



**Educator Preparation Program (EPP)
Handbook**

**Practices, Policies and Procedures for the
EPP**

2020-2021

Stephen F. Austin State University

The Educator Preparation Program (EPP) of Stephen F. Austin State University (SFA) is a program of the James I. Perkins College of Education. This program exists to prepare future educators at the undergraduate, graduate, doctoral and professional level. The SFA Professional Educator's Council (PEC) oversees the policies, practices, and procedures of the EPP. This handbook is a compilation of those documents. It is frequently updated as the PEC makes updates to the policies, practices and procedures that guide the EPP.

The information enclosed is accurate at the time of compilation; however, policies are subject to change based on state and university guidelines. This handbook is meant to offer crucial policies in regards to the Educator Preparation Program (EPP). Staff in The Office of Assessment and Accountability (McKibben 212) can help with any questions. For the most current information visit the Office of Assessment and Accountability website at www.coe.sfasu.edu or call 936-468-1282.

Stephen F. Austin State University

Educator Preparation Program (EPP) Practices, Policies and Procedures

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Professional Educators Council

Stephen F. Austin State University

Approved by PEC April 23, 2015

The purpose of the Professional Educators Council (PEC) is to develop and execute practices, procedures, and policies for the Educator Preparation Program (EPP) of Stephen F. Austin State University (SFA).

Council Composition

- a) Each Department Chair / School Director in the Perkins College of Education (PCOE)
- b) Each Program Coordinator in the EPP
- c) Educator Preparation Program Manager
- d) Data and Technology Manager/LiveText Coordinator
- e) Field Experience and Clinical Practice Coordinator
- f) Certification Officer
- g) Certification Assessment Coordinator
- h) Director of Advisors
- i) Dean of the PCOE (Chair)
- j) Associate Dean of Student and Faculty Affairs
- k) Associate Dean of Assessment and Accountability (Secretary)
- l) Two Student Representatives – preferably one initial certification, one advanced certification
- m) Other faculty as appointed

Committee Responsibilities

- a. Oversee maintenance of accreditation by SBEC, CAEP, and other national organizations
- b. Review proposals for any changes in teaching field programs and professional education programs including curriculum
- c. Establish criteria for program admission and retention
- d. Recommend criteria for educator certification or licensing
- e. Review, maintain and approve all EPP practices, procedures, and policies
- f. Oversight of program continuation review
- g. Other duties as arise related to the EPP

Reporting Structure

- a. PEC is a standing university committee. Membership is a duty related to the role Administrator, Faculty, or Staff directly associated with mission of the EPP. Members serve for the duration of their associated position.
- b. PEC reports to the Provost and Vice President for Academic Affairs
- c. PEC work is supported and facilitated by the PCOE Office of Assessment & Accountability and the PCOE Office of Student Services and Advising.

Procedures

- a. All practices, procedures, or policies that directly affect the day-to-day operations of the EPP must be taken to the PEC. This includes, but is not limited to admission, retention and exit practices, certification testing practices, curriculum, fees, field experience and clinical practice practices.
- b. A quorum is established by 51% of the PEC being present to vote.
- c. All practices, procedures, or policies requiring PEC approval must be given two readings by the PEC before the item goes to a vote. In some instances, an email reading is appropriate.
- d. After the second reading, the proposed practice, procedure, or policy must receive a majority vote to be considered accepted by the EPP.
- e. The PEC will meet three times per academic year: once in the fall, once in early spring and once near the end of spring.

STEPHEN F. AUSTIN STATE UNIVERSITY

JAMES I. PERKINS COLLEGE OF EDUCATION

VISION

The James I. Perkins College of Education at Stephen F. Austin State University will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels.

MISSION

The mission of the James I. Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society.

To accomplish this mission, the goals of the College of Education are to:

- a) Provide programs at both undergraduate and graduate levels based upon sound pedagogical and clinical practice
- b) Prepare teachers, support personnel, and educational leaders for Texas
- c) Employ and support faculty members who are committed to excellence in teaching, scholarship, and service
- d) Provide a variety of teaching venues incorporating the latest technologies to a range of diverse student interests, backgrounds, and aspirations
- e) Maintain resources and facilities that allow each program to meet its expected outcomes
- f) Collaborate with external partners to enhance students' knowledge, skills, and dispositions, and to influence the ongoing exchange of ideas for mutual benefit
- g) Engage in outreach services
- h) To address specific needs in the broader community,
- i) To enhance student learning,
- j) To instill commitment to service, and
- k) To promote the reputation of the University, and to
- l) Conduct research to advance knowledge and to contribute to the common good.

VALUES

In the College of Education at Stephen F. Austin State University, we value and are committed to:

- a. Academic excellence through critical, reflective, and creative thinking
- b. Life-long learning
- c. Collaboration and shared decision-making
- d. Openness to new ideas, to culturally diverse people, and to innovation and change
- e. Integrity, responsibility, diligence, and ethical behavior
- f. Service that enriches the community

PROGRAM ACCREDITATIONS

National Council for Accreditation of Teacher Education (NCATE)

The SFA EPP earned accreditation from the National Council for the Accreditation of Teacher Education (NCATE) in 2014 and will have the next site visit in Spring 2021. In that process, the following programs achieved a status of “Recognized” through 2020 by the specialized program area (SPA) national associations listed below.

Early Childhood-Grade 6 (EC-6): Association for Childhood Education International (ACEI)
Early Childhood-Grade 6 Online (EC-6 Online): ACEI
Middle Grades (MLG): Association for Middle Level Education (AMLE/NMSA)
Middle Grades (MLG Online) (AMLE/NMSA)
Early Childhood MEd: National Association for the Education of Young Children (NAEYC)
Elementary Education—Reading MEd: International Reading Association (IRA)
Principal: Educational Leadership Constituent Council (ELCC)
Superintendent: ELCC
Deaf & Hard of Hearing: Council for Exceptional Children (CEC)
Visual Impairment and Orientation and Mobility (CEC)
Educational Diagnostician (CEC)
7-12 English Education: National Council of Teachers of English (NCTE)
EC-12 Physical Education (Society for Health and Physical Educators, SHAPE AMERICA)

SFA School Counseling is accredited by Council for Accreditation of Counseling and Related Educational Programs (CACREP) through October 31, 2024.

SFA Family and Consumer Sciences is accredited by the American Association of Family and Consumer Sciences (AAFCS) through 2026.

Ethics and Dispositions

TAC 247.2 - Code of Ethics and Standard Practices for Texas Educators

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at [https://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y).

Professional Dispositions Statement for Educator Preparation

Professional dispositions are defined by the Council for Accreditation of Educator Preparation (CAEP) as “the habits of professional action and moral commitments that underlie an educator’s performance” (InTASC Model Core Teaching Standards). At SFA, we are committed to preparing educators whose professional dispositions reflect the core values of the Perkins College of Education, therefore professional educator candidates admitted to the educator preparation are expected to exhibit the following:

- **Academic excellence.** This is demonstrated by:
 - critical, reflective, and creative thinking
 - full and responsible engagement in coursework
 - strong communication skills

The following characteristics are indicative of the necessary professional dispositions in this area to be admitted to educator preparation:

- I regularly attend my classes, and I am on time.
- I am prepared for class.
- I actively participate.
- I accept input from others and ask questions when I do not understand.
- I submit quality assignments on time.
- I exhibit strong communication skills.
- I seek to extend my learning beyond the classroom.
- I am willing to examine, question and develop my own ideas about presented information.

