This handbook has been prepared for the use of Texas A&M University-Central Texas (A&M-Central Texas) students who are seeking Texas teaching certification through the undergraduate route. Carefully study the information within this handbook and make it a part of your professional library.
The information enclosed is accurate at the time of compilation; however, policies are subject to change based on federal, state, and university guidelines. This handbook is meant to offer information and policies in regards to the Teacher Education Program (TEP).
Table of Contents

Texas A&M University-Central Texas ................................................................. 6
A&M-Central Texas Mission ........................................................................... 6
College of Education Mission ......................................................................... 6
Teacher Education Program Mission .............................................................. 6
College of Education Information ................................................................. 7
Effective Teaching Practices ........................................................................... 8
Goals of the Teacher Education Program ....................................................... 9
Transfer Students .......................................................................................... 9
Transfer Credit Policies .................................................................................. 9
Criminal History Information ....................................................................... 10
Liability Insurance ....................................................................................... 10
Professional Teacher Organizations .............................................................. 11
Veterans Administration ............................................................................... 11
Warranty for First-Year Teachers ................................................................. 11
Provisions of the Warranty ......................................................................... 11
Application for Admission to the Teacher Education Program .................... 12
Interdisciplinary Studies Program ................................................................. 12
Available Program Plans with Certification .................................................. 12
Secondary/All Level Program ....................................................................... 12
Available Program Plans with Certification .................................................. 12
Required Admission Standards ..................................................................... 13
Intent to Apply ............................................................................................. 13
Application Deadlines .................................................................................. 13
Application Components ............................................................................ 14
References .................................................................................................. 14
First-Time Applicant Process ....................................................................... 14
Reapplication Process ................................................................................ 15
Application Screening - Interview and Writing Session .............................. 15
Admission into the Teacher Educator Preparation Program ....................... 15
Denied Admission to the Teacher Educator Preparation Program ................ 16
Appeals to the Teacher Educator Preparation Program ................................ 16
Retention in the Teacher Education Program .............................................. 16
Dismissal from the Teacher Education Program ........................................ 16
Process for Non-Participation from Teacher Education Program ................ 17
Teacher Education Program Guidelines ....................................................... 17
Satisfactory Progress in Program ................................................................. 17
Professional and Ethical Behavior ............................................................... 17
Texas A&M University-Central Texas

A&M-Central Texas Mission

Texas A&M University-Central Texas is an upper-level university offering junior and senior-level coursework needed to successfully complete baccalaureate degrees and all coursework leading to the completion of graduate degrees. The University is committed to high quality, rigorous, and innovative learning experiences, and prepares students for lifelong learning through excellence in teaching, service, and scholarship.

College of Education Mission

The mission of the College of Education is to provide students in 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 profession. Programs in College of Education prepare students for challenging, gratifying, and socially significant careers in education, counseling, and psychology. In addition to its teaching function, the program has a strong service commitment to public schools and human service agencies.

Teacher Education Program Mission

Texas A&M University-Central Texas Teacher Education Program prepares future teachers to be compassionate, competent, and confident professionals grounded in the research-based practices, who will become the educational leaders of the 21st century.
College of Education Information

The College of Education includes the Curriculum & Instruction Department, Educational Leadership, the Psychology and Counseling Department, and Educator Preparation Services Department (EPSD). The mission of the College of Education is to provide students in 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 professions. Programs in the College of Education prepare students for challenging, gratifying, and socially significant careers in education, counseling, and psychology. In addition to its teaching function, the College of Education has a strong service commitment to public schools and human service agencies.

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

<table>
<thead>
<tr>
<th>College of Education</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Jeffery Kirk</td>
<td>Ms. Harriet Ott</td>
</tr>
<tr>
<td>College of Education Founding Dean</td>
<td>Senior Administrative Associate</td>
</tr>
<tr>
<td>Warrior Hall, Suite 318</td>
<td>Warrior Hall, Suite 318</td>
</tr>
<tr>
<td><a href="mailto:jeffrey.kirk@tamuct.edu">jeffrey.kirk@tamuct.edu</a></td>
<td><a href="mailto:hott@tamuct.edu">hott@tamuct.edu</a></td>
</tr>
<tr>
<td>Dr. Deborah Davis</td>
<td>Ms. Yvonne Imergoot</td>
</tr>
<tr>
<td>Curriculum &amp; Instruction Department Head</td>
<td>Senior Administrative Associate</td>
</tr>
<tr>
<td>Warrior Hall, Suite 322</td>
<td>Warrior Hall, Suite 322M</td>
</tr>
<tr>
<td><a href="mailto:d.crowder@tamuct.edu">d.crowder@tamuct.edu</a></td>
<td><a href="mailto:yvonne.imergoot@tamuct.edu">yvonne.imergoot@tamuct.edu</a></td>
</tr>
<tr>
<td>Dr. Amanda Allen</td>
<td>Dr. Stephen Anderson</td>
</tr>
<tr>
<td>Teacher Education Program Coordinator</td>
<td>Faculty</td>
</tr>
<tr>
<td>Warrior Hall, Suite 322</td>
<td>Warrior Hall, Suite 322</td>
</tr>
<tr>
<td><a href="mailto:agallen@tamuct.edu">agallen@tamuct.edu</a></td>
<td><a href="mailto:stephen-c-anderson@tamuct.edu">stephen-c-anderson@tamuct.edu</a></td>
</tr>
<tr>
<td>Dr. Christina Hamilton</td>
<td>Dr. Agnes Tang</td>
</tr>
<tr>
<td>Faculty</td>
<td>Faculty</td>
</tr>
<tr>
<td>Warrior Hall, Suite 322</td>
<td>Warrior Hall, Suite 322</td>
</tr>
<tr>
<td><a href="mailto:hamilton.c@tamuct.edu">hamilton.c@tamuct.edu</a></td>
<td><a href="mailto:a.tang@tamuct.edu">a.tang@tamuct.edu</a></td>
</tr>
<tr>
<td>Dr. Season Mussey-Vallery</td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td></td>
</tr>
<tr>
<td>Warrior Hall, Suite 322</td>
<td></td>
</tr>
<tr>
<td><a href="mailto:season_mussey@tamuct.edu">season_mussey@tamuct.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Educator Preparation Services Department</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Amber Lynn Diaz</td>
<td>Ms. Melissa Barlow</td>
</tr>
<tr>
<td>Educator Preparation Services Director</td>
<td>Senior Administrative Associate</td>
</tr>
<tr>
<td>Certification Officer</td>
<td>Warrior Hall, Room 322G</td>
</tr>
<tr>
<td>Warrior Hall, Suite 322</td>
<td><a href="mailto:educatorprep@tamuct.edu">educatorprep@tamuct.edu</a></td>
</tr>
<tr>
<td><a href="mailto:educatorprep@tamuct.edu">educatorprep@tamuct.edu</a></td>
<td>Phone: 254-519-8737</td>
</tr>
<tr>
<td>Ms. Elizabeth Glenn</td>
<td>Fax: 254-519-5788</td>
</tr>
<tr>
<td>Coordinator</td>
<td></td>
</tr>
<tr>
<td>Certification Testing &amp; Field Placement</td>
<td></td>
</tr>
<tr>
<td>Warrior Hall, Suite 322</td>
<td></td>
</tr>
<tr>
<td><a href="mailto:educatorprep@tamuct.edu">educatorprep@tamuct.edu</a></td>
<td></td>
</tr>
</tbody>
</table>
Effective Teaching Practices

The A&M Central Texas Teacher Education Program strives to engender teacher candidates with a strong emphasis toward meeting the educational needs and unique interests of students. A robust knowledge base and understanding will be required for students to lead full and productive lives in the 21st century. Therefore, teacher candidates must possess a strong working knowledge of subject matter and be able to effectively communicate that knowledge to students.

