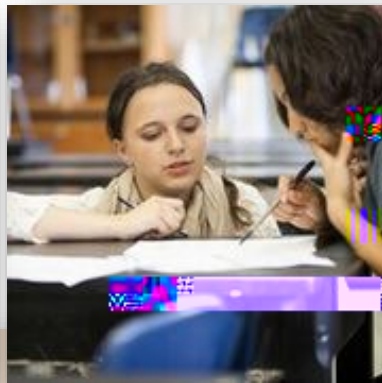

1

“



Department of Teaching and Learning
Harold Clark Simmons Hall
214-768-2346
teacher@smu.edu
www.smu.edu/teacher

Table of Contents

33.....889 BDC

DIRECTORY

Department of Teaching and Learning

Mailing address: P.O. Box 750455, Dallas, TX 75275-0455

Dr. Amy Richardson 214-768-2214
Director of Teacher Preparation and Scholarship of Teaching
Office location: Harold Clark Simmons Hall, 6401 Airline Dr., Suite 301-I, Dallas, TX 75205
amyrichardson@smu.edu

Ms. Samia Siddiqui 214-768-1326
Director of Undergraduate Advising and Student Records
Office location: Annette Simmons Hall, 3101 University Blvd., Suite 374, Dallas, TX 75205
sssiddiqui@smu.edu

Ms. Jill Moore 214-768-7797

Seveslr32 (ec)1:l HBJ(r)-2 (ad)12.8 (u.-4.6 (t)-269 (a)1.2 (ce l)-2ale l)-2(si)-2.6 i)-6.6 tTc 0 Tw 2.815 0 lCTJerdson ch-1.7 (c)-12 (

SUMMARY OF

MISSION STATEMENT

Clinical student teaching, residency, or internship is the culminating experience in the Educator Preparation Program at Southern Methodist University and the first stage of the professional career. It requires implementation of knowledge, skills, and attitudes about teaching and learning internalized in the education course of study.

This experience is designed to be a valuable professional laboratory experience in teacher preparation. It represents the bridge between pre-professional preparation and professional practice. Clinical experiences and internships are designed to provide opportunities for students to observe, plan, implement, and evaluate

instructional materials and techniques with diverse cultures and backgrounds.

The success of the clinical student teaching a

POLICIES AND PROCEDURES

Guidelines for Successful Clinical Student Teaching, Residency, or Internship

The time, energy and thought that a successful clinical experience requires is substantial. Expect your Clinical Student Teaching, Residency, or Internship to be challenging. Recognize this time commitment and make the most of this tremendous opportunity for growth. It is recommended that you limit other responsibilities during the school year, including outside employment.

The Student Teacher Seminars

The seminar is a **required** part of the internship experience. Participation is required in order to receive a passing grade for internship.

Final Grades

Corporal Punishment

Corporal punishment is not allowed by the SMU Educator Preparation Program. Clinical Student Teachers, Residents, or Interns may not resort to this method of behavior control.

Professional Standards

Your professional manner is of utmost importance. During your

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

II. Ethical Conduct Toward Professional Colleagues.

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.

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

Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regard aate and fedetooa

STUDENT TEACHING
AND
CHARLES BUTT RESIDENCY

Clinical student teaching is a one semester, six-hour course. The one exception is the post-baccalaureate internship. The post-baccalaureate internship is designed for students who have graduated and completed all requirements for teacher certification except clinical student teaching. An internship must be with a Texas Education Agency (TEA) Accredited school. You may find a list of these schools on their website at <https://tea.texas.gov/texas-schools/accountability/accreditation/accreditation-status><http://ritter.tea.state.tx.us/accredstatus/index.html>. Those students

CLINICAL STUDENT TEACHER CONTRACT

The following form must be completed prior to clinical student teaching.

Name: _____

The following objectives must be accomplished without exception in order to complete clinical student teaching.

1. Comply with all requirements detailed in the Clinical Student Teacher Checklist.
2. Read the SMU EPP Intern-Student Teacher Handbook prior to student teaching.
3. Complete all clinical student teaching requirements with your mentor teacher(s).
4. Be punctual and attend every day, without exception (school and seminars). Music student teachers must attend ensemble activities related to their ensemble, i.e. auditions, rehearsals, performances.
5. Submit all writt peritk

CLINICAL STUDENT TEACHER CHECKLIST

Date Completed	Item
	Prepare for and take the practice test for the TExES Content test or Core Subjects exam prior to clinical student teaching. All candidates must make an 80% or higher/score of 260 or higher on applicable practice tests in Certify Teacher or 240 Tutoring to be given permission for the state exam.
	Prepare for and take the practice test for the TExES Science of Teaching Reading exam (if applicable) prior to clinical student teaching. All candidates must make an 80% or higher/score of 260 or higher on applicable practice tests in Certify Teacher or 240 Tutoring to be given permission for the state exam.
	Prepare for and take the practice test for the TExES Pedagogy and Professional Responsibility prior to clinical student teaching. All candidates must make an 80% or higher/score of 260 or higher on applicable practice tests in Certify Teacher or 240 Tutoring to be given permission for the state exam.
	Pass the state TExES Content test or Core Subjects Pass the state TExES #293-Science of Teaching Reading exam (if applicable) Pass the state TExES #160-Pedagogy and Professional Responsibility EC-12
	Handbook received
	Handbook read
	Confirm that the mentor teacher has received his/her section of the handbook through supervisor.
	Obtain necessary teaching materials, i.e. textbooks, repertoire, log in information, supplemental materials etc.
	Weekly Schedule provided to university field supervisor by first day of the assignment.
	If you are in a split semester assignment between two schools or two teachers, notify your university field supervisor in advance as to when each of your “full weeks” of responsibility will take place.
	Projected Observation Schedule
	Weekly Reflections completed

Required and O796.5d7u1saR58.76 217.3233rlyR58.76 217.3233u04 56.ef598.8 190.8 0.492 (l)(e)TE

CLINICAL STUDENT TEACHING WEEKLY SCHEDULE GUIDELINES

		Teach four subject areas plus three additional responsibilities.
		Mentor Weekly Review of Student Teacher
		Pre-Conference with supervisor

