



LETOURNEAU
UNIVERSITY

School of Education

Educator Preparation Program
Student Handbook

The LeTourneau University's Educator Preparation Program is designed for individuals who wish to become certified educators in Texas. This handbook is designed to help candidates as they complete their coursework and prepare for certification and their teaching career. While advisors and school personnel will be available to assist you in completing the certification program, students have the responsibility to read and fully understand all information and to abide by all policies and procedures described. If you have any questions or concerns regarding any information presented in this handbook, please contact the School of Education.

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Mission Statements

LeTourneau University

LeTourneau University is a comprehensive institution of Christian higher education where educators engage learners to nurture Christian virtue, to develop competency and ingenuity in their professional fields, to integrate faith and work, and to serve the local and global community.

Educator Preparation Program

The mission of the Educator Preparation Program is to prepare knowledgeable, effective, and caring educators who will be Christian witnesses and role models as they enhance the lives of young people.

The information found in this handbook is provided to help answer questions about the LeTourneau University's Educator Preparation Program. This is not to replace the guidance and advice provided by the advisors. When in doubt, always contact the faculty and staff with any questions or concerns that you may have.

Advice for Future Teachers

The purpose of this handbook is to inform you about how one becomes a certified teacher in Texas. It discusses guidelines for admission and requirements for certification.

It is important that you learn from the information enclosed. The certification process is complex, involving state and federal regulations, certification examinations, and at least one state agency, the Texas Education Agency (TEA). The School of Education works hard to make the process as simple as possible.

What you get out of the program is what you put into it. Resolve now to develop your own program of study in the content area and in how to be an effective teacher. Read, read, and read some more. Your goal is to shape yourself into the best, most effective teacher you can be.

When planning your program of study, here are some principles you can keep in mind to help you.

- **Establish and keep a valid email address.** Make sure your LETU account is one that you check regularly. We will use this email address to send you important messages and notices. When you graduate, you will need to know that your LETU email address will go away. Be sure to keep a current email address in your TEA account.
- **Stay aware of important deadlines and dates.** As a future educator, it is vital that you practice this. Keep a planner or calendar so that you are aware of and do not miss deadlines.
- **Keep up with your GPA.** The minimum overall GPA required for certification is 2.5. The overall GPA considers all courses taken at all colleges and universities. All education courses require a grade of C or higher.
- **Always be preparing for your certification exams.** The combination of completing a state-approved course of study with the right GPA, having had a successful clinical teaching/internship experience, having a conferred degree and passing your certification exams will allow LeTourneau to recommend you for a teaching certificate. Here are some things about the state exams that you should know.
 - Preparation for the exams begins in your freshman year. Be aware of what is covered in your certification area and know that the core classes you are taking are preparing you for the exams. For example, certification in either of the Core Subjects exams means that you will be tested on geography and history in the Social Studies sections. Take those classes seriously!
 - Passing a representative practice test is required before approval is granted for each state exam. You may take the practice test as often as necessary, but you must score at least a 75% to receive approval for the state exam.
 - You must have approval from the program chair or be enrolled in or have completed the certification preparation course to be able to register for a practice test.
 - Once the practice exam is passed, you will only have five attempts to pass each state exam.
 - You will have to pay for each attempt on the state exam.
- **Work closely with your advisor.** While you may be able to choose courses on your own, your advisor knows when courses are rotated and will be able to give you the best advice on what to take each semester.

Admission to the Educator Preparation Program - Undergraduate

In accordance with Texas state law, the Educator Preparation Program (EPP) has established the following criteria for admission to the EPP. To be admitted, a student must:

1. Be admitted to the LeTourneau University academic program;
2. Completion of a course sequence and degree plan in conjunction with the major advisor and teacher education advisor;
3. Overall GPA of at least a 2.5. Overall GPA is calculated to include all coursework completed at all colleges and universities without regard to whether the courses were transferred into LeTourneau.
4. Completion of a minimum of 45 semester credit hours on the degree plan with a minimum of 9 semester hours of EDUC/READ taken at LeTourneau and a minimum cumulative 2.5 grade point average. (Those without the 9 hours of EDUC/READ may be admitted with the recommendation of their advisor and the approval of the program chair.)
 - Candidates desiring to teach in grades EC-6 must have completed at least 12 semester hours in their major.
 - Candidates desiring to teach in grades 7-12 or EC-12 must have completed at least 12 semester hours in their major.
 - Math and Science candidates must have completed 15 semester hours.
5. Demonstrate basic skills in reading, written communication, and mathematics through one of the following:
 - Completion of coursework equivalent to ENGL 1013, ENGL 2393, and Math 1123 with a C or better
 - Completion of an associate degree
 - Transfer transcript indicating TSI Exempt or TSI Complete
 - Military service as follows:
 - Active duty for at least three years preceding, or
 - Honorable discharged, retired or released from active duty on or after August 1, 1990
 - Completion of one of the tests below

	ACT	SAT Taken Prior to 3/5/16	SAT Taken After 3/5/16	TSI
Composite	23	1070		
Reading	19	500	480	355
Math	19	500	530	356
Writing				355 & 5

Scores are valid for five years from the date of testing.

6. Complete an admission application. When all parts of the application and \$75 application fee are submitted, the application will be processed and submitted to the program chair for consideration.
7. An email with an invitation for admission will be sent to those who meet the qualifications. Once the invitation is signed and returned, clearance to continue with EDUC/READ courses is granted.

Applications may be obtained from the office of the Director of Educator Certification, Room 217 of the School of Education or online at <http://bit.ly/letuedcert>.

Admission to the Educator Preparation Program - Graduate

Admission Requirements:

1. Conferred Bachelor's degree
2. Overall GPA of at least a 2.75. Overall GPA is calculated to include all coursework completed at all colleges and universities without regard to whether to courses were transferred into LeTourneau
OR
2.75 in the last 60 hours **OR**
GRE scores as follows:

Verbal Reasoning	Quantitative Reasoning	Analytical Writing
143 – 157	140 – 155	3.0 – 4.5

3. Submit a copy of your TEA service record indicating years of experience. (This can be obtained from the HR office of your school district.)
4. Submit a copy of TEA teaching certificate. NOTE: If no teaching certificate, please provide evidence of enrollment in an Educator Preparation Program indicating when teaching certificate will be issued.
5. Complete an admission application. When all parts of the application and application fee are submitted, the application will be processed and submitted to the program chair for admission consideration.
6. An email with an invitation for admission will be sent to those who meet the qualifications.