Our rich and diverse student population requires teacher candidates to comprehend and implement culturally responsive teaching methods. Teacher candidates will also utilize the diversity to enrich and empower the school’s learning climate. Because education is a primary factor that contributes to a full and meaningful adult life, teacher candidates trained through this program must ensure that their students’ achievement is raised to its maximum extent.

A safe and orderly classroom is fundamental to learning. Teacher candidates must establish discipline within a positive classroom environment. High expectations for all students must be communicated through both the content and methods of instruction. Behavior norms must be established and clearly communicated to students, parents, and the community. Enthusiastic and positive social values are evident in the classroom learning environment.

Teacher candidates provide guidance that allows students to become actively involved in their own learning. They develop fundamental understanding and become problem solvers, critical thinkers, and creative learners. Teacher candidates will model academic skills and instruct students in the development of sound thought processes. Teacher candidates learn to use technology as a teaching tool to enhance communication and as a method for student’s to express learning.

Teacher candidates recognize the importance of collaborative engagement in planning, delivering, and evaluating effective educational programs. Communication skills in group settings are important professional competencies to be developed. Teacher candidates will take an active role in school improvement efforts, participate in site-based decision-making, and work actively to increase their students’ achievement in relation to the goals of education.

Teacher candidates engage in efforts to remain current in all aspects of their professional activities. Goals for professional development are established at regular intervals throughout the program. Teacher candidates should actively seek opportunities for professional growth. Reflection and self-assessment are central to the professional status of a teacher and becoming a professional teacher is the continuing process of growth and improvement.

The teacher described above can only be developed with the combined efforts of the program and the school districts. The opportunity for professional study provided by the University, blended with supervised teaching allows the teacher candidate to engage in goal setting, experimental practice, and reflective assessment. These skills and learning opportunities are vital to achieving the goal of becoming a learner-centered teacher.

We are excited that you have decided to embark on this wonderful learning experience with us at A&M-Central Texas!
Goals of the Teacher Education Program

The Teacher Education Program, one of the major programs at A&M-Central Texas, emphasizes quality education as a foundation for mastery of teaching skills and specialized knowledge in academic disciplines. The primary purpose of the Teacher Education Program is to prepare highly qualified teachers for Texas and the nation. The goal of the Teacher Education Program is 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. Use effective teaching practices
5. Formally and informally evaluate student performance and use 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 profession
10. Demonstrate concern for students' general welfare, and
11. Are committed to continued professional growth and development

Transfer Students

A&M-Central Texas welcomes students who transfer from other universities or neighboring colleges. Students seeking elementary certification will work toward the Bachelor of Science in Interdisciplinary Studies. Students will be assigned a specific academic advisor in the Curriculum & Instruction Department for the purpose of evaluating transfer credits and planning a course of study at A&M-Central Texas. Students seeking secondary certification will be advised in the academic department of their major. Curriculum & Instruction faculty will provide additional information about education course requirements for secondary and all-level certification. **All transfer students should contact the Curriculum & Instruction Department at Warrior Hall by calling 254-519-5485.**

Transfer Credit Policies

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

1. All transfer students are required to submit official transcripts for the University Admission office for analysis.
2. All transfer students are expected to meet the University’s admission requirements to be considered for certification through A&M-Central Texas.
3. The Certification Officer and academic advisors reserve the right to disallow coursework on certification plans that is more than seven years old. Because of changing certification requirements and/or content, it is possible that previous coursework taken for certification will not count toward the current application.
4. Professional Development coursework will not be accepted for transfer credit or as a substitute of A&M-Central Texas Teacher Education Program requirements. All students must meet all institutional requirements for the degree and for certification.
5. A minimum of one-third of the semester hours required in each teaching field or area of specialization sought must be completed at A&M-Central Texas.
Criminal History Information

The State Board of Educator Certification (SBEC) may require disclosure of previous arrest, conviction and/or deferred adjudication. SBEC may refuse to issue an educator certificate to a person who has been convicted of a felony or misdemeanor for a moral turpitude crime which relates to the teaching function. Pursuant to §22.083, Texas Education Code, the State Board of Educator Certification may refuse to confer state certification based on such criminal history information.

Pursuant to §22.083, Texas Education Code, a school district or private school may access any criminal history information pertaining to teachers and teacher candidates held by any law enforcement or criminal justice agency. A school district or private school may refuse to provide a placement for field experience or employ you based on your criminal history. A school district or private school must report to the State Board of Educator Certification if the school district or private school obtains or has knowledge that a candidate, applicant, or holder of an educator certificate has a criminal history.

Applicants must submit fingerprints to SBEC for review before any certification will be issued.

Liability Insurance

Professional employees in Texas Public School systems have broad protection from personal liability while acting within the scope of their duties. Texas Education Code 22.0511 (a) states, "A 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) have this protection unless bodily injury occurs while the professional uses excessive force in the discipline of students. Texas Education Code 22.0511 (b) states, “This section does not apply to the operation, use, or maintenance of any motor vehicle.”

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 clinical teachers) 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 or teacher candidates have no legal protection for personal liability. Candidates are required to join a professional organization, which in most cases, provides adequate liability insurance. It is extremely important that the candidate consult with the organization's office to determine eligibility requirements. A listing of professional organizations is provided below.
Professional Teacher Organizations

Association of Texas Professional Educators (ATPE)
305 E Huntland Drive
Suite 300
Austin TX  78752
800-777-ATPE
http://www.atpe.org/

Texas American Federation of Teachers (AFT)
3000 South IH 35
Suite 175
Austin TX  78704
512-448-0130
http://tx.aft.org

Texas Classroom Teachers Association (TCTA)
PO Box 1489
Austin TX  78767
888-879-8282
http://www.tcta.org/

Texas State Teacher Association (TSTA)
316 W 12th Street
Austin TX  78701
877-ASK-TSTA
http://www.tsta.org/

Veterans Administration

The program is approved to train veterans. To inquire, contact the VA Office at VA@tamuct.edu or (254-968-9126).

Warranty for First-Year Teachers

A&M-Central Texas is dedicated to achieving excellence in teacher education and believes that teacher education is a collaborative process between the University and the public schools. Therefore, the teaching performance of all A&M-Central Texas certified teachers will be warranted by the University. Should a graduate of the A&M-Central Texas Teacher Education Program receive a “below expectation” or “unsatisfactory” on his/her school district annual appraisal, the University will provide additional professional development aimed atremediating those deficiencies at no additional cost to the teacher or the district.

