



# Educator Preparation Program & Graduate Student Handbook

*Student Handbook 2025 - 2026*



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## Rice Education Mission

The Rice University Education Department seeks to engage, prepare, and support educator leaders for student-centered schools in a diverse society.

## Rice Education Programs

Rice Education offers a comprehensive educational program by integrating work in courses with field experience; providing a network of support through district and community partnerships; engaging, preparing, and supporting students by addressing contemporary issues in education; and purposeful practice for students and alumni. We offer the following programs of study:

### *for new students and alumni*

Master of Arts in Teaching

Master of Arts in Teaching with Teacher  
Certification

Master of Arts in Teaching with Principal  
Certification

Teacher Certification (Alternative Certification  
Program)

Principal Certification

### *for Rice undergraduates*

Master of Arts in Teaching with Teacher  
Certification 4+1

Minor in Teaching

## Pathways to Certification

Rice Education has six pathways which lead to Texas teacher certification or Texas Principal as Instructional Leader certification. All programs lead to Texas teacher or principal certification with or without a Master of Arts in Teaching (MAT) graduate degree.

### Teacher Certification

- *Minor in Teaching*: offered to Rice undergraduates who want to earn Texas teacher certification in addition to their undergraduate degree. Candidates earn their undergraduate degree and teacher certification.
- *Master of Arts in Teaching (4+1)*: offered to Rice University undergraduate students who take some graduate education courses as an undergraduate student, and continue for a year as a MAT student immediately after earning their undergraduate degree. Candidates earn their undergraduate degree, MAT degree, and teacher certification in five years.

- *Master of Arts in Teaching with teacher certification*: offered to candidates who hold a bachelor's degree in their area of certification or have the minimum credit hours in the certification area. Candidates earn their MAT degree and teacher certification in two years.
- *Alternative Certification Program (ACP)*: offered to candidates who hold a bachelor's degree in their area of certification or have the minimum credit hours in the certification area. Candidates earn their teacher certification in a year and a half.

### Principal Certification

- *Master of Arts in Teaching with principal certification*: offered to candidates who hold a bachelor's degree, teacher certification, and have at least two years of teaching experience. Candidates earn their MAT degree and teacher certification in two years.
- *Principal Certification*: offered to candidates who hold a bachelor's and master's degree, teacher certification, and have at least two years of teaching experience. Candidates earn their principal certification in a year and a half.

## Introduction

Each member of the Rice Education team is a highly competent professional who works with graduate students and certification candidates with advising, course work, and on a school campus. The graduate student, certification candidate, advisor, field supervisor, and campus mentors have specific roles and responsibilities. Rice wants to support all members of the team to ensure the expectations are accomplished. Should you have concerns about the experience, the first point of contact is typically your advisor or your field supervisor (field related concerns). If these concerns are not resolved, contact Dr. Christal Burnett Sánchez, Director of the Rice Education Department at 713-348-4826.

## Information for Military Veteran Applicants

Qualified veterans, dependents of deceased or disabled veterans whose death or disability is a direct result of their military service, or dependents in receipt of transferred benefits from a veteran may be eligible for VA educational benefits under one of the following programs while attending Rice University:

- Chapter 30: Montgomery G.I. Bill-Active Duty/Discharged
- Chapter 31: Vocational Rehabilitation
- Chapter 32: Veterans Educational Assistance Program (VEAP)
- Chapter 33: Post 9/11 G.I. Bill
- Chapter 35: Dependents Education Assistance
- Chapter 1606: Montgomery G.I. Bill-Selected Reserve
- Chapter 1607: Reserve Education Assistance Program (REAP)

At Rice University, veterans' benefits are managed through the Office of the Registrar. This office assists all veterans and their dependents who wish to receive Veterans Administration (VA) educational benefits.

Please see the Office of the Registrar's website, [registrar.rice.edu](http://registrar.rice.edu), regarding the documentation required to obtain educational allowances from the VA.

Veterans who are planning to attend the university should contact Rice University's Veterans Affairs Representative, [registrar@rice.edu](mailto:registrar@rice.edu), at least two months before the date of entry. Such time is required to expedite the processing of paperwork for educational allowances from the VA.

For certification of benefits, students should have an enrollment of at least half time (6 credit hours for undergraduates).

For additional information regarding other veterans' educational programs, contact the Office of the Registrar at 713-348-4999 or [registrar@rice.edu](mailto:registrar@rice.edu).

## Information for Transfer Applicants

Six credit hours may transfer from another Institution of Higher Education (IHE) that specifically correlate with the Rice Education (EDUC) courses. The transferring courses must demonstrate an alignment to the Teaching Standards in 19 TAC, Chapter 149.

A candidate transferring from another IHE as an undergraduate student must complete at least 24 credit hours of a 30-credit hour coursework program in the Rice Education Program. The Program does not offer an undergraduate degree in Education; therefore, candidates must major in the area they want to teach. To be admitted to the program, candidates must have completed at least 12 credit hours in their content area, 15 credit hours for math and science.

Graduate students transferring from another IHE must complete at least 24 credit hours of a 30-hour coursework program and must have 24 credit hours in the content area or 12 credit hours in the content area, 15 for math and science, and passing scores on the Pre-Admission Content Test (PACT).

Candidates transferring into the Rice Education Program from an alternative certification program must complete 30 credit hours of a 30 credit-hour coursework program. Clock hours from an Alternative Certification Program are not accepted for a graduate degree at Rice University.

If a transfer candidate has a bachelor's degree and has 12 hours of content in a teaching certificate that the program offers or 15 hours of math or science content, then a passing score on the PACT is required prior to admission into the Rice Education Department.

If a candidate has taken and passed the TExES content or Pedagogy and Professional Responsibility exams, those scores are transferable. Field-based experience from another education preparation program is not transferable for the required Rice Education Department's field-based experience work in the semester or the year prior to the clinical teaching or internship year.