Appeals

Appeals must be submitted in writing to the appropriate Program Chair or Director of Educator Certification. If appealing an admission or dismissal decision, the request must be provided to the department no more than 5 days after the decision.

Attendance

Candidates are required to attend all required classes, scheduled meetings, and program-related functions. Excessive absences could be grounds for a reduced grade and possible dismissal from the program.

Certification Requirements

Certificate recommendations are made once all requirements are met. Recommendations require the following:

- All program coursework completed
- All grades posted
- Degree conferred by the Registrar's office on final transcript (This may take a few weeks AFTER graduation)
- Clinical teaching/internship completed
- Passing score on all required exams
- An online application submitted to TEA – Information on how to do this will be sent by the Director of Educator Certification approximately one month prior to completion

Additional Information

- You can only be recommended for certification in the area(s) in which you completed coursework, testing, and clinical teaching/internship.
- Certificates will not be processed by the TEA until all fees are paid and fingerprinting is complete.
- The TEA will not mail you a hard copy of your certificate. You can view your certificate on the TEA website.
- 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. Approval for testing will not be needed through LeTourneau.
- You will be required to renew your certification through the TEA every five years.

Clinical Teaching

Clinical teaching, also known as student teaching, is a minimum 14-week (70 full days), unpaid placement at a TEA approved public, charter or private school. A cooperating teacher and a university field supervisor will be assigned for close monitoring, supervision, and support throughout the clinical teaching experience.

Applications for clinical teaching must be completed by October 15 for spring placements and by May 15 for fall placements. **Candidates should not contact school districts for placements.** Students should work with their academic coach to determine when application for clinical teaching should be made.

Code of Ethics

In addition to candidates being knowledgeable in the content they are preparing to teach, candidates are required to demonstrate and practice the dispositions identified by the Code of Ethics and Standard Practices for Texas Educators found in Texas Administrative Code §247 at [https://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&r=Y](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&r=Y).

All educator candidates and program staff are required to adhere to the Texas Educator Code of Ethics. Violations will be handled on an individual basis based on the severity of the violation. Determination of consequences may range from reprimand to dismissal and may include notification to the State Board of Educator Certification.

Communications

During the program, it is imperative to maintain communication with your instructors, advisor, university supervisor and staff of LeTourneau University. All electronic communication will be delivered via LeTourneau email so check that account often for program updates, requirements, deadlines and important announcements. Please maintain professionalism, including timeliness, in responding to emails sent regarding the program.

Complaints

If you believe you have a complaint concerning the Educator Preparation Program, please contact your academic advisor. Complaints will be heard and resolved informally, if possible. If the complaint is not resolved, you may appeal to the program chair. Information about formal student complaints can be found at <https://www.letu.edu/student-life/formal-student-complaints.html>.

For issues or complaints about this educator preparation program that cannot be resolved by the program chair or university, you may contact the [Texas Education Agency](#), Complaints (located in the blue banner at the bottom of the home page), or mail to Correspondence Management, Communications Division, Texas Education Agency, 1701 North Congress, Austin, TX 79701-1494.

Criminal Background Check and Preliminary Criminal History Evaluation,

Candidates must undergo a criminal history background check prior to field based experiences (including clinical teaching) and prior to employment as an educator. The public school campuses are responsible for completing the name-based criminal background check for field-based experiences. The LeTourneau University Educator Preparation Program expects candidates to have a clear criminal history prior to admission to the program. Applicants with certain criminal convictions or deferred adjudications may not be eligible for placement and thus not able to pursue certification. For more information, candidates may review Texas Occupation Code, Chapter 53, Section 53.001-53.105 and/or [Texas Administrative Code Chp 239, Subchapter B §249.16](#) for further clarification of offenses leading to ineligibility of certification.

Applicants and/or candidates should be aware of the following:

Having a criminal history might prevent applicants from attaining a placement and/or completing their clinical teaching or becoming certified educators based on the following factors:

- the nature and seriousness of the crime;
- the relationship of the crime to the purposes that certification is required to become a professional educator;

- the extent to which certification might offer an opportunity to engage in further criminal activity of the same type as that in which the person previously had been involved;
- the relationship of the crime to the ability, capacity, or fitness required to perform the duties of a professional educator;
- the extent of the applicant's past criminal activity;
- the age of the person when the crime was committed;
- the amount of time that has elapsed since the person's last criminal activity;
- the conduct and work activity of the person before and after the criminal activity;
- if the person has completed the terms of their probation or deferred adjudication;
- the evidence of rehabilitation; and
- other evidence, including letters of recommendation.

Applicants may request a Preliminary Criminal History Evaluation (PCHE) prior to admission into the educator preparation program;

- TEA will provide an evaluation for a non-refundable online fee of \$50
- The evaluation will give TEA's written opinion about the individual's eligibility for certification and is based on the individual's self-reported criminal history
- The evaluation is voluntary and non-binding
- You may request a Preliminary Criminal History Evaluation (PCHE) only if:
 - You are 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.

Requesting a Preliminary Criminal History Evaluation (PCHE):

1. Read all [FAQs](#) to ensure that you meet the criteria for a preliminary criminal history evaluation. Do not submit a PCHE request or make payment if you do not meet the criteria.
2. Gather the following information, which TEA will require to complete your evaluation. To prevent delay in the agency's response; be prepared to submit all documentation with your request.
 - All offenses that you believe may make you ineligible for a teaching certification,
 - Your statement about the circumstances upon which your arrest(s) were based,
 - All court documentation showing the formal disposition of each offense and related charges. To obtain such documentation, contact the clerk in the jurisdiction (typically a county) in which you were arrested.
3. Provide payment through [Texas Online](#). Retain the Local Reference Number, which is your payment confirmation that will be included in your request. Please be aware that the fee is non-refundable.
4. Complete the [online Preliminary Criminal History Evaluation request form](#). Upon your submission, you will receive a confirmation email that includes a copy of the information you entered.

Once the request and documentation are received, TEA staff will begin evaluation of your criminal history. Within 90 calendar days, staff will send you an evaluation letter by email that provides you with the agency's opinion about your potential eligibility for educator certification. The evaluation will be based on the information you provided as part of your request. Should you need to submit additional information during the review, you can do so by responding to your request confirmation email or fax to 512-936-8247.

