

A woman with dark curly hair, wearing a blue polka-dot blazer over a white t-shirt and dark jeans, is standing in front of a whiteboard. She is holding a red marker and writing on the board. The whiteboard has some handwritten text in red, including "model()", "Hens>>add", "Retain age", and "Give". The background is a light-colored wall with a wooden door visible on the left. The entire image is framed by a white, torn-paper-like border.

**Nelson
University**

**TEACHER
EDUCATION**

**Alternative Certification Program
Internship Handbook
2026-2027**

Key Stakeholders

Chere Blair, Ph.D.	Dean, College of Education and Integrative Studies
Paula Manley, Ed.D.	Department Chair, Professor
Khristy Strange, Ed.D.	Director of Teacher Education, Professor
Debbie Provost	Certification Officer

Table of Contents

Internship Placement.....	5
ACP Intern Expectations	7
Campus Mentor Teacher (MT)	9
University Field Supervisor	11
Dismissal Policy	13
Appendix	15
Acknowledgement of Teacher Internship Handbook.....	545

Nelson University 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 Nelson University Teach Texas program is committed to helping you become a successful teacher. The success of the internship depends on the 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 possibly field-based experiences, students will be required to 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/educators/certification/certification>

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/educators/investigations/preliminary-criminal-history-evaluation-fags>

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. Interns who haven't done so already, please complete the form and send it to the Certification Officer to be placed in your permanent file.

DISPOSITION STATEMENT

Dispositions are an important component of teacher preparation. According to the Council for the Accreditation of Educator Preparation (CAEP), dispositions are defined as the "professional attitudes, values, and beliefs demonstrated through both verbal and nonverbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development." ACP Interns at Nelson University are expected to develop and practice these attitudes, values, and beliefs throughout their preparation and internship as professional educators.

Professional Dispositions for Teaching

1. Exhibit sound and professional judgment by the following established field supervisor or public school policies when interacting with peers, students, parents, or members of the community.
2. Maintain confidentiality of student records, correspondence, and conversations.
3. Use emotional and social self-control and self-determination during personal interactions.
4. Demonstrate professional appearance by following Nelson University dress code and/or school campus dress code as well as appropriate hygiene.
5. Maintain an appropriate professional teacher-student and teacher-parent relationship.
6. Demonstrate positive attitudes toward the profession, students, parents, other educators, etc.
7. Demonstrate ethical behavior as defined by the Texas Educator Code of Ethics.
8. Exhibit a code of conduct that includes honesty, integrity, and cooperation related to tests, assignments, and interactions with Nelson University professors.
9. Collaborate with peers, students, faculty, parents, and administration to seek solutions to problems.
10. Demonstrate an ability to work with diverse individuals.
11. Exhibit qualities of a lifelong learner through academic preparedness, professional development opportunity participation, and course requirement completion.
12. Exhibits competence and professionalism in oral, written, and electronic communications.

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 at the start of the internship academic year. Some items must be submitted prior to the start of the internship.

The ACP candidate is also responsible for procuring a campus Mentor Teacher (MT) in collaboration with the ISD and Nelson University Education Department. The MT must be willing to:

- complete mentor training no later than 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 or Director of Teacher Education for more information about dual certification.

An internship experience shall not take place in a setting where the candidate:

- (1) has an administrative role over the mentor, cooperating teacher, site supervisor, or host teacher; or
- (2) is related to the field supervisor, mentor, cooperating teacher, site supervisor, or host teacher by blood (consanguinity) within the third degree or by marriage (affinity) within the second degree.

Internship Requirements for All Parties

- ☐ First Day of School Checklist (see Appendix). The internship officially starts on the first day of the ISDs calendar with students.
- ☐ ACP Intern Orientation: This will be provided by Nelson University in early August or within the first three weeks of the intern's school year.
- ☐ Campus Mentor Teacher Training: The purpose of the campus mentor teacher is to serve as a facilitator of learning for the teacher intern. Training for the MT will be provided by the Nelson University Education Department and by the Nelson University appointed field supervisor. This training is delivered face-to-face either virtually or in person.
- ☐ Internship Action Plan (one for each internship semester (see Appendix)). An action plan shall 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 shall complete and submit a performance reflection three (3) times per semester. Reflection forms (see Appendix) shall be submitted to Blackboard in the appropriate Internship course. 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 Assessments:
 - ☐ Mentor Teacher Observations - The MT will observe and complete a formative assessment at least once a semester and submit a signed copy to the field supervisor. *If the Intern did not make acceptable progress, the MT will notify the field supervisor and also conduct a second formative assessment.*
 - ☐ Field Supervisor Evaluations - 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 Nelson University Director of Teacher Education 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's Academic school calendar year. In addition to the one-year internship, the following must be completed:
 - ☐ Proficiency Statement from the FS and either the MT or Campus Principal
 - ☐ Credit is earned for the Internship courses with a score of 70% or higher in each course
 - ☐ Teacher Service record signed by Administration/HR submitted to the Certification Officer

ACP Intern Expectations

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

§228.73(a) requires the Nelson University Teacher Education Program (Educator Preparation Program – EPP) to:

- verify that a candidate participating in an internship hold an active intern or probationary certificate that is effective on or before the assignment start date of the internship and is valid for the entire duration of the internship.
- be for a minimum of one full school year for the classroom teacher assignment or assignments that match the certification category or categories for which the candidate is prepared

Teacher interns are expected to also:

- ☐ 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. At a minimum, you are expected to be at school for the entire contract day.
- ☐ Dress, act, and speak in a professional manner. 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.
- ☐ 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 the MT a minimum of two (2) times a semester. This can be done during your planning period if the MT has a class.
- ☐ Complete all assignments in Internship I and Internship II on Blackboard in a timely manner. You must score a 70% or higher in these two courses as part of the internship requirement.

Attendance

All ACP interns are expected to adhere to the policies and procedures regarding attendance as indicated in the ISD's Teacher Handbook provided by the school district in which employed. §228.73(c), allows for up to 30 school days less than the required minimum for parental leave, military leave, illness, or bereavement leave. This must be documented and communicated with the campus principal, MT and FS. All paperwork must be signed and turned in to the FS.

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 ISD's 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 Teacher (MT)

The campus mentor teacher serves as an on-site facilitator of learning for the ACP intern. Mentors help guide ACP interns through the day-to-day process of teaching and learning. Mentors are partners. *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.

Mentor Qualifications and Responsibilities.

- at least three creditable years of teaching experience, as defined in Chapter 153, Subchapter CC, Part II of §228.97;
- employed as a classroom teacher on the intern's campus
- accomplishment as an educator as shown by student learning;
- not assigned to the candidate as a cooperating teacher, field supervisor, or site supervisor;
- trained as a mentor by the educator preparation program (EPP) or the campus or district, including training in how to coach and mentor teacher candidates, during the twelve weeks before or three weeks after the candidate's assignment start date; and
- valid certification in the certification category in which the internship candidate is seeking certification.

Duties of a Mentor:

- guide, assist, and support the candidate throughout the entirety of the internship in areas such as lesson preparation, classroom management, instruction, assessment, working with parents, obtaining materials, and district policies; and
- report the candidate's progress to the candidate's field supervisor.

