



TARLETON
STATE UNIVERSITY
Member of The Texas A&M University System

Teacher Education Program Handbook

[College of Education and Human Development](#)

[Mission of the College of Education and Human Development](#)

[Mission of Educator Preparation Services](#)

[Goals of the Tarleton Teacher Education Program](#)

[Program Disclosures](#)

[FERPA Consent to Release Educational Records and Information](#)

[Flagging System](#)

[Appeals Procedure](#)

[Transfer Students](#)

[Elementary Education Program](#)

[Tarleton Proficiencies for Elementary Certification Majors](#)

[Elementary Education Admission Standards and Procedures](#)

[Retention in the Teacher Education Program](#)

[Secondary/All-Level Program](#)

[Secondary/All-Level Educator Certificates](#)

[Secondary/All-Level Admission Standards and Procedures](#)

[Retention in the Teacher Education Program](#)

[Field Experiences & Testing](#)

[Block I, Block II, and Block III Information](#)

[Clinical Teaching Information](#)

[Tarleton Policies Governing TExES Certification Exams](#)

[Additional Certification Testing Information](#)

[Important State-Mandated Laws and Guidelines](#)

[Important Laws for Clinical Teachers / Interns](#)

[Code of Ethics & Standard Practices for Texas Educators](#)

[TExES Themes](#)

[Complaint Process](#)

College of Education and Human Development

Teacher education is one of the major programs at Tarleton State University. It emphasizes broad general education as a foundation for mastery of teaching skills and specialized knowledge in an academic discipline. The primary purpose of teacher education is to prepare highly qualified teachers for Texas and the nation.

The College of Education and Human Development includes the Department of Curriculum and Instruction, the Department of Educational Leadership and Technology, the Department of Psychological Sciences, and the School of Kinesiology, which houses the Department of Health and Human Performance and the Department of Sport Science. The mission of the College of Education and Human Development is to provide students in kinesiology, professional education, and other behavioral sciences with a quality education through academic, cultural, and leadership experiences, and to provide leadership through scholarship and service to the community and professions. Programs in the College of Education and Human Development prepare students for challenging, gratifying, and socially significant careers.

Degree programs offered include the Bachelor of Applied Arts and Sciences in Child Development and Family Studies, Bachelor of Applied Arts and Sciences in Kinesiology, Bachelor of Science in Child Development and Family Studies, Bachelor of Science in Kinesiology, Bachelor of Science in Elementary Teacher Education, Bachelor of Science in Secondary Education, Bachelor of Science in Psychology, Bachelor of Science in Sports Management, the Master of Education degree with majors in Curriculum and Instruction, Educational Administration, and Kinesiology, a Master of Science in Kinesiology, a Master of Science in Applied Psychology, a Master of Science in Child and Family Studies, and a Doctorate of Education in Educational Leadership. Several teaching supplemental and professional certificates are also offered in conjunction with different academic departments.

In addition to its teaching function, the college has a strong service commitment to public schools, human service agencies, and the University Interscholastic League. Each year the college plays host to a variety of professional development institutes for educators and interscholastic events for public schools. Tarleton professors actively provide consultation and technical assistance to schools and human service agencies.

The individuals listed below are available to guide and direct as needed.

Dr. Kimberly Rynearson
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Mission of the College of Education and Human Development

Our mission is to provide students in kinesiology, professional education, and other behavioral sciences with a quality education through academic, cultural, and leadership experiences, and to provide leadership through scholarship and service to the community and professions. Programs in the College of Education and Human Development prepare students for challenging, gratifying, and socially significant careers.

Mission of Educator Preparation Services

The mission of Educator Preparation Services is to assist undergraduate and graduate students from the time they apply to their program, through field experiences (including clinical teaching, practicums, and internships), testing and applying for certification. Educator Preparation Services supports and monitors all certification programs to insure all state and university requirements are met.

Goals of the Tarleton Teacher Education Program

The goals of the Tarleton State University Teacher Education Program are to develop teachers who:

1. possess appropriate knowledge and abilities in specific content areas or teaching fields;
2. communicate effectively with students, parents, and other professionals;
3. apply the principles of instructional planning in the development of curriculum;
4. utilize effective teaching practices;
5. formally and informally evaluate student performance and use the results of such assessment in the instructional decision-making process;
6. promote critical thinking and participatory citizenship;
7. are skilled in the use of instructional technology;
8. are proficient in mathematical skills;
9. operate within the legal guidelines and uphold the ethics of the teaching field;
10. demonstrate concern for the general welfare of the student; and
11. are committed to continued professional growth and development.

Program Disclosures

Tarleton State University expressly discloses the following:

1. HB1508, effective September 1, 2017, requires notice regarding the consequences of a criminal conviction on eligibility for an occupational license.

- a. The potential ineligibility of an individual who has been convicted of an offense for issuance of an occupational license on completion of the educational program.
 - b. The current guidelines issued by the applicable licensing authority (See Texas Occupations Code, Sec. 53.025). In particular, the licensing authority's guidelines must state the reasons a particular crime is considered to relate to a particular license and any other criterion that affects the decisions of the licensing authority.
 - c. Any other state or local restriction or guideline used by the licensing authority to determine the eligibility of an individual who has been convicted of an offense for an occupational license issued by the licensing authority; and
 - d. The right of an individual to request a criminal history evaluation letter (See Texas Occupations Code, Sec. 53.102).
2. As a provider of teacher education programs, Tarleton State University must ensure its students demonstrate adherence to the Code of Ethics and Standard Practices for Texas Educators, which requires the observance of federal and state law. An arrest, indictment, conviction, and/or deferred adjudication may result in a student being dismissed from the program.
 3. While Tarleton State University does not perform criminal history background checks, Texas public schools are permitted by state law to conduct criminal history background checks on a person intended for hire or a person who has requested a volunteer position. As a participant in field experiences or student teaching in a Texas public school, you may be subject to a criminal history background check.
 4. Admission of a student into the Tarleton State University Teacher Education Program and student participation in the program does not constitute any guarantee that the student will be accepted into a field experience or clinical teaching placement in a Texas public school. Lack of available field experience positions within a school district is the only reason that Tarleton State University will seek additional placements after two rejections from public schools. Failure to participate in field experiences may prevent a student from completing the Tarleton State University Teacher Education Program and obtaining teacher certification from the Texas State Board for Educator Certification.
 5. While Tarleton State University does not perform criminal history background checks, the Texas State Board for Educator Certification requests information regarding any previous arrest, indictment, conviction, and/or deferred adjudication. When applying for state certification, you will be subject to a criminal history background check by the State Board for Educator Certification. An applicant with a criminal history may be denied certification.

