Educator Preparation Program (EPP) Handbook

Practices, Policies, and Procedures for the EPP

2016-2017

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.sfasu.edu/education or call 936-468-1064.
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James I. Perkins College of Education
Educator Preparation Program
Administration and Staff

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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. Technology Coordinator
d. Data Management Coordinator (LiveText)
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.
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:

• Provide programs at both undergraduate and graduate levels based upon sound pedagogical and clinical practice
• Prepare teachers, support personnel, and educational leaders for Texas
• Employ and support faculty members who are committed to excellence in teaching, scholarship, and service
• Provide a variety of teaching venues incorporating the latest technologies to a range of diverse student interests, backgrounds, and aspirations
• Maintain resources and facilities that allow each program to meet its expected outcomes
• Collaborate with external partners to enhance students’ knowledge, skills, and dispositions, and to influence the ongoing exchange of ideas for mutual benefit
• Engage in outreach services
• To address specific needs in the broader community,
• To enhance student learning,
• To instill commitment to service, and
• To promote the reputation of the University, and to
• 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:

• Academic excellence through critical, reflective, and creative thinking
• Life-long learning
• Collaboration and shared decision-making
• Openness to new ideas, to culturally diverse people, and to innovation and change
• Integrity, responsibility, diligence, and ethical behavior
• Service that enriches the community
PROGRAM ACCREDITATIONS

National Council for Accreditation of Teacher Education (NCATE)
The Perkins College of Education (PCOE) is fully accredited by the National Council for Accreditation of Teacher Education (NCATE). Information about NCATE can be found at this link: www.ncate.org. The national accrediting body for teacher education has recently changed to the Council for Accreditation in Educator Preparation (CAEP). Information about CAEP can be found at http://caepnet.org/
Application and Acceptance to the EPP

In order to be admitted to the Educator Preparation Program, an applicant must meet each of the criteria below. Please note that the GPA requirements and adherence to the Texas Educator Code of Ethics must be maintained throughout the program.

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 for Educator Certification (SBEC)

- **Meet GPA requirements based on 1st registered semester at SFA:**
  - *If 1st registered prior to Fall 2013: Must have and maintain 2.5 overall GPA or last 60 hours GPA (including transfer hours)*
  - *If 1st registered during or after Fall 2013: Must have and maintain 2.75 overall GPA or last 60 hours GPA (including transfer hours)*

- **Minimum 60 credit hours completed with required GPA** *(includes transfer hours and SFA hours)*

- **Minimum 12 credit hours completed in teaching field with required GPA** *(SED Science/Math must have 15 credit hours)*

- **Minimum 12 credit hours at SFA with required GPA**

- **Successful completion of the Educator Preparation Admissions Interview or other screening instrument**

- **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** *See right for required scores*

- **Students must read and adhere to the Texas Educator Code found at http://tea.texas.gov/Texas_Educators/Investigations/Educators_Code_of_Ethics/**

- **Students must read and agree to the Professional Dispositions Statement for Educator Preparation found at http://coe.sfasu.edu/documents/eppdispositions**

- **A fee of $100 will be charged to the student’s MySFA student account for each EPP application submitted**

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**After admission to the EPP:**

- Teacher candidates must register with the Texas Education Agency (TEA) per instructions that will be emailed from the Office of Assessment and Accountability.

- Teacher candidates will be required to successfully complete the state mandated fingerprint background check upon application with TEA for certification.

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**Basic Skills Requirements:**

1. **TSI Complete Status**
   - Reading Score: 351
   - Writing Score: 363
   (plus 4 on essay) (also passing in Writing if an essay of 5 or higher is earned regardless of multiple choice score)
   - Math Score: 350

2. **ACCUPLACER**
   - Reading Score: 83
   - Written Score: 6
   (or 5 with a writing skills score of 80)
   - Math Score: 63

3. **THEA**
   - Reading Score: 245
   - Writing Score: 220
   - Math Score: 230

4. **ASSET**
   - Reading Score: 44
   - Written Score: 6
   (or 5 with a writing skills score of 40)
   - Math Score: 38

5. **COMPASS**
   - Reading Score: 84
   - Written Score: 6
   (or 5 with a writing skills score of 59)
   - Math Score: 39

OR: You must meet the composite requirements in order to utilize ACT or SAT Scores

6. **ACT**
   - Composite Score: 23
   - Verbal (Read) or Math Score: 19

7. **SAT**
   - Composite Score: 1070
   - Verbal or Math Score: 500
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 (Banner)
- D2L
- EdPrep
- JackText
- LiveText
- LiveText Field Experience Module (FEM)

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

D2L 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.

