SCHOOL OF EDUCATION

Post-Baccalaureate

Student Handbook

Core Subjects EC-6

2015 – 2016

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INTRODUCTION

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 INTRODUCTION TO THE SCHOOL OF EDUCATION HANDBOOK

This School of Education Handbook is for post-baccalaureate students seeking EC-6 certification—those who have the minimum of a bachelor’s degree from a regionally accredited college or university. It describes a teacher candidate’s program for standard certification as a classroom teacher in Texas. The handbook is meant to provide information that will help the teacher candidate understand the design, scope, and requirements of the post-baccalaureate teacher certification program at The University of Texas at Tyler. While your advisor will 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. (See Handbook Agreement Form on the following page)

This publication of the School of Education Handbook for the EC-6 Post-Baccalaureate Program, will serve as a guide to program requirements and School of Education (SOE) policies. The Handbook may be modified as Texas Education Agency (TEA) or State Board for Educator Certification (SBEC) rules dictate or as program changes are mandated. You will be notified of substantive modifications through the Blackboard Organization, Facebook, and email announcements.

BE ADVISED

Students have the responsibility to read and fully understand all information in this Handbook and to abide by all policies and procedures described.
***Mission Statement***

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.

***Mission Statement***

The mission of the undergraduate program in teacher education is to provide a positive environment and learning opportunities that foster the acquisition of knowledge, skills, and dispositions needed to become a successful and ethical teacher and lifelong learner. Critical content includes student learning and diverse learning characteristics, instructional strategies including technology, learning environments, communication, planning instruction, assessment, reflection and professional development, collaboration, ethics, and relationships.

***UT TYLER HONOR CODE***

Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.
The University of Texas at Tyler  
College of Education and Psychology  
School of Education  
2015-2016  

HANDBOOK AGREEMENT FORM  
(This form to be signed, dated, and submitted to the undergraduate education advisor for admission to program, BEP 247 F.)

By signing my name below I certify that I have read my School of Education Handbook, including the Code of Ethics in Section A, and I will be held accountable for information herein. I understand that if I have any questions about the information in this handbook, I will contact my advisor or the appropriate contact (See Resources, Section F-4—1).

I further certify that I will refer to my School of Education Handbook for the duration of my degree program and/or certification program and will stay abreast of modifications provided by the School of Education.

I understand that during my program, I will be governed by the Texas Administrative Code’s Code of Ethics as indicated on A-14 of this Handbook.

I acknowledge that it is my responsibility to check my Patriot email account, the School of Education Facebook page, and the Blackboard Organization on a frequent basis. Updates, deadlines, and School of Education alerts will be given to students through these networks.

In the event I should leave the program for two semesters or more, I acknowledge that it is my responsibility to remain in contact with the School of Education and stay abreast of any information, application deadlines, program changes, etc., that may pertain to my teacher certification program. I also understand that laws that change during my time away will alter my program of study upon return to the School of Education.

Signed this the _______ day of __________________, 20____.

Date   Month   Year

___________________________________
Student signature
The University of Texas at Tyler
FERPA Consent to Release Educational Records and Information
(This form to be signed, dated, and submitted to the education advisor for admission to program.)

This release represents your written consent to permit The University of Texas at Tyler to disclose educational records and any information contained therein to the specific individuals identified in the following paragraphs.

I, _________________________________________ [print full name] am a candidate in the Educator Preparation Program at The University of Texas at Tyler and hereby give my voluntary consent to officials:

To share information within the School of Education for developmental purposes:
• Records relating to my performance in the field
• Records relating to certification exams

To the following person(s):
• School of Education program faculty
• The Office of Certification
• Deans and Department Chairs within my respective major and colleges

These records are being released for the purpose of the following legitimate educational duties:
• Support and remediation on TExES exams
• Recommendation for certification

I understand that under the Family Educational Rights and Privacy Act of 1974 (“FERPA” and commonly known as the “Buckley Amendment”) no disclosure of my records can be made without my written consent unless otherwise provided for in legal statutes and judicial decisions. I also understand that I may revoke this consent at any time (via written request to The University of Texas at Tyler’s School of Education) except to the extent that action has already been taken upon this release. Further, without such a release, I am unable to participate in any field-based experiences including clinical teaching, student teaching or internship.

__________________________________________________ ____________________
Signature of Candidate      Date

________________________________  __________________________________
UT Tyler Student ID     Email Address
The post-baccalaureate program is designed to facilitate the entry into the teaching profession for anyone who has the minimum of a bachelor’s degree from a regionally accredited college or university and who meets the requirements of the post-baccalaureate program. The teacher candidate is not required to earn another bachelor’s degree. Specific education courses are required for teacher certification, and specific content courses are required, as determined by the education standards, in cooperation with the Texas Higher Education Coordinating Board (THECB), the Texas Education Agency (TEA), and the State Board for Educator Certification (SBEC).

A teacher who holds the standard certificate for Core Subjects Early Childhood-6th grade can teach any subject that is taught in those grades. The Core Subjects Program at The University of Texas at Tyler also prepares the candidate to earn the Special Education, grades EC-12 certificate and the English as a Second Language supplement.

### Plan of Study

<table>
<thead>
<tr>
<th>Program Phase</th>
<th>Coursework to be taken</th>
<th>Things to do during this Phase</th>
</tr>
</thead>
</table>
| Phase I       | 18 hrs. of coursework  | • Apply for admission to the SOE; cannot move to Phase II unless admitted.  
• Complete required Clinical Experiences |
| Phase II      | 18 hrs. of coursework  | • Complete required Clinical Experiences  
• 3 hrs. of TExES PREP must be completed. |
| Phase III     | 18 hrs. of coursework  | • Take TExES 291: Core Subjects exam*  
• May take TExES 160: Pedagogy and Professional Responsibilities, when TExES 291 is passed.  
*TExES 291 must have been passed* to be eligible for clinical teaching. If content test is not passed, additional content coursework may be required. See advisor for more information. |
| Phase IV      | 9 hrs. of coursework +  
• EDUC 4057 | • Complete all required TExES exams if not yet completed  
• Apply for standard certificate when all requirements have been completed |
| To be taken when offered (any semester) | 3 hrs. of READ | READ 3330 or READ 5302: Children’s Literature |
Admission to the School of Education: Each teacher candidate must be admitted to the School of Education during the first semester of education courses. Candidates may not advance to Phase II without having been admitted. (See your advisor for details as they pertain to your program.)

Education courses are offered in “Phases”—Phase I, Phase II; Phase III; Phase IV—with the successful completion of one phase being a prerequisite for beginning the next phase.

- Phase I is the basis or foundation for each candidate’s certification program. Classroom observation is required at each level of the public school—elementary, middle, and high school.

- Phase II builds on this foundation and begins to prepare the candidate to perform in the classroom. Teacher candidates will complete required clinical experiences where they will get teaching experience with small groups and individuals in an EC-6 classroom.

- Phase III continues to build on Phases I and II as teacher candidates have more clinical experiences related to planning lessons, implementing them, and assessing EC-6 students.

- Phase IV, student teaching, is the capstone for the certification process as teacher candidates spend a full semester in the classroom with a certified teacher.

- (Refer to your certification plan for more details as well as to the appropriate section of this handbook.)

Content courses are delineated in the teacher candidate’s certification plan. (See sample plan in Section B of this Handbook.)
Course of Action Description

Things to do throughout Phase I:

a) When the applicant has been accepted to the University, he/she can then register to take Phase I courses as outlined on the certification plan.

b) During Phase I, the teacher candidate will apply for admission to the School of Education. (See C-3) Check with the undergraduate advisor for the deadline for application, the semester before you begin Phase II. **You are not permitted to enroll in Phase II without having been admitted to the SOE.**
   - Basic Skills Exam (see Section C-3)
   - Certification Plan copy
   - Fee paid in cashier’s office
   - Print and sign the FERPA statement (see Section A-4)
   - Print and sign Handbook agreement form (see Section A-3)
   - Complete interview with Ms. Glazebrook, gglazebrook@uttyler.edu.

c) **Important note about certification testing:** See your advisor, Ms. Fender, about taking the TExES 291, Core Subjects content exam. If permitted to take it prior to Phase III, it is understood that passing the exam will not waive required courses and clinical experiences.

Things to do throughout Phase II:

d) The teacher candidate will apply for clinical experiences related to Phase II coursework. Completion of all required Phase II courses and all associated clinical experiences will be required to move to Phase III.

Things to do throughout Phase III:

e) The teacher candidate will apply for clinical experiences related to Phase III coursework. Completion of all required Phase III courses and all associated clinical experiences will be required to move to Phase IV.

f) The teacher candidate will apply for and take the TExES 291 if it has not been taken and passed in Phase II.

g) When the content test is passed, the candidate will apply to take the PPR (TExES 160).

h) After both TExES 291 and TExES 160 are passed, the candidate may apply to take the ESL test (TExES 154) and the Special Education test (TExES 161 or TExES 163).
   - Test registration (permission to test) is done through the Office of Teacher Certification in BEP 247 H. (See D-15-17)

Things to do throughout Phase IV:

i) Take all remaining courses and complete student teaching.

j) Complete all required testing

k) Apply for certification when all requirements are successfully completed.
I. Admission to the School of Education: Each teacher candidate must be admitted to the School of Education during the first semester of education courses. Candidates may not advance to Phase II without having been admitted. (See your advisor for details as they pertain to your program.)

II. Education courses are offered in “Phases”—Phase I, Phase II, Phase III, Phase IV—with the successful completion of one phase being a prerequisite for beginning the next phase. Note: A grade of “C” or better is required in every course taken, with a final composite GPA of 2.75 required for all education courses as well as an overall GPA of 2.75.

- **Phase I** is the basis or foundation for each candidate’s certification program. Classroom observation is required at each level of the public school—elementary, middle, and high school. Admission to the School of Education program, successful completion of all courses with a “C” or better, and a cumulative GPA of 2.75 are required for advancement to Phase II.*

- **Phase II** builds on this foundation and begins to prepare the candidate to perform in the classroom. Teacher candidates have teaching experience with small groups and individuals in an EC-6 classroom. See your advisor about eligibility to test during this phase. Successful completion of all courses with a “C” or better, and a cumulative GPA of 2.75 are required for advancement to Phase III.*

- **Phase III** continues to build on Phases I and II as teacher candidates have more experiences related to planning lessons, implementing them, and assessing EC-6 students. Take TExES 291 during this phase of study. Successful completion of all courses with a “C” or better, and a cumulative GPA of 2.75 are required for advancement to Phase IV.*

- **Phase IV**, student teaching or internship, is the capstone for the certification process.
  - During student teaching, the teacher candidate spends a full semester in the classroom with a certified teacher.
  - During an internship, the teacher candidate serves as teacher-of-record for an entire academic year (beginning the Fall semester.) The intern will have a mentor in the school district and a university supervisor as support through the first year of teaching. (See “intern” section, F-9.)
  - The internship must be completed at the level and in the content subject for which the teacher candidate is preparing. No teaching outside of the field or the specialization is allowed. The intern’s position must be full-time.

*Successful completion of a phase includes having a cumulative GPA of at least 2.75, passing all required courses with the minimum of a “C”, and having a clear disposition record.
## Timeline
(for completing certification)

<table>
<thead>
<tr>
<th>Phase I</th>
<th>Phase II</th>
<th>Phase III</th>
<th>Phase IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Foundations</td>
<td>• Education courses</td>
<td>• Complete education courses</td>
<td>• Student teaching</td>
</tr>
<tr>
<td>• Admission to the</td>
<td>• Content courses, if needed</td>
<td>• Complete content courses, if needed</td>
<td>• EDUC 4057</td>
</tr>
<tr>
<td>School of Education</td>
<td>• Clinical experiences</td>
<td>• Clinical experiences</td>
<td>• Complete certification exams</td>
</tr>
<tr>
<td>• Clinical Observations</td>
<td>• Maintain required GPA</td>
<td>• Apply for Phase III</td>
<td></td>
</tr>
<tr>
<td>• Content courses, if</td>
<td>• Apply for Phase II</td>
<td>• Take TExES 291, if given permission</td>
<td>• Apply for certification when all requirements</td>
</tr>
<tr>
<td>needed</td>
<td></td>
<td></td>
<td>have been successfully completed.</td>
</tr>
<tr>
<td>• Maintain required GPA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Apply for Phase II</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Maintain required GPA
- Take TExES 291, if given permission
- Complete certification exams
- Apply for certification when all requirements have been successfully completed.
The following checklist may serve to guide you throughout your program.

<table>
<thead>
<tr>
<th>When to do…</th>
<th>What to do…</th>
</tr>
</thead>
<tbody>
<tr>
<td>√ Beginning at UT Tyler</td>
<td>□ See the Certification Officer to have transcripts evaluated and a certification plan written. <em>(BEP 247H).</em></td>
</tr>
<tr>
<td>□ Beginning the program</td>
<td>□ During the first semester of education courses, complete admission to the School of Education. <em>(See Admission to the SOE, C-3.)</em></td>
</tr>
</tbody>
</table>
| □ During Phase I | □ Complete admission to the School of Education.  
| | □ Attend Phase I orientation.  
| | □ Enroll in Clinical Experiences Organization in Blackboard.  
| | □ Enroll in Testing and Certification Organization in Blackboard  
| | □ Register for Phase II.  
| | □ See advisor about content testing—TExES 291.  
| | □ Complete Phase I successfully |
| □ During Phase II | □ Take EC-6 Core Subjects Diagnostic TExES  
| | □ Complete 3 hours of TExES Preparation  
| | □ Register for Phase III.  
| | □ Take TExES 291, if applicable.  
| | □ Complete Phase II successfully* |
| □ During Phase III | □ Take TExES 291, Core Subjects test  
| | □ Complete 3 hours of TExES Preparation  
| | □ Attend Clinical Experiences orientation for clinical teaching  
| | | ○ Apply for Phase IV (student teaching)  
| | □ Complete Phase III successfully, including taking the content TExES.*  
| | □ Register for Phase IV courses  
| | □ If planning to do an internship, contact the OCE for paperwork. *(Must have a job pending at the level of certification and in the content on deficiency plan. Must have passed content TExES.)* |
| □ During Phase IV | □ Complete certification testing (if not already completed) by applying to take the Pedagogy and Professional Responsibilities (PPR) and content TExES, if not yet passed.  
| | □ Complete Phase IV course requirements successfully.  
| | □ Complete EDUC 4057  
| | □ Complete one-year internship successfully.  
| | □ Complete all required testing successfully. |
| □ After Phase IV | □ Apply for certification when all certification requirements are complete. *(See F-29 for procedures.)* |

* In order to advance to the next phase, successful completion of a phase includes having a cumulative GPA of at least 2.75, passing all required courses with the minimum of a “C”, and having a clear disposition record.

Green boxes = Information specific to internship/probationary certificate

A-10
PROGRAM STANDARDS

The School of Education has adopted program standards that guide the development of teacher candidates in their understanding of the complexity of teaching. These standards are based on those developed by the Interstate New Teacher Assessment and Support Consortium (INTASC) and shared by other accredited universities in Texas and across the United States. The Standards are broad understandings and practices gained throughout the program using a constructivist model—new learnings are assimilated and attached to prior understandings, thus, over time, building a mental structure (schema) of educational concepts.

Standard One: Learner Development
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard Two: Learning Differences
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard Three: Learning Environments
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard Four: Content Knowledge
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard Five: Application of Content
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard Six: Assessment
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard Seven: Planning for Instruction
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Standard Eight: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard Nine: Professional Learning and Ethical Practice
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard Ten: Leadership and Collaboration
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard 11: Technology
The teacher is able to create, implement, and evaluate technology to enhance teaching, student learning, and other obligations (e.g. reports, grades, tests, etc.) required of teachers.
(a) In compliance with the Texas Education Code, §21.041(b)(8), the State Board for Educator Certification (SBEC) adopts an Educators' Code of Ethics as set forth in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators). The SBEC may amend the ethics code in the same manner as any other formal rule.

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

Important: Click here (http://tinyurl.com/njo83a7) to read the rest of this Chapter and Rule regarding the SBEC responsibilities and the Definitions herein.

Source Note: The provisions of this §247.1 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective December 26, 2010, 35 TexReg 11242

Ethics training modules are available at: http://tea.texas.gov/Texas_Educators/Educator_Initiatives_and_Performance/Teacher_Ethics_Training/
(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 knowingly 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 or knowingly 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 or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M) **Standard 1.13.** The educator shall not 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.

(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.

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**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
PROFESSIONAL BEHAVIORS and DISPOSITIONS

The School of Education acknowledges the importance in teacher preparation of academic rigor resulting in candidates who are knowledgeable in the content they are preparing to teach. However, in addition to content knowledge, the SOE recognizes that mere content knowledge is not enough to make a candidate worthy of recommendation for teacher certification. Candidates should also demonstrate their understanding and practice of the dispositions identified by the School of Education. (Section A-17) The SOE believes that effective teachers must have content knowledge and demonstrate the characteristics embodied in the identified dispositions. As a professional program, the School of Education reserves the right to recommend or not recommend teacher candidates for certification. If all criteria are not met satisfactorily, teacher candidates may be denied admission into the School of Education and/or denied the opportunity to student teach. Without admission into the School of Education, successful completion of all coursework, and clinical experiences, including student teaching or its equivalent, the university cannot recommend teacher candidates for Texas teacher certification.

During Phase I, an orientation to the program is conducted, during which the “Dispositions Policy” will be explained. This policy applies to all students seeking initial certification, and it applies throughout the preparation program.

Documentation:

- Throughout each semester the instructors will evaluate the teacher candidates with whom they have interfaced according to the dispositions rubric as well as academically.

- The instructor will meet with any teacher candidate about whom he/she has a concern, discuss the problem, and develop a plan to correct or remediate. The student who is notified of a concern is required to participate in the process. Non-participation does not invalidate the process. The student may still be recommended for remediation without his/her participation in the remediation plan.

- The instructor may schedule a follow-up meeting to discuss continuing concern. The Phase/STEP team will be notified of the concern and will schedule a meeting with the candidate. A plan for remediation is determined collaboratively among the instructors and the student, and it is filed in the SOE Advisor’s office.

- A third notice of concern results in a meeting with the Phase/STEP Team instructors and the Director of the School of Education. This is the final step in the process. Failure to remediate after this meeting may result in dismissal from the program.

NOTE: If a problem occurs that is severe in nature (see Ethics Document in this section, A-13-16), the process will begin with the third step: meeting with the Phase or STEP Team instructors and the Director of the School of Education.

Requirements, Expectations, and Protocol
Requirements

- **Maintain GPA requirements:**
  - The post-baccalaureate teacher candidate enters the program with a minimum GPA of at least 2.75. He/she must maintain at least a 2.75 GPA overall and a 2.75 in all education courses with no grade below a “C”.
  - For teacher certification, it is required that all grades leading to teacher certification be at least a “C”.
  - The School of Education requires a professional development GPA of at least 2.75 with no grade below a “C”.
  - A cumulative GPA of 2.75 for all courses leading to teacher certification is required.

- **Academic Integrity.** The teacher candidate demonstrates honesty and integrity by being truthful about background, experiences, and qualifications; doing one’s own work; giving credit for ideas of others; providing proper citation of source materials; and adhering to the profession’s Code of Ethics. *(See A-13-16)*

Expectations

- **Attendance**
  - Attendance is a reflection of one’s professionalism. Readiness for class and punctuality are expected at all times. Be proactive in your preparation for class.
  - The teacher candidate will find that attendance and participation are critical for success in the program. *(See course syllabus for your instructor’s attendance/participation policy.)*
  - On-campus courses: Students are expected to arrive for class on time and remain for the full class.
  - On-line courses: Students are expected to follow the directions of the online instructor in terms of participation and due dates.
  - When in clinical experiences, the same consideration to professors, campus teachers, students, and colleagues is expected.

- Complete course assignments in a professional manner and within timelines designated by the instructor.

- Demonstrate effective communication skills. The teacher candidate demonstrates written and oral skills expected of an education professional that shows the ability to comprehend information and communicate ideas and feelings effectively.
  1. *Written:* Writes clearly, uses correct 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.
  2. *Oral:* Communicates effectively with other students, faculty, 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.

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**Dismissal from Program**
The following may be cause for dismissal from the teacher certification program in the School of Education. This list is not finite.

1. Failing a course 3 times
2. Plagiarism/cheating
3. Failure to comply with disposition remediation
5. Poor performance in the field.

