



Education Service Center – Region 19
Teacher Preparation and Certification Program
6611 Boeing
El Paso, TX 79925
(915) 780-1919
www.esc19.net

Education Service Center – Region 19
Vision Statement

An educated society that contributes to an improved quality of life.

Education Service Center – Region 19
Mission Statement

This Education Service Center exists to educate the community in order to create opportunities for an improved quality of life.

Education Service Center – Region 19
Staff

Dr. James R. Vasquez Executive Director

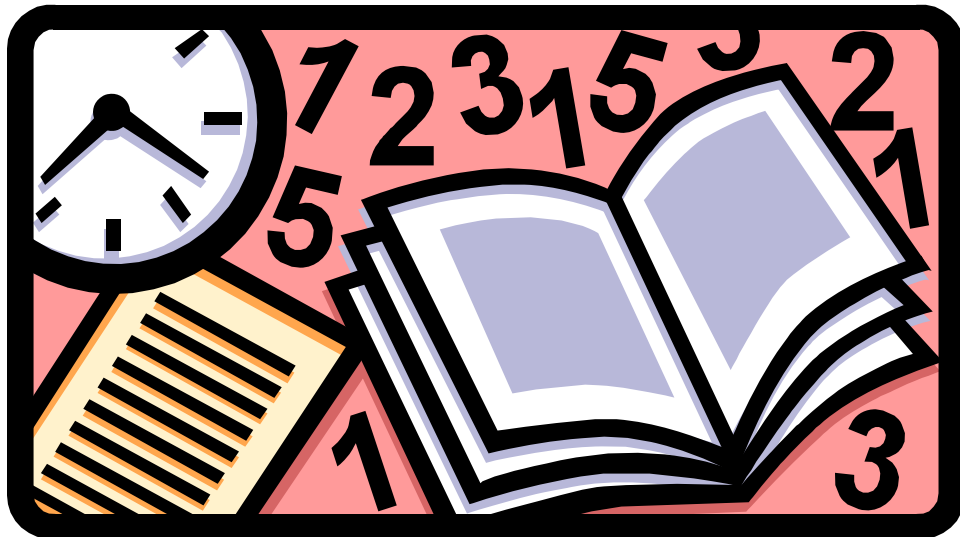
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Program Overview



Program Overview

In 1984, the Texas Legislature approved the creation of alternative certification programs to address the growing statewide teacher shortage. “Alternative” refers to a certification route that does not result in a college degree.

The Education Service Center – Region 19 Teacher Preparation and Certification Program was created in response to critical teacher shortages of local school districts in specific curricular areas. The first cycle of TPCP interns began teaching in the fall of 1995.

The TPCP is an 18 month educator preparation program composed of pre-service training, a field based paid internship in an ESC – 19 school district, and on-going professional development.

The TPCP is offered through a partnership with the regional school districts and ESC - 19. The purpose is to select, prepare, and certify teachers in the following areas:

- Special Education PK-12
- Generalist EC-6, 4-8
- Bilingual Supplement
- English, Language Arts, and Reading 4-8, 8-12
- Math 4-8, 8-12
- Social Studies 4-8, 8-12
- Science 4-8, 8-12
- English as a Second Language EC-12
- Other Content Areas 8-12

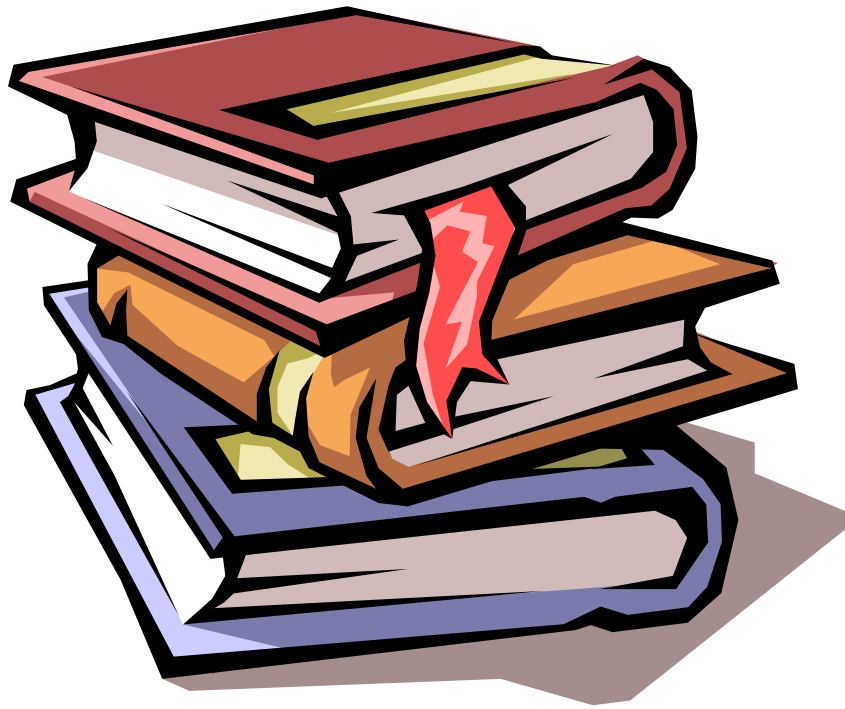
The primary goal of the TPCP is to prepare and certify successful teachers so that the best possible instruction will be offered to students, teachers will be motivated to return to the classroom, and teachers will be self-confident professionals.

The TPCP Intern/Mentor Handbook was developed to facilitate the internship process.

The Education Service Center – Region 19 Teacher Preparation and Certification Program complies with the provisions contained in the USDE rule (34 CFR 200.56 (a)(2)(ii). Candidates in this program who have demonstrated subject area mastery under “No Child Left Behind” and related USDE rules can be hired by school districts and considered “highly qualified” in accordance with applicable federal law.

*State Board for Educator Certification
July 2003*

Code of Ethics



Code of Ethics and Standard Practices for Texas Educators

19 Texas Administrative Code Chapter 247

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 knowingly 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 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.
- (F) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.
- (G) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
- (H) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
- (I) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.
- (J) Standard 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.
- (K) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled

substances and/or abuse of prescription drugs and toxic inhalants.

- (L) Standard 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.

- (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.

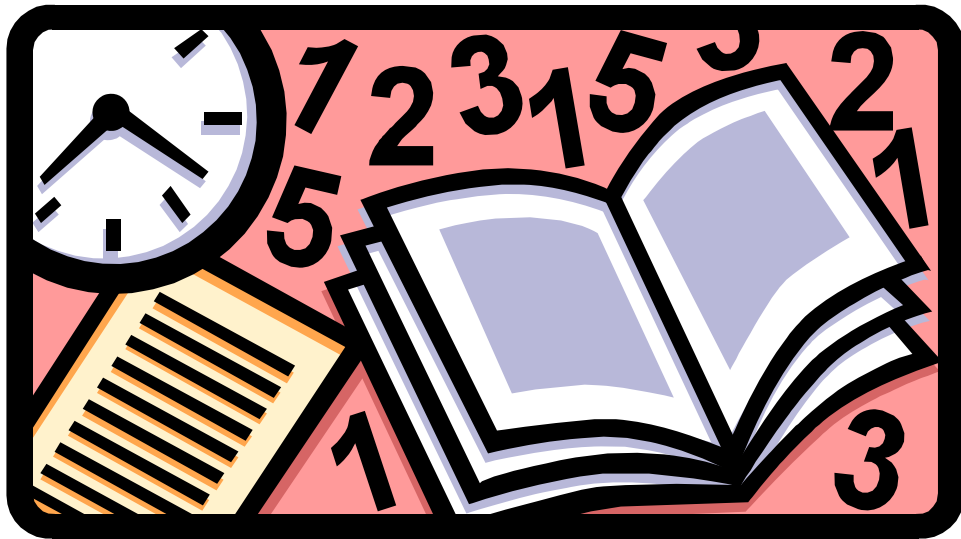
(3) Ethical Conduct Toward Students.

- (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 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

Program Information



Program Requirements

Training

All training is delivered in the workshop/on-line format and training credit is recorded in clock hours for program purposes. Attendance and cooperation in all training sessions is required for successful completion of the program. Documentation of attendance and participation at each session will be on file in the TPCP office. Training has been designed to provide interns with experiences and information needed for the first year of teaching. Training delivery is intended to be appropriate to the certification field and yet broaden the instructional perspective. Teaching strategies presented are appropriate for teachers of all grade levels or instructional arrangements. If an intern is experiencing difficulty in a specific area, a conference will be scheduled, a Growth Plan developed and time lines for remediation established.

It is expected that interns conduct themselves in a professional manner, which includes being punctual for the beginning of training sessions and after each break. Excessive breaks, or time out of training, may result in an intern receiving a partial absence. Attendance at the entire training session is required. An individual conference can be scheduled if there is a need to discuss any of the program expectations.

Interns may bring food or drinks into the training rooms provided they do not interfere with the learning process and/or participation. Individuals are expected to dispose of all trash by the end of the training session. Interns should not use breaks to leave the service center in order to purchase food. (see Late to Class Policy)

Interns are to dress professionally for all training sessions unless otherwise advised by the TPCP staff. Cell phones and beepers must be turned off or on silence mode during all training sessions as a courtesy to the other interns and the presenter.

Due to limited space and safety concerns, guests are not permitted at training. Guest include children, spouses, friends, etc.

Absence From Training

It is expected that all training sessions be attended. The intern must call the TPCP office if an absence is anticipated. **An absence is defined as missing a scheduled training session due to illness or emergency.** Open house night or parent-teacher conference events are excused and will not be counted as absences if the intern provides documentation in support of the event. A school event conflicting with a scheduled training session and in which the intern's participation is voluntary will not be excused and will be counted as an absence. The intern is responsible for collecting notes and materials from a classmate upon returning to class. *Attendance sign-in sheets are auditable by the State Board for Educator Certification.*

If an intern is absent from training more that 6 hours (two (2) evening sessions or one (1) Saturday), then the intern will be placed on a Growth Plan and may be required to extend the internship for at least one semester. If an extension is approved, then the certification process is delayed. Interns will be responsible to pay for the Probationary Certificate for

an extension due to missed training. Program requirements must be concluded by the end of the second program period.

Make-up training must be submitted to the TPCP office on a Make-Up Training Form. For an intern to receive credit for the make up training it must **first** be approved by the TPCP Program Manager or Facilitator. An intern is required to double the amount of the original training in order to receive credit for the make-up training.

Example: Missed one (1) three (3) hour Learning Styles Training. Six (6) hours Of Learning Styles is needed in order to make-up this absence.

Late to Class Policy

An arriving late to class policy has been established as a courtesy to other interns and the presenters. Please allow extra time for traffic, parking, etc. Sign-in sheets will be collected promptly at 6:00 p.m. After an intern is marked three (3) times late to class the result will be 1 session absence on the intern's attendance record. *Attendance sign-in sheets are auditable by the State Board for Educator Certification.*

Observations

Interns will be released one half day each six weeks for observation of the mentor or another master teacher which is similar in instructional arrangement. These required observations are to be documented and debriefed between the mentor and intern. Documentation is to be submitted to the TPCP office upon completion. The observation document and due dates are enclosed.

Mentors will be released one half day each six weeks to observe and work with the intern. Documentation is to be submitted to the TPCP office upon completion (See schedule on observation sheet). Additional observation time may be recommended by the mentor.

Dismissal

In the event a principal and/or district administrator recommends that an intern discontinue the program during the school year or the intern resigns from a district, a meeting of the TPCP staff, district personnel and intern will be called to discuss the situation.

The school district has the option to dismiss an intern on a Probationary Certification at any time during the year. Every effort will be made to resolve the problems, but the district, being the employing agent, has the final decision.

The TPCP staff, in conjunction with Advisory Committee, may dismiss an intern if he/she does not provide a safe environment for children (i.e., classroom management is such that a student may be in danger, either emotionally or physically) or his/her performance outside the classroom is a detriment to the total campus atmosphere.

The TPCP intern is responsible for all fees according to the amount of services provided

up to the point of dismissal.

Due Process

An infraction of any of the criteria listed will result in the intern being placed on probation. The program manager and/or district administrator will develop a Growth Plan to meet the individual need of the intern and the district. These include:

- failure to make up training following approved absence beyond the two (2) allowed for evening training and one (1) allowed for Saturday training
- insubordination, unprofessional behavior toward program or district personnel
- failure to submit documentation of all observations
- classroom incompetence based on appraisal results and evaluations by the building principal, TPCP observer, or TPCP staff
- failure to comply with general school rule or policy, which leads to concerns by the building administrator. This applies to actions outside the classroom as well as in the classroom.
- violations of the Texas Educator's Code of Ethics
- falsification of information.

Failure to comply with a Growth Plan will result in dismissal from TPCP. The intern has the right to appeal the decision to the TPCP Program Manager within five (5) working days from the date of the dismissal notice. Upon receipt of written request for further appeal, the TPCP Program Manager has ten (10) working days to schedule a hearing with the ESC Deputy Director. In the event the intern disagrees with the decision of the ESC Director of School Services, he/she has ten (10) working days to request a hearing with the ESC Executive Director. The Executive Director is the final avenue of appeal at the ESC.

