there is consistency within all
degree programs within a department. Upon completion of the questioning of the candidate,
all visitors must excuse themselves from the proceedings.

The advisory committee will submit its recommendations on the appropriate Report of the
Final Examination for Master’s Candidates form to the Office of Graduate Studies regarding
acceptability of the candidate for the master’s degree. A student must be registered in the
University in the semester or summer term in which the final examination is taken.

Application for Degree
Graduate degrees are conferred at the close of each regular semester and 10-week summer
semester. A candidate for an advanced degree who expects to complete his/her work at the
end of a given semester must apply for graduation by submitting the electronic application for
degree to the Office of the Registrar and by paying the required graduation fee at the Fiscal
Department no later than the Friday of the second week of the fall or spring semester or the
Friday of the first week of the first summer term. A cancellation made after the application
deadline will not receive a refund of the diploma fee. The electronic application for degree can
be accessed via the website http://graduation.tamu.edu. The Registrar attempts each
semester to balance the size of each ceremony. Thus, the make-up of the ceremony by colleges
does change from semester to semester. Graduation times are posted each semester on the
website of the Office of the Registrar. A student should check the website at
http://graduation.tamu.edu/ to determine the date and time of the graduation ceremony.
Internship Information

Objectives and Overview of the Intern Support Team

The level of support given to a beginning teacher is critical in ensuring the success of the Intern and thereby the success of his/her students. The Intern Support Team, comprised of the Intern, Campus Mentor Teacher, Campus Principal, and University Supervisor will work collaboratively to guide and support the Intern in meeting the Internship Experience objectives:

- To create a classroom environment that is respectful of students in a world of diverse cultures and expectations
- To develop high levels of teaching competency
- To establish professional relationships with fellow staff, students and parents
- To engage in self-evaluation and professional goal setting

Campus Mentor Teacher
The Campus Mentor Teacher is the person to whom the Intern will turn to on a frequent basis for answers to questions and to share their professional expertise, knowledge, and skills with the Intern.
A Campus Mentor Teacher will be assigned to each Intern by the hiring ISD and/or campus principal.

Campus Principal
The Campus Principal will appoint a Campus Mentor Teacher and ensure that the Intern understands the school’s vision, goals, student learning expectations, areas of strengths, and areas of focus.

University Supervisor
A University Supervisor will be assigned to each Intern by the Accelerate Online program. The University Supervisor will conduct observations throughout the year and provide on-going feedback regarding instruction, learning, and classroom management via bi-weekly communication.
Components of the Internship Experience

Objectives
- To observe the behavior and learning styles of students in a world of diverse cultures and expectations.
- To develop high levels of teaching competence through guided teaching experience.
- To learn how to create and use effective lesson plans for instruction.
- To become competent in creating and using instructional materials and techniques.
- To effectively use technology for instruction and communication.
- To become familiar with the total public school organization and programs.
- To establish professional relationships with fellow teachers, students, administrators and parents.
- To engage in self-evaluation and professional goal setting.

Intern Assignments

Master Teaching Schedule
Submit a master teaching schedule to your Mentor Teacher and University Supervisor at the beginning of the semester. Notify them if changes occur in this schedule.

Communication
Communicate with the University Supervisor concerning progress and needs. Communication can be accomplished through discussion following an observation, a phone call or an online seminar.

Online Seminars
Participate in the online seminars as per syllabus for seminar course. These online seminars provide opportunities for continued growth and professional development. They can take various forms, including participating in discussion board activities, viewing power point presentations, reading and reflecting on an article identified by your University Supervisor, etc. Participate in discussion assignments as directed by the Program Coordinator.

Lesson Plans
To assist you in organizing your lesson plans, a lesson plan outline is included in this section along with a form that has descriptors of the key components of a lesson plan and a sample lesson plan. The ideal is to plan lessons that use a wide variety of instructional strategies.

