



Handbook for Teacher Certification

**Teacher Education Program
Educator Preparation Services
Tarleton State University**

This manual has been prepared for the use of Tarleton State University students who are seeking Texas teacher certification. Carefully study the information within this manual and make it a part of your professional library.

Revised 7/9/19 EPS

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College of Education

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 includes the Departments of Curriculum and Instruction, Educational Leadership & Policy Studies, Kinesiology, and Psychology. Degree programs offered include the Bachelor of Science in Kinesiology, Bachelor of Science in Interdisciplinary Studies, Bachelor of Science in Child and Family Studies, the Master of Education Degree, and the Doctorate of Education Degree, with majors in elementary education, educational administration, and kinesiology. 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 the public schools, human service agencies, and the University Interscholastic League. Each year the college hosts a variety of professional development institutes for educators and interscholastic events for public schools. TSU professors are also actively involved in providing 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
Interim Dean, College of Education
E.J. Howell Building, Room 105, (254) 968-9916

Dr. Amber Diaz
Department Head, Curriculum & Instruction
E.J. Howell Building, Room 320, 254-968-0730

Dr. Julie Howell
Director of Teacher Education
Mathematics Building, Room 101F, (254) 968-9817

Ms. Stephanie Schinnerer
Coordinator of Field Experiences
Mathematics Building, Room 101E, (254) 968-9811

Ms. Brenda Strong
Coordinator for Certification Testing and Accountability
Mathematics Building, Room 101D, (254) 968-1908

Mission of the College of Education

The mission of the College of Education is to provide students in kinesiology, professional education, and other human services with a quality education through academic, cultural, and leadership experiences, and to provide leadership through scholarship and service to the extended community and the professions.

Programs in the College of Education prepare students for careers that are challenging, gratifying, and socially significant.

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.

Flagging System

Students who are perceived as demonstrating particular problems in courses or field experiences, or interactions with others, that potentially may interfere with success as a teacher in Texas classrooms may be “flagged” by an instructor or professor. Flags are filled out and signed by the instructor or professor and student. They are then turned in to the Director of Teacher Education who will call a meeting with the student and a departmental committee. 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. Behaviors that can be “flagged” are based on the professional standards, behaviors and dispositions of educators as defined by the College of Education.

Appeals Procedure

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

Transfer Students

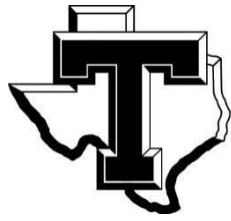
Tarleton State University welcomes students who transfer credits from other universities or neighboring junior colleges. Persons seeking elementary certification will work toward the Bachelor of Science in Interdisciplinary Studies. Each person will be assigned to a specific academic advisor for the 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:

1. All transfer students will be required to submit official transcripts for analysis to the University Admissions Office. The Director of Teacher Education 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 Teacher Education 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 course work 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 or areas of specialization sought must be completed at Tarleton.
6. Individuals who have a degree, but are not certified, will be evaluated for certification requirements by the Director of Teacher Education (Mathematics Building, Room 101; phone (254) 968-9817).

Note: Individuals who have a degree and a valid teaching certificate from another state and who seek Texas teacher certification will need to create a TEA Online Account and apply for a review of credentials. <http://tea.texas.gov/>



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

Interdisciplinary Studies Program

The Department of Curriculum and Instruction offers the Bachelor of Science in Interdisciplinary Studies as the degree leading to teacher certification at the elementary level for 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).

Application for admission to the Tarleton Teacher Education Program may be made while enrolled in EDUC 3320/3321. Requirements for admission to the Teacher Education Program, retention, and admission to clinical teaching are described in the TSU catalog as well as in the Handbook. Information about the Interdisciplinary Studies Program can also be found at the following internet address:
<http://www.tarleton.edu/teachered>

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. (Learner-Centered Professional Development and Equity in Excellence for All Learners)**
 - a. Chooses appropriate legal and ethical strategies in the solution of a problem that demonstrates understanding of the educational hierarchy.
 - b. Demonstrates the ethical characteristics of a professional educator.
 - c. Reflects on how an application of his/her values affect the educational process.
 - d. Demonstrates awareness of his/her legal responsibilities for learners.
 - e. 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.
 - c.