Continuing Intern Status

In the event an intern is not employed at anytime during the school year he/she will be placed on non-teacher status. Upon employment with a district, the intern status will be reinstated. During the time an intern is not employed, he/she must continue to attend training and fulfill all other program requirements.

Changing Certification Areas

An intern is admitted into the TPCP based on a transcript evaluation. Pre-service instruction is specific to the certification area. Interns must complete a one-year teaching internship during their program. This teaching internship must be completed in the area for which they are being certified. For these reasons, applicants may not change certification areas once they have started their pre-service training.

Recommendation for Certification

The ESC - 19 TCPC staff and the participating district jointly recommend the intern for certification contingent upon the following conditions:

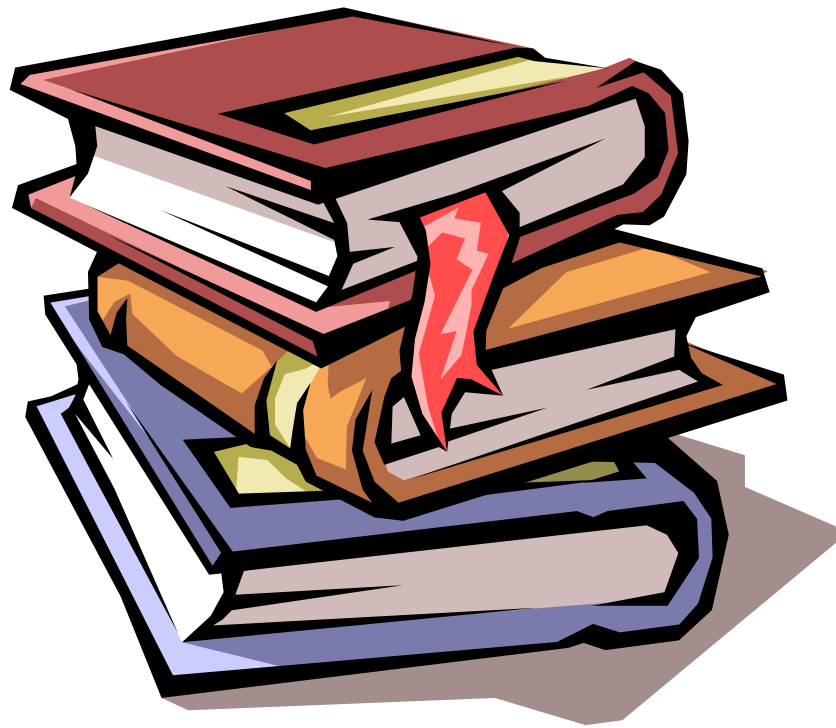
- complete all training

- score at "Proficient" or above on the PDAS
- have passing score(s) on TExES test(s) [note; TOPT is required of bilingual candidates]
- complete all observation requirements
- complete extension or professional growth plan requirements
- receive joint recommendation from the principal, TPCP staff, and TPCP Advisory Committee
- create and complete a professional portfolio.

Extended Internship

In the event an extension is recommended the intern will teach a second year with the support of a mentor and TPCP staff. The intern will be expected to improve in the specific areas noted on the recommendation for extension. Neither the district nor the TPCP Program is responsible to provide employment for an intern who is extended.

Program Fees





**Education Service Center – Region 19
Teacher Preparation and Certification Program**

Program Fees

Application Fee	\$ 50.00
TASP/THEA Test	\$ 29.00 + \$11.00 registration
Transcript Evaluation Fee	\$ 25.00
Tuition	\$4000.00
TExES Content Exam	\$ 120.00
TExES PPR Exam	\$ 120.00
LOTE (Bilingual Only)	\$ 120.00
Probationary Certificate	\$ 52.00
Standard Certificate	\$ 77.00
Fingerprinting SBEC	\$ 47.00
Fingerprinting Identix	\$ 9.95

(Fees are set by the Texas Education Agency and are subject to change)



Education Service Center – Region 19
Teacher Preparation and Certification Program

Program Fees

What's due when?

<u>Due February 4, 2011</u>	<u>Pre-Service I – All Interns</u>
Training and Support	\$500.00

<u>Due May 27, 2011</u>	<u>Pre-Service II – All Interns</u>
ESL, Bilingual and Special Education Supplements Training and Support	\$500.00

<u>Due June 30, 2011</u>	<u>Pre-Service III – All Interns</u>
Training and Support	\$500.00

<u>Due During Internship year</u>	<u>On-Going Training and Support</u>
Hired Interns - Electronic Bank Payment of Tuition (over 10 months) for hired interns	

Interns Student Teaching – remainder of tuition over 5 months (September – January)

Interns Not Hired or Student Teaching - \$500.00 due September 2, 2011 (training September – December)

Student Loan Information

El Paso Teacher Federal Credit Union
843-8328



Teacher Preparation and Certification Program

Extension Fees

<u>Option</u>	<u>Reason for Extension</u>	<u>Related Expenses</u>	<u>Amount</u>
1	Requested by District Low Scores on PDAS	Program Manager Mentor Observer Administrative Fees Extension Cert.	\$700.00 Per Semester \$50.00

This amount is to be paid in 5 installments the first one due the first day of the month the extension begins and must be completed by the last day of the semester in order to apply for certification.

2	Delinquent Fees	Program Manager Administrative Fees Extension Cert.	Balance Owed Plus 15% of Balanced Owed (max. 1 semester) \$50.00
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This amount is to be divided into 5 installments the first one due the first day of the month the extension begins and must be completed by the last day of the semester in order to apply for certification.

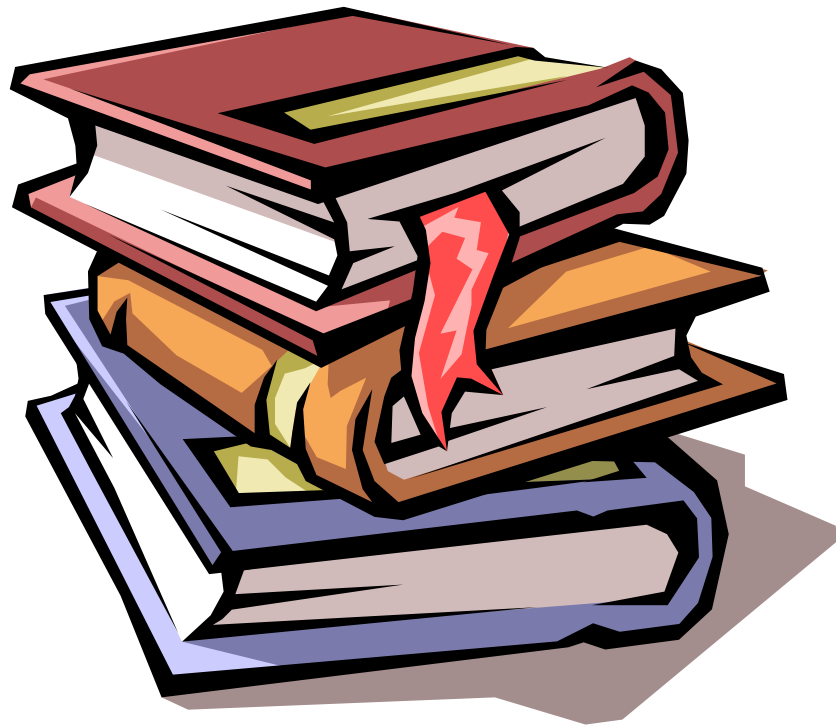
3	Failed TExES Exam(s)	Review Sessions Program Manager Extension Cert.	\$50.00 per session \$50.00
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This amount is due to the TPCP office prior to any scheduled review session.

4	Training	Program Manager Administrative Costs Extension Cert.	\$50.00 per session \$50.00
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This amount is due to the TPCP office prior to any scheduled make-up training sessions.

Delineation Of Responsibilities



Delineation of Responsibilities

Administrator

- Complete the Principal Agreement and return it to the TPCP office.
- Complete principal checklist.
- Assign a mentor according to state and ESC - Region 19 TPCP requirements, to assure mentoring effectiveness. Mentors shall be in the same content area or grade level and on the same campus as the intern. (If a mentor is not available on a particular campus, the principal will assign a campus teacher as a “buddy” for the intern to assist the intern while on the campus and the TPCP staff will assist in locating a mentor of the same content area.)
- Provide six (6) days (exclusive of conference/planning periods) of release time for both interns and mentors to observe /consult with each other.
- Provide release time for the intern to attend selected training at ESC - Region 19.
- Verify satisfactory completion of the intern/mentor observations by signing the "Intern/Mentor Release Time Verification" form.
- Perform “walk throughs” of intern’s classroom in addition to district evaluation observations.
- Notify TPCP Program Manager in the event that an intern needs assistance. The TPCP program is an ESC – Region 19 program, and assistance may be provided by the TPCP Program Manager or other ESC - Region 19 staff.
- Appraise intern using district-approved appraisal system. Provide the TPCP office with a copy of the fall evaluation and the summative spring evaluation.
- Recommend the intern for certification to ESC – Region 19 on the form provided by the staff of the TPCP office.

Observer

- Observe and confer with the intern at least two times during the first semester and once during the second semester.
- Contact the mentor at least once every twelve weeks to review the intern's progress.
- Confer with the principal at least once every twelve weeks to review the intern's progress.
- Provide or arrange for additional guidance for the intern, if necessary.
□
- Review all intern and mentor reports.
- Provide the TPCP Program Manager information regarding interns' progress.
- Attend advisory/observer meetings.

Intern and Mentor

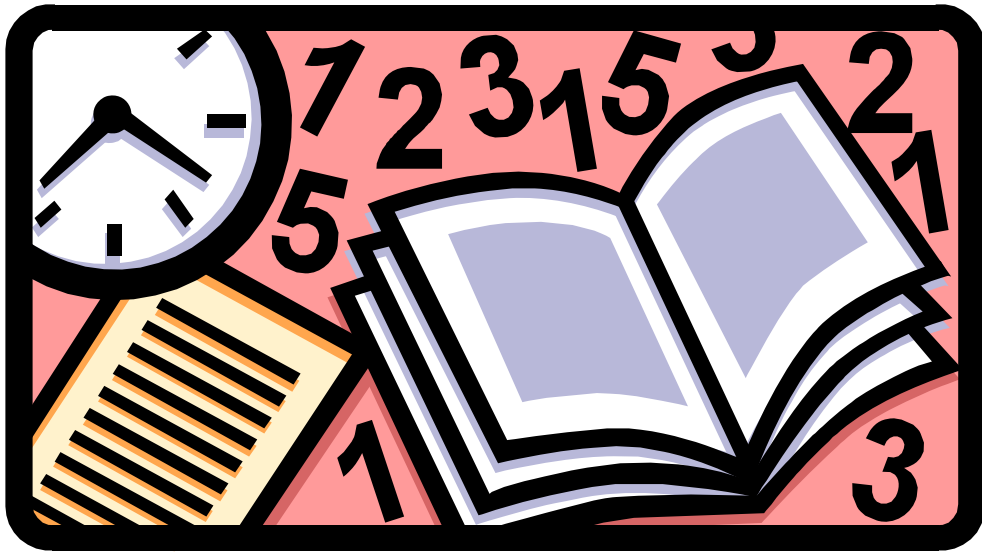
Intern

- Sign and return the Handbook Agreement Form.
- Sign and return the Internship Agreement Form.
- Sign and return the Payroll Deduction Form. (if applicable)
- Observe mentor or other teachers during release time (not conference periods) once every six weeks (6 observations).
- Submit observation forms the last working day of each six weeks.
- Attend all trainings.
- Complete and submit the intern/mentor observation schedule (the last month of the internship).
- Be a role model of a professional teacher.
- Be a contributing member of the campus and district.
- Teach one school year as a teacher of record.

Mentor

- Sign and return Mentor Agreement Form.
- Complete the Intern and Mentor Orientation Checklist.
- Attend orientation seminar.
- Complete mentor online training as specified by state law, the State Board for Educator Certification and required prior to recommendation. A 6 hour annual update is required for mentors whose original training took place 12 or more months ago.
- Meet regularly with intern, both formally and informally.
- Observe the intern during release time (not conference periods), once every six weeks (6 observations).
- Guide the intern through the daily operation of the school.
- Assess the professional needs of the intern.
- Observe the intern's teaching and provide feedback.
- Demonstrate lessons for the intern.
- Arrange for the intern to visit other classrooms.
- Be a role model in all aspects of professionalism.
- Support and counsel the intern.
- Participate in professional development activities.

Intern Information



The Internship Year

Before beginning the internship year:

- Complete file in TPCP office including official transcripts.
- Attend orientation training.
- Complete Internship Agreement Form and the Intern Handbook Agreement Form and return the white copy to the TPCP office.
- Arrange for full payment of tuition with the TPCP office.

During internship year:

- Apply to the State Board for Educator Certification for your Probationary Teaching Certificate. Complete fingerprinting requirements. (see pages 29-32 for instructions)
- Submit any changes (address, phone, name, etc.) pertaining to your files to the TPCP office. (TPCP Change In Person File Form)
- Establish working relationship with mentor. Your mentor is your advocate, **not an evaluator.**
- Complete Intern/Mentor Orientation Checklist with mentor soon after your internship year begins.
- Complete six observations of your mentor and six observations by your mentor.
- Place observation documents in you TPCP folder to meet deadlines.
- Enter signatures, dates, and times for each observation done by mentor and intern on Mentor/Intern Observation Log; principal signs, then places in TPCP portfolio by the end of April or your teaching internship.
- Attend all training.
- Any variation of monthly training must be reported on the TPCP On-Going Training Verification form and signed by the instructor.
- Attend mandatory TExES reviews.
- Send district appraisal to TPCP office.
- Maintain a professional portfolio.