LiveText Field Experience Module (FEM) is an additional feature of LiveText, and is the data management system used by the PCOE to collect assessment data in all field experience courses. FEM must be purchased in the initial field experience course for a fee of $20.00 in courses that utilize this tool. More information can be found in this manual, and in PCOE course syllabi.
How to apply to the EPP using the EdPrep system:

1. Login to mySFA (www.sfasu.edu)
2. Click on the Academics tab.
3. Click Apply to Educator Preparation in the middle of the page.
4. From here, follow the prompts to complete the application.
5. 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.
6. Once you have successfully completed the application, you will receive a message informing you that the application has been successfully submitted.
7. When you have been admitted to the EPP, you will receive an email informing you of your admission.
8. Once you are formally admitted into the EPP, you will see a new tab in Banner entitled “EPP.” You MUST click on this tab and select the form that says “Confirm Acceptance to EPP.”
9. It is the teacher candidate’s responsibility to check the SFA Titan email account regularly for updates regarding the EPP.
10. It is a requirement that all teacher candidates enroll in JackText in order to receive text alerts regarding EPP information. (Teacher candidates without a device are excused from this requirement, but must rely solely on email for electronic communication from the EPP.)

How to apply for Clinical Practice using the EdPrep system:

1. Login to mySFA (www.sfasu.edu)
2. Click on the EPP tab.
3. Click Apply to Clinical Practice.
4. From here, follow the prompts to complete the application.
5. If you do not meet all of the requirements for admission to clinical practice, 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.
6. Once you have successfully completed the application, you will receive a message informing you that the application has been successfully submitted.
7. When you have been admitted to Clinical Practice, you will receive an email informing you of your admission and the placement details.
8. It is the teacher candidate’s responsibility to check the SFA Titan email account regularly for updates regarding clinical practice.
9. It is a requirement that all teacher candidates enroll in JackText in order to receive text alerts regarding clinical practice information. It is the teacher candidate’s responsibility to check the SFA Titan email account regularly for updates regarding clinical practice.

(Teacher candidates without a device are excused from this requirement, but must rely solely on email for electronic communication from the EPP.)
## Critical Dates for EPP Candidates