● **Potential for becoming a life-long learner.** This is demonstrated by:

- establishing habits of mind representative of a professional educator

The following characteristics are indicative of the necessary professional dispositions in this area to be admitted to educator preparation:

- I display curiosity and interest in my studies.
- I seek to learn more about being a professional educator.
- I engage in learning beyond the minimum requirements of the course.
- I use professional resources to enhance knowledge.
- I am committed to continuous learning after the completion of my degree.
- I am committed to continuous experiential learning and development related to my career.

● **Collaboration and shared decision-making.** This is demonstrated by:

- working effectively with peers on group projects
- engaging in constructive dialogue in classes
- responding positively to feedback from instructors
- using positive conflict resolution strategies

The following characteristics are indicative of the necessary professional dispositions in this area to be admitted to educator preparation:

- I seek out and consider other points of view.
- I am skilled at using direct and indirect communication with others.
- I am skilled at assessing direct and indirect communication with others.
- I receive feedback or criticism from others in a professional manner and use this information for improvement.
- I value and contribute to the group process.

● **Openness to new ideas, diversity, innovation, and change.** This is demonstrated by:

- positivity to working with ALL people, in new and different situations

- consideration of other ideas and points of view
- embracing change

The following characteristics are indicative of the necessary professional dispositions in this area to be admitted to educator preparation:

- I treat everyone with respect.
- I seek to understand those who are not like me.
- I recognize my own biases.
- I consider new ideas in support of my growth as a professional educator.
- My actions indicate that I respect others' different viewpoints and invite others to safely share their views.

● **Integrity, responsibility, diligence, and ethical behavior.** This is demonstrated by:

- knowledge of and adherence to the Texas Educators' Code of Ethics (TAC Title 19, Part 7, Chapter 242, Rule 247.2)
- knowledge of and adherence to the SFA Student Academic Dishonesty Policy (4.1)

The following characteristics are indicative of the necessary professional dispositions in this area to be admitted to educator preparation:

- I understand what constitutes ethical and professional behavior.
- I recognize and approach situations with an understanding of ethical responsibility.
- I behave ethically and professionally at all times.
- I accept responsibility for my actions.
- I maintain confidentiality.

● **Service that enriches the community.** This is demonstrated by:

- seeking opportunities to serve children / youth / families / community
- seeking opportunities to serve the campus
- seeking opportunities to serve the profession

The following characteristics are indicative of the necessary professional dispositions in this area to be admitted to educator preparation:

- I use my time and talents to serve in a way that enriches my professional growth and benefits others.
- I consciously make connections and create relationships with others in the community.

Professional Dispositions, Intervention, and Program Continuation Policy

The Perkins College of Education Educator Preparation Program (EPP) is responsible for preparing candidates who have the required knowledge, skills, and professional dispositions to become effective educators. Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program (CAEP Standard 3.3, 2016).

Prior to admission to the EPP, during coursework, and in campus and field experiences, faculty will assess the candidate's demonstration of these professional dispositions and provide feedback to facilitate progress. Within any education or major area course, should a candidate demonstrate unsatisfactory professional dispositions, the following procedure will be followed:

1. Faculty members work with all candidates using informal attempts to change behaviors that include but are not limited to the following: providing guidance, observation, anecdotal records, differentiated instruction, and meetings with the student.
2. If the concern is not resolved, the candidate will be referred to the Departmental Program Continuation Review Panel. The Departmental Program Continuation Review Panel is comprised of the Department Chair, the Program Coordinator, and faculty appointed by the Department Chair, including but not limited to the faculty member reporting the unsatisfactory dispositions. This panel will interview the candidate and complete a Candidate Program Continuation Plan.
3. If the concern is not resolved, the candidate will be referred to the Professional Educators' Program Continuation Review Panel. This panel is comprised of at least three members from the Professional Educator's Council, including but not limited to the Associate Dean of Student and Faculty Affairs and faculty members with at least one representative from the student's program and at least one representative from an outside department. The Professional Educators' Program Continuation Review Panel will interview the candidate and determine:
 - a. If the candidate may continue in the program and meet conditions established by the panel, or
 - b. The candidate has not demonstrated satisfactory improvement in accordance with the Candidate Program Continuation Plan and is removed from the Educator Certification Program.
4. Candidates may appeal the decision of the Professional Educators' Program Continuation Review Panel to the Dean of the College of Education within five class days. The following documentation is required:
 - a. Copy of Candidate Program Continuation Plan
 - b. Formal letter with supporting evidence as to why the candidate should not be removed for the Educator Certification Program.
 - c. The dean will respond in a timely manner.
 - d. Any further appeal will follow policy A-2: Academic Appeal and begin at step 4.

For instances where the educational learning environment is threatened, the candidate may be removed from the classroom pending prompt review by the Professional Educators' Program Continuation Review Panel. (Policy D- 34: Student Discipline)

Stephen F. Austin State University
James I. Perkins College of
Education

Candidate Program Continuation Form (Part A)

To: _____ From: _____ Date: _____

All Stephen F. Austin State University candidates seeking educator certification are informed that the *Educator Preparation Handbook* and individual departments set forth requirements for prospective educators and the expectations held for all educators. *The purpose of this continuation form is to inform you that the following professional dispositions are not being met or are deficient as indicated:*

In the SFA Classroom:

- Poor Punctuality
- Poor work quality
- Dominates class discussion / group activities
- Volatile / overly emotional
- Lack of participation in class activity
- Assignments not returned in a timely manner

- Inappropriate behavior that distracts or disrupts the class
- Poor attendance
- Negative attitude
- Inappropriate comments
- Missing assignments
- Inattentiveness (sleeping, texting, etc...)
- Hostility to instructor
- Lack of interest
- Failure to meet class requirements
- Hygiene issues
- Unable to accept criticism
- Unacceptable language
- Cheating / Plagiarism
- Lack of empathy / interest in teaching
- Other:

At the Practicum / Clinical Teaching Site:

- Lack of integrity in professional performance
- Poor punctuality
- Poor attendance in classes and field placement
- Poor adherence to hours required of cooperating teachers
- Inconsistent daily preparation to teach
- Unacceptable language with children / youth

- _____ requires excessive guidance
- Displays non-professional behavior
- Evidence of cheating
- Inappropriate social interaction with pupils / teachers
- Inappropriate physical contact with pupils / teachers
- Failure to be open to new ideas
- Displays hostilities toward teachers
- Failure to interact with all learners
- Lack of interest in teaching
- Lack of empathy, interest, or care for students
- Lack of self-control in the classroom setting
- Volatile / overly emotional reactions under stress
- Deficient in instructional skills
- Lack of knowledge of content
- Does not participate in public school campus activities
- Refusal to accept constructive suggestions
- Does not work well with others
- Displays negative attitudes
- Does not take initiative in group projects / work
- Dominates group discussion / activities
- Does not complete individual assignment/work for group project
- Unable to interact effectively with children/youth collaboration
- Ineffective use of written / oral language
- Hygiene issues
- Does not willingly help other candidates
- Failure to implement constructive suggestions
- Other:|

**Stephen F. Austin State University
James I. Perkins College of
Education**

Candidate Program Continuation Form (Part B)

Goals to be	Activities to facilitate improvement	Evidence to determine improvement	Timeline	Follow of notes	Date Complete
1.					
2.					
3.					