Observation of Master Teachers
Coordinate with your School Administrator to observe your School District Mentor Teacher or another teacher. This will give you insight into varied teaching styles as well as new ideas that can be adapted for your classroom.

**Journal (Optional)**
Being a skilled reflective thinker will foster your development as an effective teacher. You may do this on a personal basis, or you may choose to share your journal with your Mentor Teacher in order to be involved in an on-going "conversation" and problem-solving process. As you develop self-reflective evaluation skills, you may ask yourself the following questions:

- What did I do effectively? What are my best qualities as a teacher?
- What did I do that was not effective? Where do I need improvement as a teacher?
- How can I improve the lesson content, activity, materials, etc?
- What are some other ways to present the lesson that would be just as effective or more effective?
- What problems arose that I didn't expect? How did I handle them?
- What are some alternative actions I could have used?
- How effective is my classroom management plan?
- What changes could I make to more effectively meet student needs and enhance success in learning?

**Evaluations**
At the conclusion of your internship year you will complete online evaluations of your internship semester. These online evaluations can be found at the following website ([http://pica.tamu.edu](http://pica.tamu.edu))
The Intern and Mentor Relationship

Role of the Intern
As an Intern, you will play many different roles during the course of your mentoring relationship. The following are just some of the important roles that you may engage in:

Driver
- Identify the skills, knowledge, and/or goals that you want to achieve and communicate them to your mentor

Planner
- Work with your mentor to set up goals, activities, and time frames

Resource Partner
- Work with your mentor to seek resources for learning and identify the people and/or information that might be helpful

Teacher
- Look for opportunities to give back to your mentor; share any information that you think might be valuable

Continuous Learner
- Take full advantage of this opportunity to learn!

Role of the Mentor
As a mentor, your primary role is to provide guidance and support to the Intern based on his/her unique needs. At different points in the relationship, you may take on some or all of the following roles:

Coach
- Give advice and guidance, share ideas, and provide feedback
- Share "unwritten rules for success" within the campus/district environment
- When appropriate, play devil’s advocate to help the mentee think through important decisions and strategies
- Act as sounding board for ideas/concerns and provide insights as to possible solutions

Resource Partner
- Identify resources (apps, websites, blogs, videos, etc.) to enhance the mentee’s skill set
Expectations for Intern

Texas Teacher Standards (§149.1001)

The standards identified below are performance standards to be used to inform the training, appraisal, and professional development of teachers.

**Standard 1: Instructional Planning and Delivery**
Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today’s learners.

**Standard 2: Knowledge of Students and Student Learning**
Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

**Standard 3: Content Knowledge and Expertise**
Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

**Standard 4: Learning Environment**
Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

**Standard 5: Data-Driven Practice**
Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

**Standard 6: Professional Practices and Responsibilities**
Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.
Mentor Teacher Responsibilities

Preparation
Obtain information concerning the Internship Program from the Graduate Post-Baccalaureate Certification Program advisors.

Mentor Teacher Suggestions
Orientation
Orient the Intern to:
- Building facilities, resources, and school personnel,
- School policies and procedures,
- Curriculum guides and available instructional materials,
- Classroom management techniques,
- School calendar and daily schedule,
- Paperwork processes and record-keeping,
- Instruction on how to set up a classroom for the beginning of the year,
- Nature of the community,
- Parent communication, and
- Professional opportunities.

Instruction
1. Choose a specific time for planning together on a regular basis.
2. Review the Intern's lesson plans and provide verbal and/or written feedback.
3. Provide support and guidance that helps the Intern develop the necessary skills to continue on his/her career path.
4. Be able to model effective teaching behaviors and classroom management procedures in areas such as:
   - Instructional planning,
   - Presentation of subject matter and skills,
   - Adjusting learning for individual differences,
   - Communication skills,
   - Managing student behavior, and
   - Diagnosing and assessing student achievement.
5. Model professional growth and support the Intern's professional development.

