



**SAGU Teach Texas  
Alternative Certification Program  
Internship Handbook  
2023-2024**

## **Southwestern Assemblies of God University (SAGU) Department of Education**

### Alternative Certification Internship Handbook

#### **Introduction**

The Alternative Certification Internship is one of the most rewarding experiences in your professional development as a teacher. It will be a challenging experience that will provide you with many opportunities to test learning theory and practice, to discover your personal strengths and weaknesses, and to increase the skill and understanding required in the teaching profession.

Everyone associated with the SAGU Teach Texas program is committed to helping you become a successful teacher. The success of the internship depends on the internship candidate. The campus mentor and the field supervisor will provide recommendations to promote success. Cooperation of the Alternative Certification Program (ACP) internship candidate is imperative. This handbook contains critical information and guidelines designed to help you achieve success during the internship.

#### **Purpose**

The ACP Internship is one of the final steps candidates complete in their journey to become a certified Texas state educator. The internship is designed to take place over the course of one academic year in a Texas Education Agency (TEA) accredited school in Texas. Throughout the school-year, teacher interns receive guidance and support from their campus mentor and university Field Supervisor as they work through the internship process.

#### **Criminal Background Check**

Prior to Internship and field-based experiences, students will undergo school district criminal history checks. The state of Texas also requires a criminal background check before an individual can receive a Texas teacher certification. Information regarding requirements for certification may be found on the TEA website at: <https://tea.texas.gov/texas-educators/certification/educator-certification-online-system>

Texas Administrative Code (TAC) 227.101c) states that a person who is enrolled or planning to enroll in a State Board of Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense. For more information about the Preliminary Criminal History Evaluation, go to the

link: [https://tea.texas.gov/Texas Educators/Investigations/Preliminary Criminal History Evaluation-FAQs](https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs)

## Internship Placement

The ACP candidate is responsible for interviewing and securing a job placement with a TEA accredited school. Completion and submission of the Internship Checklist (see Appendix) is required prior to the start of the internship academic year.

The ACP candidate is also responsible for procuring a Mentor Teacher (MT) in collaboration with the ISD and Education Department. The MT must be willing to complete mentor training within the first three weeks of placement; be currently certified in the certification category in which the ACP candidate is seeking certification; have three or more years of experience; and is willing to guide, assist and support the candidate during the internship. The Education Department will obtain necessary paperwork once the ACP candidate has provided information to complete this step.

Candidates with a probationary certification in two subject areas will be required to procure a MT for each subject. The two categories cannot be taught concurrently during the same period of the school day. Contact the Certification Officer for more information about dual certification.

## Internship Requirements

- First Day of School Checklist (see Appendix).
- ACP Intern training: Training for the intern will be provided by SAGU within the first three weeks of the intern's school year.
- Campus Mentor Training: The purpose of the campus mentor is to serve as a facilitator of learning for the teacher intern. Training for the campus mentor will be provided by the SAGU Education Department and by the SAGU appointed field supervisor.
- Internship Action Plan (one for each internship semester—see appendix: An action plan will be completed *each semester* and submitted to Blackboard by the intern. Interns will meet with MT and FS prior to the submission of the action plan. Action plans will identify the intern's professional goals, review current performance, and establish a plan for accomplishing professional goals throughout the semester. A timeline is provided in the appendix as well as Blackboard.
- Internship Reflections: Interns will complete and submit a performance reflection three (3) times a semester. Reflection forms (see appendix) will be submitted to Blackboard. Although reflections can be personal, Interns should discuss major concerns with the mentor teacher and/or the field supervisor. A timeline is provided in the appendix as well as in the Internship course on Blackboard for these reflections.
- Internship Observations:

- Campus Mentor Observations- The campus mentor will observe and complete a formative assessment at least once a semester and submit to the field supervisor. *If the Intern did not make acceptable progress, the Mentor will notify the field supervisor and also conduct a second formative assessment.*
- Field Supervisor Observations- A minimum of five (5) observations are required throughout the course of the academic year. Three in the fall semester and two in the spring semester. However, *if the Intern is not making acceptable progress, the field supervisor shall notify the SAGU Education Department Chair and conduct additional observations as needed.*
- Principal/Designee Observations- Takes place as determined by the campus and district policy. These observations are only shared with the ACP Intern.
- Completion: The ACP Internship is completed at the end of the ISD Academic school year. In addition to the one-year internship, the following must be completed:
  - Proficiency Statement from the FS and Campus Principal
  - Credit for Internship I and Internship II (a score of 70% or higher in each course)

### **Texas Educator Code of Ethics**

Teachers have a responsibility to perform their duties in an ethical and professional manner. All teachers are required to uphold all aspects of the Texas Education Code of Ethics. Review the Code of Ethics in the Appendix of this handbook.

### **Teacher Intern Expectations**

The teacher intern is employed by a school district and considered a first-year teacher. Interns are expected to adhere to all Texas Teacher Standards as indicated in the Texas Administrative Code (TAC). Teacher interns are also expected to:

- Adhere to all policies, procedures, and expectations set forth by the school district and principal.
- Arrive at school in a timely manner and stay until all plans for the next day are complete.
- Dress, act, and speak in a professional manner.
- Adopt an attitude of learner and use constructive criticism and feedback to improve teaching and learning experiences.
- Connect with the assigned campus mentor **weekly in the fall and bi-weekly in the spring**, ask questions, and use feedback.
- Complete lesson plans as instructed by the field supervisor and/or campus principal.
- Observe mentor teacher a minimum of two (2) times a semester.
- Complete all assignments in Blackboard in a timely manner.

### **Professionalism**

Teacher Interns are expected to present a professional appearance that reflects the guidelines established by the school district in which they are employed. Teacher interns should exhibit professionalism in dress, grooming, attitude, actions, and speech at all times. Professionalism is part of your professional identity and Christian witness.

### **Attendance**

All teacher interns are expected to adhere to the policies and procedures regarding attendance as indicated in the Teacher Handbook provided by the school district in which employed.

### **Confidentiality**

According to FERPA guidelines, confidentiality regarding students' information and information about parents of students must be maintained. The teacher intern is expected to know the campus policy on the use of confidential information that may be obtained through student records, conversations, or other sources. There are often parents and community members volunteering in the schools. Conversations in the workroom, hallways, and the lounge must be professional.

### **Campus Mentor**

The campus mentor serves as an on-site facilitator of learning for the ACP teacher intern. Mentors help guide ACP interns through the day-to-day process of teaching and learning. Mentors are partners. Mentor training will be provided by the SAGU Education Department and the SAGU appointed field supervisor. Mentors are expected to:

- Complete the SAGU Mentor Training.
- Conduct a pre-conference meeting with the ACP intern prior to the observation.
- Observe the intern a minimum of one time per semester.
- Provide feedback to the ACP intern on each observation.
- Connect with the field supervisor to share concerns and victories.
- Be accessible and **meet with the ACP intern once a week in the fall semester and then at least bi-weekly in the spring semester** to discuss school procedures and policies as well as classroom management and teaching strategies. A communication log is provided in the appendix section.
- Notify the field supervisor of unacceptable behavior such as, but not limited to, habitually arriving late, sub-par lessons, failure to improve, or anything else listed in the Dismissal Policy of this Handbook.

The mentor pre-conference form and the observation form is located in the appendix. *The ACP intern will observe the mentor teacher's classroom twice a semester.*

Candidates with a probationary certification in two subject areas will have a MT in each subject. Each MT will observe the Intern according to the schedule listed in this handbook. Contact the Certification Officer for more information about dual certification.