Upon completing internship year:

- Apply for Standard License through the State Board for Educator Certification and returning remittance form appropriate fee to the TPCP office.

Intern Checklist

The following requirements must be met for completion in the Teacher Preparation & Certification Program. Please use them as a checklist for reference throughout the year.

1. Verification of acceptable basic skills scores on TASP or THEA. A copy must be on file in the TPCP office before the program begins.
2. Official transcripts must be on file. These must be provided to the TPCP before the program begins.
3. Documentation of 40 contact hours of observation in the classroom must be on file by February 25, 2011.
4. Arrangements for payment of fees must be made February 4, Attendance is required at all TPCP training.
5. Punctuality is required for all training sessions.
6. An appraisal score of “proficient” (or comparable) or higher should be documented by building principal and filed at the TPCP office.
7. A passing score is required on all TExES tests in your certification area (also TOPT for bilingual candidates).
8. You will need to read, ask questions to clarify understanding and keep your handbook up to date. Your handbook is a living document and is subject to revision. Agendas will be provided as needed. You are expected to add/remove pages when advised by TPCP staff members.

The intern is responsible for all documentation except TPCP staff reports. The request for certification will be delayed if all documentation is not in the professional folder by May, 2012 or the end of your teaching internship.

Certification and Legal Status

When a teaching position is secured and prior to the first day of instruction with students, the intern must apply for a Probationary Teaching Certificate. This should be done in July. After the intern has applied for the certificate, the TPCP program manager will certify with SBEC that the intern is recommended to receive a probationary certificate. The cost to apply for the certificate is \$52.00, paid by the intern. There is also an additional state fee of \$47.00 for fingerprinting and a national criminal history check for each person applying for any initial certification after October 1, 2003. An additional charge of \$9.95 is also necessary for taking the fingerprints at Identix.

The Probationary Certificate enables the intern to be considered the “teacher of record,” with all rights, privileges, and responsibilities of any other first year teacher in Texas. A person completing an alternative certification program is viewed as having the same first year probationary status as a teacher who has successfully completed all the requirements of an approved teacher education program at an institution of higher education. Texas law recognizes TPCP teacher status as being one that affords an individuals hired by a district all the benefits of any other probationary teacher within the district.

Interns completing the Teacher Preparation and Certification Program are placed on a Probationary Teaching Certificate (issued by the State Board for Educators Certification) in order to teach during their internship year.

At the completion of the internship year of teaching and upon fulfilling all program requirements, an intern can apply for their Standard Teaching Certificate. This certificate is good for 5 years and costs \$77.00. At the renewal of this certificate a teacher must show an accumulation of 150 hours of staff development.

Steps to Apply for Probationary Teaching Certificate

1. Go to the Region 19 website: www.esc19.net or the State Board for Educator Certification website: www.sbec.state.tx.us
2. Region 19 Website: Double click on “Links”
3. Region 19 Website: Double click on “State Board for Educator Certification”
4. TEA : Double click on “Educator Log-in /Account Set up”
5. Double click on “New User? Create a New Account”
6. Once you have created an account, click on “Applications.”
7. Select “Probationary Certificate”
8. Select “Apply for Certificate”
9. Answer questions on affidavit. Entity: Region 19 Education Service Center Subject: (select one and type in) Generalist EC-6, Generalist 4-8, Math 4-8, Math 8-12, Social Studies 4-8, Social Studies 8-12, Science 4-8, Science 8-12, English Lang. Arts and Reading 4-8, English Lang. Arts and Reading 8-12, Special Education, etc.
10. Make sure you select Region 19 and click continue
11. Select “Pay Fees On-line Now” Pay for your P
12. fingerprints (\$47.00) and your certificate (\$52.00)
13. The State Board for Educator Certification will send you a document (FAST pass) that will allow you to use the digital services.
14. This certificate is good for one year from the first day you started with students.
15. It is the responsibility of the educator to keep their information current on this website.



Education Service Center – Region 19

6611 Boeing Drive
El Paso, Texas 79925

State Board for Educator Certification Fingerprint Requirement for Certificates

SBEC AND TEA TO UTILIZE DEPARTMENT OF PUBLIC SAFETY'S FAST PROGRAM FOR COLLECTION OF FINGERPRINTS posted 6/7/06

As many of you know the Department of Public Safety (DPS) has entered into a contract with a private vendor (L1-ID Services) to provide a digital fingerprinting service to those individuals that require fingerprinting for state licensing purposes in Texas. This includes applicants for educator credentials. The program is known as Fingerprint Applicant Services of Texas (FAST) and will be implemented statewide in Spring 2006. We are very encouraged by this and wish to seek your help in encouraging applicants to use this new service. SBEC will begin using the FAST today, June 7, 2006, at 5:00 p.m.

Since October 1, 2003 new applicants for educator credentials have been required to submit fingerprints to the State Board for Educator Certification (SBEC) so that a national criminal background check can be conducted by the FBI. The vast majority of these fingerprints have been in the form of the conventional inked and rolled method, that are routed to DPS and the FBI through SBEC. There have been many problems associated with this process that center around the quality of the prints obtained by this method (a rejection rate for quality of 25%) and cards being lost in the mail. These delays have caused numerous problems for all parties involved. It is our belief that by utilizing the DPS' contractor (L1-IS service), the fingerprint process will vastly improve, resulting in a much shorter amount of time required for an applicant to complete the fingerprint process.

A few facts about the new process:

- SBEC cannot require that an applicant use the DPS vendor, but strongly encourages them to do so.
- SBEC will require all applicants that choose to use the vendor to pay their fingerprinting fees (\$47) online.
- The applicant will be required to pay their fingerprint fees (online) prior to being able to use the vendor's digital services.
- The applicant will receive an email from SBEC that will contain a document (FAST pass) that will allow them to use the vendor's digital services.
- The applicant will be required to make an appointment with the vendor and present the document (FAST pass) at their fingerprint appointment.
- Applicants will be required to pay the vendor a fee of \$9.95 for the fingerprinting service.

- The rejection rate guaranteed by the vendor is 2% as opposed to the 25% rejection rate for inked and rolled prints.
- The average turn around time for completion of the digital fingerprint process is 3-5 days as compared to the average turnaround time of two weeks currently being experienced by the Fingerprint Division for inked and rolled fingerprints.
- The service is offered at 55 locations currently with additional sites anticipated. For a list of current sites go to:
http://www.t1id.com/index.php?option=com_content&task=view&id=262&Itemid=314

You have two options for providing your fingerprints to SBEC.

Option ONE (*highly recommended*)...

is the electronic submission process using the Texas Department of Public Safety's approved vendor (formerly Identix). This method provides for the electronic capture and submission of your fingerprints and is the fastest and highest quality option available (rejection rate for quality is 2%). The turnaround time for SBEC to receive a copy of your completed criminal history background from the Texas Department of Public Safety and the Federal Bureau of Investigations averages 3-5 days. The requirements for this option include acknowledged receipt from SBEC of payment of the criminal background check fee of \$47.00 and a working, individual email account. For more detailed information on this process, [click here](#).

Option TWO (*not recommended*)...

is the ink fingerprint process using cards provided by SBEC. This is the standard collection of fingerprints by inking and rolling. This is a more time consuming process with often inferior results (rejection rate for quality is approximately 25%). The turnaround time for SBEC to receive a copy of your criminal history background from the Texas Department of Public Safety and the Federal Bureau of Investigations using this method varies widely ranging from a matter of days to months. The requirements for this option include acknowledged receipt from SBEC of payment of the criminal background check fee of \$47.00. For more detailed information on this process, [click here](#).

Frequently Asked Questions - Fingerprinting updated 6/11/07

To help assist you with questions you may have using the system, please read the following Frequently Asked Questions before contacting our support center.

1. Who will be required to undergo a national criminal history background check?

Beginning October 1, 2003, the State Board for Educator Certification (SBEC) will require applicants for an initial credential, including a standard certificate, probationary certificate, educational aides, one-year certificate, temporary teaching certificate or permit to undergo a national criminal background check by submitting fingerprints for review.

2. Will currently certified Texas educators be required to undergo a national criminal background check when they apply for additional certification or at the time of renewal of a standard certificate?

No.

3. How will the national check be run?

A national criminal history background check can only be run by the FBI. The FBI can only conduct a national criminal history background check by comparing the applicant's fingerprints to a data base containing the fingerprints and corresponding criminal history information for more than 47 million subjects.

4. Where does an applicant go to get fingerprinted?

Option ONE (*highly recommended*) is to utilize Fingerprint Applicant Service of Texas (FAST), which is a Texas Department of Public Safety's program that provides electronic capture and submission of your fingerprints through live scan technology. This is the fastest and highest quality option available (rejection rate for fingerprint quality is 2%). The turnaround time for SBEC to receive a copy of your completed criminal history background from the Texas Department of Public Safety and the Federal Bureau of Investigations averages 3-5 days. If you choose the FAST option, you will be required to pay for your fingerprint fees (\$47) electronically by credit (or debit) card or check and to have a working, individual email account. You will not be able to utilize FAST until you have paid your fingerprint fees online and received acknowledgement from SBEC of that payment. Once payment is received and confirmed you will receive an email from SBEC that will include detailed instructions on using the FAST service. Electronic submission of fingerprints replaces the process of recording an individual's fingerprint patterns manually through a rolling process using ink and a standard 8" x 8" fingerprint card. This enables the electronic transfer of the fingerprint image data, in combination with personal descriptor information, to the Department of Public Service (DPS) and the Federal Bureau of Investigations (FBI). This transfer of information takes place in a matter of seconds, instead of days required to send hard copy fingerprint cards through the U.S. mail.

Option TWO (*not recommended*) is the ink fingerprint process using cards provided by SBEC. This is the standard collection of fingerprints by inking and rolling. This is a more time consuming process with often inferior results (rejection rates for quality is approximately 25%). Prints must be taken by someone experienced in rolling fingerprints.

5. What is the cost to have the fingerprints taken?

If you choose [Option One](#) above, the cost for taking the fingerprints is \$9.95 and must be paid to L1-ID services at the time of your fingerprint appointment.

If you choose [Option Two](#) above the cost varies from agency to agency. As a result, it is difficult for SBEC to state definitely how much this service may cost.

6. Are there additional costs for the national criminal background check?

Yes. In addition to the fee paid to L1-ID services or the local law enforcement agency to roll fingerprints, there is a non-refundable \$47 fee that must be paid directly to SBEC. This fee is in addition to the fee charged for issuance of the credential, and will cover the costs of processing the fingerprints by DPS and the FBI. This fee must be paid online with an electronic check, credit card or debit card if you have chosen [Option one](#), by going through the SBEC website at www.sbec.state.tx.us.

7. Will applicants who were fingerprinted as a requirement for certification in another state be exempt from the national background check required by SBEC?

No. All initial applicants for a credential, including those applicants applying for an

initial educator credential in Texas based on holding an educator credential in another state or in a foreign country must undergo a national criminal background check through the Texas Department of Public Safety and the Federal Bureau of Investigations.

8. What happens if the results of the fingerprint process reflect any criminal offense record?

If the results of your fingerprint processing reflect any criminal records or if you report a record on your application for a Texas educator certificate or permit, your file will be referred to the SBEC Office of Professional Discipline for review. That office will contact you regarding information needed to review your records for determination of eligibility for a Texas educator credential. Issuance of the credential will be determined by the results of this review.

Steps to Apply for Standard Teaching Certificate

1. Go to the Region 19 website: www.esc19.net or the State Board for Educator Certification website: www.sbec.state.tx.us
2. Region 19 website: Double click on “Links”
3. Region 19 website: Double click on “State Board for Educator Certification”
4. TEA website: Double click on “Educator Login/Account Set Up”
5. Double click on “New User? Create a New Account”
6. Enter: Last Name
7. Enter: Social Security Number
8. Enter: Date of Birth
9. Double click on “Search”
 - a. Complete any information regarding yourself: address, phone, email, etc.
10. Double click on “Applications”
11. Double click on “Standard Certification”
12. Double click on “Apply for Certification”
13. Answer questions on affidavit. Entity: Region 19 Education Service Center
Subject: (select one and type in) Generalist EC-6, Generalist 4-8, Math 4-8, Math 8-12, Social Studies 4-8, Social Studies 8-12, Science 4-8, Science 8-12, English Lang. Arts and Reading 4-8, English Lang. Arts and Reading 8-12, Special Education, ESL, Bilingual Supplement.
14. Double click on “Apply”
15. Pay on-line with electronic check or credit card. You will not be recommended for certification until you have paid.
16. This certificate is good for five years. It is the responsibility of the educator to keep their information current on this website.

Intern Support Team



Intern Support Team

Each intern participating in the TPCP is provided the support of professionals throughout the internship.