	Continue teaching/gradually give back duties
	Mentor Weekly Feedback for Student Teacher
	Co-teach with Mentor

RESPONSIBILITIES OF SMU CLINICAL STUDENT TEACHERS

BASIC ASSUMPTIONS

CLINICAL STUDENT TEACHING TASKS

- a. Making clinical student teaching a top priority for the semester
- b. Being prompt and complete all endeavors (arrival and departure times, lesson planning, and seminar assignments)
- c. Providing mentor teacher with written lesson plans for approval before any teaching situation (preferably two days prior to lesson)
- d. Preparing in advance all necessary materials for teaching
- e. Incorporating a variety of teaching strategies providing for individual differences, motivation, and the creation of a positive classroom climate
- f. Exhibit professional dress, behavior and attitude throughout all interactions during the clinical student teaching assignment
- g. Developing an individual plan for effective self-evaluation with the help of the mentor teacher and University Field Supervisor

PROFESSIONALISM

- a. As a professional, the clinical student teacher should maintain a positive outlook
- b. Welcome constructive suggestions and incorporate them in subsequent planning and teaching
- c. Be discreet with confidential information
- d. Attend University Field Supervisor seminars and professional meetings
- e. Interact with the mentor teacher(s) and other faculty members
- f. Make a point to meet the principal, vice-principals; become familiar with school climate, culture and policies
- g. Follow steps to ensure you will be ready to be recommended for certification as soon as grades are posted.

COMPONENTS OF THE CLINICAL STUDENT TEACHING EXPERIENCE

OBSERVING

Much of the first week of clinical student teaching will be spent in observation of the classroom environment, instructional techniques, and interpersonal communication and relationships.

- Take reflective notes.
- Ask questions of your mentor teacher.
- Complete seating charts for learning names of students.
- Make a copy of the daily class schedule.
- Become familiar with everyday routines.

It is important to become acquainted with school policies and procedures regarding the following:

- School calendar
- School hours
- Fire and disaster drill procedures
- Reporting accidents, first aid, and health service procedures
- Campus rules
- Inclement weather schedules
- Lost and found department
- Parking regulations, bicycle provisions
- Enrollment of students and re-admission after absence or illness regulations
- Use of library, auditorium, gymnasium, audio-visual equipment, duplicating equipment
- Dispensing of supplies
- Cafeteria regulations
- Testing program
- Grade level and general faculty meetings
- Home invitations and gifts from students
- Attendance records
- Field trips

As you observe, answer the questions on the following three pages, "Suggestions for Observation..." Include the page and your answers in your student teaching notebook in the "general" section.

ASSISTING

After a sh()0.5 f-31 Tc 0.2 (nd g)10.9S6 (o)10.4 36 1967siGind g-4 (o)10.9 (l)-4 ()0.5 siWRB;c !0.01ach15 0 Td33 0 Tdd()

TEAMING

To initiate your teaching experience in the class, you may begin by sharing with the mentor teacher the responsibility of

CLINICAL STUDENT TEACHER'S FIRST WEEK ASSIGNMENTS

Focus the majority of your time on learning classroom routines and on observing students and mentor teachers.

1. Learn the names of the students. Develop a seating chart.
2. Get all the textbooks, handouts, curriculum guides, etc. from your school. Read these carefully. Be sure you understand how to use a teacher's guide. Music students need repertoire and sight-reading texts.
3. Familiarize yourself with the materials and technology available in your classroom and school library.
4. Discuss a teaching schedule with your mentor teacher. A suggested schedule is on the following pages.
5. Complete your weekly clinical student teaching schedule and e-mail it to your university field supervisor by the beginning of the first week of school.
6. Begin discussion/selection of unit topic(s) with mentor teacher.
7. Begin to create a digital student teaching notebook to stay organized. Add to the notebook during student teaching.
 - a. Lesson Plans – Document lessons and other teaching activities such as read-alouds, monitoring group work, and tutoring in your notebook. Please use SMU lesson plan template as you develop your lessons. Be sure it is submitted on time and have your mentor teacher initial it before you place it in your notebook. Keep the most recent week's lesson plans at the front of this section. Self-evaluations should be included on the back of each long lesson form or on a separate sheet of paper.
 - b. Mentor Teacher Feedback – Please encourage your teacher to give written feedback as often as possible (at least once each week).
 - c. U

S

V. Student-Teacher Interaction/Management Techniques

How are students recognized during classroom discussion? How do students gain the teacher's attention? (e.g., raising hand, coming to teacher's desk, signals)?

How does the teacher bring all students into the learning environment and keep them on task?

How does the teacher redirect off-task behaviors?

How are appropriate behaviors reinforced?

How are students moved from whole group to small group and vice-versa?

How is the classroom discipline plan implemented?

VI. Parent-Teacher Interaction

How does the teacher communicate expectations of the child to parents?

How does the teacher deal with problems or communicate praise to parents (how often, in what manner)?

INTERNSHIP

INTERNSHIP SYLLABUS

First Term - EDU 6376

Second Term - EDU 6377

The Intern is the **teacher of record** in an EC-12 classroom. Along with daily attendance at the school, the Intern is required to participate in scheduled SMU seminars. During the seminars, Interns will engage in learning with a group of other Interns under the direction of the Intern Supervisor/teacher education faculty to review progress, discuss current practices, brainstorm solutions to common problems, and review timely material pertinent to the field. In addition to daily attendance

INTERNSHIP CONTRACT

The following form must be completed prior to Internship.

Intern's Name (Print): _____

The following objectives must be accomplished without exception in order to complete Internship.

1. Comply with all requirements in this handbook.
2. Read and fully comprehend the SMU EPP Intern-Student Teacher Handbook prior to internship.
3. Complete all Internship requirements with a passing grade of B, as assigned by the intern supervisor.
4. Be the **teacher of record**

INTERNSHIP CHECKLIST

Date Completed	Item
	Handbook received
	Handbook read
	Confirm that the mentoring teacher has received their section of the handbook (Three signatures required on agenda for this meeting)
	Obtain necessary teaching materials, i.e. textbooks, repertoire, supplemental materials etc.
	Classroom schedule provided to Intern Supervisor by first week of the assignment.
	Participate in Pre Observation Conference before each observation scheduled with your SMU supervisor.
	Participate in a Post Observation Conference after each observation with your SMU supervisor. The post observation will include time to produce a written reflection.
	Projected Observation Schedule
	Mid-term Effectiveness Evaluation at the end of semester (Three signatures required) (December)
	#160-PPR EC-12: <ul style="list-style-type: none"> • Pass Certify Teacher practice test by January 1. • Pass TExES test by March 31.