Mentor training will be provided by the Nelson University Teacher Education Department and the Nelson University appointed field supervisor. Mentors are expected to:

- ☐ Attend the Nelson University Mentor Training. This training is offered face-to-face. Those not local will be provided a zoom link.
- ☐ Conduct a pre-conference meeting with the ACP intern prior to the observation.
- ☐ Observe the intern a minimum of one time per semester. This observation should be done about 2 months after the internship starts and again in February.
- ☐ Provide oral and written feedback to the ACP intern on each observation.
- ☐ Connect with the field supervisor to share concerns and victories at least once a month.
- ☐ Be accessible and **meet with the ACP intern once a week in the first semester and then at least bi-weekly in the second semester** to discuss school procedures and policies as well as classroom management and teaching strategies. A communication log is provided in the appendix section. This log shall be given to the FS for submission of paperwork to be placed in the intern's permanent file.

- ☐ 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 MT pre-conference form and the observation form are located in the appendix. MTs also received these forms from the Nelson University Teacher Education Certification Officer through email.

University Field Supervisor

The Nelson University Teacher Education office will assign each ACP intern a qualified field supervisor. The field supervisor is the liaison between the school district and the university and 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.

Qualifications:

- hold a current certification in which supervision is provided or, at a minimum, a master's degree in the academic area or field related to the certification area being supervised and compliance with continuing professional education requirements in Chapter 232, Subchapter A, Certificate Renewal and Continuing Professional Education Requirements;
- accomplishment as an educator as shown by student learning;
- not employed by the same school where the candidate being supervised is completing his or her clinical teaching, internship, or practicum;
- not assigned to the candidate as a mentor, cooperating teacher, or site supervisor;
- three years of creditable experience, as defined by Chapter 153, Subchapter CC, of §228.101 (relating to Commissioner's Rules on Creditable Years of Service), in the class in which supervision is provided;
- trained annually by the EPP (Nelson University Teacher Education); and
- has completed the Texas Education Agency (TEA)-approved training for field supervisors supporting teacher candidates, or is a currently certified Texas Teacher Evaluation and Support System (T-TESS) appraiser.

Duties of a Field Supervisor:

- Contact the assigned candidate within the first three weeks after the assignment start date for a candidate seeking certification as a classroom teacher. Contact may be made by telephone, email, or other electronic communication.
- The field supervisor shall verify the candidate's internship placement within the first three weeks of the candidate's internship assignment and shall notify the EPP if the internship placement does not meet the requirements of the EPP, including assignment of a qualified mentor.
- Conduct five (5) formal evaluations that are 45 minutes or more in duration. (Evaluation form provided in the Appendix). Three (3) in the first semester (Internship I) and two (2) in the second semester (Internship II). However, additional evaluations can be conducted as needed.
 - **Note:** one evaluation shall be conducted with the campus principal. It is recommended, if possible, that this be evaluation number 3 or 4.*Interns with two subject area certifications will have a qualified FS for each certification subject. Contact the Teacher Education Department for more information.*
- Provide the intern with written feedback provided during the post-conference with feedback on targeted skills. This must be within the first four weeks of all internship assignments BUT on or after September 1. The first formal observation must be conducted in-person. See FS Timeline and Dates to Remember document.

- Complete two (2) informal observations that are 15 minutes or more in duration *per semester* with post-conference discussion informed by the areas identified for improvement. **NOTE:** The first informal observation must occur within the first six weeks of the internship but *after the first formal evaluation*. Provide the intern with written feedback provided during the post-conference with feedback on targeted skills (See Appendix for Informal Observation Form)
- Provide ongoing coaching as appropriate and needed
- Provide the MT and Principal copies of the formal evaluations of the intern.
- Notify the campus principal and Director of Teacher Education of conduct listed in the Dismissal Policy of this Handbook.
- Notify the Director of Teacher Education of Intern Termination of Contract from the ISD.
- Collect and submit all required documentation with required signatures to the Nelson University 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 first semester and at least one observation in each subject during the second semester. The two categories cannot be taught concurrently during the same period of the school day.

Contact the Certification Officer or Director of Teacher Education if you have any concerns with the Intern's placement.

Communication

Provide multiple means for communication with the intern (email, phone, text message) and offer guidelines for contact. Pre- and post- evaluation conferences provide situations for more significant discussions to occur.

- Respond to the intern's communications within two school/business days. A communication log is provided in the appendix. This log shall be submitted with final paperwork to be placed in the intern's permanent file.
- Contact the MT within the first two weeks of the assignment to clarify MT responsibilities, information, answer questions, and share contact information. Maintain contact with the MT on the growth of the intern. If any issues arise, document the steps the MT or principal has taken to correct problems of the intern. If issues persist, discuss action steps with the intern in order to help him or her be successful.
- At times, the field supervisor may have to place an intern on a growth plan. If this occurs, notify the Nelson University Director of Teacher Education to set up a meeting between the intern, field supervisor, and/or department chair. *See Growth Plan section of this handbook for more information.*

Statement of Proficiency

The goal is to be first-day ready. This means that by the end of internship, the candidate shows proficiency and is ready to be a first-year teacher. If the field supervisor cannot state that the intern teacher is proficient, the FS must have documentation of communication with the intern teacher and MT throughout the placement with evidence of failure to meeting program requirements, professionalism, instruction, etc.

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 automatic dismissal:

- ☐ Unprofessional conduct.
- ☐ Inappropriate relationship with students and/or district employees.
- ☐ 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.

If the intern leaves the internship assignment for the reasons identified above, the EPP, MT and or campus principal, and the Intern must inform each other *within one calendar week* of the intern's last day in the internship. Reasons include:

- The candidate resigns or is terminated by the school or district;
- The candidate is discharged or is released from the EPP; or
- The candidate withdraws from the EPP.

Please note **that the principal and independent school district reserves 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. Nelson University Teacher Education 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 second-year probationary certificate the following school year. However, two unsuccessful internship placements will result in removal from the Nelson University 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 Nelson University Director of Teacher Education 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 Nelson University Director of Teacher Education outlining the on-campus meeting and next steps for the ACP intern.

Nelson University Teacher Education Post-script:

A career educator will impact hundreds of students in very important and lingering ways. Nelson University Teacher Education is committed to certifying competent and skilled educators of high integrity. The reputation of Nelson University 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 Nelson University Director of Teacher Education who chairs the committee. The Nelson University Teacher Education committee has the final decision regarding the status of program candidates. The complaint policy is posted on the Nelson University 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 Nelson University Teacher Education Program. Good standing means the candidate has:

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

Appendix

Table of Contents

Internship Checklist
Statement of Eligibility
First Day of School Checklist
ACP Intern Reflection Form
Fall Internship Action Plan
Spring Internship Action Plan
MT Pre-Conference Form with Intern
Mentor Evaluation of Intern
MT Communication Log with Intern
FS Communication Log with Intern
FS Communication Log with MT
Growth Plan
Texas Educator Code of Ethics and Standard Practices
Nelson University Lesson Plan Template
FS Pre-Conference Form
FS Evaluation of the Intern
FS Post-Conference Form
FS Informal Observation and Post-Conference Communication Form
Field Supervisor Responsibility Checklist
Training Requirements and Signature Form
Nelson University Teacher Education Dismissal from Internship
Acknowledgement of Teacher Internship Handbook

NOTE: All forms are provided to the respective individuals through email before the start of the Internship. Please use forms provided through email for best results.

Internship Checklist

All documents listed below are required to be completed.

- ☐ Check for any emails sent to you from the Certification Officer or the Director of Teacher Education.
- ☐ Register for the Teaching Internship I or II class at Nelson University.
- ☐ Fall internship Action Plan (Complete with Mentor, 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.
 - ☐ **A signed** copy of the handbook acknowledgement agreement found in the Appendix.