- 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.

Interdisciplinary Studies Admission Standards and Procedures

The College of Education 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 EDUC 3320/3321.

Admission Standards (2000 Standards)

Only applicants who meet the following minimum academic standards will be considered by the Interdisciplinary Studies 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 COMM 1311, 1315, or 2302 with a grade of "B" or better by the end of the application semester.
6. 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.
7. Successful completion of departmental screening instrument.

Application Procedures

Admission to Interdisciplinary Studies for initial teacher preparation is by application only. Applications are not accepted late. The deadlines for submitting the completed admission packet to the Teacher Education Program are:

Fall - October 15

Spring - February 15

Summer - July 1

The following items must be submitted when applying to the Teacher Education Program:

Turn in to Educator Preparation Services in Math 101 by the due date:

- Completed application (found at www.tarleton.edu/eps/)
- Checklist
- TEP Application Concurrent Enrollment Form
- Acknowledgments Form

Fees

Within one week following the application deadline, your account at Tarleton will be billed \$35 for the application fee. Log into myGateway, then navigate to Texan Bill Pay. You will be able to pay the application fee using a credit or debit card or electronic check. Payment can also be made in person at the Cashier's office.

Students who are admitted into the Teacher Education Program will also pay an ASEP Technology Fee charged by TEA.

Departmental Screening

Check with the department/ your advisor for details of requirement.

Admission into the Tarleton Teacher Education Program

After the departmental screening, the Interdisciplinary Studies 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. The Dean of the College of Education will notify students of their acceptance 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.

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 new paperwork and submit a new application fee before they will 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 Teacher Education. Appeals are subject to review by the Educator Preparation Council at the next regular meeting.

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

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 written 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. You 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.

Basic Certification Timeline

Sequence	√	Task
Freshman and Sophomore Semesters		Complete ENGL 1301 with a grade of C or better
		Complete ENGL 1302 with a grade of C or better
		Complete COMM 1311, 1315, or 2302 with a grade of B or better
		Complete 3-6 hours of Sophomore English with a C or better
		Maintain 2.75 GPA on all coursework listed on Certificate Plan, in Certification Area, in the Education block, and Overall on Transcript or on Last 60 Hours
		Maintain no grade lower than C in certification area or education block
		Meet with advisor and file a degree plan upon completion of 45 hours
Junior - First Semester		Complete first block (EDUC 3320 or EDUC 3321)
		Complete PSYC 3303 or 2308 or CHFS 3300
		Meet with advisor to complete application to Teacher Education Program
		Apply for Admission to TEP by semester deadlines: Fall – October 15; Spring – February 15; Summer – July 1
		Maintain 2.75 GPA on all coursework listed on Certificate Plan, in Certification Area, in the Education block, and Overall on Transcript or on Last 60 Hours
		Maintain no grade lower than C in certification area or education block
		Gain admission to Tarleton Teacher Education Program
Junior - Second Semester		Complete second block
		Maintain 2.75 GPA in all Certificate Plan blocks.
		Maintain no grade lower than C in certification area or education block
		One year prior to clinical teaching semester, attend a mandatory meeting covering how to apply to clinical teach and testing requirements - September for Fall clinical teaching or January for Spring clinical teaching.
		Apply for Admission to Clinical Teaching one year prior to clinical teaching semester – deadlines are September 30 for Fall Clinical Teaching; February 3 for Spring Clinical Teaching
		Complete test preparation programs for each certification exam area. Turn in Test Request forms w/scores to second block professor by due date.
Senior - First Semester		Complete third block
		Pass all required exams (PPR, Content, Supplemental)
		Maintain 2.75 GPA on all Certificate Plan blocks.
		Maintain no grade lower than C in certification area or education block
		Apply for Graduation
Senior – Second Semester		Meet requirements to clinical teach
		Complete Clinical Teaching semester
		Apply online for certification at http://tea.texas.gov
		Graduation



Secondary / All-Level 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 does not offer a major in secondary education.

Students must obtain academic advisement for secondary/all-level certification programs in the department of their major. Students pursuing secondary/all-level certification must be in contact with the academic department.