_____ Candidate Demonstrated Satisfactory Improvement

_____ Satisfactory Improvement by Candidate was not demonstrated;

-Referred to Professional Educator's Program Continuation Review Panel

Criminal Background Check, Preliminary Criminal History Evaluation, Fingerprinting

Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a **non-refundable fee**. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at

https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

Complaint Procedures

Grievance and Complaint Procedure for the SFA Educator Preparation Program (EPP)

Approved Professional Educator's Council Spring 2015

Students who have a grievance may seek resolution without fear of retaliation. If a student has a concern, they should speak to the course instructor or field supervisor as soon as possible. If the concern is academic in nature, especially a final course grade, students must follow the university *Academic Appeals by Students Policy*:

<http://www.sfasu.edu/policies/academic-appeals-by-students.pdf>. For problems other than academic issues, students who have a grievance with the Educator Preparation Program (EPP) should address it with the mentor teacher or field supervisor first, the Chair of the Department or Director of the School second, and then the Office of the Dean. This website contains additional information for students who have complaints or questions: <http://www.sfasu.edu/universityaffairs/168.asp>.

If any stakeholder has a complaint regarding the EPP that they wish to report to the Texas Education Agency (TEA), they must first provide a written copy of the complaint to the faculty involved (when applicable) using the SFA EPP Complaint Form. If the issue is not resolved, the chain of communication would be the program coordinator, the department head, the Associate Dean of Assessment and Accountability, the Dean of the College of Education, and finally a committee from the Professional Educator's Council. The Associate Dean of Assessment and Accountability will be responsible for following-up with the student regarding the status of the complaint. If the entire process does not result in resolution of the issue, the stakeholder may then forward the written complaint to TEA.

Complainants may contact TEA staff directly at: ComplaintsManagement@tea.texas.gov

Cross-Reference: Texas Administrative Code 228.70

TEA Complaints Management:

[http://tea.texas.gov/About TEA/Contact Us/Complaints/TEA Complaints Management/](http://tea.texas.gov/About%20TEA/Contact%20Us/Complaints/TEA%20Complaints%20Management/)

Data Management, Application, and Information Systems

In the Perkins College of Education Educator Preparation Program (EPP), there are several electronic systems and tools to help teacher candidates and the EPP manage applications, information and data. These are:

- mySFA
- Self-Service Banner
- Brightspace
- EdPrep
- JackText
- LiveText
- LiveText Field Experience Module (FEM)

mySFA and Self-Service Banner are used by all SFA students, and teacher candidates should be familiar with its features.

Brightspace is the learning platform used by all SFA students, and again, teacher candidates should have used this system in many, if not all, of the SFA courses prior to entering the EPP.

EdPrep is the system used by the PCOE for applying to both the EPP and to Clinical Practice. It is the system used to maintain all documentation specific to the EPP admission process, such as basic skills scores, interview completion, and clearance of the criminal background check. EdPrep is accessed through mySFA, Banner Self-Service.

JackText is an automated text-messaging service provided by SFA, as well as by the EPP. It is a requirement that all teacher candidates admitted to the EPP sign up for JackText. (Teacher candidates without a device are excused from this requirement, but must rely solely on email for electronic communication from the EPP.)

LiveText is a data management system used by SFA to collect assessment data in all core curriculum courses, and also by the Perkins College of Education to collect assignments and assessment data. Students will likely be familiar with and have used LiveText in core coursework prior to entering the EPP. Transfer students will be given a LiveText code to register for an account in their first course in the PCOE. It is the student's responsibility to activate the code in order to open the LiveText account. LiveText is a requirement of the PCOE. More information can be found in this manual, and in PCOE course syllabi.

The LiveText Field Experience Module (FEM) is utilized for entering and grading observations and evaluations throughout the Clinical Teaching semester. All student teachers are expected to meet deadlines set forth by their Field Supervisor and the James I. Perkins College of Education for submission of documentation. **All student teachers are required to have a LiveText account that includes the Field Experience Module (FEM) prior to the start of the Clinical Teaching semester.** For student teachers who have not previously purchased FEM, the student will log into their LiveText account and follow

given instructions to purchase the add-on. For questions regarding LiveText, call (936) 468-1282 or email livetext@sfasu.edu.

EPP Admission Procedures

In order to be admitted to the Educator Preparation Program, an applicant must meet the criteria in the applicable admission criteria section of this handbook. The GPA requirements and adherence to the Texas Educator Code of Ethics must be maintained throughout the program. The Educators' Code of Ethics can be found in the Texas Administrative Code, Chapter 247.2.

Applications are completed online at <https://mysfa.sfasu.edu/web/home-community/academic>.

Admission requirements are subject to change by action of the State Board of Educator Certification (SBEC) or by the SFA Professional Educators' Council. The most current admission requirements can be found at <http://coe.sfasu.edu/students>.

Prior to Admission to the EPP

A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense. *See page 14 for specific information.*

Procedures for using prior education upon acceptance to the program:

- The candidate must have been enrolled in an EPP when the prior coursework was taken.
 - Coursework must have been taken within the past five years and directly related to the certificate being sought.
- A transfer candidate's transcript is evaluated by the university Registrar.
- Transfer course equivalencies are determined by the departmental program coordinator.
 - Candidates may be asked to provide documentation such as course descriptions and/or syllabi to determine if a course is equivalent to the required SFA course.
- If a candidate was previously enrolled in another EPP, a completed [TEA Candidate Transfer Form](#) must be submitted by the candidate.
 - Determination of equivalency will be determined by the program coordinator.

Educational Aide Exemption:

Eligibility requirements can be found at <https://statutes.capitol.texas.gov/Docs/ED/htm/ED.21.htm>.

- In order to be considered for exemption, a candidate must submit the required waiver application and appropriate documentation which can be found at <http://coe.sfasu.edu/documents/EducationalAideExemptionFormF17.pdf>.

- Approved candidates are not required to complete clinical teaching or internship, however, the candidate must meet with their advisor to determine additional coursework that may be needed in order to fulfill degree requirements.

English Language Proficiency:

Applicants must demonstrate proficiency in English language skills prior to admission. Out of country applicants must demonstrate proficiency by one of the following:

- Official transcripts with degree from U.S. university or college
- Official language of the country is English and appears on the SBEC approved list of countries found at http://ritter.tea.state.tx.us/sbecrules/tac/chapter230/19_0230_0011-1.pdf.
- Official TOEFL scores found at https://tea.texas.gov/Texas_Educators/Certification/Out-of-State_Certification/English_language_Proficiency/

Out of Country Credential Review:

The Office of International Programs accepts credential evaluations from most recognized companies, however, they do not recommend any one company. Admission information can be found at <http://www.sfasu.edu/oip/330.asp>. EPP candidates must be formally admitted to SFA and meet all EPP admission criteria prior to taking certification coursework.