FERPA Consent to Release Educational Records and Information

Students will sign a release form that permits Tarleton State University to disclose educational records. This release represents written consent to permit Tarleton State University to disclose educational records and any information contained therein to the specific individual(s) identified below.

A. To disclose the following records:

- Records relating to any of my field-based experiences
- Records relating to my performance in the classroom, field, and program
- TExES test score results

B. To the following person(s):

- School districts associated with field-based experiences
- School-based administrators
- School-based mentor teachers
- University program faculty
- University administration

C. These records are being released for the purpose of:

- Conversing and reviewing performance
- Acquiring feedback
- Procuring required signatures and placements
- Providing remediation as needed
- Recommending for certification
- Completing required submission of data for state and federal reports

I understand that under the Family Educational Rights and Privacy Act of 1974 ("FERPA" 20 USC 123g; 34 CFR §99; commonly known as the "Buckley Amendment") no disclosure of my records can be made without my written consent unless otherwise provided for in legal statutes and judicial decisions. I also understand that I may revoke this consent at any time (via written request to the educator preparation program) except to the extent that action has already been taken upon this release. Further, without such a release, I am unable to participate in any field-based experiences.

Flagging System

Students who are perceived as demonstrating particular problems in courses or field experiences, interactions with others, or in the Teacher Educator Program in general, that potentially may interfere with success as a teacher in Texas classrooms may be "flagged" by staff, an instructor or professor. Flags are filled out and signed by the issuer and student after discussion has been held. If there is a second flag, the student will be required to meet with a College Committee. A third flag could result in the student being removed from the Teacher Education Program. Students may also be removed with the first or second flag depending upon the severity of the issue. Behaviors that can be "flagged" are based on the professional standards, behaviors and dispositions of educators as defined by the College of Education and Human Development.

Appeals Procedure

Appeals of any requirements associated with Educator Preparation Services must be made in writing to the Director of Educator Preparation Services. The director will meet with the student, consider all aspects of the appeal then inform the student of the decision. If students choose to, they may take the appeal to the Dean of the College of Education and Human Development. Appeals would include decisions concerning admissions, field experiences, applications and progress through the professional education courses.

Transfer Students

Tarleton State University welcomes students who transfer credits from other universities or neighboring junior colleges. Persons seeking elementary certification will work toward the Bachelor of Science in Elementary Education. Each person will be assigned to a specific academic advisor for the purpose of evaluating transfer credits and planning a course of study at Tarleton. Transfer students should contact the Department of Curriculum and Instruction (E.J. Howell Building, Room 320; phone (254) 968-9097).

Transfer Students working to obtain secondary certification will be advised in the academic department of their major that should match the subject area they want to teach.

Policies that govern the acceptance of transfer course work for credit toward teacher certification include the following:

Undergraduate transfer students:

1. All transfer students will be required to submit official transcripts for analysis to the University Admissions Office.
2. Transfer students from other Texas institutions and from institutions in other states will be expected to meet Tarleton's program requirements for certification.
3. Academic advisors and the Director of Educator Preparation Services reserve the right to disallow course work on certification plans that are over seven years old. Because of changing certification requirements, it is possible that previous coursework taken for certification will not count toward the current application.
4. Students may not be allowed to transfer professional development (education) course work into the program at Tarleton and will be required to meet all institutional requirements for the degree and certification.
5. A minimum of one-third of the semester hours required in each teaching field sought must be completed at Tarleton. All baccalaureate degrees require 45 hours of advanced (upper level) credit.

Students who already hold a degree:

1. All transfer students will be required to submit official transcripts for analysis to the University Admissions Office. The Director of Educator Preparation Services will require official transcripts to develop certification plans for students already possessing a bachelor degree.
2. Transfer students from other Texas institutions and from institutions in other states will be expected to meet Tarleton's program requirements for certification.
3. Academic advisors and the Director of Educator Preparation Services reserve the right to disallow course work on certification plans that are over seven years old. Because of changing certification requirements, it is possible that previous coursework taken for certification will not count toward the current application.
4. Students may not be allowed to transfer professional development (education) course work into the program at Tarleton and will be required to meet all institutional requirements for the degree and certification.
5. A minimum of one-third of the semester hours required in each teaching field sought must be completed at Tarleton.

Elementary Education Program

The Department of Curriculum and Instruction offers the Bachelor of Science in Elementary Education as the degree leading to teacher certification at the elementary level for Early Childhood through Grade 3, Early Childhood through Grade 6, and at the middle school level for Grades 4 through 8. Through this degree, students will obtain a broad-based preparation in early childhood with a strong emphasis on language arts and reading. At the middle school level, certifications include Core Subjects, Math, Science, Language Arts/Social Studies and Math/Science. Supplemental certificates are available in Bilingual and English as a Second Language (ESL).

Tarleton Proficiencies for Elementary Certification Majors

- 1) Demonstrates knowledge in the content areas. (Learner-Centered Knowledge)
 - a) Uses awareness of his/her own cognitive processes to respond to experiences and grow as learners.
 - b) Uses prior knowledge and experiences to analyze the present and predict the future.
 - c) Uses knowledge in specific content in preparation and/or delivery of instruction.
 - d) Relates content knowledge to state guidelines.
- 2) Utilizes technology. (Learner-Centered Knowledge)
 - a) Selects, uses, and evaluates technology for instructional purposes.
 - b) Uses technology for administrative support.
 - c) Uses technology to support professional development.
 - d) Develops learner understanding of technology and its applications.
- 3) Demonstrates critical thinking, problem solving and decision making in the educational process. (Learner-Centered Knowledge and Learner-Centered Instruction)
 - a) Analyzes and justifies resources and strategies for the underlying philosophies and research base.
- 4) Analyzes the principles of curriculum development and applies these in planning instruction. (Learner-Centered Instruction)
 - a) Identifies the critical attributes of concepts and skills to be learned.
 - b) Utilizes research to make curriculum decisions which promote meaningful, relevant, and purposeful learning.
 - c) Applies an understanding of learning principles, individual learner needs, individual learning styles, and group processes in instructional planning.
 - d) Reflects an understanding of the logical sequence of the concepts and skills to be learned.
 - e) Integrates concepts and skills across the curriculum.
- 5) Utilizes effective teaching practices
 - a) Uses a variety of teaching models and grouping strategies appropriate to the content and the learner.
 - b) Exhibits behaviors that motivate and support learning.
- 6) Formally and informally evaluates learner and teacher performance and uses the results of such assessment in the instructional decision-making process for individual learners. (Learner-Centered Instruction)