ESC – Region 19 Director Alternative Education

The TPCP Program Director is employed by the ESC – Region 19 to provide training, technical support, and support to interns, mentor teachers, campus administrators and district personnel. The Program Director makes one (1) on-site visit during the internship to observe performance in the classroom. The TPCP Program Director also meets with the campus administrator and mentor teacher to discuss progress and/or areas of concern as needed.

ESC – Region 19 TPCP Asst. Program Manager

The TPCP Asst. Program Manager is employed by the ESC – Region 19 to assist in the management of the TPCP program by provide training, technical support, and support to interns, mentor teachers, campus administrators and district personnel. The Asst. Program Manager makes one (1) on-site visit during the internship to observe performance in the classroom. The TPCP Asst. Program Manager also meets with the campus administrator and mentor teacher to discuss progress and/or areas of concern as needed.

ESC - 19 TPCP Program Observers

The TPCP Program Observers are individuals employed by ESC – Region 19 to provide support to the intern. They bring a variety of expertise and assistance to the intern. The TPCP Observers are assigned to meet with the interns at a fall/spring for an orientation meeting. They will visit each intern two (2) times during the first semester and two (2) time during the second semester. These visits will assist and document performance in the classroom. Additional visits will be conducted for interns needing additional assistance in the classroom.

Campus Administrator

The campus administrator is employed by the school district and is normally the campus principal or assistant principal. The assistance offered by the administrator includes providing campus level program supervision and support. The administrator will also complete walk-throughs on a regular basis and complete a district appraisal for each intern. The campus administrator will recommend the intern for certification.

Mentor Teacher

The mentor teacher is employed by the school district. The duties of the mentor teacher include working with an intern who has little or no classroom experience. The mentor provides support to the intern throughout the school year. The relationship of the two is critical to the success of the intern. The relationship is supportive and formative; it is not evaluative. Mentor teachers should be able to demonstrate competencies in planning and delivery, management and assessment, and professional leadership. Mentor teachers also provide feedback to the intern. Typically the mentor teacher is assigned by the building principal with assistance provided by ESC - Region 19 staff.

Program Presenters

TPCP Program Presenters are selected based on their knowledge of the subject they present to the interns. Many are leading practitioners in their field of expertise in classrooms throughout El Paso. Several of the TPCP presenters are former interns of the ESC – Region 19 program. They are employed by ESC – Region 19 to provide the intern support by training the “Beginning Teacher Standards for Texas.” These standards are the curriculum of the ESC – Region 19 TPCP.

ESC - 19 Staff

The Education Service Center – Region 19 has many departments the TPCP relies on for their expertise. These departments include: School Services, Special Education, and Technology. Also available at ESC – Region 19 is the School Zone. Interns are asked to pay any TPCP fees in this department. Interns will also find a variety of services for purchase including: school supplies, copies, and laminating.

TPCP Secretaries

The TPCP has two (2) full time secretaries employed by ESC – Region 19. These secretaries can assist interns in many ways. If they don't know an answer to your question or concern, they will get one for you.

Your Portfolio



Creating Your Portfolio

Your portfolio will be systematic collection of artifacts and reflective entries to share

- ◆ *in an interview*
- ◆ *with colleagues*
- ◆ *with TPCP facilitators and instructors*

To show that you have the necessary tools, knowledge and interpersonal skills to facilitate students success in your teaching field. Your portfolio will show that the TPCP has provided the guidance and training necessary for you to be the best choice as teacher of record. A portfolio will also help you identify strengths and set professional growth targets.

Portfolio Guidelines

Portfolios will be organized by following the state's learner-centered teacher proficiencies. Provide artifacts such as photos, copies of student work, tests, journal entries, and other items pertaining to that standard. Photos should be mounted. All work should be computer-generated.

- ◆ It should be a reflection of your year of teaching.
- ◆ It should be neatly and professionally presented in a ring binder.
- ◆ It should be computer-generated. (No handwritten portfolios will be accepted.)
- ◆ It should have 4 sections to reflect the Standards for New Teachers in Texas.

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.

1. Develop a mission for your students' overall achievements.
2. Develop student-oriented goals and instructional strategies to meet your goals.
3. List your strengths and your target areas of growth. Use this to determine your training choices by the needs you have in the classroom and as a teacher.
4. Develop a list of teaching strategies for each of the following areas: higher order thinking, active learning, student creativity, student choices, technology, meeting individual needs. Collect student evidence and teaching evidence
5. Develop a plan to track student academic progress throughout the year. Provide evidence of this plan.
6. Include a statement of how you will address TEKS objectives in

your classroom and samples of lesson plans or units with TEKS objectives clearly identified.

Standard II

The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

1. Describe the diversity in one or more of your classes. Types of diversity include gender, ethnicity, socioeconomic levels, religious beliefs, academic abilities, etc. Include in this description how this diversity impacts your lesson design and teaching.
2. Create a list of projects and special activities, which create cross-cultural experiences and provide a list of books, websites, and community resources to complete the list.
3. Develop an equitable discipline plan.
4. Create a list of modifications that can be used to modify instruction to meet individual student needs. Explain how each modification creates success for a certain type of learner.
5. Explain how you will develop a community of learners in your classroom. How are you as a teacher creating resilient individuals for society?

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.

1. Create a system for parent communication and documentation, including samples of phone logs, letters, discipline forms, weekly newsletters, or other forms of communication. Describe your system for managing this documentation.
2. Write your philosophy of education, including how this philosophy will be reflected in your teaching, your discipline management plan, your contact with parents, your work with your colleagues and your school community.

Standard IV

The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

1. Read and respond to 10 professional articles. Responses should be at least one page. A book may be substituted for 3 articles*
2. Create a narrative describing what you gained from your first year of teaching.

** Sources for articles may include professional journals, educational web sites, or news magazines. The following are examples of appropriate sources: Education Leadership, Education Week, ERIC Digests, Time, or Newsweek. Respond to the reading using the following guidelines.*

- *Why do you agree or disagree with the article/book?*
- *Why did you find the article/book interesting?*
- *What are the implications for your educational setting?*
- *Is the point of view of the author consistent with your educational philosophy, why or why not?*

Intern Observation Forms

www.esc19.net/teacherprecertification



INTERN/MENTOR LOG OF OBSERVATION

Intern's Name _____

Please post monthly.

	Date/Time	Teacher's Signature	Subject	Campus
SEPTEMBER	_____	_____	_____	_____
OCTOBER	_____	_____	_____	_____
NOVEMBER	_____	_____	_____	_____
JANUARY	_____	_____	_____	_____
FEBRUARY	_____	_____	_____	_____
MARCH	_____	_____	_____	_____

LOG OF MENTOR'S OBSERVATION

Mentor's Name _____

Please post monthly.

	Date/Time	Teacher's Signature	Subject	Campus
SEPTEMBER	_____	_____	_____	_____
OCTOBER	_____	_____	_____	_____
NOVEMBER	_____	_____	_____	_____
JANUARY	_____	_____	_____	_____
FEBRUARY	_____	_____	_____	_____
MARCH	_____	_____	_____	_____

Principal's Signature: _____

Date: _____

REPORT DUE LAST WORKING DAY OF 6TH SIX WEEKS

Intern's Name _____ Mentor's Name _____

ORIENTATION CHECKLIST

Intern/Mentor

Please discuss the areas listed below, complete the form, make a copy, and send the original to TPCP office with your first observation form.

General Policies/Procedures

What is the teacher dress code?

What are the procedures for lunchtime?

What are the policies when I need to leave my classroom?

What are the procedures for library time?

What is the school policy concerning leaving campus for work programs?

What is the school procedure for handling discipline problems?

What is the procedure for referring a student who seems to have a learning problem?

Administration

What are the names and responsibilities of the administrative team?

What are the names and responsibilities of the office staff?

Textbooks

How do I obtain teacher editions, curriculum guides, and software correlated to the textbooks?

What textbooks are available, and how are they obtained?

What is the textbook accountability system?

Is there a school policy regarding the use of workbooks?

Lesson Plans

What is the format, etc. for lesson plans?

To whom are lesson plans given and when?

Grade Book

What suggestions does the mentor have regarding grade books?

Does the campus have a computer with grade-book software?

Parent/Teacher Communication

How and when do I inform parents regarding their child's performance?

What is my responsibility for conferencing with a parent?

What are the policies and procedures for using regularly scheduled, written communication with parents?

What are the procedures for sending report cards?

Community Involvement/Extracurricular Activities

What community groups are involved in the schools?

What extracurricular activities are teachers expected to attend?

Student Records

Where do I obtain students' records that will give me a better understanding of my students?

Under what conditions are students allowed to leave school during the school day?

What is expected of students regarding permits to class, hall passes, tardy permits, etc.?

Teacher Attendance Policies

Whom do I call if I must be absent, and how do I notify the school of my return?

At what times does my work day begin and end?

What are the sign-in procedures?

What if I am going to be late or leave early?

Getting Ready for the First Day

Where are the technology materials located, and how are they obtained?

Intern's Name _____

How do I secure the services of the nurse?

What procedures do I follow to refer a student who has special needs?

School and Classroom Management Procedures and Policies

What are the guidelines regarding PDAS and whom do I contact about the expectations for the evaluation?

What are the expectations for my classroom management?

What are the discipline-management policies?

How does the Student Handbook address the students' code of conduct?

Does the school send home a Student Handbook and when?

What are the homework and testing procedures?

**Copy to: TPCP Program Manager
Campus Principal
TPCP Intern Teacher
TPCP Observer
Mentor**



FIRST INTERN OBSERVATION REPORT

(To be completed by intern teacher)

Date: _____

Name: _____

Time In: _____ Time Out: _____

Teacher Observed: _____

School/Campus: _____

Subject(s) Observed: _____

RECORD OF CLASSROOM ACTIVITIES YOU OBSERVED.		
Learning Activities/Teaching Methods Observed	Discipline/Behavior Management Methods Observed	Comments
List one or more activities, bulletin boards, room arrangement, classroom management techniques, organizational ideas, etc. you plan to use.		
REPORT DUE LAST WORKING DAY OF 1ST SIX WEEKS		

Copy to: TPCP Program Manager
 Campus Principal
 TPCP Intern Teacher

TPCP Observer
 Mentor



SECOND INTERN OBSERVATION REPORT

(To be completed by intern teacher)

Date: _____

Name: _____

Time In: _____ Time Out: _____

Teacher Observed: _____

School/Campus: _____

Subject(s) Observed: _____

RECORD OF CLASSROOM ACTIVITIES YOU OBSERVED.

Learning Activities/Teaching Methods Observed	Discipline/Behavior Management Methods Observed	Comments

List one or more activities, bulletin boards, room arrangement, classroom management techniques, organizational ideas, etc. you plan to use.

REPORT DUE LAST WORKING DAY OF 2ND SIX WEEKS

Copy to: TPCP Program Manager
Campus Principal
TPCP Intern Teacher

TPCP Observer
Mentor



THIRD INTERN OBSERVATION REPORT

(To be completed by intern teacher)

Date: _____

Name: _____

Time In: _____ Time Out: _____

Teacher Observed: _____

School/Campus: _____

Subject(s) Observed: _____

RECORD OF CLASSROOM ACTIVITIES YOU OBSERVED.

Learning Activities/Teaching Methods Observed	Discipline/Behavior Management Methods Observed	Comments

List one or more activities, bulletin boards, room arrangement, classroom management techniques, organizational ideas, etc. you plan to use.

REPORT DUE LAST WORKING DAY OF 3RD SIX WEEKS

Copy to: TPCP Program Manager
Campus Principal
TPCP Intern Teacher

TPCP Observer
Mentor



FOURTH INTERN OBSERVATION REPORT

(To be completed by intern teacher)

Date: _____

Name: _____

Time In: _____ Time Out: _____

Teacher Observed: _____

School/Campus: _____

Subject(s) Observed: _____

RECORD OF CLASSROOM ACTIVITIES YOU OBSERVED.		
Learning Activities/Teaching Methods Observed	Discipline/Behavior Management Methods Observed	Comments
List one or more activities, bulletin boards, room arrangement, classroom management techniques, organizational ideas, etc. you plan to use.		
REPORT DUE LAST WORKING DAY OF 4TH SIX WEEKS		

Copy to: TPCP Program Manager
Campus Principal
TPCP Intern Teacher

TPCP Observer
Mentor



FIFTH INTERN OBSERVATION REPORT

(To be completed by intern teacher)

Date: _____

Name: _____

Time In: _____ Time Out: _____

Teacher Observed: _____

School/Campus: _____

Subject(s) Observed: _____

RECORD OF CLASSROOM ACTIVITIES YOU OBSERVED.		
Learning Activities/Teaching Methods Observed	Discipline/Behavior Management Methods Observed	Comments
List one or more activities, bulletin boards, room arrangement, classroom management techniques, organizational ideas, etc. you plan to use.		
REPORT DUE LAST WORKING DAY OF 5TH SIX WEEKS		

Copy to: TPCP Program Manager
 Campus Principal
 TPCP Intern Teacher

TPCP Observer
 Mentor



SIXTH INTERN OBSERVATION REPORT

(To be completed by intern teacher)

