

Texas State University College of Education
Internship Syllabus
EDST 5390/5391, EDST 5392/5393, EDST 5590/5291, EDST 5670/5671,
SPRING 2026

TXST University Faculty Supervisor: TBD

Faculty Contact Information: TBD

Day(s)/Time: M-F/Per District

Location: Assigned Campus

Office Hours: *Contact Supervisor as needed through shared contact information.*

COURSE DESCRIPTIONS

EDST 5390 Internship for Alternative Certification 1:

This course provides an opportunity for students to apply knowledge and skills learned during the educator preparation program while serving as teachers of record in a classroom under the supervision of university faculty and mentorship by school district personnel. The internship is available to graduate or post-baccalaureate students who have met admittance and preparation criteria and hold a Texas probationary or intern teaching certificate. Interns are expected to follow all district, university, and state policies, and will receive course credit after completion of EDST 5390 and 5391 and being recommended for standard teacher certification by university and Office of Educator Preparation

EDST 5391: Internship for Alternative Certification II:

Students will apply knowledge and skills learned during the educator preparation program while serving as teachers of record in a public-school classroom under the supervision of university faculty and mentorship by school district personnel. The internship is available to graduate or post-baccalaureate students who have met all admittance and preparation criteria and hold a Texas probationary or intern teaching certificate. Students serving as interns are expected to follow all district, university, and state policies. They will receive course credit after completion of EDST 5390 and 5391 and being recommended for standard teacher certification by the university and Office of Educator Preparation.

EDST 5392. Internship for Accelerated Alternative Certification I.

This course provides an opportunity for students to apply knowledge and skills learned during the educator preparation program while serving as teacher of record in a classroom under supervision of university faculty and mentorship by school district personnel. The internship is available to graduate or post-baccalaureate students who have met admittance and preparation criteria and hold a Texas probationary or intern teaching certificate. Interns are expected to follow all district, university, and state policies, and will receive course credit after completion of [EDST 5392](#) and [5393](#) and being recommended for standard teacher certification by university and Office of Educator Preparation. Prerequisite: Admittance to the Educator Preparation Program; grade of C or better in Accelerated Alternative Certification Program coursework; for graduate and post-baccalaureate students, all other certification coursework must be completed; requires departmental approval through Office of Educator Preparation application process.

EDST 5393. Internship for Accelerated Alternative Certification II.

This course allows students to apply knowledge and skills learned in the educator preparation program while serving as teacher of record in a public-school classroom under university faculty supervision and district mentorship. The internship is available to graduate or post-baccalaureate students who have met all criteria and hold a Texas probationary or intern teaching certificate. Interns are expected to follow all district, university, and state policies, and will receive course credit after completing [EDST 5392](#) and [5393](#) and being recommended for standard certification by the university and Office of Educator Preparation. Prerequisite: [EDST 5392](#) with a grade of "CR" and a minimum 2.75 Overall GPA and departmental approval.

EDST 5590. Teaching Internship I.

In this course students apply knowledge and skills learned during the teacher preparation program and serve as teacher-of-record in a public-school classroom under the supervision of university faculty and mentorship of school district personnel. The internship is available to graduate or post-baccalaureate

Texas State University College of Education
Internship Syllabus
EDST 5390/5391, EDST 5392/5393, EDST 5590/5291, EDST 5670/5671,
SPRING 2026

students who have met all admittance and preparation criteria and hold a Texas probationary or intern teaching certificate. Students serving as interns are expected to follow all district, university, and state policies, and will receive course credit after completion of [EDST 5590](#) and [5291](#) and being recommended for standard teacher certification by the university and the school. Prerequisite: A minimum 2.75 Overall GPA and departmental approval.

EDST 5291. Teaching Internship II.

In this course students apply knowledge and skills learned during the teacher preparation program and serve as teacher-of-record in a public-school classroom under the supervision of university faculty and mentorship of school district personnel. The internship is available to graduate or post-baccalaureate students who have met all admittance and preparation criteria and hold a Texas probationary or intern teaching certificate. Students serving as interns are expected to follow all district, university, and state policies, and will receive course credit after completion of [EDST 5590](#) and [5291](#) and being recommended for standard teacher certification by the university and the school. Prerequisite: [EDST 5590](#) with a minimum grade of "B" or better and a minimum 2.75 Overall GPA and departmental approval.