Admission Criteria - Undergraduate

- Meet GPA requirements based on first registered semester at SFA:
 - If first registered prior to Fall 2013: Must have and maintain 2.5 overall GPA or last 60 hours (including transfer hours)
 - If first registered during or after Fall 2013: Must have and maintain 2.75 overall GPA or last 60 hours (including transfer hours)
 - SFA does not allow admission to the EPP with a GPA of less than the criteria listed above
- Minimum 12 credit hours completed in teaching field with required GPA
 - 4-8 and SED Science/Math must have 15 credit hours
- Successful completion of the Educator Preparation Admissions Interview (Elementary Education) or other screening instrument (Secondary and All-Level)
- TSI complete/exempt or basic skills scores in reading, written communication, and mathematics must be achieved from one of the following tests or a combination thereof and have been taken within the past FIVE(5) years
 - TSI
 - Reading Score – 351
 - Writing Score – 363 and 4 on the essay
 - An essay score of 5 or higher results in a passing writing score regardless of the multiple choice score
 - Math Score – 350
 - ACT
 - Composite Score – 23
 - Verbal (Reading) or Math Score – 19
 - SAT
 - Math Score – 530
 - Reading and Evidenced-Based Reading and Writing – 480
- Students must read and adhere to the Texas Educator Code of Ethics found in the Texas Administrative Code Chapter 247.2

- Students must read and agree to the Professional Dispositions Statement for Educator Preparation found at <http://coe.sfasu.edu/documents/eppdispositions>
- A non-refundable fee of \$100 will be charged to the student's mySFA student account for each EPP application submitted
- A non-refundable fee of \$35 will be charged to the student's mySFA student account for the Texas Education Agency (TEA) Accountability System for Educator Preparation (ASEP) technology fee
- An applicant who is transferring from another EPP must meet the criteria listed above as well as submit a [TEA Candidate Transfer Form](#).

Apply to the EPP

- Login to mySFA (www.sfasu.edu)
- Click on the Academics tab.
- Click Apply to Educator Preparation in the middle of the page.
- From here, follow the prompts to complete the application.
- If you do not meet all of the requirements for admission to the EPP, your application will not be processed and the system will not allow you to proceed. An error message will direct you to speak with your academic advisor.
- Once you have successfully completed the application, you will receive a message informing you that the application has been successfully submitted.

All communications from the EPP will be through mySFA email. It is the candidate's responsibility to regularly check your email account.

Admission to the EPP

- Teacher candidates will receive a conditional acceptance email after admission criteria has been verified. Applicants must agree to and complete each step of the acceptance form:
 - Admission date
 - Preliminary criminal history evaluation information
 - General criminal background check, fingerprinting and ID's required for TExES testing information
 - Code of Ethics
 - Information regarding EPP and TEA fees
 - Initial Candidate Disposition Survey
 - Creation of TEA Educator Account – if applicable (some applicants will have a TEA ID before applying to the EPP)

- Electronic signature
- Candidates must allow up to five business days for the finalization of EPP acceptance.

After Admission to the EPP

Coursework Requirements:

Candidates must receive a minimum of 300 clock-hours of coursework and/or training that allows candidate to demonstrate proficiency in:

- designing clear, well-organized, sequential, engaging, and flexible lessons that reflect best practice, align with standards and related content, are appropriate for diverse learners and encourage higher-order thinking, persistence, and achievement;
- formally and informally collecting, analyzing, and using student progress data to inform instruction and make needed lesson adjustments;
- ensuring high levels of learning, social-emotional development, and achievement for all students through knowledge of students, proven practices, and differentiated instruction;
- clearly and accurately communicating to support persistence, deeper learning, and effective effort;
- organizing a safe, accessible, and efficient classroom;
- establishing, communicating, and maintaining clear expectations for student behavior;
- leading a mutually respectful and collaborative class of actively engaged learners;
- meeting expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities;
- reflect on his or her practice; and
- effectively communicating with students, families, colleagues, and community members.

Field-Based Experience Requirements:

Each teacher candidate must complete a minimum of 30 hours field-based experience prior to clinical teaching.

- Up to 15 clock-hours of field-based experience in an approved setting per [TAC 228.35\(e\)\(1\)\(B\)](#) may be provided by use of electronic transmission or other video or technology-based method on a case by case basis and with approval from the candidate's program coordinator.
- The required field based experience log and reflection documentation is located within LiveText FEM and/or Brightspace by D2L.

Prior to Clinical Teaching:

Prior to clinical teaching, candidates must complete coursework, field-based experience requirements and pass the appropriate content exam. Candidates will work with their academic advisor and/or

program coordinator to confirm eligibility for clinical teaching. Additional information on taking the content exam can be found on page 23.

Upon confirmation of eligibility, candidate apply for clinical teaching using the EdPrep system in mySFA.

- Login to mySFA (www.sfasu.edu)
- Click on the EPP tab.
- Click Apply to Clinical Practice.
- From here, follow the prompts to complete the application.
- Once you have successfully completed the application, you will receive a message informing you that the application has been successfully submitted.
- When placements have been confirmed, you will receive an email informing you of your placement details.

All communications from the EPP will be through mySFA email. It is the candidate's responsibility to regularly check your email account.

Clinical teachers must choose a placement site from the list of partner schools which can be found at <http://coe.sfasu.edu/students/studentteacher>.

- SFA's Office of the General Counsel has documentation of affiliation agreements for all partner schools.

After applying for clinical teaching, SFA and the partner districts collaboratively make assignments to meet the needs of the certification area and assign a cooperating teacher who is trained and meets the following requirements:

- Campus administrators are provided the requirements of a cooperating teacher when placement requests are made by SFA. By assigning a cooperating teacher, the campus administrator is confirming that the teacher:
 - Has at least three years of teaching experience,
 - Is an accomplished educator shown by student learning
 - Is currently certified in the certification category for the clinical teaching assignment for which the clinical teacher candidate is seeking certification
 - Will guide, assist, and support the candidate during the candidate's clinical teaching in areas such as planning, classroom management, instruction, assessment, working with parents, obtaining materials, district policies and who report the candidate's progress to that candidate's field supervisor
- Campus administrator can produce the following evidence if needed:
 - Evaluations that include evidence of student learning
 - Campus or district reports that include evidence of student learning
 - Letters of recommendation that include evidence of student learning

Clinical Teaching Requirements:

Unless a candidate has received the [Educational Aide Exemption](#), (additional information found on pg. 20) each teacher candidate at the undergraduate level must complete a full-time 16 week or part-time 28 week clinical teaching assignment.

- All-Level and EC-6 candidates must complete a split assignment where they will spend approximately eight weeks in each assignment. For example, an EC-6 candidate may spend eight weeks in a kindergarten classroom and eight weeks in a 5th grade classroom. An all-level physical education candidate may spend eight weeks on an elementary campus and eight weeks on a middle school or high school campus.
- Candidates receive training that encompasses a full range of professional responsibilities including the start of the school year in their field-based experience coursework. In addition candidates begin their assignments on the start date of their assigned district.

Clinical Teacher LiveText FEM Requirements:

- Time Log
 - Orientation
 - First contact with Field Supervisor
 - First day on campus
 - Each observation- (example- Formal 1, 45 minutes)
 - Absences
 - Make-up dates
 - Last day on campus
- Assessments
 - Final Dispositions by Candidate
 - Program Evaluation by Candidate
- Attachments (Upload the following items)
 - Teacher Goal Setting and Professional Development Template
 - Lesson plans for each observed lesson

Clinical Teacher D2L Requirements:

- Mental Health Training – Texas Behavior Support Initiative (TBSI) certificate of completion
- T-TESS D2L Module
- Suicide Prevention Training
- Dyslexia Course
- Substance Abuse and Mental Health Services

Information regarding field supervisor initial contact and observations can be found in the Clinical Teaching Handbook at [http://coe.sfasu.edu/documents/Clinical Teaching Handbook 18 19.pdf](http://coe.sfasu.edu/documents/Clinical_Teaching_Handbook_18_19.pdf).

Content Test Requirements:

Texas law requires that every person seeking educator certification perform satisfactorily on comprehensive examinations. The purpose of the examinations is to ensure that each educator has the necessary content and professional knowledge to perform satisfactorily in Texas public schools.