Secondary and All-Level Educator Certificates

The State Board of Educator Certification (SBEC) adopted Standards Based Educator Preparation programs aligned with the Texas Essential Knowledge and Skills (TEKS). Tarleton State University currently offers the following secondary and all-level educator certificates developed within the framework of SBEC 2000 Standards.

GRADES 6 – 12

- 6-12 Agriculture, Food, & Natural Resources
- 6-12 Physical Science (Chemistry)
- 6-12 Technology Education (B.S.)

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 Physics/Math
- 7-12 Science (Biology)
- 7-12 Science (Geoscience)
- 7-12 Social Studies (B.A. History)
- 7-12 Social Studies (B.A. Political Science)
- 7-12 Social Studies (B.S. Political Science)

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 COMM 1311, 1315, or 2302 with a grade of "B" or better by the end of the application semester.
6. 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.
7. Successful completion of departmental screening instrument.

Application Deadlines

Admission for secondary students seeking initial teacher preparation is by application only. Applications are not accepted late. The deadlines for submitting the completed admission packet to the Teacher Education Program are:

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

Fees

Within one week following the application deadline, your account at Tarleton will be billed \$35 for the application fee. You will be able to pay the application fee using a credit or debit card or electronic check. Payment can also be made in person at the Cashier's office. Students who are admitted into the Teacher Education Program will also pay an ASEP Technology Fee charged by TEA.

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. The Dean of the College of Education will notify students of their acceptance 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 reapply to the program with new paperwork and submit a new application fee. Students must come to Educator Preparation Services (Mathematics Building, suite 101) to submit their application prior to the deadline for admission of the semester they wish to reapply.

Appeals to the Teacher Education Program

Appeals of any admissions requirements must be made in writing to the Director of Teacher Education. 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 written 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. You 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.

Basic Certification Timeline

Sequence	√	Task
Freshman and Sophomore Semesters		Complete ENGL 1301 with a grade of C or better
		Complete ENGL 1302 with a grade of C or better
		Complete COMM 1311, 1315, or 2302 with a grade of B or better
		Complete 3-6 hours of Sophomore English with a C or better
		Maintain 2.75 GPA on all coursework listed on Certificate Plan, in Certification Area, in the Education block, and Overall on Transcript or on Last 60 Hours
		Maintain no grade lower than C in certification area or education block
		Meet with advisor and file a degree plan upon completion of 45 hours
Junior - First Semester		Complete first block (EDUC 3320 or EDUC 3321)
		Complete PSYC 3303 or 2308 or CHFS 3300
		Meet with advisor to complete application to Teacher Education Program
		Apply for Admission to TEP by semester deadlines: Fall – October 15; Spring – February 15; Summer – July 1
		Maintain 2.75 GPA on all coursework listed on Certificate Plan, in Certification Area, in the Education block, and Overall on Transcript or on Last 60 Hours
		Maintain no grade lower than C in certification area or education block
		Gain admission to Tarleton Teacher Education Program
Junior - Second Semester		Complete second block
		Maintain 2.75 GPA in all Certificate Plan blocks.
		Maintain no grade lower than C in certification area or education block
		One year prior to clinical teaching semester, attend a mandatory meeting covering how to apply to clinical teach and testing requirements - September for Fall clinical teaching or January for Spring clinical teaching.
		Apply for Admission to Clinical Teaching one year prior to clinical teaching semester – deadlines are September 30 for Fall Clinical Teaching; February 3 for Spring Clinical Teaching
		Complete test preparation programs for each certification exam area. Turn in Test Request forms w/scores to second block professor by due date.
Senior - First Semester		Complete third block
		Pass all required exams (PPR, Content)
		Maintain 2.75 GPA on all Certificate Plan blocks.
		Maintain no grade lower than C in certification area or education block
		Apply for Graduation
Senior – Second Semester		Meet requirements to clinical teach
		Complete Clinical Teaching semester
		Apply online for certification at http://tea.texas.gov
		Graduation



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 (EDUC 3320/EDUC 3321, EDUC 3330/EDSP 4361, and EDUC 4315/EDUC 4331) 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.**

Information for Block I - (EDUC 3320: Foundations Elementary/EDUC 3321: Foundations Middle & Secondary) students:

The Coordinator of Field Experiences will visit your classroom.

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.