Statement of Eligibility for Internship - Teacher

THIS IS NEITHER A CERTIFICATE NOR A PERMIT. This document verifies that the teacher candidate has been admitted to an approved educator preparation program (EPP) leading to certification in Texas. This form must be returned to the EPP. The preparation program will then recommend the teacher candidate for an intern or probationary certificate, which must be issued to provide the employing school district assignment coverage during the internship year.

To be completed by the Educator Preparation Program (EPP)

Teacher Candidate Name: _____ TEA ID # _____
Teacher Candidate Email: _____ Phone: _____
Candidate Certification Field: _____ Grade Levels: _____
EPP Name: _____ Date Admitted to EPP: _____
EPP Email: _____ EPP Phone: _____
Assigned Field Supervisor: _____

The Teacher Candidate Has Completed the Following Requirements for Texas Teacher Certification:

# of Required Coursework Hours Completed prior to internship (min. 150 required)	# of Required Field-Based Experience Hours Completed prior to internship (min. 30 required)	Passed Content / Supplemental Exam(s)	Passed Pedagogy and Professional Responsibilities Exam Date: _____	Type of Certificate ☐ Intern ☐ Probationary ☐ Probationary Extension

Educator Preparation Program Director or Designee Printed Name/Signature/Date

To be completed by the Employing School District

District/System Name: _____ County/District # _____
Campus Name: _____
Campus Phone: _____ Campus Principal Name: _____
Course to be Taught: _____ Grade Level: _____ Hours _____
Course to be Taught: _____ Grade Level: _____ Hours _____
For Special Education-Content Certificate Required for Placement: _____
Contract Start Date: _____ First Instructional Date with Students: _____
Cooperating Teacher/Mentor Certification: _____ Grade Level: _____
Cooperating Teacher/Mentor Name: _____ TEA # _____

19 TAC §228.35(e)(2)(B)(vii)

If the candidate leaves the internship assignment for any of the reasons identified in clause (vi)(II)-(V) of this subparagraph:

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

Authorized District Representative Printed Name / Title / Email Address

Authorized District Representative Signature / Date

Prior to the 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 Nelson University classes and discuss it with the mentor teacher and field supervisor. Plan components include, but are not limited to, the following:
 - ☐ introducing expectations, rules, and consequences.
 - ☐ introducing yourself to your class.
 - ☐ introducing yourself and important expectations to parents. This could be in the form of a newsletter.
 - ☐ 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 on Blackboard by assigned dates as previously stated in this handbook. This form is provided on Blackboard in the Internship courses.

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. The field supervisor and the intern should discuss the plan and review as needed throughout the course of the internship.

This form is provided on Blackboard, but Interns shall *submit a signed copy* to be maintained in the student's permanent file.

1. What are the intern's professional goals for the semester?

2. What actions will the intern take to successfully reach the professional goals?

3. What actions will the mentor/field supervisor take to help the intern successfully reach the identified professional goals?

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 professional goals 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. The field supervisor and the intern should discuss the 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 professional goals for the spring?
2. What additional actions should be in place to successfully reach the professional goals?
3. What actions will the mentor/field supervisor take to help the intern successfully reach the identified professional goals?
4. Explain an area of weakness that the intern will need to focus on this semester that's not part of the professional goals.

6. Date Reviewed:

By Mentor Teachers: _____ By Field Supervisor: _____

7. Comments:

Intern Signature: _____

Mentor Signature: _____

Field Supervisor Signature: _____



MT Pre-Conference Form with Intern

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:	Mentor Teacher:
Date:	Time:

☐ Fall

☐ Spring

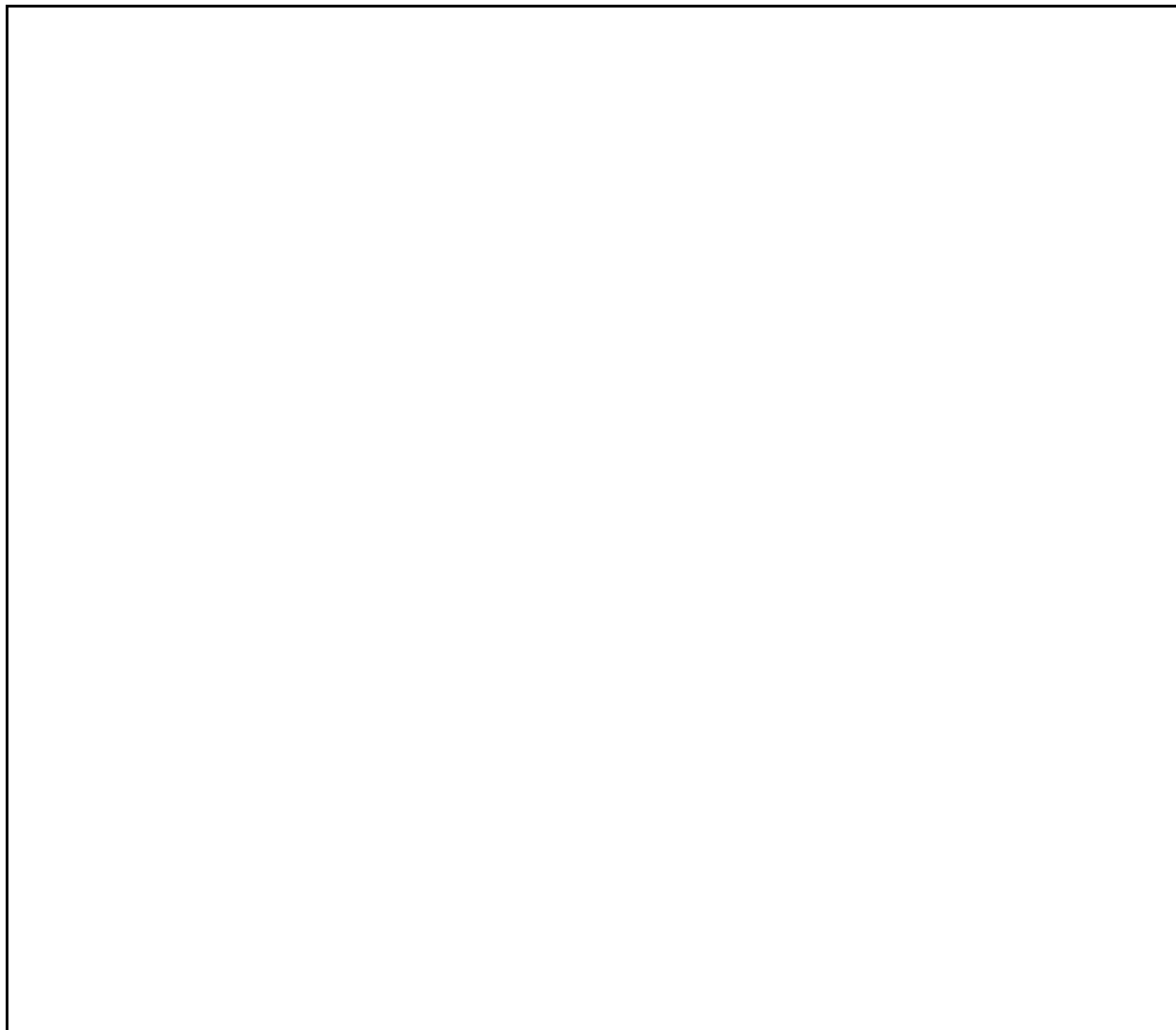
Planning Domain

- 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 & MT Suggestions:

A large, empty rectangular box with a thin black border, intended for handwritten notes or a typed response during a conversation with an ACP Intern and a Mentor Teacher.

Intern Signature: _____

Mentor Teacher Signature: _____

An interactive form is provided to the MT through email.