**Protocol**

- **Etiquette:**
  - Academic administrators (deans, department chairs, etc.) and most of your instructors have a doctorate in their fields of study. It is appropriate to address them as “Dr. ____”. Some of your instructors have master’s degrees. They may be addressed as “Mr. ____” or “Ms. ____”. It is never appropriate to address a professor or instructor by his/her first name.
  - Equally important is the way staff members (administrative assistants, coordinators, etc.) are addressed. They, too, should be addressed with the appropriate respectful title (“Mr. _____” or “Ms. _____”) rather than by his/her first name.
  - With the advent of technology, we find that we are always in touch with our social network; however, all cell phones, PDA’s, and other communication devices should be turned off while in class. To do otherwise is discourteous to your instructor and your fellow classmates. Computers in the classroom should only be used to take notes or to do instructor-directed tasks. Surfing the web, communicating with others, or playing games are all discourteous activities and may result in a negative consequence. 
  *Note: Online students should exercise “netiquette” as described in your syllabus.*
  - When the candidate has a concern or needs assistance, he/she should contact the instructor to make an appointment. As a rule, this meeting will result in a satisfactory solution. However, if the concern is with the individual, the teacher candidate should be aware of the “chain-of-command”, and in the case of an unsatisfactory result, make an appointment with the person’s immediate supervisor.
  - The teacher candidate should recognize his/her transition into a profession and reflect professional behaviors at all times.

**Faculty Expectations**

- The faculty of the School of Education are dedicated to the success of their students. In addition to their goal of effectively preparing teachers for the PK-12 schools in Texas, faculty members at UT Tyler, are also expected to do research, publish, and participate in professional service. Their participation in these areas at the local, state, and national levels helps them make scholarly contributions to the body of pedagogical knowledge.

A-19
Dispositions

Dispositions are the professional behaviors educators are expected to demonstrate in their interactions with students, families, colleagues and communities. Such behaviors support student learning and development and are consistent with ideas of fairness and the belief that all students can learn.

Demonstrate professional responsibility
- Being present, punctual and prepared for professional and academic activities.
- Maintaining confidentiality of student records and private communications.
- Being involved in professional development activities.
- Committing to being a lifelong learner and reflective practitioner.
- Maintaining professional competence.
- Meeting obligations to employer, students and parents.

Foster collegiality
- Responding constructively to evaluations by supervisors and others making appropriate corrections to address legitimate concerns.
- Using positive conflict resolution techniques.
- Maintaining positive working relationships with fellow candidates.
- Collaborating with colleagues to improve student achievement.
- Showing respect for fellow students, faculty and staff.
- Actively participating in meetings and conferences.
- Assisting others when necessary.

Embrace diversity
- Adapting instruction to individual differences.
- Demonstrating that diversity in the classroom and society is a strength.
- Instructing with lessons which counteract negative stereotypes and bigotry.
- Providing students with access to varying points of view.
- Using language that meets professional standards and is not demeaning or harmful to any individual or group.

Demonstrate commitment to learning
- Creating a learning environment which enables students to fulfill their potential.
- Being an advocate for all learners.
- Adapting instruction to “best practices.”
- Displaying creativity to enhance the instructional process.

Maintain professional and personal integrity
- Adhering to the UTT honesty code.
- Maintaining ethical and legal behaviors in interactions with others.
- Maintaining a professional relationship with employer.

Due Process

Due process and Appeal Protocol can be found on the web at: [http://www.uttyler.edu/educpsych > College Information > Student Forms Library> Guidelines for Appeals](http://www.uttyler.edu/educpsych > College Information > Student Forms Library> Guidelines for Appeals)
Due Process

Due process is a process by which the student is guaranteed fair and equitable treatment. He/she has a means to rectify problems that have occurred.

Dispositions:

Dispositions are defined by NCATE as the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth.

Step 1: Dispositions Concern Form
When a teacher candidate receives notice that an instructor has a concern related to a disposition, he/she will meet with the instructor who made the observation. In this meeting, the instructor will describe the behaviors or dispositions observed that caused concern. The candidate and the instructor will discuss the behavior(s) and using the dispositions concern form will develop a written plan to correct the problem and set a tentative date for a follow up meeting. The dispositions concern form will be placed in the teacher candidate’s confidential file.

Step 2: Follow-up
The teacher candidate and instructor may meet to follow-up on the initial disposition concerns form. If the problem has been resolved, the instructor may inform the student that the follow up meeting is not necessary. However, if the problem is not corrected according to the plan developed in Step 1, the candidate and instructor will meet again and to review the behaviors or dispositions that still need remediation and the discussion and follow up form (Form II) will be forwarded to the Phase Team Disposition committee, a committee made up of the candidate’s instructors.

Step 3: Phase Team Disposition Meeting
The Phase instructors will meet and will provide an opportunity for the instructor to describe the behaviors or dispositions that are causing concern. The teacher candidate has an opportunity to articulate any mitigating information that may impact the decision to be made. The candidate and the committee will then develop a written remedial plan to correct the problem. This plan will be placed in the teacher candidate’s confidential file.

Step 4: Final Phase Team Disposition Meeting
If insufficient progress is made in the remediation plan, the candidate will be called to meet with a committee made up of the Director of the School of Education, the phase instructors, and if necessary, the Chair of the Committee on Students. This is the final step of remediation. Again, the problem is described. The teacher candidate has the opportunity to explain his/her actions (or inactions). The remediation plan developed at this point is the final opportunity for the teacher candidate. If satisfactory progress, as determined by the committee, is not made toward remediation, the candidate can be removed from the program indefinitely, be suspended from all SOE programs for one year, or be required to attend counseling to address the specific concern outlined.

Reentry to Program:
Dismissal from the program may be determined as final or corrective, *i.e.*, the committee may determine that the reason for dismissal is one that cannot or should not be remediated.

In some cases, the committee may determine that a candidate may be allowed to reenter the program at a later date. If this is the case, the committee will state the conditions for reentry. The candidate understands that in the case of a concern related to the original reason for dismissal, the due process will begin with Step 3. If the concern expressed is not related to the original concern, the due process will begin with Step 1.
Appeal Protocol

Program Appeals:

If a student wishes to challenge a program decision, the following protocol should be followed.

1. Initially, the student should speak with the education advisor. This conference should reflect professional behaviors at all times, and an attempt is made to reach an understanding.

2. If the student is not satisfied with the outcome of the advisor/student meeting, the student may appeal to the College of Education and Psychology’s Committee on Students (Submit appeal in BEP 247G). For Guidelines for Appeals, see http://www.uttoyl.edu/educpsych > College Information > Committee for Students-Appeals Process. *

3. If this outcome is not satisfactory, the student is entitled to take his/her appeal to the Dean of the College of Education (BEP 223).

Academic Appeals:

If a student wishes to challenge an academic decision, the following protocol should be followed.

1. Initially, the student should speak with the instructor. This conference should reflect professional behaviors at all times, and an attempt is made to reach an understanding.

2. If the student is not satisfied with the outcome of the instructor/student meeting, the student may appeal to the College of Education and Psychology’s Committee on Students (Submit appeal in BEP 247G). For Guidelines for Appeals, see http://www.uttoyl.edu/educpsych > College Information > Committee for Students-Appeals Process. *

3. If this outcome is not satisfactory, the student is entitled to take his/her appeal to the Dean of the College of Education (BEP 223).

*More protocol information is available at the following websites:

1. Appeals Process
   http://www.uttoyl.edu/educpsych/ > College Information > Committee for Students-Appeals Process > Guidelines for Appeals; Appeals Forms; Supporting Documents Checklist; Grade Appeal Form

2. Guidelines for

3. Supporting Documents Checklist
Section B

Phase I

Advising Overview
Flowchart
Admission to Program
Phase I Overview
Clinical Experiences
Criminal History Form
Clinical Application Forms
Sample Time Log
Teacher Questionnaire
Phase 2 Clinical Application Samples
Certification Introduction
Certification Overview
ADVISING OVERVIEW

The Certification Officer serves as the post-baccalaureate advisor and is dedicated to facilitating the completion of the teacher candidate’s certification program. The advisor’s office is located in BEP 247H and is open from 8:00 am—5:00 pm daily during University hours.

How do I contact my advisor?

- Virginia Fender
  - Office: BEP 247H.
  - Phone number: 903-566-7053.
  - Email address: gfender@uttyler.edu

- Certification Assistant: Cynthia Harris
  - Email address: charris@uttyler.edu

Students are strongly encouraged to schedule a meeting with the advisor at least once each semester, preferably before registration for the following semester begins. (See flow-chart, C-2)

Am I eligible for Financial Aid?

Questions about financial aid should be addressed to the Financial Aid Office in the Administration Building (ADM 230; 903-566-7180).

Typically, Financial Aid is not available unless the individual is working on a degree. Loan Forgiveness Programs can be found at http://tea.texas.gov/Texas_Educators/Educator_Initiatives_and_Performance/Student_Loan_Forgiveness_for_Teachers/.

Can I transfer? The post-baccalaureate program allows students to transfer six (6) semester credit hours of pedagogy taken within the last five years from an accredited program. Once the post-baccalaureate certification plan is completed, any transient hours in either pedagogy or content must be approved by the advisor.

Am I working on a degree?

You are working on a “certification only” program. However, at least 2 of the graduate courses you will take will also apply to a master’s degree (MEd) in Curriculum and Instruction. Because the MEd in C&I may overlap with some of your program coursework, you can apply to the graduate school for the MEd program, which will then make you eligible for Financial Aid. You must do that before you have completed 9 hrs. of graduate coursework.
1. Initial appointment with advisor
   - Transcript evaluation
   - Certification plan

2. May take Phase I prior to admission to SOE

3. Register for courses for Phase I

4. For Phase II (during Phase I)
   - Attend Program Orientation

5. During Phase I: See undergraduate advisor for Admission to School of Education

6. After Admission to School of Education,
   - Register for Phase II.
   - Complete Phase II application for Clinical Experiences.
   - Join Blackboard Organizations

7. For Phase III (during Phase II)
   - Complete Phase III application for Clinical Experiences
   - Attend TExES Eligibility Orientation
   - Complete 3 hrs. TExES Prep

8. Register for Phase III courses

9. During Phase III
   - Take TExES content exam (required for student teaching or internship.)
   - Complete 3 hrs. TExES Prep
   - Attend student teaching orientation
   - See Advisor for pre-student teaching advisement.
   - Register for Phase IV (student teaching or in

10. During Phase IV
    - Complete Certification Testing
    - Complete student teaching or internship & other course requirements
    - File for standard certificate
REQUIREMENTS FOR ADMISSION TO THE SCHOOL OF EDUCATION

Students should apply for admission to the School of Education (SOE) by the published deadline.

MAKE AN APPOINTMENT WITH THE EDUCATION ADVISOR, MS. DEMPSEY, TO TURN IN YOUR PAPERWORK FOR ADMISSION.

Requirements:
1. Complete a successful Admission Interview prior to application to the SOE. Contact Georgia Glazebrook for an interview schedule: glazebrook@uttyler.edu.
2. Complete an admission application. The application is available online (http://tinyurl.com/9lt4wmk). Submit the completed packet rather than one item at a time by fax, 903-565-5560 or make an appointment with Ms. Dempsey to submit the packet.
3. Pay $100.00 SOE admission fee to Cost Center # 31001060 in the Cashier’s Office, 903-566-7227 or cashiers@uttyler.edu and submit a copy of the receipt with your application packet.
4. Provide evidence of satisfactory scores on one of these acceptable basic skills tests:
   - THEA/TASP
   - Accuplacer*
   - TSI
   - ACT
   - SAT
   - GRE

   *For Accuplacer information contact the testing center at 903-565-5693 in UC 3160.

5. Hold the minimum of a baccalaureate degree from an accredited college or university, with an overall GPA of at least 2.75 on a 4.0 scale.


7. Print, sign, and submit the FERPA form (See Section A-4)

Process:
1. Submit the application, a copy of your certification plan, FERPA form, a copy of the fee receipt, the Handbook Agreement form, and the test scores to: ATTN: Lisa Dempsey education advisor-BEP 247J; or by fax: 903-565-5560.
2. Important: Maintain a copy of all submitted documents.
3. Important: You will receive a copy of your admission to the SOE. It is an important document and should be kept with other important SOE documentation.

Note: Admission to the School of Education is required in order to enroll in any professional education coursework beyond Step I. There are no exceptions to this policy.
Phase 1 Overview

1. See Advisor

2. Register for Phase I education classes

<table>
<thead>
<tr>
<th>Phase I</th>
<th>Core Subjects EC-6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>These courses may be taken in one semester or they may be split into 2 or more semesters.</td>
</tr>
<tr>
<td>EDUC 1301†</td>
<td>All must be completed prior to moving to Phase II.</td>
</tr>
<tr>
<td>EPSY 3330</td>
<td>Must complete program admission prior to moving to next Phase.</td>
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<tr>
<td>EDUC 3312</td>
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<td>EDUC 3313</td>
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<td>READ 4350</td>
<td></td>
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<tr>
<td>EDUC 2301</td>
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</tbody>
</table>

†Denotes a course that will require clinical experience. The site for field experience will be assigned by the Office of Clinical Experiences. The assignment for clinical experience will be assigned by the course instructor.

3. During Phase I
   a. Apply for admission to the School of Education (See C-3)
   b. TEAL Account: Approximately one (1) month after admission to the program, open the TEA webpage (http://www.tea.texas.gov> ECOS for Educators) and create a TEA personal account. Carefully follow the directions given on this page
      i. Check the information in your personal account: name, SSN, contact information. It is important to keep this updated throughout your career! Also important: Your name must appear exactly as it appears on your valid state ID.
      ii. Note your TEA number, a unique number assigned to you by TEA. This will be necessary for all future communication with the Texas Education Agency.
   c. During Phase I, submit the application for Phase II to the Office of Clinical Experiences. Check published deadlines for submission dates.
   d. Complete clinical experience observations. (Assigned schools and dates for observations are made by the Office of Clinical Experiences (OCE) in conjunction with school districts in the UT Tyler area. Do not attempt to arrange your own clinical experiences placement.
      i. Phase I courses require that the teacher candidates observe in an elementary, a middle school, and a high school classroom.
      ii. Candidates will apply for clinical experience observations.
      iii. Candidates will submit a UT Tyler Criminal History Record Information form to the OCE for criminal history background check prior to going into the schools. (See additional information on p. C-9.)
iv. The Office of Clinical Experiences (OCE) will place the teacher candidates in classrooms for these initial observations and clinical experiences. (See additional information on p. C-7-8.)

v. Candidates will complete a Time Log (See sample on pp. C-10-11.)

vi. Submit the Time Log to the OCE by the published deadline*.

*No late applications will be accepted past the deadline.

e. Dispositions (See A-20) Dispositions are the professional behaviors educators are expected to demonstrate in their interactions with students, families, colleagues, and communities. Such behaviors support student learning and development and are consistent with ideas of fairness and the belief that all students can learn.

Important: Students who receive three or more Disposition Assessment Forms during the course of his/her study in the educator preparation program, may be dismissed from the program.

f. Complete assessments satisfactorily for transition to Phase II.
   - Dispositions Assessment
   - All grades for certification (pedagogy and content) must be “C” or above.
   - GPA—To compute the GPA, add the number of grade points earned to date. This becomes the numerator of a fraction. Add the number of hours attempted to date. Include all hours on transcript(s). This becomes the denominator of a fraction. Divide the numerator by the denominator to determine the overall GPA.

Phase I Benchmarks for EC-6: must be met prior to moving to Phase II.
Blackboard

Blackboard is the Web-based course management system used to enhance communication within your courses and within the School of Education. Blackboard serves to make education immediate and direct.

**Course-related Blackboard:** The instructor in each of your courses will inform you about how Blackboard is to be used. Any course may have:
- **Syllabus:** Your instructor will make the course syllabus available in Blackboard;
- **Discussion Board:** Your instructor will use Blackboard to provide an opportunity to hold online discussions;
- **Documents:** Your instructor will distribute course materials through Blackboard;
- **Quizzes:** Your instructor may choose to have quizzes administered online through Blackboard;
- **Other:** Your instructor may use Blackboard in other ways to enhance learning and communication within the class.

**My Organizations:** The tab at the top of the Blackboard page that says “My Organizations” will be critical in keeping you apprised of upcoming deadlines and any other news important to your progress through the teacher preparation program. Two important organizations for the School of Education, and therefore, teacher preparation are:
- **Education – Clinical Experiences**
- **Testing_and_Certification**

Information and announcements will appear in these organizations; so, it is important to check this section of Blackboard regularly.

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_In all phases of the program, students will receive important and time-sensitive information via their UT Tyler Patriot email account. You MUST check your Patriot email account on a frequent and regular basis in order to stay informed._

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**To access Blackboard,** begin at the home page for The University of Texas at Tyler,

- Click on UT Tyler Logins in the top section of the web page.
- Click on Blackboard (under UT Tyler Logins)
- Using your User Name and Password for UT Tyler, log in.
- To access any course you are taking, click on the name of the course you want (listed under My Courses).
- To enroll in and then access your organizations, click on the “My Organizations” tab at the top right of the page.
  - Click on Academic Interest in the Organization Catalog on the right of the page.
  - Scroll to EDUCATION_CLINICAL_EXPERIENCES
  - Hover over the name of the organization, and click on “Enroll” when the down arrow and dropdown box appear.
  - Be sure to click “Submit” on the next page. This will take you to the Announcement page of the organization.
  - Repeat this process for TESTING_and_CERTIFICATION.
  - For assistance, contact IT support by using the Blackboard SUPPORT button for students on the Blackboard Home page. Assistance is available 24/7.
Stay informed!

“Like” the
UT Tyler School of Education
Facebook Page.

Enroll in the
Testing_and_Certification Blackboard Organization.
Ask for help if needed. Click through all the tabs!

Check your Patriot email regularly!
CLINICAL EXPERIENCES INTRODUCTION
for Post-Bac Core Subjects Program

**In all phases of the program, students will receive important and time-sensitive information via their UT Tyler Patriot email account. You MUST check your Patriot email account on a frequent and regular basis in order to stay informed.**

Clinical experience is an integral part of the educator preparation program at The University of Texas at Tyler. Clinical experiences are designed to develop and build on the teacher candidate’s skills as he/she progresses through the program. Opportunities will include observation and planning for individual tutoring, working with small groups, and working with the entire class. The Office of Clinical Experiences (OCE) processes all applications for clinical experiences and works with the school districts designated by the School of Education to find an appropriate clinical experience placement. The placement of teacher candidates requires a working relationship with public schools willing to cooperate with the university in preparing teachers. The university and the cooperating school have the joint responsibility for the quality of clinical experiences during the preparation program. **Note:** The contact with a school for clinical experiences is made by the OCE. **Do not** contact a school to arrange your own placement.

***Important!*** All forms required for clinical experiences are available on the Education-Clinical Experiences Blackboard Organization.

**Phase I courses** require that the teacher candidates observe in an elementary, a middle school, and a high school classroom.

- Candidates enrolled in Phase I courses will complete a field experience application form during the first week of classes. Should the student fail to do so by the published deadline, a late fee will be assessed. After placement requests have been sent to the school districts, **no late applications** will be accepted. Students failing to submit field applications will be given an incomplete for one semester and will be required to apply for and complete the Phase I field assignment the following semester (excluding summer) even if they are also applying for Phase II. Phase I field hours are completed in addition to Phase II clinicals and will not be completed at the same campus. If the Phase I field experience is not completed within the next semester (excluding summer), the grade in the Phase I course will convert to an “F”, and the student will not be allowed to progress to Phase III.

- Candidates will complete a UT Tyler Criminal History Record Information form.

- The OCE in collaboration with cooperating school districts places the candidates in classrooms for these initial observations.
  - **Note:** Although the OCE will attempt to honor requests for placements at the individual’s first-choice school district, we cannot guarantee that this will always be possible. Every effort will be made to assign the candidate to a school district within a reasonable driving distance of the candidate’s first choice.
  - **According to the policy established by the School of Education, the OCE will not place students in districts where closely related family members attend or work.**
The OCE does not make specific requests to the districts for a particular campus or teacher. This decision is made by the school district in consultation with their faculty.

- You will be notified when clinical experience assignments have been made.

- Students are required to make contact with their assigned teachers by the published deadline. Should a student fail to make contact with his/her assigned teacher(s) by the deadline, the OCE will not make other arrangements. **Failure to complete an assigned clinical experience will result in a failing grade for the course.**

- Students will complete a Time Log for Phase I field experience. The Time Log is used to record the assigned field experience hours. It is a legal contract between the candidate and the School of Education. **False information can lead to legal action, including suspension.**
  - Candidates participating in Phase I clinical experience will record the visit (time in and time out) at the end of the visit.
  - The cooperating teacher should be asked to initial the Time Log at the end of each visit.
  - Upon completion of the assigned field hours, the student will provide his/her assigned teacher(s) the Time Log for their signature(s).
  - Cooperating teachers are notified by the OCE of the timeframe for observations and the deadline for submission of the Time Log.
  - Submission deadlines for the Time Log are final. Extensions are not given.
  - Phase I students will be evaluated by the school district personnel to whom they have been assigned.