Note to applicants/candidates: If during the program of study, a person becomes ineligible for placement as a result of a certain criminal conviction he/she may have to withdraw from the course and/or program of study and may not be able to complete their course, certification, and/or degree requirements. In addition, if upon successful completion of an educational program a candidate is convicted of certain offenses, they may become ineligible for certification/certification examination. Please refer to eligible for placement and thus not able to pursue certification. For more information, candidates may review Texas Occupation Code, Chapter 53, Section 53.001-53.105 and/or [Texas Administrative Code Chp 239, Subchapter B §249.16](#) for further clarification of offenses leading to ineligibility of certification.

Dismissal/Withdrawal from the EPP

It is never anticipated that a student will be asked to leave the Educator Preparation Program. Support is available from program advisor, university supervisor, faculty and staff to assist the candidate with the process of teacher certification. Please seek assistance from these resources when necessary.

If necessary, a candidate may be placed on a growth plan, targeting the areas of deficiencies and support to address and remediate the deficiencies. A committee familiar with the candidate's situation will meet and construct a plan including goals and a specific timeline. Failure to meet the goals in the growth plan will result in dismissal from the EPP.

Dismissal from the teacher certification program may include:

- Unethical behavior
- Poor performance in the classroom
- Repeated plagiarism/cheating
- Failure to comply with remediation
- Violations of the Texas Educator Code of Ethics

If a candidate finds it necessary to withdraw from the EPP, written notification is required. It is important to also speak with the program advisor in order for the candidate to be aware of the potential implications of leaving the program. The EPP Withdrawal Form can be found in the Forms section of this handbook.

Candidates who are inactive, not enrolled or fail to communicate with the EPP and/or advisor for one semester will be removed from the EPP and the TEA system. Candidates will then be required to reapply for admission to the program.

Essential Functions of Teaching

As an accredited institution by the state of Texas, our primary charge is to prepare teachers for service in public school settings. As such, our students are required to complete multiple field placements as part of coursework in which they must be able to perform the essential functions of teaching. Therefore, ability to perform these essential functions is a requirement for continued enrollment in the Educator Preparation Program.

The educational environment includes specific physical and mental demands. The demands described here are representative of those that must be met by an individual to successfully perform the essential teaching functions required to complete field experience in education courses.

Physical/Environmental Demands

- move small stacks of textbooks, media equipment, desks, and other classroom equipment;
- occasional travel to school campuses;
- occasional prolonged and irregular hours;
- prolonged use of computer and repetitive hand motions;
- monitor students in a variety of locations with noise, activity, and inclement weather; and
- independently sit, reach, grab, pull, hear, see, speak and move about the classroom and campus on a daily basis.

Mental Demands

- maintain emotional control under stress;
- communicate effectively (verbal and written);
- provide instruction;
- interpret policy;
- monitor students for understanding of instruction, personal safety, and behavior management.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The foregoing statements describe the general physical and mental demands and are not an exhaustive list.

Field-Based Experiences

Texas Administrative Code §228.2 defines field-based experience as introductory experiences for a classroom teacher certification candidate involving, at a minimum, reflective observation of EC-12 students, teachers, and faculty/staff members engaging in educational activities in a school setting.

During coursework throughout the Educator Preparation Program, candidates will be required to participate in observations of students and field-based experiences in the public, charter or approved private schools. These experiences, especially those early in the program, can be a very valuable tool for personal and professional growth. It is the candidate's responsibility to meet program requirements and maintain all documentation pertaining to observations and field-based experiences.

Field-based experiences must occur in the content area and grade range in which a student is being certified. For example, a student who is being certified in Mathematics 4-8 cannot complete field experience in an 8th grade History classroom.

Field-based experience must include at least 15 hours of active engagement. This means that, rather than just sitting and observing, candidates must be actively engaged in what is occurring in the classroom. These activities could include:

- listen to or prompt a struggling reader as he reads aloud to improve fluency
- work on sight words with a struggling reader
- guide a student who is practicing a skill (math concept, writing, history timeline, etc.)
- teach vocabulary using semantic webs or concept maps
- teach a mini-lesson on a specific skill or concept
- prepare a game to enhance or reinforce a concept being taught (small group or whole group)
- assist struggling students
- prepare flash cards and use them with a small group or individual student
- work with one group that needs special monitoring while the class is involved in cooperative learning
- help students edit their writing
- read a story aloud to the class
- establish proximity to a student who is sometimes off-task
- work with students at a center

Candidates are required to complete an observation log for each course, each semester. No observation logs will be accepted that are incomplete or without the classroom teacher's signature. Additionally, classroom logs are to be submitted with reflections. If there are any questions regarding what are approved observations, contact the course instructor or the Director of Educator Certification.

A copy of all field-experience logs and reflections must be submitted prior to placement for clinical teaching. If a student desires to graduate without clinical teaching and pursue an internship, all field experience logs and reflections must be on file to be eligible for an internship.

Finding a Job After Certification

LeTourneau University hosts a job fair each spring semester on our campus. There are many representatives from school districts who are eager to speak with candidates. In addition, jobs in East Texas area schools are posted on the Region 7 Education Service Center website at <http://www.esc7.net>. For jobs outside of the East Texas area, consult with the service center in your region. A list of service centers and their websites can be found at http://tea.texas.gov/regional_services/esc/. Job openings for Texas educators can also be found on the Texas Association of School Administrators website at <http://careercenter.tasanet.org>.

Fingerprinting and Background Checks

At the time of application for a Texas teaching certificate, each candidate is required by the state to submit his/her fingerprints to the Texas Education Agency for a criminal history check by the Texas Department of Public Safety (DPS) and the Federal Bureau of Investigation (FBI).

Additionally, LETU requires field experiences in the public schools. This requires that a student be able to pass a criminal background check conducted by the school districts. For the background check, the candidate will need to show a state-issued ID, which is either a driver's license or a DPS issued state ID.

Teacher candidates who have ever had an arrest that resulted in deferred adjudication, probation, or a conviction should be aware of the possible consequences related to the offense. The Commissioner of Education may suspend or revoke a teaching certificate, or refuse to issue a teaching certificate, for a person who has been convicted of a felony or misdemeanor for a crime that directly relates to the duties and responsibilities of a teaching professional. If there are questions, please contact the Director of Educator Certification to discuss the potential ramifications.