Date: _____

Name: _____

Time In: _____ Time Out: _____

Teacher Observed: _____

School/Campus: _____

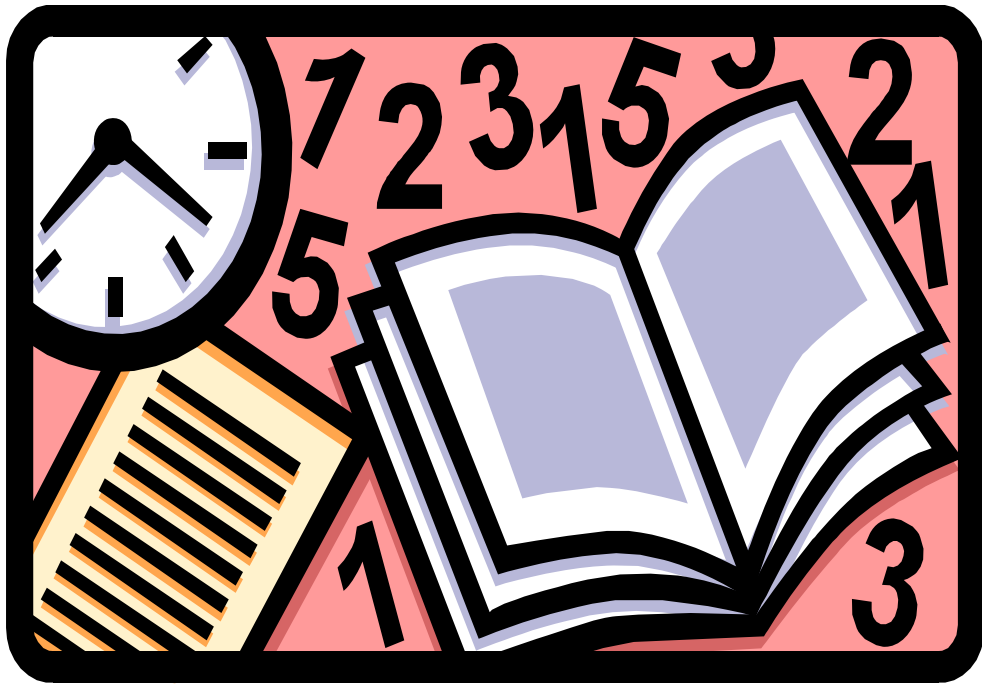
Subject(s) Observed: _____

RECORD OF CLASSROOM ACTIVITIES YOU OBSERVED.		
Learning Activities/Teaching Methods Observed	Discipline/Behavior Management Methods Observed	Comments
List one or more activities, bulletin boards, room arrangement, classroom management techniques, organizational ideas, etc. you plan to use.		
REPORT DUE LAST WORKING DAY OF 6TH SIX WEEKS		

Copy to: TPCP Program Manager
 Campus Principal
 TPCP Intern Teacher

TPCP Observer
 Mentor

Mentor Information



Successful Mentor Qualities

To be a teacher of peers, a mentor should:

- demonstrate exemplary teaching ability as indicated by effective communication skills, subject matter knowledge, mastery of a range of teaching strategies and other special skills and abilities.
- promote the teaching profession and believe in the value of teaching.
- demonstrate initiative.
- share ideas and initiate change.
- demonstrate ability to plan and organize.
- be people oriented.
- be a good listener.
- respect the dignity of others.
- hold high expectations for students.
- believe all students can learn.

Tips for Successful Mentoring

- Establish a strong and trusting professional relationship with the first year teacher.
- Develop mutual respect for each other's competence.
- Facilitate rather than control the professional development of the first year teacher.
- Assist rather than assess the progress of the first year teacher
- Be aware of and build on the strengths of the first year teacher.
- Agree on the goals of your work.
- Use classroom data as the basis for analysis and discussion with the first year teacher.
- Be an advocate for the first year teacher.

Mentors Serving as Coaches

- **Knowledge:** A mentor as a team coach needs to know more than the intern about the method being learned; however, the coach does not need to know everything.
- **Credibility:** A team coach must demonstrate success in the classroom, not as an observer but as a participating teacher. When the coach works side by side with the intern, the intern realizes that the coach has usable ideas and can execute them in the classroom.
- **Support:** A team coach must encourage the teacher's efforts and temper even constructive criticism with praise. Changing a behavior and implementing a new idea are difficult at best. A team coach has to be ready to praise the intern's efforts, step by step.
- **Facilitation:** A team coach is a tenant in another teacher's (the intern's) classroom, and it is essential that the intern maintain ownership of the lesson, students, and classroom. The tenant is responsible for what occurs in the apartment, but the owner is the final authority. The coach is there to facilitate, *not* dictate.
- **Availability:** A team coach must be accessible to the intern for planning, team teaching, and conferencing.

Mentors Styles*

This section contains ideas to shape your style as a mentor—how you choose to interact interpersonally with the first year teacher. “Tips for Mentors Working with First Year Teachers” is adapted from work by Sandra Odell of the University of New Mexico. Her work sets a foundation for interacting with the new teacher as a fellow professional.

Tips for Mentors Working with First-Year Teachers

- Establish a strong and trusting professional relationship with the first-year teacher.
- Develop mutual respect for each other’s competence.
- Commit to a long-term, developmental view of teacher growth.
- Facilitate rather than control the professional development of the first-year teacher.
- Assist rather than assess the progress of the first-year teacher.
- Notice and build on the strengths of the first-year teacher.
- Focus on the first-year teacher’s own goals for teaching.
- Agree together on the goals for your work.
- Use classroom data as a basis for analysis and discussion with the first-year teacher.
- Be a first-year teacher advocate as you communicate and interact with the principal.

* Sandra Odell, Department of Curriculum and Instruction, University of New Mexico

* Reprinted in Teacher Induction Program, Goose Creek ISD, 1990-91

Guidelines for Success as a Support Teacher

Schedule meetings between you and the beginning teacher frequently. Being a support teacher requires that participants make time for support activities. This may even involve meetings during non-school hours.

- Stress that you are available at anytime for assistance.
- Maintain confidentiality. You are building a relationship of trust and mutual respect.
- Serve as a role model for the beginning teacher.
- Conduct conferences designed to increase the beginner’s self-esteem and feelings of comfort in the school.
- Serve as a resource person for the beginning teacher.
- Assist the beginning teacher in developing relationships with other faculty, staff, and community members.
- Give the beginning teacher the option to accept or reject your suggestions.
- Be flexible.
- Be sensitive to the needs of the beginning teacher.

Characteristics of Adult Learners

Self-Concept – Adult learners see themselves as capable of self-direction and desire others to see them the same way.

Implications for Adult Learners:

- A climate of openness and respect is helpful in identifying what the learners want and need to learn.
- Adults need to be involved in evaluating their own progress toward self-chosen goals.

Implications for Mentors:

- Mentors recognize interns as self-directing and treat them accordingly.
- Mentors are a learning reference for interns rather than a traditional “teacher”. They tell how they would do it rather than tell interns what they should do.
- Mentors try to meet the interns’ needs rather than “talking down’ to them.

Experience – Adults bring a lifetime of experience to the learning situation. Adults define who they are in terms of their experience.

Implications for Adult Learners:

- More use is made of experiential techniques.
- The key to self-actualization is the discovery of how to learn from experience.
- Mistakes are opportunities for learning.

Implications for Mentors:

- Mentors recognize that the real-world experiences of interns are valuable assets.
-

A Problem-Centered Time Perspective – Adults tend to think of learning as a way to be more effective in problem solving today as opposed to youth who think of education as the accumulation of knowledge for use in the future.

Implications for Adult Learners:

- Adult education needs to be problem-centered rather than theoretically oriented.
- Formal curriculum development is less valuable than finding out what the learners need to learn.
- Adults need the opportunity to apply and try out learning quickly.

Implications for Mentors:

- Involvement in such things as problems to be solved, case histories, and critical incidents generally offer greater learning opportunity for adults than merely talking to them.

Readiness to Learn – Adult developmental tasks increasingly move toward social and occupational role competence and away from the more physical developmental tasks of childhood.

Implications for Adult Learners:

- Adults need opportunities to identify the competency requirements of their occupational and social roles.
- Adult readiness to learn and teachable moments peak at those points where a learning opportunity is coordinated with recognition of the need to know.
- Adults can best identify their own readiness to learn and teachable moments.

Implications for Mentors:

- Learning occurs through helping the intern with the identification of gaps in his/her knowledge.
- No questions are “Dumb”-- all questions are “opportunities” for learning.

Applying Adult-Learning Concepts To Mentoring

When the mentor and intern meet together, the mentor should:

- Allow time to listen to the intern's ideas.
- Communicate a positive value for the intern's experience base even though it may be limited to day-to-day, on-the-job learning experience.
- Give reasons for any suggestions, which are made to the intern so that the suggestions will be meaningful.
- Work with the intern to identify a few specific behaviors on which the intern wants to focus and work to modify.
- Contribute to the professional development of the intern by encouraging the intern to refine skills of reflection, and self-critique.
- Encourage self-direction in the intern.

Mentor/Intern Pitfalls

- **Overprotection:** You cannot shield your intern from every possible mistake.
- **Mentor Inflexibility:** Permit your intern to pick and choose from the advice and modeling offered.
- **Substandard Goals:** The intern's growth potential should not be based on the mentor's limitations.
- **Mentor Dominance:** Don't bedazzle the intern with your skill and knowledge.
- **Lack of Communication/No Communication:** It is important to communicate often and effectively with your intern.

Mentor Forms

www.esc19.net/teacherprepcertification



TEACHER PREPARATION & CERTIFICATION PROGRAM

Mentor Agreement

Mentor Name _____ SS# _____

Home Address _____ City _____ Zip _____

Intern Name _____

Campus _____ District _____

Mentor Responsibilities

Completion and submission of mentor documentation; attendance in 12 hours of TEA mandated mentor training' and completion of six classroom observations of intern.

Term of Agreement

- Complete & submit mentor documentation to the Teacher Preparation & Certification Office.
- Attend and/or document 12 hours of mentor training,
- Attend the mentor orientation (required of all mentors.)
- Provide assistance to intern throughout school year.
- Complete 6 formal observation visits and submit the observation documentation to the TPCP office after each observation.
- Communicate with principal, supervisor, or TPCP facilitator at ESC – Region 19 with any concerns during the school year.

I understand that I am responsible for the above activities, and that I will receive a \$500.00 stipend. The stipend will be dispersed by ESC – Region 19 at the conclusion of the internship year upon completion of all responsibilities.

Signature

Date

*Please return this Mentor Agreement to the TPCP office.
Attn: Mary B. Schmidt
Teacher Preparation & Certification Program
6611 Boeing El Paso, Texas 79925*

Intern's Name _____ Mentor's Name _____

ORIENTATION CHECKLIST

Intern/Mentor

Please discuss the areas listed below, complete the form, make a copy, and send the original to TPCP office with your first observation form.

General Policies/Procedures

What is the teacher dress code?

What are the procedures for lunchtime?

What are the policies when I need to leave my classroom?

What are the procedures for library time?

What is the school policy concerning leaving campus for work programs?

What is the school procedure for handling discipline problems?

What is the procedure for referring a student who seems to have a learning problem?

Intern's Name _____

Administration

What are the names and responsibilities of the administrative team?

What are the names and responsibilities of the office staff?

Textbooks

How do I obtain teacher editions, curriculum guides, and software correlated to the textbooks?

What textbooks are available, and how are they obtained?

What is the textbook accountability system?

Is there a school policy regarding the use of workbooks?

Lesson Plans

What is the format, etc. for lesson plans?

To whom are lesson plans given and when?

Intern's Name _____

Grade Book

What suggestions does the mentor have regarding grade books?

Does the campus have a computer with grade-book software?

Parent/Teacher Communication

How and when do I inform parents regarding their child's performance?

What is my responsibility for conferencing with parents?

What are the policies and procedures for using regularly scheduled, written communication with parents?

What are the procedures for sending report cards?

Community Involvement/Extracurricular Activities

What community groups are involved in the schools?

What extracurricular activities are teachers expected to attend?

Intern's Name _____

Student Records

Where do I obtain students' records that will give me a better understanding of my students?

Under what conditions are students allowed to leave school during the school day?

What is expected of students regarding permits to class, hall passes, tardy permits, etc.?

Teacher Attendance Policies

Whom do I call if I must be absent, and how do I notify the school of my return?

At what times does my work day begin and end?

What are the sign-in procedures?

What if I am going to be late or leave early?

Getting Ready for the First Day

Where are the technology materials located, and how are they obtained?

Intern's Name _____

How do I secure the services of the nurse?

What procedures do I follow to refer a student who has special needs?

School and Classroom Management Procedures and Policies

What are the guidelines regarding PDAS and whom do I contact about the expectations for the evaluation?

What are the expectations for my classroom management?

What are the discipline-management policies?

How does the Student Handbook address the students' code of conduct?

Does the school send home a Student Handbook and when?

What are the homework and testing procedures?