3 Credit Hours. 5 Lecture Contact Hours. 35 Lab Contact Hours.

Grade Mode: Credit/No Credit

EDST 5670. Internship I for Graduate and Alternative Certification Programs.

This course provides an opportunity for students to apply knowledge and skills learned during the educator preparation program while serving as teacher of record in a classroom under the supervision of university faculty and mentorship by school district personnel. The internship is available to graduate or post-baccalaureate students who have met admittance and preparation criteria and hold a Texas probationary or intern teaching certificate. Interns are expected to follow all district, university, and state policies. They will receive course credit after completing [EDST 5670](#) and [5671](#) and being recommended for standard teacher certification by the Office of Educator Preparation. Prerequisite: Admittance to the Educator Preparation Program; grade of C or better in educator preparation program coursework; for graduate and post-baccalaureate students, all other certification coursework must be completed; requires departmental approval through the Office of Educator Preparation application process.

EDST 5671. Internship II for Graduate and Alternative Certification Programs.

This course allows students to apply knowledge and skills learned in the educator preparation program while serving as teacher of record in a public-school classroom under university faculty supervision and district mentorship. The internship is available to graduate or post-baccalaureate students who have met all criteria and hold a Texas probationary or intern teaching certificate. Interns are expected to follow all district, university, and state policies. They will receive course credit after completing [EDST 5670](#) and [5671](#) and being recommended for standard certification by the Office of Educator Preparation. Prerequisite: [EDST 5670](#) with a grade of a "C" or better and Departmental Approval.

THE PURPOSE OF THE INTERNSHIP

An internship is a mentoring partnership between Texas State University and a school district, and it is an additional avenue for some students to meet certification requirements. The intern is a salaried employee of the school district under an intern or probationary certificate and an enrolled student at Texas State University. The program provides guidance and support to the intern during the year-long experience.

***Internship** - A paid supervised classroom teacher assignment for one full school year at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose that may lead to the completion of a standard certificate.*

Texas State University College of Education
Internship Syllabus
EDST 5390/5391, EDST 5392/5393, EDST 5590/5291, EDST 5670/5671,
SPRING 2026

STUDENT LEARNING OBJECTIVES

- Apply knowledge and skills learned during the teacher preparation program while engaging in clinical practice in an authentic classroom setting.
- Apply knowledge of content and pedagogy, lesson plan development, research-based instructional strategies, assessment design, and classroom management during the clinical placement.
- Participate in at least 5 Observation Cycles (Pre-Conference, Observation, & Post Conference) to review and reflect on the lesson plan and instruction, identify areas of reinforcement and refinement, and receive feedback and suggestions from the faculty field supervisor.
- Participate in at least 3 Informal Observations per semester.
- Engage in ongoing reflection on all aspects of the internship experience with the support of the faculty field supervisor and mentor.
- Demonstrate professionalism and adherence to the ethical and legal requirements of the profession.
- Complete all required Standard Field Experiences and assignments for the EDST course and actively participate in coaching sessions with the faculty field supervisor.