**Phase II courses** require the students to observe, fulfill some limited teaching requirements, and in general, serve the assigned teacher as a teaching assistant in his/her class, working with individuals and small groups as needed.
- Each student will complete an application form for Phase II during Phase I.
- Clinical experiences are completed in an appropriate public school setting with a certified teacher and under the supervision of UT Tyler clinical faculty.
  - Feedback/evaluation will be given by the clinical faculty and by the mentor teachers.

**Phase III courses** will allow students to continue as a teaching assistant in the classroom working with individuals, small groups, and whole group instruction.
- Teaching requirements will be designated by the clinical faculty and the mentor teacher.
  - Feedback/evaluation will be given by the clinical faculty and by the mentor teacher.

**Phase IV**, Student Teaching or Internship, is the final apprenticeship experience in the formal preparation of teachers. It represents the culmination of the collaborative effort of multiple educators engaged in preparing highly qualified practitioners for entry into the teaching profession.
- **Phase III students** will make application to student teach during Phase III during the student teaching orientation on the published date.
• Completion of all professional education courses (Phases I, II, and III) is required for enrollment in student teaching or the internship. **Any requests for exceptions to this or any other requirement must be submitted on an official appeal form at least one semester prior to student teaching.**

• Passing the TExES 291 is required prior to student teaching or internship.

• Assignments for Phase IV are made through the OCE in cooperation with designated school districts.

• **Job placements** for those wishing to do an internship are the responsibility of the teacher candidate. **Important** The position for which the candidate applies must:
  - Be in the content area for which the candidate has prepared;
  - Be within the grade range for which the candidate has prepared;
  - Be in a school district that is accredited by TEA.
  - Be full time. Part time employment cannot be accepted.

• **During the student teaching semester**, students spend the full university semester in one or more assigned classrooms, engaged in teaching. No part-time student teaching is allowed.

• **During the year of an internship**, the intern has full “teacher of record” rights and responsibilities. A University Supervisor and a District Mentor will assist the intern throughout the first year of teaching.

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**Deadlines for Clinical Applications should be strictly followed. Questions regarding deadlines and applications may be addressed to csherman@uttyler.edu.**
Prior to the first clinical experience:
A teacher candidate who has ever had an arrest that resulted in deferred adjudication, probation, or a conviction should be aware of the possible consequences related to the offense. If there are questions, he/she may contact the Certification Officer to discuss the potential ramifications. More information is available at the TEA website: www.tea.tx.gov > Texas Educators > Disciplinary Rules or http://tea.texas.gov/Texas_Educators/Investigations/Educator_Disciplinary_Rules/.

During Clinical Experiences for Steps 2 & 3:
In 2007, the Texas legislature passed a law (Senate Bill 9) requiring individuals working on public school campuses to submit to a criminal history check; therefore, throughout the STEP program all students are required to submit to a criminal history background check prior to going onto an EC-12 campus. The candidate’s name will be submitted to the school district that will host him/her during the clinical experience. The district will do a state criminal history check. Students are ineligible to participate in clinical field experiences without this clearance.

Application for Certification:
At the time of application for the Standard Texas Teaching Certificate, each applicant will 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).
Although the Agency is most interested in offenders who have committed crimes of violence or crimes against children, it is important to know that TEA reserves the right to deny certification to anyone deemed unfit to teach. More information about fingerprinting is available at http://tea.texas.gov/Texas_Educators/Certification/Fingerprinting/Fingerprinting_for_Texas_Educators_and_School_District_Personnel/ (Background check forms are on the Blackboard Organization)

In case of a prior infraction:
TEA has an office dedicated to criminal history evaluations prior to the certification application. The teacher candidate may inquire about his/her personal criminal history early in the program to “get an idea” of the consequence of this history on his/her certification.
• There is a $50 fee (beginning Sept. 1, 2015).
• It requires that all court case information be submitted, including:
  o The date/s
  o The charge/s
  o The adjudication for each and every offense
  o The disposition of the adjudication
• The results of this information depend totally on full disclosure by the applicant.
• More information is available at this TEA site, http://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/ .
This form found in the Phase I section of the Blackboard Organization

TIME LOG FOR SEMESTER YYYY SEMESTER
(One per semester per student. Please type or print top portion of form)

| Student’s Name ____________________________ | SID# ______________________ |
| Last | First | Print SID# Legibly! |
| District(s) | Campus(es) |

University courses for which field is being completed:

<table>
<thead>
<tr>
<th>Course Title(s)</th>
<th>UT Instructor(s)</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

TOTAL NUMBER OF FIELD HOURS COMPLETED: 

STUDENT SIGNATURE______________________________________________

THIS TIME LOG IS A LEGAL CONTRACT BETWEEN THE STUDENT AND THE UNIVERSITY OF TEXAS AT TYLER. FALSE INFORMATION CAN LEAD TO LEGAL ACTION, INCLUDING SUSPENSION.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TIME IN/OUT</th>
<th>ACTIVITY</th>
<th># HOURS</th>
<th>TEACHER INITIALS</th>
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**Teacher signature(s) required on back of form**
<table>
<thead>
<tr>
<th>DATE</th>
<th>TIME IN/OUT</th>
<th>ACTIVITY</th>
<th># HOURS</th>
<th>TEACHER INITIALS</th>
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</table>

**TIME LOGS ARE DUE IN THE FIELD OFFICE (SCI 247G) BY mm/dd/yyyy. MAKE A COPY OF THIS FORM BEFORE YOU TURN IT IN. OUR OFFICE WILL NOT MAKE A COPY OF IT FOR YOU.**

Teacher Signature          Date
Teacher Signature          Date
Teacher Signature          Date
Teacher Signature          Date
Teacher Signature          Date

Total Hours Completed
CERTIFICATION INTRODUCTION

GOAL: The goal of the educator preparation program is to facilitate the teacher candidates’ attainment of a standard teaching certificate. In order to reach this goal, the teacher candidate must complete a bachelor’s degree along with all professional development (education) requirements—including clinical teaching (student teaching), and all certification testing requirements.

5-year Certificate: As of 9/1/99, the state began issuing renewable licenses rather than lifetime certificates. Every 5 years, the holder of a teaching certificate that is issued after September 1, 1999, must reapply for that certificate. In the case of a classroom teaching certificate, the renewal process will include documentation that at least 150 clock hours of approved professional development have been completed during that 5 yr. period. Note: Professional development includes college coursework as well as approved workshops and seminars. There is a renewal fee, and for initial certification, there is a criminal history check at the State and Federal levels using fingerprinting.

Prior to 9/1/99, all certificates that were issued upon successful completion of coursework, certification testing, and student teaching were LIFETIME certificates. Anyone who already holds a lifetime certificate will continue with that certificate without having to renew. But if that person adds an area of certification, the new area will be renewable every 5 years.

Levels of certification: There are four levels of certification from which a teacher candidate can choose.

Early childhood through 6th grade teachers can teach any subject taught in those grades in a self-contained or a departmentalized classroom.

Fourth grade through 8th grade certification has four options for the teacher candidate: English Language Arts and Reading 4-8, Social Studies 4-8, Mathematics 4-8, or Science 4-8.

Seventh grade through 12th grade certification and EC-12th grade certification have a number of possible teaching fields available. (See Section B-2).

Supplements: A supplement is an area of specialization that can be added to your certificate. These require specific coursework as well as a specialized certification exam (TExES). A supplement is added to the teaching certificate and takes on the level of the teaching certificate. Example: A special education supplement added to a history (7-12) teaching certificate becomes special education (7-12); added to a science (4-8) certificate, the special education supplement becomes a grades 4-8 certificate; and added to an EC-6 certificate, the supplement will be for EC-6.

Maintain the required GPA: Certification requires that the teacher candidates maintain the required GPA.

- Professional Development: All teacher candidates for certification in academic subjects must successfully complete all of the required education courses with
  - a minimum grade of “C”
  - a minimum GPA in those courses of at least 2.5 (See p. C-5 for computing GPA)
- Content Classes: All teacher candidates for certification in academic subjects must successfully complete all content courses with a minimum grade of “C”.
- All certificates require a cumulative GPA of at least 2.5 at the time of certification.
**Certification testing:** All standard classroom teaching certificates require appropriate certification testing. The Texas Examinations of Educator Standards (TExES) is the official certification examination for Texas teacher certification.

Each initial certificate requires two certification exams: a Pedagogy and Professional Responsibilities (PPR) exam and a content exam. Everyone takes the PPR TExES.

Everyone takes a content TExES. Content TExES exams are specific to the specialization. A list of certification exams for each certificate is available at [http://www.texas.ets.org > Test Preparation Resources.](http://www.texas.ets.org) A list may also be found in the Appendix of this handbook.

**NOTE:** Content exams **must be attempted** prior to clinical teaching in Step 3.

---

**National Criminal History Check:** All teacher candidates are required to submit to a criminal history background check at the time of their application for certification. TEA submits the fingerprints to

- the Department of Public Safety, and
- the Federal Bureau of Investigations.

“Criminal history” is defined as an arrest that resulted in deferred adjudication, probation, or a conviction. If you have been the subject of such an arrest, see Section C-15 or go to this website ([http://tea.texas.gov/Texas_Educators/Investigations/Educator_Discipline_-_FAQs/](http://tea.texas.gov/Texas_Educators/Investigations/Educator_Discipline_-_FAQs/)) for FAQ’s on the TEA website.

---

**Future certification:** In addition to the initial certificates which allow one to teach in a classroom, a person may wish to add an additional certification.

**Additional classroom certificates:** A certified teacher may add a new classroom certificate at any level and in any subject by taking the appropriate examination. No “permission to test” is required. When the new TExES is passed, the teacher applies directly to the Texas Education Agency (TEA) for the new certificate.

*Example:* A history (7-12) teacher may want to challenge the math (4-8) TExES. The teacher registers for the exam “by exam only”, takes the test, and if passed, applies directly to TEA for the new certificate.

**Professional certificates:** A certified teacher may choose to earn a master’s degree along with a new class of certificate, such as principal, educational diagnostician, school counselor, or reading specialist. These certificates do require a master’s degree, but the certificate can be earned concurrently with the new degree.
Section C

Phase II

Advising Overview

Clinical Teaching Application Information

Certification Overview
Certification—TExES Eligibility Policy
Certification—TExES Eligibility Forms
TExES Prep Requirement
Certification—FAQs
Certification—TExES Study Plan
Certification—Test-taking Strategies
Certification—Registering for the TExES
Certification – TExES Orientation Information
Overview: Step 2

To begin Phase II, the teacher candidate must have been admitted to the SOE and have successfully completed all Phase I courses and assessments, including no grade lower than a “C”.

1. See Post-Baccalaureate Advisor for any questions about sequence of courses and registration.
2. Register for Phase II education classes.

<table>
<thead>
<tr>
<th>Phase II</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 4322†</td>
</tr>
<tr>
<td>EDUC 4301</td>
</tr>
<tr>
<td>EDEC 3363</td>
</tr>
<tr>
<td>EDUC 4365</td>
</tr>
<tr>
<td>EDUC 4369</td>
</tr>
<tr>
<td>READ 4366</td>
</tr>
<tr>
<td>These courses may be taken in one semester or they may be split into 2 or more semesters.</td>
</tr>
<tr>
<td>All must be completed prior to moving to Phase III.</td>
</tr>
<tr>
<td>Must complete all of Phase II prior to beginning Phase III.</td>
</tr>
</tbody>
</table>

†Denotes a course that will require clinical experience. The site for clinical experience will be assigned by the Office of Clinical Experiences. The assignment for field experience will be made by the course instructor. **ALL STUDENTS do clinical experience.**

3. During **Phase II**
   a. Clinical experience school placements are made by the OCE. The assignment for what you will do in the classroom is given by the course instructor.
      i. **Phase II** courses require that the teacher candidates observe, fulfill some limited teaching requirements, and in general, serve the assigned teacher as a teaching assistant in his/her class, working with individuals and small groups as needed. The course instructor will give specific assignments for this clinical experience.
      ii. Candidates will submit a UT Tyler Criminal History Record Information form to the OCE for criminal history background check prior to going into the public schools. (See Blackboard Organization for this form.)
      iii. The Office of Clinical Experiences (OCE) will place the teacher candidates in classrooms for these clinical experiences.
         - If you are within the UT Tyler area, a UT Tyler supervisor will be assigned to support and facilitate your semester of clinical experiences. The supervisor will use the Clinical Observations forms adopted by the School of Education and based on the INTASC Standards. *(A-12 & 13)*
         - If you are out of the UT Tyler area, you will have a supervision fee. For more information, contact Ms. Sherman, csherman@uttyler.edu.
   b. Complete clinical experience requirements. *(Assigned schools for these experiences are made by the Office of Clinical Experiences in conjunction with school districts in the UT Tyler area. The teacher candidate and the supervising teacher develop the schedule for these experiences.)*

Even if you are employed as a teacher of record, you must do clinical experiences; they can be completed during planning time, take a business day, etc. Clinical Experiences cannot be completed in your classroom.
c. Register for and take TExES 291, if not already taken and passed.
   i. Registration information is found in this section, D-19-20.
   ii. A list of exams is found online at http://www.texas.ets.org and in Appendix F-4 of this handbook.
   iii. Passing the content TExES is required to advance to Phase IV.

d. Make application for Phase III, clinical experiences.
   i. Submit application for Phase III, clinical teaching, by the published deadline.*
      (See Education-Clinical Experiences Blackboard Organization.)
      *No late reservations will be accepted after the deadline.
   ii. Complete assessments satisfactorily for transition to Phase III.
      ▪ Dispositions Assessment
      ▪ All grades for certification (pedagogy and content) must be “C” or above.
      ▪ Maintain GPA (minimum, 2.75)—To compute the GPA, add the number of grade points earned to date. This becomes the numerator of a fraction. Add the number of hours attempted to date. Include all hours on transcript(s). This becomes the denominator of a fraction. Divide the numerator by the denominator to determine the overall GPA.
      ▪ Benchmarks for Phase II must be satisfactorily completed prior to Phase III.
      ▪ All Phase II coursework must be satisfactorily completed prior to beginning Phase III.

e. Complete three (3) clock hours of TExES Preparation prior to advancing to Phase III.
   i. The TExES preparation is available in 3-clock hours, face-to-face sessions provided periodically throughout the semester (the schedule is available at this website: http://www.uttyler.edu/education/texes/texesprep.php).
   ii. Preparation is also available online through TExES Certification Exam Review for Teachers (T-CERT) at http://pact.tarleton.edu/tcert/.
   iii. Another source for preparation is CertifyTeacher, See Testing_and_Certification Blackboard Organization for information.
   iv. Attendance must be documented in one of 2 ways, depending on the source of training—face-to-face or online through T-CERT or CertifyTeacher:
      ▪ A record of attendance will be kept for each face-to-face session to document attendance.
      ▪ Submit the certificate of completion to charris@uttyler.edu.

Phase II Benchmarks must be met prior to moving to Phase III.

Dispositions are assessed throughout the program

** In order to advance to Phase III, the teacher candidate must have successful completion of Phase II having no unresolved dispositions.
PHASE III APPLICATION INSTRUCTIONS

Please note: You cannot enroll in Phase III courses until you submit your Phase III Application to the Office of Clinical Experiences and are administratively placed in the Phase III Student Group.

• WHERE DO I ACCESS THE FORMS?
  o All reservation forms are found in the Phase III tab of the Education-Clinical Experiences organization in Blackboard. If you have not already enrolled in the organization: log into Blackboard, click on Organization Tab at top of page, click Academic Interest link on right side of page. Scroll down until you see Education – Clinical Experiences, hover over the name of the organization, and click on “Enroll” when the down arrow and dropdown box appear.

• DO I HAVE TO SUBMIT A BACKGROUND CHECK FORM?
  o Yes. You must submit the following criminal history record Information forms found on Blackboard with your reservation regardless of where you think you want to be placed for Phase III. They are:
    ▪ UT Tyler CHR
    ▪ District DPS Verification form
    ▪ Any background check forms required by districts as indicated on Phase III reservation form.
  o You must also submit two copies of your driver’s license

• WHEN IS THE DUE DATE FOR PHASE III RESERVATIONS?
  o No reservations will be accepted after the published date. Do not wait to submit your reservation. You could lose your opportunity to participate in Phase III clinicals, thus delaying your certification.

• WHEN CAN I ENROLL IN MY PHASE III COURSES?
  o The system will not allow you to enroll until you have been admitted to the Phase III Student Group. This happens AFTER you submit your reservation to the Office of Clinical Experiences.

• WHERE DO I TURN IN MY RESERVATION FORMS?
  o BEP 247G – Office of Clinical Experiences (OCE).
• **HOW DO I KNOW I AM ELIGIBLE TO BEGIN PHASE III?**
  o You should check with your Advisor, before Phase III (and again before Phase IV) to be sure you are on track for the next phase.

• **WHAT OTHER REQUIREMENTS MUST I MEET BEFORE PHASE IV?**
  o You must *pass* the TExES 291 exam during Phase III, if not before. All parts must be passed.
  o You must attend Student Teaching Orientation (date will be announced). At this orientation you will be given information on how to make your reservation and what to expect during Phase IV student teaching.

• **OTHER INFORMATION ABOUT PHASE III CLINICALS:**
  o Phase III students must attend a Phase III orientation. At the orientation you will receive information about Phase III. You will be notified of the date of this orientation via your Patriot email when it is set.
  o Remember, during the Phase III clinicals, you are meeting your principal for the first time – dress and behave professionally and be punctual.
  o A Phase III field calendar, as well as your Phase III assignment, will be posted in the Phase III section of the Blackboard Organization prior to the start of the semester.

• **WHAT IF I STILL HAVE QUESTIONS ABOUT PHASE III CLINICALS?**
  o Please contact the Office of Clinical Experiences at 903-566-7283 or
  o Mrs. Sherman at csherman@uttyler.edu.
Certification Overview

Step 2

Checklist

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<tr>
<th>✓</th>
<th>To do during Step 2</th>
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<tr>
<td></td>
<td><strong>Maintain GPA</strong></td>
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<tr>
<td></td>
<td>□ 2.75 in all Professional Development (education) courses</td>
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<td></td>
<td>□ No grade lower than a “C” in pedagogy or content</td>
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<td></td>
<td>□ Download the TExES 291 Preparation Manual, if not yet passed*</td>
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<td>□ Download the TExES Registration Bulletin (<a href="http://www.texas.ets.org">www.texas.ets.org</a>)</td>
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<td>□ If taking the Special Ed or ESL tests, download these Preparation Manuals (TExES 161 and TExES 154) <em>These cannot be taken until 160 &amp; 291 are passed.</em></td>
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<tr>
<td></td>
<td><strong>IMPORTANT:</strong> Clinical teaching cannot be done unless the content test is passed.</td>
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<tr>
<td></td>
<td>□ Check TExES registration deadlines</td>
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<td></td>
<td>□ ETS deadlines (<a href="http://www.texas.ets.org">www.texas.ets.org</a>)</td>
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<td><strong>REMEMBER:</strong> Content tests must be passed prior to clinical teaching. If TExES 291 is not passed prior to clinical teaching, see your advisor. You may be required to take additional content coursework, therefore delaying clinical teaching.</td>
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<tr>
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<td>□ Download PPR Preparation Manual—TExES 160</td>
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<td>□ Take TExES 291 early. Check with advisor. <em>(See “REMEMBER”, above)</em></td>
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<td><strong>Note:</strong> Passing the content test is required prior to Clinical Teaching. Each domain must be passed.</td>
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<td><em>This test must be taken and passed prior to the first day of clinical teaching seminar!</em></td>
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<td>□ <strong>STUDY, STUDY, STUDY!</strong> Get to know the Test Framework of all the TExES exams:</td>
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<td></td>
<td>□ Domains</td>
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<td>□ Competencies</td>
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<td></td>
<td>□ Sample test items</td>
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<td>□ <strong>TExES Prep:</strong> Participate in the PPR preparation/remediation workshop. Six clock hours of test preparation in addition to preparatory coursework is required. Contact Dr. Hansen, <a href="mailto:bhansen@uttyler.edu">bhansen@uttyler.edu</a>. <em>(See D-7 for more TExES information)</em></td>
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<td>□ See Resources: Appendix 4 <em>(F-4—1)</em></td>
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</tbody>
</table>

*REMEMBER:* In order to advance to the next Phase, successful completion of a Phase includes having a cumulative GPA of at least 2.75, passing all required courses with the minimum of a “C”, and having no unresolved dispositions.
A teacher candidate may take a state certification exam (the TExES) under the following conditions:

1. The candidate must be admitted to the School of Education’s Teacher Education Program. 
   *(See Admission to the Program, C-3).*

2. A candidate may take the PPR during the semester he/she is actively engaged in Phase III of the EC-6 program.

   **Important to Note:** All candidates must take and pass the TExES 291 prior to the student teaching semester. See Policy re TExES Content Test, below.

3. A candidate attempting the TExES prior to his/her student teaching or internship semesters(s) may only take one test per test date.