Mentor Evaluation of Intern

*To be completed when the MT is evaluating the intern. Mentors will observe the ACP intern a minimum of once a semester but can submit additional evaluations 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.

MT: _____

Intern: _____

Grade/Subject: _____

Date: _____

Time: _____ Start _____ End

☐ Fall

☐ Spring

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

Identify strengths of the lesson. (based on the T-TESS Rubric)

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

Post-Conference:

Summarize the Interns response to their lesson and feedback from MT:

List suggestions for Intern improvement.

Date Reviewed: _____ Intern initials: _____ MT initials: _____

An interactive form is provided to the MT through email.

FS Communication Log with Intern

ACP Intern: _____

FS: _____

☐ Fall

☐ Spring

(Boxes will expand with text.)

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

****Communication logs should be turned in with the Intern's paperwork at the end of each semester.
This form is provided to the FS in their welcoming email.**

FS Communication Log with Mentor Teacher

ACP Intern: _____

MT: _____

FS: _____

Communication between the MT and FS is required at least once a month.

(Boxes will expand with text.)

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

****Communication logs should be turned in with the Intern's paperwork at the end of each semester.
This form is provided to the FS in their welcoming email.**

Nelson University Teacher Growth Plan

ACP Intern _____ Date Initiated _____

Campus _____

Field Supervisor _____

Mentor Teacher _____

Area(s) of Need:	Reasons for Needed Improvement

Plan for Improvement: *List goals to address the area(s) of need, activities to support improvement in the area(s), how the improvement will be measured, and a timeline for achieving improvement.*

SMART Goals: Specific, Measurable, Attainable, Relevant, Time-based.

Goals* <i>"By (ID a specific time period) I will (ID how the practice will improve) and in so doing, the intern will (ID how the students will benefit)."</i>	Activities/Resources <i>Outline the plan to show growth; list any support or resources needed.</i>	Measurement <i>How to determine whether goal was successful.</i>	Review <i>Checkpoint to determine improvement.</i>

--	--	--	--

My field supervisor and I have discussed this plan.

Intern Signature _____

Date _____

Field Supervisor Signature _____

Date _____

Director of Teacher Ed or Dept. Chair _____ Date _____

Recommendation After Review:

Code of Ethics and Standard Practices for Texas Educators
Amended to be effective August 2nd, 2026, 51 TexReg 4867
Enforceable Standards

(1) Professional Ethical Conduct, Practices and Performance.

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

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

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

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

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

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

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

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

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

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

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

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

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

(N) Standard 1.14. The educator shall comply with the prohibitions on diversity, equity, and inclusion duties in Texas Education Code (TEC), §11.005.

(O) Standard 1.15. The educator shall comply with the prohibitions on assistance with social transitioning in TEC, §11.401.

(P) Standard 1.16. The educator shall comply with the restrictions on instruction regarding sexual orientation and gender identity in TEC, §28.0043.

(Q) Standard 1.17. The educator shall comply with the requirements to provide full information to a parent concerning a student in TEC, §26.008.

(R) Standard 1.18. The educator shall not promote, advocate, or encourage, in a manner that is reasonably accessible or visible to students, illegal conduct:

(i) described by TEC, §22A.201(a); or

(ii) directly related to student behavior or school property.

(2) Ethical Conduct Toward Professional Colleagues.

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

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

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

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

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

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

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

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

(3) Ethical Conduct Toward Students.

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

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

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

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

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

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

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

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard. Factors that may be considered in context and on the totality of the circumstances in assessing whether appropriate boundaries were maintained include, but are not limited to:

(i) physical proximity or physical contact beyond the professional role or that the student has indicated is unwelcome, unless such contact is professionally required;

(ii) contacting or meeting the student beyond the professional role or making efforts to gain access to or time alone with a student with no discernible professional purpose;

(iii) transporting the student without permission from the student's legal guardian or in violation of school board policy, unless for an emergency;

(iv) taking or possessing a photo or video of the student beyond the professional role or in violation of school board policy; and

(v) showing favoritism or isolation through gifts, rewards, or privileges.

(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 context and on the totality of the circumstances 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;

(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; and

(vii) whether the communication could be reasonably interpreted as threatening the welfare and/or safety of the student.

By signing below, I, _____ hereby confirm I have read in its entirety the above required Educator
(Print Name)
Ethics materials provided by TEA as found in Texas Administrative Code 19 TAC 247.2. Furthermore, I hereby agree
to abide by the Educators' Code of Ethics.

Signature

Date

Email

Phone Number

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242; amended to be effective December 27, 2016, 41 TexReg 10329; amended to be effective October 21, 2018, 43 TexReg 6839; amended to be effective August 2, 2026, 51 TexReg 4867.

Nelson University Lesson Plan Template

*Required for the first observation and submitted to the field supervisor two (2) days prior to the pre-conference. Afterwards, submission of this lesson plan template is at the discretion of the field supervisor.

This lesson plan template aligns with Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), and College, Career, and Military Readiness (CCMR) standards to support pre-service teachers in creating inclusive, effective lessons for Texas classrooms. It ensures compliance with IDEA and Section 504, emphasizing proactive planning and evidence-based practices for all students, including those with disabilities, while preparing them for post-secondary success.

Lesson Plan Information

- **Teacher Name:** Your Name
- **Grade Level:** e.g., 4th Grade, High School
- **Subject:** e.g., Mathematics, English Language Arts
- **Lesson Title/Topic:** e.g., Multiplying Fractions, Analyzing Poetry
- **Date:** e.g., MM/DD/YYYY
- **Duration:** e.g., 50 minutes, 90 minutes
- **Unit:** e.g., Fractions, American Literature
- **Time Allocation Table:**

Section	Duration	Notes
Introduction	e.g., 5-10 min	Engage all students, including SWD
Guided Practice	e.g., 15-20 min	Monitor pacing for scaffolding
Independent Practice	e.g., 10-15 min	Adjust if CCMR tasks need more time
Closure	e.g., 5-10 min	Ensure accessible reflection

- **Guidance:** Use the table to plan pacing. Adjust durations based on student needs, CCMR activities, or IEPs/504 Plans. Allow flexibility for deeper engagement or reteaching.

Standards

- **TEKS Standards:** List specific TEKS standards addressed, including standard number and description (find at tea.texas.gov).
 - Example:
 - 4.3(B): Solve problems involving multiplication of fractions and mixed numbers.
 - ELAR.9.4(F): Analyze how literary devices contribute to meaning in poetry.
- **ELPS Standards:** Include relevant ELPS for English Language Learners (ELLs).
 - Example:
 - ELPS 2(C): Develop basic sight vocabulary and listening comprehension.
- **CCMR Standards:** Identify outcomes preparing students for college, career, or military pathways (reference TEA's CCMR Framework).

- Example:
 - Demonstrate problem-solving skills for real-world scenarios (e.g., budgeting with fractions).
 - Develop analytical writing skills for college coursework (e.g., poetry analysis essays).
 - Practice collaboration for workplace/military environments (e.g., group discussions).
- **Guidance:** Ensure standards are specific, measurable, and aligned with district curriculum. Use TEA resources to verify TEKS, ELPS, and CCMR alignment.

Objectives

- **Learning Objective(s):** State what students will know/do using measurable verbs (e.g., solve, analyze). Align with TEKS and CCMR.
 - Example:
 - Students will solve fraction multiplication problems with 80% accuracy, applying to budgeting scenarios (CCMR: career readiness).
 - Students will analyze a poem's theme using two literary devices, preparing for college writing (CCMR: college readiness).
- **Language Objective(s):** Specify language use for learning, especially for ELLs, aligned with ELPS.
 - Example:
 - Students will explain problem-solving steps in writing using mathematical vocabulary (CCMR: workplace skills).
 - Students will discuss poetic devices in groups using sentence stems (CCMR: military readiness).
- **Guidance:** Use SMART objectives (Specific, Measurable, Achievable, Relevant, Time-bound) and Bloom's Taxonomy verbs for rigor. Connect to CCMR post-secondary skills.