Military Service Credit

Candidates may be granted course credit for prior military training or education in accordance with LeTourneau University service credit practices, as developed and applied by the registrar's office. Military service must be directly related to the certification sought to be considered. Credit towards courses may be granted based on an evaluation by the registrar's office of the service member's military records. No credit will be given toward field-based experiences, clinical teaching, practicum or internship requirements. Information can be found at <https://www.letu.edu/admissions/resources-for-veterans.html>.

Necessary Personal Skills of an Educator

(The following information has been provided by the Texas Education Agency for compliance purposes only. No endorsement of the information sources is implied.)

Patience - This is likely the single most important skill. Kids these days are stubborn, and many lack the inherent respect for authority that we were taught at a young age. Spending a single day in a room full of raucous teenagers is enough to send any human being to the looney bin, which is why **every good teacher needs patience** in order to find a way to work with his students and earn their respect.

Adaptability - Different kids learn in different ways, and some lessons need unique teaching tools. Good teachers know how to **adapt their lesson plan** to their students, so that all the kids learn optimally. This trait can take some experience and practice in a classroom setting, so give it time.

Imagination - Whether you teach high school chemistry or kindergarten, nothing is a more effective tool than using your imagination to **create new and interesting ways for your students to learn**. You may be inspired by the work of another teacher, mentor or a TV commercial - it doesn't matter. All that matters is that you **take the initiative** to find new ways for your kids to learn the material.

Teamwork - Teachers could have a hard time without a wide variety of support staff around them. If you feel alone, your school principal, administrative staff, parent-teacher committee, and more are often available to provide you help. By working as a team, you may have an easier time increasing your students' ability to learn and have fun.

Risk Taking - Sometimes to get the big reward, you may need to take a risk. Being a teacher is about finding a way to get kids to learn, and sometimes these **new learning methods** can be risky. Stick to it and you'll soon find that others are following your teaching example.

Constant Learning - You can never know too much when you are a teacher, especially when it comes to the best way to teach your students. Great teachers are constantly looking for ways to expand their horizons

with courses, workshops, and seminars. Make sure you **don't become stagnant** by taking courses to keep the content fresh in your mind.

Communication - No teacher will succeed if they don't have good communication skills. Clear, concise, and to the point - **the better your communication skills are, the easier your lessons will be**. There are many different types of classes available to help some teachers who may need help improving their skills.

Mentoring - Teachers need to always remember that, aside from parents, they are **one of the most consistent mentors in a child's life**. That means **setting a good example**, at all times. Teachers may also have students that they spend extra time with being a mentor, which means that being a good role model is even more important.

Leadership - One of the other most important skills each teacher must have (besides patience) is **leadership**. Your students need someone to guide them, to be in charge, and set the tone of the class. Leadership is a difficult skill, meaning you may want to get outside help if you feel that you could use more work on this particular skill, or any other for that matter.

Prior Coursework Credit

Candidates who are not military service members or military veterans may be eligible to substitute prior or ongoing service, training, or education, provided that the experience, education, or training is not also counted as a part of the internship, clinical teaching, or practicum requirements, was provided by an approved EPP or an accredited institution of higher education within the past five years, and is directly related to the certificate being sought. (TAC §228.35(a)(5)(B))

Coursework substitutions will be considered by the Registrar's Office when transcripts are submitted. Candidates should direct any other questions concerning prior credit to the Director of Educator Certification.

Professional Disposition Policy

The LeTourneau University School of Education offers a curriculum designed to prepare individuals for the teaching profession. However, satisfying the curriculum and testing requirements alone does not qualify a candidate for recommendation by LeTourneau University to the state of Texas for teaching certification. All candidates are expected to demonstrate that they are prepared to teach children and youth. This preparation results from the combination of successful completion of university coursework and the demonstration of important characteristics and dispositions that all teachers should possess.

Dispositions are a vital component of teacher preparation. According to the National Council for Accreditation of Teacher Education (NCATE), they are defined as the "professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development." Prospective teachers at LeTourneau University are expected to develop and practice these attitudes, values and beliefs throughout their preparation.

Professional Dispositions for Teaching

Communication

Written – Writes clearly, uses grammar and spelling. Demonstrates professional level skills in written English to understand content presented in the program and to adequately complete all written assignments, as specified by faculty.

Oral – Communicates effectively with other teacher candidates, faculty, advisors, staff and professionals. Expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others. Demonstrates professional level skills in spoken English to understand content

presented in the program, to adequately complete all oral assignments, and to meet the objectives of field placement experiences, as specified by faculty.

Tact/Judgment – Uses tact/judgment that demonstrates professional and positive communication, including social media; refrains from inappropriate communication including all electronic communications.

Professionalism

Personal Appearance – Demonstrates personal hygiene habits; dresses professionally and modestly for the learning context.

Collaboration – Works well with others in a professional/positive manner and is open to new ideas, respects diversity; strives to maintain productive classroom behavior; maintains the dignity and respect of all

Attendance/Reliability – Attends all classes and meetings in a punctual and reliable manner/adheres to classroom policies; notifies proper individuals if unable to attend or will be late.

Interpersonal Skills – Accept and test new techniques and strategies of teaching; accept and act upon reasonable criticism; understand and accept others' perspectives about teaching; ability to separate personal and professional issues when in the classroom or completing course work; ability to work collegially with parents, teachers, staff and administrators, and university personnel in school settings and elsewhere.

Health

Physical – Demonstrates sufficient energy/stamina/physical condition to attend and participate in class and field experience placements.

Emotional – Demonstrates the ability to deal with current life stressors through the use of appropriate coping mechanisms; handles stress effectively by using appropriate self-care and developing supportive relationships with colleagues, peers and others; uses sound judgment and maintains self-control and remains calm under stress; demonstrates the emotional and mental health required to function effectively as a teacher.

Personality

Desire/Enthusiasm – Displays positive attitudes towards faculty, staff, colleagues, and students; demonstrates a desire to learn and enthusiasm about course content/learning experiences.

Flexibility – Adapts appropriately to change and/or unexpected events.

Mission Minded – Demonstrates a Biblical world view and a desire to help others; views teaching as a mission.

Integrity/Ethics

Speech – Avoids derogatory language and/or profanity; protects confidentiality.