Copy to: **TPCP Program Manager**
Campus Principal
TPCP Intern Teacher
Mentor
TPCP Observer

FIRST MENTOR OBSERVATION REPORT



(To be completed by mentor teacher)

Observation Date: _____
Name of Intern: _____ Grade/Content: _____
Name of Mentor: _____ District/Campus: _____

PLEASE COMPLETE THE FOLLOWING:

Subject(s) Observed: _____
Length of time in the classroom: _____
Area(s) Observed: _____ Large Group Instruction _____ Small Group Instruction
_____ Individual Instruction _____ Discipline Mgt.
_____ Other _____

Lesson Objective: _____

Instructional Strategies: _____

Management Strategies: _____

Positive Aspects of the Lesson: _____

Suggestion(s) and Recommendation(s) for instruction and/or discipline: _____

Was progress noted from prior observation(s)? Yes No N/A

REPORT DUE LAST WORKING DAY OF 1st SIX WEEKS

- Copy to: TPCP Program Manager
- Campus Principal
- TPCP Intern Teacher
- Mentor
- TPCP Observer

TAP (TxBESS Activity Profile)
Learning Reflection
(To be completed by intern teacher)

Name: _____
Date: _____
Mentor: _____

Directions to the TPCP intern teacher: Complete the Learning Reflections immediately following your observed lesson. You may wish to refer to the TxBESS Frameworks to add details to your reflections.

GENERAL REFLECTIONS

Overall, how effective was this lesson? What is the basis for your judgment? (4a)

ALTERATIONS

Did you depart in any way from your lesson plan? If so, how? Why? (3a, 4a)

FUTURE PLANNING

What might you change the next time you teach this lesson? (4a)

OTHER REFLECTIONS/COMMENTS

Copy to: TPCP Program Manager
Campus Principal
TPCP Intern Teacher
Mentor
TPCP Observer

SECOND MENTOR OBSERVATION REPORT



(To be completed by mentor teacher)

Observation Date: _____
Name of Intern: _____ Grade/Content: _____
Name of Mentor: _____ District/Campus: _____

PLEASE COMPLETE THE FOLLOWING:

Subject(s) Observed: _____
Length of time in the classroom: _____
Area(s) Observed: _____ Large Group Instruction _____ Small Group Instruction
_____ Individual Instruction _____ Discipline Mgt.
_____ Other _____

Lesson Objective: _____

Instructional Strategies: _____

Management Strategies: _____

Positive Aspects of the Lesson: _____

Suggestion(s) and Recommendation(s) for instruction and/or discipline: _____

Was progress noted from prior observation(s)? Yes No N/A

REPORT DUE LAST WORKING DAY OF 2nd SIX WEEKS

- Copy to: TPCP Program Manager
- Campus Principal
- TPCP Intern Teacher
- Mentor
- TPCP Observer

TAP (TxBESS Activity Profile)
Learning Reflection
(To be completed by intern teacher)

Name: _____
Date: _____
Mentor: _____

Directions to the TPCP intern teacher: Complete the Learning Reflections immediately following your observed lesson. You may wish to refer to the TxBESS Frameworks to add details to your reflections.

GENERAL REFLECTIONS

Overall, how effective was this lesson? What is the basis for your judgment? (4a)

ALTERATIONS

Did you depart in any way from your lesson plan? If so, how? Why? (3a, 4a)

FUTURE PLANNING

What might you change the next time you teach this lesson? (4a)

OTHER REFLECTIONS/COMMENTS

Copy to: TPCP Program Manager
Campus Principal
TPCP Intern Teacher
Mentor
TPCP Observer

THIRD MENTOR OBSERVATION REPORT



(To be completed by mentor teacher)

Observation Date: _____
Name of Intern: _____ Grade/Content: _____
Name of Mentor: _____ District/Campus: _____

PLEASE COMPLETE THE FOLLOWING:

Subject(s) Observed: _____
Length of time in the classroom: _____
Area(s) Observed: _____ Large Group Instruction _____ Small Group Instruction
_____ Individual Instruction _____ Discipline Mgt.
_____ Other _____

Lesson Objective: _____

Instructional Strategies: _____

Management Strategies: _____

Positive Aspects of the Lesson: _____

Suggestion(s) and Recommendation(s) for instruction and/or discipline: _____

Was progress noted from prior observation(s)? Yes No N/A

REPORT DUE LAST WORKING DAY OF 3rd SIX WEEKS

- Copy to: TPCP Program Manager
- Campus Principal
- TPCP Intern Teacher
- Mentor
- TPCP Observer

TAP (TxBESS Activity Profile)
Learning Reflection
(To be completed by intern teacher)

Name: _____
Date: _____
Mentor: _____

Directions to the TPCP intern teacher: Complete the Learning Reflections immediately following your observed lesson. You may wish to refer to the TxBESS Frameworks to add details to your reflections.

GENERAL REFLECTIONS

Overall, how effective was this lesson? What is the basis for your judgment? (4a)

ALTERATIONS

Did you depart in any way from your lesson plan? If so, how? Why? (3a, 4a)

FUTURE PLANNING

What might you change the next time you teach this lesson? (4a)

OTHER REFLECTIONS/COMMENTS

Copy to: TPCP Program Manager
Campus Principal
TPCP Intern Teacher
Mentor
TPCP Observer

FOURTH MENTOR OBSERVATION REPORT



(To be completed by mentor teacher)

Observation Date: _____
Name of Intern: _____ Grade/Content: _____
Name of Mentor: _____ District/Campus: _____

PLEASE COMPLETE THE FOLLOWING:

Subject(s) Observed: _____
Length of time in the classroom: _____
Area(s) Observed: _____ Large Group Instruction _____ Small Group Instruction
_____ Individual Instruction _____ Discipline Mgt.
_____ Other _____

Lesson Objective: _____

Instructional Strategies: _____

Management Strategies: _____

Positive Aspects of the Lesson: _____

Suggestion(s) and Recommendation(s) for instruction and/or discipline: _____

Was progress noted from prior observation(s)? Yes No N/A

REPORT DUE LAST WORKING DAY OF 4th SIX WEEKS

Copy to: TPCP Program Manager
Campus Principal
TPCP Intern Teacher
Mentor
TPCP Observer

TAP (TxBESS Activity Profile)
Learning Reflection
(To be completed by intern teacher)

Name: _____
Date: _____
Mentor: _____

Directions to the TPCP intern teacher: Complete the Learning Reflections immediately following your observed lesson. You may wish to refer to the TxBESS Frameworks to add details to your reflections.

GENERAL REFLECTIONS

Overall, how effective was this lesson? What is the basis for your judgment? (4a)

ALTERATIONS

Did you depart in any way from your lesson plan? If so, how? Why? (3a, 4a)

FUTURE PLANNING

What might you change the next time you teach this lesson? (4a)

OTHER REFLECTIONS/COMMENTS

Copy to: TPCP Program Manager
Campus Principal
TPCP Intern Teacher
Mentor
TPCP Observer

FIFTH MENTOR OBSERVATION REPORT



(To be completed by mentor teacher)

Observation Date: _____
Name of Intern: _____ Grade/Content: _____
Name of Mentor: _____ District/Campus: _____

PLEASE COMPLETE THE FOLLOWING:

Subject(s) Observed: _____
Length of time in the classroom: _____
Area(s) Observed: _____ Large Group Instruction _____ Small Group Instruction
_____ Individual Instruction _____ Discipline Mgt.
_____ Other _____

Lesson Objective: _____

Instructional Strategies: _____

Management Strategies: _____

Positive Aspects of the Lesson: _____

Suggestion(s) and Recommendation(s) for instruction and/or discipline: _____

Was progress noted from prior observation(s)? Yes No N/A

REPORT DUE LAST WORKING DAY OF 5th SIX WEEKS

- Copy to: TPCP Program Manager
- Campus Principal
- TPCP Intern Teacher
- Mentor
- TPCP Observer

TAP (TxBESS Activity Profile)
Learning Reflection
(To be completed by intern teacher)

Name: _____
Date: _____
Mentor: _____

Directions to the TPCP intern teacher: Complete the Learning Reflections immediately following your observed lesson. You may wish to refer to the TxBESS Frameworks to add details to your reflections.

GENERAL REFLECTIONS

Overall, how effective was this lesson? What is the basis for your judgment? (4a)

ALTERATIONS

Did you depart in any way from your lesson plan? If so, how? Why? (3a, 4a)

FUTURE PLANNING

What might you change the next time you teach this lesson? (4a)

OTHER REFLECTIONS/COMMENTS

Copy to: TPCP Program Manager
Campus Principal
TPCP Intern Teacher
Mentor
TPCP Observer

SIX MENTOR OBSERVATION REPORT



(To be completed by mentor teacher)

Observation Date: _____
Name of Intern: _____ Grade/Content: _____
Name of Mentor _____ District/Campus: _____

PLEASE COMPLETE THE FOLLOWING:

Subject(s) Observed: _____
Length of time in the classroom: _____
Area(s) Observed: _____ Large Group Instruction _____ Small Group Instruction
_____ Individual Instruction _____ Discipline Mgt.
_____ Other _____

Lesson Objective: _____

Instructional Strategies: _____

Management Strategies: _____

Positive Aspects of the Lesson: _____

Suggestion(s) and Recommendation(s) for instruction and/or discipline: _____

Was progress noted from prior observation(s)? Yes No N/A

REPORT DUE LAST WORKING DAY OF 6th SIX WEEKS

- Copy to: TPCP Program Manager
- Campus Principal
- TPCP Intern Teacher
- Mentor
- TPCP Observer

TAP (TxBESS Activity Profile)
Learning Reflection
(To be completed by intern teacher)

Name: _____
Date: _____
Mentor: _____

Directions to the TPCP intern teacher: Complete the Learning Reflections immediately following your observed lesson. You may wish to refer to the TxBESS Frameworks to add details to your reflections.

GENERAL REFLECTIONS

Overall, how effective was this lesson? What is the basis for your judgment? (4a)

ALTERATIONS

Did you depart in any way from your lesson plan? If so, how? Why? (3a, 4a)

FUTURE PLANNING

What might you change the next time you teach this lesson? (4a)

OTHER REFLECTIONS/COMMENTS

Copy to: TPCP Program Manager
Campus Principal
TPCP Intern Teacher
Mentor
TPCP Observer

Administrator Information



**TEACHER PREPARATION & CERTIFICATION
PROGRAM
Principal Agreement**

Intern Name _____

Certification Field _____

Campus _____ **Grade/Level** _____

Mentor Teacher Assigned _____

Mentor Teacher Qualifications Include:

Certification in area specific for intern (if a certified teacher in that particular area is not in the building, the principal will assign a campus teacher as a “buddy” for the intern to assist the intern while on that campus); 3-5 years classroom teaching experience or appropriate skill level to serve as a mentor; acceptable communication skills; willingness to be a mentor; demonstrates skills in working with other adults; recommended by principal.

Mentor Responsibilities:

Participate in 12 hours of on-line mentor training; completion of 6 observations of intern; intern support during the internship year. These observations are NOT to be scheduled during the Mentor Teacher’s conference period [19TAC141.481(D)(7)]. If the principal and the mentor deem it necessary to have a substitute for the mentor, the district will be responsible for the substitute pay. The Mentor Teacher will be paid a stipend of \$500.00 by the ESC – Region 19 at the conclusion of the internship.

Participation in the TPCP obligates the principal to the following responsibilities:

1. Hire the intern named above as a full time teacher.
2. Provide requested information to the TPCP staff at the ESC.
3. Discuss the Teacher Checklist with the intern.
4. Forward the intern’s appraisal scores or school district evaluation to ESC – Region 19
5. Provide release time for the mentor to observe the intern 1/2 day at least 6 times during the school year.
6. Provide release time for the intern to observe the mentor or exemplary teacher 1/2 day 6 times during the school year.
7. Attend one TPCP Intern/Administrator meeting in the spring and/or attend one TPCP Intern/Administrator meeting in the fall.
8. An intern is required to attend all TPCP training. Interns with additional assignments will not be excused from TPCP training. A meeting will be scheduled early in the internship with intern, principal and TPCP staff to sign Extra Responsibility Agreement.
9. Collaborate with TPCP observer to compare observations of the intern to determine recommendation regarding certification.
10. Evaluate all work undertaken by the intern and determine the recommendation regarding certification.
11. Sign the participation agreement indicating your commitment to terms of the agreement.

Signature of Principal

Date

*Please return this Principal Agreement to the TPCP Office
Attn: Mary B. Schmidt
Teacher Preparation & Certification Program
6611 Boeing El Paso, Texas 79925*

Principal's Checklist

What New Teachers Need to Know

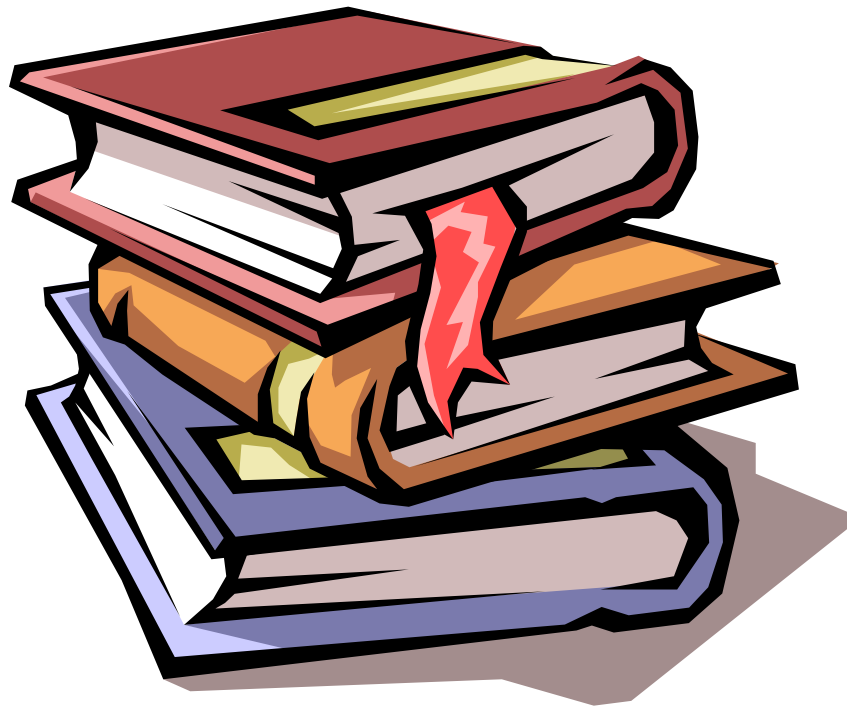
The list is provided as a basis for discussion with the Teacher Preparation & Certification Program (TPCP) intern. Please check off the items as they are addressed and keep for future reference.

