



EDUCATOR PREPARATION PROGRAM (EPP) APPLICATION TO PROVIDE CLINICAL TEACHING/STUDENT TEACHING THAT IS CONDUCTED OUT-OF-COUNTRY

Texas Administrative Code (TAC) §228.35(d)(4)(A): All Department of Defense Education Activity (DoDEA) schools, wherever located, and all schools accredited by the Texas Private School Accreditation Commission (TEPSAC) are approved by the TEA for purposes of field-based experience, internship, student teaching, clinical teaching, and/or practicum.

Texas Administrative Code §228.35(d)(4)(d): An educator preparation program may file an application with the SBEC for approval, subject to periodic review, of a public or private school located outside the United States, as a site for student teaching or clinical teaching required by this chapter. The application shall be in a form developed by the TEA staff and shall include, at a minimum, the same elements required in subparagraph (C) of this paragraph for schools located within any state or territory of the United States, with the addition of a description of the on-site program personnel and program support that will be provided and a *description of the school's recognition by the U.S. State Department Office of Overseas Schools*.

General Provisions: The student/clinical teaching candidates must have completed a minimum of 300 clock hours of coursework including the 17 curriculum topics required in TAC §228.30 including a minimum of 30 clock hours of field-based observations required in TAC 228.35(a)(3)(A).

EPP APPLICANT INFORMATION		
EPP Applicant:		
County District Number:		
Contact Person:		
Address:		
City:	State:	Zip:
Phone:		
Email:	Website:	
Submission Date:		Desired Start Date:

Insufficient information in any area of the proposal may delay program approval. The proposal will be evaluated by two Program Specialists and the Manager of Educator Preparation. This may take several weeks. Please keep this time constraints in mind when submitting your application. There currently is no fee associated with this application.

Submit one email copy with a read receipt to document delivery to [Sandra Nix](#).

CANDIDATE INFORMATION		
Name of Candidate:		
TEA Identification Number:		
Certification Being Sought:		
Student /Clinical Teaching/Internship Grade Level Assignment:		
Address:		
City:	State:	Zip:
Phone:		
Email:		

OUT-OF-COUNTRY SCHOOL PLACEMENT INFORMATION		
Name of Country:		
Name of School:		
Contact Person:		
Address:		
City:	Country:	Postal Code:
Phone:		
Email:		
Website to verify out-of-country standards:		

I. In the space below, describe the circumstances that necessitate this request for student teaching/clinical teaching outside of the United States.

II. Risk analysis for out-of-country placement for a beginning teacher in _____ school in _____ country.

Risk to Candidate	Program's Plan A to Reduce Risk	Contingency Plan B
Cultural Issues		
Academic Issues		
Texas Certification Issues		
Health Issues		
Safety Issues		
Financial Issues		
Legal Issues		

III. On the charts below, provide the following information:

Certificate Sought: _____
Grade Levels: _____
Destination Country: _____
Destination School _____

Section A: Please submit a cross-walk comparison of the instructional standards of the destination site with those of the Texas Essential Knowledge and Skills (TEKS) for the certification area and grade levels being sought.

Applicable TEKS by Content/Grade Level http://www.tea.state.tx.us/index2.aspx?id=6148	School's Instructional Standards by Content/Grade Level	For TEA Use Only
		A D
		A D
		A D
		A D
		A D
		A D

Section B: Please submit a crosswalk comparison of the alignment of the destination site's Pedagogy and Content Area Educator Standards for the certificate/grade level being sought to those of the Texas State Board for Educator Certification (SBEC) Educator Standards and Pedagogy and Professional Standards approved for the certificate/grade level for the certification being sought.

SBEC Educator Standards and PPR for the Certificate Area/Grade Level Being Sought.	Destination Site's Correlating Educator Standards and Pedagogy for the Certificate Area/Grade Level Being Sought	For TEA Use Only
		A D
		A D
		A D
		A D
		A D
		A D

IV. Complete the chart below to describe the Cooperating Teacher/Mentor for the student/clinical teacher candidate.

Program Requirements for Cooperating Teacher/Mentor

Cooperating Teacher/Mentor Information	EPP Plan for Implementing
Name of Cooperating Teacher/Mentor: (One must be identified prior to application)	
Years of teaching experience: (Must be more than three years)	
Teaching/professional certification(s) held: (Must match candidate's)	
State issuing certification(s):	
Describe training cooperating teacher/mentor has or will receive to support candidate.	
How is cooperating teacher/mentor training documented by program?	
Commitment between Cooperating Teacher/Mentor and EPP	
Contract or written agreement	Please attach blank copy, if applicable.
Compensation of any type	Yes _____ NO _____
What type of on-going support will be provided to the Cooperating Teacher/Mentor by the EPP?	

Cooperating Teacher/Mentor Information	EPP Plan for Implementing
Expectations of Cooperating Teacher/Mentor	
How will he/she communication and collaboration with the field supervisor?	
Will he/she be required to do observations of the candidate? If so, how many?	Yes___ Number___ No___
How will he/she provide feedback to the candidate?	
How will he/she provide feedback to the EPP?	

V. Complete the chart below to describe the Field Supervisor and supervision process for the student/clinical teacher candidate.