Provisions of the Warranty

1. The warranty will apply only to first-year A&M-Central Texas certified teachers.
2. To be eligible for the professional development remediation, the teacher must have received a domain rating of “below expectation” or “unsatisfactory” on his/her first-year annual appraisal.
3. All requests for service must be in a written request from the Texas school district principal or superintendent.
4. In cooperation with the school district, a professional Growth Plan will be developed and professional development will address those requirements.
5. The warranty is limited to the teacher’s first year in the classroom and the following summer semester.
Application for Admission to the Teacher Education Program

Application for admission to the Teacher Education Program (TEP) should be made while enrolled in EDUK 320: Professional Development I. Prior to enrolling in any professional development courses students must complete a minimum of 60 hours of coursework excluding developmental courses. The completed application packet must be submitted prior to the application deadline.

**Individuals who possess a degree and a valid teaching certificate from another state who seek Texas teacher certification must apply directly to the State Board for Educator Certification to obtain their credentials.**

Interdisciplinary Studies Program

Curriculum & Instruction offers the Bachelor of Science Degree with a major in Interdisciplinary Studies leading to teacher certification at the elementary level for Early Childhood - Grade 6, Middle School for Grades 4 - 8, and All-Level Special Education. Through this degree, students will obtain a preparation in early childhood with a strong emphasis on Language Arts and Reading. At the Middle School level, certification areas include Mathematics, Language Arts & Reading, and Social Studies. The English as a Second Language certification is available for all candidates with a major in Interdisciplinary Studies.

Prior to admission to the Teacher Education Program (TEP), students must pass all parts of the THEA/ACCUPLACER test or other testing requirements as determined by the A&M-Central Texas Educator Preparation Council (EPC) and the Strategic Partners Education Advisory Committee (SPEAC). Information about the Interdisciplinary Studies Program can also be found in the A&M-Central Texas catalog.

Available Program Plans with Certification

- BS Interdisciplinary Studies and EC – 6 Core Subjects/ESL Certifications
- BS Interdisciplinary Studies and All-Level Special Education/EC – 6 Core Subjects/ESL Certifications
- BS Interdisciplinary Studies and 4 – 8 ELAR/Social Studies/ESL Certifications
- BS Interdisciplinary Studies and 4 – 8 Math/ESL Certifications

Secondary/All Level Program

Students working toward secondary certification will pursue a Bachelor of Arts or Bachelor of Science degree with a major and minor, if applicable, in academic disciplines. Students will also take coursework to meet certification requirements. Curriculum & Instruction does not offer an undergraduate major in secondary education.

Students must obtain academic advisement for secondary certification programs in the department of their major. Students pursuing secondary certification must also be in contact with an advisor in the Teacher Education Program.

Available Program Plans with Certification

- BS Mathematics and 7 – 12 Math Certification
- BA English and 7 – 12 English Certification
- BA History and 7 – 12 History Certification
- BA History and 7 – 12 Social Studies Certification
- PS Political Science and 7 – 12 Social Studies Certification

All candidates can add additional certifications by testing only once a Standard Certificate is issued. Professional certifications are excluded.
Required Admission Standards

The Teacher Education Program Admissions Committee (TEPAC) will consider only applicants who meet the following minimum academic standards.

1. Required Coursework
   a. Completion of 12 hours University-Required English with a grade of C or better by the end of application semester.
   b. Completion of 15 hours in certificate area with a grade of C or better and 2.75 GPA by the end of application semester.

2. Current enrollment in or completion of:
   a. Professional Development I (EDUK 320) with a grade of B or better
   b. Educational Psychology (PSYK 303, TECA 1354, or PSYC 2308) with a grade of C or better
   c. College Algebra or higher with a grade of C or better

   Minimum 2.75 GPA with each course grade of C or better in the following by the end of application semester:
   a. Field of Study
   b. Reading (if applicable)
   c. Professional Development (Note: In some certificate plans EDUK 320 (PDI) is the only course that will be considered at time of admission. When that is the case, students must have a “B” in EDUK 320 to meet the 2.75 GPA requirement.
   d. Overall on Degree Plan

3. Sixty (60) semester hours of coursework (excluding developmental courses)

4. One full semester at Texas A&M University-Central Texas (A&M-Central Texas)

5. Minimum requirements of the TASP/THEA test. (Minimum acceptable scores on ACCUPLACER, ASSET or Compass will also be accepted)

6. Evidence of good moral character and the mental, emotional, and physical ability to function effectively in a classroom (Professional Dispositions Form)

7. Proof of Liability Insurance

8. Successful completion of:
   a. Professional Interview
   b. Writing Assessment
   c. Departmental Screening

Intent to Apply

The intent to apply to the Teacher Education Program will be confirmed by submission of the Intent to Pursue Certification Form to the Curriculum & Instruction Senior Administrative Associate, Warrior Hall, Suite 322M. The Intent to Pursue Certification Form must be turned in NO LATER THAN TWO WEEKS PRIOR to the application due date. This will allow the academic advisors to begin to prepare the Student/Advisor Checklist to ensure all requirements have been met prior to formal application.

Application Deadlines

Admission to the Teacher Education Program for teacher certification is by application only. The deadline for submitting the completed Application Packet to the Teacher Education Program (TEP) is the 1st Monday of:

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>October</td>
<td>March</td>
<td>June (Re-Applicants Only)</td>
</tr>
</tbody>
</table>
Application Components

<table>
<thead>
<tr>
<th>Student Document Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Application for the Teacher Education Program</td>
</tr>
<tr>
<td>2. Current Enrollment Information</td>
</tr>
<tr>
<td>3. THEA Passing Score (Accuplacer, Asset or Compass acceptable)</td>
</tr>
<tr>
<td>4. Proof of Liability Insurance</td>
</tr>
<tr>
<td>5. Teacher Education Program Disclosures Form</td>
</tr>
<tr>
<td>6. Written Responses (2)</td>
</tr>
<tr>
<td>7. $35.00 Non-Refundable Fee received by Educator Preparation Services Department</td>
</tr>
<tr>
<td>8. Intent to Pursue Certification (Submitted Prior)</td>
</tr>
</tbody>
</table>

IMPORTANT: Please keep a copy of your application and all attachments for your records!

References

As part of your application, contact information must be provided for four (4) character references. At least one of these should be a professional reference. A minimum of three (3) responses must be received prior to Educator Preparation Council meeting for your application to be considered for admission. Recommendation forms will be provided for their input. Notify each person that they will be contacted by A&M-Central Texas. All references will remain confidential. A&M-Central Texas faculty and staff are highly involved in the admission process. Therefore, A&M-Central Texas faculty and staff are not acceptable references for this purpose.

First-Time Applicant Process

1. Submit the Intent to Pursue Certification Form to the Curriculum & Instruction Senior Administrative Associate Warrior Hall, Suite 322M.
2. Secondary Only: Schedule an appointment with your Department Advisor to complete your Departmental Screening.
3. Complete the TEP Application electronically and print. All forms are fillable and must be typed and contain all required signatures. Handwritten applications will not be accepted.
4. Complete all of your application packet attachments electronically and print. Handwritten attachments will not be accepted. The two written responses will be scored.
5. Schedule an appointment with your Curriculum & Instruction Advisor at least 2-3 weeks prior to the application deadline.
6. At your advisory appointment, ensure that you bring all required forms (application checklist, substitution forms, test scores, Professional Dispositions, etc.). These should be in numerical order and signed by you and your advisor where applicable.
7. Submit your completed application and attachments by the application deadline to the Educator Preparation Services (EPS) Senior Administrative Associate, Warrior Hall 322G no later than 5:00 p.m. on the application deadline date.
8. At this time, you will pay your $35 non-refundable application fee. Make all checks and money orders payable to A&M-Central Texas. Only exact cash can be accepted. Do Not pay your fee through the A&M-Central Texas Business Office.
9. The Educator Preparation Services (EPS) Senior Administrative Associate will schedule your interview and writing session. You will also be given information about your departmental screening appointment.
Reapplication Process (Only one reapplication allowed.)