**POLICY re TExES Content Test**

Teacher candidates are not allowed to student teach or do an internship unless they have passed the Content TExES prior to the beginning of Student Teaching or Internship.

a. If the Content exam is passed, there are no further **content** testing expectations (other than passing the PPR).

b. If the Content exam is *not* passed, the candidate must work with the TExES Remediation Specialist for the School of Education, and additional content coursework will be required. See your advisor, Ms. Fender.
TExES CAT REGISTRATION FORM

Obtain your TEA ID Number (www.tea.texas.gov) TEAL Assistance: ESC 7 - 903-988-6841

Email form to charris@uttyler.edu or Fax to 903-566-7036

My UT Tyler ID# ___________________________

PRINT CLEARLY

1. Name
   Last Name _____________________________ First Name ______________________ M I ____________

   The applicant/educator’s name must appear exactly as it appears on their valid state ID.

2. TEA ID#

Disclosure of your Social Security Number (“SSN) is required of you in order for The University of Texas at Tyler to provide the number to the State Board for Educator Certification (SBEC) as mandated by SBEC internal rules. Your social
security number will be used by SBEC in order to conduct criminal history checks required for applicant certification.

Privacy Statement:

With few exceptions, you are entitled to request to be informed about the information The University of Texas at Tyler collects about you. Under Sections 552.021 and 552.023 of the Texas Government Code, you are entitled to receive and
review the information. Under Section 559.004 of the Texas Government Code, you are entitled to have The University of Texas at Tyler correct information about you that is held by us and that is incorrect, in accordance with the procedures set forth in The University of Texas System business Procedures Memorandum 32. The information that The University of Texas at Tyler collects will be retained and maintained as required by Texas records retention laws (Section 441.180 et seq. of the Texas Government Code) and rules. Different types of information are kept for different periods of time.

3. Address
   P.O. Box or Street Address __________________________ City __________________________ State ______ Zip Code __________

4. Phone
   Day / Evening __________________________ Cell __________________________

5. Gender __ Male __ Female

6. Patriot Email __________________________@patriots.uttyler.edu

7. Educator Program Admit Date ________ __________

8. Birthdate __________________________

9. Ethnicity: (Choose one) __________
   – Hispanic/Latino
   – American Indian or Alaska Native
   – Not Hispanic/Latino
   – Asian
   – Black or African American
   – Native Hawaiian or Other Pacific Islander
   – White

10. Race: (Choose one or more) __________
   – White
   – Hispanic/Latino
   – American Indian or Alaska Native
   – Asian
   – Black or African American
   – Native Hawaiian or Other Pacific Islander
   – White

   Texes Eligibility Policy

1. The candidate must be admitted to the School of Education’s Teacher Education Program.

2. A candidate must take the content TExES during Phase III of his/her program.

   Important to Note: All candidates must take the appropriate content test prior to the student teaching semester. You cannot student teach without attempting the content TExES.

3. A candidate attempting the TExES prior to his/her student teaching or internship semester(s) may only take one test per test date.


**After registration at www.texas.ets.org; email the TExES date selected to charris@uttyler.edu**

Classroom Certification Exams

<table>
<thead>
<tr>
<th>Continuous CATs</th>
<th>Limited Administration CATs - See Schedule! <a href="http://www.texas.ets.org/cat/testdates/">http://www.texas.ets.org/cat/testdates/</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>( ) 164 Bilingual Education Supp.</td>
<td>( ) 190 Bilingual Target Language Proficiency Test (BTLPPT) Spanish</td>
</tr>
<tr>
<td>( ) 154 English as a Second Language Supplemental</td>
<td>( ) 176 Business Education 6-12</td>
</tr>
<tr>
<td>( ) 117 English Language Arts and Reading 4-8</td>
<td>( ) 240 Chemistry 7-12</td>
</tr>
<tr>
<td>( ) 211 Core Subjects 4-8 (1 attempt only with UTT approval)</td>
<td>( ) 141 Computer Science 8-12</td>
</tr>
<tr>
<td>( ) 291 Core Subjects EC-6</td>
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</tr>
<tr>
<td>( ) 180 ELAR &amp; SLP</td>
<td>( ) 803 Social Studies ( ) 1808 TAKS/PE</td>
</tr>
<tr>
<td>( ) 802 Mathematics</td>
<td>( ) 1804 Science</td>
</tr>
<tr>
<td>( ) 157 Health Education EC-12</td>
<td>( ) 113 English Language Arts and Reading /Social Studies 4-8</td>
</tr>
<tr>
<td>( ) 233 History 7-12</td>
<td>( ) 231 English Language Arts Reading 7-12</td>
</tr>
<tr>
<td>( ) 236 Life Science 7-12</td>
<td>( ) 237 Physical Science 6-12</td>
</tr>
<tr>
<td>( ) 115 4-8 Mathematics</td>
<td>( ) 256 Journalism 7-12</td>
</tr>
<tr>
<td>( ) 235 Mathematics 7-12</td>
<td>( ) 163 Special Education Supplement</td>
</tr>
<tr>
<td>( ) 118 Science 4-8</td>
<td>( ) 129 Speech 7-12</td>
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<tr>
<td>( ) 118 Social Studies 4-8</td>
<td>( ) 171 Technology Education 6-12</td>
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<tr>
<td>( ) 232 Social Studies 7-12</td>
<td>( ) 180 Theater EC-12</td>
</tr>
<tr>
<td>( ) 160 Pedagogy &amp; Professional Responsibilities EC-12</td>
<td>( ) 813 LOTE (Spanish EC-12) Check Regis. Windows. Practice Alt. Character Toolbar!</td>
</tr>
<tr>
<td>( ) 158 Physical Education EC-12</td>
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<tr>
<td>( ) 161 Special Education EC-12</td>
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<td>( ) 177 Music EC-12</td>
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<td>( ) 088 Principal</td>
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<td>Professional Certification Exams</td>
<td>Professional Certification Exams LIMITED Administration CATS</td>
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<tr>
<td>Continuous CAT</td>
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<tr>
<td>( ) 151 Reading Specialist</td>
<td>( ) 153 Educational Diagnostician</td>
</tr>
<tr>
<td>( ) 152 School Counselor</td>
<td></td>
</tr>
<tr>
<td>( ) 195 Superintendent (single 5-hour session)</td>
<td></td>
</tr>
</tbody>
</table>

12. With my signature, I certify that I am the person whose name and address appear on this form.

SIGNATURE __________________________ DATE __________________________

ATTENTION!

Submit this form to charris@uttyler.edu

Allow 14 days for test approval!

Office Use Only:

Program: ____________

PBH ________ PBU ________ PB Diag. ________ Repeat ________ Phase 3 ________ Notes: ________

In w/o (32) ________

PB w/ (33) ________

PB w/o (34) ________

C-7
TExES PREP REQUIREMENT

Students are required to take 6 hours of TExES Preparation (PPR and/or Content):

The test preparation is available in two formats:

- Face-to-Face: 3-hour face-to-face sessions provided on campus periodically throughout the semester, (see http://www.uttyler.edu/education/texes/texesprep.php) and
- Online:
  - through TExES Certification Exam Review for Teachers (T-CERT) at http://pact.tarleton.edu/tcert/.
  - through Certify Teacher at www.certifyteacher.com. The cost for most of the tests in Certify Teacher is $25 per test.

UT Tyler TExES Prep sessions are found at the TExES information website, http://www.uttyler.edu/education/TExES%20info.php.

- Report to the announced location at the beginning of the session!
- Be sure to sign the session attendance log.

Test Preparation Verification:

- For Face-to-Face TExES prep: A record will be kept for each face-to-face session to document attendance and submitted to the Office of Teacher Certification by the instructor.
- For online TExES prep: If a student chooses to get training through T-CERT, the student must print the certificate available online and submit it to Cynthia Harris in the Office of Teacher Certification, BEP 247H or charris@uttyler.edu prior to advancing to Step 3. If Certify Teacher is used, the student should email confirmation of hours to charris@uttyler.edu or submit a printed copy to BEP 247H.
TExES
Texas Examinations of Educator Standards (TExES™)
Frequently Asked Questions

Educator program candidates must take at least two TExES exams to gain Texas (State) certification status:

1 Content TExES
+ 1 TExES Pedagogy & Professional Responsibility = Initial Texas Certification

Some students may require a second “content” test in their particular certification area to gain initial certification. Examples: teacher candidates who are seeking Special Education, or a supplement, such as ESL, bilingual, etc.

General questions that candidates ask about the TExES tests:

✦ Who is required to take a TExES test?
   Every person seeking educator certification in Texas is required to take and pass one or more comprehensive tests of content and/or professional knowledge. The TExES program has been designed to meet this requirement.

✦ Where did the content of the TExES tests come from?
   The TExES tests are based on the beginning educator standards that have been developed by the State Board for Educator Certification (SBEC) and Texas educators. These standards are aligned with the state-mandated student curriculum, the Texas Essential Knowledge and Skills (TEKS).

✦ What kinds of TExES tests are there?
   Basically, there are two kinds of TExES tests:
   - content-area tests (i.e., those that match a particular Texas certificate) and
   - pedagogy and professional responsibilities tests (PPR)

   Candidates for initial certification have to take one or more content-area tests and the Pedagogy and Professional Responsibilities test. Everyone must pass the PPR and a content test.

✦ How many questions are on the TExES tests?
   The number of questions varies from test to test. In general, the “shorter” tests range from approximately 70 to 100 multiple-choice questions. Longer tests range from approximately 170 to 225 multiple-choice questions. The new Core Subjects EC-6 has 265 multiple choice questions. Certain tests also have an essay or performance assessment component. The individual test preparation manuals or the overview of each test are provided at www.texes.ets.org/texes/prematerials/texes-preparation-manuals/.

✦ Can I take any test I want to take?
   Candidates may register for and take any test(s) that their educator preparation program deems them eligible to take.

✦ When am I eligible to take the TExES?
   - Candidates may take their content TExES when they have completed at least 2/3 of their total content requirement with a minimum grade of “C” in all courses taken.
   - Candidates may take the PPR during the semester they are in Phase III (for undergrads) and Step 3 for STEP—preferably toward the end of that semester.

   (See Eligibility Policy, Section C-6)
What is CAT?
TExES exams are available in two formats:
- PBT – Paper-based test (offered by the state’s contracted testing service, ETS, two times during the year.) There are many available testing sites in Texas. This is a paper and pencil test.
- CAT – computer-administered test
  - For many CAT exams, there is no published schedule of CAT dates! These exams are offered continually.
  - For some CAT exams, there are a limited number of administrations. See the registration bulletin for these “limited-window administrations.”

There are CAT sites in Tyler and surrounding areas.

Questions that candidates ask about the registration process:

How do I register for a test?
When you are eligible, you may register online at the TExES Website (www.texas.ets.org). Registration bulletins from Educational Testing Service (ETS) are found at http://www.texas.ets.org. (See Eligibility Policy, Sec. D-5)
1. Candidates must submit a TExES Registration Form (Request-to-Test) to the Office of Teacher Certification (BEP 247H).
2. Candidates are either “approved” or “denied” testing through the Office of Teacher Certification. When the student is “approved”, the UT Tyler candidate will be emailed via the PATRIOT email address with instructions in this email to complete online registration at www.texas.ets.org
3. Candidates may choose their preferred test site/format. Cost per test = $120.
4. It is imperative that testing day procedures printed on the ETS Admission Ticket and in the Registration Bulletin are followed!
5. Warning! Cell phones are not allowed at the testing site. Leave them in the car. The student may lose his/her right to test if a cell phone is taken onto the testing premises.
6. Warning! The applicant/educator’s name must appear exactly as it appears on their valid state ID.

If my Internet connection disconnects before I finish registering online, will my registration still be processed?
No. If a registration session is terminated before an admission ticket is generated and sent to you, your information is lost and you must begin again.

I tried registering via the Internet on a public computer but could not complete the registration. What went wrong?
Some public computers are configured not to allow transmittal of secure information (e.g., credit card numbers). Contact the system administrator to change the computer’s settings or try using a different computer.

How many tests may I take at one test administration?
A candidate can take only one test per test date.

Can I take any test I want to take?
Candidates may register for and take any test(s) that their educator preparation program deems them eligible to take.
How much time do I have to complete the tests?
Both the morning and afternoon test sessions are five hours long. You may use the entire session to take the test.
The new Core Subjects test will have 5 Domains, and each Domain has an allotted time for completion. Check the TExES 291 Preparation Manual for details. http://www.texas.ets.org/texas/prepmaterials/texas-preparation-manuals/

Can I choose to take my TExES tests during one morning or afternoon session?
Provided that space is available, you may, at the time you register, make specific session requests that meet your needs and preferences for testing. However, session requests cannot be honored for certain tests that contain features that make session requests impossible (e.g., audiotapes, special equipment, open-ended written assignments, extended testing times, or other requirements). See the TExES Registration Bulletin for details.

What forms of payment can I use to pay for the test?
Test payment is made with a credit card.

How do I obtain a preparation manual for the test that I am taking?
Preparation manuals are available at www.texas.ets.org > Test Preparation Resources.

Whom do I contact if I have questions about my registration?
If you have questions about your registration, contact:
TExES Program
Educational Testing Service
Web site: www.texas.ets.org
Phone: 1-800-205-2626

I have registered for a test but want to make a change in my registration. What do I do?
Requests to make changes in your test, test date, test center, or test session can be made. Go to “CHANGE REQUESTS” in the Registration Bulletin for the procedures to change a test.

I have a disability/health-related need. How do I request alternative testing arrangements?
If you have a disability or health-related need and have to request nonstandard testing accommodations, refer to your Registration Bulletin for the latest procedures.

How many times may I retake a test?
At this time, there is no limit to the number of times you may take a test, although at this writing, there is proposed legislation that would limit the number of times.
If you do not pass a PBT TExES test, you can retake it at any future PBT test administration. A test taken via CAT cannot be retaken via CAT within forty-five days. If you try to reregister for a recently taken CAT test, the registration system will only display CAT test dates that are more than forty-five days after the previous test date.

Questions that candidates ask about their scores:

When will my test scores be available?
For examinees taking computer-administered tests, official score reports will be available within 7 days of the test date. Refer to the TExES Registration Bulletin under “Test Results and Score Reporting” for score report dates.
How are the TExES tests scored?
Scores for the TExES tests are based on the number of questions answered correctly and are reported on a scale of 100 to 300, with a minimum passing score of 240.

How many questions do I have to answer correctly to pass a TExES test?
The number of questions you have to answer correctly to pass the TExES tests varies across test fields and may vary slightly across test dates. For this reason, the total test score is reported as a scaled score.

Why are scaled scores used?
TExES tests are not scored by the percent of questions answered correctly. Rather, the raw score (the number of questions answered correctly) is converted to a scaled score by placing each administered form of the test on a scale common to all forms of that TExES test.

Examinee performance on a test form is placed on a common scale because each test form may differ from other forms of a TExES test. While efforts are made to create test forms that have the same overall level of difficulty as the original form of the test (on which the passing standard was set), there are often minor differences in overall difficulty from test form to test form. The total scaled score adjusts for these differences.

Each test form is statistically equated back to the original form of the test. Therefore, in order to maintain fairness to all candidates, a candidate who takes a slightly more difficult form of a test may be required to answer one or two fewer questions correctly in order to achieve the scaled passing score of 240 than a candidate who takes a slightly less difficult form of the test. Conversely, a candidate who takes a slightly less difficult form of the test may be required to answer one or two more questions correctly.

How is the passing score determined?
When the original form of a test in any field is administered, a committee of Texas educators in that field meets to review the questions on that test form. The committee then recommends a passing standard to the SBEC. The SBEC makes the final determination of the passing standard.

What is the Practice PPR (Pedagogy and Professional Responsibilities)?
Successfully passing the “Practice” PPR test will help prepare students for the actual state test. See this website for practice test information: http://www.texas.ets.org/texes/prepmaterials/texas-preparation-manuals/interactive-practice-test/
Developing a Study Plan

The following suggestions are designed to help you develop a study plan in preparation for the Texas Examinations of Educator Standards.

**Study the competencies.**
The first step in preparing for a TExES test is to identify what information the test will cover by reviewing the competencies for your field. A complete, up-to-date list of the competencies is included in the preparation manual for each test.

*Competencies* are organized into groups known as *domains*. The domains define the major content areas of the test. You will find a list of domains at the beginning of each competency list. The number of competencies within each domain typically reflects the emphasis given to that domain on the test. In general, domains with greater numbers of competencies will receive more coverage on the test.

Once you have a broad picture of what the examination includes, read each competency and its descriptive statements carefully to get a more specific idea of the knowledge you will be required to demonstrate on the examination. When you have become familiar with the competencies, make a list of those competencies about which you feel you know the least.

Use this review of the competencies to set priorities for your study time. The competencies are the core of the testing program and a helpful study tool. Read them carefully to determine the areas of strength and need in your content knowledge.

**Focus your studies.**
Use your review of the competencies to focus your study time on those competencies containing knowledge and skills with which you are less familiar. You should leave time to review the content of all competencies, both the familiar and the less familiar ones, but the focus of your preparation time and priority in your studying should be placed upon those competencies about which you are least confident.

**Identify resources.**
After you have identified the competencies on which you will focus your time, consider the resources you may use in studying the content of those competencies. The most appropriate resources may well be textbooks from courses you have taken. You may also wish to consult your class notes. This is especially important for courses you took more than a year ago. Talk with other students who have taken those courses more recently. Meet with your advisor or the professors who teach these courses. They may be able to provide you with some guidelines for reviewing your notes and textbooks. You may also wish to review other materials and publications from local, state, and national professional education organizations.
Review the sample test questions.
After you have become familiar with the competencies, you may want to review the sample test directions and the test question formats and suggested approaches contained in the appropriate TExES preparation manual. Then try to answer the sample multiple-choice questions for the test you are taking. If your test includes one or more constructed-response assignments, you should try to respond to the sample assignment(s) as well.

Next, review the correct responses and explanations for the sample multiple-choice questions. If your test includes one or more constructed-response assignments, you should review the sample response(s) or the description of task/assignment that is provided.

If you are retaking a test, use the information on your score report.
Your domain and competency performance as indicated on your official score report can help you identify possible areas on which to focus your studies. However, this information may be based on comparatively few test questions, and you should use it cautiously. You may wish to focus your initial studies on the domains and competencies in which you did least well. You may also wish to concentrate your studies on those domains or sections of the test that include the greatest number of test items and that count the most toward your total test score.

Take additional courses.
Consult with your advisor about whether you have completed sufficient coursework to prepare for the test. Your advisor may be able to identify specific courses that may cover content you have not yet studied.

Form or join a study group.
Joining a study group can be effective for reviewing test-related content. You may gain the most from participation in a study group if you have already identified the competencies with which you are less familiar and that you may need to review more. If you have a specific need or area of weakness, a study group that focuses on that need or area may be best for you.

Avoid cramming during the last few days before the test.
A gradual study pattern will be more effective for learning unfamiliar or difficult content. In the last few days before the test, take time to review the content with which you feel more comfortable and avoid trying to learn new material.
The following suggestions may help you develop strategies to use when you are taking the TExES.

**Follow directions.**
It is very important to listen to and follow all test directions. This includes the oral directions that will be read by the test administrators and any written directions in the test booklet.

**Pace yourself.**
You will be assigned to one or both test sessions depending on the number and types (full-session or half-session) of tests you register for. Each test session is five hours in length. The time it takes test administrators to read the directions at the beginning of the test session is not included in the five hours. You may wish to flip through the test booklet when you are given the signal to begin testing. This may give you an idea of how to pace yourself while taking the test. Remember to leave enough time to respond to the constructed-response assignment(s), if applicable.

**Read carefully.**
Do not try to speed up by skimming directions or by reading the test questions too quickly. You may miss important information and instructions.

**Determine the “best answer.”**
Your response to each multiple-choice question should be the best of the response options provided. Read and evaluate all choices before deciding which one is best.

**Guess wisely.**
Your test score will be at least partially based on the number of multiple-choice questions that you answer correctly. You will not be penalized for guessing. If you are unsure about a question, use your knowledge in the content area to eliminate as many of the options as possible, then guess among the remaining choices.

**Mark your answers carefully.**
Your responses to the multiple-choice questions will be scored electronically. It is critical for you to mark your answers carefully and to erase any stray marks completely. If you skip a question, be sure that you skip the corresponding row of answer choices on the answer sheet.

**Check your accuracy.**
Use any remaining time at the end of the test session to check the accuracy of your work.

Make sure that you have filled in the appropriate bubbles on the answer sheet and that you have completely erased any stray marks.