Your professor provides a form for logging your hours as well as a Teacher Education Program disclosure form and a FERPA form.

Students will complete a Blackboard module that covers the basic information concerning certification testing (exams required to become a certified teacher in the state of Texas) which includes being informed that TExES PPR and Content exams must be passed prior to clinical teaching. Supplemental exams (ESL/Bilingual/BTLPT) will need to be attempted before clinical teaching. Test approval is given at the end of EDUC 3330/EDSP 4361 once requirements have been fulfilled. Beginning Fall 2019 all certification exams including supplementals must be passed prior to clinical teaching.

Information for Block II - (EDUC 3330: Models of Instruction/EDSP 4361: Secondary LD Strategies) students:

Students will complete 20 field-based experience hours and will teach two lessons in their mentor's classroom.

Students will be required to turn in test preparation documentation and turn in Requests to Test to their course instructors.

Students (except AG) must attend a mandatory application for clinical teaching/certification testing meeting, at which time all requirements regarding both the application and testing processes are then

explained. Students who fail to attend a meeting will not have either the clinical teaching or testing applications processed. Late application past the published deadline are not accepted.

The Coordinator of Field Experiences will secure your placements for the following two semesters.

The initial Request to Test form along with required test preparation materials are due during this semester at a date determined by your class instructor regardless of when you plan to take EDUC 4315: Curriculum & Instruction/EDUC 4331: Strategies Middle & Secondary.

Failure to turn in the clinical teaching application by the deadline date may result in not being allowed to enroll in EDUC 4315/4330 the following semester.

Information for Block III - (EDUC 4315/4330) students:

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

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

Passing scores for TExES PPR, all Content exams, any Supplemental exams (ESL, Bilingual and BTLPT) and Science of Teaching Reading, must be posted by no later than the clinical teaching orientation scheduled prior to the actual start of that semester. Approval to take supplemental exams will be given by the Bilingual/ESL course instructors during the Block II semester. 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.

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 webpage 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 640 hours. ***(Students are not allowed to take additional courses during their clinical teaching semester.)*** It is advised all students request a placement location from a predetermined list of cooperating school districts and campuses. Students making an out-of-area request will incur travel expenses for University Field Supervisor supervision at the current Texas automobile mileage reimbursement rate computed from the supervisor's originating point to the clinical teacher's location. The clinical teacher will also incur hotel charges if the University Field Supervisor's

travel requires an over-night stay. All placements are made by the Coordinator of Field Experiences, 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 admitted to Clinical Teaching, each student must meet the following requirements:

- Senior classification;
- Admission to the Teacher Education Program with all admission requirements still met;
- Formal approval of the Tarleton Educator Preparation Council;
- Removal of all incomplete grades prior to the clinical teaching orientation
- Passing scores for TExES PPR, Content exams, any supplemental exams (ESL, Bilingual, and BTLPT), and Science of Teaching Reading must be posted prior to the scheduled clinical teaching orientation. 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 found on the following pages.

Additional requirements for EC-6 Core Subjects w/ ESL or Bilingual Supplemental

- Completion of EDUC 3310 Foundations of Bilingual and English as a Second Language Education, EDUC 3320: Foundations Elementary, EDUC 3330: Models of Instruction, EDUC 4304: Early Childhood Environment, EDUC 4315: Curriculum & Instruction, and EDSP 3361: Survey of Exceptional Learners with minimum GPA 2.75 and no grade lower than a "C";

- Completion of at least 21 hours of Generalist course work (excluding EDUC 3310 Foundations of Bilingual and English as a Second Language Education and EDSP 3361 Survey of Exceptional Learners) with a minimum GPA of 2.75 and no grade lower than a “C”;
- Completion of READ 3301: An Introduction to Children's Literature, READ 3311: Literacy for the Early Years, READ 3351 or 3356: Content Area Literacy, READ 3384: Literacy for the Middle Years, READ 4309: Reading Across the Curriculum, and READ 4310: Literacy Classrooms with a minimum GPA of 2.75 and no grade lower than a “C”.