## University Field Supervisor

The SAGU Teacher Education office will assign each ACP intern a field supervisor. The field supervisor is the liaison between the school district and the university which is designed to create the best possible internship experience. Field supervisors are certified educators who have had extensive experience in observing, mentoring, training, and teaching. Field Supervisors will:

- Check to ensure the Intern is placed correctly according to the SAGU policies.
- Work with interns within the district/campus environment.
- Provide external support and training as needed.
- Complete a minimum of five (5) formal observations. (Template provided in the Appendix). Three in the fall semester and two in the spring semester. However, additional observations can be conducted as needed. *Interns with two subject area certification will have a qualified FS for each certification subject. Contact the Teacher Education Department for more information.*
- Communicate regularly with the ACP intern. A communication log is provided in the appendix.
- Communicate regularly with the campus mentor and principal (as needed).
- Notify campus principal and Education Department Chair of conduct listed in the Dismissal Policy of this Handbook.
- Notify the Education Department Chair of Intern Termination of Contract from the ISD.
- Collect and submit all required documentation with required signatures to the SAGU Teacher Education Department.

Candidates with a probationary certification in two subject areas will be required to have at least two observations *in each subject* during the fall semester and at least one observation in each subject during the spring semester. The two categories cannot be taught concurrently during the same period of the school day.

*Contact the Certification Officer or Education Department Chair if you have any concerns with the Intern's placement.*

## Dismissal Policy

In some instances, the ACP intern may be dismissed from the internship. During the internship, the field supervisor, mentor teacher, and campus principal will work with the intern to change his or her deficiencies and remediate the internship experience. Although not an exhaustive list, appropriate documentation in the following areas could lead to dismissal:

- Unprofessional conduct.
- Poor interpersonal relationships.

- Lack of organizational and planning skills.
- Poor communication (oral and/or written) skills.
- Poor use of appropriate teaching strategies.
- Poor attendance.
- Excessive tardiness.
- Unacceptable completion of minimum requirements.
- Unauthorized release or discussion of confidential records.
- Unprofessional appearance and/or inappropriate hygiene.
- Criminal charges.

Please note **that the principal and independent school district reserve the right to dismiss or fire interns** as they deem necessary as all interns are employed by the school district and must follow all district policies. SAGU ACP interns who are terminated from the independent school district prior to completing the ACP internship will not receive credit for the internship course.

Candidates who withdraw or are withdrawn or dismissed from an internship assignment must be reviewed by the Teacher Education Committee prior to consideration for an additional assignment. Candidates withdrawn or dismissed from internship will be reviewed and considered for a probationary certificate the following school year. However, two unsuccessful internship placements will result in removal from the SAGU Teacher Education program. **There is no appeal process when students are immediately dismissed from the alternative certification program.**

Procedures to be followed after a dismissal from the ACP internship are as follows:

1. A meeting with the field supervisor and SAGU Teacher Education Department Chair will be held to discuss the serious concerns. Documentation is shared and all voices are heard. The mentor teacher may be present at this meeting.
2. A follow-up letter will be sent to the ACP intern from the SAGU Teacher Education Department Chair outlining the on-campus meeting and next steps for the ACP intern.

SAGU Teacher Education Post-script:

*A career educator will impact hundreds of students in very important and lingering ways. SAGU Teacher Education is committed to certifying competent and skilled educators of high integrity. The reputation of SAGU Teacher Education rests upon the performance of our graduates.*

### **Student Appeal Process**

There is no appeal to the dismissal of a student from the ACP internship, only removal from the Teacher Education Program. ACP interns who have been removed from the Teacher Education Program, have seven (7) business days from the date of the dismissal letter and/or email. The candidate's written appeal letter should be sent to the SAGU Teacher Education Department Chair who chairs the committee. The SAGU Teacher

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Education committee has the final decision regarding the status of program candidates. The complaint policy is posted on the SAGU Teacher Education website.