Submit the Intent to Pursue Certification Form to the Curriculum & Instruction Senior Administrative Associate. This form is required when you reapply to the Teacher Education Program. In addition to the above application deadlines, reapplication may be made by the 1st Monday in June.

It is very important to understand that improvement of any deficiencies must be documented.

Complete the application process outlined above in its entirety. You will need to supply new references on your application. You will also need to supply new attachments with current dates; do not submit the same writing samples. Also, it is important to ensure that your Liability Insurance has not expired. You are not required to submit an additional application fee.

Submit your completed application and attachments prior to the application deadline to the Educator Preparation Services (EPS) Senior Administrative Associate, Warrior Hall 322G no later than 5:00 p.m. on the application deadline date.

Application Screening - Interview and Writing Session

The interview session serves as an assessment of the candidate’s oral communication skills and candidate’s professional goals. The rubrics used to score the interview and writing sample are posted on the department website so that candidates are aware of the expectations of the session. The candidate will be interviewed by two educational professionals (retired school administrators and/or faculty members). Students will be asked questions similar to those that might be asked in a job interview, and the responses will be evaluated according to established interview criteria (oral communication, thought processes, leadership potential, and human interaction). Students should expect interviews to last approximately 15-20 minutes.

The Writing Session serves as an assessment of the candidates written communication skills and candidate’s professional goals. The candidate will be prompted to produce two short essays. The subject of the essay will be drawn from a set of predetermined prompts or by expanding on topics discussed during the interview. Candidates will be provided a randomly numbered packet that includes a copy of the rubric, the writing prompts, and lined pages to inscribe the essays. Candidates will be given two (2) hours to produce the writing samples.

Admission into the Teacher Educator Preparation Program

After the interview and writing assessments, the Teacher Education Program Admissions Committee (TEPAC) will make preliminary recommendations based on aggregate scores from the admissions process. Only those applicants who are selected by (TEPAC) and have maintained or exceeded the academic standards listed above will be recommended to the Educator Preparation Council (EPC) for admission to the Teacher Education Program.

The Educator Preparation Council (EPC) meets three (3) times annually to admit A&M-Central Texas Teacher Education Program candidates; approximately the first week of January, June, and August. Eligible applicants will be notified with an offer of admission or denial to the A&M-Central Texas Teacher Education Program by letter from the Dean of the College of Education. Educator Preparation Services must receive a written reply of acceptance from the applicant within ten (10) business days of receipt of admission offer letter for approval to move forward. An acceptance form will be supplied to candidates by letter and by e-mail.
Denied Admission to the Teacher Educator Preparation Program

The Curriculum & Instruction Department Chair will provide written notification to candidates found to be ineligible for admission. Any candidate who is denied admission must meet with his/her academic advisor to develop a remediation strategy if the candidate intends to reapply. Those who wish to appeal their denial into the Teacher Education Program must petition in writing within 10 business days of the date of notification of denial. Denied candidates may reapply to the program one (1) time. A new application must be completed in its entirety and submitted during one of the scheduled application windows.

Appeals to the Teacher Educator Preparation Program

The Teacher Education Program Coordinator and Certification Officer are responsible for making decisions regarding appeals in accordance with program rules, the Texas Administrative Code (TAC), and the Texas Education Code (TEC) statutes. As appropriate, input related to decisions will be sought from faculty and administrators, as well as, public school personnel. Applicants who wish to appeal their denial into the Teacher Education Program must do so in writing within 10 business days of the date of notification. The appeal should be sent to the Teacher Education Program Coordinator. A copy of the appeal will be given to the Certification Officer. The Teacher Education Program Coordinator will respond to the applicant by mail within 10 business days from receipt of applicant appeal.

Retention in the Teacher Education Program

Retention in the Teacher Education Program requires maintenance of admissions standards, plus evidence of satisfactory academic progress and professional development. If the above-stated criteria for admission and retention are not maintained, a student will receive written notification from the Teacher Education Program Coordinator. The student will be placed on probation for a period of one semester (additional time may be allowed where mitigating circumstances prevent completion of requirements in a particular semester, i.e. class offerings). If the deficiency is not corrected by the end of the probationary period, the student will be withdrawn from the program. Students who are withdrawn from the Teacher Education Program are not eligible for enrollment in additional professional education courses. The student will have to reapply for admission to the Teacher Education Program to be eligible for enrollment in additional professional education courses.

Texas A&M University-Central Texas 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 November 22, 2010) as it relates to the performance of his or her role as a student, teacher candidate in field-based activities, and a clinical teacher in public schools. Appropriate disciplinary action, which may include dismissal from the Teacher Education Program, may be instituted for violations of ethical conduct.

Dismissal from the Teacher Education Program

Students are subject to dismissal from the Teacher Education Program for any of the following reasons:
1. Inability to pass the Criminal Background check at any point in the program.
2. Lack of adherence to the Educator Code of Ethics and/or the TEP Professional Dispositions.
3. Request from any campus administrator for removal of a clinical teacher on a campus.
4. Failure to correct deficiencies which resulted in probation.
5. Failure to register for two long semesters.
6. Failure to successfully complete the Field Experiences related to PD III and/or Clinical Teaching.
Process for Non-Participation from Teacher Education Program

Candidates that need to take a temporary leave or wish to formally withdraw from the Teacher Education Program must complete the Educator Preparation Program Non-Participation Form. Failure to have this form in your candidate record could prohibit you from obtaining a Texas Educator Certificate.

Teacher Education Program Guidelines

Satisfactory Progress in Program

University coursework in the program serves two purposes: 1) to prepare individuals for a successful clinical teaching experience; and 2) to extend and enrich the professional development progress of clinical teachers.

Candidates are required to maintain continuous satisfactory progress toward certification. Satisfactory progress includes performance in university coursework, (maintenance of an overall GPA of 2.75) in classroom teaching, in completing and documenting requirements, and in maintaining standards of performance and conduct related to the Code of Ethics and Standard Practices for Texas Educators.

**Failure to maintain satisfactory progress toward certification can result in the candidate's dismissal from the program or require the candidate to repeat clinical teaching or a portion thereof.**

Professional and Ethical Behavior

The integrity of the program depends on the professional and ethical behavior of each candidate. Candidates must study and adhere to the Code of Ethics and discuss professional and ethical behavior with the Cooperating Teacher and University Field Supervisor. Candidates must never hesitate to ask questions or seek guidance about ethical dilemmas. **Egregious violations of ethical and moral standards not only constitute a lack of satisfactory progress, but can also result in dismissal from the program or depending on the infraction even more serious repercussions.** Dismissal decisions may be appealed in accordance with the Appeals Policy outlined in this handbook.