Learning Outcomes	Performance Assessment	Texas Educator Standards Addressed
Interns will... <ul style="list-style-type: none"> • Establish and maintain a safe, organized, accessible, and efficient classroom to support learning. • Communicate and maintain clear expectations for student behavior. • Lead a mutually respectful and collaborative class of actively engaged learners. 	Observations & Evaluations using T-TESS Rubric Domain 3 (<i>3.1 Classroom Environment, Routines, and Procedures, 3.3 Classroom Culture, 3.2 Managing Behavior</i>)	1D, 4A, 4B, 4C, 4D, 1E, 1F, 3B, 5A, 5B, 5D
Interns will... <ul style="list-style-type: none"> • Design clear, well-organized, sequential lessons that reflect best practices, align with standards, and are appropriate for all learners. • Use formal and informal methods to measure student progress, then manage and analyze student data to inform instruction. • Ensure high levels of learning, social-emotional development, and achievement for all students. • Plan engaging, flexible lessons that encourage higher-order thinking, persistence, and achievement. 	Lesson Plans- Observations & Evaluations using T-TESS Rubric Domain 1 (<i>1.1 Standards and Alignment, 1.2 Data and Assessment, 1.3 Knowledge of Students, 1.4 Activities. 2.1 Achieving Expectations</i>)	1A, 1B, 1C, 1D, 1E, 1F, 2A, 2B, 2C, 3A, 3B, 3C, 5A, 5B, 5C, 5D
Interns will... <ul style="list-style-type: none"> • Support all learners in their pursuit of high levels of academic and social-emotional success. • Use content and pedagogical expertise to design and execute lessons aligned with state standards, related content, and student needs. • Communicate clearly and accurately to support persistence, deeper learning, and effective effort through explanations, questioning, recognizing student misunderstandings, and providing opportunities for students to communicate with teacher and peers. • Differentiate instruction, aligning methods and techniques to student needs. • Collect, analyze, and use formal and informal student progress data and make needed lesson adjustments. 	Observations & Evaluations using TESS Rubric Domain 1 & 2 (<i>1.1 Standards and Alignment, 1.2 Data and Assessment, 1.3 Knowledge of Students, 1.4 Activities. 2.1 Achieving Expectations, 2.3 Communication, 2.4 Differentiation, 2.5 Monitor and Adjust</i>)	1B, 1C, 1D, 1E, 1F, 2A, 2B, 2C, 3A, 3B, 3C, 4A, 4D, 5A, 5B, 5C, 5D
Interns will... <ul style="list-style-type: none"> • Meet university/campus/district expectations for attendance, professional appearance, decorum, and procedural, ethical, legal, and statutory responsibilities. • Reflect on teaching to inform their practice. 	Seminar Participation Observations & Evaluations using TESS Rubric Domain 4 (<i>4.1 Professional Demeanor and</i>	6A, 6B, 6C, 6D, 5D, 3A,

Texas State University College of Education
Internship Syllabus
EDST 5390/5391, EDST 5392/5393, EDST 5590/5291, EDST 5670/5671,
SPRING 2026

<ul style="list-style-type: none">Participate in and utilize professional development opportunities.	Ethics, 4.2 Goal Setting, 4.3 Professional Development) Pre- and Post-Observation Conferences Post Observation Reflections	
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[Teacher Standards Link](#)

THE INTERNSHIP COURSE

HYBRID COURSE DESIGNATION

All internship courses are designated as hybrid courses. The course includes an internship component at a school placement site and an online teaching and learning component. Students are required to engage in learning and reflection in an online Canvas course facilitated by the faculty field supervisor.

MODE OF CLASS DELIVERY

The course designation as a hybrid course requires that teaching and learning occur in both a virtual/online and face-to-face mode. Course assignments will be completed online in Canvas, as might some virtual interaction or video meetings. Coaching sessions and other required meetings (including but not limited to pre and post observation conferences, evaluation conferences, coaching meetings, etc.) may either occur face-to-face, or in a virtual environment using an online platform such as Zoom. Currently, all formal observations must take place on-site in **a face-to-face, live classroom setting**.

Interns follow the calendar and emergency response policies of the school where they are completing the experience, as well as the district preferred teaching and learning context.

INTERNSHIP REQUIREMENTS & ATTENDANCE POLICY

An internship must be for a minimum of one full school year for the classroom teacher assignment or assignments that match the certification category or categories for which the candidate is prepared by the EPP. An EPP may permit an internship of up to 30 school days less than the required minimum for parental leave, military leave, illness, or bereavement leave. *For comprehensive guidelines on acceptable types of leave, required documentation, and procedures for requesting and processing leave related to a reduction in hours allowance, please refer to The Essential Clinical Experience Handbook.*

Students are required to:

- Attend all meetings/coaching sessions with your faculty field supervisor.
- Follow the attendance policies and procedures of the school district and campus where employed. Maintaining regular attendance is also an expectation of the TXST Office of Educator Preparation.
- Notify the faculty field supervisor regarding any extended or long-term absences.

COMMUNICATION

Communication throughout the internship experience is critical to the successful completion of the internship. All university communication takes place through TXST Bobcat Mail. Students are responsible for checking their email daily and responding appropriately. Your faculty field supervisor and mentor may also incorporate phone calls and text messages as means of further communication. Be sure to respond to all communication in a timely manner.

Additionally, communication and documentation take place in the Student Learning and Licensure system. Students are responsible for completing the required actions (acknowledgement, uploads, etc.) as specified by the faculty field supervisor.