Final Effectiveness Evaluation (EC- n--

GUIDELINES

- Final grade will be the first week of May
- Interns will be observed on site a minimum of three times during each semester
-

PROFESSIONALISM

As a professional, the Intern should maintain a positive outlook

Welcome constructive suggestions and incorporate them in subsequent planning and teaching

Be discreet with confidential information

Interact with other faculty members

Meet the principal, vice-principal, and other school leaders

INTERNSHIP CALENDAR

September	<ol style="list-style-type: none"> 1. Schedule 1st formal observation with Supervisor. <ul style="list-style-type: none"> • After September 1. Within 1st 4 weeks from 1st day with students. 2. Provide your daily schedule to your Supervisor. 3. Due to and with your Supervisor: <ul style="list-style-type: none"> • Pre Observation Conference scheduled prior to Observation • Lesson Plan 48 hours before your observation • Post Observation Conference soon after your schedule observation. You will produce a written reflection during the post observation conference with your supervisor.
October	<ol style="list-style-type: none"> 1. Schedule 2nd formal observation with Supervisor 2. Due to and with your Supervisor: <ul style="list-style-type: none"> • Pre Observation Conference scheduled prior to Observation • Lesson Plan 48 hours before your observation • Post Observation Conference soon after your schedule observation. You will produce a written reflection during the post observation conference with your supervisor.
November	<ol style="list-style-type: none"> 1. Schedule 3rd formal observation with Supervisor 2. Due to and with your Supervisor: <ul style="list-style-type: none"> • Pre Observation Conference scheduled prior to Observation • Lesson Plan 48 hours before your observation • Post Observation Conference soon after your schedule observation. You will produce a written reflection during the post observation conference with your supervisor.
December	<ol style="list-style-type: none"> 1. Due to Supervisor: Intern Semester Self- Evaluation

C. Seating arrangement



Costs

The SMU educator preparation program tuition cost is \$7,240. Provided the full program is completed, the tuition is due July 31, 2025

TFA CORPS MEMBERS COURSEWORK

YOUR SMU COURSEWORK WILL BE ORGANIZED ACCORDING TO THE GRADE LEVEL AND SUBJECT THAT YOU ARE TEACHING THIS YEAR.

Fall Term - Foundations Course

Note: Spring Internshi

Fall Term - Internship Course - EDU 6376

Assignments and Grading

Daily Schedule – due at beginning of semester and whenever a change occurs

5 total points

Major Assignments: 3 Monthly Lesson Observations (POP Cycle) – 90 total points

Lesson Plan – Provided 48 hours prior to scheduled observation

10 points each – 30 total points

Pre-Conference -due 24 hours before scheduled observation

10 points each – 30 total points

Post Conference – 72 hours after scheduled observation

10 points each – 30 total points

Intern Self-Evaluation – due at end of semester conference with Supervisor

5 points

Grading Scale

100-94 = A

89-87 = B+

79-77 = C+

69-67 D+

93-90 = A-

86-84 = B

76-74 = C

66-64 D

83-80 = B-

73-70 = C-

63-60 D-

<59 F

All assignments are required for TEA Certification. A grade of B or higher in this course is required for certification.

CAMPUS MENTOR GUIDELINES

SCHOOL-BASED MENTOR TEACHER INFORMATION

Mentor/Cooperating Teacher's Name:

Mentor/Cooperating Teacher's Email:

Mentor/Cooperating Teacher's TEA ID #

Providing your TEA ID # is required per TEA.

- Your ID # can be found by logging into your TEAL account at <https://tealprod.tea.state.tx.us/>
- TEA ID is 7 digits or less. It is not your District #.

Full Name as listed on TEAL Account:

Clinical Student/Intern Teacher's Name:

Clinical Student/Intern Teacher's Cell #:

SMU Field

STATE OF TEXAS MENTOR TEACHER STANDARDS

WHAT DOES A MENTOR NEED TO KNOW AND BE ABLE TO DO?

1. Has theoretical and practical knowledge of teaching and learning for both adults and children
 - a. Understands learning in both children and adults
 - b. Identifies the range of learning and performance problems and successes
 - c. Models specific strategies with diverse students to overcome learning and performance problems and encourages success
2. Understands the theoretical and practical aspects of mentoring, observation of novice educators, and providing feedback.
 - a. Stays in frequent contact with the novice
 - b. Provides professional guidance for the novice
 - i. Identifies a range of problems and successes
 - ii. Provides strategies for improvement
 - c. Provides specific feedback to the novice in a timely manner for professional improvement or growth
3. Understands the functions and methods of K-12 public and private schools
 - d. Models professional ethics, classroom discipline strategies, and time management techniques
 - e. Models various teaching strategies with diverse students in K-12 schools
 - f. Models lesson planning, material selection, and assessment of K-12 schools
 - g. Models professional communication skills with colleagues, parents, students, and community members
 - h. Guides the novice in understanding school culture
4. Is responsible in executing his or her professional responsibilities
 - i. Models best practices in the classroom
 - i. Models maintenance of accurate records
 - ii. Models advocacy for students
 - iii. Models service to the school
 - iv. Models reflection
 - v. Models continued professional development
 - vi. Models flexibility
 - j. Provides frequent informal coaching for the novice
 - k. Communicates with the novice, the field supervisor, and the campus principal about the progress of the novice.