Code of Ethics and Standard Practices for Texas Educators

The Code of Ethics and Standard Practices for Texas Educators outlines the requirements of ethical behavior for educators towards students, peers, and assets. Candidates are required to strictly adhere to these tenets and are advised to actively seek guidance when in doubt about ethical or moral dilemmas from school administrators, the University Field Supervisor or the Teacher Education Program Coordinator. Violations in these areas can adversely affect your participation and your goal to become a certified teacher.

19 Texas Administrative Code – Chapter 247

The provisions of this Chapter 247 are authorized under Texas Education Code, 21.041(b) (8), which requires the State Board for Educator Certification (SBEC) to propose rules providing for the adoption, enforcement, and amendment of an educators' code of ethics, and Section 63(I) of the conforming amendments to Senate Bill 1 (74th Legislature, 1995), which provides for a code of ethics proposed by the SBEC and adopted by the State Board of Education.
Texas Educator Code of Ethics – Enforceable Standards

I. Professional Ethical Conduct, Practices, and Performance.

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.

Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or 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.

Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

Standard 1.7. The educator shall comply with state regulations, written local School board policies and other state and federal laws.

Standard 1.8. The educator shall apply for, accept, offer, or assign a position on the basis of professional qualifications.

Standard 1.9. The educator shall not make threats of violence against School district employees, School board members, students, or parents of students.

Standard 1.10. The educator shall be of good moral character and demonstrate that he or she is worthy to instruct or supervise the youth of this state.

Standard 1.11. The educator shall not intentionally or knowingly misrepresent the circumstances of his or her prior employment, criminal history, and/or disciplinary record when applying for subsequent employment.

Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

Standard 1.13. The educator shall not consume alcoholic beverages on School property or during School activities when students are present.

II. Ethical Conduct Toward Professional Colleagues.

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.

Standard 2.2. The educator shall not harm others by knowingly or recklessly making false statements about a colleague or the school system.

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.

Standard 2.4. The educator shall not interfere with a colleague’s exercise of political, professional or citizenship rights and responsibilities.

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.

Standard 2.75. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

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.
III. Ethical Conduct Toward Students.

Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

Standard 3.2. The educator shall not intentionally, knowingly, recklessly, or negligently 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.

Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

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.

Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

Standard 3.7. The educator shall not furnish alcohol or illegal / unauthorized drugs to any person under 21 years of age or knowingly allow any person under 21 years of age to consume alcohol or illegal / unauthorized drugs in the presence of the educator.

Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

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.

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. 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.
Coursework Sequence

The process of becoming a certified teacher is a rich and rewarding experience. The courses and field experiences are demanding and often participants will be stretched to the limits of their endurance while simultaneously developing profoundly significant professional relationships, achieving numerous personal and professional goals and eventually evolving as fully certified teachers who will go on to make substantial contributions to the teaching profession. No Child Left Behind (NCLB) Act requires all first-year teachers meet the definition of a “highly qualified” teacher.

Professional Development

The Professional Development program at Texas A&M University-Central Texas is a comprehensive, integrated program that consists of four sequential courses. Each course in the sequence relies and builds upon the knowledge and skills gained in the previous professional development course.

Professional Development I (PD I): Understanding Learners (EDUK 320)

An examination of students and teachers in learner centered schools. Topics will include brain-based learning, cooperative learning, learning styles and strengths of diverse learners, and formal and informal assessment, learner centered instruction. A technology lab and documentation of directed field experiences are required.

Professional Development II (PD II): Effective Instruction (EDUK 330)

An examination of the relationship between the states adopted curriculum, the Learner-Centered Proficiencies, and best practices. Topics include: the lesson cycle, the inquiry model of learning, use of technology, and other resources to plan, deliver and assess instruction; the role of assessment in guided learning and managing a classroom. A micro-teaching lab and documentation of field experiences are required.

Professional Development III (PD III for EC-6 and All-Level Special Education): Early Childhood Environment (EDUK 404)

A study of all aspects of classroom management, including the physical environment and use of centers for diverse groups of early elementary students. Current issues related to early childhood education will be examined. Students will be expected to demonstrate developmentally appropriate effective teaching practices in field-based settings.

Professional Development III (PD III for 4-8 and 7-12 candidates): Applications of Effective Teaching Practices (EDUK 430)

Field-based/Clinical teaching experiences are required in school settings where students will plan units of instruction, examine various models of instruction, analyze classroom management strategies, and demonstrate competencies in effective teaching practices.

Professional Development IV (PD IV): Issues in Professional Development (EDUK 435)

To be taken with Clinical Teaching. Students synthesize and validate concepts encountered during Clinical Teaching. Focuses on professional issues related to teaching and the school environment.

Professional Development Sequence Chart

The Professional Development Program sequence chart indicates the sequencing of the courses. The concepts that are included within the four courses reveal strands of content that are introduced, developed, and applied as each student progresses through the program. Students are expected to develop proficiency across the Educator Standards for their certification area.
Learner-Centered Schools for Texas - A Vision of Texas Educators

Preface

In 1993, 10,000 Texas educators were surveyed to determine the proficiencies which are important for all educators to possess as the 21st century begins. Participating in the survey were public school teachers and administrators, and university faculty preparing future teachers. The proficiencies on the survey were rated by approximately 95 percent of the public school teachers as of “great importance” or “very great importance.” Administrators and university faculty judged each of the proficiencies similarly. The proficiencies for teachers, counselors, and administrators included in this document, Learner-Centered Schools for Texas, A Vision of Texas Educators, reflect the judgment of educators of the skills and knowledge needed by all educators to enhance student learning.

The teacher and administrator proficiencies were adopted by the State Board of Education in 1994 as the foundation for the preparation of all teachers and administrators. Simultaneously, the State Advisory Committee on Teacher Appraisal recommended that these proficiencies be the foundation for a new appraisal system for Texas teachers. In 1995, the Texas Counseling Association, after completing a broad-based study of the role of school counselors, developed a set of proficiencies and requested that the Commission on Standards for the Teaching Profession recognize the importance of these proficiencies for training future school counselors and the continuing professional development of counselors now working in the public schools.

The State Board for Educator Certification (SBEC) was created in 1995 by the 74th Legislature to govern the standards of the education profession. SBEC approved and adopted the proficiencies for teachers, administrators, and counselors in 1997. These proficiencies are integrated into the educator preparation program approval process.

The teacher and administrator proficiencies were drafted over a period of two years with extensive involvement of educators, including focus groups held in several locations across the state. The sets of proficiencies included in this document reflect many months of deliberation and debate about Texas public schools and the knowledge and skills needed by educators for students to become productive citizens. A learner-centered climate in which learners, teachers, administrators, parents, and the community all have responsibility for the learners’ success was a central theme of the discussions and is now reflected in the five proficiencies for teachers, as well as those for administrators, and counselors. The proficiencies are described so that educators and other readers will have a vision of a learning community in which success for students is paramount. A brief statement of proficiency is followed by a description which elaborates upon what an educator should know and be able to do. The parallel content of the three sets of proficiencies reflects the desire of the three groups of educators to work together to build learner-centered schools in which all educators and students are focused on learning.

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, holding 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.
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.

Source: SBEC publication, Learner-Centered Schools for Texas, A Vision of Texas Educators, July 1997.
Proficiencies for Teacher Candidates

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.