- a) Uses a variety of formative and summative assessment techniques appropriate to the content and the learner.
 - b) Demonstrates reflection in the self-evaluation of instruction and assessment.
 - c) Interprets and communicates assessment and evaluation data.
- 7) Demonstrates concern for the general welfare of all learners. (Equity in Excellence for All Learners)
- a) Locates a variety of support services/resources to meet learner and family needs.
 - b) Recognizes human needs must be met for learning to occur.
 - c) Promotes acceptance of and appreciation for human diversity within learners.
- 8) Operates within the legal and ethical guidelines of the teaching profession.
- a) (Learner-Centered Professional Development and Equity in Excellence for All Learners)
 - b) Learners)
 - c) Chooses appropriate legal and ethical strategies in the solution of a problem that demonstrates understanding of the educational hierarchy.
 - d) Demonstrates the ethical characteristics of a professional educator.
 - e) Reflects on how an application of his/her values affect the educational process.
 - f) Demonstrates awareness of his/her legal responsibilities for learners.
 - g) Respects human diversity: gender, ethnicity, handicap conditions, SES, ability, language and experience.
- 9) Demonstrates concern for the world in which they live. (Equity in Excellence for All Learners and Learner-Centered Professional Development)
- a) Demonstrates an awareness of global issues, events, and concerns.
 - b) Reacts to selected events and/or issues on a personal level.
 - c) Involves learners in building a better community, school, city, state, and world.
- 10) Contributes to community and school services. (Learner-Centered Professional Development)
- a) Supports the improvement of the human experience through personal involvement in community and school services.
 - b) Supports the improvement of the human experience through learner involvement in community and school services.
- 11) Demonstrates commitment to continued professional growth and development as self-directed learners. (Learner-Centered Professional Development)
- a) Uses a variety of professional resources.
 - b) Participates in a variety of professional development options.
 - c) Exhibits a commitment to ongoing professional growth and lifelong learning.
- 12) Communicates effectively with other professionals, students, and parents. (Learner-Centered Communication)
- a) Adjusts style and tone to purpose and audience.
 - b) Uses acceptable English in oral and written communication.
 - c) Clearly presents points with effectively organized ideas.
 - d) Supports statements using research, theories and experiences; logically reaches conclusions based on sufficient evidence.

Admission Standards and Procedures

The College of Education and Human Development best serves the needs of the State of Texas teachers who possess strong records of academic achievement and who demonstrate a continuing commitment to self-direction as learners and to the education of their students.

Students must meet all admission requirements and be admitted into the Teacher Education Program to continue in the professional program beyond Block 1- EDUC 3320/3321.

Admission Standards

Only applicants who meet the following minimum academic standards will be considered by the Curriculum & Instruction Screening Committee.

- 1) Minimum 2.75 GPA in each of the following areas:
 - a) Professional Development/Education
 - b) Reading
 - c) Content Area
 - d) All coursework listed on Certificate Plan
 - e) Overall on transcript/last 60 hours (end of semester)
- 2) No grade lower than "C" in the following:
 - a) Professional Development/Education
 - b) Reading
 - c) Content Area
 - d) 9 hours of University-required English
 - e) PSYC 3303 or 2308 or CHFS 3300
- 3) Current enrollment in or completion of:
 - a) EDUC 3320/3321
 - b) PSYC 3303 or 2308 or CHFS 3300
 - c) Math 1314 or above (Departmental Requirement)
 - d) 60 semester hours excluding developmental course work
 - e) One full semester at Tarleton State University
- 4) Evidence of good moral character and the mental, emotional, and physical ability to function effectively in a classroom.
- 5) Completion of 12 hours in certificate area (15 hours if Math or Science) with a grade of "C" or better and a 2.75 GPA by the end of the application semester.
- 6) Successful completion of departmental screening instrument.
- 7) Admission to Tarleton State University.

Application Procedures

Admission to the Teacher Education Program is by application only. Applications are not accepted late. The deadlines to apply are:

Fall - October 15 Spring - February 15 Summer - July 1

Applications and submission instructions are found at <https://www.tarleton.edu/eps/tep/apply-now.html>

Fees

A \$35 application fee will be applied to accounts approximately one week after the application deadline.

Students who accept admission into the Teacher Education Program will also have a \$35 ASEP Technology Fee charged by TEA applied to their account.

Departmental Screening

Elementary Education majors will participate in a D.A.P. Interview and submit WritePlacer scores. Consult the department for current required scores.

Admission into the Tarleton Teacher Education Program

After the departmental screening, the Curriculum & Instruction Screening Committee will make preliminary recommendations based on aggregate scores from the admissions process.

Students who are recommended at this time must meet or exceed all academic requirements throughout the process. The names of the recommended students will then be forwarded to Educator Preparation Services who at the end of the semester will give final verification of eligibility. At that time the names will be presented to the Educator Preparation Council who will vote to approve all the applicants that have met all admission requirements. The Educator Preparation Council meets three times a year to admit students into the Tarleton Teacher Education program; approximately the first week of January, the first week of June, and the third week of August. Educator Preparation Services and the Dean of the College of Education and Human Development will notify students of their offer of admission into the Tarleton Teacher Education Program.

Students must meet all admission requirements and be admitted into the Teacher Education Program to continue in the professional program beyond EDUC 3320/3321, READ 3321.

Denied Admission into the Tarleton Teacher Education Program

Educator Preparation Services will notify students who have been denied admission. Students who are denied admission must meet with their academic advisor and reapply with a new application and submit a new application fee to be re-considered for admission.

Students who wish to appeal their denial into the Teacher Education Program must file an appeal within 10 working days of the time that they knew, or should have known of their denial.

Appeals to the Teacher Education Program

Appeals of any admissions requirements must be made in writing to the Director of Educator Preparation Services. Appeals are subject to review by the Educator Preparation Council at the next regular meeting.

Retention in the Teacher Education Program

Retention in the Teacher Education Program requires maintenance of standards required for admission, plus evidence of satisfactory academic progress and professional development. The student will receive email notification from Educator Preparation Services if the criteria for admission and retention are not maintained. The student will be placed on probation for a period of one semester. If the deficiency is not corrected by the end of the probationary period, the student will be removed from the program. Students must then reapply for admission to the Teacher Education Program to be eligible for enrollment in additional professional education courses.

In order to retain full admission in the Teacher Education Program, students must maintain continuous enrollment in the university. Failure to attend for two consecutive long semesters or graduating non-certified constitutes withdrawal from the program. The student must reapply for admission to the Teacher Education Program when reenrolling at Tarleton.

Tarleton State University reserves the right to monitor a student's professional ethics according to those standards specified in the Code of Ethics and Standard Practices for Texas Education (adopted by the Teachers' Professional Practice Commission, revised March 1, 1998) as it relates to the performance of his or her role as a clinical teacher or while involved with field-based activities in elementary or secondary schools. Appropriate disciplinary action, which may include removal from the Teacher Education Program, may be instituted for violations of ethical conduct.