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 15&lt;sup&gt;th&lt;/sup&gt;</td>
<td>11:59 pm</td>
<td>Last date to submit passing content exam scores to be eligible for fall 16 clinical teaching without a waiver</td>
<td>Office of Assessment and Accountability: McKibben 212</td>
</tr>
<tr>
<td>August 18&lt;sup&gt;th&lt;/sup&gt;</td>
<td>8:30-3:15</td>
<td>Clinical Teaching Orientation</td>
<td>BPSC</td>
</tr>
<tr>
<td>August 18&lt;sup&gt;th&lt;/sup&gt;</td>
<td>8:30-3:15</td>
<td>Field Supervisor Orientation</td>
<td>BPSC</td>
</tr>
<tr>
<td>August 25&lt;sup&gt;th&lt;/sup&gt;</td>
<td>11:59 pm</td>
<td>Deadline to apply for the Educator Preparation Program for Fall 16</td>
<td>Online: MySFA</td>
</tr>
<tr>
<td>August 29th</td>
<td>TBD</td>
<td>First Day of Clinical Teaching and SFA classes</td>
<td>SFA Campus and Partner School Sites</td>
</tr>
<tr>
<td>September 1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>2:00- 3:30</td>
<td>Program Coordinators Workshop</td>
<td>TBA</td>
</tr>
<tr>
<td>September 7&lt;sup&gt;th&lt;/sup&gt;</td>
<td>11:30-1:30</td>
<td>EPP Advisory Committee</td>
<td>BPSC Tiered Classroom</td>
</tr>
<tr>
<td>September 15&lt;sup&gt;th&lt;/sup&gt;</td>
<td>11:59 pm</td>
<td>Last Day to Apply for Spring 2017 Clinical Teaching</td>
<td>Online: MySFA</td>
</tr>
<tr>
<td>September 16&lt;sup&gt;th&lt;/sup&gt;</td>
<td>8:30-3:00</td>
<td>Data Day</td>
<td>Various Sites and BPSC</td>
</tr>
<tr>
<td>October 15&lt;sup&gt;th&lt;/sup&gt;</td>
<td>11:59 pm</td>
<td>SACS Reports due</td>
<td>Trac-Dat</td>
</tr>
<tr>
<td>October 20&lt;sup&gt;th&lt;/sup&gt;</td>
<td>1:30-3:00</td>
<td>Professional Educators Council</td>
<td>BPSC Tiered Classroom</td>
</tr>
<tr>
<td>November 1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>11:59 pm</td>
<td>Deadline for Secondary Exemplary Student Teaching Award Nominations</td>
<td>Via email to Committee Chair</td>
</tr>
<tr>
<td>November 4th</td>
<td>12:00-1:00</td>
<td>Qualtrics Brown Bag Training</td>
<td>TBA</td>
</tr>
<tr>
<td>November 11th</td>
<td>11:59 pm</td>
<td>Deadline for Olds Family Teaching Award Nominations</td>
<td>Via email to Committee Chair</td>
</tr>
<tr>
<td>November 20&lt;sup&gt;th&lt;/sup&gt;</td>
<td>11:59 pm</td>
<td>Deadline for Outstanding Field Supervisor and Outstanding Cooperating Teacher for fall semester</td>
<td>Via email to Office of Assessment and Accountability</td>
</tr>
<tr>
<td>December 8&lt;sup&gt;th&lt;/sup&gt;</td>
<td>N/A</td>
<td>Last day of Clinical Teaching on Campus</td>
<td>Partner School Sites</td>
</tr>
<tr>
<td>December 9&lt;sup&gt;th&lt;/sup&gt;</td>
<td>9:00 Career Fair&lt;br&gt;11:45 Celebration</td>
<td>Career Fair and Celebration of Student Teachers</td>
<td>Norton PE Complex</td>
</tr>
<tr>
<td>December 15&lt;sup&gt;th&lt;/sup&gt;</td>
<td>11:59 pm</td>
<td>Last date to submit passing content exam scores to be eligible for spring 17 clinical teaching without a waiver</td>
<td>Office of Assessment and Accountability: McKibben 212</td>
</tr>
<tr>
<td>December 17&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Commencement</td>
<td></td>
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<tr>
<td>December 25&lt;sup&gt;th&lt;/sup&gt;</td>
<td>11:59 pm</td>
<td>Deadline to apply for the Educator Preparation Program for Spring 17</td>
<td>Online: MySFA</td>
</tr>
<tr>
<td>January 12&lt;sup&gt;th&lt;/sup&gt;</td>
<td>8:30-3:00</td>
<td>Clinical Teaching Orientation</td>
<td>BPSC</td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Event Description</td>
<td>Location</td>
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<tr>
<td>January 12&lt;sup&gt;th&lt;/sup&gt;</td>
<td>8:30-3:00</td>
<td>Field Supervisor Orientation</td>
<td>BPSC</td>
</tr>
<tr>
<td>January 17&lt;sup&gt;th&lt;/sup&gt;</td>
<td>TBD</td>
<td>First Day of Clinical Teaching and SFA classes</td>
<td>SFA Campus and Partner School Sites</td>
</tr>
<tr>
<td>January 27&lt;sup&gt;th&lt;/sup&gt;</td>
<td>TBA</td>
<td><strong>Innovation Day</strong></td>
<td>BPSC</td>
</tr>
<tr>
<td>February 6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>3:00-6:00</td>
<td>EPP Ethics Seminar for students who will apply for Summer/Fall 2017 EPP admission</td>
<td>BPSC</td>
</tr>
<tr>
<td>February 8&lt;sup&gt;th&lt;/sup&gt;</td>
<td>11:30-1:30</td>
<td>EPP Advisory Council</td>
<td>BPSC Tiered Classroom</td>
</tr>
<tr>
<td>February 9&lt;sup&gt;th&lt;/sup&gt;</td>
<td>3:00-6:00</td>
<td>EPP Ethics Seminar for students who will apply for Summer/Fall 2017 EPP admission</td>
<td>BPSC Tiered Classroom</td>
</tr>
<tr>
<td>February 15&lt;sup&gt;th&lt;/sup&gt;</td>
<td>11:59 pm</td>
<td>Last Day to Apply for Fall 2017 Clinical Teaching</td>
<td>Online: MySFA</td>
</tr>
<tr>
<td>February 16&lt;sup&gt;th&lt;/sup&gt;</td>
<td>1:30-3:00</td>
<td>Professional Educators Council</td>
<td>BPSC Tiered Classroom</td>
</tr>
<tr>
<td>March 1</td>
<td>11:59 pm</td>
<td>Deadline for Secondary Exemplary Student Teaching Award Nominations</td>
<td>Via email to Committee Chair</td>
</tr>
<tr>
<td>April 7</td>
<td>11:59 pm</td>
<td>Deadline Olds Family Endowment Outstanding Student Teacher Award Nominations</td>
<td>Via email to Committee Chair</td>
</tr>
<tr>
<td>April 7</td>
<td>12:00-1:00</td>
<td>LiveText Analytics Brown Bag Training</td>
<td>TBA</td>
</tr>
<tr>
<td>April 15&lt;sup&gt;th&lt;/sup&gt;</td>
<td>11:59 pm</td>
<td>Deadline for Outstanding Field Supervisor and Outstanding Cooperating Teacher for spring semester</td>
<td>Via email Office of Assessment and Accountability</td>
</tr>
<tr>
<td>April 20&lt;sup&gt;th&lt;/sup&gt;</td>
<td>1:30-3:00</td>
<td>Professional Educators Council</td>
<td>BPSC Tiered Classroom</td>
</tr>
<tr>
<td>May 4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>N/A</td>
<td>Last day of Clinical Teaching on Campus</td>
<td>Partner School Sites</td>
</tr>
<tr>
<td>May 4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>6:30-8:30</td>
<td>Partners in Educator Preparation Banquet</td>
<td>Twilight Ballroom</td>
</tr>
<tr>
<td>May 5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>9:00 Career Fair 11:45 Celebration</td>
<td>Career Fair and Celebration of Student Teaching</td>
<td>Norton PE Complex</td>
</tr>
<tr>
<td>May 13&lt;sup&gt;th&lt;/sup&gt;</td>
<td></td>
<td>Commencement</td>
<td></td>
</tr>
<tr>
<td>May 25&lt;sup&gt;th&lt;/sup&gt;</td>
<td>11:59 pm</td>
<td>Deadline to apply for the Educator Preparation Program for Summer 17</td>
<td>Online: MySFA</td>
</tr>
</tbody>
</table>
Educator Certification