**Review the constructed-response assignment(s), if applicable, carefully and write legibly.**
Be sure to read and respond to each part of the assignment(s). Your response(s) to the assignment(s) will be evaluated by at least two qualified scorers. It is important for the scorers to be able to read your response(s). Also, make sure that you have recorded your response(s) to the assignment(s) on the appropriate answer document(s) in the appropriate space.
REGISTERING FOR THE TExES

- Candidates must meet the criteria of the Eligibility to Test Policy. *(See the Eligibility to Test Policy, D-6.)*

- **Step 1**
  - Carefully read the TExES Registration Bulletin. This may be downloaded from the ETS website: [http://www.texas.ets.org/texes/](http://www.texas.ets.org/texes/).
  - View the TExES Orientation video in the Testing_and_Certification Blackboard Organization in the Phase II/Block 2 tab.

- **Step 2**
  - When eligible (as determined by the Eligibility Policy), a candidate will complete the Application to Test form located in the hall across from BEP 247J, and submit the form to the Office of Teacher Certification (BEP 247H) at least 14 days prior to the desired test date. *(See sample form, D-8).*
  - Complete every blank on the “application to test” form. *All* of the information asked for is required for test registration. *Required information that is omitted may delay registration.*
  - The candidate will receive an email from the Certification Office when he/she has been approved to test.

- **Step 3**
  - When you are approved, you will receive an email from the Certification Office telling you to go online and register at [http://www.texas.ets.org/texes/](http://www.texas.ets.org/texes/).
  - You will need a credit card to register.
  - You will need your TEA identification number to register. Access your TEAL account and get your unique number. Go to [http://www.tea.texas.gov/](http://www.tea.texas.gov/) > ECOS For Educators or [https://secure.sbec.state.tx.us/SBECOnline/login.asp](https://secure.sbec.state.tx.us/SBECOnline/login.asp).

  - **The applicant/educator’s name must appear exactly as it appears on his/her valid state ID.**

  - Check your email regularly for any communication from the testing company; TEA; or the Certification Office.
Step 4

- Who do I pay?
  - Payment for a TExES is made directly to ETS via credit card.

- WHERE to take the TExES
  - Paper-based tests (PBT) are offered at locations all over Texas as well as at a few sites outside the State. A list of testing centers may be found online at http://www.texes.ets.org.
  
  - Computer-administered tests (CAT) are also offered at locations all over Texas as well as at a few sites outside the State and in Puerto Rico. A list of testing centers may be found online at http://www.texes.ets.org.

  - Specific testing sites are available online at the time of registration. You may choose any of the testing sites.
TExES Registration Flowchart

For “permission to test” by Candidates in UT Tyler’s Initial Teacher Certification Program or Professional Certification Program

Candidates complete Eligibility to Test form

Candidates receive a notification of approval to test from the Certification Office

Did you receive an approval e-mail?

Yes

Log onto your TEAL account and verify your profile information is correct. If incorrect need to update and save changes.

(Write down your TEA ID# before exiting the website. You will need this information when registering on www.texes.ets.org.)


(If this is your first time to log in you will need to establish an account by clicking on New User.)

Proceed with registration process per instructions.

Provide appropriate method of payment and print Admission Ticket.

If you do not receive an Admission Ticket, Contact Customer Service at 1-800-205-2626

24 hours prior to testing date, look for updates on the TExES.ETS website, and review Important Information on the Admission Ticket

Register

Contact charris@uttyler.edu or Call 903-566-7053

Available in the hall across from BEP 247 J or online at http://www.uttyler.edu/education/texes/
Taking the TExES
Texas Examinations of Educator Standards

About the TExES

- The number of test questions on a TExES may vary from test to test.
  - Some tests have 70-100 multiple choice questions.
  - Some tests have 170-275 multiple choice questions.
  - Some tests have an essay or performance assessment component.

How To Prepare

- Coursework (keep class notes and textbooks from content courses and pedagogy courses)
- Early in the program, download and become familiar with the TExES Preparation Manuals for the exams you will take:
  - The appropriate PPR manual
  - The appropriate content manual
  - The website for these manuals is: www.texas.ets.org > Preparation Materials

- Other resources:
  + www.texasstudy.com
  + www.certifyteacher.com
  + www.passthetexes.com
  + www.getcertifiedtexas.com
  + www.texasreviews.com
  + www.texas.net
  + Study guides as they become available at
    - UT Tyler Bookstore
    - Retail bookstores

- As you learn new concepts and add to your schema about teaching, “plug in” these new learnings to the test framework.

The Day of the Exam!

- Arrive on time—that means early—prior to the published test time. (Check your admission ticket for the correct test time!)
- Have proper ID— the test bulletin describes what ETS considers to be “proper ID”.
- Have your admission ticket; you will not be admitted without it.
- LEAVE CELL PHONES IN THE CAR! The presence of a cell phone will negate your test scores!

After the Exam

- Score Reports
  - Scores are reported on a scale of 100-300.
  - A score of 240 is required for passing.
  - A schedule for reporting the scores is on the back of the bulletin. You will be able to access your scores approximately five weeks after you have taken the test.
  - Scores will be available online as pass/fail approximately five weeks after the PBT test.
  - Numerical scores will be sent to you shortly after that.
File for Certification on the specified date (Section F):

- Last day of EDUC 4057.
- Instructions with screen shots explaining the application process will be on the Testing_and_Certification Blackboard on the first day of application. (See preceding bullets)

IN SUMMARY:

1. Begin preparing for the TExES immediately!
2. Know the minimum GPA requirements.
   - Minimum overall GPA = 2.75
   - Minimum Education coursework GPA = 2.75
   - Minimum content GPA—check with advisor for department’s requirements
   - Earn a C (2.0) or better in all education courses
   - Earn a C (2.0) or better in all content courses
3. Maintain a record of all your important papers.
   - Admission to the School of Education
   - Deficiency plan
   - Documentation of SBEC account / TEA number and Student ID number
   - Record of meetings with advisors
   - Handouts from meetings
   - Other important documents
4. Know the College of Education and Psychology website: http://www.uttyler.edu/educpsych/
5. Check your PATRIOT E-MAIL frequently!
6. Keep your address and contact information updated with the Registrar’s office and the School of Education office.
7. **Remember**: The applicant’s name must appear exactly as it appears on their valid state ID.
8. Print your Admission Ticket from ETS and adhere to the date and time listed.
TAKING THE TExES

Begin preparing for TExES:
- Class notes
- ETS’ Preparation manual
- See F-12 for other resources

Print your admission ticket

Arrive on time… EARLY!

Have TWO forms of identification. The TExES registration bulletin describes “proper identification”.

If 2 forms of ID are requested, but you have only one—testing will be denied!

LEAVE CELL PHONE IN THE CAR!

VIOLATION OF THIS RULE WILL LEAD TO DISMISSAL FROM TESTING SITE

Take Exam

See Registration Bulletin for How & When Results are reported

No ticket—no admission!

Late arrivals are not admitted!
Section D

Phase III

Advising Overview

Clinical Observation Rubric
Clinical Experiences—Student Teaching
Reservation Information

Certification—Eligibility to Test Policy
Certification—TExES Registration
Certification—Taking the TExES
Phase III Overview

To begin Phase III, the teacher candidate must have been admitted to the SOE and have successfully completed all Phase II courses and assessments, including no grade lower than a “C”, and maintained a 2.5 in all education courses.

1. See Post-Baccalaureate Advisor for any questions about sequence of courses and registration.

2. Register for Phase III education classes

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<tr>
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<tr>
<td>Phase III</td>
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<td>○ ELED 4312†</td>
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<tr>
<td>○ EDUC 4334</td>
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<td>○ READ 4360</td>
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Additional courses required:
- READ 3330 or READ 5302

†Denotes a course that will require clinical experience. The site for clinical experience will be assigned by the Office of Clinical Experiences. The assignment for clinical experience will be provided by the course instructor.

3. During Phase III
   a. Complete clinical experience
      i. Phase III courses will allow students to continue as a teaching assistant in the classroom working with individuals, small groups, and whole group instruction. The course instructor will give specific assignments for this clinical experience.
      
      ii. Candidates will submit a UT Tyler Criminal History Record Information form to the OCE for criminal history background check prior to going into the schools.
      
      iii. The Office of Clinical Experiences (OCE) will place the teacher candidates in classrooms for these clinical experiences.
   
   b. Register for and take appropriate content TExES.
      
      i. Registration information is found in this section.
      
      ii. A list of exams is found online at http://www.texas.ets.org and in the Appendix of this handbook.
      
      iii. The Pedagogy and Professional Responsibilities (PPR) exam should also be taken during Phase III.
      
      iv. **Passing the content TExES is required** for Post-Bac students to advance to Phase IV.
c. Apply for Phase IV*
   
i. Attend student teaching orientation on the date published on Blackboard Organization (Education-Clinical Experiences) and on the SOE Facebook page.

   ii. Submit application for Phase IV to the OCE by the published deadline*.

* Failure to meet submission deadlines will result in a late fee.
No late reservations will be accepted after requests for placements have been sent to the school districts.

iii. Complete assessments satisfactorily for transition to Phase IV.
   
   ▪ Dispositions Assessment
   
   ▪ All grades for the degree and for certification must be “C” or above.
   
   ▪ GPA—To compute the GPA, add the number of grade points earned to date. This becomes the numerator of a fraction. Add the number of hours attempted to date. Include all hours on transcript(s). This becomes the denominator of a fraction. Divide the numerator by the denominator to determine the overall GPA.
   
   ▪ Phase III Benchmarks must be satisfactorily completed prior to Phase IV.
   
   ▪ All Phase III courses must be satisfactorily completed to progress to Phase IV**.
   
   ▪ TExES Preparation: Complete remaining three (3) clock hours of TExES prep.

Phase III Benchmarks EC-6: must be met prior to moving to Phase IV.

**In order to advance to Phase IV, successful completion of Phase III includes having a cumulative GPA of at least 2.75, passing all required courses with the minimum of a “C”, and having no unresolved dispositions.
**Clinical Observation Rubric (COR)**

Name:_____________________________________ Cooperating Teacher ______________________

School ____________________________Grade______Date________________Time:_____________

(Beginning & ending times)

**Expectations for performance of Phase II teacher candidates:** emerging, or emerging proficient level.

**Expectations for performance of Phase III teacher candidates:** emerging proficient, to proficient level.

**Expectations for performance of Phase IV teacher candidates:** proficient, to exceeds expectations level.


### Criteria

#### Learner Development (INTASC 1): The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

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(Identifies and teaches to the critical attributes of the lessons while recognizing the needs of students, actively engages students in learning, utilizes motivational strategies, appropriate pacing)

#### Learning Differences (INTASC 2): The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

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(Effectively differentiates instruction based on student needs, culture, characteristics)

#### Learning Environments (INTASC 3): The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

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(Arranges learning environment appropriately for lesson, effectively manages classroom procedures and routines, clearly states specific expectations for behavior)

#### Content Knowledge (INTASC 4): The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

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(Demonstrates knowledge of specific skills and content, integrates content with related subject areas, uses a variety of methods, materials, and techniques to teach students)

#### Application of Content (INTASC 5): The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

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(Uses technology, problem-based learning, and other appropriate strategies to enable students to address local and/or global issues)

#### Assessment (INTASC 6): The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

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(Frequently checks for students’ understanding and adapts teaching when necessary, uses a variety of strategies to assess student learning, gives specific and constructive feedback to all students)

#### Planning for Instruction (INTASC 7): The teacher plans instruction that supports

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D-3
every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

(formulates clear learning objectives, plans for unique characteristics of individual students’ special needs and learning issues)

**Instructional Strategies: (INTASC 8):** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

(uses instructional strategies that are aligned with lesson objectives, implements effective instruction, uses a variety of instructional strategies)

**Collaboration, Ethics, and Relationships (INTASC 9):** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

(works to advance teacher learning through various professional development opportunities and other educators, behaves in a manner consistent with legal and ethical requirements)

**Leadership and Collaboration (INTASC 10):** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

(works well with mentor teacher, supervisor, peers; displays appropriate demeanor; takes ownership of student learning)

Comments/Summary:

---

Date of Interactive Conference: Beginning and Ending Time of Conference:

Signature of Teacher Candidate:  
Signature of person completing COR: Check one: ☐ Supervisor ☐ Cooperating Teacher

Revised 06/2012
All students are required to attend Student Teaching Orientation.

DATES:
All students must make a reservation to student teach by attending Student Teaching Orientation, typically held:
- the third Thursday and Friday in September for Spring student teaching and
- the third Thursday and Friday in January for Fall student teaching
Attendance at this meeting is mandatory. Students will be given instructions about the reservation process at orientation, as well as Phase IV expectations.

CHECK ON PUBLISHED DATES!
(For questions: csherman@ttyler.edu)

TIMES*:
Three orientation sessions are held each Fall and Spring semester:
- one from 5:00-7:00 pm on Thursday evening
- one from 9:00-11:00 am on Friday morning and
- one from 1:00-3:00 pm on Friday afternoon.

*Check for published dates, which may change from semester to semester.

Choose the session that best fits your schedule. It is not necessary to register to attend. Dates and locations for orientation will be published, and students are notified via the Blackboard Organization. Orientation sessions are offered at these times via ITV in Longview and in Palestine.

The deadline for reservation submissions will be given at orientation. There is a $75.00 fee for late reservations.*

*No late reservations will be accepted after requests for placement have been sent to school districts. No exceptions will be made to this policy.
School of Education
Office of Clinical Experiences
Application for Student Teaching

myUTTyler# Semester requesting to student teach

Last Name First Name Middle Name Maiden Name

Mailing Address City State Zip Code Texas

( ) - ( ) - ( ) - Home Phone Work Phone Cell Phone

Date of Birth (including year) □ Male □ Female

Ethnicity: (choose only one) □ Hispanic/Latino □ Not Hispanic/Latino

Race: (choose one or more) □ American Indian or Alaska Native □ Asian
□ Black or African American □ Native Hawaiian or other Pacific Islander □ White

School District Request: Choose from available districts posted on website. Do NOT request a specific campus.

First Choice Second Choice

Grade Level Preference:

First Choice Second Choice

LIST ALL DISTRICTS IN WHICH YOU HAVE A RELATIVE ATTENDING OR EMPLOYED (Specify relationship):

Certification: (Check one box) □ EC-6 □ 4-8 □ 6-12 or 8-12 □ EC-12

Teaching Specialization(s) (Intermediate, Secondary or All-Level only)

(1) ___________________________
(2) ___________________________
Please list those in which you are **currently enrolled:**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Please list those courses which you **still need:**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Your signature indicates all information is correct according to your records

_________________________________________  ____________
Student Signature                        Date

_________________________________________  ____________
Education Advisor (All BSIS students)        Date

_________________________________________  ____________
Secondary Academic Advisor (Secondary & All Level – Non BSIS students) Date

**There is a $75 fee for late student teaching reservation packets. No late reservation packets will be accepted once requests for placement have been sent to school districts.**
A teacher candidate may take a state certification exam (the TExES) under the following conditions:

1. The candidate must be admitted to the School of Education’s Teacher Education Program. (See Admission to the Program, C-3).
2. A candidate may take the PPR during the semester he/she is actively engaged in Phase III of the EC-6 program.

**Important to Note:** All candidates must take and pass the TExES 291 prior to the student teaching semester. See Policy re TExES Content Test, below.

3. A candidate attempting the TExES prior to his/her student teaching or internship semesters(s) may only take one test per test date.

**POLICY re TExES Content Test**

Teacher candidates are not allowed to student teach or do an internship unless they have passed the Content TExES prior to the beginning of Student Teaching or Internship.

a. If the Content exam is passed, there are no further content testing expectations (other than passing the PPR).

b. If the Content exam is not passed, the candidate must work with the TExES Remediation Specialist for the School of Education, and additional content coursework will be required. See your advisor, Ms. Fender.
REGISTERING FOR THE TExES

- Candidates must meet the criteria of the Eligibility to Test Policy. *(See the Eligibility to Test Policy, E-8.)*

**Step 1**

- Carefully read the TExES Registration Bulletin. This may be downloaded from the ETS website: [http://www.texes.ets.org/texes/](http://www.texes.ets.org/texes/).
  - Bookmark this website for future reference and for registration purposes.
  - Familiarize yourself with the information about how to register.
  - Take advantage of the additional assistance at this website:
    - Frequently Asked Questions
    - Study Tips
    - Reducing Test Anxiety
    - Contact information
    - Exam lists
    - Rescheduling Information
    - Fees
    - Instructions for the day of the test
    - Preparation information
    - Score reporting
    - A complete list of test sites

**Step 2**

- When eligible (as determined by the Eligibility Policy), a candidate will complete the Application to Test form located in the hall across from BEP 247J, and submit the form to the Office of Teacher Certification (BEP 247H). *(See sample form, D-18-19.)*
  - Important: Candidates must adhere to the UT Tyler test registration deadlines. *Note: UT Tyler deadlines are always at least one week prior to the ETS published deadline dates.*
  - These deadlines are posted on the Certification bulletin board (across from BEP 247J), on the website [http://www.uttyler.edu/education/files/10-2011UTTDeadlineSchedule.pdf](http://www.uttyler.edu/education/files/10-2011UTTDeadlineSchedule.pdf), and on the Application to Test.
  - Deadlines are nonnegotiable.

- Complete every blank on the “application to test” form. *All* of the information asked for is required for test registration. *Required information that is omitted may delay registration.*

- Submit the form before the UT Tyler deadline—the earlier the better!

- The candidate will receive an email from the Certification Office when he/she has been approved to test.
Step 3

- When you are approved, you will receive an email from the Certification Office telling you to go online and register at http://www.texas.ets.org/texas/.
- You will need a credit card to register.
  and
- You will need your TEA identification number to register. Access your TEA account and get your unique number. Go to http://www.texas.tea.texas.gov/ > Educator Login/Account Set Up or https://secure.sbec.state.tx.us/SBECOnline/login.asp. The applicant/educator’s name must appear exactly as it appears on his/her valid state ID.
- If you have religious preferences that prevent your testing on Saturday, you may indicate that you need an alternative testing date. These alternatives are always scheduled on the Monday following the scheduled test date.
- If you have a disability, a separate TExES bulletin is available at http://www.texas.ets.org.
- If you have a disability that requires special accommodations, you may request these at the time of registration.
- The candidate must register online with ETS by the deadline established by ETS.
- Check your email regularly for any communication from the testing company; TEA/SBEC; or the Certification Office.

Step 4

- Who do I pay?
  - Payment for a TExES is made directly to ETS via credit card.
  - University late fees for TExES examinations may be paid by check (payable to The University of Texas at Tyler) in the Cashier’s Office. (Check the schedule for late fee dates.)
- WHERE to take the TExES
  - Computer-administered tests (CAT) are also offered at locations all over Texas as well as at a few sites outside the State and in Puerto Rico. A list of testing centers may be found online at http://www.texas.ets.org.
  - Specific testing sites are available online at the time of registration.

NOTE: TExES Registration Bulletins should be downloaded at the ETS website: http://www.texas.ets.org > Registration Bulletins.
TExES Registration Flowchart

For “permission to test” by Candidates in UT Tyler’s Initial Teacher Certification Program or Professional Certification Program

Candidates complete Eligibility to Test form

Candidates receive a notification of approval to test from the Certification Office

Did you receive an approval e-mail?

No

Yes

Log onto www.sbec.state.tx.us using your TEA ID# and verify your profile information is correct. If incorrect need to update and save changes.

(Write down your TEA ID# before exiting the website. You will need this information when registering on www.texas.ets.org.)

Log onto www.texas.ets.org and register, using the Registration Bulletin as resource. You are responsible for all TExES Registration Bulletin information.

(If this is your first time to log in you will need to establish an account by clicking on New User.)

Proceed with registration process per instructions.

Provide appropriate method of payment and print Admission Ticket.

If you do not receive an Admission Ticket,

Contact Customer Service at 1-866-902-5922

24 hours prior to testing date, look for updates on the TExES.ETS website, and review Important Information on the Admission Ticket

Register

Available in the hall across from BEP 247 J or online at http://www.uttyler.edu/education/additionalcertificationresources.htm
Taking the TExES
Texas Examinations of Educator Standards

About the TExES

- The number of test questions on a TExES may vary from test to test.
  - Some tests have 70-100 multiple choice questions.
  - Some tests have 170-275 multiple choice questions.
  - Some tests have an essay or performance assessment component.

- If you are taking a 4-8 “combination” test—English language arts & reading/social studies, you may…
  - Take the single test that will include both subjects
  - Take two different content tests—one in each subject area, e.g., English language arts & reading (ELAR) test and social studies test, instead of the ELAR/Soc St exam.

BUT…

- You must complete the test you started.

Examples…
  - If you begin testing with a “combination” test and do not pass it, you cannot then “split” the test, e.g., if you first take the ELAR/Soc St. test and fail it, you cannot decide at that point to take the ELAR test separately from the social studies test. You must finish what you begin.
  - Social Studies, 8-12, if failed, cannot be changed to history, 8-12. You must finish what you begin.

Conversely…

- You cannot start with “separate tests”, e.g., ELAR and social studies, and decide to change to the combined test—ELAR/Soc St.