Materials and Resources

- **Materials:** List all needed items (e.g., technology, handouts, manipulatives, texts).
 - Example:
 - Whiteboard, markers
 - Fraction manipulatives (bars, circles)
 - Poem anthology, graphic organizers
 - Projector for visuals
- **Technology Integration:** Specify tools supporting CCMR and accessibility, tested in advance.
 - Example:
 - Kahoot for formative assessment
 - Google Slides for visuals
 - Texas Career Check for career exploration
 - Read&Write software for SWD
 - Naviance for college planning
 - Virtual simulations (e.g., PhET for math/science)
- **Guidance:** Prepare backups (e.g., printed handouts). Use TEA-approved tools (tea.texas.gov/resources) and assistive technologies per IEPs/504 Plans. Select CCMR-aligned tools to expose students to career/college pathways.

Proactive Instructional Planning for Inclusive Practices

- **Universal Design for Learning (UDL):** Use UDL principles for multiple means of engagement, representation, and action/expression.
 - Example:
 - Provide content via visuals, audio, text (e.g., narrated fraction slides).
 - Offer response options (e.g., written/oral poetry analysis).
- **Pre-Lesson Collaboration:** Consult special education staff, review IEPs/504 Plans to incorporate accommodations/modifications.
 - Example:
 - Align fraction tasks with modified math goals.
 - Plan peer-support for poetry discussions.
- **Evidence-Based Practices:** Use research-supported strategies (e.g., explicit instruction, co-teaching, peer-assisted learning).
 - Example:
 - Explicit instruction for fraction steps with repeated modeling.
 - Co-teaching for poetry analysis with scaffolds for SWD.
- **Guidance:** Ensure IDEA/Section 504 compliance. Use UDL checkpoints (cast.org) and evidence-based practices (ies.ed.gov/ncee/wwc) to support all learners.

Lesson Introduction (Engage/Hook)

- **Duration:** e.g., 5-10 minutes
- **Description:** Describe an engaging, accessible activity/question connecting to prior knowledge and CCMR.
 - Example:
 - Show a catering scenario (splitting pizza fractions) and ask, “How can we divide this for budgeting?” (CCMR: career readiness). Use visuals/audio.
 - Read a poem aloud, ask, “How does this prepare you for college?” (CCMR: college readiness). Provide large-print/braille texts.
- **Connection to Objective:** Link hook to lesson goals and CCMR.
 - Example:
 - Introduces fraction multiplication for career budgeting.
 - Activates literary device knowledge for college analysis.
- **Guidance:** Keep engaging, culturally relevant, and accessible (e.g., captions, simplified language). Tie to CCMR outcomes.

Guided Practice (We Do)

- **Duration:** e.g., 15-20 minutes
- **Description:** Describe collaborative tasks with teacher support, incorporating CCMR skills and evidence-based strategies (e.g., peer-assisted learning).
 - Example:
 - Pairs solve fraction problems on whiteboards, simulating team budgeting, with teacher feedback.
 - Groups annotate poem sections with checklists, practicing college-prep analysis, co-taught with special education staff.
- **Scaffolding:** Detail supports (e.g., sentence starters, graphic organizers) for diverse learners.
 - Example:

- Fraction multiplication template (numerator × numerator / denominator × denominator).
 - Sentence stems: “This metaphor compares ____ to ____ because ____.” Tactile organizers for SWD.
- **Guidance:** Bridge instruction to independent work with clear instructions and feedback. Align with objectives, CCMR, and IEPs/504 Plans.

Independent Practice (You Do)

- **Duration:** e.g., 10-15 minutes
- **Description:** Describe tasks for mastery, reflecting CCMR skills with UDL options.
 - Example:
 - Worksheet with 5 fraction problems, including career-based scenarios, in digital/paper formats.
 - Paragraph analyzing poem’s theme, citing two devices, with voice-to-text/oral options.
- **Assessment:** Explain evaluation method (e.g., rubric) aligned with IEPs/504 Plans.
 - Example:
 - Worksheet graded for 80% accuracy.
 - Paragraph scored for evidence/clarity, modified per IEPs.
- **Guidance:** Ensure tasks match rigor, objectives, and CCMR goals. Provide accessible formats and collect work for assessment.

Closure

- **Duration:** e.g., 5-10 minutes
- **Description:** Describe how to reinforce learning, connect to future lessons, and highlight CCMR with accessible methods.
 - Example:
 - Students share fraction problem solutions for career applications (written/oral).
 - Exit ticket: “Name one literary device and its college relevance” (digital/large-print).
- **Connection to Objective:** Link to lesson goals and **放**
- **Guidance:** Use quick, accessible reviews (e.g., exit tickets) to solidify learning. Preview next lesson’s CCMR connections.

Differentiation for Special Populations

- **English Language Learners (ELLs):**
 - Example:
 - Bilingual word banks for math/career terms.
 - Visuals/gestures for poetry analysis.
 - Pair with fluent peers.
- **Students with Disabilities (SWD):**
 - Example:
 - Extended time for worksheets (per IEP).
 - Audio poems for reading difficulties.
 - Large print or speech-to-text.
- **Gifted and Talented (GT):**

- Example:
 - Complex fraction problems with career scenarios.
 - Compare two poems' themes for college prep.
- **Other (e.g., 504 Plans, At-Risk):**
 - Example:
 - Breaks for attention challenges.
 - One-on-one check-ins for at-risk students.
- **Guidance:** Review IEPs/504 Plans and ELPS. Use flexible grouping and evidence-based practices (e.g., peer support) to ensure access and compliance.

Modifications

- **For Significant Needs:** Alter expectations/delivery per IEPs/504 Plans.
 - Example:
 - Manipulatives for dyscalculia instead of written problems.
 - Oral poetry explanations instead of writing.
- **Accommodations vs. Modifications:** Accommodations maintain expectations (e.g., extended time); modifications change tasks/outcomes.
- **Guidance:** Align with legal requirements, maintain dignity, and document for compliance. Consult special education staff.

Assessment and Evaluation

- **Formative Assessment:** Ongoing checks for CCMR skills and accessibility.
 - Example:
 - Thumbs-up/down with response cards for SWD.
 - Group discussion responses with visual prompts.
- **Summative Assessment:** Evaluate mastery with diverse, CCMR-aligned methods (e.g., quizzes, projects, portfolios).
 - Example:
 - Fraction quiz with career problems, modified for SWD.
 - Poetry analysis portfolio, with oral options.
 - Industry-aligned task (e.g., budgeting simulation).
- **Feedback Plan:** Provide timely, accessible feedback (verbal, written, audio).
 - Example:
 - Verbal feedback during practice.
 - Written/audio comments on worksheets within 48 hours.
- **Guidance:** Align assessments with objectives, TEKS, CCMR, and IEPs/504 Plans. Use varied methods (e.g., project-based learning, industry tasks) to capture progress.

Classroom Management Strategies

- **Expectations:** Set clear behavioral standards fostering CCMR skills and inclusivity.
 - Example:
 - Raise hands during instruction.
 - Respect diverse abilities in group work.
- **Procedures:** Outline routines with supports for SWD.
 - Example:
 - Bell signal for transitions with visual timers.
 - Group roles (scribe, speaker) suited to needs.