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. **Analyses 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.**
   (Learner Centered Instruction)
   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.
   c. Interprets and communicates assessment and evaluation data. Demonstrates concern for the general welfare of all learners.
   d. Locates a variety of support services/resources to meet learner and family needs.
   e. Recognizes human needs must be met for learning to occur.
   f. Promotes acceptance of and appreciation for human diversity within learners.

7. **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.
   b. Demonstrates understanding of the educational hierarchy.
   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, socio-economic status, ability, language, and experience.

8. **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.

9. **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.

10. **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.

11. **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. Supports statements using research, theories, and experiences; logically reaches conclusions based on sufficient evidence.
Important Laws for Teachers

The following information was obtained from the Texas Education Code (TEC) in the section identified.

Section 21.407: 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.”

Section 37.002: Suspension of Students; Removal to Alternative Education Programs

"(a) 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 the student code of conduct adopted under section 37.001."
“(1) A teacher may remove from class a student who has been documented by the teacher to repeatedly interfere with the teacher’s ability to communicate effectively with the student in the class or with the ability of the student’s classmates to learn.”

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...
(2) A dangerous drug...
(3) An abusable glue or aerosol paint
(4) An alcoholic beverage

The following information was obtained from the Texas Family Code (TFC) in the section identified.

Section 261.101: Reporting Child Abuse

In accordance with the Texas Family Code (TFC) anyone suspecting the abuse or neglect of a child must report the suspected abuse to the Child Protective Services Child Abuse hotline at 1-800-252-5400. Specifically, a teacher must report no later than 48 hours of first suspecting a child has been abused or neglected. All reports of suspected child abuse or neglect are confidential. If the report is made in good faith, without malice, reporters are immune from civil or criminal liability. Although your school district may have its own protocol regarding reporting, the person suspecting the abuse must be the reporter. Reporting may not be delegated to another person, remember, the law requires you to report suspected abuse, not prove that abuse occurred. In fact, professionals ask that you not attempt to validate the abuse. Knowing failure to report is a Class B misdemeanor offense.
Field-Based Experiences

Guidelines for Field-Based Experiences

Pre-service teachers are required to spend a considerable amount of time working with children and learning how schools function. Many education courses have direct school field-based experience components. Education students should focus their attention on students' physical, emotional, social, cognitive development, motivation, learning styles, and special populations of learners. To this end it is important that education students adhere to the following guidelines:

- Complete the required district Criminal History process.
- As a representative of A&M-Central Texas, dress and act professionally.
- Obtain permission from the principal, or his/her designee, before approaching a teacher. The principal may offer specific suggestions and specific teachers' names.
- Obtain required information about parking, sign-in procedures, and other school visitation policies.
- Make arrangements with the principal, or his/her designee, and the assigned teacher before beginning the field experience. Do not expect to be in the classroom on the day these arrangements are made. Schedule times with the teacher(s) for your classroom visits. Call in advance if for some reason you cannot be there at the scheduled times.
- The focus of these field experience hours is exploration of student learning and understanding how schools function.
- Comments/reflections will specifically address how students learn and function in today’s school setting.
- Field experience hours must be completed during the regular school day. However, requirements vary among courses and may require attendance at after school functions.
- Students must check in at the school office and wear identification (visitor’s) badges at all times.

Reflective Journal

It is a goal of the A&M-Central Texas Teacher Education Program that all of its graduates learn how to become reflective teachers. Many education courses require the education student to develop and maintain a reflective journal about the experiences that they have encountered in the public schools. Remember, research done on the relationship of journal writing and improvement of teaching indicates that the closer the reflection is recorded to the time of the observation, the more learning occurs. The following suggestions will help you in the journal writing process.

1. Identify the date, time, setting, classroom, subject, and grade level and describe the class make-up, age, gender, ethnicity, and content area.
2. Treat information confidentially. Use initials or refer to “Boy A,” “Girl B,” etc.
3. Record exact words when possible; note exact behavior (i.e. body language, dress, etc.)
4. Take minimal notes as reminders for later journal entries away from the campus.
5. Make clear distinction between what is actually seen and heard and the conclusions (inferences that you draw) from it.
6. Note social/emotional/moral development by noticing such behavior as fear, aggression, laughter, tattling, sharing, etc.
7. Note cognitive/intellectual development.
8. Note student’s ability to stay on-task, complete task, length of attention span, ability to follow instructions, language fluency and usage, etc.
9. Note the physical setting of the classroom/school and how it contributes to student (and teacher) behavior.
Certification Examinations

The foundation of teacher certification is successful challenge of the Texas Examination of Educator Standards (TExES). The testing coordinator verifies that certification candidates are provided the resources and preparation prior to approval for participation in the TExES. A score of PASS on the certification area TExES indicates the ability to provide the necessary tools to facilitate learning in a public school classroom.

Readiness to Test

Students begin certification testing in the first semester of their senior year during PDIII (EDUK 430/404). Students who or have not completed the required coursework in their certification area are not allowed to begin clinical teaching. To ensure successful outcomes for those eligible to test, a representative of the corresponding TExES will be given. The results of the TExES will be evaluated to determine the student’s strengths and areas for remediation.* In order to gain TExES approval, the student must meet the following requirements:

TExES Certification Areas

EC-6 Core Subjects and All-Level Special Education
- All core and certificate area coursework must be completed with a minimum grade of “C” and a 2.75 GPA.

Secondary
- All or most of certificate area coursework must be completed with a minimum grade of “C” and a 2.75 GPA.
- The academic area department head signifies the student’s readiness to test by signing the Request to Test form.

ESL Exam
- Student must have passed the content area TExES examination
- Student must have completed EDUK 325: Fundamentals of Bilingual and English as a Second Language Education with a minimum grade “C” and a 2.75 GPA.

PPR
- Student must have passed the content area TExES and all required supplemental TExES examinations
- Student must be enrolled in EDUK 490: Clinical Teaching

*Scores below 70% on any of the Representative TExES examinations may require remediation prior to test approval. Remediation must also be obtained for any TExES examination failures.

Testing Policy & Information

Beginning September 1, 2015 candidates will be limited to five attempts to take a certification test. The five attempts include the first attempt to pass the examination and four retakes. The five attempts include any of the test approval methods (PACT, EPP, out of state, charter, and CBE). The Texas Education Agency (TEA) is implementing this change to Texas Education Code §21.048 in response to HB 2205, 84th Texas Legislature, 2015. For more information, please see the FAQ document.

Test Fees

$131 Test fee (per test)
$131 Test fee (per test) for Core Subjects EC–6 (291) and Core Subjects 4–8 (211)
$65 Test fee (per subject test) for test codes 801–809 (NOTE: You must take the overall Core Subjects test first; if you do not pass a subject test you can then take just that test. Passing one of the subject tests within the overall Core Subjects tests does not qualify you to be certified.)
Testing Accommodations

Educator Testing Service (ETS), the company that deliver the TExES test, is committed to serving test takers with disabilities or health-related needs by providing services and accommodations that are reasonable and appropriate given the purpose of the test. Testing accommodations are available for test takers with disabilities or health-related needs who meet ETS requirements. Please refer to the Bulletin Supplement for Test Takers with Disabilities or Health Related Needs.