At Stephen F. Austin State University, the preparation of teachers and other educational leaders is considered the task of the entire University. A Professional Educators’ Council (composed of faculty and administrators from each of the Colleges that have teaching fields) makes policy for the programs.

Educator Preparation Programs are standard-based, learner-centered, and delivered in a collaborative, field-based environment. Technology skills and responsiveness to diversity are integral parts of the programs. As with all teacher preparation in Texas, each program completer has an academic specialization and a common core curriculum as a basis for the professional education sequence. Assessment is benchmarked throughout the program. Recommendation for certification is made by the University to the State Board for Educator Certification (SBEC) when the program, including successful TExES testing in teaching fields and pedagogy, is completed.

Students in the various programs have a sequence of field experiences that are delivered in collaboration with partners in the public schools. Multiple schools in the East Texas area serve as sites for early field experiences for undergraduate students. Seventeen school districts in East Texas, the Houston area, and the Dallas metropolis offer sites for student teaching.

Teacher Certification in Texas

In order to become a certified teacher in Texas, an individual must:

- Demonstrate competency in the basic skills of reading, writing, and mathematics
- Earn a bachelor’s degree
- Complete an approved educator certification program
  - Undergo criminal background checks for field or clinical experiences on public school campuses
- Successfully complete student teaching in a TEA accredited school
- Pass state certification examinations in both content and pedagogy
  - To take state mandated tests, you must provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card
- Successfully complete state mandated fingerprint background check
- Apply to the State Board for Educator Certification
- Be recommended by the certification program or entity
Educator Credential Testing

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

The College of Education’s Office of Assessment and Accountability has responsibility for verifying eligibility and authorizing students to take the following educator credential examinations authorized by the State Board for Educator Certification (SBEC):

Certification Testing

Certification and Assessment Coordinator: Julie Stadler

Phone: (936) 468-1607
Email: edcerttesting@sfasu.edu
Location: McKibben Education Building, Room 212
Hours: Monday –Friday 8:00-5:00
Website: http://www.sfasu.edu/education/
Certifications Offered through SFA