## Fingerprinting/Criminal Background Check

Candidates will not be issued either an intern, probationary, or a standard teaching certification from the State of Texas without the fingerprinting/criminal background check. Candidates may apply for the criminal background check prior to submitting an application into an educator preparation program but must be done prior to being on any school campus with the program. If the results of the process are unsatisfactory, the candidate may petition the TEA for reconsideration of the results. For further information about preliminary checks:

- [National Criminal History Checks-FAQs](#)
- [Preliminary Criminal History Evaluation-FAQs](#)

Criminal history record information includes both conviction and arrest records. The State of Texas (by House Bill 1508 in 2017) the Texas Higher Education Coordinating Board (THECB), the Texas Education Agency (TEA) and the State Board for Educator Certification (SBEC) require that an educator preparation program inform all certification program applicants and candidates about the State's rules on criminal background checks from the Texas Occupations Code Chapter 53, the Texas Education Code Chapter 22.0831 and the Texas Administrative Code, Part VII, Chapter 227, Subchapter B. For further information about criminal history checks see [TEA's Investigations](#).

A school district may deny placement of a participant with a criminal background.

Candidates need to sign the Fingerprinting/Criminal Background Check affirmation of notification for the following:

1. An individual who has been convicted of an offense or received deferred adjudication may be ineligible for the issuance of an educator certificate upon completion of an educational program.
2. TEA will conduct a national criminal history check on the candidate when the candidate applies for an educator certificate and throughout the candidate's educator career.
3. Prior to application into an educational preparation program, you may apply for the criminal background check, but must be done prior to being on any school campus with the program.
4. Fingerprinting/Criminal Background Check affirmation of notification must be submitted to the Director of the Rice Education Department with the application requirements. See appendix for form.

## Grievances with the Education Program

If a student has a grievance with the Education Program, the student may follow the grievance policy on file with the Texas Education Agency. The policy can be found in the appendix of this handbook and on the Rice Education webpage, [education.rice.edu](http://education.rice.edu).

## Exit and Dismissal Policy

Students are responsible for meeting program requirements. A student who is failing to meet program requirements, such as failing to meet grade requirements, failing to pass required examinations by the required time, failing to advance to the residency or internship, failing to complete requirements during the residency or internship, failure to abide by the Code of Ethics, or a disciplinary violation, is subject to dismissal according to the [Academic Policies and Procedures listed in the General Announcements](#) and the State of Texas Code of Ethics Policy included in this handbook in the Appendix section. The General Announcements includes information on tuition refund policies under Registration and Courses, Drop/Add.

If a candidate leaves the program during the internship assignment, the program, the school or district personnel, and the candidate must follow the process described in TAC 19 §228.73(h) to deactivate the probationary or intern certificate.

Students who remain inactive for a year will be removed from the Rice University educator preparation program.

The department will retain student records for 5 years after the candidate has exited the program.

Students must sign the affirmation of receipt of this policy that is enclosed with this handbook.

# Master of Arts in Teaching with Texas Teacher or Principal Certification

The pathways for the Master of Arts in Teaching degree with Texas Teacher Certification applies to both a student entering the program with an earned degree and a Rice University undergraduate in the MAT 4+1 program.

## Plans of Study

The plan of study is your curricular roadmap to degree and/or certification completion. All plans of study leading to a Rice credential (Minor in Teaching or Master of Arts in Teaching) are based on the guidelines described in the General Announcements of the year of matriculation.

- [Minor in Teaching](#)
- [Master of Arts in Teaching 4+1 \(including teacher certification\)](#)
- [Master of Arts in Teaching with Teacher Certification](#)
- [Master of Arts in Teaching with Principal Certification](#)

Plans of study for certification only programs (ACP or principal certification) are based on curricular requirements submitted to the Texas Education Agency.

- Alternative Certification Program-Teacher Certification

| Course                                        | Clock Hours |
|-----------------------------------------------|-------------|
| EDUCATIONAL PSYCHOLOGY                        | 45          |
| ASSESSMENT                                    | 45          |
| RACE, CLASS, GENDER IN EDUCATION              | 45          |
| CURRICULUM DEVELOPMENT                        | 45          |
| EDUCATIONAL TECHNOLOGIES & DIGITAL LEARNING   | 45          |
| THEORY AND METHODS                            | 45          |
| SEMINAR FOR FIRST-YEAR TEACHERS (2 semesters) | 90          |
| Total Clock Hours                             | 360         |

- Principal Certification

| Course                                        | Clock Hours |
|-----------------------------------------------|-------------|
| ASSESSMENT                                    | 45          |
| INSTRUCTIONAL LEADERSHIP                      | 45          |
| ORGANIZATIONAL LEADERSHIP                     | 45          |
| SEMINAR FOR FIRST-YEAR TEACHERS (2 semesters) | 90          |
| Total Clock Hours                             | 225         |

## TEAL Account Setting Up Professional Accounts

Students entering the Rice University Educator Preparation Program will need to set up a TEAL (TEA Login) account. This is the security gateway to TEA web resources. To access Educator Account, you will need a TEAL profile that is set up with access to profile in the Educator Certification Online System (ECOS).

To set up a TEAL account go to the TEA website, [tea.texas.gov](http://tea.texas.gov). and click ECOS for Educators at the top of the main page. On the next screen, click Create new TEAL account and follow the instructions.

Set up a Pearson account to access content and edTPA exams registration. Principal candidates must also set up an [ets account](http://www.ets.org) to submit the Performance Assessment for School Leaders (PASL) exam. The TEAL account identification will be needed to set up this account. Go to <http://www.tx.nesinc.com/>. The content exam should be taken during the first semester (for ACP candidates) or first year (for MAT candidates) of the program. The edTPA exam may be completed during the late fall or early spring semester of the clinical teaching/internship year. The department will approve registration of the content test after the candidate completes exam preparation with 240 Tutoring with a score of 85% or higher on the practice test. The department will approve registration for edTPA once the teacher candidate's portfolio is reviewed.