RESPONSIBILITIES OF THE MENTOR TEACHER

The mentor teacher is the most important member of the team of mentors. In contact with the student teacher or intern daily, the mentor should have their finger on the pulse of the student and be constantly aware of achievements and needs. The mentor teacher is a model for the student and must demonstrate effective teaching and professional demeanor. The responsibilities of the mentor teacher include:

1. To orient the student teacher or intern to:
 - ◆ the building facilities and resources
 - ◆ the personnel such as special teachers, consultants, etc.
 - ◆ the school policies
 - ◆ classroom management techniques
 - ◆ the nature of the community
 - ◆ the special features of problems of education in that locale
2. To by modeling appropriate planning and teaching.
3. To help the student teacher or intern succeed by:
 - ◆ monitoring effective use of time
 - ◆ creating a climate in which she/he is encouraged to self-evaluate as well as ask questions
 - ◆ praising and encouraging
 - ◆ keeping interactive lines of communication open
 - ◆ discussing problems frankly, one at a time
 - ◆ shar ii4ne.004(s)-f0.75 0/MCID 21 B8ID 21 BA .()TjectivBDC 0/MCIe7(tiv)2cjEMC /LBj/TT2 1 Tf (o

14.

“HOW-TO” MENTOR THE **INTERN TEACHER**

IMPLEMENTING RESPONSIBILITIES

1. Introduce the Intern to administrators, other faculty members, and the school staff. Familiarize the internship with the school facilities, resources, and policies regarding the use of materials and equipment. Clue the student in to the unique culture of the school, including not only formal practices but also the “unwritten rules” which characterize the campus.
2. Include the Intern in teaching-related experiences, curriculum planning, faculty meetings, in-service meetings, meetings of professional organizations, extra-curricular responsibilities. This is where she/he begins to learn about leadership in the profession.
- 3.

EVALUATION BY MENTOR TEACHER

The SMU Supervisor will email the Evaluation link to the Mentor Teacher at the end of the teaching assignment of the student teacher or intern.

SMU Supervisor: _____ Date: _____

Semester: _____ Year: _____

The University Field Supervisor:	Poor		Average		Excellent
1. Acted in a professional manner with me and with other school personnel.	1	2	3	4	5
2. Was accessible when problems or questions arose.	1	2	3	4	5
3. Observed and evaluated the clinical student teacher an adequate number of times in the semester.	1	2	3	4	5
4. Provided at least one three-way discussion meeting that were helpful to me and to the clinical student teacher.	1	2	3	4	5
5. Solicited my comments in judging the clinical student teacher's performance.	1	2	3	4	5

What materials or events did you find to be most helpful in guiding you in the role of mentor teacher?

In what areas would you have liked more information or feedback?

How could collaboration with the university be improved?

List some effective mentoring techniques that you have used.

What do you consider to be the primary characteristics of an effective student teacher or intern?

How were you affected by supporting a student teacher or intern?

SMU SUPERVISOR RESPONSIBILITIES

ROLE AND RESPONSIBILITIES OF SMU SUPERVISORS

1. Recognize that the professional and legal responsibility for the classroom remains in the hands of the mentor teacher.
2. Act as a liaison between the participating school and the Educator Preparation Program.
3. Conduct face-to-face clinical orientation with the teacher candidate and the mentor teacher at the beginning of the semester emphasizing responsibilities (academic, moral, ethical, and legal), various avenues of support, and the information needed to make a smooth transition from being a university student to being a successful teacher. Suggestions for this session include:

Ethical conduct toward student, parents, professional colleagues, and fellow student teachers/interns

General school district procedures, policies, rules, philosophies, and expectations

Goals and objectives of clinical student teaching/intern

Specific observation and evaluation procedures

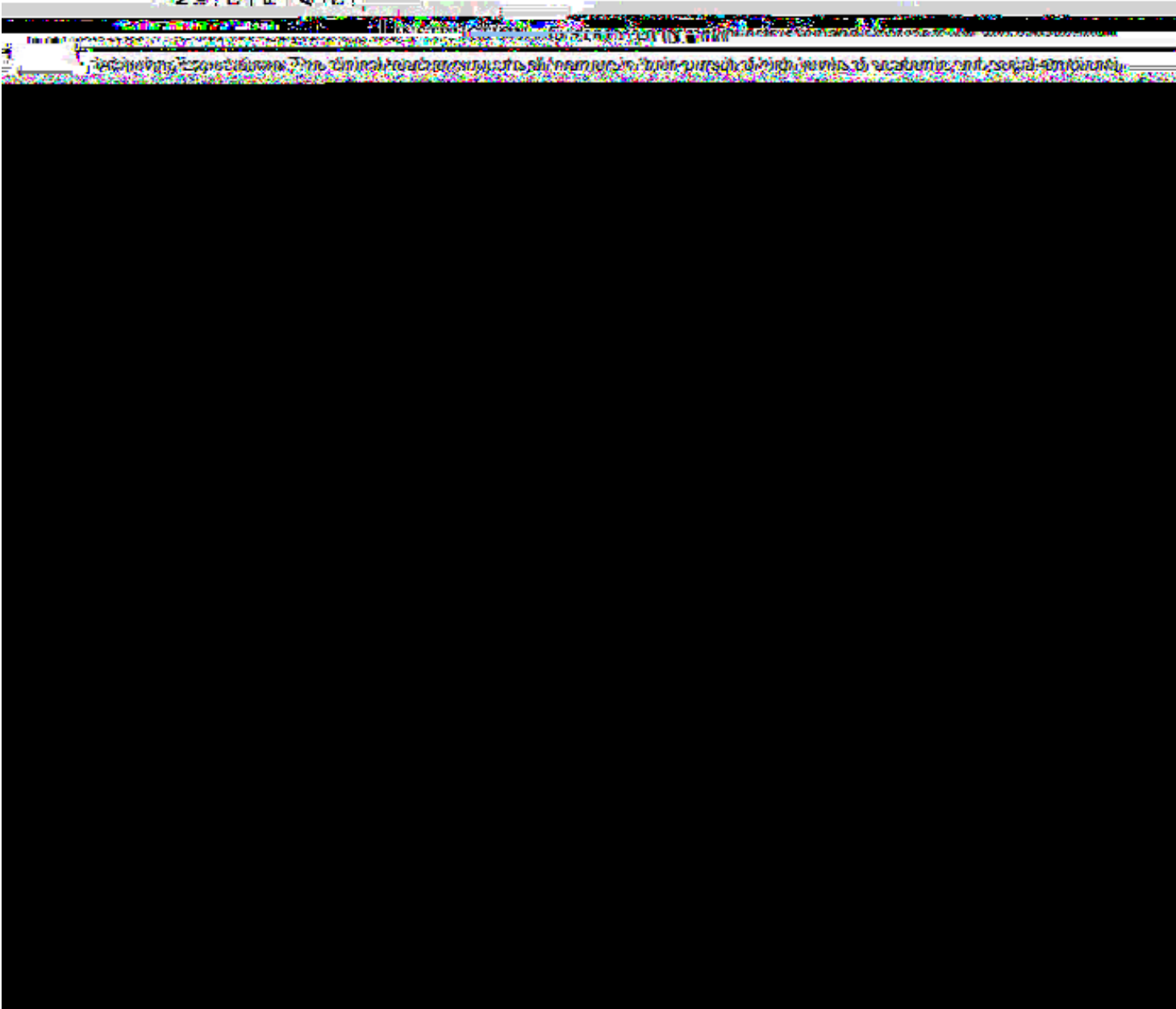
Problems of adjustment to the school environment, living, and working in the community, and personal problems