Students must be returned to good standing (no longer on probation) before they clinical teach or complete Teacher Residency 2 (TR2).

Secondary / All Level Education Program

Students working toward secondary/all level certification will pursue a Bachelor of Arts, Bachelor of Music, or Bachelor of Science degree with a major and minor, if applicable, in academic disciplines. Students will also take course work to meet certification requirements. The Department of Curriculum and Instruction offers a Bachelor of Science in Secondary Education.

The following certificates are currently offered:

GRADES 6 – 12

6-12 Agriculture, Food, & Natural Resources

6-12 Physical Science

6-12 Technology Education

GRADES 7 – 12

7-12 Chemistry

7-12 English Language Arts and Reading

7-12 History

7-12 Life Science

7-12 Mathematics

7-12 Science

7-12 Social Studies

ALL LEVEL

All-Level Art

All-Level Music

All-Level Physical Education

All-Level Spanish

All-Level Theatre

Secondary/All-Level Admission Standards and Procedures

The following guidelines and requirements apply to students seeking secondary/all-level certification.

Students must meet all admission requirements and be admitted into the Teacher Education Program to continue in the professional program beyond EDUC 3320/3321.

Students seeking secondary and all-level certification must seek advisement from the department of their academic major. Each department will utilize a departmental screening instrument to evaluate applicants to the teacher education program.

Guidelines and Requirements for Admission to the Tarleton Teacher Education Program

- 1) Students must be admitted to the Teacher Education Program prior to enrolling in professional development courses beyond EDUC 3320/3321.
- 2) Students must have no grade lower than a C in:

- a) Professional Development/Education
 - b) Certification Area(s)
 - c) PSYC 3303 or 2308 or CHFS 3300
 - d) READ 3351 (if taken)
 - e) 9 hours University-required English
- 3) Students must maintain a GPA of 2.75 in the following areas:
- a) Professional development
 - b) Certification Area(s)
 - c) All coursework listed on Certificate Plan
 - d) Overall on transcript/last 60 hours (end of semester)
- 4) Current enrollment in or completion of:
- a) EDUC 3320/3321
 - b) PSYC 3303 or 2308 or CHFS 3300
 - c) 12 hours University required English
- 5) Completion of 12 hours in certificate area (15 hours if Math or Science) with a grade of "C" or better and a 2.75 GPA by the end of the application semester.
- 6) Successful completion of departmental screening instrument.
- 7) Admission to Tarleton State University.

Application Procedures

Admission to the Teacher Education Program is by application only. Applications are not accepted late. The deadlines to apply are:

Fall - October 15 Spring - February 15 Summer - July 1

Applications and submission instructions are found at <https://www.tarleton.edu/eps/tep/apply-now.html>

Fees

A \$35 application fee will be applied to accounts approximately one week after the application deadline. Students who accept admission into the Teacher Education Program will also have a \$35 ASEP Technology Fee charged by TEA applied to their account.

Admission into the Tarleton Teacher Education Program

At the end of the semester a final verification of eligibility will be determined and a list of the students that are eligible to be admitted will be presented to the Educator Preparation Council for approval. The Educator Preparation Council meets three times a year to admit students into the Tarleton Teacher Education program; approximately the first week of January, the last week of May, and the third week of August. Educator Preparation Services and the Dean of the College of Education and Human Development will notify students of their offer of admission into the Tarleton Teacher Education Program.

Denied Admission into the Tarleton Teacher Education Program

Educator Preparation Services will notify students who have been denied admission. Students who are denied admission must meet with their academic advisor and reapply with a new application and submit a new application fee to be re-considered for admission.

Students who wish to appeal their denial into the Teacher Education Program must file an appeal within 10 working days of the time that they knew, or should have known of their denial.

Appeals to the Teacher Education Program

Appeals of any admissions requirements must be made in writing to the Director of Educator Preparation Services. Appeals are subject to review by the Educator Preparation Council at the next regular meeting.

Retention in the Teacher Education Program

Retention in the Teacher Education Program requires maintenance of standards required for admission, plus evidence of satisfactory academic progress and professional development. The student will receive email notification from Educator Preparation Services if the criteria for admission and retention are not maintained. The student will be placed on probation for a period of one semester. If the deficiency is not corrected by the end of the probationary period, the student will be removed from the program. Students must then reapply for admission to the Teacher Education Program to be eligible for enrollment in additional professional education courses.

In order to retain full admission in the Teacher Education Program, students must maintain continuous enrollment in the university. Failure to attend for two consecutive long semesters or graduating non-certified constitutes withdrawal from the program. The student must reapply for admission to the Teacher Education Program when reenrolling at Tarleton.

Tarleton State University reserves the right to monitor a student's professional ethics according to those standards specified in the Code of Ethics and Standard Practices for Texas Education (adopted by the Teachers' Professional Practice Commission, revised March 1, 1998) as it relates to the performance of his or her role as a clinical teacher or while involved with field-based activities in elementary or secondary schools. Appropriate disciplinary action, which may include removal from the Teacher Education Program, may be instituted for violations of ethical conduct.

Students must be returned to good standing (no longer on probation) before they clinical teach or complete Teacher Residency 2 (TR2).

Field Experiences & Certification Testing

Information for Field-Based Experience Hours and Certification Testing during Block I, Block II, and Block III

Each course in your Professional Development sequence will require field-based experience hours of varying degrees.

Tarleton State University (all locations) is fortunately surrounded by exceptional school districts who welcome our students. During your field-based experience hours, you will find abundant opportunities to utilize knowledge gained in your university coursework with students and teachers in the public schools. However, several partnering school districts and campuses (as well as the Office of Field Experiences) have specific procedures you must follow for securing field-based hours. ALL FIELD-BASED EXPERIENCE COMPONENTS MUST BE SATISFIED IN EACH COURSE TO RECEIVE APPROPRIATE CREDIT FOR THAT COURSE; NO EXCEPTIONS MADE.

Block I – (READ 3321, EDUC 3320/3321)

Information for Elementary students:

Concurrent enrollment in READ 3321 and EDUC 3320 or EDUC 3321.

Your professor/the EPS office will assist you in securing a location for field-based experience hours. Field-based experience hours (60) are organized to provide 7.5 hours per week for eight weeks and include one-on-one student/small group tutoring.

Information for Secondary/All-Level students:

Your professor/the EPS office will assist you in securing a location for field-based experience hours. Field-based experience hours (10) are organized to provide one hour per week for ten weeks and include one-on-one student/small group tutoring in a STAAR-tested grade level.

Block II - (EDUC 3331 /EDSP 4361)

Information for Elementary students:

(EDUC 3331) Your professor/the EPS office will assist you in securing a location for field-based experience hours. Field-based experience hours (75) are organized to provide 7.5 hours per week for ten weeks and include one-on-one student/small group tutoring, micro-teach/develop lesson plans.