### Cost of exams and certificates

- 240 Tutoring Content Test Preparation: \$40.00 (after 30-day program's coverage)
- 'Content' Exam: \$116-\$136
- edTPA: \$311
- Principal as Instructional Leader (268): \$200
- Performance Assessment for School Leaders (PASL): \$375
- Probationary or Intern Certificate: \$78
- Fingerprinting/Criminal Background Check: \$50.25
- Standard Certificate: \$78

## Field Based Experience for Teacher Candidates

In accordance with TAC §228.43 Pre-Service Field-Based Experiences for Classroom Teacher Candidates, the Rice University EPP provides field-based experiences (FBE) which must be completed prior to assignment in an internship, clinical teaching, or residency. Teacher candidates will have the support of the field supervisor and their mentor teacher during this time. FBE requirements are as follows: ACP candidates complete 50 hours during the spring semester prior to their internship; MAT teacher candidates complete 35 hours during the fall and spring semesters (70 hours total) prior to their clinical teaching. Teacher candidates complete observation logs for each class observed during the field-based experience. Additional coursework/assignments from your university courses is attached to, and must be completed during this experience.

## Clinical Teaching for Teacher Candidates

After satisfactory results on background check with participating school districts, and completion of required coursework and FBE hours, the clinical experience will begin. In accordance with TAC §228.67, Clinical Teaching, MAT teacher candidates must complete two semesters of clinical teaching. Rice students completing the Minor in Teaching must complete 490 hours of clinical teaching during a

14 or 28 week period during their senior year. Clinical teaching may be referred to as student teaching or a residency. The teacher candidate receives a minimum of 3 informal observations per semester and a total of 4 formal observations during the clinical experience.

## Residency

Please note that the Rice University EPP defines a residency as a year-long, typically paid, clinical teaching experience. Currently, Rice teacher candidates who complete the residency are not eligible for the Enhanced Standard Certificate. Every effort will be made to obtain a paid residency for teacher candidates, however, this is not guaranteed. All residency programs require the same plan of study except for the clock hours required on the school campus during the fall semester. The residency requires a full year experience in the classroom. Candidates will begin in early August when teachers are required to report to their schools for professional development and end when schools close in May or the beginning of June.

### *Spring Branch ISD and Fort Bend ISD Student Teacher Paid Residencies*

Acceptance into either of these residencies requires an application with the district and an opportunity to be employed while completing the residency. Each district holds their residents to additional responsibilities outside of the clinical teaching requirements, as they are employed by the district during this time. Residency requirements for each district are provided to teacher candidates prior to applying for the residency so an informed decision is made.

### *Other ISD Residencies (Paid)*

As SBISD and FBISD have a limited number of positions dedicated to Rice Education, placements may be made in alternative districts. Program requirements are identical; however, district requirements may differ.

### *Additional Options (Unpaid)*

Please note, there is no guarantee of a paid residency. The student also has the option to pursue an unpaid residency. Program requirements for unpaid positions are the same.

## Requirements

The first year of graduate study in the Master of Arts in Teaching requires course work and a full year in a school. In the fall of the year-long residency, candidates will be required to spend a minimum of ten hours per week in an urban, public school (unpaid). If the candidate is enrolled in a paid residency, then the candidate is required to spend 24 hours per week in the school. Candidates will be assigned to a cooperating teacher in their content area and work with that teacher throughout the school year. The spring term requires being on the school campus **full time, Monday-Friday**, for the same contractual hours as the teacher of record/cooperating teacher.

Residency assignments are carefully planned with the most competent professionals available to meet specific needs. Changes in assignment are not usually made and only occur under extreme circumstances. Notify the field supervisor immediately if there are unresolved problems. The ISD will make the assignments for the student teacher residents.

As a guest in this school and classroom, polite and professional behavior is imperative. The cooperating teacher is the teacher of record and has final responsibility over the class. Demonstrate tactfulness, competency, and responsibility to enhance your teaching experience.

## Residency Overview

| Paid Residency                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Fall Semester                                                                                                                                                                                                                                   | Spring Semester                                                                                                                                                                                                                                                                                                                                                            |
| Complete 360 hours of residency experience with a cooperating teacher, and complete and submit an observation log for each class observed during this time (24 hours per week on average, ensuring any district obligations are being met).     | Candidates will be assigned to a cooperating teacher in her/his content area and work with that teacher throughout the semester and continue with that teacher into a field-based experience in the spring. The spring term requires full time, field-based experience as a Clinical Teacher (“student teacher”), Monday-Friday, in the school for the full spring term.** |
| Unpaid Residency                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                            |
| Fall Semester                                                                                                                                                                                                                                   | Spring Semester                                                                                                                                                                                                                                                                                                                                                            |
| Complete 150 hours of fall residency experience in a local secondary school with a cooperating teacher (10 hours per week on average).                                                                                                          | Candidates will be assigned to a cooperating teacher in her/his content area and work with that teacher throughout the semester and continue with that teacher into a field-based experience in the spring. The spring term requires full time, field-based experience as a Clinical Teacher (“student teacher”), Monday-Friday, in the school for the full spring term.** |
| Coursework and Requirements                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                            |
| <p>Coursework<br/> EDUC 521: CURRICULUM DEVELOPMENT<br/> EDUC 56X: METHODS<br/> EDUC 540: SEMINAR FOR FIRST-YEAR TEACHERS</p> <p>Make grades of B- or better in all teaching field and education courses.</p> <p>Begin edTPA portfolio exam</p> | <p>Coursework<br/> EDUC 540: SEMINAR FOR FIRST-YEAR TEACHERS<br/> EDUC 570: FIELD-BASED STUDIES IN TEACHING AND LEARNING</p> <p>Make grades of B- or better in all teaching field and education courses.</p> <p>Complete and submit edTPA portfolio exam</p>                                                                                                               |
| <p><b>**Following the public school's calendar, candidates are required to spend the entire school year with the cooperating teacher.</b></p>                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                            |

## Fall Residency

Responsibilities include:

1. Report to the assigned school and assigned cooperating teacher during the opening of school for teachers. Attend all professional development and meetings scheduled during the first two weeks prior to the beginning of school. Submit appropriate observations of experiences during professional development weekly to the Curriculum Development course on Canvas under assignments.
2. Schedule with the assigned cooperating teacher the hours of observation weekly. This may include observing other teachers recommended by the assigned teacher. Starting with the first day of classes with students, complete classroom observations and follow the topic guidelines set in Curriculum Development. Upload observation logs in the assignment section of the Curriculum Development course. Turn in observation logs by midnight each Friday. See sample observation log in the Appendix section.
3. The weekly ten hours of residency may include tutoring, small group work, or co-teaching in a class. Teach five classes during the fall with approval of the cooperating teacher and with coordination of the Curriculum Development instructor. However, the field-based experience begins in the spring; therefore, do not teach a full class without the assigned teacher in the fall semester.
4. Sign in and out at the main office of the assigned school daily. Ask the staff where to sign. Arrangements may be different at each individual school.
5. Beginning with the first day of classes for the K-12 students, complete the observation log (see Curriculum Development course in Canvas for form to download) that documents the hours, reflections in the classroom, and signatures.
6. Meet key personnel in the school, learn about the school's demographics, learn about the school's culture, and study the procedures for entering and exiting the school.
7. Discuss the district's scope and sequence in content area and the overall instructional plans for the year with the cooperating teacher and field supervisors.
8. Discuss student data with the cooperating teacher and field supervisors in order to prepare appropriate instruction for students in the lesson plans for Curriculum Development course.
9. Assign formal grades for assignments only with the approval and supervision of the cooperating teacher. The cooperating teacher has final responsibility for student grades.
10. Prepare lesson plans during the fall semester. The lesson plans may possibly be used for the opening of the field-based experience in the spring semester. The use of lesson plans is dependent on the scope and sequence of the course, district curriculum requirements, and the cooperating teacher's plans.
11. The school, department, or cooperating teacher may require a unit plan. If required, a unit plan template is in the appendix.
12. Attend all scheduled lesson planning and feedback meetings with field supervisor, cooperating teacher, and content specialist. Complete and submit all required written assignments on time to the field supervisor and cooperating teacher.
13. Prepare for repeated exhibition of lesson plan portfolios. Six weeks of lessons plans will be required with exhibition for each lesson plan portfolio and revised lesson plans as needed. The exhibition will also be repeated to cooperating teachers and field supervisors. (See lesson plan portfolio rubric in the appendix and academic calendar.)
14. Maintain and submit in the Curriculum Development course all lesson plans and assignments about teaching practices. The Curriculum Development professor and field supervisors will monitor and respond to the site.

15. Respond to field supervisors' questions or requests within 24 hours of any contact.
16. Know and follow the rules, regulations, and policies of the school. Be sure to learn safety rules and emergency procedures.
17. Keep student information from school records or conversations confidential.
18. Dress professionally for attendance on all school campuses as a representative of Rice University.
19. Behave in an ethical and professional manner toward all in the school community. This also means keeping in confidence personal opinions about the school, students, teachers, and parents at the school campus. Read and sign an agreement to abide by the Texas Administrative Code 247, Educators Code of Ethics that is included in the Forms section of this handbook.

### Classroom Observation Requirements during Residency

Each clinical teacher/resident will be required to complete classroom observations during the fall residency (10 hours per week-unpaid residency, 24 hours per week-paid residency). The classroom observations are part of the Curriculum Development EDUC 521. The classroom observations logs must contain a minimum of 75 hours. These 75 hours must include specific observations and documentation of the clinical teacher/resident's interaction with classroom students. The following observations are required within the 75 hours:

- Description of how the cooperating teacher sets up routines and procedures at the beginning of school
- Description of how the cooperating teacher learns about her students and their assets
- Description of instructional strategies that the teacher uses to deliver content. For example, does the cooperating teacher engage the student with real world applications? Does the cooperating teacher use peer to peer conversations, small collaborative group conversations, problem-based scenarios that students must solve or discuss? How is technology used by the cooperating teacher?
- Description of how the teacher communicates what the learning expectations are for students?

Review the class observations carefully. Each class that is observed must be documented separately with the completed information, notes, reflections, total amount of time, and appropriate signatures. All class observations are required to be uploaded and submitted to your advisor.

### Spring Residency

Responsibilities include:

1. Prepare lesson plans for the first twelve weeks of the spring semester before the winter break. This is the beginning of the field-based requirement. The lesson plans prepared in early fall may be used if appropriate and must be approved by the cooperating teacher and field supervisors.
2. Prepare lesson plans weekly and/or revise and upload in Canvas by Friday midnight for the following week.
3. Be prepared to adjust lesson plans for the class to accommodate class schedule changes, student schedule changes, or feedback from field supervisor and cooperating teacher.
4. Work with the cooperating teacher to notify parents about teaching the class.
5. Attend regularly scheduled teacher planning meetings or school faculty meetings unless otherwise notified by the principal or the cooperating teacher.
6. Communicate with the cooperating teacher daily about teaching performance.

7. Issue formal grades for assignments only with the approval and supervision of the cooperating teacher. The cooperating teacher has final responsibility for student grades.
8. Debrief with the cooperating teacher about daily and walk-through observations.
9. Respond to the field supervisors' observations. Debrief observations with field supervisors about problem areas.
10. Attend all scheduled planning and feedback meetings with field supervisor and cooperating teacher. Complete and submit all required written assignments on time to the field supervisor. Prepare for a mid-term and final teaching defense.
11. Know and accept that the cooperating teacher has the final responsibility for what happens in the class.
12. Address routine discipline problems immediately and consult the cooperating teacher and the field supervisor for feedback on effective classroom management techniques.
13. If placed on a growth plan by the director of the program, follow the plan explicitly to improve performance. Work closely with the cooperating teacher and field supervisor to implement the growth plan.
14. The program requires candidates to stay in the classroom for the entire spring semester but may teach only a part of the semester and perform other classroom duties such as tutoring or small group work with students during testing preparation. The Student Teacher Resident must plan and teach a minimum of one class from the cooperating teacher's classes for the entire semester. Depending on the cooperating teacher, the student teacher resident may teach as many classes as the cooperating teacher permits.