Moral Standards – Adheres to the LETU Academic Integrity Policy, LETU Student Code of Conduct and the Texas Educator Code of Ethics; exemplifies a Biblical world view and high moral/ethical standards.

Review of Teacher Candidates

Any teacher candidate referred for review is expected to participate in the process. Refusal to participate will not terminate the process. The level of review will depend on the factors such as nature, severity, frequency of the incidents.

1. Formal 1 Review

When a faculty member has concerns about a teacher candidate meeting any of the Professional Dispositions, the faculty member will:

- a. Discuss the concerns directly with the teacher candidate and seek to work with the candidate to resolve the difficulties;
- b. Complete a Professional Disposition Review form and submit to the Director of Educator Certification
- c. If a problem arises in the field, the cooperating teacher of the host school district may discuss concerns directly with the field supervisor or Director of Field Experiences who may document the dates and content of the meeting. The teacher candidate should also be included in this meeting.

2. Formal 2 Review

When a faculty member is sufficiently concerned about a teacher candidate's professional dispositions, he or she will meet with the program chair.

- a. A conference will be scheduled which may include the faculty member completing the form, teacher candidate, program chair and certification director. During this conference, review form will be completed and a plan for remediation will be developed. The nature and content of the plan will be dependent on the specific situation. All remediation plans will be stated in measurable, objective terms, include a reasonable timeline, and be signed by all parties involved.
- b. If the candidate fails the remediation plan(s), he/she will be placed on probationary status and elevated to a Formal 3 Review. If the candidate successfully completes the remediation plan, no further action will be taken at this time.
- c. The remediation plan may continue for more than one semester, depending on the individual circumstances.

3. Formal 3 Review

If a concern is reported on the same teacher candidate after a Formal 2 Review, the candidate has failed a remediation plan during the Formal 2 Review, or the seriousness of the incident or concern warrant it, the appropriate committee will be convened. This group may consist of faculty, program chair and certification director. The group will meet to:

- a. Review paperwork,
- b. Interview faculty members who have been involved in the candidate's preparation,
- c. Interview the teacher candidate, and
- d. Make a determination regarding the teacher candidate's sustainability to continue the program.

The teacher candidate is afforded due process throughout these proceedings. Following a Formal 3 Review, a letter of appeal may be submitted to the Dean of the College of Education, Arts & Sciences for consideration. The Dean's decision is final.

A copy of the Professional Disposition Review form can be found in the Forms section.

Professional Organizations

Membership in professional education organizations has many benefits, which may include liability insurance at no cost or reduced rates, access to professional literature, and professional development opportunities. As part of the educator preparation program, candidates are encouraged to explore, join, and maintain membership in at least one organization.

State Teacher Organizations

- Association of Texas Professional Educators – <http://atpe.org>
- Texas Classroom Teachers Association – <http://tcta.org>
- Texas State Teachers Association – <http://tsta.org>

National Organizations by Teaching Field

- American Alliance for Theatre and Education – <http://aate.com>
- Association for Childhood Education International – <http://acei.org>
- Christian Educator Association International – <http://ceai.org>
- Council for Exceptional Children – <http://cec.sped.org>
- International Literacy Association – <http://literacyworldwide.org>
- International Reading Association – <http://reading.org>
- National Art Education Association – <https://arteducators.org>
- National Association for the Education of Young Children – <http://naeyc.org>
- National Association for Music Education – <http://nafme.org>
- National Council for the Social Studies – <http://socialstudies.org>
- National Council for Geographic Education – <http://ncge.org>
- National Council of Teachers of English – <http://ncte.org>
- National Council of Teachers of Mathematics – <http://nctm.org>
- National Middle School Association – <http://nmsa.org>
- National Science Teachers Association – <http://nsta.org>
- Society of Health and Physical Educators – <http://shapeamerica.org>
- Texas Association for Literacy Education – <http://texasreaders.org>
- Texas Music Educators Association – <http://tmea.org>

Professional School Administrator Organizations

- Texas Association of School Administrators – <http://tasanet.org>
- Texas Association of School Personnel Administrators – <http://taspa.org>
- Texas Association of Secondary School Principals – <http://tassp.org>
- Texas Elementary Principals and Supervisors Association – <http://tespa.org>
- Texas Public School Relations Association – <http://tspra.org>

Program Curriculum

The curriculum in LeTourneau University's Educator Preparation Program will prepare you to develop lesson plans, maintain discipline in the classroom, evaluate ethical and legal implications in education and other professional responsibilities of teaching. The curriculum will include, but not be limited to, the following:

- For candidates enrolled in all certification programs (teacher, principal and school counselor):
 - the Code of Ethics and standard practices for Texas educators, pursuant to TAC §247;
 - instruction in detection and education of students with dyslexia;
 - instruction regarding mental health, substance abuse and youth suicide;
 - the skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in this state;
 - the importance of building strong classroom management skills; and
 - the framework in this state for teacher and principal evaluation.
- For candidates seeking teacher certification:

- the relevant TEKS, including the English Language Proficiency Standards;
- reading instruction, including instruction that improves students' content-area literacy;
- for certification areas that include early childhood and prekindergarten, the Prekindergarten Guidelines; and
- the skills and competencies captured in the Texas teacher standards:
 - instructional planning and delivery
 - knowledge of students and student learning;
 - content knowledge and expertise;
 - learning environment;
 - data-driven practice;
 - professional practices and responsibilities.
- For candidates seeking principal certification:
 - instructional leadership
 - human capital;
 - executive leadership;
 - school culture; and
 - strategic operations.

Required Paperwork and Forms

It is critical that all required forms are returned in a timely manner. Much of the paperwork will require numerous signatures and approvals. In order to process the program application in a timely manner, it is imperative that all forms be returned. Always keep a copy of all forms for your records. Contact the Director of Educator Certification with questions about forms. Paperwork can be returned by mail, or a scanned email copy sent as an attachment.

Return to:

LeTourneau University
 School of Education
 Attn: Beth Nelms
 2100 S. Mobberly Ave.
 Longview, TX 75602

Email:
 bethnelms@letu.edu

Responsibilities of Teachers

(The following information has been provided by the Texas Education Agency for compliance purposes only. No endorsement of the information sources is implied.)