Texas State University College of Education
Internship Syllabus
EDST 5390/5391, EDST 5392/5393, EDST 5590/5291, EDST 5670/5671,
SPRING 2026

PROFESSIONALISM: EDUCATOR CODE OF ETHICS, DRESS, AND BEHAVIOR

The intern is expected to demonstrate professionalism throughout their program, maintaining cooperative and collaborative relationships, complying with university, campus, and school district policies, and conducting themselves ethically and with integrity.

All preservice and in-service teachers are required to uphold all aspects of the [Texas Educator Code of Ethics](#). To maintain accountability with the Texas Education Agency, interns must document that they have read and understood the Code of Ethics in the Student Learning and Licensure system.

The intern is expected to follow the written teacher/staff dress code of the school and district in which they are employed.

CRIMINAL BACKGROUND CHECKS

Criminal Background Checks are required by our partner districts for progression through the Educator Preparation Program. Based on information in your criminal history, students may be ineligible for issuance of a certification upon completion of the Educator Preparation Program. If you have a criminal history, you should request a Preliminary Criminal History Evaluation from the Texas Education Agency, schedule an appointment for free legal counseling services through Texas State University's Attorney for Students, and disclose this information to the Office of Educator Preparation.

Links: [Preliminary Criminal History Evaluation](#) [Texas State University's Attorney for Students](#)

PROFESSIONAL LIABILITY INSURANCE

The internship at Texas State University is not covered by professional liability insurance through Texas State University or the public school district. **Liability insurance is mandatory** and available through the branches of most professional educator associations. Proof of insurance (for example, a screenshot of your notice of membership or an email acknowledgement from the organization) must be uploaded to the Student Learning and Licensure system.

Three organizations that offer free membership to university students are:

- The Association of Texas Professional Educators (ATPE) <http://www.atpe.org>
- The Texas Classroom Teachers Association (TCTA) <http://tcta.org>
- The Texas State Teachers Association (TSTA) <https://www.tsta.org/join-tsta/>

STANDARD EXPERIENCES

To ensure consistency in assignments and workloads, Texas State University has established a set of common experiences for teacher candidates. Because of the context of the placements, the details of these requirements vary somewhat between elementary and secondary. Candidates will receive specific information about these standard experiences from the faculty field supervisor during the orientation meeting at the beginning of the semester. Please refer to *The Essential Clinical Experience Handbook* for additional information. The major requirements are listed below.

Canvas Course Requirement	Interns will complete required assignments in an online Internship Canvas course facilitated by the faculty field supervisor. Requirements will be added to Canvas in the form of assignments.
Orientation and Coaching Sessions	Interns will meet with their supervisor for an orientation within the first three weeks of the internship. Interns will participate in coaching sessions with the faculty field supervisor. The intern will attend professional development as required by their district of employment.

Texas State University College of Education
Internship Syllabus
EDST 5390/5391, EDST 5392/5393, EDST 5590/5291, EDST 5670/5671,
SPRING 2026

Pre-Semester Start-Up Assignments	Candidates are required to review both the clinical experience handbook and the syllabus to understand the program's standards, policies, and procedures. Prior to starting their placement, candidates must view the T-TESS Rubric Modules to gain a foundational understanding of the evaluation framework and download a copy of the T-TESS Rubric. Candidates will need to sign an attestation in Canvas, confirming that they have read the handbook and syllabus, understand the OEP policies and procedures, and have completed the TXST T-TESS Rubric Modules.
Mandatory Requirements	Candidates will complete and submit the following Mandatory Requirements in the Student Learning & Licensure system: <ul style="list-style-type: none"> • Read the Code of Ethics before the first day in placement and complete the Code of Ethics Acknowledgment • Obtain liability insurance and upload proof • Sign waiver of liability (medical)
Lesson Plans	Interns will be responsible for developing and submitting lesson plans using the TXST Required Reflective Lesson Plan form for all formal observations conducted by the faculty field supervisor. The lesson plan must be submitted to the supervisor at least 3 days prior to the pre-conference. Specific lesson plan requirements will be shared by the faculty field supervisor. Candidates using district-selected high-quality instructional materials or Open Educational Resource (OER) instructional materials will follow a modified planning process using the TXST Lesson Internalization Protocol to prepare for their formal observations. Responses to protocol questions will be recorded on the TXST required lesson plan form.
Observation (POP) Cycle (Performance Assessment)	Teacher candidates will engage in a required number of Formal Observation Cycles . The Observation (POP) Cycle includes: <ul style="list-style-type: none"> • Pre-Observation Conference • Formal Observation • Post-Observation Reflection and Coaching Conference
Required Post-Observation Self-Reflection	For each formal observation, candidates will complete a required self-evaluation and reflection, which will become part of the Post-Observation Conference discussion. Through regular reflections submitted to the faculty field supervisor, the candidate will assess their growth as a teacher and learner and reflect upon how to refine and expand teaching skills, classroom management techniques, and professional growth. Reflections will be required after each formal observation and must be uploaded to the Student Learning and Licensure system as part of the observation acknowledgement. Video is not a requirement currently but is encouraged to facilitate self-reflection. <i>(Candidates must get permission from their school administrator to video their lessons).</i> Additional required reflections will be at the discretion of the faculty field supervisor.
Informal Observations	Informal observations will be conducted by the faculty field supervisor that will allow for on-going feedback, coaching, and support. Informal Observations are informed by the written feedback provided during the post observation conferences.
Professionalism Feedback	The campus supervisor will provide feedback to the faculty field supervisor regarding the candidate's professional practice.
Midpoint Progress Evaluation	The faculty field supervisor, mentor, and campus supervisor will collaborate to complete the Midpoint Assessment of Progress.
Professional Practices and Final Reflection	The teacher candidate will complete a Professional Practices and Final reflection assignment to summarize their clinical experience, including a self-evaluation of their learning and growth as an educator. The reflection will also detail the candidate's demonstration of professional practices and responsibilities. This