## Calendar

The pre-service teacher will follow the school district's calendar. If the school district has a holiday when the university is in session, then the pre-service teacher will have that holiday from the school district but must attend university classes.

## Absences

Be in the classroom every day during the field-based assignment. Attendance each day is expected. Notify the cooperating teacher and field supervisor if late, absent, or leaving early. Missed days must be made up as arranged by the cooperating teacher and field supervisor. If absences are more than three days, the field supervisor and the Director of the Rice Education Department may terminate the field-based experience.

If absent, the graduate student is responsible for making sure the cooperating teacher has lesson plans and all materials needed for the classes. Do not expect the cooperating teacher to make copies of class materials. If the absence is due to a religious holiday, the cooperating teacher and field supervisor must be notified at the beginning of the semester and arrangements made for the make-up day.

Be present at the school the entire day and follow school procedures for entering and exiting the school. Punctuality is critical for success. Be early and come prepared. If there are school meetings or district professional development days, attend unless otherwise notified by the cooperating teacher or the principal.

## Internship for ACP Teacher Candidates

In accordance with TAC §228.73. Internship, ACP teacher candidates must complete a year-long internship as the teacher of record. The ACP candidate must hold an intern or probationary certificate

that is effective on or before the assignment start date of the internship. ACP candidates must complete all required coursework, field-based experiences, and certification exams to be eligible for the intern or probationary certification. ACP candidates must be hired as the teacher of record for a classroom teacher assignment that matches the certification category for which the candidate is prepared for by the EPP. The intern receives a minimum of 3 informal observations per semester and a total of 5 formal observations during the internship.

### Summer Requirements Prior to First Year Teaching

- Verify the status of the probationary or intern certificate with TEA and/or Dr. Christal Burnett Sánchez, Director. The probationary or intern certificate will be approved when the school/school district returns the completed Statement of Eligibility form to the Rice Education Department. The Texas Education Agency will approve the certificate when fingerprinting is complete.
- Report the start dates (in-service and first day of school), school and district information, and class schedule to your advisor. The class schedule must show at least 4 hours per day of teaching in the certification content area.
- Visit the school district's website and/or gain access to the curriculum technology system and locate the scope and sequence required by the district for the seminar course.
- Contact the school and meet the school secretary. Begin developing a relationship.
- Keep a log of contacts with school personnel and field supervisors (see appendix for log).
- The first summer visit to the school should include the following:
  - Visit the school and meet with school administration and/or chair with the field supervisor prior to the professional development day.
  - Ask for access to teacher textbooks and resources.
  - Ask if there is team planning; if there is team planning, ask if there is a first six weeks plan available to review. Share this plan with field supervisor.
  - Ask if the school has a required lesson plan format; if so, ask for a copy or download from district website.
  - Begin planning procedures and routines.
- Visit the assigned room; consider classroom logistics and materials needed.
- Prepare the opening two weeks of lesson plans for review by the primary field supervisor. Upload the plans in the designated site by the end of July.
- Meet with the primary field supervisor prior to or during the professional development week to review plans.
- Share the school's professional development schedule with the field supervisor.

### Responsibilities for the School Year

#### Fall Requirements

- The first two weeks that you report to school.
  - Complete intern teacher information page and return to primary field supervisor prior to the opening day of school (see appendix). Field supervisors will use this information to plan conferences, walk-throughs, and observations.
  - Ask mentor teacher to complete the Rice Education Mentor Teacher form and return to the program's Associate Director before the first week of September (see appendix).
  - Inform the Mentor Teacher that he/she will need to return to the Rice Education Program a copy of their mentor training certificate or take the Rice Education Program's mentor training

- During the first two weeks of teaching expect contact from your field supervisor
- The field supervisor will complete three formal observations and three informal observations. Formal observations are at least 45-minutes in length and include a pre-and post-conference for each observation; first observation will be during the first 6 weeks of school
- Acknowledge all receipts of observation feedback through digital communications
- Upload weekly lesson plans to the assigned Canvas site by Friday each week
- Complete first draft of portfolio requirements (see appendix)
- Attend weekly seminar class
- Keep a classroom contact log including copies of all written electronic or personal communications with parents or students. Include all face-to-face conferences, home visits, or phone calls.
- Maintain contact log and a file of significant correspondence with school personnel and Rice field supervisor(s).

## Spring Requirements

- The field supervisor will complete two formal observations and three informal observations. Formal observations are at least 45-minutes in length and include a pre-and post-conference for each observation.
- Participate in the Rice Education Department's Life in Schools spring event; this is a requirement of the EDUC 540 course.)
- Acknowledge all receipts of observation feedback through digital communications
- Upload weekly lesson plans to the assigned Canvas site by Friday each week
- Complete first draft of portfolio requirements (see appendix)
- Attend weekly seminar class
- Keep a classroom contact log including copies of all written electronic or personal communications with parents or students. Include all face-to-face conferences, home visits, or phone calls.
- Maintain contact log and a file of significant correspondence with school personnel and Rice field supervisor(s).
- There may be additional 45-minute formal observations if necessary.

## Practicum for Principal Candidates

In accordance with TAC §228.61 Required Clinical Experience, TAC §228.81 Clinical Experience for Certification Other Than Classroom Teacher, and TAC §241 Certification as Principal, principal candidates must complete a minimum 160 hours practicum which includes authentic school-based leadership work and formal supervision. This practicum serves as a principal candidates clinical experience.

## Changes to Plan of Study

A candidate wanting to make a change to his/her plan of study must make the initial request to the director of the program.

If the request is to defer the internship or plan of study, the student has one year to return and complete the internship year or the original plan of study unless the standards for the certification have been changed by the State of Texas or the Education Program.