Policies for all individuals seeking certification through SFASU:

- An individual is eligible to sit for a test upon completion of all coursework required for the test.
- An individual must have clearance from the appropriate department to take a test.
- An individual will be approved for only one test at a time.
- An individual who fails a test must retake the failed test and pass it before being cleared to take a **different test**.
- A student must pass the appropriate TExES test in his/her content area prior to clinical teaching.
- According to the Texas Administrative Code, only four subsequent attempts on a certification exam are allowed after an initial failed attempt. This means that SFA can only clear candidates for five total attempts on any certification exam.
- Candidates are eligible to take additional TExES exams AFTER passing their TExES exams (Content & PPR) for the Standard Certificate. An example includes, but is not limited to, *TExES154: ESL Supplemental*.
- If an individual is successful on the additional exams, they can be added to the certificate after the Standard Certificate has been issued by the TEA 4 – 6 weeks after graduation.

Candidates MUST pass the TExES examination in your specific content area & PPR prior to being eligible to apply for your Standard Certificate.

Note: If a candidate does not pass the content exam, they must seek remediation from the program coordinator. The program coordinator will create a remediation plan and will allow the candidate to re-test only after successfully meeting all requirements of the plan.

At the program coordinator's discretion, a candidate may be required to postpone clinical teaching until successfully completing the remediation plan and passing the content exam.

Appeal Process:

Appeal to Clinical Teach With Late Content Exam Scores

It is extremely rare for an appeal to be granted for a candidate to begin clinical teaching without a passing score on file for the certification content exam. This is to protect the candidate, as all candidates who do not pass the content exam prior to completing the Clinical teaching semester are dropped from Clinical teaching, forfeiting the time invested prior to being dropped, and placing the candidate in jeopardy of being removed from the university should the scores come in past the set date to register for any other classes that semester. In no circumstances are test scores accepted AFTER the registration deadline for the next upcoming Clinical teaching semester. This is to protect the candidate from missing a second opportunity at Clinical teaching. Appeals are granted with the following conditions:

- Candidates must immediately register for the test and inform the testing office of the date it will be taken.
- Candidates must continue to pursue Clinical teaching as if the test has been passed, including attending the mandatory Clinical teaching orientation.
- If candidates must miss a day of Clinical teaching to take the test, an absence is recorded for that day.
- If the test is not passed, the candidate will immediately be dropped from Clinical teaching and will need to register to Clinical teach the next semester.
- The exam must have been attempted at least once prior to the appeal, and the deficient score can be no lower than one standard error of measurement for that exam (see page 3-6).
- The passing score must be received no later than the 10th class day of the semester.
- Candidates must sign the appeal form agreeing to these conditions.

Submit the appeal by emailing to the Educator Preparation Manager, at the following: Email: edcertfield@sfasu.edu or Fax: 936-468-2012

The entire appeal process can be found at

<http://coe.sfasu.edu/documents/AppealtoStudentTeachWithLateContentExamScores1718.pdf>.

PBIC Admission Procedures

In order to be admitted to the Post Baccalaureate Initial Certification (PBIC) program, an applicant must meet each of the criteria below. The GPA requirements and adherence to the Texas Educator Code of Ethics must be maintained throughout the program. The Educators' Code of Ethics can be found in the Texas Administrative Code, Chapter 247.2.

Applications are completed online at https://www.applytexas.org/adappc/gen/c_start.WBX

Admission requirements are subject to change by action of the State Board of Educator Certification (SBEC) or by the SFA Professional Educators' Council. The most current admission requirements can be found at <http://coe.sfasu.edu/students>.

SFA does not admit candidates to the PBIC program on a probationary, provisional, or contingency basis.

Criteria for Admission for PBIC Applicants

- Have Bachelor's degree
 - GPA must be 2.75 or higher overall or on an applicant's last 60 hours
 - SFA does not allow admission to the EPP with a GPA of less than the criteria listed above
 - If the degree was earned out-of-country, an official transcript evaluation by an approved entity with equivalent report must be submitted
- Demonstrate English language proficiency by one of the following:
 - Completion of an undergraduate or graduate degree at an accredited institution of higher education in the United States, not including US territories or;
 - Completion of an undergraduate or graduate degree earned at an institution of higher education in a country outside of the United States approved by the State Board for Educator Certification (SBEC) or;
 - Verification of minimum scaled scores on the Test of English as a Foreign Language (TOEFL) exam. Required scores can be found here: https://tea.texas.gov/Texas_Educators/Certification/Out-of-State_Certification/English_language_Proficiency/
- Take and pass the TExES Pre-Admission Content Test (PACT) – initial certificates
 - If a candidate is seeking certification in Special Education, they must take and pass a content area specific TExES PACT exam in addition to the Special Education TExESPACT exam in order to be considered for admission
- Participate in an Admissions Screening
- Students must read and adhere to the Texas Educator Code of Ethics found in the Texas Administrative Code Chapter 247.2

- Students must read and agree to the Professional Dispositions Statement for Educator Preparation found at <http://coe.sfasu.edu/documents/eppdispositions>
- A non-refundable fee of \$100 will be charged to the student's mySFA student account for each EPP application submitted
- A non-refundable fee of \$35 will be charged to the student's mySFA student account for the Texas Education Agency (TEA) Accountability System for Educator Preparation (ASEP) technology fee
- An applicant who is transferring from another EPP must meet the criteria listed above as well as submit a TEA Candidate Transfer Form which can be found on the [TEA Program Provider Resources page](#).

Prior to Admission to the EPP

A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification. Additional information can be found [here](#).

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

Offer of Admission to the EPP

Teacher candidates will receive a conditional acceptance email after admission criteria has been verified. Applicants must agree to and complete each step of the acceptance form:

- Admission date
- Preliminary criminal history evaluation information
- General criminal background check, fingerprinting and ID's required for TExES testing information
- Code of Ethics
- Information regarding EPP and TEA fees
- Initial Candidate Disposition Survey
- Creation of TEA Educator Account – if applicable (some applicants will have a TEA ID before applying to the EPP)
- Electronic signature

Candidates must allow up to five business days for the finalization of EPP acceptance.

Teacher candidates must be admitted to the EPP prior to beginning coursework and training or receiving approval to test

Coursework Requirements:

Candidates must receive a minimum of 300 clock-hours of coursework and/or training that allows candidate to demonstrate proficiency in:

- designing clear, well-organized, sequential, engaging, and flexible lessons that reflect best practice, align with standards and related content, are appropriate for diverse learners and encourage higher-order thinking, persistence, and achievement;
- formally and informally collecting, analyzing, and using student progress data to inform instruction and make needed lesson adjustments;
- ensuring high levels of learning, social-emotional development, and achievement for all students through knowledge of students, proven practices, and differentiated instruction;
- clearly and accurately communicating to support persistence, deeper learning, and effective effort;
- organizing a safe, accessible, and efficient classroom;
- establishing, communicating, and maintaining clear expectations for student behavior;
- leading a mutually respectful and collaborative class of actively engaged learners;
- meeting expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities;
- reflect on his or her practice; and
- effectively communicating with students, families, colleagues, and community members.