### **Transfer to another EPP**

There might be a time when the candidate wants to transfer to another Education Preparation Program (EPP). The candidate must be in **good standing** with the SAGU Teacher Education Program. Good standing means the candidate has:

- No outstanding financial responsibility due to SAGU
- No poor conduct review or pending review
- Not been removed from Internship



# Appendix

Internship Checklist  
Statement of Eligibility  
First Day of School Checklist  
ACP Intern Reflection  
Fall Action Plan  
Spring Action Plan  
Internship Pre-Conference with MT  
Intern/Mentor Observation Form  
Communication Log  
Texas Educator Code of Ethics  
Lesson Plan Template  
Formative Assessment  
Field Supervisor Responsibility Checklist  
Handbook Acknowledgement Agreement

## Internship Checklist

All documents listed below are required to be completed.

- Complete and submit the Statement of Eligibility for Internship Form to the Certification Officer or Education Department Chair
- Register for the Teaching Internship I or II class at SAGU.
- Fall internship Action Plan (Complete with Mentor and submit on Blackboard and to Field Supervisor (FS) no later than the third week of Internship I semester).
- Spring internship Action Plan (Complete with Mentor submit on Blackboard and to FS no later than the third week of Internship II semester).
- Intern reflection forms (located and submitted on Blackboard).

### **The timeline for Internship I is as follows:**

- First reflection submitted on or before September 1.
- Fall internship action plan submitted within the first three weeks of the semester.
- Second reflection submitted between October 4 and November 1.
- Third reflection submitted between November 15 and December 1.

### **The timeline for Internship II is as follows:**

- First reflection submitted on or before January 31.
  - Spring action plan submitted within the first three weeks of the semester.
  - Second reflection submitted between February 14 and March 14.
  - Third reflection submitted between April 1 and April 22.
- 
- Submit the following to your field supervisor:
    - ISD Calendar for upcoming school year.
    - Teaching schedule, class times, subjects, conference time, etc.
    - List of all extra duties.
    - Arrival and departure time.
    - Contact information for principal and campus mentor.
    - Read and sign** the handbook acknowledgement agreement found in the Appendix.

<b>(1) Social Security Number</b>
<div style="display: flex; justify-content: space-around; width: 100%;"> <div style="width: 20%; height: 20px; background-color: black;"></div> <div style="width: 20%; height: 20px; background-color: black;"></div> <div style="width: 20%; height: 20px; background-color: black;"></div> <div style="width: 20%; height: 20px; background-color: black;"></div> <div style="width: 20%; height: 20px; background-color: black;"></div> </div>

## Statement of Eligibility for Internship

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

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

<b>(2) Applicant's Name</b>					
Last		First		Middle	
Maiden Name					
<b>TO BE COMPLETED BY THE APPROVED EDUCATOR PREPARATION PROGRAM</b>					
<b>(3) Verification of Eligibility for Internship:</b> Indicate the grade levels and certification areas for which the individual is seeking certification through a Texas approved Educator Preparation Program.					
Grade(s) Taught			Description of Certification Area(s)		
Lowest Grade	Highest Grade				
Name of Recommending Entity				County-District Number	
				--	
Typed name and title of Program Administrator or Certification Officer		Date		Telephone / email	
		MM DD YYYY ( )			
		MM	DD		
		MM	DD	YYYY	( )
<b>TO BE COMPLETED BY THE EMPLOYING SCHOOL DISTRICT</b>					
<b>(4) Verification of Internship Assignment</b>					
Beginning Date of Duties			Grade(s) Taught		Description of Subject/Assignment
MM	DD	YYYY	Lowest Grade	Highest Grade	
Campus/Building Assignment			Name of Mentor Teacher		Telephone / email
					( )
					Signature of Mentor
Name of School District			County-District Number		
			--		
Typed Name and Title of Superintendent or Authorized Representative		Date		Telephone / email	
		MM DD YYYY ( )			
		MM	DD		
MM	DD	YYYY	( )		