Information for Secondary/All-Level students:

(EDSP 4361) Your professor/the EPS office will assist you in securing a location for field-based experience hours. Students will complete 20 field-based experience hours and will teach two lessons in their cooperating teacher's classroom.

ALL BLOCK II STUDENTS:

The initial Request to Test form along with required test preparation materials are due during this semester at a date determined by the Testing Coordinator regardless of the semester you plan to clinical teach/complete your teacher residency.

Students will either attend a mandatory application for clinical teaching/certification testing meeting, at which time all requirements regarding both the application and testing processes are explained, or a meeting covering the yearlong teacher residency. Students who fail to attend a meeting will not have either the clinical teaching/residency or testing applications processed and will receive a flag for failure to attend. Late applications past the published deadline will not be accepted.

Failure to turn in the Request to Test or Clinical Teaching/Residency application by the deadline date will result in ineligibility for Block III the following semester.

The Coordinator of Field Experiences will secure your placements for the following two semesters. Teacher Residents should refer to the Resident handbook for TR1 and TR2 information.

Block III

Information for Elementary students:

(READ 4331) Your professor/the EPS office will assist you in securing a location for field-based experience hours. Field-based experience hours (90) are organized to provide 7.5 hours per week for twelve weeks and includes developing unit/lesson plans, including assessments and teaching a minimum of one full lesson.

Tarleton State is switching to a year-long residency model. See the residency handbook for Block III Block IV information.

Information for Secondary/All-Level students:

Students will complete 60 field-based experience hours (5 hours per week.)

The Coordinator of Field Experiences will visit your classroom and cover expectations during your field-based experience hours.

Information for all students:

Passing scores for ALL TExES PPR, all Content exams, any Supplemental exams (ESL, Bilingual and BTLPT) and Science of Teaching Reading, must be posted by no later than Aug 1/Dec 15 prior to clinical teaching. Approval to take supplemental exams and STR will be given by the Bilingual/ESL course instructors and READ 4384 during the Block III semester. Residency students should refer to their handbook for alternate deadlines.

Current candidates admitted to the Teacher Education Program must have ALL TExES certification exams including supplemental exams (ESL or Bilingual and BTLPT) and the STR, if applicable, passed and passing scores posted by the designated date prior to the clinical teaching semester. Residency students should refer to their handbook for alternate deadlines.

All testing requirements are subject to change at any point in the program due to state legislature and changes implemented by the Texas Education Agency, as well as program policy adoption. Check the certification testing web page regularly for updates to testing.

<https://www.tarleton.edu/eps/testing/index.html>

Other field-based requirements will come from your professor.

Information for the Clinical Teaching Semester

Students will participate in a full semester of clinical teaching at placement locations determined by the Coordinator of Field Experiences, based on student requests.

Placements are full-day (expect 8 hours per day, 5 days per week), and 14-16 weeks in duration as determined by your program, accumulating a minimum of 640 hours. (Students are not allowed to take additional courses during their clinical teaching semester.) It is advised all students must request a placement location from a predetermined list of cooperating school districts and campuses within a 60-mile radius of the Tarleton campus where they attend classes. All placements are made by Educator Preparation Services and are subject to change based on district, campus, and cooperating teacher availability.

*All Professional Development students will follow the Field Experiences professional dress requirements.

**It is the goal of the Tarleton Teacher Education Program that all of its graduates learn how to become reflective practitioners. Education courses require that students reflect on their field-based experience hours. Students will reflect on specific targeted areas, depending upon the level of the EDUC/EDSP course, through weekly reflections, reflective papers, and projects.

Information for Clinical Teachers

Students applying for Clinical Teaching must apply one year in advance of their clinical teaching semester and must attend a mandatory application information session (dates and times listed here: <http://www.tarleton.edu/eps/field/apply.html>). The information session will walk students through the process of filling in the application, as well as delineating additional paperwork needed in the Office of Field Experiences. Students may not complete the application process until their attendance at a meeting is documented. Applications will not be accepted late.

Before being eligible to Clinical Teach, each student must meet the following requirements:

- Senior classification and prior admission to the Teacher Education Program;
- A minimum grade point average of 2.75 on all course work that is listed and completed on the certification plan;
- No grade lower than a C in all education coursework and no grade lower than a C in all coursework related to the certification area (right hand side of certificate plan);
- Any Teacher Education Program probation must have been rectified and the student returned to good standing;
- Removal of all incomplete grades;
- Formal approval of the Tarleton Educator Preparation Council;
- Passing scores for TExES PPR, Content exams, any supplemental exams (ESL, Bilingual, and BTLPT), and Science of Teaching Reading must be posted prior to August 1 / December 15. Supplemental exam approval will be granted by the course instructor during EDUC 3310. For any students admitted to the Teacher Education Program after September 1, 2019 and/or those clinical teaching beginning with the Spring 2021 semester, ALL TExES certification exams including supplemental exams must be passed prior to clinical teaching.

In addition, each student must meet specific program requirements.

Additional requirements for Elementary Education Majors:

ALL coursework required for degree, with the exception of EDUC 4335 and EDUC 4690, must be completed prior to clinical teaching. Any exception to this requirement will require Department Head approval.

Additional requirements for Secondary and All Level Certifications:

At least 75% of the hours in each certification field (right hand side of certificate plan) must be completed prior to clinical teaching; however, it is highly advisable that candidates complete all degree requirements, with the exception of EDUC 4335 and EDUC 4690, prior to clinical teaching.

Clinical Teacher Responsibilities

Once the application process is complete and the student receives a placement, he or she agrees to comply with the following professional responsibilities:

- Maintain a professional relationship with students, faculty, and staff.
- Follow the Field Experiences dress code.
- Be fair, impartial, and consistent working with students.
- Be open to constructive feedback and implement that feedback in subsequent planning and teaching.
- Be adequately prepared to teach the assigned subject(s).
- Get to know the students in the classroom, including their preferred learning modality.
- Observe the mentor teacher's plans, techniques, discipline procedures, and classroom organization and management prior to attempting to direct any lesson or project.
- Be proficient in the correct usage of written and oral communication.
- As well as observe all requirements related to the clinical teaching process.

Educator Preparation Services assumes full responsibility for contacting public school districts and campuses regarding placement of clinical teachers. Under no circumstances is a student asked to make contact with a district or campus regarding their clinical teaching placement or related problems. When a clinical teacher encounters an issue with a placement, he or she must contact the Coordinator of Field Experiences immediately, who will resolve the problem.

Candidates for certification who do not satisfactorily complete their clinical teaching requirements as set forth in the clinical teacher orientation and EDUC 4335 and EDUC 4690 are automatically dropped from the Tarleton Teacher Education Program. In order to gain eligibility for re-admission and be recommended for certification, the candidate must reapply and meet all program requirements in place at the time of re-application.