Communication and Professionalism
1. Create a climate that encourages questioning and self-reflection.
2. Maintain open communication with the Intern and assist with problems that occur.
3. Provide moral support for the Intern and a positive attitude toward teaching.
4. Make a commitment to provide personal time and attention to the Intern.
5. Communicate with the University Supervisor regarding progress of the Intern.
School Administrator Responsibilities

Preparation
1. Obtain information concerning the Internship Program from the University Supervisor.

Evaluation
1. Maintain a constant awareness of the Intern's development by means of either three 15-minute walk-through observations or one class period observation each semester. Each observation should be followed as soon as possible by a post-observation conference and should include written communication concerning strengths and improvement areas.
3. Confer with the University Supervisor on a continuing basis. Performance concerns should be identified and discussed as early as possible with the University Supervisor.
Supervisor Responsibilities

Liaison
1. Act as a liaison between the participating schools and Texas A&M University.
2. Communicate regularly with the Intern, Mentor Teacher, and School Administrator.
3. Provide support of the School District Mentor Teacher if requested.
4. Obtain signatures on any required forms and return them to the Program Director.
5. Notify Program Director when evaluations have been completed.

Instruction
1. Conduct an orientation for the Intern at the beginning of the school year.
2. Establish communication with the School District Mentor Teacher and provide information regarding the Internship Program.
3. Provide information to the School Administrator regarding his/her responsibilities for the Internship Program. This should include instruction in how to complete the principal survey following the Intern’s summative conference.
4. Facilitate the Intern in professional development, reflecting on strengths and weaknesses and enhancing problem-solving skills regarding issues in the classroom.

Evaluation
1. Observe, assess and evaluate the Intern on a regular basis regarding planning, teaching, management and professionalism. There should be a minimum of three observations over the first year. Each observation should include written feedback about the 45-60 minutes of classroom instruction that is observed. This information should be shared with the Intern within 2 days of the observation. A record of these observations should be kept and submitted to the program at the end of the internship. A format for collecting this data will be provided.
2. Communicate bi-weekly with the Intern (by phone, email, or online seminar) and regularly with the School District.
3. Mentor Teacher to review the Intern's developmental progress and level of effectiveness as a teacher.
5. Conduct evaluation conferences with the Intern during the first six weeks.
6. Document thoroughly any infractions of school policy or professionalism as well as unsatisfactory progress in classroom instruction and management, and then submit this information to the Program Coordinator. Contact the Program Coordinator early if problems occur.

Professionalism
1. Continue professional development through attendance and participation in supervisor/training seminars held by TAMU.
2. Continue professional development by reading professional journals and attending conferences.
3. Participate, when appropriate, in staff development programs provided by the school district in which the Intern is employed.
4. Communicate regularly with the Program Coordinator regarding areas of concern or to make suggestions for programmatic changes.
CODE OF ETHICS AND STANDARD PRACTICES FOR TEXAS EDUCATORS

Adopted by the State Board for Educator Certification (SBEC)

Statement of Purpose
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. 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.

Enforceable Standards
1. Professional Ethical Conduct, Practices, and Performance

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.

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

1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

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

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

1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

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

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

1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

2. Ethical Conduct Toward Professional Colleagues

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.

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

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.

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

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.

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

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.

3. Ethical Conduct Towards Students

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

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

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.

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

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

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.

3.8 The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator 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.
**T-TESS Appraisal Framework**

**Texas Teacher Proficiencies**
Each teacher shall be appraised on the following domains and dimensions of the Texas Teacher Evaluation and Support System (T-TESS) rubric that is aligned to the Texas Teacher Standards in Chapter 149 of Commissioner's Rules Concerning Educator Standards.

The rules require that teachers receive at least one classroom observation of a minimum of 45 minutes but that by written, mutual consent of the teacher and the certified appraiser, the required minimum of 45 minutes of observation may be conducted in shorter time segments. The time segments must aggregate to at least 45 minutes.