Note: All test takers requesting any accommodations must register by mail through ETS Disability Services and have their accommodations approved before their test can be scheduled. Your request should be submitted as early as possible, especially if you are requesting an alternate test format. Documentation review takes approximately six weeks once your request and complete paperwork have been received. If additional documentation must be submitted, it can be another six weeks from the time the new documentation is received until the review is complete.

Test takers requesting accommodations cannot register using the online registration system.

Contacting ETS Disability Services

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Email</td>
<td><a href="mailto:stassd@ets.org">stassd@ets.org</a></td>
</tr>
<tr>
<td>Phone</td>
<td>1-609-771-7780</td>
</tr>
<tr>
<td></td>
<td>1-866-387-8602 (toll-free for test takers in the United States, U.S. Territories &amp; Canada)</td>
</tr>
<tr>
<td></td>
<td>Monday - Friday, 8:30 a.m. - 5 p.m. ET</td>
</tr>
<tr>
<td>Fax</td>
<td>1-609-771-7165</td>
</tr>
<tr>
<td>Mail</td>
<td>ETS Disability Services</td>
</tr>
<tr>
<td></td>
<td>P.O. Box 6054</td>
</tr>
<tr>
<td></td>
<td>Princeton, NJ 08541-6054 USA</td>
</tr>
<tr>
<td>Courier Service</td>
<td>ETS Disability Services</td>
</tr>
<tr>
<td></td>
<td>225 Phillips Boulevard</td>
</tr>
<tr>
<td></td>
<td>Ewing, NJ 08618-1426 USA</td>
</tr>
</tbody>
</table>
Policies Governing the TExES/BTLPT/LOTE

The TExES/BTLPT/LOTE examinations affect not only your certification status, but also the accreditation of teacher education programs at A&M-Central Texas. The A&M-Central Texas Educator Preparation Council developed the following policies to help ensure the success of A&M-Central Texas students and to assure the continuing accreditation of the Teacher Education Program.

1. Students will take the required TExES/BTLPT/LOTE exam(s) according to the pre-determined test sequence and dates.
2. Students may take only one test per test administration. Any variation of this policy MUST be approved by the Certification Officer upon recommendation of the appropriate department head.
3. Students are not eligible to take an additional required exam until they have successfully passed previously attempted examinations.
4. Students must register in the prescribed testing registration window as instructed by the Coordinator for Certification Testing. Once registration approval is granted, students must register for the approved test within 14 days of initial notification of approval. Violation of A&M-Central Texas testing policies will result in postponement of clinical teaching until the student resumes the predetermined test sequence.
5. In the event a student fails a TExES/BTLPT/LOTE examination, the student MUST participate in a remediation session, register to retake the exam at the next available test administration, (45 days), and MUST continue to retake the exam until successful.
6. Progress into Clinical Teaching will be postponed until a score of PASS is achieved on the content area and supplemental TExES/BTLPT/LOTE examinations.

TExES/BLPT/LOTE Requirements/Information

- Students must obtain a passing score on all required examinations prior to applying for certification. Depending on the certificate being sought, students may be required to take two or more examinations.
- Students do not begin testing until the semester prior to clinical teaching.
- Departmental approval must be granted in order for a student to register for their certification examination.
- A testing approval request form is forwarded to the academic departments for verification that the TExES domains and competencies have been satisfactorily covered in coursework and that the certification candidate is capable of passing the examination.
- Test approval is not granted without departmental approval.

TExES/BLPT/LOTE Registration Guidelines

TExES/BLPT/LOTE test administration and registration are completed through the Educational Testing Service (ETS). A&M-Central Texas encourages all students to use the online method when registering for the required examinations; the ETS Registration Bulletin provides information for online, phone, and paper registration. Most TExES/BLPT/LOTE examinations are computer administered tests (CAT). A limited number of tests are offered as paper based test (PBT) only. PBT are administered only twice annually. CAT are administered on a continuous basis, with the exception of Limited Administration Tests.

Students are provided with registration information for the ETS system during PDIII. The testing schedule is provided and registration for the applicable test is completed in accordance with that schedule. The ETS system will only allow the student to register for tests that have been authorized by the Coordinator for Certification Testing.
Application for Admission to Clinical Teaching

Information

Prior to seeking admission to Clinical Teaching, students must have been admitted to the Teacher Education Program (TEP). Students are urged to study requirements for admission and retention in the program. An application for Clinical Teaching must be submitted to the Coordinator of Field Placement no later than October 15 or February 15 one year prior to the semester in which the student plans to participate in EDUK 490: Clinical Teaching.

The Coordinator of Field Placement assumes the full responsibility for contacting the public schools regarding placement of clinical teachers. Under no condition is the clinical teacher to contact the public schools regarding his/her Clinical Teaching, or any problem relating to it, unless authorized by the Coordinator of Field Placement. With the increasing number of clinical teachers, the reasons for this policy are obvious.

Candidates who do not satisfactorily complete EDUK 490: Clinical Teaching are automatically dropped from the Teacher Education Program. These candidates will not be eligible for recommendation for certification. In some cases, candidates may still be eligible for graduation with a major other than Interdisciplinary Studies.

If a candidate has unforeseeable personal or family circumstances, they must notify the Director of Educator Preparation Services Department as soon as possible. The candidate must also complete the Non-Participation Form with their advisor and submit to the Field Placement Coordinator. The student should refer to the University withdraw policies. A returning candidate will need to schedule a Clinical Teaching Conference with the Coordinator of Field Placements by November 15th or April 15th. There is no guarantee that a second placement can be established.

Required Admission Standards

To be admitted to Clinical Teaching, all admission requirements to the Teacher Education Program must be maintained. Moreover, the following requirements must be completed:

**Read the following carefully before completing application packet.**

Before a candidate can participate in Clinical Teaching, the candidate must meet the following requirements:

1. Prior admission to the Teacher Education Program;
2. Senior classification with 102
3. A minimum grade point average of 2.75 on all coursework that is listed and has been completed on the certificate plan;
4. Formal approval of the A&M-Central Texas Educator Preparation Council;
5. Removal of all incomplete grades prior to the first class day of the semester in which the clinical teaching takes place;
6. Satisfactory completion of any growth plans; and
7. Satisfactory completion of any probation.
Additional Requirements

In addition, each clinical teacher candidate must meet each of the following specific program requirements.