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

## First Day of School Checklist

- Identify campus emergency procedures.
- Read district handbooks for teachers and students.
- Meet with appropriate campus personnel to locate instructional resources.
- Arrange your room:
  - Desks
  - Elementary centers
  - Flexible seating arrangements
  - Bulletin Boards
  - Calendar
  - Schedules
  - Objectives
- Revise the Classroom Management Plan developed from SAGU classes and discuss it with the mentor teacher and field supervisor. Plan components include but not limited to:
  - introducing expectations, rules, and consequences.
  - introducing yourself to your class.
  - introducing yourself and important expectations to parents.
  - plan for getting to know your students.
  - procedures for:
    - Greeting students at the door
    - Beginning class
    - Organizing and handing out materials & supplies
    - Getting students attention
    - Quieting the class
    - What to do when students finish work
    - Bathroom/drinks
    - Other recommendations from mentor and/or field supervisor

## ACP Intern Reflection Form

Submit to Blackboard on assigned dates as stated on page 7 of this handbook.

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

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

1. **Highlights of my time in the classroom so far:**

2. **I have discovered...and as a result, I intend to...**(this can be from seeing your mentor or other teachers in the classroom or from your classroom experience)

3. **Challenges:** (personal concerns, pressures, ineffective methods of discipline or teaching strategies, time management problems, frustrations, etc.)

4. **Short Term Goals for my Growth:**

5. **Self-Evaluation:** (record my growth, reactions and/or evaluation of what I observed or did, incorporation of new ideas, goals I met, etc.)

6. **Discussions with Field Supervisor:**

7. **Mentor Teacher Suggestions for Improvement:**

## Fall Internship Action Plan

The purpose of this action plan is to set goals for professional growth as a teacher. This plan will be used by the intern, the mentor and the field supervisor to help guide the semester. Plans should be initially completed by the intern and submitted both on Blackboard and to the field supervisor. Field supervisor and intern should discuss plan and review as needed throughout the course of the internship.

1. What are the intern's Professional Growth Goals (PGG) for the semester?
2. What actions will the intern take to successfully reach the PGGs?
3. What actions will the mentor/field supervisor take to help the intern successfully reach the identified PGGs?
4. Date Reviewed:  
By Mentor Teacher:  
By Field Supervisor:
5. Comments:

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

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

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

## Spring Internship Action Plan

The purpose of this action plan is to review the goals set during the fall semester and to monitor and adjust the PGGs as needed. This plan will be used by the intern, the mentor, and the field supervisor to help guide the semester. Plans should be initially completed by the intern and submitted both on Blackboard and to the field supervisor. Field supervisor and intern should discuss plan and review as needed throughout the course of the internship.

1. Which of the goals from the Fall Action Plan need to be continued as PGGs for the spring?
2. What additional actions should be in place to successfully reach the PGGs?
3. What actions will the mentor/field supervisor take to help the intern successfully reach the identified PGGs?
4. Explain an area of weakness that the intern will need to focus on this semester that's not part of the PGG.
6. Date Reviewed:  
  
By Mentor Teachers:  
  
By Field Supervisor:
7. Comments:

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

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

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



### Internship Pre-Conference

The purpose of the pre-conference is for the ACP teacher and mentor teacher to collaborate with the goal of discussing an upcoming lesson. This discussion will focus on the lesson objective and student outcomes, materials needed, instructional and classroom management strategies, differentiation and assessment techniques. (T-Tess Domain 1)

Intern Teacher:	Supervisor:
Date:	Time:

Fall

Spring

### Planning Domain

- Designs clear, well organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners
- Uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction
- Ensures high levels of learning, social-emotional development and achievement for all students through knowledge of students and proven practices
- Plans engaging, flexible lessons that encourage higher-order thinking, persistence, and achievement

**The following questions may be used to guide discussion during the pre-observation conference.**

What objectives will be addressed in the lesson? What do you expect students to know and be able to do after the lesson? Where is this lesson in the context of your unit plan? (i.e. introduction, review, etc.)