Key individuals who should be contacted in the school building

4. Arrange orientation for mentor teachers by providing information on the nature of the program.

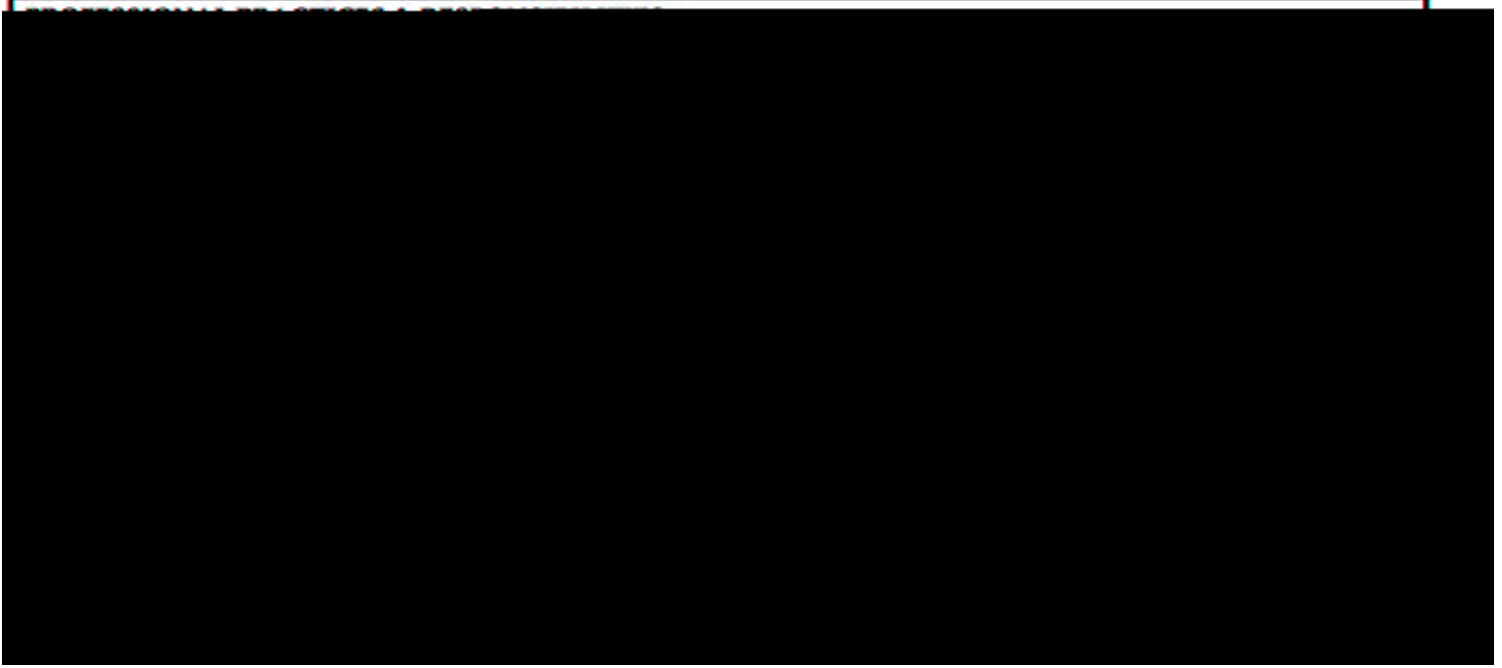
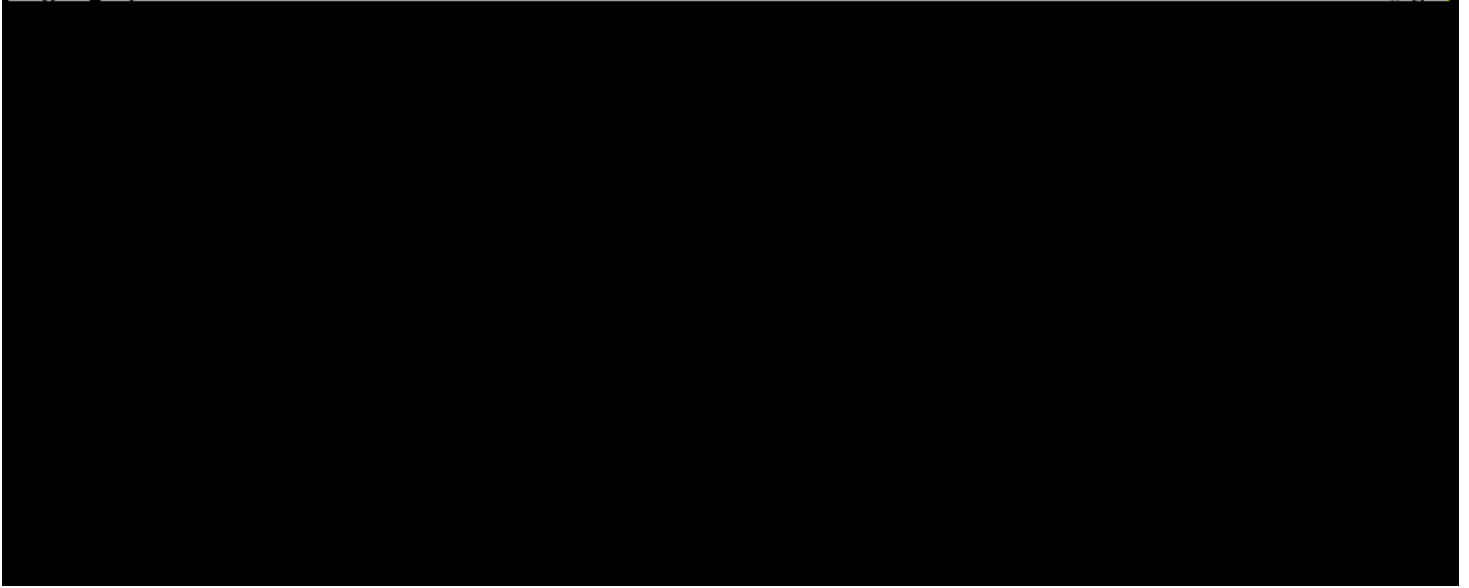
needs
improve
develop
profici
accompl
distingui