How To Prepare

- Coursework (keep class notes and textbooks from content courses and pedagogy courses)
- Early in the program, download and become familiar with the TExES Preparation Manuals for the exams you will take:
  - The PPR manual
  - The appropriate content manual
  - The website for these manuals is: www.texas.ets.org > Preparation Materials
  - Other resources:
    - www.texasstudy.com
    - www.certifyteacher.com
    - www.passthetexes.com
    - www.getcertifiedtexas.com
    - www.texesreviews.com
    - www.texas.net
    - ebooks: http://store.ets.org/store/ets/en_US/list/categoryID.35697300
    - Study guides as they become available at
      - UT Tyler Campus Bookstore—Barnes & Noble
      - Retail bookstores
As you learn new concepts and add to your schema about teaching, “plug in” these new learnings to the test framework.

The Day of the Exam!
- Arrive on time—that means early—prior to the published test time. *(Check your admission ticket for the correct test time!)*
- Have two forms of proper ID— the test bulletin describes what ETS considers to be “proper ID”.
- Have your admission ticket; you will not be admitted without it.
- **LEAVE CELL PHONES IN THE CAR!** The presence of a cell phone will negate your test scores!

After the Exam
- Score Reports
  - Scores are reported on a scale of **100-300**.
  - A score of 240 is required for passing.
  - A schedule for reporting the scores is on the back of the bulletin. You will be able to access your scores approximately five weeks after you have taken the test.
  - Scores will be available online as pass/fail approximately five weeks after the PBT test.
  - Numerical scores will be sent to you shortly after that.
- File for Certification on the specified date *(Section F-15)*:
  - The final date of seminar of the Fall semester and of the Spring semester.
  - An application made prior to this date will be removed.
  - A packet of screen shots explaining the application process will be sent via the OCE and Blackboard on the final date. *(See preceding bullets)*
- **TEA will send a survey for your completion. They will not issue a certificate until the survey is completed and submitted.**

IN SUMMARY:
1. Begin preparing for the TExES immediately!
2. Know the minimum GPA requirements.
   - Minimum overall GPA = 2.5
   - Minimum Education coursework GPA = 2.5
   - Minimum content GPA—check with advisor for department’s requirements
   - Earn a C or better in all education courses
   - Earn a C or better in all content courses
3. Maintain a record of all your important papers. *(Suggestion: use the orange folder for this.)*
   - Admission to the School of Education
   - Degree plan
   - Documentation of SBEC account / TEA number and Student ID number
   - Record of meetings with advisors
   - Handouts from meetings
   - Other important documents
5. Check your PATRIOT E-MAIL frequently!
6. Keep your address and contact information updated with the Registrar’s office and the School of Education office.
7. **Remember:** The applicant’s name must appear exactly as it appears on their valid state ID.
8. Print your Admission Ticket from ETS and adhere to the date and time listed.
Begin preparing for TExES:
- Class notes
- ETS’ Preparation manual
- See E-12 for other resources

Print your admission ticket

Arrive on time… EARLY!

Have TWO forms of identification. The TExES registration bulletin describes “proper identification”.

LEAVE CELL PHONE IN THE CAR!

Take Exam

See Registration Bulletin for How & When Results are reported

Late arrivals are not admitted!

No ticket—no admission!

If 2 forms of ID are requested, but you have only one—testing will be denied!

VIOLATION OF THIS RULE WILL LEAD TO DISMISSAL FROM TESTING SITE
Section E

PHASE IV

Advising Overview

Clinical Experiences—Student Teaching Information

Internship

Clinical Observation Rubric

Certification—Application Process

Certification Process

What’s Next?
Phase IV Overview

To begin Phase IV, the teacher candidate must have successfully completed all Phase III courses and assessments with no grade lower than a “C”, must have maintained a 2.75 in all education courses, and must have passed TExES 291.

i. See Post-Baccalaureate Advisor for any clarification needed.

ii. Register for Phase IV education classes

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<td>Phase IV</td>
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<tr>
<td>Student Teaching</td>
</tr>
<tr>
<td>o EDUC 5640†</td>
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<tr>
<td>o EDUC 4376</td>
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<td>o EDUC 4057</td>
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<tr>
<td>Internship</td>
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<td>o EDIN† (Fall)</td>
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<tr>
<td>o EDUC 4057 (Spring)</td>
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<td>o EDIN† (Spring)</td>
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<td>o EDUC 4376 (Fall or Spring)</td>
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†Denotes a course that will require field experience. Student teaching is the final, full-semester clinical experience. The Internship is one full year as the teacher of record.

iii. **During Phase IV—Student Teaching (1 semester)**

   a. Complete student teaching successfully.

      i. Phase IV allows the teacher candidate to experience a full semester in a mentor teacher’s classroom.

      ii. Candidates will submit a UT Tyler Criminal History Record Information form to the OCE for criminal history background check prior to going into the schools. *(See Section B-13 of this handbook.)*

      iii. The Office of Clinical Experiences (OCE) will place the teacher candidates in classrooms for student teaching. *(See additional information on p. B-9-11 of this handbook.)*

  **During Phase IV—Internship (2 full semesters, beginning with the Fall semester)**

   a. Complete the internship successfully. As the teacher of record, the teacher candidate will be evaluated by the school district and by the university supervisor. The teacher candidate will have a mentor in the school district.

      i. Prior to the beginning of school, contact the OCE for the intern packet.

      ii. Complete the packet, part of which is completed by the school district, and submit it to the OCE.

      iii. Go online and file for the probationary certificate. *(See E-15)*

      iv. Complete all school district meetings and training.

      v. Attend all University mandatory meetings and training, including Saturday sessions for EDUC 4057.002.
b. Concluding the program
   i. Complete assessments satisfactorily for completion of program.
   ii. Successfully complete all remaining certification testing.
   iii. Complete all certification requirements (pedagogy and content) with no grade lower than a “C”.
   iv. Specific instructions will be posted on the Blackboard Organization on the last day of seminar.
   v. You will receive a survey from the state that you are required to answer and submit. TEA will not issue a certificate until that survey is completed and submitted. *(See overview of survey on E-25)*

c. Meet Benchmarks for Phase IV required for successful completion of program.

d. TExES Preparation: Complete remaining three (3) clock hours of TExES prep, if not completed during Phase III.

e. The online Supervisor Survey must be completed.

f. Apply for certification *(See, E-22.)*

Phase IV Benchmarks: must be met for successful completion of program.
STUDENT TEACHING

Student teaching is the culminating clinical experience of the certification program. During student teaching, the teacher candidate has an opportunity to observe the teacher and the students, plan motivating lessons, assess student learning, reflect on his/her own progress toward effective teaching, and eventually take on the responsibility of full day teaching.

The student teaching experience is one full semester. The student teacher observes the work weeks and hours of the district to which he/she is assigned. The student teacher’s holidays are the same as those of the assigned school district, not the university’s holidays. Because student teaching is a full-time job, teacher candidates are strongly advised against taking other courses. In rare cases, additional coursework may be approved to be taken during the student teaching semester. If the teacher candidate thinks he/she has extenuating circumstances that make this a necessity, up to three semester credit hours may be approved by the advisor. If up to six semester credit hours are needed, an appeal must be made to the Committee for Students. No more than six semester credit hours may be taken.

Supervision During Student Teaching
Student teachers will be assigned to a highly qualified cooperating teacher in the specialization field who has been recommended by his or her district administration. This cooperating teacher will serve as a role model as well as a guide to the student teacher through the full semester of student teaching. The cooperating teacher is responsible for daily feedback of teaching activities and a final evaluation which will become a part of the permanent university record.

A university supervisor will observe and evaluate the student teacher a minimum of three times during student teaching (four times for a split assignment).

The supervisor will provide the student teacher with both verbal and written evaluations. The campus principal will also receive a copy of the written evaluation. All Student teacher evaluation forms become a permanent part of the university records.

Attendance
All Student teachers are required to keep record of their attendance on the Student Teacher Attendance Log (found in the Phase IV section of Blackboard Organization: Education-Clinical Experiences). This log is to be signed by the Cooperating teacher each week. The signed and completed attendance log should be submitted at the final EDUC 4057 seminar session.

Student teachers may be absent for only three (3) days from the classroom. Make-up days must be completed for more than three absences from student teaching. A Student Teacher Hours Missed Log (found in the Phase IV section of Blackboard Organization) must be completed and submitted at the final EDUC 4057 seminar session. The signatures of the Student teacher, Cooperating teacher and University supervisor confirm the number of hours/days that the Student teacher must make up. All make-up days are to be done after the final EDUC 4057 seminar and documented on the Student Teacher Attendance Log which is then submitted to the OCE.

Substitute Teaching
If a cooperating teacher cannot perform regularly assigned duties as a result of an emergency such as unexpected illness of the teacher or a member of the teacher's family, a death in the teacher's family, or other cause for which the district excuses teachers from duties, the student teacher may serve as a substitute teacher for not more than a day if:
a. a substitute teacher is not immediately available;
b. the student teacher has been in that student teaching assignment for a minimum of 15 school days (three full weeks);
c. the cooperating teacher, the principal, and the university supervisor agree that the student teacher is capable of successfully handling the teaching responsibilities;
d. a certified classroom teacher in an adjacent room or a member of the same teaching team as the student teacher is aware of the absence of the cooperating teacher and agrees to assist the student teacher if needed;
e. the principal of the school or the principal's representative is readily available in the building.

A student teacher is not to be paid for any service rendered while serving as a substitute teacher.

EDUC 4057 Seminar:
All teacher candidates must attend all sessions of the EDUC 4057 seminar.

**PLEASE NOTE**

You are responsible for checking your student email account, Blackboard Organization, the SOE Facebook page, and the Clinical Experiences bulletin board opposite BEP 247G on a regular and frequent basis for instructions and updates.

You are also responsible for contacting the OCE (903-566-7283) if your name, address, email address, or telephone number changes after you have made application for any clinical experience or if you must cancel your application. If the cancellation occurs after registering, you must also withdraw from the courses in the Registrar’s Office.
Transfer-Out Student Teaching Information
The University of Texas at Tyler
School of Education
Office of Clinical Experiences

PURPOSE
Occasionally students relocate before they can complete their educator preparation requirements. UT Tyler makes an effort to accommodate the students who move from our region.

ELIGIBILITY
1. Students must be in good standing and eligible for student teaching at UT Tyler.
2. Students must be accepted for student teaching at the transfer university.
3. Students must provide a written request to the Office of Clinical Experiences (OCE) with reasons for the transfer. This request should be submitted with the student teaching reservation packet.
4. Students must meet all deadlines and other requirements as set forth by the OCE.
5. Students must meet all deadlines and requirements as set forth by the transfer university, including the cost of supervision for their student teaching semester.

PROCEDURE
1. Research the area where you’d like to student teach and make contact with a university that will agree to place you and supervise your student teaching semester.
2. Apply for student teaching with the OCE at UT Tyler the semester before you intend to student teach.
3. Attach a letter to the student teaching reservation packet requesting to transfer. The letter must include:
   a. The reason why you must transfer out of our area for student teaching;
   b. Contact information for the transfer university through which you will student teach;
4. Some universities require that you enroll at their institution and then transfer the student teaching hours back to your home university (UT Tyler). When you contact a university in the area in which you’d like to student teach, be sure to ask about their policy regarding “transfer-in” or “visiting” student teachers and enrollment. Also, speak to a representative of the financial aid office in BOTH institutions to determine how your financial aid will be affected. Transferring out to another university may cause the loss of your financial aid. It is your responsibility to contact the financial aid offices at the transfer university AND at UT Tyler to determine what your financial aid status will be when you transfer.
5. Apply for student teaching at the transfer university. The student is responsible for meeting all requirements, fees, and deadlines at the transfer university, including the cost of supervision of their student teaching semester.
6. After approval of your reservation for student teaching at UT Tyler, the OCE will send a letter stating your approval status to the contact person at the transfer university.

7. **Notify the OCE if you plan to enroll at the transfer university for student teaching. You must still enroll in EDUC 4057 at UT Tyler! This is a zero-hour course and does not count as semester credit hours toward financial aid.**

8. Provide to the OCE the following information when you receive it:
   a. the student teaching assignment, including the teacher(s) name, grade level, campus, and contact information which you have been given by the transfer university;
   b. Name and contact information of the person assigned by the transfer university to supervise you.

9. You must enroll and participate in the EDUC 4057 seminar at UT Tyler on the scheduled dates. EDUC 4057 is especially for students who transfer out of the UT Tyler area. The classes are held on five Saturdays throughout the semester. Depending on your location, you might attend via Illuminate or in person. The course instructor will make that determination when your location is finalized.

10. You must complete the documents for graduation and certification at UT Tyler by the published deadlines.

11. You must have a current subscription to TaskStream as you will still be responsible for submission of items related to Phase IV.

12. Report for student teaching and follow the schedule, procedures, and rules of the transfer university.

13. If you register at the transfer university, you must request that an official transcript be sent to the Registrar’s Office at UT Tyler at the end of the semester. **You will not graduate or be recommended for certification if an official transcript (showing your student teaching credit) is not on file in the Registrar’s Office by the university deadlines.**

**PLEASE NOTE:**

TRANSFERING OUT TO ANOTHER UNIVERSITY MAY MEAN THE LOSS OF YOUR FINANCIAL AID. IT IS YOUR RESPONSIBILITY TO CONTACT THE FINANCIAL AID OFFICE AT THE TRANSFER UNIVERSITY AND AT UT TYLER TO DISCUSS YOUR CONTINUED ELIGIBILITY FOR FINANCIAL AID.

For the most recent policies at the time for you to student teach, contact the OCE at 903-566-7283.
The criteria for effective clinical experiences and student teaching are defined by the School of Education’s Standards and Dispositions. Teacher candidates are expected to show consistent progress toward reaching a satisfactory level of these standards and dispositions.

Consistent deficiencies may result in the teacher candidate’s removal from a clinical experience, including student teaching. These include, but are not limited to, deficiencies in:

- Planning, instruction, and management of the curriculum;
- Classroom management;
- Content knowledge;
- Oral and written communication;
- Ethical and professional behavior.

Teacher candidates may also be removed for failure to follow school and university regulations or for failure to report an absence prior to missing school. Finally, they may be removed at the request of the assigned school district.

Evidence will be documented using the SOE clinical observation rubric. The clinical faculty will communicate the deficient areas to the teacher candidate in a three-way conference with the mentor teacher. The clinical faculty will also report these deficiencies to the Phase faculty team. The clinical faculty and the mentor teacher will each continue to evaluate the teacher candidate at least twice a week until performance becomes satisfactory or the student is removed from the placement. The teacher candidate, the mentor teacher, and the OCE must receive copies of the documents and recommendations for improvement.

Ineffectiveness in one area might be serious enough for removal even though other areas have improved. A student may be removed immediately under unusual circumstances (e.g., child abuse, unethical, or illegal conduct) or if a school district requests immediate removal.

The teacher candidate will not be reassigned to another district during the semester in which he/she has been removed. The teacher candidate has the option to appeal to the Committee on Students to student teach during a subsequent semester. The Committee on Students will prepare a remediation plan for the teacher candidate which is to be completed prior to repeating the clinical experience.

If a teacher candidate has been removed from his/her clinical experience assignment, a meeting will be held with the teacher candidate, the director of the School of Education, the coordinator of Clinical Experiences, members of the appropriate Phase team faculty and the chair of the Committee on Students. (See Due Process)

Following the meeting a certified letter is sent to the teacher candidate outlining the problems/behaviors encountered during the clinical experience assignment, and the available options.

Removal of a Phase IV teacher candidate will result in a grade of “no credit” for the six student teaching hours. Upon written approval by the Committee on Students (see “Repeating Student Teaching”), a teacher candidate who does not receive credit for her or his student teaching may make another reservation to student teach during a subsequent semester but is not eligible to make reservation for an internship.
The Committee on Students will review the performance of all students who are not successful in student teaching. The Committee may develop a remediation plan for those students who want to continue to pursue certification. The student must complete all of the recommendations on the remediation plan before repeating student teaching. Students may make reservation for a second student teaching semester during the final semester of any remediation work recommended by the committee.

The student may register for, and be placed in, student teaching in a subsequent semester only with the permission of the Committee on Students after reviewing the student’s performance on the remediation plan. In the event that the student is allowed to repeat, student teaching must be successfully completed within two years of the end of the semester of the first attempt at student teaching.

Students may only repeat the student teaching experience one time. If the student is not successful during the second and final attempt, UT Tyler will not recommend him/her for certification.

Upon successful completion of student teaching in any subsequent semester, within the two-year time limit mentioned above, the student will be recommended for certification if the student meets all other certification requirements.

Under no circumstances will UT Tyler recommend the student who has been removed from student teaching for certification if the student is employed by a school district using a probationary certificate.
INTERNSHIP
TEACHING INTERNSHIP

**IMPORTANT**: The intern must be highly qualified for the position, i.e., the intern has passed the content TExES or the intern has at least 24 hours in the content with 12 hours upper division.

An internship is one way of completing the teaching requirement of teacher certification. The six (6) hours of internship replaces clinical teaching in the certification program. An intern serves as the “teacher of record” for one year in a TEA-accredited school district, at the level and in the content area for which the teacher candidate has prepared. Assignments outside of these parameters will negate the internship, and no credit will be given.

An intern employed as the teacher of record understands that he/she will fulfill all of the district’s obligations as a first-year teacher, including all extra-curricular activities required, e.g., serving on committees, collecting tickets at athletic events, chaperoning school-sponsored events, etc.

**IMPORTANT INFORMATION**

1. You **must** have a degree posted in order to register for the internship. In the case of a summer graduation, if your degree is not posted by **September 15**, your probationary status will be canceled. You can apply to student teach the following spring semester. Please contact The **Office of Clinical Experiences (OCE)** immediately at 903-566-7012 should this occur.

2. You are required to meet HQ status, i.e., either pass the content test or have a minimum of 24 hrs. in the content with at least 12 of those hours at the upper division.

3. You are required to register for two graduate level EDIN courses (one in the fall semester and one in the spring semester). University tuition and fees for these courses are due by the deadlines as published by UT Tyler. You are also required to register for EDUC 4057 during the spring semester. If assistance is needed, contact the School of Education, 903-566-7133.

4. You are required to pay an internship fee of $1200.00 during the year. The fall fee of $600.00 is due **when you submit your completed internship packet**. If you wish to pay the fall fee in installments, the fee is increased to $625.00, payable as follows:
   - $325.00 by October 1
   - $300.00 by November 1

   The spring fee of $600.00 is due by the first business day in January. Again, if you wish to pay the spring fee in installments, the fee increases to $625.00, payable as follows:
   - $325.00 by February 1
   - $300.00 by March 1

   If your fees are not paid by the above deadlines you can be removed from the internship program, and your district will be notified of your removal.

**NOTE**: IF THE INTERN IS BEING SUPERVISED BY A UNIVERSITY OTHER THAN UT TYLER, THE INTERNSHIP FEE IS NOT PAID TO UT TYLER. THE INTERN MUST FOLLOW THE DIRECTIONS OF THE SUPERVISING UNIVERSITY OR PAY THE SUPERVISOR DIRECTLY.
The Internship Packet

In order to obtain your packet, you must contact the Certification Office for the internship packet and submit a copy of your contract or a letter of intent on District letterhead, indicating the district’s intent to hire you.

The following items comprise the intern packet, and when completed, they should be submitted as a packet to the Certification Office.

1. Copy of contract
2. Letter of intent on district letterhead
3. The following forms:
   a. Internship Agreement
   b. Intern Employment Agreement
   c. Internship Fee Acknowledgement Form
   d. Installment Plan Form, if applicable
   e. Withdrawal From Student Teaching Form, if applicable
   f. Fall fee receipt, if applicable
   g. Probationary Certification application
   h. Statement of Eligibility

INTERNSHIP SEQUENCE

Step 1: Earn your degree
Step 2: Obtain a job in your content area and at your level of certification
Step 3: Obtain an internship packet from the Certification Office.
Step 4: Return completed internship forms (See 1-3a-3h, above).
Step 5: Apply online for Probationary Certificate
Step 6: Register for correct EDIN course for the Fall semester
Step 7: Register for correct EDIN course and EDUC 4057 for the Spring semester
Step 8: Pay second intern fee by the due date.
Step 9: Apply for your standard certificate after successful completion of 1 year of teaching on a probationary certificate and successful completion of all required TExES exams.