The rules require each teacher shall be appraised on the following domains and dimensions:

I. **Domain I. Planning**, which includes the following dimensions:
   (A) standards and alignment;
   (B) data and assessment;
   (C) knowledge of students; and
   (D) activities.

II. **Domain II. Instruction**, which includes the following dimensions:
   (A) achieving expectations;
   (B) content knowledge and expertise;
   (C) communication;
   (D) differentiation; and
   (E) monitor and adjust.

III. **Domain III. Learning Environment**, which includes the following dimensions:
   (A) classroom environment, routines, and procedures;
   (B) managing student behavior; and
   (C) classroom culture.

IV. **Domain IV. Professional Practices and Responsibilities**, which includes the following dimensions:
   (A) professional demeanor and ethics;
   (B) goal setting;
   (C) professional development; and
   (D) school community involvement.

**Evaluation of the Teacher**
The evaluation of each of the dimensions identified above shall consider all data generated in the appraisal process. The data for the appraisal of each dimension shall be gathered from pre-
conferences, observations, post-conferences, end-of-year conferences, the Goal-Setting and Professional Development Plan process, and other documented sources.

Each teacher shall be evaluated on the 16 dimensions in Domains I-IV using the following categories:
- distinguished;
- accomplished;
- proficient;
- developing; and
- improvement needed.

**Evaluation of Teacher’s Students**
Beginning with the 2017-2018 school year, each teacher appraisal shall include the performance of teachers' students, as defined in §150.1001(f)(2) of this title (relating to General Provisions).

If calculating a single overall summative appraisal score for teachers, the performance of teachers' students, as defined in §150.1001(f)(2) of this title, shall count for at least 20% of a teacher's summative score.

Each teacher shall be evaluated on the performance of teachers' students using one of the terms from the following categories:
- distinguished or well above expectations;
- accomplished or above expectations;
- proficient or at expectations;
- developing or below expectations; or
- improvement needed or well below expectations.
**TERMINATION OF INTERNSHIP**

The Internship Program is a legal cooperative agreement between Texas A&M University, cooperating school districts, and the Intern. Each Intern is to be made aware that her/his presence in the district, and in a particular classroom, is on a probationary basis. Occasionally there are circumstances that warrant the termination of an internship. When such action is deemed necessary, there are specific reasons and procedures that should be taken into consideration by all parties involved.

**Reasons for Termination**

1. Mutual consent and agreement for termination by the Intern, School Administrator and University Supervisor for reasons of illness, injury or other unforeseen personal problems.
2. Failure by the Intern to establish and maintain a satisfactory performance level in classroom instruction and management.
3. Failure by the Intern to abide by the policies of the cooperating school and school district.
4. Illegal actions directed at school personnel or students.

**Procedures for Termination**

Termination of the assignment of an Intern for the reasons previously stated in numbers 2-4 should follow these prescribed procedures in a sequential manner:

1. The Intern shall be informed by the University Supervisor of any unsatisfactory performance. This shall be done through written evaluations, personal conferences and written documentation of any infractions of school policy or state education code violations. An Intern may not be terminated for a series of minor or undocumented problems.

2. When it is evident that an Intern does not follow through with prescribed verbal and written suggestions for improvement, a formal Growth Contract shall be initiated by the University Supervisor and presented to the Intern during a conference. The Intern, the University Supervisor and the School Administrator must sign this contract. A copy of this contract will be submitted to the Program Coordinator.

3. Within a one to two-week time frame, the Intern, the University Supervisor and the School Administrator will confer to assess progress.