ment
ing
it
fished
is hed



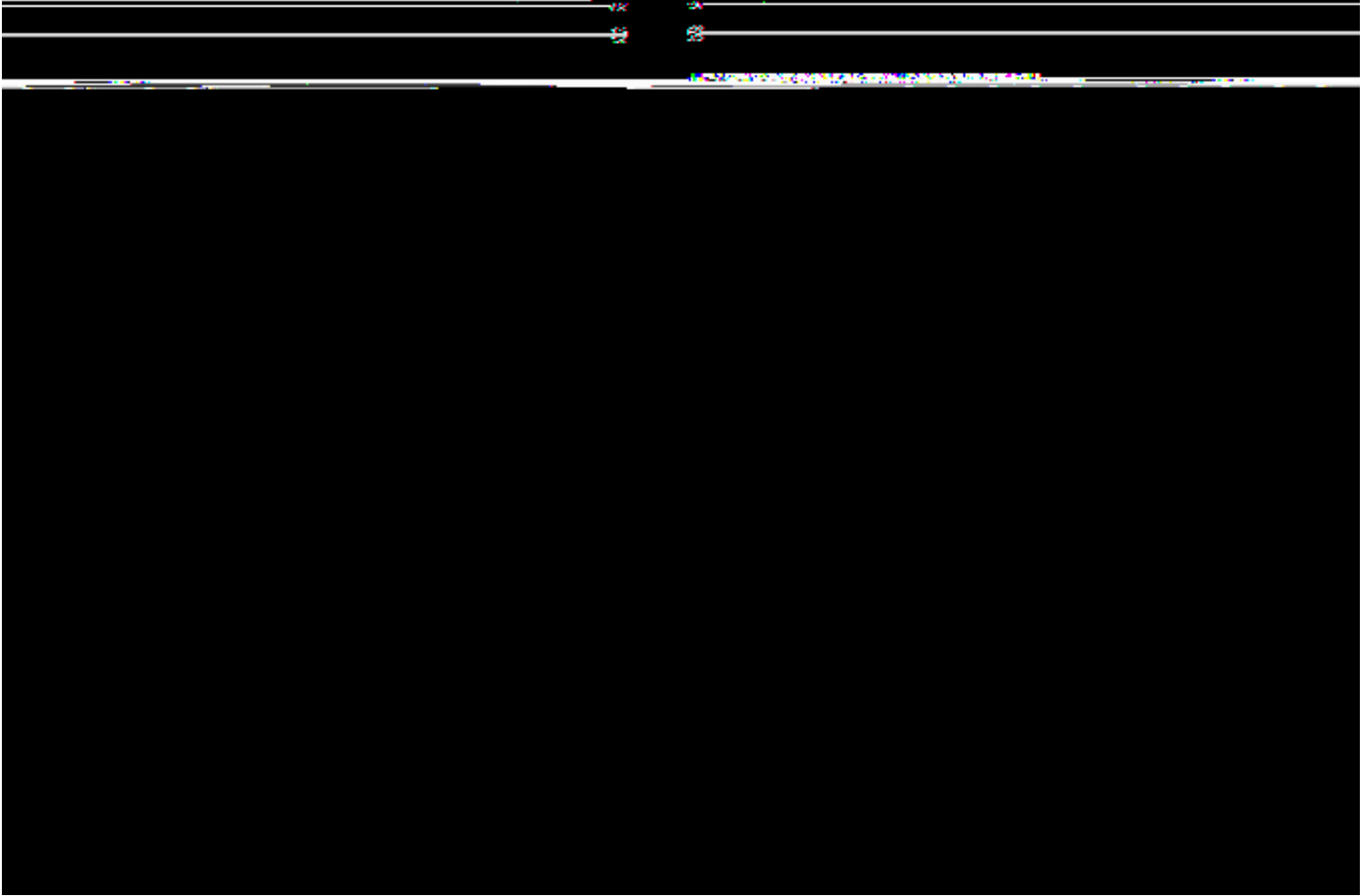
ent)
mpis
guis

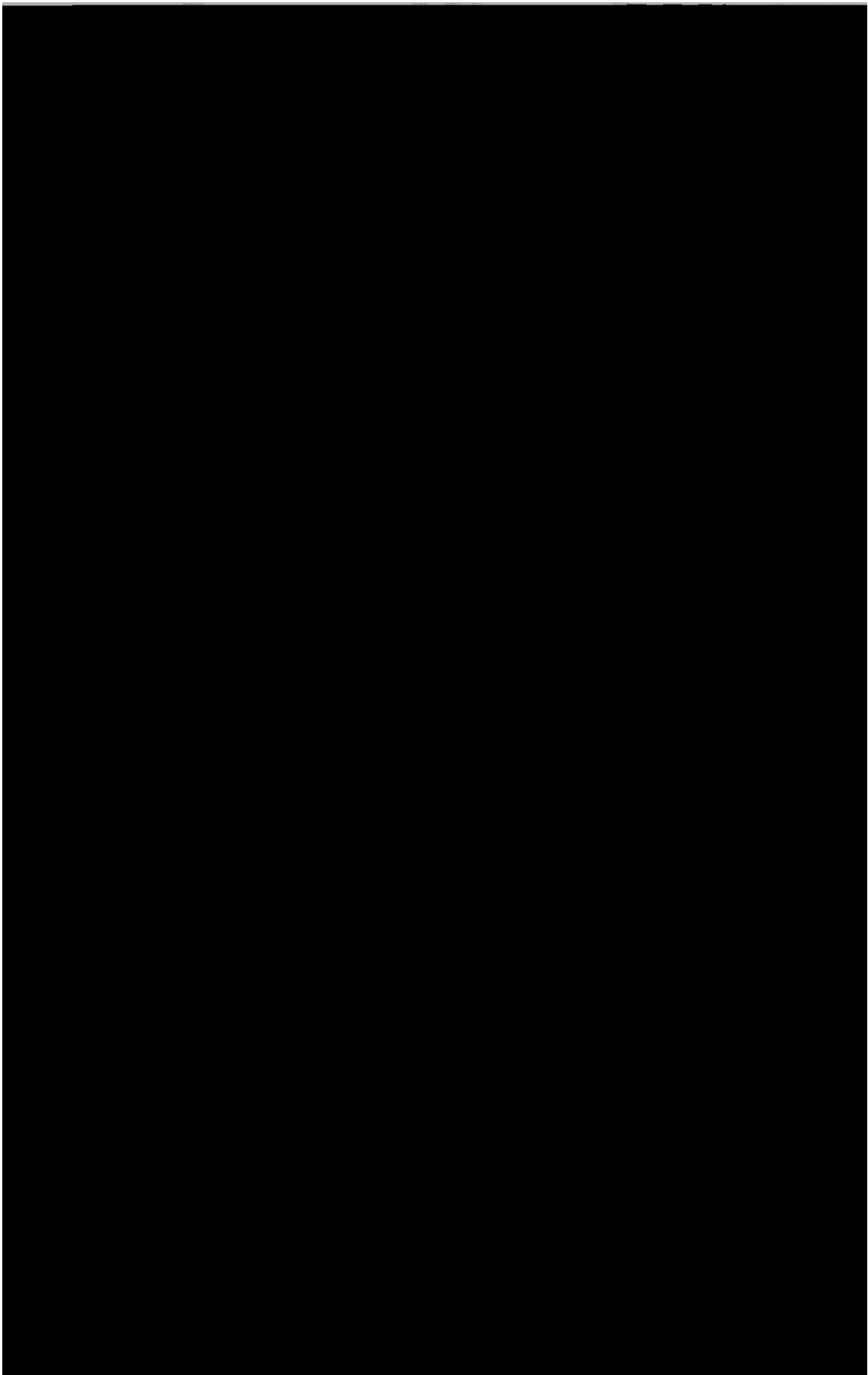