General School and District Policies and Procedures

- _____ • Who is on the administrative team.
- _____ • What are their responsibilities.
- _____ • School Calendar
teachers
students
- _____ • Campus Discipline Plan
- _____ • Daily Schedules
- _____ • Lesson Plans
schedule
procedure
- _____ • Grading Policy
- _____ • Cumulative Folders
- _____ • Permanent Record Cards
location
procedure for use
- _____ • School Health Services
nurse
medication
first aid
- _____ • Dress Code
teacher
students
- _____ • Substitute teacher policies and preparation

- _____ • Student Transportation
- _____ • Field Trips
 procedure for approval
 required permissions
 liability questions
- _____ • Schedules of special personnel – art, music, physical education
- _____ • Instructional Assistant (Teacher Aide) Policy
- _____ • Schedules of special support personnel -- occupational therapy,
 speech, pathology, physical therapy, etc.
- _____ • Committee purpose, memberships, meetings and procedures
- _____ • Emergency procedures: medical, fire and disaster
- _____ • Library or instructional materials center use and personnel
- _____ • Floor plan of the school
- _____ • Play Ground Policies
- _____ • Parking
- _____ • Telephone policy and location
- _____ • Coffee Policy
- _____ • Restroom locations and use policies
- _____ • Parent Contacts/ Conferences
 how often
 home visit policy
- _____ • Bus schedules and routes
- _____ • Professional organizations: structure, influence, and regulation

Pre-Service Field Experience



Pre-Service Field Experience

You are responsible for answering the following questions and completing the Field Experience Packets based on the data you gathered while observing in the classrooms you visited. **Remember to answer all questions using complete sentences.**

You will complete **THREE PACKETS** based on **THREE DIFFERENT** classes you observed for a total of **40 HOURS**. The packets contain the same information, but your answers to the questions will vary based on the classrooms you observed.

The all packets are due in the TPCP office by **5:00 p.m., February 25, 2011**. You are responsible for turning in the following items:

1. Verification of Classroom Experience Form. This form is for only those that have previous campus experience. This form must be signed by the campus principal and intern.
2. Classroom Observation Log
This form should verify the hours you observed and should have signatures of all teachers you observed documenting that the hours were completed.
3. Three separate packets for three different classrooms observed. Each packet contains 9 pages. You should turn in a total of twenty-seven (27) pages for the Pre-Internship Field Experience Packets.



Education Service Center – Region 19
Teacher Preparation and Certification Program

Verification of Classroom Experience

Complete this form if you meet the following qualifications. Check the one that applies to you:

- I have at least ten (10) documented days of substitute teaching experience in the area of certification within the current school year and may receive credit for ten (10) observation hours.
- I am currently a teacher assistant/paraprofessional in the area of certification and may receive credit for ten (10) observation hours.
- I am currently teaching in the area of certification and may receive credit for twenty (20) observation hours.

Intern: _____ **School Year of Experience:** _____

District: _____ **Campus:** _____

I verify that the person named above has the experience indicated.

Principal's Signature **Date**

I verify that I have the experience indicated.

Intern's Signature **Date**

This form must be returned to the TPCP office by February 25, 2011. It must be returned along with the Classroom Observation Log Sheet and Pre-Service Field Experience Packets.



Education Service Center – Region 19
Teacher Preparation and Certification Program

Pre-Service Field Experience Packet

Teacher Observed _____

District _____

Subject/Grade _____

Campus _____

Physical Environment

Describe the physical environment of the classroom by completing the following checklist. Answer yes or no:

Did the teacher use table groups for seating? _____

Did the teacher use rows for seating? _____

Were the students able to see the teacher and the board clearly? _____

Were the students able to move around the room? _____

Could the teacher see everyone clearly? _____

Were the bulletin boards updated and appropriate? _____

Were there displays of student work? _____

Were materials organized and available? _____

Comments related to the physical environment: _____

Classroom Routines

1. What did the teacher do as students arrived in the classroom?

2. What did the students do as they entered the classroom?

3. What routines or procedures were apparent during your observation?

Record – Keeping

1. How is attendance taken?

2. How is the grade book set up? Is it handwritten or kept on the computer?

Student Discipline

1. Were classroom rules clearly posted where students could see them?

2. List the rules that were posted.

3. How well did the students follow the rules?

4. Did the teacher enforce the rules?

5. Was it apparent that the teacher had a discipline plan? Explain.

6. How did the teacher stop or redirect inappropriate behavior?

7. Was the teacher effective with discipline management? Explain.

Teacher Behavior

Check all behaviors demonstrated by the teacher you observed.

- _____ Determined the success of the lesson
- _____ Supervised/monitored student practice
- _____ Provided sufficient practice for students to master each step of the objective
- _____ Assumed major responsibility for task completion
- _____ Questioned frequently to check for understanding
- _____ Provided immediate and thorough feedback
- _____ Walked around the room to monitor students during activities
- _____ Re-taught as necessary
- _____ Worked with whole group, small groups, an individuals at various Times throughout the lesson

1. Which of the above teacher behaviors were most effective? Explain.

Check the behaviors you observed:

- _____ Addressed questions to each student
- _____ Seatwork monitored to ensure participation and understanding
- _____ Volunteers called on occasionally
- _____ Asked questions and waited for responses (3-5 second wait time)
- _____ Solicited participation from all students

2. Which of the above behaviors were most successful? Explain.

Give examples of the following teacher actions:

3. Teacher used prompts to guide students towards success. Write the prompts here.

4. Teacher extended a student's response. Write the extension here.

5. How were students recognized during classroom discussion?

6. How did the teacher acknowledge correct responses? List five examples.

7. How did the teacher acknowledge incorrect responses? List five examples.

8. Who was called on most often? Why do you think this occurred?

9. Was there a pattern in who the teacher called on? Explain.

10. Were there any students who did not participate? Explain.

Instructional Strategies

1. What was the instructional objective of the lesson?

2. How was the purpose explained to the students?

3. How was the value of the lesson explained?

4. How did the teacher begin the lesson?

5. What kinds of student activities were observed?

6. How did the teacher encourage slow or reluctant students?

7. What were the main points of the lesson? How were these stressed?

8. How did the teacher demonstrate the lesson or learner objective?

9. How did the teacher keep students engaged throughout the lesson?

10. How was the learning applied by the students?

11. Explain student actions that indicated the lesson was presented clearly?

12. Explain student actions that indicated a lack of clear communication.

13. What materials were used to teach the lesson?

14. How did the teacher close the lesson?

Evaluation and Feedback

1. How did the teacher monitor, evaluate, and give feedback to students?

Check all that apply.

- Communicated the specific learning objective to students
- Questioned or elicited oral responses from most of the students
- Elicited written responses from most of the students
- Sent students to the board to demonstrate their understanding
- Provided corrective feedback to clarify misunderstanding
- Moved around the room to monitor student learning
- Consistently scanned the class

2. Did most of the students have an opportunity to demonstrate their understanding of the lesson? Explain and list examples.

Enrichment

1. What did students do when they finished the lesson/assignment?

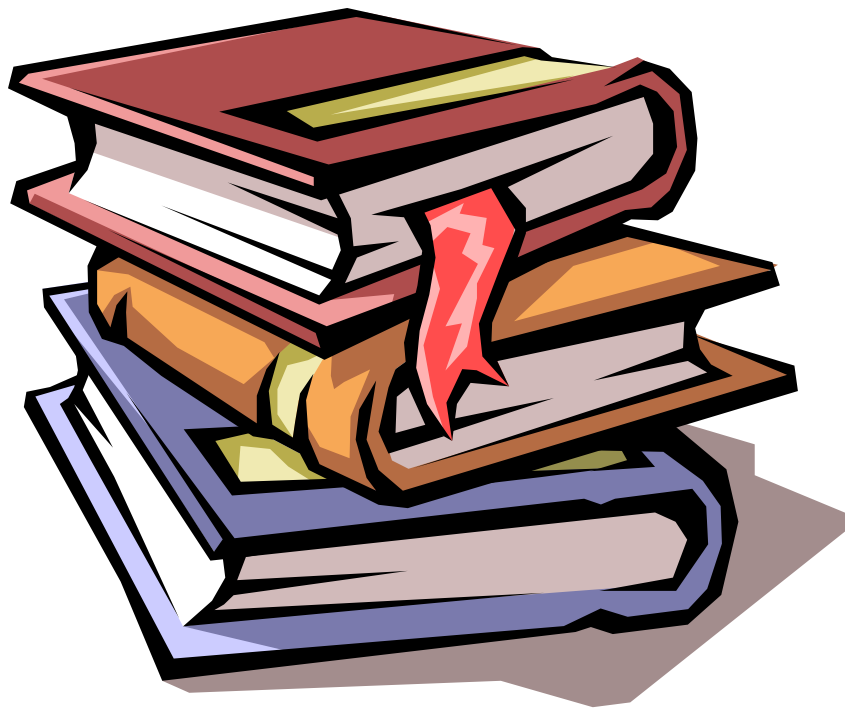
2. What creative devices did the teacher employ for early finishers?

Feeling/Tone in the Classroom

Use a check to indicate which of the following aspects were observed:

- _____ Students and teacher treated others with courtesy and respect
- _____ Teacher had a positive rapport with students
- _____ Teacher encourages slow or reluctant students to participate
- _____ Teacher's classroom management skills were effective
- _____ Teacher feedback was positive
- _____ Teacher feedback was prompt
- _____ Teacher corrected errors in positive, supportive manner
- _____ Teacher maintained proximity with all learners in the classroom
- _____ Teacher limited individual held to short periods (- 1 minute)
- _____ Teacher used expressions, gestures, and words to provide praise
- _____ Teacher demonstrated acceptance and respect for all learners

Appendix



ESC - 19 TPCP PDAS Supervisor/Observer Collaboration Form

Intern _____ School _____ Date _____

Instructions: The building principal and the TPCP observer will compare observations of the TPCP intern. Mark the items listed below using the following ratings:

- Mark "E" only if both agree that performance exceeds expectations.
- Mark "P" if both agree that performance is proficient or if only one rates exceeds expectations.
- Mark "B" if either one rates that performance is below expectations.
- Mark "NA" if that performance does not apply.

Domain I: Active, Successful Student Participation in the Learning Process

- | | |
|--|----------------------------|
| _____ 1. Engaged in learning | _____ 4. Self-directed |
| _____ 2. Successful in learning | _____ 5. Connects learning |
| _____ 3. Critical thinking/problem solving | |

Domain II. Learner-Centered Instruction

- | | |
|--|--|
| _____ 1. Goals and objectives | _____ 6. Pacing/sequencing |
| _____ 2. Learner-centered | _____ 7. Value and importance |
| _____ 3. Critical thinking and problem solving | _____ 8. Appropriate questioning and inquiry |
| _____ 4. Motivational strategies | _____ 9. Use of technology |
| _____ 5. Alignment of instructional strategies | |

Domain III. Evaluation and Feedback on Student Progress

- | | |
|---|---------------------------------------|
| _____ 1. Monitored and assessed | _____ 4. Learning reinforced |
| _____ 2. Assessment and instruction and aligned | _____ 5. Constructive feedback |
| _____ 3. Appropriate assessment | _____ 6. Relearning and re-evaluation |

Domain IV. Management of Student Discipline, Instructional Strategies, Time and Materials

- | | |
|---|---|
| _____ 1. Discipline procedures | _____ 5. Redirects disruptive behavior |
| _____ 2. Self-discipline and self-directed learning | _____ 6. Reinforces desired behavior |
| _____ 3. Equitable teacher-student interaction | _____ 7. Equitable and varied characteristics |
| _____ 4. Expectations for behavior | _____ 8. Manages time and materials |

Domain V. Professional Communication

- | | |
|---|---|
| _____ 1. Written with students | _____ 5. Verbal/non-verbal with parents, staff, community members and other professionals |
| _____ 2. Verbal/non-verbal with parents | |
| _____ 3. Reluctant students | _____ 6. Supportive, courteous |
| _____ 4. Written with parents, staff, community members and other professionals | |

Domain VI. Professional Development

- | | |
|--------------------------------|---|
| _____ 1. Campus district goals | _____ 3. Prior performance appraisal |
| _____ 2. Student needs | _____ 4. Improvement of student performance |

Domain VII: Compliance with Policies, Operating Procedures and Requirements

- | | |
|-----------------------------------|-------------------------------|
| _____ 1. Campus district goals | _____ 3. Learning environment |
| _____ 2. Verbal/written directive | |

Signature of Intern

Signature of PDAS Supervisor

Signature of TPCP Observer

INTERNSHIP AGREEMENT

This agreement is entered into between the _____ Independent School District (School District), Education Service Center - Region 19 (ESC - Region 19), and _____ (Intern) effective on the date stated below.