4. If inadequate progress occurs in striving toward teaching effectiveness or correcting unacceptable personal conduct, a formal Probation Contract will be administered with a clear time limit for compliance. A copy will be submitted to the school principal and to the Program Coordinator. In addition, the University Supervisor may request that an observation and evaluation be administered by TAMU. This may be done on site or via videotape. A conference of all concerned parties will follow.
5. When an Intern is placed on probation and reassessment indicates unfavorable progress, the Intern will meet with the Director of Human Resources and a representative from TAMU to consider possible options that may include termination of Internship and no certification. The options offered would depend upon EACH INDIVIDUAL CASE and what is deemed to be in the best interest of the Intern, the school district and the students in the classroom.
# TLAC Faculty and Staff Directory

## Department Head

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<tr>
<th>Name</th>
<th>Email</th>
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<tbody>
<tr>
<td>de Miranda, Michael</td>
<td><a href="mailto:demiranda@tamu.edu">demiranda@tamu.edu</a></td>
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## Departmental Staff

<table>
<thead>
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<tr>
<td>Patrick Slattery</td>
<td><a href="mailto:pslattery@tamu.edu">pslattery@tamu.edu</a></td>
</tr>
<tr>
<td>Caldwell-Williams, Andrea</td>
<td><a href="mailto:acaldwell@tamu.edu">acaldwell@tamu.edu</a></td>
</tr>
<tr>
<td>Alderete, Robin</td>
<td><a href="mailto:ralderete@tamu.edu">ralderete@tamu.edu</a></td>
</tr>
<tr>
<td>Freeman, Kelly</td>
<td><a href="mailto:kelly-freeman@tamu.edu">kelly-freeman@tamu.edu</a></td>
</tr>
<tr>
<td>Reynolds, Tammy</td>
<td><a href="mailto:t-reynolds@tamu.edu">t-reynolds@tamu.edu</a></td>
</tr>
<tr>
<td>Ambyr Rios</td>
<td><a href="mailto:ambyrrios@tamu.edu">ambyrrios@tamu.edu</a></td>
</tr>
<tr>
<td>Kara Bond</td>
<td><a href="mailto:karabond@tamu.edu">karabond@tamu.edu</a></td>
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## ESL / Multicultural / Urban

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<td>Neshyba, Monica</td>
<td><a href="mailto:neshyba@tamu.edu">neshyba@tamu.edu</a></td>
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<tr>
<td>James, Marlon</td>
<td><a href="mailto:mjames1@tamu.edu">mjames1@tamu.edu</a></td>
</tr>
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<td>Slattery, Patrick</td>
<td><a href="mailto:pslattery@tamu.edu">pslattery@tamu.edu</a></td>
</tr>
<tr>
<td>Burlbaw, Lynn</td>
<td><a href="mailto:burlbaw@neo.tamu.edu">burlbaw@neo.tamu.edu</a></td>
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<td><a href="mailto:lynne-walters@tamu.edu">lynne-walters@tamu.edu</a></td>
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<td><a href="mailto:hwaxman@tamu.edu">hwaxman@tamu.edu</a></td>
</tr>
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<td>Hill-Jackson, Valerie</td>
<td><a href="mailto:vhjackson@neo.tamu.edu">vhjackson@neo.tamu.edu</a></td>
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<td>Eslami, Zohreh</td>
<td><a href="mailto:zeslami@tamu.edu">zeslami@tamu.edu</a></td>
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<tr>
<td>Hammer, Janet</td>
<td><a href="mailto:jhammer@tamu.edu">jhammer@tamu.edu</a></td>
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<td>Cassell, Edie</td>
<td><a href="mailto:cassell@tamu.edu">cassell@tamu.edu</a></td>
</tr>
<tr>
<td>Dixon, Quentin</td>
<td><a href="mailto:qdixon@tamu.edu">qdixon@tamu.edu</a></td>
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## Technology & Teacher Education

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<td><a href="mailto:viruru@tamu.edu">viruru@tamu.edu</a></td>
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<tr>
<td>Rackley, Robin</td>
<td><a href="mailto:rrackley@tamu.edu">rrackley@tamu.edu</a></td>
</tr>
<tr>
<td>Davis, Trina</td>
<td><a href="mailto:trinadavis@tamu.edu">trinadavis@tamu.edu</a></td>
</tr>
</tbody>
</table>