<table>
<thead>
<tr>
<th>EC-6</th>
<th>SECONDARY</th>
<th>ALL LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Generalist</td>
<td>Agricultural Science and Technology (6-12)</td>
<td>Art</td>
</tr>
<tr>
<td>Core Subjects</td>
<td>Agriculture, Food &amp; Natural Resources (6-12)</td>
<td>Deaf &amp; Hard of Hearing</td>
</tr>
<tr>
<td></td>
<td>Business Education (6-12)</td>
<td>French—LOTE</td>
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<tr>
<td></td>
<td>Chemistry (7-12)</td>
<td>Health</td>
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<td></td>
<td>Dance (8-12)</td>
<td>Music</td>
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<tr>
<td></td>
<td>English Language Arts and Reading (7-12)</td>
<td>Physical Education</td>
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<td></td>
<td>Family &amp; Consumer Sciences (6-12)</td>
<td>Spanish – LOTE</td>
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<td></td>
<td>History (7-12)</td>
<td>Special Education</td>
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<td>Hospitality, Nutrition &amp; Food Sciences (8-12)</td>
<td>Theatre</td>
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<td>Human Development &amp; Family Studies (8-12)</td>
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<tr>
<td></td>
<td>Life Science (7-12)</td>
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<tr>
<td></td>
<td>Mathematics (7-12)</td>
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<td>Physical Science (6-12)</td>
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<td>Speech (7-12)</td>
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<td>Technology Applications (8-12)</td>
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**SUPPLEMENTAL**

| | Educational Diagnostician (EC-12) |
| | Master Mathematics Teacher (4-8) |
| | Master Mathematics Teacher (8-12) |
| | Principal (EC-12) |
| | Reading Specialist (EC-12) |
| | School Counselor (EC-12) |
| | Superintendent (EC-12) |

*The Generalist certification has been replaced with Core Subjects. Candidates currently pursuing the Generalist certification have until August 2017 to complete.

This table lists all areas of certification offered at SFASU. The Department of Secondary Education and Educational Leadership house the certificates under All Level and Secondary.
Certification Exams

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:

1. An individual is eligible to take a test upon completion of all coursework required for the test.

2. An individual must have clearance from the appropriate department to take a test.

3. An individual will be approved for only one test at a time.

4. An individual who fails a test must retake the failed test and pass it before being cleared to take a different test.

5. A student must pass the appropriate TExES test in his/her content area prior to student teaching.

6. Candidates are eligible to take additional TExES exams AFTER passing their TExES exams (Content & PPR) for the Standard Certificate. Examples include, but are not limited to the following: TExES 154: ESL Supplemental.

   Supplemental certificates can be added to the initial certificate after the Standard Certificate has been issued by the TEA, 4 – 6 weeks after graduation.

   All candidates must pass the TExES examination in the specified content area & PPR prior to being eligible to apply for the Standard Certificate.
Appeal to Student Teach With Late Content Exam Scores
Approved Professional Educator's Council Spring 2015

It is extremely rare for an appeal to be granted for a candidate to begin student 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 student teaching semester are dropped from student 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 student teaching semester. This is to protect the candidate from missing a second opportunity at student 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 student teaching as if the test has been passed, including attending the mandatory student teaching orientation.
- If candidates must miss a day of student 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 student teaching and will need to register to student 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.
- 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 the Office of Assessment and Accountability Associate Dean, at the following:
Email: edcertfield@sfasu.edu or Fax: 936-468-1475
Appeal to Student Teach With Late Content Exam Scores

Candidate Name: __________________________________________ CID: __________________________

Certification Program/Area: __________________________________________

List previous test attempts and scores:
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Reason you are appealing:
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

When is the next available testing date for your certification area?

_____________________________________________________________________________________

If this appeal is granted, your signature indicates you understand and agree to the following:
• You must immediately register for the test and inform the testing office of the date it will be taken.
• You must continue to pursue student teaching as if the test has been passed, including attending the
  mandatory student teaching orientation.
• If you must miss a day of student teaching to take the test, an absence is recorded for that day.
• If the test is not passed, you will immediately be dropped from student teaching and will need to
  register to student teach the next semester.
• The passing score must be received no later than the 10th class day.
• Filing an appeal does not guarantee the appeal will be granted.

Candidate Signature: __________________________ Date: __________________________

Program Coordinator Signature: __________________________ Date: __________________________

Associate Dean Signature: __________________________ Date: __________________________

Appeal Granted _____ Appeal Denied _____

If granted, date of final attempt: __________________________

If denied, reason for denial: __________________________
Clinical Practice Policies

Major policies guiding the student teaching experience(s) at SFA have been approved by the Professional Educators’ Council. The policies as approved are shown below.

1. **Extenuating Circumstances.** Students who anticipate giving birth, having elective surgery, or other circumstances that require an extended period of absence are advised to enroll in student teaching at another time. Students with special circumstances related to student teaching should confer with the Associate Dean PRIOR to placement.

2. **Professionalism.** Student teachers adhere to ethical standards of the teaching profession, SFA policies for university students, and to the policies of the school where they are assigned.

3. **Corporal Punishment.** Student teachers will not administer corporal punishment. If school personnel determine corporal punishment is necessary, it must be administered by a district employee, NOT the student teacher.