- ❖ Preparing lesson plans
- ❖ Teaching classes
- ❖ Evaluating student progress
- ❖ Encouraging students
- ❖ Acting as teacher-advisors for students
- ❖ Maintaining discipline in the classroom.
- ❖ Running extracurricular sports, clubs and activities (voluntary)
- ❖ Communicating with parents about students' progress.
- ❖ Continuing intellectual and professional development
- ❖ Working as part of a cooperative and diverse team of educators and administrators to carry out the vision and mission of the campus and school district

Steps to Teacher Certification

As an educator candidate, each accepted student will be held to a high standard. Once a student has met the state requirements above, he or she is eligible for admission into the Educator Preparation Program (EPP). Students are encouraged to make admission their primary priority and follow these steps:

1. Gain admission to LeTourneau University. (Admission to the university does not ensure admission into the EPP.
2. Declare a major seeking teacher certification.
3. Prepare a degree plan with assigned program advisor.
4. Apply for admission to the EPP.
5. Complete required coursework shown on degree audit.
6. Take the applicable TExES practice exams scoring at least a 75% to receive approval for the state exams.
7. Complete clinical teaching prior to degree conferral OR internship after degree conferral.
8. Pass all required TExES state examinations.
9. Apply online for Texas teacher certification through the Texas Education Agency website.

The Texas Education Agency (TEA) cannot issue a certificate unless the student applies and the university makes recommendation. TEA will require fingerprinting and a criminal history check and may deny issuance of a certificate based on the results.

Supply and Demand for Educators in Texas

(The following information has been provided by the Texas Education Agency for compliance purposes only. No endorsement of the information sources is implied.)

Over the next decade, there will be an increasing demand for new teachers due in part to a dramatic increase in enrollments and high attrition rates as an aging teacher workforce becomes eligible for retirement.

As hiring trends soar, Texas has once again broken its own record by achieving record-breaking hiring in 2013 with over 4,500 new teachers placed in the classroom.

As demographics change in Texas, there will be an increasing need to attract minority teachers. One of the goals of the SBOE is to have a teacher workforce that reflects the racial/ethnic composition of the state.

In the State of Texas, there continues to be a shortage of secondary math and science teachers. The Texas Education Agency has released the statewide teacher shortages areas: Bilingual Education/English as a Second Language; Foreign Languages; Mathematics (STEM); Science; Special Education.

The Texas Workforce Commission anticipates elementary school teaching positions will add the second-highest number of jobs among all occupations in the state through the end of the decade assuming the economy returns to long-term growth patterns. That's nearly 68,000 new jobs. Middle schools are expected to add an additional 65,000 teaching jobs during the same time period.

Typically, teachers are in demand for urban and rural areas. Urban and poor communities will have the greatest need for teachers, with more than 700,000 additional teachers needed in the next decade. Urban communities also face the added challenge of retaining their teachers, who may be attracted to the higher salaries offered in wealthier suburban school districts. The urban schools typically open schools with substitutes in the classroom because of the lack of available certified teachers. Some school district will pay a signing bonus or extra stipend as an incentive if the teacher agrees to teach in an inner city school or in a shortage area. If a teacher is trying to get a job along the Interstate 35 corridor, the competition will be fierce. The rural areas typically have difficulty attracting teachers because of their remoteness and lack of amenities.

Since some shortage areas have been forced to hire teachers without certifications or to instruct in areas outside of their certifications, preference is given to teachers with a Master of Arts in Teaching, a Master of Education or a similar graduate degree. Having a master's degree can also equate to higher salaries and more leadership opportunities.

TEExES Exams

The Texas Education Agency requires that all students seeking certification in Texas perform satisfactorily on comprehensive examinations. Texas Examinations of Educator Standards (TEExES) exams are scheduled and administered by the Educational Testing Service (ETS) in accordance with the requirements provided by the Texas Education Agency (TEA). The tests contain multiple choice/selected-response questions and may include constructed-response questions (e.g., open-ended written or oral responses). Tests are administered by a state-approved vendor. The current vendor is Pearson.

For most certifications, candidates must take and pass a minimum of two exams – content (what you teach) and Pedagogy and Professional Responsibilities (how you teach). Degree plans that include Core Subjects, English Language Arts & Reading 4-8, English Language Arts & Reading/Social Studies 4-8, ESL or Special Education will require a third exam.

TEA allows each educator preparation program to determine when candidates in their respective programs qualify to take TEExES exams. The LeTourneau University School of Education has established the following requirements for candidates:

- Must be admitted to the Educator Preparation Program
- Must be enrolled in or have completed the Certification Preparation course (EDUC 4963 or EDUC 4002) or have approval from the program chair
- Must pass the appropriate representative practice test with a score of 75%. If taking the Core Subjects exam, students must score a minimum 75% on each section

Once the representative practice test is passed, candidates will receive directions for registering for the TEExES exam by email from the Director of Educator Certification. A representative practice test is required prior to approval for each state exam.

Candidates must go to <http://tx.nesinc.com> and create a testing account. The account information must include your TEA ID number, first name, last name and date of birth as it appears in the TEA Educator Profile on the TEA website.

Once the account is created, the candidate can register for exams that have been approved. Registration requires payment of the testing fee and is done prior to actually scheduling the appointment. Testing can be scheduled when you register, or you can come back at a later time to schedule.

There is no fee to reschedule an exam within 170 days of registration. If you withdraw your registration, you will be refunded your exam registration payment minus \$25.

Students who are not successful on their attempt on the state exam, will be required to remediate before another approval is entered. Information about what this entails will be individualized for each student based on their results.

NOTE: Candidates are limited to approval for five attempts on all TEExES exams. It is vital that candidates are using all available resources and provided practice test analysis to be adequately prepared before attempting to take the TEExES exams.

Information about the exams can be found on the TEExES website at <https://www.tx.nesinc.com/>.

Code of Ethics and Standard Practices for Texas Educators

[Excerpted from the Texas Administrative Code, Title 19, Part 7, Chapter 247]

Rule §247.2

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

(b) **Enforceable Standards.**

(1) **Professional Ethical Conduct, Practices and Performance.**

(A) **Standard 1.1.** The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

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

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

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

(E) **Standard 1.5.** The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

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

(G) **Standard 1.7.** The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

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

(I) **Standard 1.9.** The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) **Standard 1.10.** The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) **Standard 1.11.** The educator shall not intentionally, knowingly, or recklessly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

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

(M) Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

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

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

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

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(H) Standard 2.8. The educator shall not intentionally or knowingly subject a colleague to sexual harassment.