The Clinical Teacher:

The clinical teacher occupies a dual role in that he or she is both a university student and a teacher with the unique characteristics of each. As a student, he or she is subject to all regulations governing the relationship between the student and the university professor. As a teacher, he or she works as a professional educator and must accept the responsibilities of that position. Clinical teachers are assigned to a public school campus for a semester to meet Tarleton State University's Field Experiences requirements. During the assignment, clinical teachers are required to follow the daily schedule of the school campus where they are placed. Clinical teachers will begin by observing and assisting the first week of placement. Beginning the second week, clinical teachers teach one period or subject per day and add additional periods or subjects each week, gradually moving to teaching the whole day for a minimum of one week teaching in various types of situations.

Prior to the beginning of the clinical teaching semester, students are required to attend a full-day orientation held on the Stephenville campus. At the orientation, students will receive explicit instructions and expectations for their field experience. Students will also meet their Field Supervisor, who is the individual responsible for conducting all observations and providing constructive feedback to the clinical teacher. The Field Supervisor will also conference with the cooperating teacher and the campus principal. Clinical teaching is a shared responsibility between the university and the public school; therefore, the Field Supervisor's role is one of instruction, supervision, and maintenance of university-school relationships. Below is a list of what the clinical teacher can expect from their Field Supervisor.

- Attend and participate in an orientation meeting for all clinical teachers, but working specifically with his or her students.
- Observe each clinical teacher in the classroom setting at least three times (forty-five minutes each) during the semester. Following each observation, the Field Supervisor will provide electronic feedback to the clinical teacher within twenty-four hours, and to the cooperating teacher and the principal within one week.
- Conduct an individual feedback session with the clinical teacher and the cooperating teacher after each observation for the purpose of providing ongoing training.
- Conduct the final written evaluation and assist in assigning a satisfactory or unsatisfactory grade.
- Counsel and assist the clinical teacher with problems that may arise in his or her teaching assignment.
- Be available to the principal and cooperating teachers for conferences.
- Offer feedback to the Coordinator of Field Experiences regarding the withdrawal or reassignment of clinical teachers.
- Emphasize to the clinical teacher the importance of professional conduct, and of handling certain student issues and school situations with the strictest of confidence.
- Ensure the clinical teacher understands clearly, and carries out effectively, his or her part of the field experiences program.
- Furnish the cooperating teachers with copies of materials which are given to the clinical teacher so they are familiar with the regulations, requirements, and policies which affect the clinical teacher.

Keep in mind your field-based experiences are designed to help you perfect your craft prior to assuming the role of teacher-of-record within a school district. Your Field Supervisor, cooperating teacher, campus administration, and the Coordinator of Field Experiences are all in a position to assist you with this component of your degree and certification requirements. As part of the evaluation and feedback process, it is your responsibility to work to implement suggestions provided and to record and reflect on that implementation.

Retention in clinical teaching is contingent upon fulfilling the requirements set forth in this handbook, the clinical teacher orientation, and in both EDUC 4335 and 4690. Excessive (five or more) and consistent indicators of "Needs Improvement" on descriptors during the evaluation process, will result in classroom observations by the Coordinator of Field Experiences. If the Coordinator notices ongoing concerns, the clinical teacher will conference with the Coordinator and every effort will be made to help the clinical teacher succeed prior to the decision to administratively remove the student from the program. If a campus or district requests removal of a clinical teacher, or a clinical teacher does not observe the Code of Ethics and Standard Practices for Texas Educators (included on the following pages) that student may be AUTOMATICALLY WITHDRAWN FROM THE PROGRAM.

Tarleton Policies Governing TExES Certification Exams

The state certification examinations affect not only your certification status, but also the accreditation of all educator preparation programs at Tarleton State University. The Tarleton Educator Preparation Council developed the following policies to help ensure the success of Tarleton candidates and the continuing accreditation of all Tarleton educator preparation programs. Policies are subject to change at any time based on program reviews and Texas Education Agency rules and regulations.

1. In accordance with state law, candidates who have not received official notification of or replied with formal acceptance of program admission cannot be granted permission to test.
2. Candidates are required to take state certification exams according to the testing timeline set by either the academic departments, program directors, or the Testing Coordinator.
3. Candidates may take only one exam per test administration date. Exams are long and rigorous and it is unreasonable to expect peak performance when taking multiple exams in a single day.
4. Do not choose test dates that conflict with any scheduled academic meetings such as classes, field experiences, or labs, as your absence will not be excused.
5. All candidates currently admitted to the traditional Teacher Education Program and participating in a traditional clinical teaching experience must have ALL TExES certification exams, including supplementals and STR if applicable, passed and scores posted prior to August 1 for Fall clinical teachers or December 15 for Spring clinical teachers to be eligible to clinical teach. Failure to pass exams and/or have scores posted will result in delaying clinical teaching until a subsequent semester after exams have been passed and/or scores have posted. Candidates participating in a yearlong residency have specific test and pass by dates published in the corresponding handbook.
6. In the event a candidate fails a certification exam, there is a state mandated 30-day wait period before a retest is available. Check with your individual program concerning more specific retake policies and requirements for requesting a retest.
7. Candidates who have not taken and passed certification exams and/or applied for certification within a timely manner of program completion are at risk of losing passed exams and certification ability due to unpredictable changes in state law and rules. Candidates may be required to repeat or complete additional coursework if older than five years, pass practice exams and/or engage the services of an outside test preparation program, especially if the State replaces an expired exam with a new replacement exam, and/or changes certification standards. It is the responsibility of candidates who have not completed certification requirements at the time of program completion to stay abreast and informed of any testing and certification changes that are implemented at the state level by reviewing the TEA and EPS websites.
8. Appeals related to any portion of this policy must be made in writing to the Dean of the College of Education at Tarleton State University. An information copy of the appeal must also be provided to the appropriate department head or program director.
9. All candidates will be required to acknowledge receipt and understanding of Tarleton Testing Policies prior to being granted testing approval.

Additional Certification Testing Information

Depending on the certificate being sought, students are required to take a minimum of two and as many as five TExES examinations with the possibility of an edTPA portfolio. Students must obtain a passing score on all required examinations (including any supplement exams) prior to applying for certification through the state and only after all other program requirements have been completed, including graduating and posting of the degree.

Candidates will be cleared to take initial exams toward the end of the Block II semester (EDUC 3331/EDSP 4361) once test preparation programs have been completed and departmental approval has been granted. Candidates will need to monitor their Pearson testing account for entered approvals.