What are the prerequisite skills that the students have to know in order to be successful in this lesson? Briefly describe the varied learning needs of students in this class, including those with disabilities and ELLs, and how you plan and prepare to meet their needs. What differentiation techniques will you need to implement to address the variety of learning styles? Are there any particular grouping structures in place? If so, how will you hold students accountable for group work? How are you going to measure student mastery of the lesson objective? What steps will you take throughout your lesson? How will you engage students in their learning? What will you be doing? What are your plans for lesson closure and



reflection? What challenges do you foresee? Is there anything else you would like to discuss before the observation?

**Conversation with ACP Intern & Suggestions:**

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

**Field Supervisor Signature:** \_\_\_\_\_

## Mentor Observation

\*To be completed when the mentor is observing the intern. Mentors will observe the ACP intern a minimum of once a semester but can submit additional observations as needed for intern success. *A post-conference will follow the observation for insights to be discussed.* Submit a signed copy to the field supervisor.

Observer: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Teacher: \_\_\_\_\_ Grade/Subject: \_\_\_\_\_

Describe the lesson observed. Specifically note any instructional practices, assessments, or classroom management strategies used.

Identify strengths of the lesson.

What areas were confusing or need to be revisited/elaborated upon?

Summarize the Interns response to the lesson.

List suggestions for Intern improvement.

Date Reviewed: \_\_\_\_\_ Intern initials: \_\_\_\_\_ Mentor initials: \_\_\_\_\_

### Internship Communication Log

ACP Intern:

FS or MT:

Fall (Weekly)

Spring (Bi-weekly)

*(Boxes will expand with text.)*

<b>DATE</b>	<b>Type of Interaction</b> (F2F, Phone, Email, ect)	<b>Interaction/Discussion Overview</b> <i>*Summary of discussion and any next steps for the ACP Intern with due dates</i>

*Communication logs should be given to the Intern's Field Supervisor at the end of each semester.*

## **RULE 247.2 Code of Ethics and Standard Practices for Teacher Educators**

### **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.
  - (G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.
  - (H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
  - (I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
  - (J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.
  - (K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.
  - (L) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.
  - (M) 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 in physical mistreatment, neglect, or abuse of a student or minor.
  - (F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.
  - (G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.
  - (H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.
  - (I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:
    - (i) the nature, purpose, timing, and amount of the communication;
    - (ii) the subject matter of the communication;
    - (iii) whether the communication was made openly or the educator attempted to conceal the communication;
    - (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
    - (v) whether the communication was sexually explicit; and

(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

**I have read and agree to abide by the Educators' Code of Ethics.**

\_\_\_\_\_  
**Signature**

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

## SAGU Lesson Plan Template

\*Required for the first observation and submitted to the field supervisor before the pre-conference. Afterwards, submission of this lesson plan template is at the discretion of the field supervisor.

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

Grade Level/Subject:

Duration of lesson: Number of Days to Teach or Number of Minutes

**1. TEKS/ELPS/CCRS (T-TESS1.1, 2.1)**

- Include all of the following for the grade level identified:
  - TEKS-Texas Essential Knowledge and Skills
  - ELPS-English Language Proficiency Standards
  - CCRS-College and Career Readiness Standards
  - Technology Application TEKS

**2. Instructional Objective/Student Learning Outcome (SLO) (T-TESS 1.1, 2.1, 2.5)**

- Measurable (formal or informal assessments)
- Observable
- Aligned to identified TEKS

**3. Activating Prior Knowledge (T-TESS 1.3,1.4, 2.2, 2.3)**

- Engaging activity that piques students' interest
- Examples: Oral statement, review activity, game, board work, appropriate technology application, introduction to the lesson, pre-assessment, etc.