(3) Ethical Conduct Toward Students.

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

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

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

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

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

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

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person

under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

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

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- (i) the nature, purpose, timing, and amount of the communication;
- (ii) the subject matter of the communication;
- (iii) whether the communication was made openly or the educator attempted to conceal the communication;
- (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- (v) whether the communication was sexually explicit; and
- (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242

Important Contacts and Websites

School of Education Office Mrs. Stacey Hudman	903-233-3860	staceyhudman@letu.edu
Certification Office Mrs. Beth Nelms	903-233-3884	bethnelms@letu.edu
Global Program Chair Dr. Darla Baggett	903-233-3882	darlabaggett@letu.edu
Residential Program Chair Mrs. Jodie Hilburn	903-233-3877	jodiehilburn@letu.edu
Residential Faculty Dr. Kathy Stephens Dr. Julie Teel-Borders	903-233-3878 903-233-3876	kathystephens@letu.edu julieteelborders@letu.edu
Global Academic Coach Mrs. Vickie Fontaine	903-233-3889	vickiefontaine@letu.edu
LETU IT Support	866-832-5388	http://bit.ly/letuithelp
Global Student Success Center	713-425-1772	http://bit.ly/letugssc
Texas Education Agency	512-936-8400	http://tea.texas.gov
Educational Testing Service Preparation Manuals	800-205-2626	http://texas.ets.org http://bit.ly/TEXESprep

Glossary

ADA	Average daily attendance is used to calculate the funding public and charter schools receive from the state
ADD	Attention deficit disorder is an outdated term used to describe a person who has trouble paying attention but does not exhibit hyperactivity.
ADHD	Attention deficit hyperactivity disorder refers to a condition characterized by a group of symptoms centered around a person's inability to sustain focused attention on a task, avoiding such tasks, and being easily distracted. It may also include impulsivity and hyperactivity components, and is widely diagnosed in more than 1 in 10 children today (and 1 in 25 adults). The cause of ADHD remains unknown.
AFT	The American Federation of Teachers is a labor union that represents teachers in many states. Information about the Texas AFT can be found at http://www.texasaft.org/ .
ARD	The Admission, Review and Dismissal committee is a group that meets to guide a child's admission to and dismissal from special education. This committee writes the child's IEP.
Assessments	The techniques to analyze candidate and student accomplishments against specific goals and criteria including paper-pencil tests, exhibits, interviews, surveys and observations. Good assessment requires a balance of techniques because each technique is limited and prone to error.
Candidate	Individuals admitted to or enrolled in programs for initial or advanced preparation
CAT	Computer-Administered Tests are the format in which to take the TExES. These are available, typically, six days each week throughout the year.
Certificate	<p>A credential authorizing the holder thereof to contract to teach or to be employed in the public schools of Texas. In some states, this is referred to as a license.</p> <ol style="list-style-type: none"> 1. <i>Provisional (Life) Certificate</i> – a document previously issued to an applicant who acquired a bachelor's degree and who was otherwise eligible to teach in Texas. The provisional certificate is permanent and valid for life unless canceled by lawful authority. The provisional certificate was last issued August 31, 1999. 2. <i>Professional (Life) Certificate</i> – a document previously issued to an applicant who has acquired a bachelor's degree, completed at least 30 additional graduate level hours in an approved program of graduate education, and had at least three years of acceptable teaching. The professional certificate is permanent and valid for life unless canceled by lawful authority. The professional certificate was last issued August 31, 1999. 3. <i>Standard (Five Year) Certificate</i> – a document issued since September 1, 1999 to an applicant who has acquired a bachelor's degree and who was otherwise eligible to teach in Texas. The standard certificate must be renewed every five years to remain valid and replaces the provisional and professional lifetime certificates.

Clinical Teaching	Also referred to as student teaching. Clinical teaching occurs in the classroom under the supervision of a master teacher. It must be a minimum of 14 weeks (no less than 65 full days). Placement must be in a public, charter, or approved private school.
Content Exam	The TExES content exam tests knowledge in the area in which a candidate plans to be certified to teach – English, math, history, special education, etc.
Cooperating Teacher	For a candidate completing clinical teaching, this is the educator assigned by the EPP and the campus administrator to guide, assist and support the candidate during clinical teaching in areas such as planning, instruction, assessment, classroom management, working with parents, obtaining materials, district policies; and who reports the candidate's progress to that candidate's field supervisor. Cooperating teachers must have at least three years of teaching experience; must be an accomplished educator as shown by student learning; must have completed cooperating teacher training by the EPP within three weeks of being assigned a clinical teacher; and must be currently certified in the certification category for the clinical teaching assignment for which the clinical teacher candidate is seeking certification.
CPE	Continuing Profession Education. Ongoing professional development required after the standard certificate is issued. One hundred fifty (150) clock hours are required for the renewal of a standard five-year teaching certificate. Two hundred (200) clock hours are required for the renewal of a standard five-year professional certificate.
ELPS	English Language Proficiency Standards. The ELPS, as required by TAC §74.4, outline English Language proficiency level descriptors and student expectations for English language learners (ELLs). School districts are required to implement ELPS as an integral part of each subject in the required curriculum.
Field-Based Experience	Introductory experiences for a classroom teacher certification candidate involving, at the minimum, reflective observation of Early Childhood-Grade 12 students, teachers, and faculty/staff members engaging in educational activities in a school setting. Candidates are required to have a minimum of thirty hours of field-based experience.
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 must 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.
Finisher	A candidate who has met all program requirements including coursework, student teaching or internship. Upon completion of the required TExES exams, the candidate is eligible for the standard certificate.
GPA	Grade Point Average. The GPA is computed by dividing the number of grade points earned by the number of semester credit hours attempted. Example: 80 hrs have been taken and 280 grade points were earned. $280 / 80 = 3.5$. The GPA is 3.5. For admission into the educator preparation program, determination of the GPA will include all courses taken at all colleges.