Texas State University College of Education
Internship Syllabus
EDST 5390/5391, EDST 5392/5393, EDST 5590/5291, EDST 5670/5671,
SPRING 2026

	assignment will assist the faculty field supervisor in measuring the candidate's demonstration of professional responsibility for the Final Evaluation.
Final Evaluation	The faculty field supervisor, mentor, and campus supervisor will collaborate to complete the Final Evaluation.

Resources and forms are available on the Internship Canvas Course site.

Formal observation windows and other important dates are found on the Internship Calendar. For more information on Canvas modules and assignments, see the Canvas Module and Assignment Breakdown-Internship document on the EDST Canvas site.

REQUIRED RESOURCES

These resources are key to your success in clinical teaching.

- Required Reading- The Essential Clinical Experience Handbook provides details for your internship experience. The handbook is available on the [OEP website](#) under the [Clinical Experience Resources](#) tab.
- Texas Teacher Evaluation and Support System (T-TESS) Rubric and T-TESS videos are available at the links below, and they are also available on the EDST Internship Canvas course under the YuJA tab. View all T-TESS videos **before your first meeting** with your faculty field supervisor and cohort.
 - [Texas State T-TESS Module Overview Presentation](#)
 - [Texas State T-TESS Module Domain 1](#)
 - [Texas State T-TESS Module Domain 2](#)
 - [Texas State T-TESS Module Domain 3](#)
 - [Texas State T-TESS Module Domain 4](#)
- Internship Course- You will be added to your faculty field supervisor's Canvas course. It is required that once added, you accept the invitation and log in to preview the course content. If you are not familiar with Canvas, see [ITAC Support Resources](#).
- Student Learning and Licensure System- Each intern will be assigned a field experience record in the Student Learning and Licensure System. Interns will access their electronic records to complete the mandatory requirements, view and acknowledge observations and evaluations, and complete the faculty field supervisor evaluation. Students will log in to SL&L through the EDST Canvas course or use the direct link that will be provided.
 - Visit [SL&L Student Support Page-ITAC](#) for instructions on using the Student Learning and Licensure system.
 - For Canvas or Student Learning and Licensure technical assistance, contact IT Assistance Center (ITAC) at 512-245-4822.
- **Undergraduate** and **Graduate** students enrolled in EDST: TXST launched [Booksmart](#), a textbook program that will provide students with quick and easy access to all their required course materials digitally. The fixed cost, including taxes, was included in your tuition and fees. **EDST does not require any purchase of digital resources/textbooks and there are no resources for EDST** in the BookSmart program. If this is the only course you are taking, or if you don't want to use BookSmart for any reason, you can opt-out. **You must act if you want to opt out!** You will have until the **census date** to be able to opt out. You must follow all the required steps if you choose to [Opt-out](#) of this program. If you have any questions about BookSmart @ TXST or the charge to your student account, please contact The Bobcat Store via email at txstate@bkstr.com or call 512-245-2273.