Late hire candidates must complete all required coursework and training via graduate level certificate coursework listed on their degree plan. ***Coursework and training by a school district or campus is not allowed.***

Field-Based Experience Requirements:

Candidates have completed the field-based experience requirements prior to clinical teaching or internship

- Teacher candidates complete required field-based experiences
 - Each teacher candidate must complete a minimum of 30 hours field experience
- Field based experience via electronic transmission or other video or technology-based method meets requirements
 - Up to 15 clock hours of field based experience in an approved setting per [TAC 228.35\(e\)\(1\)\(B\)](#) via electronic transmission or other video or technology based method is allowed on a case-by-case basis and with the approval of the candidate's program coordinator.

Clinical Teaching/Internship Requirements:

Unless a candidate has received the [Educational Aide Exemption](#), (additional information found on pg. 20) each teacher candidate that chooses to complete clinical teaching must complete a full-time 16 week or part-time 28 week clinical teaching assignment.

- All-level and EC-6 candidates must complete a split assignment where they will spend approximately eight weeks in each assignment. For example, an EC-6 candidate may spend eight weeks in a kindergarten classroom and eight weeks in a 5th grade classroom. An all-level physical education candidate may spend eight weeks on an elementary campus and eight weeks on a middle school or high school campus.
- Candidates that opt to complete an internship and are hired as the teacher of record in his or her passed TExES exam content area and grade level must complete one full school year at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA per [TAC 228.35\(e\)\(2\)\(C\)\(i\)](#)
 - A candidate's completed TEA Internship Eligibility form, which includes hire date, start date, site information, and mentor assigned, is located within the SFA Office of Assessment and Accountability (OAA) department shared folder as well as in LiveText FEM.
 - If a candidate misses more than 30 days of their internship, a candidate must complete and submit the Internship Extended Absence Request form
- If a candidate is actively enrolled and has not successfully met all requirements for standard certification at the completion of his or her first year of an internship, they are allowed to pursue additional internship semesters not exceeding three 12-month periods while holding a combination of intern certificates, probationary certificates, or emergency permits as described

in [TAC 230.37\(c\)\(4\)](#)

- Letter from ISD
- Candidates receive training that encompasses a full range of professional responsibilities including the start of the school year in their field-based experience coursework. In addition candidates begin their assignments on the start date of their assigned district.

The EPP supports the candidate during an additional internship unless the internship is ended early due to one of the following:

- Issuance of a standard certificate
- Candidate is non-renewed by, resigns from, or is terminated by the employer
 - A candidate is required to give written notice to the SFA OAA of the reason for an early ending of the internship
 - Once the above notice is received, the EPP creates a letter requesting the internship or probationary certificate revocation that includes the reason for the early ending. This letter is sent to the candidate and TEA
- Candidate is released from the EPP
 - When a candidate is released from the EPP, the EPP creates a letter requesting the internship or probationary certificate revocation and reason for program dismissal. This letter is sent to the candidate, employer, and TEA.
- Candidate withdraws from the EPP
 - A candidate is required to give written notice to the SFA OAA of their withdrawal from the EPP
 - When a candidate withdraws from the EPP and the written notice received, the EPP creates a letter requesting the internship or probationary certificate revocation and reason for program dismissal. This letter is sent to the candidate, employer, and TEA.

The internship or clinical teaching experiences must take place in a setting that meets SFA and TEA requirements.

- For clinical teachers, SFA's Office of the General Counsel has documentation of affiliation agreements for all partner schools. The list of partner schools can be found at <http://coe.sfasu.edu/students/studentteacher>
- An intern's completed TEA Internship Eligibility form, which includes hire date, start date, site information, and mentor assigned, is located within the SFA Office of Assessment and Accountability department shared folder as well as in LiveText FEM.

If opting to complete clinical teaching, SFA and the partner districts collaboratively make assignments to meet the needs of the certification area and assign a cooperating teacher who is trained and meets the following requirements:

- Campus administrators are provided the requirements of a cooperating teacher when placement requests are made by SFA. By assigning a cooperating teacher, the campus administrator is confirming that the teacher:
 - Has at least three years of teaching experience,
 - Is an accomplished educator shown by student learning
 - Is currently certified in the certification category for the clinical teaching assignment for which the clinical teacher candidate is seeking certification
 - Will guide, assist, and support the candidate during the candidate's clinical teaching in areas such as planning, classroom management, instruction, assessment, working with parents, obtaining materials, district policies and who report the candidate's progress to that candidate's field supervisor
- Campus administrator can produce the following evidence if needed:
 - Evaluations that include evidence of student learning
 - Campus or district reports that include evidence of student learning
 - Letters of recommendation that include evidence of student learning

For interns, SFA and the campus administrator collaboratively assign educators as mentors who

- who has at least three years of teaching experience
- is an accomplished educator as shown by student learning
- has completed mentor training by an EPP within three weeks of being assigned to the intern
- is currently certified in the certification category in which the internship candidate is seeking certification
- guides, assists, and supports the candidate during the internship in areas such as planning, classroom management, instruction, assessment, working with parents, obtaining materials, district policies; and who reports the candidate's progress to that candidate's field supervisor.

Campus administrators are provided the requirements of a cooperating teacher when placement requests are made by SFA or when a candidate is hired. By assigning a cooperating teacher or mentor, the campus administrator is confirming that the teacher is an accomplished educator and can produce the following evidence if needed:

- Evaluations that include evidence of student learning
- Campus or district reports that include evidence of student learning
- Letters of recommendation that include evidence of student learning

Cooperating teachers and mentors are sent an online training module using Qualtrics to complete within three weeks of being assigned a clinical teacher or mentor

All candidates are assigned to Field Supervisors who hold the required credentials set by TEA. All records or certification, degree transcripts and service records are located within the SFASU OAA department personnel files, as well as the SFASU Human Resources Office.

Detailed information regarding the requirements, roles and responsibilities can be found at http://coe.sfasu.edu/documents/Field_Supervisor_Handbook_18_19.pdf.

Other than Classroom Teacher Certificate Admission Procedures

(Principal, Superintendent, School Counselor, Educational Diagnostician, Reading Specialist, Master Teacher, Visual Impairment)

Criteria for Admission

The following applies to all candidates in this category:

- The applicant must hold, at a minimum, a Bachelor's degree from an accredited institution of higher education that at the time was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board (THECB).
 - GPA must be 2.75 or higher overall or on an applicant's last 60 hours
 - If the applicant's GPA does not meet the minimum requirements, the applicant must perform at or above a score equivalent to a 2.5 GPA on the Verbal Reasoning, Quantitative Reasoning, and Analytic Writing sections of the GRE revised General Test. Equivalency scores are posted annually on the [TEA website](#)
 - If the degree was earned out-of-country, an official transcript evaluation by an approved entity with equivalent report must be submitted
- Demonstrate English language proficiency by one of the following:
 - Completion of an undergraduate or graduate degree at an accredited institution of higher education in the United States, not including US territories or;
 - Completion of an undergraduate or graduate degree earned at an institution of higher education in a country outside of the United States approved by the State Board for Educator Certification (SBEC) or;
 - Verification of minimum scaled scores on the Test of English as a Foreign Language (TOEFL) exam. Required scores can be found [here](#)
- A non-refundable fee of \$100 will be charged to the student's mySFA student account for each EPP application submitted
- A non-refundable fee of \$35 will be charged to the student's mySFA student account for the Texas Education Agency (TEA) Accountability System for Educator Preparation (ASEP) technology fee
- The applicant must provide proof of a valid classroom teaching certificate
- The applicant must submit an official Teacher Service Record

Additional Admission Criteria:

Superintendent

- The applicant must hold, at a minimum, a Master's degree from an accredited institution of higher education that at the time was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board (THECB).
- The applicant must provide proof of a valid Principal certificate

Coursework Requirements:

In order to ensure that educators are effective, candidates must receive a minimum of 200 clock-hours of coursework and/or training that is directly related to the educator standards for the applicable certification class.