Intern	A candidate who is completing an internship. An intern must be hired by a school district and hold either an intern or probationary certificate. The intern serves as a teacher-of-record for one full year.
Intern Certificate	The certificate held by a candidate who has passed the content exam and is completing initial certification requirements while employed as a teacher of record.
Internship	A paid, supervised classroom teacher assignment for one full school year at a public, charter or approved private school that may lead to completion of a standard certificate. An internship is successful when the field supervisor and supervising campus administrator recommend to the EPP that the candidate should be recommended for a standard certificate.
Mentor	For an internship candidate, an educator who is collaboratively assigned by the campus administrator and the educator preparation program (EPP); who has at least three years of teaching experience; who is an accomplished educator as shown by student learning; who has completed mentor training by an EPP within three weeks of being assigned to the intern; who is currently certified in the certification category in which the internship candidate is seeking certification; who 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.
Pedagogy	The art or science of teaching; instructional methods. Pedagogy courses are education courses delivered through the School of Education.
PPR	The TExES Pedagogy and Professional Responsibilities exam tests the "how" part of teaching. This exam is required for all candidates. Information can be found on the ETS website.
Professional	Advanced certificates requiring a master's degree and teaching experience. These include Principal, Superintendent, School Counselor, Educational Diagnostician, etc. LeTourneau offers the Principal and School Counselor certificates.
Rubric	A scoring guideline for rating student performance or a product. The guidelines specify what a performance/product is like at various levels (e.g., superior, excellent, good, poor) based on predetermined criteria for evaluation. The key elements of a rubric are the descriptors for what a performance/product is like within the full range of possible levels. A rubric allows for standardized evaluation according to the specified criteria.
SBEC	The State Board for Educator Certification is the board responsible for the certification of educators in Texas including educator preparation, assessment and accountability, certification, and professional discipline which includes investigations and enforcement. Additional information may be found on the SBEC website at https://tea.texas.gov/About_TEA/Leadership/State_Board_for_Educator_Certification/ .
SBOE	The State Board of Education is an elected 15 member board that, along with the Commissioner of Education, oversees the Texas public education system in accordance with the Texas Education Code.

STAAR	State of Texas Assessment of Academic Readiness. The STAAR exams are taken by public school students beginning in third grade and are taken every year.
Supplement	A supplement is an area of concentration that may be added to a teaching certificate. At LeTourneau, the two supplements that are available are English as a Second Language and Special Education. A supplement <i>attaches to the certificate</i> and thus becomes the “level” of the certificate to which it is attached.
TEA	The Texas Education Agency is the state agency that oversees primary and secondary public education. It is headed by the commissioner of education. The mission of TEA is to provide leadership, guidance and resources to help schools meet the educational needs of all students.
TEKS	The Texas Essential Knowledge and Skills is the basis for curriculum in PK-12 public schools.
TExES	The Texas Examinations of Educator Standards are the certification exams required for teacher certification. All candidates must pass a minimum of two exams for certification: the PPR and the appropriate content exam.
THECB	The Texas Higher Education Coordinating Board is the governing body for the state’s public post-secondary colleges and universities.
T-PESS	The Texas Principal Evaluation and Support System is an appraisal process that gives principals the guidance they need to participate in their own professional growth and development.
T-TESS	The Texas Teacher Evaluation and Support System is a system designed by educators to support teachers in their professional growth. It is an appraisal process that seeks to develop habits of continuous improvement, and the process itself best leads to that outcome when appraisers and teachers focus on evidence-based feedback and professional development decisions based on feedback through ongoing dialogue and collaboration.

FORMS



Request for Change of Certification Area

Date: _____

Name _____ TEA ID # _____

Requests a change of certification field from

Old Certification Field and Grade Level:

to New Certification Field and Grade Level:

Academic Advisor Signature: _____

I understand that I must have a minimum of 15 semester hours for Math and/or Science and 12 semester hours for all other certification fields.

Printed Name of Candidate: _____

Signature of Candidate: _____

Printed Name of EPP Certification Officer: _____

Signature of EPP Certification Officer: _____



EPP Withdrawal Form

Date: _____ Student ID #: _____

Name: _____

Email: _____

Certification Field: _____

Reason for request to withdraw from the Educator Preparation Program (EPP): _____

Please initial each statement below to indicate acknowledgement.

_____ I understand that I am no longer eligible to continue with test preparation, including practice testing.

_____ I understand that I am no longer eligible to obtain approval for state certification exams.

_____ I understand that if a leave of absence is longer than two semesters, I will be removed in the TEA system and will have to reapply to the EPP.

_____ I understand that I may not seek certification through LeTourneau University. A formal candidate transfer form will be required in the event of application to another EPP.

My signature below indicates my acknowledgement of the consequences of withdrawing from the certification program or failing to maintain the prescribed program. I further understand that any adverse outcomes, to include ineligibility to test or recommendation for certification, for application to other programs, and exclusion of coursework are my sole responsibility and that LeTourneau University will bear no liability for these or any similar circumstances.

Candidate Signature _____
Date

For Office Use Only:	
This form was completed by the EPP because the student has not responded or submitted the form.	
_____	_____
EPP Signature	Date

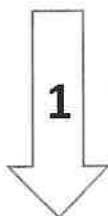


Professional Disposition Review Form

Student: _____ ID # _____

I have received a copy of this Professional Disposition Review Form. This will become part of my file. A third fitness review will require a meeting call by the program chair and may result in dismissal from the Educator Preparation Program.

Cause for concern is: Check all that apply.



- Communication Integrity/Ethics Health – Physical/Emotional
(Job Related Functions)
- Personality Professionalism

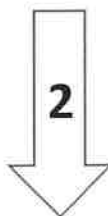
Briefly describe the specific cause for concern and steps for improvement. Attach any additional documentation.

Faculty Signature/Date: _____

Student Signature/Date: _____

Program Chair Signature/Date: _____

Certification Director Signature/Date: _____



Cause for concern is: Check all that apply.

- Communication Integrity/Ethics Physical Health
(Job Related Functions)
- Personality Professionalism

Briefly describe the specific cause for concern. Attach any additional documentation.

Faculty Signature/Date: _____

Student Signature/Date: _____

Program Chair Signature/Date: _____

Certification Director: _____ Signature/Date: _____

PROGRAM DISMISSAL



Cause for concern is: Check all that apply.

- Communication Integrity/Ethics Physical Health
(Job Related Functions)
- Personality Professionalism

Briefly describe the specific cause for concern. Attach any additional documentation.

Faculty Signature/Date: _____

Student Signature/Date: _____

Program Chair Signature/Date: _____

Certification Director Signature/Date: _____

Dean Signature/Date: _____