4. **Calendar.** A semester calendar is provided with specific dates and responsibilities. Student teachers follow the assigned public school calendar, not the University calendar.

5. **Field Supervisors.** A certified educator, hired by the educator preparation program, who preferably has advanced credentials, to observe candidates, monitor his or her performance, and provide constructive feedback to improve his or her professional performance.

6. **Cooperating Teachers.** Cooperating teachers are selected by principals, using these criteria: a. three years successful teaching.
   b. desire to work with student teachers.
   c. teaching assignment is required for student teacher’s certification.

7. **Student Teacher Responsibilities.** Student teachers are expected to adhere to the roles and responsibilities described in both the EPP handbook and the Clinical Practice handbook.

8. **Evaluation and Grading.** Each evaluation is a cooperative task shared by the student teacher, the cooperating teacher, and the field supervisor.
   a.) Much of the cooperating teacher’s evaluation is informal, and thus, the student teacher should gain direction for action from brief, daily evaluations. The field supervisor provides formal evaluation of each scheduled visit.

   b.) The field supervisor uses the SFA Field Experience/Clinical Practice Evaluation form to evaluate each observed lesson. A conference follows each observation where the field supervisor reinforces effective teaching and addresses deficiencies or problems, providing suggestions for enhancing planning, instruction, interaction, and assessment. This form should be signed by the student, the cooperating teacher, and the field supervisor. A copy should be given to the school principal or designee.

   c.) During the field supervisor’s last visit in each assignment, a final evaluation of the student teacher’s performance is made cooperatively by the field supervisor, the
cooperating teacher, and the student teacher. This and other documentation becomes a part of the student’s certification file maintained in the Office of the Associate Dean for Student Services. See Appendix.

d.) The final grade given for student teaching will be pass (P) or fail (F). See syllabus for requirements.

e.) Student teaching can only be repeated once.

f.) Course Evaluations – at the end of each semester, you will receive an automated email explaining that end of semester course evaluations are available in MySFA. You are encouraged to complete the evaluation just as you have done for other professors/ courses throughout your SFA career. Other required student teaching surveys will be completed through your LiveText account as instructed in the online companion class you take with your student teaching.

9. **Candidate Intervention and Program Continuation Procedures.** In the event the student teacher fails to meet expectations, the cooperating teacher and/or field supervisor have the authority and responsibility to discuss the student teacher’s behavior with him/her. The cooperating teacher and field supervisor will use informal attempts to change behaviors that include but are not limited to the following: providing guidance, observation, anecdotal records, and meetings. Should informal attempts not result in improvement or a change in behavior then the field supervisor will follow the procedures outlined in the **Candidate Intervention and Program Continuation Procedures** document.
Practice for Clinical Placement Assignment
Approved Professional Educator's Council April 2015

Student teachers must pass their certification area state approved content exam prior to assignment to a student teaching placement. Note deadline for the Office of Assessment and Accountability to receive passing scores.

Student Teacher Orientation is held prior to the student teaching semester and attendance is mandatory. Failure to attend will equal one absence in student teaching. Failure to wear appropriate professional attire will equal one absence in student teaching. The Educator Job Fair is held at the culmination of the student teaching semester and is mandatory. The only exception is if the student teacher has proof of hire for a teaching position following graduation, and remains on their placement site in lieu of the job fair that day.

Student teachers should not attempt to arrange their own placement. The Student Teaching Office makes all arrangements for student teaching assignments.

At least 4 (four) students must be placed in a district for the site to be used during a given semester. This policy is strictly enforced.

Sites MUST be selected from the Student Teaching Placement sites list, unless otherwise approved.

Student teachers in online programs must be willing to accept placements in school districts no greater than 45 miles or one hour from their place of residence.

All student teachers must have a current negative TB test on file (less than 1 year old) before entering the classroom to teach.

Notification of the student teaching placement will be sent by e-mail to the address indicated on the student teaching application. Students must provide an e-mail address that is current and check email frequently. Students who have not received notification of placement by the week of finals should contact the Student Teaching Office regarding the status of assignment.

Student teaching is a 7-9 hour course load and begins in January and August. Registration instructions will be given to you with your placement information.

Students with a documented disability requiring accommodations are encouraged to contact the Student Teaching Office, room 212, Mckibben Education Building, phone 936-468-1275, and the Office of Disability Services, room 325, Human Services/Telecommunications Building, phone 936-468-3004 or 936-468-1004 TDD, as early as possible.
Practice for Field Experience and Clinical Practice Placement of Distance Online Completers

Approved by PEC April 2015

SBEC has ruled that remote supervision of student teachers will no longer be an option effective Fall 2015.