All educator standards can be found on the *Approved Educator Standards* page at [https://tea.texas.gov/Texas Educators/Preparation and Continuing Education/Approved Educator Standards/](https://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/).

Practicum Requirements:

Candidates seeking certification in a class other than classroom teacher, the EPP shall provide a practicum for a minimum of 160 clock-hours whereby a candidate must demonstrate proficiency in each of the educator standards for the certificate class being sought.

- A practicum experience must take place in an actual school setting rather than a distance learning lab or virtual school setting.
- A practicum shall not take place in a setting where the candidate:
 - has an administrative role over the site supervisor; or
 - is related to the field supervisor or site supervisor by blood (consanguinity) within the third degree or by marriage (affinity) within the second degree.
- A practicum is successful when the field supervisor and the site supervisor recommend to the EPP that the candidate should be recommended for a standard certificate.

SFA Initial Certification Benchmarks and Assessments

Student Information

Benchmark I: Admission to Program

For each program finisher (student) on your “Designated Candidate List” complete the following checklist and attach evidence for items listed

1. Admission to Educator Certification Program
2. Initial Disposition Checklist by Candidate
3. Candidate acknowledges understanding and willingness to adhere to the Texas Educator Code of Ethics

Benchmark II: Field Experience/Clinical Practice

4. GPA requirements met (2.75)
5. Candidate Work Sample (Fall 18 start date for MAT with initial cert)
6. Candidate effect on PK-12 learning
7. Disposition by Faculty
8. Departmental Proficiency Exam (Except ACP/PB uses PACT)

Benchmark III: Program Exit

9. GPA requirements maintained
10. Texas State Certification Exams
11. PPR
12. TExES (Except ACP/PB uses PACT)
13. Final Evaluation of Field Experience/Clinical Performance
14. Program Evaluation/Classroom Mentor
15. Program Evaluation/Candidate
16. Final Dispositions Checklist/Candidate
17. Final Dispositions Checklist/Classroom Mentor
18. Final Dispositions Checklist/University Faculty

Benchmark IV: Follow Up

19. Follow-up Employer Survey (TEA Principal Survey)

Visual Impairment Supplement Certification Benchmarks and Assessments

Student Information

Benchmark I: Admission to Program

For each program finisher (student) on your “Designated Candidate List” complete the following checklist and attach evidence for items listed

5. Admission to Graduate School
6. Admission to program including review of teaching philosophy, understanding of roles of a TVI, and delineation of reason for career move and or seeking of additional certification.
7. Verification of previously established Teacher Certification
8. Letter of reference
9. Admission to Educator Certification Program

Benchmark II: Field Experience/Clinical Practice

1. GPA requirements met (2.75)
2. Completion of emergency certification process including the development of a university crafted deficiency plan
3. Assignment of mentor through Texas School for the Blind
4. Onsite evaluation of clinical experiences by faculty over multiple visits
5. Impact of instruction on student learning assignment- Pre/post evaluation
6. Sample of Functional Vision and Learning Media evaluation report and associated IEP
7. Additional discipline specific evaluation report and associated IEP development (expanded core curriculum for students with visual impairments)
8. Logging of field experience hours and reflections on practice

Benchmark Mark III: Program Exit

- i. GPA requirements maintained
- ii. Texas State Certification Exams – Permission to test granted by university
 - a. Braille
 - b. Visual Impairment
- iii. Final Evaluation of Field Experience/Clinical Performance
- iv. Post Philosophy Statement
- v. Case Study highlighting Student Diversity and Cultural Awareness
- vi. Logging of 350 hours of field experience in the field of visual impairment
- vii. Completion of all assignments associated with practicum
- viii. Student applies for full certification and verification provided by university

Advanced EPP Benchmarks and Assessments
Reading Specialist Professional Certification Program

Additional program information can be found in the Reading Specialist Handbook

STUDENT INFORMATION

Name: _____ SID#/CID#: _____

Program: Reading Specialist Professional Certification

BENCHMARK I: ADMISSION TO PROGRAM

- _____ Admission to the RS Program – must meet GPA requirement of 2.75 overall and 2.8 last 60 hours
- _____ Admission to the EPP – must meet GPA requirement of 2.75 overall and 2.8 last 60 hours
- _____ Initial Disposition by Candidate Checklist in Qualtrics – sent by link in welcome email
- _____ Signed Admissions Letter acknowledging program acceptance, practicum responsibilities, and adherence to graduate handbook
- _____ Statement of Intent to screen for English language proficiency

BENCHMARK II: COURSEWORK/FIELD EXPERIENCE

- _____ Baseline Benchmark: Emerging Literacy Case Study; Candidate must show 80% or greater mastery
- _____ Initial Disposition by Faculty – in LiveText
- _____ Upper Level Literacy Case Study; Candidate must show 80% or greater mastery

BENCHMARK III: PROGRAM EXIT

- _____ GPA maintained for continuance in program
- _____ 160-hour supervised practicums
- _____ Professional Development Portfolio; Candidate must show 80% or greater mastery
- _____ (Capstone) Field Experience Portfolio; Candidate must show 80% or greater mastery
- _____ Candidate demonstrates 80% or greater mastery on practice TExES exam
- _____ Final Disposition by Candidate
- _____ Final Disposition by Faculty

Educational Diagnostician

Additional program information can be found in the Masters in Special Education Program Handbook

Advanced Program Benchmarks – Educational Diagnostician Program

Benchmark I: Admission to Special Educations and Educator Certification Programs.

- Pre-admission process
 - 1. Letter from your Special Education Director indicating permission for you to complete a practicum experience at the end of your program.
Note: Please know that school districts are not required or obligated to grant permission for practicum experiences to prospective SFA students. Your request for practicum experiences must be done respectfully and with the full knowledge that your priority to the district/school are your teaching responsibilities or other currently held position in the district. You will have 2 semesters in which to earn 160 hours of practicum experience. The majority of our students continue to work full-time in a district while completing these hours.
 - 2. Send a copy of your official Teacher Service Record (TSR)
 - 3. Copy of your undergraduate and graduate transcripts. From this information, I will send you an email with my course recommendations.
 - 4. Complete and return the attached advanced certification seeking tracking form. I will not submit this tracking form until you are in the program, so the \$100 fee will not be applied unless you join our program.
 - 5. 3 signed letters of recommendation (2 of a professional nature and one can be a community member who has known you for some time). Please make sure these letters are signed.
 - 6. Current resume
 - 7. Essay: a typed double-spaced written statement (minimum 3-5 pages in length) describing your experience in the field of special education, your philosophy on educating students with special needs, and how personal qualities and educational experience would make you an exceptional candidate for the special education graduate program.
 - 8. A copy of your teacher certification record which can be obtained from the following web site: <https://secure.sbec.state.tx.us/sbeconline/virtcert.asp>. I will also use this information to determine your course needs.
 - 9. A video-recording introducing yourself to program faculty in a professional manner. This video is to be no longer than 5 minutes in duration. A free video recording resource may be found at <http://www.screencast-o-matic.com/>. Please include the following information in

your video.