Additional requirements for All-Level Special Education with EC-6 Core Subjects w/ ESL

- Completion of EDUC 3310: Foundations of Bilingual and English as a Second Language Education, EDUC 3320: Foundations Elementary, EDUC 3330: Models of Instruction, EDUC 4304: Early Childhood Environment, and EDUC 4315: Curriculum & Instruction with minimum GPA of 2.75 and no grade lower than a “C”;
- Completion of at least 15 hours of Generalist course work with a minimum GPA of 2.75 and no grade lower than a “C”;
- Completion of READ 3301: An Introduction to Children's Literature, READ 3311: Literacy for the Early Years, READ 3351 or 3356: Content Area Literacy, READ 3384: Literacy for the Middle Years, READ 4309: Reading Across the Curriculum, and READ 4310: Literacy Classrooms with a minimum GPA of 2.75 and no grade lower than a “C”.
- Completion of 15 hours of required Special Education course work with a minimum GPA of 2.75 and no grade lower than a “C”.

Additional requirements for 4-8 Content Areas

- Completion of EDUC 3320: Foundations Elementary, EDUC 3330: Models of Instruction and EDUC 4331: Strategies Middle & Secondary with a minimum GPA of 2.75 and no grade lower than a “C”;
- Completion of at least 20 hours of single academic emphasis course work with a minimum GPA of 2.75 and no grade lower than a “C”; or completion of at least 42 hours in composite emphasis course work with a minimum GPA of 2.75 and no grade lower than a “C”;
- For Math/Science, completion of 9 hours of reading with a minimum GPA of 2.75 and no grade lower than a “C”; for all others, completion of ENGL 3390 Readings in Adolescent Literature or READ 3301 An Introduction to Children's Literature, READ 3311 Literacy for the Early Years, READ 3351 or 3356 Content Area Literacy, READ 3384 Literacy for the Middle Years, READ 4309 Reading Across the Curriculum and READ 4310 Literacy Classrooms with a minimum GPA of 2.75 and no grade lower than a “C”.

Additional requirements for 6-12, 7-12, & All Level Art, Music, PE, Spanish, or Theatre

- Completion of EDUC 3320: Foundations Elementary/EDUC 3321: Foundations Middle & Secondary, EDUC 3330: Models of Instruction/EDSP 4361: Secondary LD Strategies, EDUC 4331: Strategies Middle & Secondary, PSYC 2308 Child Psychology or PSYC 3303 Educational Psychology or CHFS 3300 Child

Development, and READ 3351 Content Area Literacy with a minimum GPA of 2.75 and no grade lower than a “C” .;

- Completion of at least 75% of the hours in each teaching field;
- Presentation and/or documentation of acceptable professional development and leadership activities. Requirements are available from individual departments.

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.

The Office of Field Experiences 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 University field supervisor, who is the individual responsible for conducting all observations and providing constructive feedback to the clinical teacher. The 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 University 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 University 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 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 university 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 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. For any students admitted to the traditional Teacher Education Program after September 1, 2019 and/or those clinical teaching beginning with the Spring 2021 semester, **ALL** TExES certification exams, **including supplementals,** must be **passed** and scores **posted prior** to the scheduled clinical teaching orientation 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.
6. In the event a candidate fails a certification exam, there is a state mandated 45-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, 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 possibly as many as five TExES examinations. 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 at the end of the Block II semester (EDUC 3330/EDSP 4361) once test preparation programs have been completed and departmental approval has been granted. An email will be sent to the candidate's *go.tarleton.edu* account indicating approval to register.

For traditional teacher education candidates, passing scores for **ALL** TExES exams (PPR, Contents, Supplementals and Science of Teaching Reading) must be posted prior to the scheduled clinical teaching orientation. 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.**

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 45-day wait period between failed exams is enforced by TEA but you do not need to wait 45 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 webpage regularly for updates to testing.
<https://www.tarleton.edu/eps/testing/index.html>

Exam registration information can be found online at www.tarleton.edu/eps/testing, 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 13.211: Unprofessional Practices

"A violation of any rule or provision of the code of ethics and standard practices... shall be deemed to be 'unprofessional practice', which shall constitute grounds for suspension or revocation of the teaching certificate of the teacher..."

Texas Education Code, Section 21.904: Requiring or Coercing Teachers

"(a) No school district, board of education, superintendent, assistant superintendent, principal, or other administrator... shall directly or indirectly require or coerce any teacher to join any group, club, committee, organization, or association."