ent
g
hed
hed
s
vem

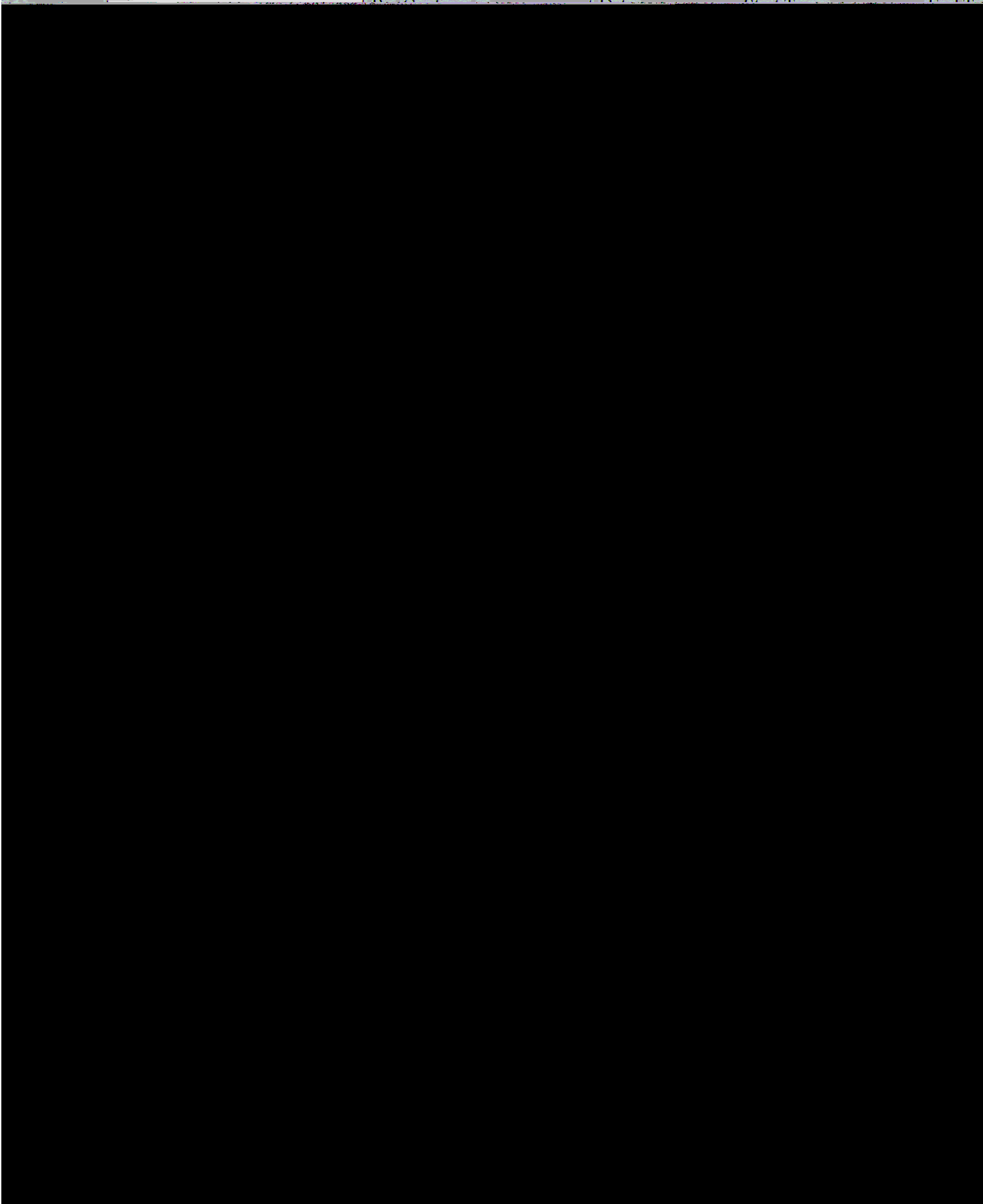
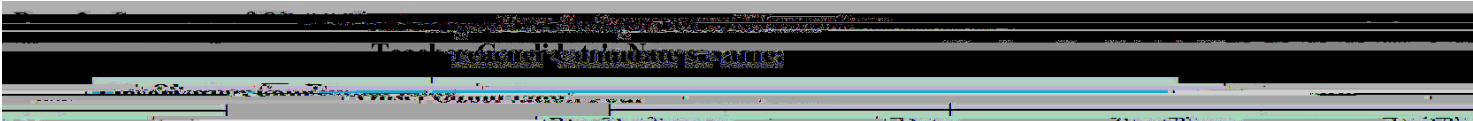