SUCCESSFUL COMPLETION OF THE INTERNSHIP

Candidates who complete the internship experience successfully will receive **Credit (CR)** for the course. To successfully complete the internship and receive Credit (CR) as a final grade for the EDST course, the intern must meet the requirements below:

- Meet a minimum of one full school year for the classroom teacher assignment.
- Successfully complete the full school year internship assignment.

Texas State University College of Education
Internship Syllabus
EDST 5390/5391, EDST 5392/5393, EDST 5590/5291, EDST 5670/5671,
SPRING 2026

- Meet OEP program requirements and complete all the assignments for the EDST Canvas Course.
- Obtain a rating of “2” or higher on each domain and dimension of the Final Evaluation as part of the eligibility requirements for a standard certificate.
- If applicable, meet all the requirements of the Growth Plan.
- The faculty field supervisor and the campus supervisor recommend to the OEP that the candidate should be recommended for a standard certificate.

GRADES

- Candidates who complete the clinical experience successfully will receive **Credit (CR)** for the course. *Note: The initial grade assigned to an intern will be “Progress” or “PR”. This grade will be changed once it has been verified that the intern has successfully completed the requirements of the district school-year term.*
- There is no partial credit for completing the EDST clinical experience course.
- Candidates who do not complete the EDST course successfully will receive an “F”-Failure.
- Candidates who do not complete some clinical experience components or requirements due to non-academic reasons beyond their control may be assigned a grade of “**Incomplete**” with approval from the Office of Educator Preparation Director.

NOTE: Receiving credit for the internship course is not the same as becoming certified. Before the Certification Officer can officially recommend the issuance of a standard certificate, the candidate must complete all required steps, including passing all certification exams and applying for standard certification through TEA (See Chapter 5 in the [Teacher Certification Handbook](#)).

HEALTH AND WELL-BEING

The College of Education is committed to the health and safety of all our candidates.

- Visit the [Student Health Center](#) for information on healthcare services, vaccines, resources, and much more.
- Please watch your Texas State email for updates from the Texas State University Chief Medical Officer and the Student Health Center through the VPSEA email account.
- Protecting against illness starts with practicing good health hygiene by covering coughs and sneezes, staying home when ill, washing hands or using hand sanitizer, and other safe measures.
- Review, understand, and adhere to your assigned school district’s health guidelines and procedures.

TEXAS STATE STUDENT SUPPORT

- Feeling overwhelmed? Worried about a friend or someone else? Just need someone to talk to? TXST has some options:
 - CARE Team: Submit a [Here to Help](#) form, and someone will reach out with 1-on-1 support and get you connected to the right campus resources.
 - [Counseling Center](#): In-person and virtual mental health services including short-term individual, group, and crisis counseling, as well as outreach and workshops.
 - [Student Health Center](#): Offers accessible, affordable care including medical, mental health, and wellness support.
 - [TimelyCare](#): FREE 24/7 virtual mental health support including immediate TalkNow chats and scheduled counseling sessions.
- The College of Education has also compiled a list of additional resources for students. This information is available at: <https://www.education.txst.edu/students/campus-resources.html>.
- [Bobcat Balance](#) serves the legal, financial, and mental health needs of faculty and staff.
- [LinkedIn Learning](#) is available to all faculty, staff, and students and includes resources on well-being, career development, time management, and other skills and knowledge.
- [Texas State University Career Services](#) offers resources and support for resume preparation and review, interview preparation, access to the TXST Career Closet, and much more.
- Visit the [Student Success website](#) to learn more about additional support that is available to you.

Texas State University College of Education
Internship Syllabus
EDST 5390/5391, EDST 5392/5393, EDST 5590/5291, EDST 5670/5671,
SPRING 2026