- **Positive Reinforcement:** Encourage CCMR behaviors and inclusion.
 - Example:
 - Praise collaboration (e.g., “Professional teamwork!”).
 - Class points for supporting peers.
- **Guidance:** Prevent disruptions with consistent routines and proactive strategies (e.g., proximity, visual cues).

Reflection (Post-Lesson)

The FS may require the CLT to complete this section for the post-conference session.

- **What Worked Well:** Reflect on successful strategies, CCMR, and inclusive practices.
- **Areas for Improvement:** Note challenges, especially for CCMR/inclusivity.
- **Student Outcomes:** Summarize data, engagement, and skill development.
- **Next Steps:** Plan to address gaps or extend learning.
- **Guidance:** Use data (e.g., exit tickets, scores) to inform future lessons and support diverse learners.

Additional Notes

- **Teacher Preparation Requirement:** Complete all tasks you teach/require (e.g., solve fraction problems, annotate poems) to ensure clarity and feasibility.
- **Lesson Pacing:** Use the Time Allocation Table for flexibility. Adjust for CCMR/inclusive activities as needed.
- **Cultural Responsiveness:** Include diverse perspectives (e.g., culturally relevant texts, community-based career examples) for CCMR inclusivity.
- **CCMR Integration:** Connect to real-world applications (e.g., industry scenarios, college tasks) using TEA’s CCMR resources.
- **Collaboration:** Work with mentors, special education, or CTE staff for alignment.
- **TEA Compliance:** Align with district guides, TEKS, ELPS, CCMR, and IDEA/Section 504. Include required components (e.g., accommodations, evidence-based practices).
- **Professionalism:** Submit plans on time, use professional language, and seek feedback.
- **Resources:** Visit tea.texas.gov, cast.org (UDL), ies.ed.gov/ncee/wwc (evidence-based practices), or consult mentors.

Assessment Cycle of the Intern

The assessment cycle includes the following: pre-conference, evaluation, and post-conference. This PEP cycle includes important steps to help the intern navigate the complexities of teaching while using a coaching mindset.

Field supervisors will complete a minimum of five (5) formal evaluations of the teacher intern—three (3) in the fall and two (2) in the spring. All assessments will follow the prescribed TEA pre-conference, evaluation, and post-conference (PEP) model. In addition to the formal evaluations, the intern will have a minimum of four (4) informal observations (two (2) per semester) for at least 15 minutes in length, either in person or through video.

The Intern is expected to demonstrate growth throughout the course of the academic year and complete the internship with a minimum standard of proficiency. Field supervisors will refer to the T-TESS Model to complete all appropriate Nelson University forms and discuss steps for growth with all interns.

All forms have been provided to the field supervisor by the Nelson University education department through email upon acceptance of the assignment. The T-TESS rubric can be found at:
https://teachfortexas.org/Resource_Files/Guides/T-TESS_Rubric.pdf



Internship Pre-Conference

The purpose of the pre-conference is for the intern and field supervisor 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:	Field Supervisor:
Date:	Subject/Grade:
Time Start:	Time Stop:

☐ #1 ☐ #2 ☐ #3 ☐ #4 ☐ #5

The following section is to be scored by the Field Supervisor based on the Intern teacher's lesson plan.

Domain 1: Lesson Planning Evaluation from Field Supervisor

Domain 1 Dimension	Proficient	Developing	Improvement Needed	Look For...
1.1 Knowledge of Content and Pedagogy	☐	☐	☐	Lesson objectives align with standards and content is accurate and well understood.
1.2 Knowledge of Students	☐	☐	☐	Lesson reflects awareness of students' prior knowledge, needs, and learning styles.
1.3 Setting Instructional Outcomes	☐	☐	☐	Outcomes are clear, measurable, and appropriate for students' level.
1.4 Knowledge of Resources	☐	☐	☐	Materials and resources, including technology, are suitable and effectively planned.
1.5 Designing Coherent Instruction	☐	☐	☐	Instructional strategies are varied, engaging, and aligned with objectives. Questions indicate that several levels of thinking will be targeted.

Domain 1 Dimension	Proficient	Developing	Improvement Needed	Look For...
1.6 Designing Student Assessments	☐	☐	☐	Assessment methods are appropriate for monitoring student understanding.
1.7 Diverse Student Needs	☐	☐	☐	Lesson reflects differentiation for gifted and talented, ESL students, and special education students.
1.8 Cross-curricular connections and/or College, Career, & Military Readiness	☐	☐	☐	Lesson demonstrates preparedness to connect to other disciplines, to career, college, or military.

Field Supervisor Feedback

Comments on Lesson Plan and Preparation:

Suggestions for Improvement:

Post-Conference Notes (Summary from CLT and FS conversation)

Signatures

By signing below, the clinical teacher and field supervisor acknowledge the discussion of the upcoming evaluation, lesson plan, and suggestions for improvement during the post-conference.

Clinical Teacher (CLT): _____ Date: _____

Field Supervisor (FS): _____ Date: _____

If choosing to sign electronically, please select the appropriate box: ☐ CLT ☐ FS

Reflective Questions for Lesson Planning and Development

(These are sent to the clinical teacher to answer as they prepare the lesson for the pre-conference and their responses can be sent back to the field supervisor before the pre-conference meeting along with the lesson plan.)

1. What are the specific learning objectives for this lesson?
2. How does this lesson align with the overall unit goals and standards?
3. What prior knowledge or skills do students need before this lesson?
4. How have you differentiated your lesson to meet diverse student needs?
5. What instructional strategies will you use to engage students actively?
6. What materials and resources will support student learning?
7. How will you assess student understanding during and after the lesson?
8. How will technology be integrated to enhance learning?
9. What potential challenges do you anticipate, and how will you address them?
10. How does this lesson promote higher-order thinking and student inquiry?

Reflective Questions for Lesson Integration

(These questions are for clinical teachers who have pre-planned lessons given to them from the district or Cooperating Teacher. These questions can be sent to the student to answer as they prepare the lesson for the pre-conference, and the response can be sent back to the field supervisor before the pre-conference meeting along with the lesson plan.)

1. How does this lesson connect to previous lessons and future learning?
2. How will you incorporate cross-curricular connections?
3. What opportunities are there for student collaboration and communication?
4. How will you support students in applying learning beyond the classroom?
5. How have you planned for formative feedback during the lesson?

Internship Evaluation Form

Intern Name: _____

Field Supervisor: _____

Evaluation Number: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 (growth plan)

Date: _____

Start Time: _____

End Time: _____

Total Minutes: _____

Domain 2: Instruction

Criteria	Proficient	Developing	Improvement Needed	Comments (Evidence to support)
2.1 The teacher communicates and delivers clear, well-organized lessons aligned to learning objectives. Clearly identifying learning objective throughout the lesson.	☐	☐	☐	
2.2 The teacher uses instructional strategies that engage students actively, connecting to prior knowledge and identifying appropriate content specific vocabulary.	☐	☐	☐	
2.3 The teacher differentiates instruction to meet diverse student needs, including disabilities, while responding to students' learning or social/emotional needs.	☐	☐	☐	
2.4 The teacher uses formative assessments to monitor student progress and adjust instruction. The teacher also incorporates probing questions to clarify and elaborate learning.	☐	☐	☐	
2.5 The teacher provides feedback that guides students toward improvement.	☐	☐	☐	
2.6 The teacher creates a learning environment that encourages student participation and respect and allows opportunities for students to take initiative of their own learning.	☐	☐	☐	
2.7 The teacher displays enthusiasm and energy, while demonstrating appropriate and responsive pacing of instruction.	☐	☐	☐	