**4. Key Vocabulary (T-TESS 1.1, 2.2)**

- Identify key vocabulary that will be addressed in this lesson

Academic Words (Tier 2)	Content Words (Tier 3)
List strategies you will use to embed vocabulary words into your instruction. <ul style="list-style-type: none"><li>●</li></ul>	

**5. Procedures/Activities/Explanations (T-TESS 1.1, 1.3, 1.4, 2.2, 2.3, 2.5)**

- *Provide a script of what you will say for all procedures, activities, explanations, and transitions between each of the following lesson components.*

- *Include any materials, resources, video/internet links, pictures, technology apps, etc. that will be used throughout your lesson.*
- *Technology: True technology integration results in **student** creativity, innovation, collaboration, communication, research, information fluency, critical thinking, problem-solving, decision-making, digital citizenship, and technology operations and concepts. These concepts should be embedded throughout your lesson, support the learning objective, and engage students in the learning process.*
- Explicit Instruction
  - Provide explanations, descriptions, examples, visuals, etc. of what is to be learned while checking for student understanding throughout the instruction.
- Modeling
  - Provide visual or sensory support related to the lesson.
  - Provide an oral model.
  - Provide pictures, maps, charts, dramatizations, demonstrations of process.
  - Integrate multicultural and student-centered components.
  - Frequent checks for understanding (individual and/or groups)
- Guided Practice
  - What initial practice of lesson skill or the follow-up activity, under direct supervision of the teacher, will be used?
  - Requires observations of students to determine if they can do what is required. Implies that remediation and re-teaching are planned where frequent students' errors occur.
  - Could include peer discussion, group work, learning centers.
- Independent Practice
  - What practice of the skill concept of the lesson, without direct adult supervision, will take place when appropriate?

#### **6. Assessment (T-TESS 1.2, 1.4, 2.1, 2.4, 2.5)**

Assessment must be measurable and relate back to the objective. **\*\*Include any assessment materials or links that will be used to assess knowledge.**

Assessment materials may include, but not limited to:

- Formal or informal assessments
- Student work samples
- Teacher observations
- Classroom discussion
- Exit tickets
- Teacher/student conference
- Performance/skill-based testing



**7. Differentiation (T-TESS 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5)**

Changes to content and performance expectations, or assessment of learning, to meet individual needs. Differentiation may occur in the following areas:

- Content
- Process
- Products
- Learning Environment

**8. Closure (T-TESS 1.1, 1.4)**

Any activity that supports the learning objective and sums up the learning process.

- Exit ticket
- Summary statement
- Questioning
- Reflection on learning
- Assessment (formal or informal)
- Statement of continuance of learning
- Mic drop

## **Formative Assessment**

Field supervisors will complete a minimum of five (5) formal observations of the teacher intern. All assessments will follow the prescribed, TEA, pre-conference, observation, post-conference model. The teacher Intern is expected to demonstrate growth throughout the course of the academic year and complete the internship with a minimum standard of proficient. Field supervisors will refer to the T-TESS Model to complete all appropriate SAGU forms and discuss steps for growth with all interns.

All forms have been provided to the field supervisor by the SAGU education department. The T-TESS rubric can be found at: [https://teachfortexas.org/Resource\\_Files/Guides/T-TESS\\_Rubric.pdf](https://teachfortexas.org/Resource_Files/Guides/T-TESS_Rubric.pdf)