- Name
- Current employment
- Years of teaching experience and types of teaching experiences.
- Teacher certifications
- Qualities and competencies, you possess that would make you a good candidate for our program and a future quality educational diagnostician in the field.
 - Examples of your organizational skills and strategies
 - Statement regarding your ability and motivation to participate in a rigorous certification program.
- GPA of 2.8

Benchmark II: Program Continuation

- Maintaining a GPA of 3.0 or higher in required coursework.
- A grade of B or better in SPE 545 IQ Testing, SPE 544 ACH Testing, SPE 571 The Educational Diagnostician (proposed for Fall 2019)
- Unit assessment (PK-12 Impact on Student Learning) in SPE 562
- Disposition Initial by candidate SPE 545
- Program Comprehensive Mastery Exam SPE 554
- Disposition by Faculty SPE 555

Benchmark III: Program Exit

- Completion of all course work and a GPA of 3.0 or higher.
- Completion of 160 practicum hours with 3 practicum visits.
- Testing clearance for the TExES #153 certification exam
- SFA Practicum Candidate Performance Evaluation completed by district mentor and reviewed by practicum course instructor for agreement and discussion if necessary. A copy of this evaluation has been attached.

b. Representative 152 Exam

c. TExES 152

11. Final Evaluation of Field Experience/Clinical Performance by Site Supervisor

12. Evaluation by University Supervisor

13. Program Evaluation/Candidate

14. Portfolio Completed

15. Submission of Logs

16. Maintained 3.0 GPA

Benchmark Mark V: Follow Up

17. Follow-up Employer Survey

Field Supervisor Qualifications, Assignments and Trainings:

Field supervisor--A currently certified educator, hired by the educator preparation program, who preferably has advanced credentials, to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators.

A field supervisor shall have at least three years of experience and current certification in the class in which supervision is provided. A field supervisor shall be an accomplished educator as shown by student learning.

A field supervisor with experience as a principal and who holds a current certificate that is appropriate for a principal assignment may supervise principal, classroom teacher, master teacher, and reading specialist candidates.

A field supervisor with experience as a superintendent and who holds a current certificate that is appropriate for a superintendent assignment may supervise superintendent, principal, classroom teacher, master teacher, and reading specialist candidates.

If an individual is not currently certified, an individual must hold at least a master's degree in the academic area or field related to the certification class for which supervision is being provided and comply with the same number, content, and type of continuing professional education requirements described in §232.11 of this title (relating to Number and Content of Required Continuing Professional Education Hours), §232.13 of this title (relating to Number of Required Continuing Professional Education Hours by Classes of Certificates), and §232.15 of this title (relating to Types of Acceptable Continuing Professional Education Activities).

A field supervisor shall not be employed on the same campus where the candidate being supervised is completing his or her clinical teaching, internship, or practicum.

A mentor, cooperating teacher, or site supervisor may not also serve as a candidate's field supervisor.

All field supervisors are required to attend a mandatory training. The field supervisors are given their roles and responsibilities, evaluation training, information regarding reporting problems with candidate dispositions, and data reporting training.

All field supervisor are required to attend the T-TESS Field Supervisor Observation Training or the T-TESS Coaching Training.

Observations, Informal Support and Supervision:

Clinical Teaching full-time 16 week assignment

- Three T-TESS Pre-Conferences prior to the Formal Observation – face-to-face is not required
- Three T-TESS Formal Observations – must be face-to-face and at least 45 minutes in duration
 - The first formal observation must be within the first third of the assignment
 - The second formal observation must be during the second third of the assignment
 - The final formal observation must be during the last third of the assignment
- Three T-TESS Post-Conferences following the Formal Observation– face-to-face is not required
- One Informal Observation is required at the discretion of the field supervisor
- Additional support is provide through face-to-face visits, email and phone conversations.
- If the informal observation is not conducted on the candidate's site in a face-to-face setting, it may be provided by use of electronic transmission or other video or technology-based method.

Clinical Teaching part-time 28 week assignment

- Four T-TESS Pre-Conferences prior to the Formal Observation – face-to-face is not required
- Four T-TESS Formal Observations – must be face-to-face and at least 45 minutes in duration
 - Two formal observations must be during the first half of the assignment
 - Two formal observations must be during the last half of the assignment
- Four T-TESS Post-Conferences following the Formal Observation– face-to-face is not required
- One Informal Observations during each half of the assignment is required at the discretion of the field supervisor (total of two informal observations)
- Additional support is provide through face-to-face visits, email and phone conversations.
- If the informal observation is not conducted on the candidate's site in a face-to-face setting, it may be provided by use of electronic transmission or other video or technology-based method.

Internship

- Five T-TESS Pre-Conferences – face-to-face is not required
- Five T-TESS Formal Observations – must be face-to-face and at least 45 minutes in duration (three 1st semester and two 2nd semester)
 - The first formal observation must be within the first six weeks of the assignment
- Five T-TESS Post-Conferences – face-to-face is not required
- Additional support is provide through face-to-face visits, email and phone conversations.
- If the informal observation is not conducted on the candidate's site in a face-to-face setting, it may be provided by use of electronic transmission or other video or technology-based method.

Practicum

- Three Pre-Conferences prior to the Formal Observation – face-to-face is not required

- Three Formal Observations – one observation must be face-to-face
 - The first formal observation must be within the first third of the assignment
 - The second formal observation must be during the second third of the assignment
 - The final formal observation must be during the last third of the assignment
- Formal Observations must be at least 135 minutes in duration throughout the practicum and must be conducted by the assigned field supervisor
- Three T-TESS Post-Conferences following the Formal Observation– face-to-face is not required
- Additional support is provide through face-to-face visits, email and phone conversations
- If a formal observation is not conducted on the candidate's site in a face-to-face setting, the formal observation may be provided by use of electronic transmission or other video or technology-based method.

Certification Procedures and Requirements:

Certificate recommendations require the following:

- All program coursework completed
- All grades posted
- Degree conferred by the Registrar's office on final transcript (may take up to 6-8 weeks AFTER graduation)
- Clinical teaching completed
- Certification tests passed (Content and PPR)
- An online application submitted to TEA www.tea.state.tx.us (see Step-by-Step Guide on the next page)
- Payment to TEA for the certificate and fingerprint check

Earliest dates to apply for certificates each semester (Do NOT apply until your TExES testing is completed):

- December graduates may begin applying November 1
- May graduates may begin applying April 1
- August graduates may begin applying July 1

Additional Information:

- TEA will NOT mail you a hard copy of your certificate. You can view your certificate on the TEA website.
- SFA will only recommend you for certification in the content area that we prepared you for.
- An educator who holds a Standard Texas Teaching Certificate has the option to take any content TExES exam by using the Certification by Exam option. If you are successful on these exams, YOU are responsible for adding them to your certificate. **Please note:** Additional exams will not be available until the Standard Certificate has been issued by TEA. Clearance from SFA is not needed to take the additional exam.
- You will be required to renew your certification through TEA every five years.

Recommendation cannot be made by SFA until degrees have been conferred by the Registrar's office, which can take up to 4-6 weeks AFTER graduation.

Students will be notified by TEA that they have been recommended by SFA.

****IMPORTANT****

For employment seeking purposes prior to recommendation, email edcert@sfasu.edu and request the following letter.

Pending Letter (Statement of Eligibility Letter)

Include your full name (including maiden name) and SFA ID in your email and the Certification Officer will respond with a signed letter on SFA letterhead that you can include in your professional portfolio until your standard certificate is posted. In order to receive the letter, you must be enrolled in your clinical experience coursework, passed both your content and PPR exams, and applied for certification through TEA.