## S.T.E.M.

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
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<tbody>
<tr>
<td>Capraro, Robert</td>
<td><a href="mailto:rcapraro@tamu.edu">rcapraro@tamu.edu</a></td>
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<tr>
<td>Li, Yeping</td>
<td><a href="mailto:yepingli@tamu.edu">yepingli@tamu.edu</a></td>
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<tr>
<td>Davis, Trina</td>
<td><a href="mailto:trinadavis@tamu.edu">trinadavis@tamu.edu</a></td>
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<tr>
<td>Capraro, Mary Margaret</td>
<td><a href="mailto:mmcapraro@tamu.edu">mmcapraro@tamu.edu</a></td>
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<tr>
<td>Goldsby, Dianne</td>
<td><a href="mailto:dgoldsby@tamu.edu">dgoldsby@tamu.edu</a></td>
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<tr>
<td>Parker, Dawn</td>
<td><a href="mailto:dparker@tamu.edu">dparker@tamu.edu</a></td>
</tr>
<tr>
<td>Name</td>
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<tr>
<td>Julie Singleton</td>
<td><a href="mailto:jsingle47@yahoo.com">jsingle47@yahoo.com</a></td>
</tr>
<tr>
<td>Raven, Sara</td>
<td><a href="mailto:sraven@tamu.edu">sraven@tamu.edu</a></td>
</tr>
<tr>
<td>Yalvac, Bugrahan</td>
<td><a href="mailto:yalvac@tamu.edu">yalvac@tamu.edu</a></td>
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<tr>
<td>Kelly, Larry</td>
<td><a href="mailto:lkelley@tamu.edu">lkelley@tamu.edu</a></td>
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<tr>
<td>Von Gillern, Sam</td>
<td><a href="mailto:samvong@tamu.edu">samvong@tamu.edu</a></td>
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<tr>
<td>Joshi, Malt</td>
<td><a href="mailto:mjoshi@tamu.edu">mjoshi@tamu.edu</a></td>
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<tr>
<td>Rupley, William</td>
<td><a href="mailto:w-ruple@tamu.edu">w-ruple@tamu.edu</a></td>
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<tr>
<td>Kuo, Li - Jen</td>
<td><a href="mailto:lijenkuo@tamu.edu">lijenkuo@tamu.edu</a></td>
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<tr>
<td>Cantrell, Emily</td>
<td><a href="mailto:aggieemily@tamu.edu">aggieemily@tamu.edu</a></td>
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# Additional Documentation

## Graduate Post-Baccalaureate Certification Program Data Sheet

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<th>Last Name:</th>
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<td>State:</td>
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<td>Use this email address</td>
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**Comments:**
# Teaching Schedule (Time and Subject)

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<tr>
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# Lesson Plan

<table>
<thead>
<tr>
<th>Intern Name:</th>
<th>Mentor Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject/Period(s):</td>
<td>Date:</td>
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## Objectives:

## TEKS:

## Materials: | Motivation:

## Teaching Procedure (Label Guided Practice and Independent Practice):

## Closure:
> Review > Future Learning

## Lesson Extension and/or Modification:

## Assessment of Learning:
# Lesson Plan Components

<table>
<thead>
<tr>
<th>Name:</th>
<th>Mentor Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject/Period(s):</td>
<td>Date:</td>
</tr>
</tbody>
</table>

**Objectives:**
- Write in specific terms
- State what you want students to know or be able to do by the end of the lesson.

**TEKS:** List the TEKS that are covered by the lesson.

**Materials:**
List all materials that will be needed for the lesson. Be sure materials are ready ahead of time. Examples: textbook, reference materials, technology, art, music, lab equipment, URLs, COs, videos.

**Motivation:**
Use pictures, brainstorming, real objects, thought-provoking questions, riddles, poems, books, games, personal experiences, experiments, discrepant events, etc. to focus students on what is to be learned.