## Field Supervisor Responsibilities Checklist

ACP Teacher (ACPT) / Semester:	ACP Teacher E-mail:
Mentor Teacher (MT): TEA ID#:	MT E-mail:
Field Supervisor (FS): TEA ID#:	FS E-mail:
School Address:	School Phone Number:
	District (if applicable):
<b>Role / Responsibility</b>	
<p><b>Training: Field Supervisor</b>                      *I hereby certify that I was trained by a SAGU Teacher Education Administrator (or provided a certificate for FS training) as to the role and responsibility of a Field Supervisor on <b>(DATE)</b> _____.                      _____ (FS Signature)                      _____ (SAGU Admin)</p>	
<p><b>Training: ACP Teacher</b>                      *I hereby certify that I was trained by a SAGU appointed field supervisor as to the role and responsibility of the ACP Teacher on <b>(DATE)</b> _____.                      _____ (ACPT Signagure)                      _____ (SAGU Admin)</p>	
<p><b>Training: Mentor Teacher</b> (within 1<sup>st</sup> 3 weeks of Internship I)                      *I hereby certify that I was trained by a SAGU Teacher Education Administrator as to the role and responsibility of a Mentoring Teacher on <b>(DATE)</b> _____.                      _____ (MT Signature)                      _____ (SAGU Admin)</p>	
<p><b>Field Supervisor Initial Meeting</b> with ACP Teacher (within 1<sup>st</sup> 3 weeks of Internship I)                      (Initial) FS _____ ACPT _____ Date: _____</p>	
<p><b>#1 ACP Teacher Cycle</b> (within weeks 1 to 6 of internship)  <b>Pre-Conference:</b> Date: _____ Beginning Time: _____ End: _____  <b>Observation:</b> Date: _____ Time Begin: _____ End: _____ Total Minutes: _____ (min. 45 min.)  <b>Post-Conference:</b> Date: _____ Time Begin: _____ End: _____  <b>Evaluation Received:</b> (initial) ACPT _____ MT _____ Principal/Designee _____</p>	
<p><b>#2 ACP Teacher Cycle</b> (within weeks 7-12 of internship)  <b>Pre-Conference:</b> Date: _____ Beginning Time: _____ End: _____  <b>Observation:</b> Date: _____ Time Begin: _____ End: _____ Total Minutes: _____ (min. 45 min.)  <b>Post-Conference:</b> Date: _____ Time Begin: _____ End: _____  <b>Evaluation Received:</b> (initial) ACPT _____ MT _____ Principal/Designee _____</p>	
<p><b>#3 ACP Teacher Cycle</b> (within weeks 13-18 of internship)  <b>Pre-Conference:</b> Date: _____ Beginning Time: _____ End: _____  <b>Observation:</b> Date: _____ Time Begin: _____ End: _____ Total Minutes: _____ (min. 45 min.)  <b>Post-Conference:</b> Date: _____ Time Begin: _____ End: _____  <b>Evaluation Received:</b> (initial) ACPT _____ MT _____ Principal/Designee _____</p>	
<p><b>#4 ACP Teacher Cycle</b> (between January to March on internship)  <b>Pre-Conference:</b> Date: _____ Beginning Time: _____ End: _____  <b>Observation:</b> Date: _____ Time Begin: _____ End: _____ Total Minutes: _____ (min. 45 min.)</p>	

<b>Post-Conference:</b> Date: _____ Time Begin: _____ End: _____ <b>Evaluation Received:</b> (initial) ACPT _____ MT _____ Principal/Designee _____
<b>#5 ACP Teacher Cycle</b> (between March to May of internship) <b>Pre-Conference:</b> Date: _____ Beginning Time: _____ End: _____ <b>Observation:</b> Date: _____ Time Begin: _____ End: _____ Total Minutes: _____ (min. 45 min.) <b>Post-Conference:</b> Date: _____ Time Begin: _____ End: _____ <b>Evaluation Received:</b> (initial) ACPT _____ MT _____ Principal/Designee _____
<b>Descriptive Word/Phrase for Student Teacher</b> (Will be entered into their TEA Certification file):
<b>Statement of Proficiency</b> <i>My initials indicate agreement that the ACPT is proficient and ready for standard certification.</i>  (initial) FS _____ MT _____ Campus Principal _____
<b>Submit required documents &amp; checklist</b> to SAGU Teacher Education Office Field Supervisor Signature: _____ Date: _____

**Acknowledgement of Teacher Internship Handbook**

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

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

My signature acknowledges that I have read and fully understand the SAGU Teacher Internship Handbook and agree to abide by the standards, policies, and procedures defined or referenced in the handbook.

I also accept responsibility for contacting my supervisor if I have any questions, concerns, or need further explanation, as well as completing all assignments posted in Blackboard.

\_\_\_\_\_  
ACP Intern Signature

\_\_\_\_\_  
Date