For traditional teacher education candidates, passing scores for ALL TExES exams (PPR, Contents, Supplementals and Science of Teaching Reading) must be posted prior to August 1 for Fall clinical teachers or December 15 for Spring clinical teachers. Failure to pass all required exams will result in delaying clinical teaching until a subsequent semester when exams have been passed and scores posted. For any students admitted to the Teacher Education Program after September 1, 2019 and/or clinical teaching beginning with the Spring 2021 semester, ALL certification exams to include supplementals must be passed to be eligible for clinical teaching. Yearlong residency candidates should refer to the handbook for specific test and pass by dates.

Candidates who have taken and failed one attempt of any individual TExES exam will be required to complete test preparation programs and study materials before being given approval to retest. It will be necessary to consult with your specific department concerning exact requirements needed for retest approval.

Requests to retake exams for Interdisciplinary Studies candidates should be routed through Curriculum and Instruction while retakes for Secondary or All-Level candidates should be routed through Educator Preparation Services for the PPR exam and the department of your major for content exams. Request to Retest Forms for your specific area can be found on the Certification Testing site listed under Educator Preparation Services (<http://www.tarleton.edu/eps/testing/register-now.html>).

Candidates must continue to retake and pass any failed exams before being allowed to Clinical Teach. A 30-day wait period between failed exams is enforced by TEA but you do not need to wait 30 days to register to retake an exam once required test prep materials have been completed and approved. A list of test administrations can be found at <http://www.tarleton.edu/eps/testing/documents/cat-test-schedule.pdf>.

All testing requirements are subject to change at any point in the program due to state legislature and changes implemented by the Texas Education Agency, as well as program policy adoption. Check the certification testing web page regularly for updates to testing. <https://www.tarleton.edu/eps/testing/index.html>

Exam registration information can be found online at <http://www.tarleton.edu/eps/testing/register-now.html>, or by contacting Brenda Strong at 254-968-1908 / strong@tarleton.edu, (Mathematics Building, Room 101 D).

Important State-Mandated Laws and Guidelines

Important Laws for Clinical Teachers/Interns

[Texas Education Code, Section 21.407](#): REQUIRING OR COERCING TEACHERS TO JOIN GROUPS, CLUBS, COMMITTEES, OR ORGANIZATIONS: POLITICAL AFFAIRS.

(a) A school district board of trustees or school district employee may not directly or indirectly require or coerce any teacher to join any group, club, committee, organization, or association.

(b) A school district board of trustees or school district employee may not directly or indirectly coerce any teacher to refrain from participating in political affairs in the teacher's community, state, or nation.

[Texas Education Code, Section 37.002](#): REMOVAL BY TEACHER.

(a) A teacher may send a student to the campus behavior coordinator's office to maintain effective discipline in the classroom. The campus behavior coordinator shall respond by employing appropriate discipline management techniques consistent with the student code of conduct adopted under Section 37.001 that can reasonably be expected to improve the student's behavior before returning the student to the classroom. If the student's behavior does not improve, the campus behavior coordinator shall employ alternative discipline management techniques, including any progressive interventions designated as the responsibility of the campus behavior coordinator in the student code of conduct.

(b) A teacher may remove from class a student:

(1) who has been documented by the teacher to repeatedly interfere with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn; or

(2) whose behavior the teacher determines is so unruly, disruptive, or abusive that it seriously interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn.

(c) If a teacher removes a student from class under Subsection (b), the principal may place the student into another appropriate classroom, into in-school suspension, or into a disciplinary alternative education program as provided by Section 37.008. The principal may not return the student to that teacher's class without the teacher's consent unless the committee established under Section 37.003 determines that such placement is the best or only alternative available. The terms of the removal may prohibit the student from attending or participating in school-sponsored or school-related activity.

(d) A teacher shall remove from class and send to the principal for placement in a disciplinary alternative education program or for expulsion, as appropriate, a student who engages in conduct described under Section 37.006 or 37.007. The student may not be returned to that teacher's class without the teacher's consent unless the committee established under Section 37.003 determines that such placement is the best or only alternative available. If the teacher removed the student from class because the student has engaged in the elements of any offense listed in Section 37.006(a)(2)(B) or Section 37.007(a)(2)(A) or (b)(2)(C) against the teacher, the student may not be returned to the teacher's class without the teacher's consent. The teacher may not be coerced to consent.

[Texas Education Code, Section 37.016: REPORT OF DRUG OFFENSES; LIABILITY](#)

A teacher, school administrator, or school employee is not liable in civil damages for reporting to a school administrator or governmental authority, in the exercise of professional judgment within the scope of the teacher's, administrator's, or employee's duties, a student whom the teacher suspects of using, passing, or selling, on school property:

- (1) marijuana or a controlled substance, as defined by Chapter 481, Health and Safety Code;
- (2) a dangerous drug, as defined by Chapter 483, Health and Safety Code;
- (3) an abusable glue or aerosol paint, as defined by Chapter 485, Health and Safety Code, or a volatile chemical, as listed in Chapter 484, Health and Safety Code, if the substance is used or sold for the purpose of inhaling its fumes or vapors; or
- (4) an alcoholic beverage, as defined by Section 1.04, Alcoholic Beverage Code.

[Texas Education Code, Section 38.004: CHILD ABUSE REPORTING AND PROGRAMS.](#)

(a) The agency shall develop a policy governing the reports of child abuse or neglect, including reports related to the trafficking of a child under Section 20A.02(a)(5), (6), (7), or (8), Penal Code, as required by Chapter 261, Family Code, for school districts, open-enrollment charter schools, and their employees. The policy must provide for cooperation with law enforcement child abuse investigations without the consent of the child's parents if necessary, including investigations by the Department of Family and Protective Services. The policy must require each school district and open-enrollment charter school employee to report child abuse or neglect, including the trafficking of a child under Section 20A.02(a)(5) or (7), Penal Code, in the manner required by Chapter 261, Family Code. Each school district and open-enrollment charter school shall adopt the policy.

(a-1) The agency shall:

- (1) maintain on the agency Internet website a list of links to websites that provide information regarding the prevention of child abuse; and
- (2) develop and periodically update a training program on prevention of child abuse that a school district may use for staff development.

(b) Each school district shall provide child abuse **and** victimization programs in elementary and secondary schools.

Code of Ethics and Standard Practices for Texas Educators

[Title 19 Texas Administrative Code Chapter 247 Rule §247.2](#)

In compliance with the Texas Education Code, §21.041(b)(8), the State Board for Educator Certification (SBEC) adopts an Educators' Code of Ethics as set forth in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators). The SBEC may amend the ethics code in the same manner as any other formal rule.

Statement of Purpose

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The

Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates of certification.

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.