Option: Online program or adjunct faculty travel in order to make observation visits for any students placed where we do not currently have field supervisors located.

In October 2015 a request for a course fee to cover the travel expenses for students requiring this can be processed. All students requiring long travel distances could be placed in a separate course section in which the fee would be assessed.

SFA’s requirement for face-to-face visits exceeds the requirements of the state. For split assignments (EC-6) SFA requires 2 informal and one formal observation in each placement for a total of 6, and in single-assignment placements, SFA requires 4 informal and 1 formal observations. TEA only requires a minimum of 3 face-to-face observations. For online completers placed at a prohibitive distance, meeting the TEA requirement of 3 observations will be considered acceptable for SFA standards as well. According to TEA, in addition to the 3 faceto-face, we can remotely supervise electronically and document it as “continued support.”

Student teachers are required to accept placements in schools no greater than 45 miles or one hour from their place of residence, except in rare circumstances. In the case of rare hardship, an appeal may be submitted (process outlined below.)

It is important that teacher candidates are exposed to a variety of experiences in their field experiences and clinical practice. This is not only important for enhancing teacher candidates’ knowledge of working with all learners and having a diverse range of experiences, it is a requirement of the Council of Accreditation of Educator Preparation. The optimal experience would be:

A different placement for each: FE1, FE2, and Student Teaching.

Should an appeal be granted, the following may be considered, in this order:

1. 3 different school districts in the same area;
2. 3 different school campuses in the same district;
3. 3 different grade levels in the same school.

When work / family exceptions occur, an appeal may be made for one or both field experiences. While an appeal may also be made for student teaching, please note that they are granted in the rarest of circumstances.
Appeal Process:

1. Contact the program coordinator via email with a full explanation for why the placement cannot be accepted. In the event of employment as justification, documentation must be provided.

2. In the field experiences the decision can be made at the program coordinator level. For student teaching, the email will be forward to the Office of Assessment and Accountability and the decision will be made jointly by the program coordinator and the student teaching office.
Current UG and graduate students seeking certification must take the content exam and PPR exam within one year of their clearance date. After one year, if the student has not taken either exam, students must obtain re-approval from their respective department / content area TExES advisor in order to test again. Students who fail either the PPR or the content exam two consecutive times must return to their respective department / content area TExES advisor and initiate the process again. Every two failed attempts, the student must initiate the clearance process as stated above.
Certification Testing Clearance Request Form How-to for Students

Once you have logged into mysfa
1. Click the Academics tab
2. Click Certification Testing Clearance Request Form

This will take you to the form
1. Select the name of your test
2. If you agree with the listed terms and conditions, check the box
3. Click to “Click to submit request for test”

Do not use the browser ‘back’ button, it will cause data problems.

Instructions - Select the test you are applying to take, agree to the terms and conditions, and submit for approval. If you have any questions, please call (936)468-1064.

If you have passed your content and PPR exam and want to take an additional test, please email your name, ID, and test name to COETESTINGAPP@SFASU.EDU.

NAME OF TEST: Agriculture, Food & Natural Resources 6-12

I agree with the above statement and approve the use of my personal information to be utilized by SFASU to manage my TEA testing request

Test Request History

This will take you to a processing screen.

1. Click return
Application Processing

Do not use the browser 'back' button, it will cause data problems.

Your test request has been successfully submitted.

Click the Return button to go back.

You may now view the status of your requests.
1. It will route to your program advisor
2. Upon approval, it will be sent to the testing coordinator
3. You will receive an email that contains more information
Certification Testing Clearance Request Form
How-to for Faculty

Once you have logged into mySfa

1. Click the “Faculty” tab

2. Click “Faculty Services -SSB” or ANY SSB link in MySFA
3. Click “Certification Testing Clearance Request Form Faculty Approvals”
4. Select the “Approve” or “Deny” radio button
• Fill in the “Comments” box if applicable

• Select “Submit” when completed or “Clear Form” if necessary

5. Select “Click to Return” when finished.
Successful Submission

Do not use the browser 'back' button, it will cause data problems.

Your selections were successfully submitted.