## Professional Liability

Teacher rights and protection are limited and do not apply in cases where there is the use of excessive force in the discipline of a student or when there is negligence resulting in bodily injury of a student, nor does the protection apply to the operation or use of a motor vehicle. The Rice Education Program strongly suggests that intern teachers join a teacher organization that offers liability insurance. Teacher organizations provide many other benefits such as online professional development, resources, and legislative updates. Association of Texas Professional Educators (ATPE) and Texas Classroom Teachers Association (TCTA) offer first-time professional membership dues that are substantially less expensive than that for experienced professionals.

## Absences

Be in the classroom every day. Attendance each day is expected. If absent, follow appropriate school procedures for getting a substitute and notify the primary field supervisor. As part of lesson planning, prepare a substitute folder that includes:

- Teacher schedule
- Current week's lesson plans
- Special stand-alone substitute plans for three days with materials and handouts
  - All materials should be copied
  - A seating chart with first/last names
  - special student notes: accommodations, behavior issues, and ELL rolls for classes

Put these plans and materials in a place that is easily retrievable for a substitute. When arranging for a substitute, leave directions for finding the substitute folder. Update the folder after an absence.

## Other School Information

1. Maintain open communication with the field supervisor. Notify the field supervisor of school schedule changes, standardized testing schedules, or any other irregularities in the school calendar or schedule that would necessitate a cancellation of a walk-through or formal observation.
2. Many parents and community members volunteering are present in the school. Be professional with conversations in the school. Never engage in critical conversations in school. Keep all confidential conversations with other teachers or field supervisors in a private office or classroom. Never discuss students or parents in hallways, workrooms, or teacher lounges.
3. Never administer medication, even cough drops, to any student at any time. All medication is administered through the school nurse. Report any injury or physical incident to the nurse.
4. Do not transport any student at any time in a car. If asked to transport a student on a field trip or to their home, decline. Any legal liability for any accident or injuries is the teacher's responsibility.
5. Do not use cell phones or other electronics in the classroom unless part of the instruction.
6. Construct a routine to address student use of electronics.
7. Dress professionally. Follow school dress code for teachers. Professional dress separates the teacher from the student.

8. Confidentiality is a high priority. Maintain confidentiality about students, students' parents, or information shared by school personnel. Shred any outdated student-named information or records.
9. Behave in an ethical manner regarding discussion of personal life. This includes any attention to information posted on the web (Facebook, twitter, etc.) or an e-mail address that could be detrimental. Intern teachers should not "friend" their students.

## Required Exams

### [TExES Content Area Exam](#)

- Must be completed prior to starting the internship or clinical teaching. MAT candidates should take the content exam during the first year and ACP candidates should take the exam during the first semester of the program.

### 240 Tutoring Exam Preparation

Rice Education provides test preparation via the 240 Tutoring Platform

#### [How to Use the 240 Tutoring Study Guides](#)

- An invitation to join will be sent to the email address we have on file - you will have 30 days to complete the preparation.
- Enroll in the course which aligns to your content area.
- Complete and pass at least one quiz per section; review **all** content and flashcards - this will unlock your Practice Exam.
- You must notify your advisor prior to taking the practice exam. The advisor will review your progress and verify you may take the practice exam.
- You must score at least an 85% on the Practice Exam in order to be released to register for the TExES Content exam.
  - If you score in the range of 80-85%, a coaching meeting will be scheduled to discuss plans to continue preparing, and you will be released to take the test if the results of the meeting are positive.
- A score below 80% will result in additional preparation required.
- At that point, preparation begins for utilizing the 240 Tutoring Practice Exam 2 in the same order and directions as above.

Additionally, free and exhaustive preparation materials are available via the TExES website: [Texas Educator Certification Examination Program Preparation Materials](#)

### [TExES edTPA Exam](#)

edTPA is a performance-based, subject-specific assessment and support system used to emphasize, measure, and support the skills and knowledge that all educators need to be effective. For edTPA, teacher candidates will prepare a portfolio of authentic evidence that reflects their Texas classroom and students during their clinical or internship experience.

Throughout the development of the portfolio, candidates have the opportunity to demonstrate their effectiveness to support students, engage students in ambitious learning, analyze students' learning, and adjust their instruction to meet their students' needs.

Preparation and development of the portfolio will occur alongside program coursework. Typically, this is completed by midsemester of the final semester of the clinical experience/internship. However, extensions may be requested via the Director, Dr. Christal Burnett Sánchez.



# Appendix

## Teacher Standards

Please follow the [link to the full text](#) of 19 TAC § 149.1001 Teacher Standards. A summary is provided below:

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

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

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

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

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

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

## Administrator Standards

Please follow the [link to the full text](#) of 19 TAC § 149.2001 Administrator Standards. A summary is provided below:

- (1) Standard 1--Instructional Leadership. The principal is responsible for ensuring every student receives high-quality instruction.
- (2) Standard 2--Human Capital. The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.
- (3) Standard 3--Executive Leadership. The principal is responsible for modeling a consistent focus on and commitment to improving student learning.
- (4) Standard 4--School Culture. The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.
- (5) Standard 5--Strategic Operations. The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction.

# Educator's Code of Ethics TAC §247

## Code of Ethics and Standard Practices for Texas Educators

### Enforceable Standards.

#### (1) Professional Ethical Conduct, Practices and Performance.

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

(B) Standard 1.2. The educator shall not 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.

## (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.

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- (i) the nature, purpose, timing, and amount of the communication;
- (ii) the subject matter of the communication;
- (iii) whether the communication was made openly, or the educator attempted to conceal the communication;
- (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- (v) whether the communication was sexually explicit; and
- (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

*Statutory Authority: The provisions of this §247.2 issued under the Texas Education Code, §21.031(a) and §21.041(a) and (b)(1), (7), and (8); and 20 United States Code, §7926 (ESSA).*

# Rice University Education Department Grievance Policy

developed in accordance with TAC §228. 70

In this policy, the terms “complaint” and “grievance” shall have the same meaning. The term claimant is the person filing the complaint or grievance.

**Rice University Education** encourages applicant, undergraduate students, graduate students, clinical teachers and intern teachers to discuss their concerns and complaints through informal conferences with the Rice University Teacher program director.

Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

## **Informal Process**

If an informal conference regarding a complaint fails to reach the outcome requested by the claimant, he or she may initiate the formal process described below by filing a written complaint form in a timely manner.

Even after initiating the formal complaint process, a claimant is encouraged to seek informal resolution

of his or her concerns. A claimant, whose concerns are resolved, may withdraw a formal complaint at any time.

## **Formal Complaint Process**

### Level One:

Complaint forms must be filed:

1. Within 10 days of the date the claimant first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and
2. With the program director.

The program director with the appropriate university dean shall hold a conference with the claimant within ten days after receipt of the written complaint

Complaints arising out of an event or a series of related events shall be addressed in one complaint. Claimants shall not bring separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.

When two or more complaints are sufficiently similar in nature and remedy sought to permit their resolution through one proceeding, the program may consolidate the complaints.

All time limits shall be strictly followed unless modified by mutual written consent. Each party shall pay his/her own costs incurred in the course of the complaint. Complaints under this policy shall be submitted in writing on a form provided by the program.

Copies of any documents that support the complaint should be attached to the complaint form. If the claimant does not have copies of these documents, he/she may present documents at the Level One conference. After the Level One conference, no new documents may be submitted unless the claimant did not know the documents existed before the Level One conference.

A complaint form that is incomplete in any material aspect may be dismissed, but it may be

refiled with all the requested information if the refile is within the designated time for filing a complaint.

As provided by law, a claimant shall be permitted to make an audio recording of a conference under this policy at which the substance of the candidate's complaint is discussed. The claimant shall notify all attendees present that an audio recording is taking place.

If a complaint form is not filed within 10 days, the complaint may be dismissed, on written notice to the claimant, at any point during the complaint process. The claimant may appeal the dismissal by seeking review in writing within ten business days, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

### Level Two: The Appeal Process

The Appeal Notice forms must be filed:

1. Within 10 days of the date the claimant first knew, or with reasonable diligence should have known, of the decision or action giving rise to the Level One hearing
2. With the program director.

The program director shall establish a grievance committee comprised of the Teacher Education program staff and faculty members. The program director will facilitate a hearing with the grievance committee and the claimant within ten days after receipt of the written appeal notice.

The direct program shall have ten days following the hearing to provide the claimant a written response from the grievance committee.

All time limits shall be strictly followed unless modified by mutual written consent. Each party shall pay its own costs incurred in the course of the complaint.

Appeals under this policy shall be submitted in writing on a form provided by the program. Copies of any documents that support the complaint should be attached to the complaint form. If the claimant does not have copies of these documents, he/she may present documents at the Level One conference. After the Level One conference, no new documents may be submitted unless the claimant did not know the documents existed before the Level One conference.

An appeal form that is incomplete in any material aspect may be dismissed, but it may be refiled with all the requested information if the refile is within the designated time for filing an appeal.

As provided by law, a claimant shall be permitted to make an audio recording of a conference/ hearing under this policy at which the substance of the claimant's complaint is discussed. The claimant shall notify all attendees present that an audio recording is taking place.

If an appeal form is not filed within 10 days, the appeal may be dismissed, by written notice to the claimant, at any point during the complaint process. The claimant may appeal the dismissal by seeking review in writing within ten business days, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

The appeal notice must be filed in writing, on a form provided by the program, within ten days after receipt of a response or, if no response was received, within ten days of the response deadline at

## Level One.

If the claimant did not receive the relief requested at Level One or Level Two, the claimant may appeal the decision to Graduate Studies or Undergraduate Studies. If the claimant does not receive a response within the timeframe, the claimant may appeal the decision to the Graduate Studies or Undergraduate Studies.

## Complaint / Appeal Forms and Deadlines

Complaint forms or appeal notices may be filed by hand-delivery, email, fax, or U.S. Postal Service. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Emails shall be timely filed if they are dated and time marked on or before the deadline. Fax filings shall be timely filed if they are received on or before the deadline, as indicated by the date/time shown on the fax copy. Postal Service filings shall be timely filed if they are postmarked on the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.

A “response” shall mean a written communication to the claimant from the appropriate EPP staff. Responses may be hand-delivered or sent by U.S. Postal Service or emailed to the claimant’s email or mailing address of record. Postal Service responses shall be timely if they are postmarked by U.S. Postal Service on the deadline and received by the claimant no more than three days after the response deadline.

“Days” shall mean program business days. In calculating time lines under this policy, the day a document is filed is “day zero,” and all deadlines shall be determined by counting the following day as “day one.”

## Level Three: An Appeal to Graduate Studies or Undergraduate Studies

The appeal to Graduate Studies or Undergraduate Studies must be filed within 10 days of the date the claimant first knew, or with reasonable diligence should have known, of the decision or action-giving rise to the Level Two hearing.

Graduate Studies or Undergraduate Studies or their designee shall inform the claimant of the date, time, and place of the meeting at which the complaint will be discussed.

The program’s director shall provide Graduate Studies or Undergraduate Studies with copies of the complaint form, the response at Level One, the appeal notice, and all written documentation previously submitted by the candidate. Graduate Studies or Undergraduate Studies shall consider only those issues and documents presented at the preceding level and identified in the appeal notice.

Graduate Studies or Undergraduate Studies will determine if they will address the claimant’s appeal or refer the claimant to the Academic or Judiciary Committee or another legal .

Graduate Studies, Undergraduate Studies, Academic or Judiciary Committees must provide written notice of the decision to the claimant and the Teacher Education program director.

The EPP must retain information concerning the complaint for a minimum of three years.

#### Level Four: Texas Education Agency

After the claimant has exhausted all attempts at the program level to resolve a complaint that occurred within the past two years and has not received the relief sought, information on how to file a complaint with TEA can be secured from the EPP by information posted at their physical facility, on their website or, upon request, directions in writing.

The official TEA complaint process can be found at [www.tea.texas.gov](http://www.tea.texas.gov) in the banner located at the bottom of the page and then select “Educator Preparation Programs.”