Information about Field Supervision [TAC §228.35 (f)]

Field Supervisor Information	
Name of Field Supervisor: (One must be identified prior to application)	
Current Educator Certification(s):	
Educational Credentials/ Qualifications:	
Describe the training that has or will be provided to the Field Supervisor.	
How will the training be documented?	
Commitment between Field Supervisor and EPP	
Contract or Written Agreement with EPP	Please attach blank copy, if applicable.
Will the field supervisor be compensated?	Yes_____ No_____
What type of on-going support will be provided to the Field Supervisor by the EPP?	
Field Supervision Process	Program Requirements
Describe when the initial contact with candidate will be made?	
How will the initial contact with the candidate be made?	Face-to-face _____ Email _____ Telephone _____
When will first formal observation of the candidates be conducted?	
How many formal observations will be conducted for the student teacher/clinical teacher/ interns?	
What will be schedule for formal observations of intern?	
What will be the duration of each formal observation?	
How will formal observations be documented?	Please attach blank copy of form
How will the field supervisor provide feedback to the candidate about the results of the formal	

Field Supervisor Information	
observations?	
Who will receive copies of the formal observation documentation?	
How will additional observations and coaching be documented?	
How will field supervisor communicate and collaborate with the cooperating teacher/mentor?	

VI. In the space below, describe resources that will be available to the student/clinical teacher should he/she be struggling in the teaching experience.

VII. In the space below, describe the measures that will be taken by the educator preparation program to ensure that the candidate's experience will be equivalent to that of a candidate in a Texas public/private school accredited by TEA.

VIII. In the space below, explain any other information that may be beneficial in considering this request.

Assurances

The EPP will check the U. S. Department of State Office of Overseas Schools website for the list of recognized or “assisted” schools. This placement is limited to those schools only.

The EPP will prepare candidates for the cultural and language differences between the United States and the destination country of placement prior to departure for the out-of-country placement.

The EPP must obtain a signed letter of agreement from the chief campus administrator of the out-of-country school where the candidate will be placed.

The EPP will ensure that the cooperating teacher/mentor will possess equivalent content and grade level certification as those being sought by the student/clinical teacher.

The EPP will ensure, as applicable, that the candidate will experience a student/clinical teaching experience of a minimum of 12 consecutive, full day, unpaid, weeks.

The EPP will ensure that the candidate is supervised by a field supervisor for the duration of the student/clinical teaching experience.

The EPP will submit by September 15th of each year an Out-of-Country Placement Evaluation Report to TEA.

Signature

Title

Printed Name of Above

Date

Sample Out-of-Country Documents for Appendix

Create documents similar to these samples that address the specifics of your program. Have them signed by the appropriate people. Attach them in the appendix of this application.

Exhibit 1. Sample Letter of Agreement from Chief Campus Administrator of Out-of-County School

(Must be submitted on School Letterhead)

Ms. Sandra Nix, Manager, Educator Preparation
Division of Certification and Standards, Texas Education Agency
1701 N. Congress Avenue, Austin, TX 78701, USA
Date

Dear Ms. Nix:

I am committed to a productive relationship with the Texas educator preparation program _____ to provide teaching experiences for a beginning teacher at this school. I understand that these experiences must meet specific criteria as part of the required educator certification process in Texas. On behalf of my school, I agree to abide by the following requirements:

1. A minimum of 12 consecutive weeks, full day, unpaid field experiences for beginning teachers include observation of teaching by qualified teachers, interaction with school students (any age from early childhood-18), interaction with qualified teachers, and interaction with the faculty and staff of this school. Such activities may include tutoring of individual children, working with small groups of children, teaching short practice lessons to a whole group, learning from experienced teachers, and other professional activities.
2. Teaching experiences for beginning teachers may include activities named above as well as acting as teacher for a classroom or group of students. The beginning teacher will plan and present instruction, plan and implement appropriate student assessments, maintain classroom discipline, maintain all necessary records, and maintain cordial relationships with other faculty, staff, students and parents.
3. Beginning teachers will be supervised by a field supervisor hired by the Texas educator preparation program. The field supervisor will conduct a minimum of three formal observations and evaluations of the beginning teacher on your campus. Each observation will last a minimum of 45 minutes in the classroom. The field supervisor will give a copy of each evaluation to the campus administrator. The field supervisor will have appropriate oral and written English skills to communicate with the beginning teacher.
4. The campus cooperating teacher/mentor will be a qualified teacher who is selected by the campus administrator. The cooperating teacher/mentor will guide, assist, and support the beginning teacher with planning, classroom management, instructional strategies, assessment, working with parents, obtaining materials, and school policies. The cooperating teacher/mentor will also observe the beginning teacher informally and offer coaching as needed. The cooperating teacher/mentor will report on the beginning teacher's professional progress to the field supervisor. The mentor will have appropriate oral and spoken English skills to communicate with the beginning teacher.
5. I will contact the Field Supervisor in case of emergency, conflict or concern about the beginning teacher. The field supervisor will contact the program and attempt to resolve any problems.

Sincerely,

Chief Campus Administrator (Headmaster, Principal, Dean, etc.)