TEXAS STATE UNIVERSITY POLICIES & INFORMATION

- **Office of Disabilities Statement** – If you're managing ADHD, a learning difference, a health condition, or any disability, [Disability Services](#) (DS) can work with you to set up accommodations that support your learning. Reach out early—both staff and your instructors are here to support your success. You can contact DS at 512-245-3451 or via email at ods@txstate.edu.
- **Protections for Pregnant and Parenting Students-** Texas State University has implemented [UPPS 07.11.07 – Protections for Pregnant and Parenting Students](#) that outlines the protections and accommodations available for this student population. Students seeking pregnancy-related accommodations or a leave of absence related to pregnancy/parenting may complete the [online request form](#) to meet with staff regarding their request.
- **Statement of Civility in the Classroom and Instructional Settings-** Civility in instructional settings is fundamental to an effective educational process and is everyone's responsibility. The university's shared values, sense of community, and collective commitment to respect, civil dialogue, and the free exchange of ideas are the cornerstones of successful teaching and learning. If students have questions about appropriate behavior in a particular class, they should address them with their instructor first. Although rare, disciplinary procedures may be implemented for refusing to follow an instructor's directive, disrupting classroom activities, or disregarding university policies. For more information regarding conduct in the classroom, please review policies at [AA/PPS 02.03.01](#), Section 03: Courteous and Civil Learning Environment, and [Code of Student Conduct](#), number II, Responsibilities of Students, Section 2.02: Conduct Prohibited.
 - The Office of Educator Preparation supports the university's commitment to civility. Students and faculty are full partners in fostering a classroom environment that is conducive to learning. Our actions should promote respect for both one another and the traditions of collegiate learning. Faculty field supervisors will be the judge of behaviors that threaten the civility of the learning environment, and, when appropriate or necessary, they will bring such behavior to the attention of the class or individuals in the class.
- **Academic Integrity and Student Code of Conduct** – Information regarding academic integrity and student code of conduct may be found at the links indicated below.
 - [Code of Student Conduct](#)
 - [The Honor Code](#)
- **Sexual Misconduct Reporting** (SB 212) - Effective January 2, 2020, state law (SB 212) requires all university employees, acting in the course and scope of employment, who witness or receive information concerning an incident of sexual misconduct involving an enrolled student or employee to report all relevant information known about the incident to the university's Title IX office. According to SB 212, employees who knowingly fail to report or knowingly file a false report shall be terminated in accordance with university and system policy. Please access the webpage of the [Office of Equal Opportunity and Title IX](#) for more information.
- **Diversity, Equity and Inclusion (SB17)** - During the 88th Regular Session of the Texas Legislature, [Senate Bill 17](#) was passed and signed into law, effective January 1, 2024. SB 17 addresses diversity, equity, and inclusion initiatives at public higher education institutions. For an explanation of SB17's provisions along with questions and answers, please visit the [Texas State University System's General Counsel Guidance on Implementation of Senate Bill 17](#).
- **Emergency Management-** *(For emergency management information regarding San Marcos/Round Rock campus)* In the event of an emergency, students, faculty, and staff should monitor the [Safety and Emergency Communications web page](#). This page will be

Texas State University College of Education
Internship Syllabus
EDST 5390/5391, EDST 5392/5393, EDST 5590/5291, EDST 5670/5671,
SPRING 2026

updated with the latest information available to the university, in addition to providing links to information concerning safety resources and emergency procedures. Faculty, staff, and students are encouraged to sign up for the [TXState Alert](#) system.

THE SEMESTER AT A GLANCE	
Week of January 12th	Supervisors contact Teacher Candidates, Mentors, and Campus Supervisors. Interns contact District Mentor.
Determined by the district.	FIRST DAY OF INTERNSHIP
Determined by the district	LAST DAY OF INTERNSHIP
INTERN ORIENTATION AND COACHING SESSIONS	
Week of January 12th	Orientation-Clinical Experience Policies and Procedures, T-TESS Rubric Overview, POP Cycle, T-TESS Domain 4: Professional Practices and Responsibilities-Professional Demeanor and Ethics
TBD by FFS	Coaching Sessions (After each Informal Observation)
First Semester INTERNS OBSERVATION/EVALUATION WINDOWS	
By Week 4	Check in with Campus Supervisor and document feedback professional practice
Jan. 20- Feb. 6	Formal Observation #1
Feb. 23- Mar 27	Formal Observation #2
Mar 30- Apr 17	Formal Observation #3
#1 by Feb. 13 #2 & #3 TBD by FFS	Informal Observations (3 required)
Apr 27- May 1	Midpoint Progress/Evaluation
Second Semester INTERNS OBSERVATION/EVALUATION WINDOWS	
By Week 4	Check in with Campus Supervisor and document professional practice feedback
Jan. 26– Feb. 20	Formal Observation #4
Mar 9- Apr 10	Formal Observation #5
#4, #5, & #6 TBD by FFS	Informal Observations (3 required)
Apr 27- May 1	Final Evaluation