EC-6 Core Subjects/ESL Additional Requirements

- Completion of EDUK 320, 330, 404, and ESPK 361 with a minimum GPA of 2.75 and a minimum grade of "C"
- Completion of at least 21 hours of Core Subjects coursework (excluding EDUK 325 and ESPK 361) with a minimum GPA of 2.75 and a minimum grade of "C"
- Completion of RDGK 311, 351, 384, 409 and 410 with a minimum GPA of 2.75 and a minimum grade of "C"
- Successful challenge of the TExES EC-6 Core Subjects examination before the beginning the Clinical Teaching semester

All-Level Special Education with EC-6 Core Subjects and ESL Additional Requirements

- Completion of EDUK 320, 325, 330, and 404 with a minimum GPA of 2.75 and a minimum grade of "C"
- Completion of at least 15 hours of Core Subjects coursework with a minimum GPA of 2.75 and a minimum grade of "C"
- Completion of RDGK 311, 351, 384, 409 and 410 with a minimum GPA of 2.75 and a minimum grade of "C"
- Completion of 15 hours of required Special Education coursework with a minimum GPA of 2.75 and a minimum grade of "C"
- Successful challenge of the TExES EC-6 Core Subjects and/or the TExES EC-12 Special Education examinations before the beginning of the clinical teaching semester

4-8 Core Subjects/Middle School Emphasis Additional Requirements

- Completion of EDUK 320, 325, 330 and ESPK 361 with a minimum GPA of 2.75 and a minimum grade of "C"
- Completion of at least 15 hours of single academic emphasis coursework with a minimum GPA of 2.75 and a minimum grade of "C"
- Completion of RDGK 311, 351, 384, 409, and 410 with a minimum GPA of 2.75 and a minimum grade of "C"
- Successful challenge of the corresponding TExES Core Subjects 4-8 or TExES Content Area examinations for your certification field before the beginning of the clinical teaching semester

7-12 and All Level Certifications Additional Requirements

- Completion of EDUK 320 and 330 courses with a minimum GPA of 2.75 and a minimum grade of “C”.
- Completion of RDGK 351
- A minimum grade of “C” and a minimum grade point average of 2.75 in the teaching field or supplemental coursework
- Completion of at least 75% of the hours in the teaching field or supplemental coursework.
- Successful challenge of the corresponding content area TExES for your certification field before the beginning of the clinical teaching semester
Becoming a Texas Certified Teacher

Recommending for Certification

The Department of Educator Preparation Services must verify the following before a candidate will be recommended for certification:

1. Completion of all coursework on Certificate Plan
2. Written documentation and advisor approval for all course substitutions
3. Minimum 2.75 GPA in all required areas on certificate plan (professional development, certificate area, reading [if applicable], and overall).
4. Minimum of 120 total semester hours
5. Minimum of 30 semester hours at A&M-Central Texas
6. Degree Conferred
7. A score of PASS on all required TExES/BLPT/LOTE certification examinations

Applying for a Teaching Certificate

All applications are completed online. Follow the instructions to update your TEAL account if necessary and submit the application and payment for your standard certificate.

Customer Service

Monday - Friday, 8:00 am-5:00 pm Central Time
(512) 936-8400 local

Letters of Completion

Texas Education Agency will generate one e-mail acknowledging receipt of your online application for certification and another e-mail will be sent when Texas A&M University-Central Texas Certification Officer has completed the online recommendation for your certificate.

Certificates

The Texas Education Agency does not mail out certificates of certification. You must print out a copy for your personal records from the ECOS website.

Program Evaluation

Sample - Evaluation of Teacher Education Preparation Program
Sample - Evaluation of Cooperating Teacher
Sample - Evaluation of University Field Supervisor
Educator Preparation Program Complaint Process

As defined by TAC 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 Director of Educator Preparation Services in a school district, charter school, or private school may submit, in accordance with subsection (c)(1) of this section, a complaint about an EPP for investigation and resolution.

Any of the above aforementioned, hereinafter referred to as the complainant, who have a complaint may seek resolution without fear of retaliation. If the complainant is a current A&M Central Texas student, you must follow the University Student Complaint Procedure. This information can be found at: http://www.tamuct.edu/departments/studentconduct/grievance.php. For more information, please contact the Associate Dean of Student Affairs at (254) 501-5877.

All other complainants, please follow the guidelines listed below.

Filing a Complaint

A formal public complaint is a signed written statement of complaints or concerns regarding the customer service provided by employees of the College of Education-Educator Preparation Programs. A formal written public complaint must include the facts upon which the complaint is based.

Please provide a written and signed copy of the A&M Central Texas College of Education-Educator Preparation Program Complaint Form to the College of Education-Educator Preparation Services in person or by mail, fax, or email to:

Educator Preparation Services
College of Education
1001 Leadership Place
Warrior Hall 322 G
Killeen, TX 76549
Phone: (254) 519-8737
Fax: (254) 519-5788
Email: educatorprep@tamuct.edu

Anonymous or unsigned complaints will not be processed. It is also important to know that the sender of complaints that are received by fax or email must be verified. The sender must provide a full name, address, and phone number that matches the information found on the A&M Central Texas College of Education-Educator Preparation Program Complaint Form. Verification of sender will be conducted by phone and documented in an email reply message to sender.

Complaint Procedures

Texas A&M University-Central Texas College of Education has established the following procedures for responding to a formal complaint from the public regarding an issue involving the College of Education – Educator Preparation Programs.

1. Any complainant, wishing to submit a complaint shall initially file a formal complaint using the A&M Central Texas College of Education Educator Preparation Program Complaint Form to the Director of the Educator Preparation Services.
   a) If the complaint is against the Director of the Educator Preparation Services, then the complainant should notify in writing the Dean of the College of Education.
2. The A&M Central Texas College of Education-Educator Preparation Program Complaint Form must be signed and dated by the complainant, and submitted within 30 business days of the alleged incident. The Director of Educator Preparation Services will make a determination on a case-by-case basis as to whether complaints submitted after the deadline will be considered.

3. The Director of Educator Preparation Services will acknowledge receipt of your complaint within 10 working days. After the complaint is received, an investigation will take place. The investigative period may last up to 30 business days; extenuating circumstances may cause a deviation from the defined time frames. The Director of Educator Preparation Services shall conduct the investigation or appoint a university or system investigator, if necessary. The Director of Educator Preparation Services will take reasonable measures to avoid any and all conflicts of interest in selecting the investigator. The investigator will gather all facts pertaining to the complaint and submit those in writing to the Director of Educator Preparation Services. This procedure ensures thorough investigations, affording all involved parties an opportunity to submit evidence relevant to the complaint.

4. The Director of Educator Preparation Services shall send a written resolution to the complainant with the outcome(s), reason(s) for the decision, any remedies afforded, if any, and notice of the appeals process. The Director of Educator Preparation Services shall also forward a copy of the resolution to the employee overseeing the area or individual and be kept on file.

Appeal

1. If the complainant wishes to file an appeal of the resolution, the complainant shall notify the Dean of the College of Education in writing with a copy of the initial A&M Central Texas College of Education Educator Preparation Program Complaint Form and copy of the Director of Educator Preparation Services’ written resolution. The written appeal must be signed by the complainant, and submitted within 10 business days of the Director of Educator Preparation Services' resolution. The Dean of the College of Education will make a determination on a case-by-case basis as to whether appeals submitted after the deadline will be considered.

2. An investigation shall follow the submission of the appeal. The Dean of the College of Education will present the findings of the investigation to the Educator Preparation Council (EPC). Within 30 business days of receiving the appeal, the EPC shall submit their decision in writing to the complainant with the outcome(s), reason(s) for the decision, any remedies afforded, if any. Extenuating circumstances may cause a deviation from the defined time frames. The EPC shall also forward a copy of the resolution to the Department of Educator Preparation Services to be filed. The resolution or outcome from the appeal is final and not appealable.

TEA Complaint

If any complainant has an unresolved complaint and appeal decision regarding the A&M Central Texas College of Education Educator Preparation Program and wishes to report it to the Texas Education Agency (TEA), the complainant will need to follow the required steps outlined by TEA. Information can be found on the TEA website at:

http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Complaints_Against_Educator_Preparation_Programs/