The complaint process allows for an applicant or a candidate in an educator preparation program to seek redress in areas where they feel that the program did not fulfill requirements for certification or for actions that the claimant feels are wrong. Educator preparation programs may also file a complaint about the actions of other programs when it involves a clinical or intern teacher transferring into a program.

Not all complaints fall under the authority of TEA. TEA has jurisdiction to investigate allegations of noncompliance regarding specific laws and rules, generally related to state and federal requirements. Complaints may address educator preparation program requirements listed in Texas Administrative Code (TAC) in Chapters 227, 228, 229, ethics (TAC 247), fingerprinting (TAC §§227,232) and certification (TAC §§230, 231, 232, 239, 241, 242).

All complaints filed with the TEA must be in writing. We do not accept complaints by phone or complaints that are submitted anonymously. A person or entity may file a written complaint with TEA by filling out the complaint form online or by mailing or faxing a hard copy to the address on the form. You may fax submission to (512) 463-9008 or email it to [generalinquiry@tea.texas.gov](mailto:generalinquiry@tea.texas.gov).

To adequately review and address a complaint, TEA needs specific details. We must be able to identify a clear violation of TAC and determine whether the agency has authority to act upon the allegation.

Complaints submissions should include the following:

- The reasons you believe the issues raised in complaint are valid. You should also indicate how you believe that TEA can assist you with this matter. Remember that TEA cannot assist you in understanding contractual arrangement with the educator preparation program, arranging for a refund, obtaining a higher grade or credit for training, or seeking reinstatement to an educator preparation program.
- Documentation to support claim when possible. For example, if you refer in complaint to an educator preparation program policy, include a copy of the policy with complaint.

Helpful documentation might include letters or e-mails exchanged between the parties.

Texas Education Agency staff will send confirmation of a complaint within 30 days of receiving the submission. Remember, information the public sends to TEA by email may not be secure.

Do not email sensitive information to TEA. The agency will remove confidential or sensitive information when replying by email. TEA will maintain confidentiality of information to the extent the law allows.

# Form to be Completed and Returned to the Education Program

All forms can be signed and submitted digitally at this site: [Affirmation of Student Handbook](#)

## Guidelines and Standards in Student Handbook

I have read and acknowledged the guidelines and information provided for me for the sections that are applicable for educator's certification that I am seeking.

- ☐ I affirm that I will comply with requirements and standard practices outlined in the Student Handbook as it pertains to my coursework and educator's certificate.

## Code of Ethics

I affirm that I will comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents and members of the community and shall safeguard academic freedom, as set forth by the Texas Administrative Code 247.2. As a Texas educator, in maintaining the dignity of the profession, I shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. In exemplifying ethical relations with colleagues, I shall extend just and equitable treatment to all members of the profession. In accepting a position of public trust, I shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. In fulfilling responsibilities in the community, I shall cooperate with parents and others to improve the public schools of the community.

- ☐ I have read and thoroughly understand the Texas Educators' Code of Ethics TAC 247.2, and shall abide by all enforceable standards of this rule.

## Fingerprinting/Criminal Background Check

An individual who has been convicted of an offense or received deferred adjudication may be ineligible for the issuance of an educator certificate upon completion of an educational program. TEA will conduct a national criminal history check on the candidate when the candidate applies for an educator certificate and throughout the candidate's educator career. Prior to application into an educational preparation program, you may apply for the criminal background check, but must be done prior to being on any school campus with the program. If the results of the process are unsatisfactory, the candidate may petition the TEA for reconsideration of the results.

- ☐ I have read and acknowledged the notification of the Fingerprinting/Criminal Background Check requirements and regulations.

## Exit and Dismissal Policy

I understand the program requirements and its policies on academic probation and dismissal, disciplinary probation, suspension and expulsion, leaves, interruptions and withdrawals, involuntary separations, and retention of records.

- ☐ I have read and acknowledged the exit and dismissal policy.

[Signed affirmation page](#) must be returned to the Rice Education Department for placement in records.

# Classroom Observation Log Sample

*Instructor may provide an adapted version of this form.*

Rice University  
Glasscock School of Continuing Studies  
Education Program, MS 146  
P.O. Box 1892  
Houston, TX 77251-1892

|             |                                 |               |                   |
|-------------|---------------------------------|---------------|-------------------|
| Observer:   | <u>Clinical Teacher Name</u>    | Date:         | <u>8/25/21</u>    |
| Teacher:    | <u>Cooperating Teacher Name</u> | Class:        | <u>English II</u> |
| School:     | <u>Any High School</u>          | District:     | <u>Any ISD</u>    |
| Start Time: | <u>7:50 AM</u>                  | End Time:     | <u>9:20 AM</u>    |
| Topic:      | <u>Assigned Topic</u>           | Observation # | <u>1</u>          |

Time

Notable Observations

|           |                                               |
|-----------|-----------------------------------------------|
| 7:50-8:00 | Write your observations of activity here      |
| 8:00-8:05 | Write your observations of next activity here |
| 8:05-8:10 | Write your observations next activity here    |
| 8:10-9:20 | Write your observations next activity here    |
| 1:30      | ☒ Total number of observation hours.          |

Observation Reflection (Write on back of form or attach pages if needed):

Interaction with Students (Write on back of form or attach pages if needed):

Observer signature: \_\_\_\_\_

Teacher \_\_\_\_\_ signature:

Education \_\_\_\_\_ Program:

*Statutory Authority: The provisions of this §228.43 issued under the Texas Education Code, §§21.003(a); 21.031; 21.041(b)(1)-(4); 21.044; 21.0441; 21.0442(c); 21.0443; 21.045(a); 21.0452; 21.0453; 21.0454; 21.0455; 21.046(b) and (c); 21.048(a); 21.0485; 21.0487(c); 21.0489(c); 21.04891; 21.049(a); 21.0491; 21.050(a)-(c); and 21.051; and the Texas Occupations Code, §55.007.*