If you have questions, please contact:

Cindy Sherman
Coordinator of Clinical Experiences
The University of Texas at Tyler
School of Education
Office of Clinical Experiences
3900 University Blvd.
Tyler, TX 75799
Voice: 903-566-7012
Fax: 903-565-5560
Email: csherman@uttyler.edu

Cynthia Harris
Administrative Assistant III
The University of Texas at Tyler
School of Education
Office of Teacher Certification
3900 University Blvd.
Tyler, TX 75799
Voice: 903-566-7053
Fax: 903-566-7036
Email: charris@uttyler.edu
# THE UNIVERSITY OF TEXAS AT TYLER

**Application for Post-Baccalaureate Internship Program**

**Statement of Eligibility**

<table>
<thead>
<tr>
<th>Name</th>
<th>(Last)</th>
<th>(First)</th>
<th>(MI)</th>
<th>(Maiden Name)</th>
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<tbody>
<tr>
<td>Address</td>
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<td>(City)</td>
<td>(State)</td>
<td>(Zip Code)</td>
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<tr>
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<td>Date conferred</td>
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<tr>
<td>University where degree received</td>
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</tr>
</tbody>
</table>

**Certification:**

- [ ] EC-6
- [ ] 4-8
- [ ] 8-12
- [ ] EC-12

**Teaching Specialization(s):**

---

**Test(s) passed:**

- [ ] Content
- [ ] PPR

---

**TO BE COMPLETED BY THE EMPLOYING SCHOOL DISTRICT**

| Verification of Internship Assignment: Please fill in all requested information |
|-----------------------------|-----------------------------|
| **Beginning Date of Teaching Duties** | **Grade(s) Taught** |
| MM | DD | YY | Lowest | Highest |
| **Description of Subject/Assignment** |

<table>
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<th><strong>Typed Name and Title of Authorized Representative</strong></th>
<th><strong>Date</strong></th>
<th><strong>Telephone</strong></th>
<th><strong>Signature</strong></th>
</tr>
</thead>
</table>

---

Intern: ____________________________ Date: ______________

Certification Director, UT Tyler: ____________________________ Date: ______________
INTERNSHIP AGREEMENT

UT TYLER TEACHING INTERNSHIP

Overview
Students who hold a bachelor's degree and are considered Highly Qualified as described in TAC §230.37 may satisfy the student teaching requirement by participating in a full-time teaching internship of one school year. The intern is hired by a school district accredited by the Texas Education Agency (TEA), recommended for a probationary certificate by UT Tyler, and jointly supervised by university and district personnel as prescribed by law (TEC §21.051; TAC §230.37).

Internships are for two academic semesters and may only begin in the fall. Interns must meet the university deadlines each semester for registering for the internship courses.

The student pays an internship fee, a portion of which is used to support the mentor assigned by the district to assist the intern during the internship year. The assigned mentor must attend a one-time UT Tyler mentor training session. *Interns who secure a teaching position outside of the UT Tyler supervision area DO NOT pay the internship fee to UT Tyler.

General requirements
1. Intern and mentor have regular conferences and observations at appropriate intervals.
2. School district monitors the progress of the intern during the year.
3. University supervisor makes visits and observations at appropriate intervals. Evaluations are completed regularly and feedback provided to the intern, school district, and UT Tyler as necessary. This process continues into the second semester of the internship.
4. Near the end of the academic year, the school district should notify the UT Tyler supervisor of the district's rating of success of the intern. **If the intern’s teaching performance has been satisfactory, then the school district should have offered the intern a renewal of her or his teaching contract for another year.** When the school district recommendation and all obligations are fulfilled, a grade is awarded. If, in its professional judgment, the school district or the university deems it necessary, the internship may be extended for a second year.

Intern Responsibilities

The intern will:

- Meet all lesson planning requirements of the school district. Create lesson plans using the university lesson plan format for formal observations when observed by the university supervisor.
- Keep a reflective teaching journal using the suggested journal topics and prompts.
- Complete one full year (two semesters, beginning fall) of teaching successfully as judged by the school district (evidenced by contract renewal) and the university supervisor.

**Absences: Interns are expected to adhere to the employing school district’s policy regarding number of allowed absences. Because the intern is given course credit for each semester of successful teaching, absences that exceed the number of days allowed by the employing school district will result in a grade of incomplete at the end of the UT Tyler academic semester in which they occur. If the absences are not made-up prior to the end of the school district year, the intern must renew the probationary certificate until such time as the deficiency is remedied. Additionally, even though an intern may be given release time under the Family Medical Leave Act during the internship, this does not negate the requirement to fulfill two semesters of teaching.
If certification exams are not passed during the intern year, the probationary certificate can be extended for one year, only. No further extensions are allowed. Required supervision fees are applicable during the extension year.

School District Responsibilities
The superintendent or designated representative will:

- provide support by assigning a mentor.
- provide written feedback regarding the intern's teaching performance early in the school year. Since the school district indicates its satisfaction with the intern’s teaching performance by renewal of the intern’s contract, any possibility of non-renewal should be addressed early in the fall semester so that appropriate remediation steps can be taken to ensure the intern’s success.

The mentor will:

- attend a one-time UT Tyler training meeting at the beginning of the academic year. *Only for mentors within the UT Tyler supervision area.
- be considered a master teacher within the intern’s content field or a related field.
- be given release time in order to plan with the intern (and supervisor if needed), monitor, and critique the intern’s lessons.
- provide support via release time for the intern so the intern can observe the mentor teacher or any other teacher deemed appropriate by the school district.
- provide a model for the intern through classroom observation and conferences.
- stress the importance of planning and assist the intern with day-to-day and long-term plans.
- involve the intern in the analysis and assessment of his or her own teaching and progress.
- critique and provide written feedback about observed lessons.
- make a special effort to develop the intern as a professional and to assist in promptly remediating any areas of weakness that could otherwise prevent the intern’s contract renewal.

University (Supervisor) Responsibilities
The supervisor will:

- visit the intern a minimum of two times a semester to assist the intern in identifying strengths and areas of improvement. The supervisor should also conference with the mentor and school administrator early in the school year and at frequent intervals thereafter to ensure that the intern is on-track to receive contract renewal. Any areas of concern should be promptly addressed and remediated in consultation with the Coordinator of Field Supervisors.

- provide written evaluations regularly during each semester. This includes critiques of the observed lessons.

- collect documentation regarding the intern’s teaching performance from the school district.

- make a final recommendation for a credit/no credit grade and turn in appropriate documentation of the evaluations to the Coordinator of Clinical Supervision at the end of each semester.
Successful Completion of the Internship

- Documented evidence of satisfactory completion of two semesters of teaching duties as defined by the school district.
- Documented evidence from the supervisor of intern’s ability to manage the curriculum and students.

Termination of the Internship

Should the school district terminate the employment of the intern for reasons other than unsatisfactory performance of teaching and related duties, (e.g., removal of funding for the position, lack of attendance to justify the position), the intern will have one year to complete the remaining portion of the internship in another position in that school district or another school district. The intern has the right to complete the semester for which he or she has enrolled and paid tuition and fees. The school district should provide documentation of the success of the internship. The intern’s grade will be “credit,” provided the university supervisor also agrees that the internship was a success.

Should the school district terminate the employment of the intern for failure of the intern to satisfactorily meet the requirements of the district’s job description, the intern will receive a grade of “no credit” for the internship.

*Fees

The internship fee is used by the university to help support the costs of the internship. The university uses a portion of the funds to pay a stipend and travel expenses associated with the internship. A stipend for the mentor will be given at the end of each semester to the UT Tyler trained mentor assigned by the school district to guide the intern through the year of internship. The disbursement to the mentor will not be made until the intern has met all financial obligations to the university each semester.

*If the intern has secured a teaching position outside of the UT Tyler supervision area and is supervised by personnel from another university, the intern is responsible for payment of the supervisor’s salary and mileage as directed by the hosting university. The intern DOES NOT submit an internship fee to UT Tyler.

If the intern has secured a teaching position outside of the UT Tyler supervision area, the mentor teacher assigned to the intern by the school district will not receive a stipend from UT Tyler.

Out-of-Area Internship

Contact Ms. Cindy Sherman, csherman@uttyler.edu or 903-566-7012, for information regarding supervision.

________________________________   __________________________
Authorized School District Administrator   Director, School of Education

________________________    __________________________
Date        Date
In January, 1988, the State Board of Education adopted a Rule (19 TAC 137) for persons seeking initial teacher certification who already hold a baccalaureate degree. One of the provisions in the certification requirement is:

“(D)….[an] internship of one school year where the intern may be employed as a teacher of record and where the intern is jointly supervised by the college or university and a cooperating school district accredited or recognized by the” [Texas Education Agency]…. 

It is necessary that the following agreement be signed for a person to be enrolled in this program.

AGREEMENT

_________________________________________ will teach ______________________________
(Printed name of Intern) (Level and Content area)

S/he will be jointly supervised by ______________________________________________ and
(Employing School District)

The University of Texas at Tyler during the 2015-2016 academic year. The student must register for two internship courses and a seminar course during the year of internship by the established university deadlines, pay an $1200 internship fee to UT Tyler by the established School of Education deadlines, provide documentation of current CPR certification and negative TB test results to the School of Education by the established deadline and complete the application process for the probationary certificate with TEA.

Failure to meet these requirements could result in the removal of the intern from the internship program and notification of the intern’s removal to the school district. Upon successful completion of all of the state, university, and school district requirements, the student will be eligible to apply for standard certification.

___________________________________________  _______________________
Superintendent or Authorized Representative of ISD    Date

_____________________________________________________   _____________________________
Intern         Date

_____________________________________________________   _____________________________
Director of School of Education      Date

E-15
HOW DO I APPLY FOR MY PROBATIONARY CERTIFICATE?
(with the Internship)

Process:
The Texas Education Agency (TEA) uses an online application process. You will find directions for this application on TEA’s website… www.tea.texas.gov > Educator Login/Account Setup

- After receiving your “intern packet” from the Certification Office, complete the UT Tyler application form (E-14) and return the completed paperwork to the Certification Office (BEP 247H).

- Go online—www.tea.texas.gov—and login to your TEAL account.
  1. On the TEA home page, click on ECOS for Educators and create your TEAL (TEA Login) account.
  2. After checking your personal information, click on “Applications” in the menu on the left.
  3. Choose “Probationary Certificate” and follow the directions for completing the application, using the “university route”.
    Be sure to choose the “University Based” route … not “Alternative” or “temporary” or “Master Teacher”.

- NOTE! UT Tyler cannot recommend a candidate for the Probationary Certificate until an undergraduate degree is posted on his/her transcript and the candidate has been determined to be highly qualified.

If you have trouble completing the application process online, our office will be happy to assist you. However, because this is a website over which we have no domain, you will gain more assistance by contacting TEA at the web address given on the application site or by U.S. mail to 1701 North Congress WBT 5-100, Austin, TX, 78701-1494.
**INITIAL CERTIFICATION**

**THE UNIVERSITY OF TEXAS AT TYLER**

**myUT Tyler ID # __________________________**

**Social Security # __________________________**

**Today’s Date______________________**

**Internship with Probationary Certification**

---

**1.** Last Name  
**2.** First Name  
**3.** MI  
**4.** Maiden Name

**5.** Permanent Address  
**6.** City  
**7.** State  
**8.** Zip Code

**9.** Date of Birth (numerical MM/DD/YY)

**10.** Telephone

**11.** E-mail address

**12.** Academic Year of Internship

**13.** Highest Degree Earned

**14.** Date (MM/DD/YY)

**15.** University

---

**16.** Program governing certification plan:

- [ ] Undergraduate
- [ ] Post-baccalaureate

**17.** Target Certification:

- [ ] Elementary (EC-4)
- [ ] Elementary (4-8)
- [ ] Secondary (8-12)
- [ ] All-Level (EC-12)

**18.** Teaching fields / specializations:

(1) ______________________________________   (2) ______________________________________

**Supplement(s):**

____________________________________

**19.** Grades taught during internship:

---

Grade(s) Subject (if departmentalized) Campus

---

**NOTICE:** Any information left blank will delay the recommendation process. **ALL INFORMATION IS REQUIRED.**

---

**TEXES**

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**Recommended Certifications:**

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**Date of Completion___________________________**

**Date of Recommendation______________________**

**PC________________________________________**

**DISCLOSURE STATEMENT:**

Disclosure of your Social Security Number (“SSN”) is required of you in order for The University of Texas at Tyler to provide the number to the State Board for Educator Certification (SBEC) as mandated by SBEC internal rules. Your SSN will be used by SBEC in order to conduct criminal history checks required for applicant certification. Further disclosure of your SSN is governed by the Public Information Act (Chapter 552 of the Texas Government Code) and other applicable law.

**PRIVACY STATEMENT:**

With few exceptions, you are entitled on your request to be informed about the information The University of Texas at Tyler collects about you. Under Sections 552.021 and 552.023 of the Texas Government Code, you are entitled to receive and review the information. Under Section 559.004 of the Texas Government Code, you are entitled to have The University of Texas at Tyler correct information about you that is held by us and that is incorrect, in accordance with the procedures set forth in The University of Texas System business Procedures Memorandum 32. The information that The University of Texas at Tyler collects will be retained and maintained as required by Texas records retention laws (Section 441.180 et seq. of the Texas Government Code) and rules. Different types of information are kept for different periods of time.

**E-16**

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6/28/07
INTERNERSHIP FEE ACKNOWLEDGEMENT FORM

By my signature below I acknowledge that as an Intern I must pay university tuition and fees for two graduate level classes (EDIN) during the course of the internship year.

I also acknowledge that, in addition to tuition, I must pay an internship fee in the amount of $1,200.00. This fee is payable in two installments of $600 each. The first installment is due when I submit my completed internship packet. The second installment is due by January 12, 2015.

It is my responsibility to pay my internship fees to the UT Tyler cashier’s office and fax a receipt for the payment to the Office of Clinical Experiences, Attn: C. Sherman, 903-565-5560 or email the receipt to Ms. Cindy Sherman at csherman@uttyler.edu by the above deadlines.

I acknowledge that I may pay my fall and spring internship fees in installments, but this will increase the amount due to $1,250.00 for the year. If I choose this option I understand that I must submit the enclosed Internship Fee Installment Plan form.

I acknowledge that if I fail to pay my internship fees by the established deadlines I can be removed from the internship program and the employing district will be notified of my removal.

_____________________________                       _____________
Intern signature      Date

____________________________            _____________
Director, School of Education               Date

The University of Texas at Tyler

School of Education
Office of Clinical Experiences

Internship Fee Installment Plan Form

By my signature below, I verify that I have chosen to pay my internship fee in installments for the semester(s) indicated as prescribed in the internship packet. I understand that my fee is increased by $25 each semester by using the installment option.

I understand that if my payments are not received by the dates below, I can be removed from the internship program and my employing district will be notified of such removal. (Initial here)  

Check the semester(s) that you wish to use the installment plan option:

☐ FALL FEE:                      PAYMENT REC’D:

1st payment of $325.00 due:  October 1, 2015  _______________  
2nd payment of $300.00 due:  November 3, 2015  _______________

☐ SPRING FEE:                  PAYMENT REC’D:

1st payment of $325.00 due:  February 2, 2015  _______________  
2nd payment of $300.00 due:  March 2, 2015      _______________

_______________________________ ____________________________
Signature of Intern     Date

_______________________________ ____________________________
Director of School of Education    Date

The University of Texas at Tyler
HOW DO I APPLY FOR MY CERTIFICATE?

When all criteria (listed below) are complete, the candidate may go online to apply. The earliest application date for Fall or Spring is the last day of seminar—EDUC 4057.

Each candidate will receive an instruction packet for application by email a few days before the application date. Any applications made prior to the fixed date will be removed. The applicant will have to reapply at the appropriate time.

Before you apply, be sure that the following criteria have been met:

- Degree—the minimum of a bachelor’s degree is required.
- Student Teaching (or internship) must be completed successfully.
- TExES—both the appropriate PPR & content exams must be passed.
- Paperwork—application forms from the Certification Office must be complete and submitted to 247H.
- Apply online no earlier than the designated application date given in paragraph 1!

Application Process (See screen shots on Blackboard, posted on the first application date. See 1st paragraph.)

1. Open the SBEC webpage. [http://www.tea.texas.gov](http://www.tea.texas.gov)
2. Click on “EDUCATOR LOGIN/ACCOUNT SET UP”?
3. Sign in using your user name and password.
4. The page that opens contains all of your demographic information. At this point, take the time to review your information for accuracy, paying special attention to your name, address (both U.S. mail and electronic). Make sure every piece of information is accurate.
   - The applicant’s name must appear exactly as it appears on his/her valid state ID.
5. Click on “Continue”.
6. In the menu on the left of this page, click on “Applications”.
7. From the dropdown box, click on “Standard Certificate Texas Program”.
8. The next page that opens is an information page. After reading, click on “Apply for Certification”.
9. Here you will find the “affidavit” that you must review and “sign” by checking the YES box.
10. At the bottom of the page, there are two (2) questions that must be answered accurately.
11. Click on the dropdown box at the bottom right, and select The University of Texas at Tyler. Be sure to choose “University Based” … not “Alternative” or “Master Teacher”.
12. Type in the content area of your certificate, e.g., history 8-12, EC-6; math 4-8.

E-19
13. Verify your mailing address by checking the last box on that page. (Before you check this box, *did you verify your addresses in #4, above?*)

14. Click on “Apply”.

15. The resulting page is a confirmation of the correct entity. If you accidentally chose the wrong entity, click on “re-select”. If the choice was correct—University of Texas-Tyler (University Based)—you may click on “Continue”.

16. You will receive confirmation of your application by email at this point.

17. The following window gives you information about the cost of the certificate. Click “Continue” after reading.

18. The next window lets you check for accuracy. If your application is done inaccurately and removed from the application queue, that information will show up on the next screen. Click on “**PAY ONLINE NOW” in this window to complete the transaction.

19. When The University of Texas at Tyler makes the recommendation for your certification, you will receive an email from TEA which begins, “*Name has been recommended for the following certifications by University of Texas - Tyler:…”*

20. You will be able to follow the progress of your certificate by logging in to your account. When the certificate is granted, it will be available for viewing on the Virtual Certificate site. All public schools have access to this information.

21. On the TEA screen, you will be able to see when you are eligible for an Eligibility letter. This will be sent to you on your request from TEA.

22. When your certification is complete, you will see your Virtual Certificate online. This certificate is considered legal by all districts in Texas and other states, as well. You may print this to display in your classroom or office. (*FYI: The State no longer issues paper certificates.*)

23. *It is absolutely critical that you keep a mailing address and email address updated on the TEA/SBEC website (#4 above). If this is not correct, you may not receive important communication from TEA/SBEC.*

24. **IMPORTANT TO KNOW!** The State will not issue a certificate until the applicant has completed and submitted the survey sent to the applicant at the time of the application. For more about the survey, see E-25 & 26.)
You have notified the Office of Clinical Experiences (OCE) that you will not student teach as scheduled. Please complete this form and return it to OCE. **Additionally, if you have already registered for EDUC 4640 and EDUC 4057.001 you are responsible for withdrawing from those courses.**

**WITHDRAWAL FROM CLINICAL TEACHING**

NAME______________________________________STUDENT ID:____________________

ADDRESS______________________________________________________

CITY______________________ STATE____________ ZIP CODE_________

HOME NUMBER__________________CELL NUMBER__________________

PATRIOT EMAIL ADDRESS________________________________________

I HAVE BEEN HIRED AS AN INTERN AT:_________________ISD

Are you a post-baccalaureate student?_______ If not, when are you graduating from UT Tyler? Semester:_______ Year:_________

By signing my name below I authorize the Office of Clinical Experiences (OCE) to **cancel** my clinical teaching assignment for the upcoming semester. I understand that if my internship is not finalized I **will not be** reassigned for clinical teaching for the upcoming semester. I can reapply to do clinical teaching the following semester. I further understand that it is my responsibility to withdraw from EDUC 4640 and EDUC 4057.001 and enroll in EDIN 53xx and EDUC 4057.002.

_________________________________ ______________________________
Student signature    Date
The CERTIFICATION Process

1. Complete all certification requirements:
   a. degree
   b. certification coursework
   c. student teaching
   d. PPR and content TExES
   e. Credit for EDUC 4057

2. Complete and submit the yellow form on last day of student teaching seminar (EDUC 4057). *Even if you have not completed all requirements, submit this yellow form.* **Note:** Transfer students and educational aides are responsible for contacting the Certification Office for these forms.

3. Apply online. *(See E-22. Also, a packet of screenshots will be sent on the last day of seminar—in the Fall and in the Spring. DO NOT APPLY until those screenshots have been received.)*

4. Complete fingerprinting. The Department of Public Safety has contracted with a company to do digital fingerprints—a method that is preferred to “rolled” fingerprints for its accuracy.
   a. Cost:
      i. $ 45.00 paid to SBEC/TEA
      ii. 9.95 paid to L-1 Identity Solutions, the recommended fingerprint company
      iii. 77.00 paid to SBEC for certificate
      iv. $131.95 = cost of certification
   b. A question often asked is, “I was fingerprinted for my job at the _____. Do I need to be fingerprinted again?” If your job was not in a public school, you will probably have to go through the fingerprinting process. But if you aren’t sure, use the Live Chat screen to check with TEA.
   c. If there is any doubt, do not make arrangements to be fingerprinted before you check with TEA.
   d. Schedule an appointment for fingerprinting by calling the toll-free number—1-888-467-2080. **DO NOT SHOW UP WITHOUT AN APPOINTMENT!**
   e. Locations for L-1 Identity Solutions may be found at [http://www.L1enrollment.com/](http://www.L1enrollment.com/)

5. When all requirements have been met, the Certification Office will make the recommendation for certification.
   a. Recommendations cannot be made until the degree is posted. This may take as much as 4 weeks after the graduation date. If, after 4 weeks, your degree is not posted, contact the Registrar’s office to see if documents are missing.
   b. The Certification Office processes recommendations every Thursday.