REFLECTION:

What did you learn about yourself?









Supervisor: _____

Intern: _____

September 1. _____

January or
February

1. _____

Supervisor: _____

Student Teacher: _____

Supervisors should **initial each blank** verifying that the completed assignment/form is in the student's BOX folder. If the assignment was never turned in, mark **not rec'd** rather than your initials.

August	<ol style="list-style-type: none"> 1. ____ Student Teacher Contract 2. ____ Student Teacher-Mentor-Supervisor Agenda/Agreement 3. ____ School-Based Mentor Information 4. ____ Student Teacher Weekly Schedule 5. ____ Introduce Required and Recommended Activities 6. ____ Mentor Weekly Feedback Forms 7. ____ Informal Observation #1. Written feedback during post-obs. conference. * *Observation is 8. ____ Ongoing-support and Collaboration with Mentor and Teacher Candidate.
Septer	<ol style="list-style-type: none"> 1. ____ Studentteacher Lesson Plan #1 2. ____ PreObservation Conference #1 3. ____ Observation #1 4. ____ PostObs Conference #1 5. ____ Summar of Observationsornformation entered for Obs. 6. ____ Resoure Scavengerunt 7. ____ Mntor Wek Feedback Forms
Septer/ October	<ol style="list-style-type: none"> 1. ____ Studentteacher Lesson Plan #2 2. ____ PreObservation Conference #2 3. ____ Observation #2 4. ____ PostObs Conference #2 5. ____ Summar of Observationsornformation entered fo r #2 Obs.
Septer/ October	<ol style="list-style-type: none"> 1. ____ Studentteacher Lon Plan #3 3. ____ Observation #3 4. ____ PostObs Conference #3 5. ____ Summar of Observationsornformation entered for Obs.
Septer/ October	<ol style="list-style-type: none"> 1. ____ Studenta cher Mid-Semeser (week 7) Effectvenes Evaluaton __ 2. ____ Mid-Semest (week 7) Grading Rubric (with documenttion) 3. ____ Informal Observation #2. Written feedback during post-obs. conference. *Observation is 4. ____ Ongoing-support and Collaboraton with Mentor and Teacher Cndidate. 5. ____ Mentor Weekly Feedback Forms

November/
December

1. _____ Student Teacher Lesson Plan #4

EVALUATIONS

Professional Posture: seeks and uses the most appropriate theory, research, and practice in professional activities and settings

3 2 1 0

CLINICAL STUDENT TEACHING/INTERN GRADING RUBRIC

This form is due at the end of the 7th week of clinical student teaching/internship or half-

CERTIFICATION

GUIDELINES TO APPLY FOR CERTIFICATION

4. Email Jill Moore (jillm@smu.edu) to notify of your application.
5. SMU Department of Teaching and Learning will process your application, and your standard teaching credential will be issued within 48 hours.
 - a. You may download a copy of your certificate from the public link:
<https://secure.sbec.state.tx.us/SBECONLINE/virtcert.asp>.

*Fees are subject to change without notice.

TEA Help Desk

<https://helpdesk.tea.texas.gov>

DEVELOPMENTAL ACTION PLAN

Printed Name:

Signature:

Clinical Teacher or Intern: _____

SMU Supervisor: _____

Mentor Teacher:

Date:

Time Began:

TEACHER PROFESSIONAL GROWTH PLAN INSTRUCTIONS

Identify in priority order areas for development. 1.290 Td(o) 3.3 (y)n180 TdTJ0 Tc 0 Tw (1 (20 Td())Tj0.001 3c 0.004 3w 1.290 Td(o)g(

)

TERMINATION PROCEDURES

- a. Movement to another classroom for the remainder of the semester. This may be in another school or district

COMPLAINT PROCEDURES FOR STUDENTS

The Texas Education Agency (TEA) governs several boards and operates under the rules and regulations called the Texas Administrative Code (TAC). In order to file a complaint, one must be in accordance with TAC Chapter 228.70 Complaints and Investigations (b) (4).

No matter what the nature of the complaint, step 1 is to contact the Program Director of the Educator Preparation Program (EPP) in Annette Caldwell Simmons School of Education and Human Development – Dr. Amy Richardson— (amyrichardson@smu.edu) and if requested, to submit the complaint in writing.

Types of Complaints:

Educator Preparation Program (EPP)

If the complaint is in regard to any aspect of the program or anyone associated with the program, once the EPP committee has heard and received the written submission describing the complaint, the EPP committee will review it and respond within two weeks with a resolution.

Pearson Testing Service

If the complaint is in regard to any aspect of TExES test registration, administration, scoring, etc., once the EPP committee has heard and received the written submission, the committee will review it and respond within two weeks with a resolution or instructions for contacting the testing service.

State Board for Educator Certification (SBEC) / TEA

If the complaint is in regard to any aspect of state certification requirements or anyone associated with SBEC/TEA, once the EPP committee has heard and received the written submission, the committee will review it and respond within two weeks with a resolution or instructions for directing the complaint to the appropriate department/persons.