I.

ESC - Region 19 and School District agree to accept Intern and Intern agrees to participate in ESC - Region 19 Teacher Preparation & Certification Program pursuant to the program authorized by Texas Education Code 137.231, and ESC - Region 19 Teacher Preparation & Certification Program as approved by the State Board of Educator Certification.

II.

Intern agrees to engage in training, instructional assignments, and other activities related to the Teacher Preparation & Certification Program.

III.

Intern agrees to pay four thousand dollars (\$4000.00) to ESC - Region 19 for training, coursework, books and supplies, mentor stipend, and TPCP observer stipend. Tuition/arrangements are due at the beginning of the internship (February 2011) or a Form is on file with the employing district and the TPCP. Intern and School District understand that the Intern cannot be recommended to the State Board of Educator Certification for certification until all tuition is paid.

IV.

School District agrees to appoint a mentor for each Intern hired by School District and provide Intern with a salary appropriately based upon School District salary schedule, according to his/her highest degree and creditable teaching experience. Intern understands and acknowledges that at no time under this agreement they are or became an employee of ESC – Region 19.

V.

Intern authorizes ESC – Region 19 to pay a five hundred dollar (\$500.00) stipend to assigned mentor at completion of all mentor responsibilities.

VI.

ESC – Region 19, School District and Intern each acknowledge and agree that Intern will be participating in the Teacher Preparation & Certification Program pursuant to and in accordance with the terms of this Agreement. Additionally, ESC – Region 19, School District and Intern each acknowledge and agree that under the terms of a separate written contract between School District and Intern, Intern shall remain an employee of the School District (pursuant to the terms and conditions of said separate written contract). ESC – Region 19, School District and Intern understand, acknowledge and agree that the contract of employment between School District and Intern is expressly conditioned upon and subject to Intern being a participant in good standing in the Teacher Preparation & Certification Program. In the event Intern's participation in the Teacher Preparation & Certification Program terminates for any reason, such termination of Intern's participation in the Teacher Preparation & Certification Program automatically terminates the separate written contract of employment between School District and Intern.

V

Intern agrees and authorizes ESC – Region 19 to have access to all information, records and documents in the possession or maintained by School District regarding Intern and that School District may release all such information, records and documents to ESC – Region 19. Additionally, Intern agrees and authorizes School District to have access to all information, records, and documents in the possession or maintained by ESC – Region 19 regarding Intern and that ESC – Region 19 may release all such information, records and documents to School District.

VIII.

ESC – Region 19, School District, and Intern agree that Intern shall perform the assignments made to the best of his or her skill and ability, and shall be governed by and discharge the duties required by the school laws of Texas and such local rules and regulations as are in effect at his time or may be adopted by School District and/or ESC – Region 19, while intern is participation in the Teacher Preparation & Certification Program.

Accepted by:

Superintendent or Designee

Program Manager

Intern

Effective Date

ELECTRONIC TUITION PAYMENT FORM

Complete and submit this form to the Alternative Education Office.

Section I: Personal Information

Printed Name: _____ Program: _____ Cycle/Cohort: _____

Social Security (last 4 digits only): _____ Street Address: _____

City: _____ State: _____ Zip: _____ Phone Number: _____

Email: _____

In accordance with my participation in the Teacher Preparation and Certification Program (TCP), the Principal Alternative Education Program (PACA), or the Counselor Alternative Program (CAP) and the tuition requirement outlined on the Internship Agreement, I hereby agree to pay ESC – Region 19 a total _____ for my tuition/internship.

I understand that if I accept a position outside of ESC - Region 19 that I will pay an additional \$500.00 fee.

It is my desire to have my tuition sent electronically in the amount of _____ in _____ equal payments to ESC-Region 19. These payments will begin on _____ (month and year) and will be paid in full by _____ (month and year)

I authorize ESC – Region 19 to pay the TCP mentor a _____ stipend upon the completion of mentor responsibilities.

Therefore, I hereby authorize ESC-Region 19 on the 1st business day of each month to initiate a debit entry to my checking or savings account from the financial institution listed below. In addition, I authorize an additional \$35.00 fee in the event that the original transaction is rejected due to insufficient funds. This authorization remains in full force and effective until ESC-Region 19 has received all tuition payments or written notification from me of its termination.

Section II: Authorization for Automatic Monthly Withdrawal/Charge:

Please complete the following information. You must also attach a voided check if the withdrawal is from your checking account. If the account holder is different than intern – an authorized signature is required along with a copy of their picture ID.

Name of Account Holder: _____

Account Holders Authorized Signature: _____
(If account holder is different than intern)

Bank Name: _____ Bank Address: _____

City: _____ State: _____ Zip Code: _____

() Checking Account Number: _____

() Savings Account Number: _____

Bank Routing Number _____

I understand that there will be no reimbursement of these funds and that my recommendation for a State Board for Educator Certification certificate will be approved contingent upon the full payment to Education Service Center - Region 19.

Interns Signature: _____ Date: _____

Program Manager: _____

Please return this form to:

ESC – Region 19
6611 Boeing
El Paso, Texas 79925
Attention: Alternative Education

Reminders:

Copy of voided check attached (if withdrawal is checking account)

Copy of Picture ID attached (if account holder is different than intern)

White Copy:
Yellow Copy:
Pink Copy:

ESC-Region 19 Business Office
Alternative Education Department
Intern

EDUCATION SERVICE CENTER – Region 19



EXTRA RESPONSIBILITY AGREEMENT

I have reviewed the schedule of training for the Teacher Preparation and Certification Program at ESC 19 during the school year and understand that the training is one of the requirements specified by the State Board for Educator Certification for teacher certification.

I will work with _____ to arrange for him/her to attend the required on-going training.

_____ Athletic Director	_____ Date
_____ Principal	_____ Date
_____ Intern	_____ Date

Please return to the following address:
ESC – Region 19
6611 Boeing
El Paso, Texas 79925
Attention: Teacher Preparation & Certification Program

Intern Name: _____

Home Phone: _____

TPCP CHANGE IN PERSONAL FILE

Make copies and submit any changes to the TPCP office. Your file should be up to date and accurate at all times. This is important so our office can maintain efficient communication with interns.

Name _____
Change to _____
Address _____
Change to _____
E-Mail _____
Change to _____
Home phone _____
Change to _____
School Assignment _____
Change to _____
Mentor _____
Change to _____
Schedule _____
Change to _____

Documentation of Make-up Training

Please use this form to document make-up training. One day of training must be documented for the 1st day of training missed. For each day missed after that, 2 days of make-up are required.

Intern Name _____

Area of Certification _____

Date of training missed _____

Title of training missed _____

Date of **Make-up training** _____

Title of **Make-up training** _____

How will the make-up training you attended assist you in your classroom?

Intern Signature – Date

Principal Signature - Date

TPCP Observation Form #1

Intern: _____

Date: _____ Time: _____

Evaluator: _____

Strengths and/or positive classroom observations:

Suggestions for improvement:

Intern Signature: _____



**Education Service Center
Region 19**
El Paso & Hudspeth Counties

6611 Boeing Drive
El Paso, Texas 79925-1010
www.cse19.net

Office: (915) 780-1919
Fax: (915) 780-6537

Teacher Preparation and Certification Program Classroom Observation Form

Teacher Intern: _____ Date: _____ Time: _____

Observer: _____ Subject: _____

Domain I: Student Participation	Domain II: Learner Centered Instruction	Domain III: Evaluation and Feedback	Domain IV: Management	Domain V: Professional Communication
Observable criteria: Appropriate % of students engaged/successful. Observable criteria: <input type="checkbox"/> Engaged in learning <input type="checkbox"/> Self-directed learning <input type="checkbox"/> Successful in learning <input type="checkbox"/> Connects learning <input type="checkbox"/> Critical thinking Comments: _____ _____ _____	Observable criteria: <input type="checkbox"/> Goals and objectives <input type="checkbox"/> Learner-centered <input type="checkbox"/> Critical thinking <input type="checkbox"/> Motivational strategies <input type="checkbox"/> Alignment <input type="checkbox"/> Pacing/sequencing <input type="checkbox"/> Value of the experience <input type="checkbox"/> Appropriate questioning <input type="checkbox"/> Use of technology Comments: _____ _____ _____	Observable criteria: <input type="checkbox"/> Monitored and assessed <input type="checkbox"/> Assessment/instruction aligned <input type="checkbox"/> Appropriate instruction <input type="checkbox"/> Learning results evident <input type="checkbox"/> Constructive feedback <input type="checkbox"/> Relearning and re-evaluation Comments: _____ _____ _____	Observable criteria: <input type="checkbox"/> Discipline procedures <input type="checkbox"/> Self-Discipline learning <input type="checkbox"/> Equitable interactions <input type="checkbox"/> Behavioral expectations <input type="checkbox"/> Reduces disruptions <input type="checkbox"/> Reinforces behavior <input type="checkbox"/> Equitably shared activities <input type="checkbox"/> Manages time/materials Comments: _____ _____ _____	Observable criteria: <input type="checkbox"/> Written with students <input type="checkbox"/> Verbal/nonverbal with students <input type="checkbox"/> Reluctant students <input type="checkbox"/> Supportive, courteous Comments: _____ _____ _____

TPCF Policies	Student Activities	Student Actions	Teacher Actions	Level of Student Work
<input type="checkbox"/> TPCP policies and procedures <input type="checkbox"/> TPCP Verbal/written directives <input type="checkbox"/> TPCP attendance <input type="checkbox"/> TPCP file <input type="checkbox"/> I-AS Comments: _____ _____ _____	Class Structure: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Student Pairs <input type="checkbox"/> Student Teams <input type="checkbox"/> Cooperative Groups <input type="checkbox"/> Work Stations <input type="checkbox"/> Guided Reading <input type="checkbox"/> Others Comments: _____ _____ _____	<input type="checkbox"/> Actively involved <input type="checkbox"/> Reading orally/quietly <input type="checkbox"/> Writing <input type="checkbox"/> Listening <input type="checkbox"/> Cooperative groups <input type="checkbox"/> Worksheets Comments: _____ _____ _____	<input type="checkbox"/> Presenting lesson <input type="checkbox"/> Modeling <input type="checkbox"/> Questioning <input type="checkbox"/> Reading to students <input type="checkbox"/> Helping individual students <input type="checkbox"/> Monitoring <input type="checkbox"/> Absent from room Comments: _____ _____ _____	<input type="checkbox"/> Knowledge <input type="checkbox"/> Comprehension <input type="checkbox"/> Application <input type="checkbox"/> Analysis <input type="checkbox"/> Synthesis <input type="checkbox"/> Evaluation Comments: _____ _____ _____

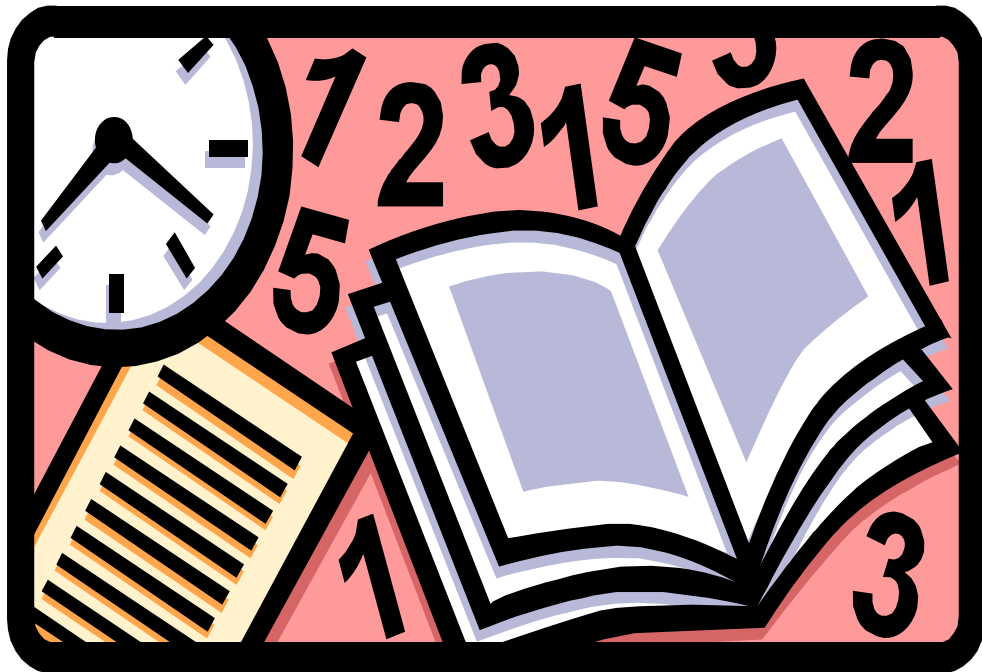
Overall Comments _____

Observer/Date _____ Intern/Date _____

TPCP Calendar



TPCP Curriculum



TPCP Assignments