Comments on Domain 2: Instruction

Domain 3: Learning Environment

Criteria	Proficient	Developing	Improvement Needed	Comments (Evidence to support)
3.1 The teacher establishes classroom routines that promote a positive and productive environment, demonstrating clear and efficient procedures, routines and transitions.	☐	☐	☐	
3.2 The teacher manages classroom behavior effectively, using proactive and consistent strategies.	☐	☐	☐	
3.3 The teacher promotes a culture of respect and rapport among all students, including disabilities.	☐	☐	☐	
3.4 The teacher arranges the physical environment to support learning and accessibility for all, which allows students to participate in groups, manage supplies and equipment with limited teacher direction.	☐	☐	☐	
3.5 The teacher handles conflict and/or disagreement in a calm manner.	☐	☐	☐	
3.6 The teacher sets high expectations for all students, including students with disabilities.	☐	☐	☐	

Comments on Domain 3: Learning Environment

Overall Performance Comments

(General evaluation of the teacher's overall performance based on proficiency standards)

Signatures

Role	Signature	Date
Field Supervisor		
Intern Teacher		
Principal/School Representative		

**I have read the above assessment; my signature does not imply I agree or disagree with this evaluation, only that I have received it.*

If choosing to sign electronically, please select the appropriate box: ☐ Intern ☐ FS ☐ Rep



ACP Teacher Post-Conference

The purpose of the post-conference is to provide ACP interns with an opportunity to self reflect and collaborate with the field supervisor following an observed lesson. Guidance will be provided by the field supervisor in order to assist the ACP intern as they develop their professional educator skills. (T-Tess Domain 1, 2, & 3)

ACP Teacher:	Field Supervisor:
Date:	Time: ____ Start ____ End

- ☐ Post-Conference #1 ☐ Post -Conference #2 ☐ Post -Conference #3
☐ Post -Conference #4 ☐ Post -Conference #5

Purpose

This post-conference form is designed to facilitate reflection and professional growth for clinical teachers based on the T-TESS rubric. It includes reflective questions, areas of reinforcement, and areas for refinement with improvement suggestions. Reflective questions can be sent to the clinical teacher prior to the post-conference with responses sent back before the meeting or to be answered during the post-conference meeting.

Reflective Questions on Teaching Practice

Note: The FS determines which questions need to be asked. Please note those in the summary below. These can be asked ahead of time or during the conference.

1. What do you think went well in this lesson and why do you believe it was successful?
2. How do you feel the students responded to the lesson? What evidence supports your perspective?
3. What challenges did you encounter during the lesson, and how did you address them?
4. How well do you think the lesson objectives were met? What would you do differently to ensure those objectives are achieved next time?
5. How did you assess student understanding during the lesson, and what adjustments did you make or will you make based on those assessments?
6. What classroom management techniques did you employ to maintain a positive learning environment, and how did they impact student behavior? If behavior did not improve, what strategies can you try next time?

7. What strategies did you use to differentiate instruction for diverse learners and how effective were they?
8. How do you plan to use the feedback from this evaluation to inform future lessons?

Summary of Questions from Intern:

Reinforcement

- **Area of Strength (T-TESS Dimension):** _____
Description: The Field Supervisor (FS) describes a specific teaching practice observed during the lesson that aligns with the T-TESS rubric and demonstrates proficiency or distinction. Provide evidence from the observation (e.g., student engagement, effective questioning, clear alignment with objectives).

- **Impact on Student Learning:** The FS explains how this strength positively influenced student outcomes or the classroom environment.

Refinement

- **Area for Growth (T-TESS Dimension):**
Description: The FS identifies a specific teaching practice that could be improved to better align with the T-TESS rubric. Provide evidence from the observation (e.g., missed opportunities for differentiation, unclear instructions, or inconsistent classroom management).

- **Suggestions for Improvement:** The FS provides actionable strategies to address the identified area for growth. Examples may include:
 - *Planning Domain:* Develop lesson plans with clear, measurable objectives and anticipatory sets to enhance student engagement (Dimension 1.1).
 - *Instruction Domain:* Incorporate varied questioning techniques (e.g., Bloom's Taxonomy) to promote higher-order thinking (Dimension 2.3).
 - *Learning Environment Domain:* Establish consistent routines to minimize disruptions and reinforce positive behavior (Dimension 3.2).
 - *Professional Practices Domain:* Attend professional development workshops or collaborate with colleagues to enhance content knowledge (Dimension 4.3).

Summary of Conversation:

Signatures

By signing below, the intern and field supervisor acknowledge the discussion of the observation, reflection, reinforcement, and refinement areas during the post-conference.

Intern Teacher: _____ Date: _____

Field Supervisor: _____ Date: _____

If choosing to sign electronically, please select the appropriate box: ☐ Intern ☐ FS

This fillable form is sent to the Field Supervisor through email upon acceptance of assignment.



Informal Observation

Intern: _____

Field Supervisor: _____

Date: _____

Time Start/Stop: _____

☐ In Person (1st is required)

☐ Virtual — ☐ Synchronous

☐ Asynchronous

☐ First

☐ Second

☐ Third

☐ Fourth

NOTE: if using this on the computer, the fillable form will expand as you type. There is no need to limit your responses.

Previous Post-Conference Notes & Conversations Around Skills

In our last meeting, we discussed the following steps for improvement...	
--	--

Domain 1: Planning

Dimension	Evidence (check all that apply)
1.1 Standards and Alignment	☐ Lesson objective is clear, displayed in developmentally appropriate language, and standards driven. ☐ Lesson is well organized and sequential.
1.2 Data and Assessments	☐ Teacher consistently checks for understanding and scaffolds lesson accordingly. ☐ Teacher uses data and assessments to drive instruction.
1.3 Knowledge of Students	☐ Lesson is differentiated to meet the needs of all learners. ☐ Teacher sets high expectations and creates challenging learning experiences. ☐ Teacher connects learning to prior knowledge. ☐ Teacher connects learning to life experience and/or meaningful context.
1.4 Activities	☐ Teacher uses a variety of student engagement methods. ☐ Teacher provides opportunity for students to engage in critical thinking and problem solving ☐ Teacher integrates technology in order to help students master lesson objective. ☐ Teacher promotes literacy across the curriculum. ☐ Teacher selects appropriate grouping practices to meet learning objectives.

General Notes & Observations:	
-------------------------------	--

Domain 2: Instruction	
Dimension	Evidence (check all that apply)
2.1 Achieving Expectations	☐ Teacher utilizes random calling methods and equitable practices communicating high expectations for all students. ☐ Teacher creates a mutually respectful, collaborative and safe community of learners.
2.2 Content Knowledge and Expertise	☐ Teacher identifies appropriate content specific vocabulary. ☐ Teacher adjusts instruction to address common misunderstandings and preconceptions. ☐ Teacher promotes literacy across the curriculum.
2.3 Communication	☐ Teacher communicates clearly. ☐ Teacher integrates technology in order to help students master lesson objective. ☐ Teacher uses a variety of verbal and non-verbal techniques to communicate lesson objectives and directions clearly. ☐ Teacher displays enthusiasm and energy.
2.4 Differentiation	☐ Lesson is differentiated to meet the needs of all learners. ☐ Teacher uses various instructional techniques to meet the needs of diverse learners. ☐ Teacher demonstrates knowledge and understanding of subject area taught.
2.5 Monitor and Adjust	☐ Teacher uses a variety of student engagement methods. ☐ Teacher sets high expectations and creates challenging learning experiences. ☐ Teacher consistently checks for understanding and scaffolds lesson accordingly. ☐ Teacher demonstrates appropriate and responsive pacing of instruction (i.e., pace, wait time, questioning, probing, etc.) ☐ Teacher adjusts instruction to address common misunderstandings and preconceptions.