"(d) No school district, board of education... (etc.) shall directly or indirectly coerce any teacher to refrain from participating in political affairs in his community, state, or nation."

Texas Education Code, Section 21.301: Suspension of Students; Removal to Alternative Education Programs

"(k) A teacher may send a student to the principal's office in order to maintain effective discipline in the classroom. The principal shall respond by employing appropriate discipline management techniques consistent with local policy."

"(1) A teacher may remove from class a student who has been documented by the teacher to reportedly interfere with the teacher's ability to communicate effectively with the student in the class."

Texas Education Code, Section 21.3011: Expulsion of Students

"(a) A teacher may remove from class and recommend for expulsion a student who engages in conduct for which the student may be expelled..."

Texas Education Code, Section 21.251: Teacher's Records and Reports

"(a) Each teacher in the public free schools of this state shall keep a daily register showing the names, ages, courses of study, and attendance records of all pupils which the teacher is instructing."

"(d) Each teacher shall, at the end of the school term, make such reports as may be prescribed by the State Board of Education."

Texas Education Code, Section 21.302: 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...
- (2) A dangerous drug...
- (3) An abusable glue or aerosol paint...
- (4) An alcoholic beverage..."

Texas Education Code, Section 34.01 et seq: Report of Child Abuse

"A certified educator must report suspected child abuse to the appropriate law enforcement agency within 48 hours of the time the educator first suspects child abuse. Knowing failure to report is a Class B misdemeanor."

Liability

Professional employees in Texas Public School systems enjoy rather broad protection from personal liability while acting within the scope of their duties. Texas Education Code 21.912(b) states that "No professional employee of any school district within this state shall be personally liable for any act incident to or within the scope of duties of his position of employment, and which act involves the exercise of judgment or discretion on the part of the employee, except in circumstances where professional employees use excessive force in the discipline of students or negligence resulting in bodily injury to students." This paragraph is generally interpreted to mean that professionals (teachers) enjoy this protection unless bodily injury occurs while the professional uses excessive force in the discipline of students. (Paragraph (c) also states that professional employees do not enjoy this protection while operating or maintaining a motor vehicle.)

Although this section of the law does not provide for the protection of interns, Texas Education Code 12.906 does extend the protection to interns.

The law protects professional employees from personal (civil) liability, but it does not protect them from criminal prosecution. Criminal prosecution occurs whenever a law (statute) is violated.

Does this mean that professional employees (including interns) cannot be sued? Certainly not. Lawsuits are common in our litigious society, and the possibility is great that a professional employee will be the subject of a suit at some point in his/her professional life. However, it is comforting to note that the law currently provides professional educators with a great deal of protection.

Please note that state law **does not** provide protection for nonprofessional employees. Therefore, custodians, cafeteria workers, parent volunteers and student observers have no legal protection for personal liability. Consequently, students who are serving as student observers in public school classrooms are strongly encouraged to join one of the professional teacher organizations that can provide liability coverage. For a list of these organizations, please refer to the Department of Curriculum and Instruction bulletin board on the third floor of the Education Building or ask for assistance in the office of the Department of Curriculum and Instruction.

Learner-Centered Schools for Texas: State Adopted Proficiencies for Teachers

Learner-Centered Knowledge:

The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.

The teacher exhibits a strong working knowledge of subject matter and enables students to better understand patterns of thinking specific to a discipline. The teacher stays abreast of current knowledge and practice within the content area, related disciplines, and technology; participates in professional development activities; and collaborates with other professionals. Moreover, the teacher contributes to the knowledge base and understands the pedagogy of the discipline.

As the teacher guides learners to construct knowledge through experiences, they learn about relationships among and within the central themes of various disciplines while also learning how to learn. Recognizing the dynamic nature of knowledge, the teacher selects and organizes topics so students make clear connections between what is taught in the classroom and what they experience outside the classroom. As students probe these relationships, the teacher encourages discussion in which both the teacher's and the students' opinions are valued. To further develop multiple perspectives, the teacher integrates other disciplines, learners' interests, and technological resources so that learners consider the central themes of the subject matter from as many different cultural and intellectual viewpoints as possible.

Learner-Centered Instruction

To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.