Click to Return

RELEASE: 8.5

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Process for Admission to PBIC Program
(For Teacher Candidates)

There are three steps you must take in order to be accepted into the Post
Baccalaureate Initial Certification (PBIC) program at SFA:

1. **Have a Bachelor’s degree**  Your GPA must be 2.75 or higher overall or on your last 60 hours

2. **Apply for admission to the Graduate School here:**
   https://www.applytexas.org/adappc/gen/c_start.WBX

3. **Take and pass the Pre Admissions Content Test (PACT) and return your score sheet to the Certification Officer**
   - Take the PACT (aka TExES Test) in the content area you want to teach.
   - Please be sure to verify that Stephen F. Austin State University is approved by TEA
to issue a certification in the content area that you are seeking. You can search
by Certificate Area and/or Entity at:
   https://secure.sbec.state.tx.us/SBECOnline/approvedprograms.asp

Here are some helpful links to you get started in achieving your goal of
becoming a certified teacher in Texas!

SFASU Graduate School: http://www.sfasu.edu/graduate/
SFASU Financial Aid Office: http://www.sfasu.edu/faid/
PACT Test: http://cms.texas-ets.org/epp/epppact/
This is the 2014-2015 Registration Bulletin. Hopefully most of the answers you’re looking for are in
http://cms.texesets.org/files/8614/0493/8917/texas_educator_certification_program_tests_offere
d_2014_15.pdf
Preparation resources including tutorials, test overviews, videos, etc:
http://www.texas-ets.org/texas/prepmaterials/
Definitely take a look at the Preparation Manual link for your specific content area:
http://www.texas-ets.org/texas/prepmaterials/texas-preparation-manuals/
Process for Admission to PBIC Program
(For Faculty and EPP staff)

1. Student applies to graduate school through SFA.
2. The application is forwarded to the Certification Officer.
3. The application is reviewed for a 2.75 GPA overall OR on the last 60 hours of coursework. *In extraordinary circumstances, if a student does not meet the minimum GPA requirement, but demonstrated documented equivalent achievement through other experience, consideration for entry may be considered as per TAC §227.10(a)(3)(B).
4. The application is reviewed for a passing PACT exam from TEA.
5. The Certification Officer completes and signs an acceptance form in online system if the student meets both requirements.
6. The acceptance form is automatically forwarded to the Program Coordinator. The Program Coordinator is notified through an automatically generated e-mail.
7. The Program Coordinator reviews and approves. The signed form is automatically generated and sent back to the Certification Officer.
8. If the student is accepted, the Program Coordinator contacts student to initiate coursework advising services.
9. Once signed acceptance form is received by the Certification Officer, she creates tracking form, student folder, and adds student info to spreadsheet.
10. Student receives notification via email, and is required to login to online system and accept with electronic signature. An email is automatically generated to the Certification Officer and the Graduate School.
11. Once acknowledgment of acceptance is received, Certification Officer faxes signed graduate school admission notice to the Graduate School office.
12. Graduate School notifies student.

*If a SPED student or a KIN student elects to pursue certification mid-program, the Program Coordinators immediately refers to the Certification Officer who:

1. Confirms GPA.
2. Recommends appropriate PACT exam and verifies passing.
3. Completes tracking form.
4. Creates student folder and adds to spreadsheet.
5. Student receives notification via email, and is required to accept with electronic signature.
**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, 2015).

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)
Program Continuation Forms:

To: __________________________  From: __________________________  Date: ________________

All Stephen F. Austin State University candidates seeking educator certification are informed that the Teaching 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 or Campus Activities:
- 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:
- Refusal to accept constructive suggestions

### At the Practicum / Clinical Practice Site:
- Lack of integrity in professional performance
- Poor punctuality
- Poor attendance in classes and field placement
- Poor adherence to hours required of mentor 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 under stress
- Deficient in instructional skills
- Lack of knowledge in content
- Does not participate in public school campus activities
- 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 projects
- Unable to interact effectively with children/youth collaboration
- Ineffective use of written/oral language
<table>
<thead>
<tr>
<th>Goals to be addressed</th>
<th>Activities to facilitate improvement</th>
<th>Evidence to determine improvement</th>
<th>Timeline</th>
<th>Follow-up notes</th>
<th>Date completed</th>
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Candidate Demonstrated Satisfactory Improvement

Satisfactory Improvement by Candidate was not demonstrated;

-Referred to Professional Educator’s Program Review Panel
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/

“C” Rule
Approved by PEC February 2015

A “C” in designated courses as a whole is not required. Rather, it is a departmental decision in granting degrees.
Professional Dispositions Statement

Approved Professional Educator’s Council Spring 2015

James I. Perkins College of Education
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, p. 6.). 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.

I have read and understand the professional dispositions statement for educator preparation. I understand that I must exhibit these professional dispositions, with or without accommodation, to be admitted and to complete the educator preparation program at SFA.

Signature

Date