General Notes & Observations:	
-------------------------------	--

Domain 3: Learning Environment	
Dimension	Evidence (check all that apply)
3.1 Classroom Environment, Routines and Procedures	☐ Teacher creates a mutually respectful, collaborative and safe community of learners. ☐ Teacher establishes effective routines and procedures. ☐ Teacher maintains effective transitions. ☐ Teacher manages time effectively.
3.2 Managing Student Behavior	☐ Teacher actively monitors student engagement. ☐ Teacher appropriately reinforces and redirects student behavior. ☐ Teacher consistently implements classroom management plan.
3.3 Classroom Culture	☐ Teacher handles conflict and/or disagreement in a calm manner. ☐ Teacher selects appropriate grouping practices to meet learning objectives.
General Notes & Observations:	

Highlights of what I saw during my walk-through...	
Area of Strength	Things I liked Seeing today ...
Area of Weakness	Strategies To Consider Adjusting ...

Post-Conference for Informal Observation

Action Plan	
Area of Focus	Action Steps to Improve Area of Focus

Intern Signature

Field Supervisor Signature

Date of Informal Conference with Clinical Teacher

This fillable form is sent to the Field Supervisor through email upon acceptance of assignment.

Field Supervisor Responsibilities Checklist

ACP Teacher (ACPT) / Semester:	ACP Teacher E-mail:
Mentor Teacher (MT):	MT E-mail:
Field Supervisor (FS):	FS E-mail:
Campus Principal:	CP E-mail:
School Address:	School Phone Number:
	District (if applicable):
Role / Responsibility	
Field Supervisor Initial Meeting with ACP Teacher (within 1 st 3 weeks of Internship I) (Initial) FS _____ ACPT _____ Date: _____	
#1 ACP PEP Cycle (within weeks 1 to 6 of internship) Pre-Conference: Date: _____ Beginning Time: _____ End: _____ Evaluation: Date: _____ Time Begin: _____ End: _____ Total Minutes: _____ (min. 45 min.) Post-Conference: Date: _____ Time Begin: _____ End: _____ Evaluation Received: (initial) ACPT _____ MT _____ Principal/Designee _____	
#2 ACP PEP Cycle (within weeks 7-12 of internship) Pre-Conference: Date: _____ Beginning Time: _____ End: _____ Evaluation: Date: _____ Time Begin: _____ End: _____ Total Minutes: _____ (min. 45 min.) Post-Conference: Date: _____ Time Begin: _____ End: _____ Evaluation Received: (initial) ACPT _____ MT _____ Principal/Designee _____	
#3 ACP PEP Cycle (within weeks 13-18 of internship) Pre-Conference: Date: _____ Beginning Time: _____ End: _____ Evaluation: Date: _____ Time Begin: _____ End: _____ Total Minutes: _____ (min. 45 min.) Post-Conference: Date: _____ Time Begin: _____ End: _____ Evaluation Received: (initial) ACPT _____ MT _____ Principal/Designee _____	
#4 ACP PEP Cycle (between January to March on internship) Pre-Conference: Date: _____ Beginning Time: _____ End: _____ Evaluation: Date: _____ Time Begin: _____ End: _____ Total Minutes: _____ (min. 45 min.) Post-Conference: Date: _____ Time Begin: _____ End: _____ Evaluation Received: (initial) ACPT _____ MT _____ Principal/Designee _____	
#5 ACP PEP Cycle (between March to May of internship) Pre-Conference: Date: _____ Beginning Time: _____ End: _____ Evaluation: Date: _____ Time Begin: _____ End: _____ Total Minutes: _____ (min. 45 min.) Post-Conference: Date: _____ Time Begin: _____ End: _____ Evaluation Received: (initial) ACPT _____ MT _____ Principal/Designee _____	
Field Supervisor Descriptive Word/Phrase for Student Teacher (Will be entered into their TEA Certification file): 	

Statement of Proficiency

My initials indicate agreement that the ACP intern is proficient and ready for standard certification.

(initial) FS _____ MT _____ Campus Principal _____

Submit required documents & checklist to Nelson University Teacher Education Office

Field Supervisor Signature: _____ Date: _____

Nelson University Teacher Education Office (Completed after Paperwork is Received)

Date Accepted:

Date Reviewed:

MT TEA ID #:

FS TEA ID #:

Intern TEA ID#:



Training Requirements & Signature Form

Clinical Teacher or Intern:	Semester Dates:
<i>Cooperating Teacher or Mentor</i>	Field Supervisor:
Training: <i>Clinical Teacher or Intern</i> *I hereby certify that I was trained by a Nelson University Teacher Education Administrator as to the role and responsibility of a Clinical Teacher/Intern on (DATE) (CLT/Intern) Signature Nelson University (DoTE)	
Training: <i>Cooperating Teacher or Mentor</i> *I hereby certify that I was trained by a Nelson University Teacher Education Administrator as to the role and responsibility of a Cooperating Teacher/Mentor on (DATE) (CT/Mentor) Signature Nelson University Dept. Chair	
Training: <i>Field Supervisor</i> *I hereby certify that I was trained by a Nelson University Teacher Education Administrator as to the role and responsibility of a Field Supervisor on (DATE) Field Supervisor Signature Nelson University (DoTE)	

Nelson University Teacher Education Dismissal from Internship and Education Program

Intern:

Field Supervisor:

Mentor Teacher:

Date of Meeting:

Concern(s) and Documentation:

Summary of Discussion:

Action(s) to be taken:

- Meet with the registrar's office to apply for a change of degree (suggestions include Pre-professional Education or Interdisciplinary Studies)
- Appeal in writing, the removal from the Teacher Education Program to the Teacher Education Committee Chair. This does not allow the student to continue clinical teaching. *Note:* The committee chair will call a meeting within 10 business days from the date in which the letter was received.

Intern Signature: _____

Field Supervisor Signature: _____

Director of Teacher Education: _____

Department Chair Signature: _____

What to Do After Internship

1. Finish any and all exams—Contact the testing coordinator with questions about exams
2. Apply for certification in your TEAL account:
 - a. Fingerprinting must be completed first
 - b. Apply for a **Standard** Certificate from a traditional route/university
 - c. Update your email to one that you know you will use for the next several years
 - d. Email the Certification Officer to let her know you have applied for certification (dprovost@nelson.edu)
3. Send your signed Teacher Service Record to the Certification Officer. Once received, The Certification officer will double check all records and certify you or reach out on items still needing attention.
4. About six (6) months prior to your birthday in **five** years, you will receive an email to renew your license. Be sure to keep updated records of your professional development and/or any college courses you are taking. You may have to turn this information in to TEA to show proof you have completed the required professional development hours to recertify. This happens every five years!

NOTE:

Educator certificates will no longer be issued automatically and will only be issued after completion of the SEMARC check. SEMARC (Statewide Educator Misconduct and Accountability Clearinghouse) will be integrated with the DNHR (Do Not Hire Registry), with corresponding updates visible to LEAs in the DNHR upload results file. If a certificate is not issued after several days, candidates should contact Educator Fingerprinting at 512-936-8400 (option 3) or through the Fingerprinting Help Desk.

Acknowledgement of Teacher Internship Handbook

Name: _____

Field Supervisor: _____

My signature acknowledges that I have read and fully understand the Nelson University 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

***Sign, date, and return this document to the Certification Officer within the first three (3) weeks of Internship I.*