TEXES Themes

The central themes that emerged during the development process for this test were:

Learner-centeredness. The teacher is a leader of a learner-centered community in which an atmosphere of trust and openness produces a stimulating exchange of ideas. Although the teacher has a vision for the destination of learning, learners are encouraged to take responsibility for their own learning.

Active learning. The teacher designs learning experiences that engage interest in learning. The teacher encourages learners to shape their own learning through active engagement.

Teaching for meaningful outcomes. The teacher selects and organizes topics so that learners make clear connections between what is taught in the classroom and what they experience outside the classroom. The teacher helps learners link ideas in a content area to familiar ideas, prior experiences, and relevant problems.

Diversity. The teacher models and encourages appreciation of the diversity of learners' cultural heritage, unique endowments, learning styles, interest, and needs. The teacher designs learning experiences that show consideration of diversity.

Communication. The teacher uses verbal, nonverbal, and media techniques so that students explore ideas collaboratively, pose questions, and support one another in their learning. The teacher designs learning experiences that provide students with the opportunity to listen, speak, read, and write in a variety of contexts.

Higher-order thinking. The teacher is a critical thinker and problem solver who plays a variety of roles when teaching. The teacher observes, evaluates, and changes directions and strategies whenever necessary.

Intra- and interdisciplinary connections. As the teacher guides learners to construct knowledge through experiences, they learn about relationships among and within the central themes of various disciplines. The teacher integrates other disciplines and learners' interests so that learners consider the central themes of the subject matter from as many different cultural and intellectual viewpoints as possible.

Use of technology. The teacher stays abreast of current knowledge about technology and integrates technological resources into instructional practices. The teacher selects technological resources that are developmentally appropriate and engage interest in learning. The teacher uses technology as a resource for building communication skills.

Developmental appropriateness. The teacher designs learning experiences that are developmentally appropriate, integrating learning experiences and various forms of assessment that take into consideration the unique characteristics of the learner community.

Assessment as part of instruction. Assessment is used to guide the learner community. The teacher responds to the needs of all learners by using assessment as an integral part of instruction.

The teacher as part of a larger learning community. The teacher communicates effectively as an advocate for each learner. With colleagues, the teacher works to create an environment in which taking risks, sharing new ideas, and solving problems in an innovative way are supported and encouraged. With citizens, the teacher works to establish strong and positive ties between the school and the community.

Lifetime learning, including self-assessment. Because the teacher encourages learners to shape their own learning and guides learners to develop personally meaningful forms of self-assessment, learners develop an appreciation of learning as a lifelong process.

The competency statements are organized into four domains of content, as follows:

1. Designing Instruction and Assessment to Promote Student Learning
2. Creating a Positive, Productive Classroom Environment
3. Implementing Effective, Responsive Instruction and Assessment
4. Fulfilling Professional Roles and Responsibilities

Domain I - Designing Instruction and Assessment to Promote Student Learning (four competencies, approximately 31% of the test)

This domain focuses on what teachers need to know in order to design effective instruction appropriate for all students and that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Domain II – Creating a Positive, Productive Classroom Environment (two competencies, approximately 15% of the test)

This domain focuses on what teachers need to know in order to create a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Domain III – Implementing Effective, Responsive Instruction and Assessment (four competencies, approximately 31% of the test)

This domain focuses on what teachers need to know in order to promote student learning, including providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback. This domain also emphasizes the importance of teachers using technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications. Teachers also need to know how to identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information. Use of assessment as an integral part of instruction is also included in this domain along with the need for teachers to know how to plan, organize, deliver, and evaluate instruction.

Domain IV – Fulfilling Professional Roles and Responsibilities (approximately 23% of the test)

This domain focuses on what teachers need to know in order to fulfill professional roles and responsibilities and adhere to legal and ethical requirements of the profession.

Educator Preparation Program Complaint Process

As defined by Texas Administrative Code 228.70, a candidate or former candidate in an Educator Preparation Program (EPP), an applicant for candidacy in an EPP, an employee or former employee of an EPP, a cooperating teacher, a mentor, a site supervisor, or an administrator in a public or private school that serves as a site for clinical teaching, internship or practicum experiences may submit, in accordance with subsection (c)(1) of this section, a complaint about an EPP for investigation and resolution. The complaint process allows individuals to seek redress in areas where they feel that the program did not fulfill requirements for certification or for actions that the individual feels are wrong.

Filing a Complaint

I. First step of the complaint process is to submit a written complaint to the director of the area of concern.

Director of Educator Preparation Services for:

- Admission Policy
- Program Requirements
- Denial of Program Admission
- Individual Student Issue
- Removal from Program
- Certification
- Other

Coordinator of Field Experiences for:

- Field-Based Experiences
- Observation and Feedback
- Clinical Teaching
- Field supervisor
- Site Supervisor

Department Head of Curriculum and Instruction or Department Head of Secondary Areas for:

- Denial of Departmental Screening
- Program Faculty
- Other

II. If the complaint is not resolved at the first step the second step is to submit a signed written statement of complaints or concerns. A formal written public complaint must include the facts upon which the complaint is based. Anonymous or unsigned complaints will not be processed.

These procedures will be followed for response to a formal complaint regarding an issue involving the Educator Preparation Program.

1. The complainant shall initially file a formal complaint using the TSU-EPS Complaint Form to the Director of Educator Preparation Services. If the complaint is against the Director of Educator Preparation Services, then the complainant should submit the form to the Dean of the College of Education and Human Development.

Director of Educator Preparation Services
T-0790, Tarleton State University
Stephenville, TX 76402

2. The complaint form must be signed and dated by the complainant and submitted within 30 business days of the alleged incident.

3. The Director of Educator Preparation Services will acknowledge receipt of the complaint, and an investigation will be conducted.

4. The Director of Educator Preparation Services shall send a written resolution to the complainant with the outcome(s), reason(s) for the decision, and remedies afforded, if any, and notice of the appeals process.

III. Appeal

If the complainant wishes to file an appeal of the resolution, the complainant shall notify the Dean of the College of Education and Human Development in writing with a copy of the initial complaint form and a copy of the Director of Educator Preparation Services' resolution.

1. The written appeal must be signed by the complainant, and submitted within 10 business days of the Director of Educator Preparation Services' resolution.
2. An investigation shall follow the submission of the appeal; the Dean shall submit in writing to the complainant the outcome(s) of the appeal, reason(s) for the decision, and remedies afforded, if any. The resolution or outcome from the appeal is final.

IV. TEA Complaint

If a complainant wishes to report and unresolved complaint to the Texas Education Agency (TEA), the complainant will need to follow the steps outlined on the TEA website, http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Complaints_Against_Educator_Preparation_Programs/

V. Other Complaints

Complaints unrelated to the educator preparation programs may be submitted through the University Complaint Process, <http://www.tarleton.edu/STULIFE/studentrules/student-grievance.html>