**Teaching Procedure (Label Guided Practice and Independent Practice):**
- Produce a step by step plan of how you will teach the objective
- State clearly the lesson objective; relate to prior learning
- Give a purpose- (Tell students why it is important to learn this and how it will help them in the future)
- Present new information and relate it to existing knowledge of students, including misconceptions
- Model examples of the new skills and demonstrate to the student exactly what they are to do (include visuals whenever possible)
- Recap important points often
- Question throughout to check for understanding
- Include sample question; remember to include higher level/critical thinking questioning
- Involve the students throughout the lesson
- Include guided (completed with teacher’s assistance) and independent activities (without teacher’s assistance) that reinforce the lesson objective (Label these activities with GP and/or IP)
- Monitor student responses to assess students’ needs

**Closure:**
- Recap the main points by referring back to the objective
- Keep closure student- centered (What did you learn today? Why did you learn it? How will it help you?)
- Ask questions that will give you feedback on student mastery of the lesson objective
- Relate to future learning

**Lesson Extension and/or Modification:**
- Provide extension activities for those who have mastered the objective
- Provide remediation for those who did not master the objective

**Assessment of Learning:**
- Ask yourself, "How will I measure to see if learning has occurred?" This may be accomplished through observation of specific work habits, worksheets, group projects, tests, oral discussions, illustrations, etc.
- You may place self-evaluations on the back. (What were the strengths of this lesson? What needed to be changed? While teaching this lesson I learned...)

42
Intern Observation Form

<table>
<thead>
<tr>
<th>Domain I – Planning</th>
<th>Rating</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prepares clear, well-organized, sequential lesson plans appropriate</td>
<td></td>
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<tr>
<td>2. Technology used as communication and learn basic skills.</td>
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<tr>
<td>4. Technology use for problem solving, assessment, formal or</td>
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<tr>
<td>5. Plans instructional groups based on the needs of all students</td>
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<table>
<thead>
<tr>
<th>Domain II – Instruction</th>
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<tbody>
<tr>
<td>6. Time used efficiently, start time, pacing and transitions</td>
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<tr>
<td>7. States purpose, objectives, and procedures for lessons/closes lessons</td>
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<td>8. Uses appropriate and accurate oral and written communication</td>
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<td>9. Differentiates instruction to address individual needs</td>
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<tr>
<td>10. Keeps students on task/actively engaged, maintained focus of lesson.</td>
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<tr>
<td>11. Consistently engages all students with meaningful, real life</td>
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<tr>
<td>12. Persists with the lesson until most students demonstrate mastery of the objective</td>
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<td>13. Checks for understanding through probing and critical thinking questioning strategies</td>
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<table>
<thead>
<tr>
<th>Domain III – Learning Environment</th>
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</thead>
<tbody>
<tr>
<td>14. Reinforces appropriate behavior and academic choices with praise of students’ effort</td>
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<tr>
<td>15. Secured student attention at start of class</td>
<td></td>
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<tr>
<td>16. Maintains a safe, assessable and efficient classroom</td>
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<tr>
<td>17. Establishes, communicates and maintains clear expectations for student behavior</td>
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<tr>
<td>18. Leads a mutually, respectful and collaborate class of actively engaged learners</td>
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</table>

<table>
<thead>
<tr>
<th>Domain IV – Professional Practices and Responsibilities</th>
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</thead>
<tbody>
<tr>
<td>20. Models all professional standards (attendance, professional appearance)</td>
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<tr>
<td>21. Adapts to new situations and challenges with a positive attitude</td>
<td></td>
<td></td>
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<tr>
<td>22. Sets short-term goals based on self-assessment, reflection and supervisor feedback</td>
<td></td>
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</tr>
<tr>
<td>23. Growing and Developing Professionally, receptive to suggestions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24. Engages in professional development activities/campus meetings/ A&amp;M seminar classes</td>
<td></td>
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</tbody>
</table>

Comments: (Adapted from T-TESS)