The teacher is a leader of a learner-centered community, in which an atmosphere of trust and openness produces a stimulating exchange of ideas and mutual respect. The teacher is a critical thinker and problem solver who plays a variety of roles when teaching. As a coach, the teacher observes, evaluates, and changes directions and strategies whenever necessary. As a facilitator, the teacher helps students link ideas in the content area to familiar ideas, to prior experiences, and to relevant problems. As a manager, the teacher effectively acquires, allocates, and conserves resources. By encouraging self-directed learning and by modeling respectful behavior, the teacher effectively manages the learning environment so that optimal learning occurs.

Assessment is used to guide the learner community. By using assessment as an integral part of instruction, the teacher responds to the needs of all learners. In addition, the teacher guides learners to develop personally meaningful forms of self-assessment.

The teacher selects materials, technology, activities, and space that are developmentally appropriate and designed to engage interest in learning. As a result, learners work independently and cooperatively in a positive and stimulating learning climate fueled by self-discipline and motivation.

Although the teacher has a vision for the destination of learning, students set individual goals and plan how to reach the destination. As a result, they take responsibility for their own learning, develop a sense of the importance of learning for understanding, and begin to understand themselves as learners. The teacher's plans integrate learning experiences and various forms of assessment that take into consideration the unique characteristics of the learner community. The teacher shares responsibility for the results of this process with all members of the learning community.

Together, learners and teachers take risks in trying out innovative ideas for learning. To facilitate learning, the teacher encourages various types of learners to shape their own learning through active engagement, manipulation, and examination of ideas and materials. Critical thinking, creativity, and problem solving spark further learning.

Consequently, there is an appreciation of learning as a life-long process that builds a greater understanding of the world and a feeling of responsibility toward it.

Equity in Excellence for all Learners

The teacher responds appropriately to diverse groups of learners.

The teacher not only respects and is sensitive to all learners but also encourages the use of all their skills and talents. As the facilitator of learning, the teacher models and encourages appreciation for students' cultural heritage, unique endowments, learning styles, interests, and needs. The teacher also designs learning experiences that show consideration for these student characteristics.

Because the teacher views differences as opportunities for learning, cross-cultural experiences are an integral part of the learner-centered community. In addition, the teacher establishes a relationship between the curriculum and community cultures. While making this connection, the teacher and students explore attitudes that foster unity. As a result, the teacher creates an environment in which learners work cooperatively and purposefully using a variety of resources to understand themselves, their immediate community, and the global society in which they live.

Learner-Centered Communication

While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.

As a leader, the teacher communicates the mission of the school with learners, professionals, families, and community members. With colleagues, the teacher works to create an environment in which taking risks, sharing new ideas, and innovative problem solving are supported and encouraged. With citizens, the teacher works to establish strong and positive ties between the school and the community.

Because the teacher is a compelling communicator, students begin to appreciate the importance of expressing their views clearly. 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 and students listen, speak, read, and write in a variety of contexts; give multimedia and artistic presentations; and use technology as a resource for building communication skills. The teacher incorporates techniques of inquiry that enable students to use different levels of thinking.

The teacher also communicates effectively as an advocate for each learner. The teacher is sensitive to concerns that affect learners and takes advantage of community strengths and resources for the learners' welfare.

Learner-Centered Professional Development

The teacher, as a reflective practitioner dedicated to all students' success, demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

As a learner, the teacher works within a framework of clearly defined professional goals to plan for and profit from a wide variety of relevant learning opportunities. The teacher develops an identity as a professional, interacts effectively with colleagues, and takes a role in setting standards for teacher accountability. In addition, the teacher uses technological and other resources to facilitate continual professional growth.

To strengthen the effectiveness and quality of teaching, the teacher actively engages in an exchange of ideas with colleagues, observes peers, and encourages feedback from learners to establish a successful learning community. As a member of a collaborative team, the teacher identifies and uses group processes to make decisions and solve problems.

The teacher exhibits the highest standard of professionalism and bases daily decisions on ethical principles. To support the needs of learners, the teacher knows and uses community resources, school services, and laws relating to teacher responsibilities and student rights. Through these activities, the teacher contributes to the improvement of comprehensive educational programs as well as programs within specific disciplines.

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.

TEExES 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 idea, 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.