6. When you have been recommended, you will receive an email from SBEC saying the recommendation has been made, and you will receive a survey. *(See E-25-26)*

7. When SBEC has approved your certificate, your “virtual” certificate will appear on TEA’s website. To access your certificate, go to [http://www.tea.texas.gov](http://www.tea.texas.gov) and click on CERTIFICATE LOOK.
TEA End of the Program Survey

When a teacher candidate applies for his/her initial certificate, TEA will send the following survey that deals with your supervisor’s visits during the student teaching experience. The candidate’s certificate will not be issued until this survey is answered and submitted. This is a legislated rule; so, it cannot be circumvented.

Most survey questions can be answered with one of the following answers:

- **Almost always** – All or almost all of the time, the action was performed by the field supervisor.
- **Frequently** – Most of the time the action was performed by the field supervisor.
- **Occasionally** – Some of the time the action was performed by the field supervisor.
- **Rarely** – Infrequently or never the action was performed by the field supervisor.

Each of the following questions will be answered with one of those four (4) answers.

1. To what extent did the Field Supervisor share with you the expectations for your performance in the classroom before each observation?
2. To what extent did the Field Supervisor base observation feedback on the expectations for your performance in the classroom?
3. To what extent did the Field Supervisor provide you a written report or checklist of his/her observations of your performance in the classroom?
4. To what extent did the Field Supervisor hold an interactive conference with you after each observation?
   a. This conference can be face-to-face or it can be by telephone, Skype, or some other interactive technology.
5. To what extent did the Field Supervisor offer feedback on your performance in the classroom within one week of the observation?
6. To what extent did the Field Supervisor include specific strategies that address your strengths and weaknesses in his/her feedback about your performance in the classroom?
7. To what extent did the Field Supervisor respond to your needs, for example, help you to solve problems, develop an individualized plan, or act as your advocate?
8. To what extent did the Field Supervisor provide multiple means for you to contact him/her, such as email, telephone, texting, video-conferencing, and face-to-face interaction?

This next question is a “branching question” asking for YES or NO answers. Answering YES takes you to one question, while answering NO takes you to a different question.

9. Did you ever communicate with your Field Supervisor by email, text, or telephone?
10. To what extent did the Field Supervisor offer you opportunities to reflect on your performance in the classroom?
11. To what extent did the Field Supervisor ask you for ways he/she can support you?
The next section of questions deals with the quantity of field supervision received during your student teaching experience.

12. The Field Supervisor formally observed me teaching a minimum of **three** times. (YES or NO)
   a. Note: A “formal” observation is one that lasts at least **45 minutes**, not including the post-conference discussion.
   b. Depending on your assignment, you may have as few as “3” formal observations or as many as “6” formal observations.
   c. Your supervisor may make additional visits that are “informal”, i.e., they may or may not be 45 minutes.

13. The Field Supervisor observed me teaching for a minimum of **45 minutes** during each formal observation. (YES or NO) *(Refer to a, b, & c above)*

Although surveys may be annoying, it is important to note the following:

- You are a “product” of an accredited program, deemed so by the state (TEA), the regional accrediting agency (SACS), and the national accrediting agency (TEAC).
- Our teacher candidates have gone on to be leaders on their campuses, and this is due, in large part, to their preparation at The University of Texas at Tyler and the confidence that comes from that preparation.

Be a proud alum and give thoughtful answers to the survey questions.

**YOU COUNT!**
Beyond the Initial Certificate!

- **After the Standard Classroom Certification**
  
  *After a teacher candidate receives a standard certificate, he/she may want to add new areas of certification to the certificate.*
  
  ◇ Additional classroom teaching specializations may be added “by exam only”.
  
  A certified teacher may add new specializations to the certificate or may change levels of certification by taking the appropriate content TExES.
  
  - Register for the exam meeting the ETS deadline. ([www.texas.ets.org](http://www.texas.ets.org))
  - Program approval to test is *not* needed.
  - When the exam is passed, apply directly to TEA for the new certificate. ([www.tea.texas.gov](http://www.tea.texas.gov))
  
  ◇ Professional Certificates are available through graduate programs at UT Tyler.
  
  - These certificates must be earned through program preparation—they cannot be obtained “by exam only”.
  - A master’s degree is required.
  - Each certificate requires passing a specific TExES.
  - Professional certificates offered at UT Tyler:
    - Principal
    - Superintendent
    - Educational Diagnostician
    - Reading Specialist
    - School Counselor
    - Master Reading Teacher—does not require a master’s degree.
  
  *An explanation of each of these certificates may be found in the glossary.*

- **Maintaining the teaching certificate:** Continuing Professional Education (CPE)
  
  *(Complete information is available on the TEA website)*
  
  - All educators should model the philosophy of life-long learning and participate in professional development activities that focus on the need to continually update knowledge in content, best practice, research, and technology that is relevant to the individual’s role as an educator.
  
  - The TEA’s continuing professional education (CPE) requirements are flexible enough to allow each educator the opportunity to identify the professional activities that will satisfy the Board’s requirements as well as those activities that fulfill the specific personal interests of the educator.
  
  - Each individual who holds a Standard Certificate is responsible for renewing the certificate, which includes completion of 150 clock hours of CPE for teachers and 200 clock hours for other educators.
  
  - To allow maximum flexibility for educators to identify appropriate CPE activities to meet their individual needs, CPE clock hours can be accrued through the following:
workshops, conferences, and in-service or staff development given by an approved provider or sponsor;

undergraduate and post-graduate coursework through an accredited institution of higher education, with one semester credit hour being equivalent to 15 CPE clock hours;

interactive distance learning, video conferencing, or on-line activities;

independent study, not to exceed 30 hours;

developing curriculum or CPE training materials;

presenting CPE activities, not to exceed 15 hours;

serving as a mentor, not to exceed 45 clock hours; and

serving as an assessor for the principal assessment, not to exceed 15 hours.

The Board encourages, but does not require, teachers to accumulate a minimum of 20 clock hours each year and at least 80% of the hours in activities directly related to the certificate(s) they hold. Educators holding multiple certificates must complete a total of 150 or 200 hours to concurrently renew all certificates.

Board rules identify the following pre-approved CPE providers. All other entities or individuals wishing to provide CPE hours must apply to be approved by TEA.

- Texas public school districts, provided that staff development activities are developed, approved, and conducted in accordance with the site-based decision-making process;
- regional education service centers;
- accredited institutions of higher education;
- education associations that have offered professional development in Texas for at least five years and have tax-exempt status under federal law, or state associations that are affiliated with a national association with tax-exempt status;
- private schools recognized by the Texas Education Agency (TEA);
- TEA; and
- SBEC.

At the conclusion of each activity offered for CPE credit, the provider or sponsor must provide to each educator in attendance written documentation listing, at a minimum, the provider's name and provider number, the educator's name, the date and content of the activity, and the number of clock hours that count toward satisfying CPE requirements. Retain this documentation for your records! There is a form that may be used for this documentation on the TEA website.
Section F

APPENDICES

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Glossary

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Assessments and Rubrics

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College of Education and Psychology Organizational Chart

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Information Resources
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GLOSSARY

Accuplacer A basic skills test of reading, mathematics, and writing required as a criterion for admission into a teacher preparation program. At UT-Tyler, the minimum score required on each section for admission to the School of Education is 82 on the reading section, 82 on the math section, and 6 on the writing section.

Academic Integrity A principle obligating the student to exhibit honesty in carrying out academic requirements.

Advisor A designated faculty or staff member who guides a student through his/her academic program. All post-baccalaureate teacher candidates should check with their advisor regularly for advisement prior to registration.

Benchmark A benchmark is the measurement of a standard of excellence / achievement to which the program holds its teacher candidates.

BTLPT Bilingual Target Language Proficiency Test is the language proficiency exam (TExES 190) required for the bilingual supplement. This exam, like other TExES certification exams, assesses the standards established by TEA for this bilingual supplement.

BSIS Bachelor of Science in Interdisciplinary Studies is the bachelor’s degree that leads to certification at the elementary and middle school levels as well as all-level special education certification.

CAT Computer-Administered Tests refers to the format in which the TExES are offered. These are available at testing sites in Texas and some sites nationally and internationally.

Certificate A credential authorizing the holder thereof to contract to teach or to be employed in the public schools of the state. In some states, this is referred to as a license.

1. Provisional (Life) Certificate—a document issued to an applicant who has acquired a bachelor’s degree and who is otherwise eligible to teach in public schools of Texas. The exceptions are the non-degree vocational certificates issued on the basis of work experience and the non-degree school nurse certificate. The Provisional Certificate is permanent and valid for life unless canceled by lawful authority. The Provisional Lifetime Certificate was last issued August 31, 1999.

2. Professional (Life) Certificate—a document issued to each applicant who has acquired a bachelor’s degree, who has completed at least 30 additional graduate level hours in an approved program of graduate teacher education, and who has at least three years of acceptable teaching experience. The Professional Certificate is permanent and valid for life unless canceled by lawful authority. The Professional Lifetime Certificate was last issued August 31, 1999.
3. **Standard (Five-year) Certificate**—a document issued since September 1, 1999, to an applicant who has acquired a bachelor’s degree and who is otherwise eligible to teach in the public schools of Texas. The Standard Certificate must be renewed every five years to remain valid and replaces the Lifetime Provisional and Professional Certificates previously issued by the Board.

Educators holding lifetime certificate issued prior to September 1, 1999, are exempt from the renewal process; however, current educators adding certificates after September 1, 1999, will be issued the Standard Certificate for the new field and must renew the certificate at the end of the five-year renewal cycle. Further, individuals holding valid Provisional or Professional certificates issued prior to September 1, 1999, may opt into the renewable Standard Certificate and would complete 150 clock hours (Provisional) or 200 clock hours (Professional) of continuing professional education every five years.

**Certification Plan**
The plan developed for the program candidates with a minimum of a baccalaureate degree listing the deficiencies which an individual must complete in order to be recommended for certification. “Deficiency plan” is also a term used for this plan.

**Clinical Teaching**
Teaching experiences that occur prior to standard certification. These consist of observation, teaching small groups, and student teaching.

**Content exam**
The TExES content exam tests your knowledge in the EC-6 teaching disciplines—English/language arts, the science of reading, social studies, math, science, and fine arts, health, and physical education.

**Cooperating teacher**
A teacher (EC-12) in whose classroom a student completes his/her classroom observations, clinical experiences, and student teaching.

**Co-requisite**
A course which must be taken with another specified course.

**Core courses**
Those courses that focus on the essential knowledge and skills in the content and methodology of a particular program.

**Course equivalent**
A course transferred from another college and determined by the Office of the Registrar or the SOE Advisor to be essentially the same as a UT Tyler course.

**CPE or CPU**
Continuing Professional Education or Continuing Professional Units: One hundred fifty (150) clock hours of CPEs are required for the renewal of a standard five-year teaching certificate.

**Disposition**
Attributes that pre-service candidates possess that either make them more likely to act in a manner conducive to the learning process or to act in a way that will be detrimental to their students’ learning processes.

**Eligibility to test**
A teacher candidate is “eligible to test” when he has met the criteria of the Eligibility to Test policy. *(See p. D-8 for the complete policy.)* In most cases, Phase III is the earliest that a teacher candidate is eligible. See your advisor for further information about this policy.

**ETS**
The Educational Testing Service is the company that develops and administers the certification exams in Texas—the TExES. ([http://www.texas.ets.org](http://www.texas.ets.org))
ELPS  English Language Proficiency Standards. The ELPS, as required by TAC 74, Subchapter A, §74.r, outline English language proficiency level descriptors and student expectations for English language learners (ELL’s). School districts are required to implement ELPS as an integral part of each subject in the required curriculum.

Generalist  A certificate that allows the holder to teach in a self-contained classroom or to teach any of the core subjects (English language arts and reading, social studies, science, or math) in a departmentalized classroom. In Texas, the Generalist certificate is offered as an Early Childhood through sixth grade certificate or as a fourth grade through eighth grade certificate.

GPA  Grade Point Average: this 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.

HQ / Highly-qualified  Highly qualified in the term used to indicate an individual who has the proven knowledge and skills to be the teacher-of-record. HQ may be proven by:
  • being certified to teach at the level and in the subject of the assigned classroom; or
  • having passed the State exam (TExES) for the subject and level of the assigned classroom; or
  • having at least 24 semester credit hours in the subject with at least 12 upper division (junior/senior/graduate) hours in the subject.

In-service teacher  A certified teacher who holds a provisional or a standard certificate.
  • Provisional certificate—the life-time certificate was the teaching certificate issued by Texas prior to September 1, 1999.
  • Standard certificate—the five-year, renewable license issued by Texas since September 1, 1999.

Intern  One who is doing an internship: a probationary certificate is required. The intern serves as the teacher-of-record at the level of the certificate and in the subject area of the certificate being sought. The internship is for one full year.

Internship  A one-year teaching assignment that includes supervision shared by the university and the school district. This is a six credit hour requirement that replaces student teaching. To be eligible, a baccalaureate degree is required and the teaching position must be in the content area for which the intern prepared and at the level for which the intern prepared.

LOTE  Language Other Than English is a certificate offered for teaching Spanish, French, and other “foreign” languages.

Major  A student’s primary field of study.

Major courses  Those courses that establish a range of study most relevant to a particular program/major.

Mentor Teacher  An EC-12 teacher who is appointed by the school district to mentor/guide an intern through his/her first year of teaching.
<table>
<thead>
<tr>
<th>Methods courses</th>
<th>Required education courses which deal with the methodology of teaching.</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCLB</td>
<td>No Child Left Behind is the federal law that requires a highly qualified teacher in every classroom. (<em>often pronounced, Nickel-bee</em>)</td>
</tr>
<tr>
<td>OCE</td>
<td>Office of Clinical Experiences. This office is responsible for <strong>all</strong> field experience placements. No field/clinical experiences may be completed without having been assigned by the OCE.</td>
</tr>
<tr>
<td>PACT</td>
<td>Pre-Admission Content Testing is available to an individual with the minimum of a bachelor’s degree who has <em>never</em> been enrolled in an Educator Preparation Program (EPP). It allows the individual to take any content exam without permission from an EPP. Passing TExES 291 does not waive coursework in the Core Subjects EC-6 program.</td>
</tr>
<tr>
<td>PDAS</td>
<td>Professional Development Appraisal System: State recommended appraisal instrument used for evaluating in-service teachers since 1997. Beginning in 2015, the T-TESS (Texas Teacher Evaluation and Support System) will be piloted as the newest appraisal instrument recommended by the State.</td>
</tr>
<tr>
<td>Pedagogy</td>
<td>The art or science of teaching; instructional methods. Pedagogy courses are education courses delivered through the School of Education.</td>
</tr>
<tr>
<td>Phases I-IV</td>
<td>The educator preparation program at UT Tyler is in four phases. (<em>See timeline, p. A-8—A-9.</em>)</td>
</tr>
<tr>
<td>Portfolios</td>
<td>A collection of material related to teaching and other educational activities compiled by students as evidence of their range of experiences. The portfolio is also an evaluation strategy. The teacher collects examples of a student’s work over a period of time to show improvement or progress made by the student.</td>
</tr>
<tr>
<td>PPR</td>
<td>Pedagogy and Professional Responsibilities. This TExES exam (TExES 160) is required of all candidates for initial teacher certification.</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>A course which must be taken prior to another specified course.</td>
</tr>
<tr>
<td>Pre-service</td>
<td>A teacher candidate who is in the process of preparing for teacher certification.</td>
</tr>
<tr>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Professional</td>
<td>These advanced certificates require a master’s degree with testing in the specific field of the certificate. At UT Tyler, the following certificates are offered:</td>
</tr>
<tr>
<td>Certificates</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Principal—requires a 30-hr. program plus a State exam and two years of teaching.</td>
</tr>
<tr>
<td></td>
<td>• Superintendent—requires a principal or mid-management certificate and a State exam.</td>
</tr>
<tr>
<td></td>
<td>• Educational Diagnostician—requires a 36-hr. program plus a State exam and two years of teaching.</td>
</tr>
<tr>
<td></td>
<td>• Reading Specialist—requires a 30-hr. program plus a State exam and two years of teaching.</td>
</tr>
<tr>
<td>Program Finisher</td>
<td>A student who has met all program requirements including student teaching. Upon completion of the required TExES exams, he/she will be eligible for Texas standard teacher certification.</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Rubric</td>
<td>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.</td>
</tr>
<tr>
<td>SBEC</td>
<td>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: <a href="http://tea.texas.gov/About_TEA/Leadership/State_Board_for_Educator_Certification/">http://tea.texas.gov/About_TEA/Leadership/State_Board_for_Educator_Certification/</a></td>
</tr>
<tr>
<td>SBOE</td>
<td>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 (TEC).</td>
</tr>
<tr>
<td>SOE</td>
<td>The School of Education is the component of the College of Education and Psychology that is responsible for initial classroom teacher certification.</td>
</tr>
<tr>
<td>Supplement</td>
<td>A supplement is an area of concentration that may be added to a teaching certificate. At UT Tyler, the three supplements that are available are English as a Second Language (ESL), Special Education, and Bilingual-Spanish. A supplement attaches to the certificate and thus becomes the “level” of the certificate to which it attaches.</td>
</tr>
<tr>
<td>T-CERT</td>
<td>TExES Certification Exam Review for Teachers. This website developed by the Texas A&amp;M system and TEA helps teacher candidates, novice teachers, and experienced teachers pass TExES exams. More information is available at <a href="https://pact.tarleton.edu/tcert/">https://pact.tarleton.edu/tcert/</a>.</td>
</tr>
<tr>
<td>TEA</td>
<td>The Texas Education Agency is the administrative unit for primary and secondary public education. Its mission, position, and roles and responsibilities may be found at <a href="http://tea.texas.gov/index2.aspx?id=25769817422">http://tea.texas.gov/index2.aspx?id=25769817422</a>.</td>
</tr>
<tr>
<td>Teacher Candidate</td>
<td>A student in a preparation program working toward teacher certification.</td>
</tr>
<tr>
<td>Teacher of Record</td>
<td>The teacher responsible for an assigned class/subject.</td>
</tr>
<tr>
<td><strong>Teaching Requirement</strong></td>
<td>The experience required of pre-service teachers to complete their professional development requirements for standard certification. This may be completed by doing student teaching or an internship.</td>
</tr>
<tr>
<td>--------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>TEKS</strong></td>
<td>The Texas Essential Knowledge and Skills is the basis for curriculum in PK-12 public schools. (<a href="http://tea.texas.gov/index2.aspx?id=6148">http://tea.texas.gov/index2.aspx?id=6148</a>)</td>
</tr>
<tr>
<td><strong>TExES</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>
| **TExES Prep**           | Periodically, throughout each semester, the SOE offers preparation for the TExES exams.  
Students in Phase II are required to complete at least 3 clock hours of TExES preparation prior to moving to Phase III.  
Students in Phase III are required to complete 3 clock hours.  
TExES Prep can also be completed through T-CERT preparation and Certify Teacher ([www.certifyteacher.com](http://www.certifyteacher.com)). |
| **THEA**                 | Texas Higher Education Assessment *(formerly TASP)*. A basic skills test of reading, writing, and mathematics, required as a criterion for admission into a teacher preparation program. At UT Tyler, the minimum score required on each section for admission to the School of Education is 240. *(See Section C for more information.)* |
| **TSI**                  | Texas Higher Education Coordinating Board is the governing board for the State’s colleges and universities. It is dedicated to helping Texas meet the goals of the state’s higher education plan, *Closing the Gaps by 2015*. Additional information may be found at the THECB website: [http://www.thecb.state.tx.us](http://www.thecb.state.tx.us). |
APPENDIX F-2

FYI...

- University Organizational Chart
- College of Education and Psychology Organizational Chart
DEAN
Dr. Ross Sherman

School of Education
Dr. Colleen Swain
SOE Director

Educational Leadership and Policy Studies
Dr. Wes Hickey
Department Chair

Psychology and Counseling
Dr. Charles Barké
Department Chair

Advising Center
- Degree plans
- Admission to program
- Registering
- Advising

Office of Clinical Experiences
- Works with school districts to make placements for observations, clinical experiences, and student teaching.

Office of Teacher Certification
- Processes certification applications
- Advises post-bacs
- Serves as liaison among constituents

School of Education Faculty
- Consists of a rich diversity and knowledge experience
- Wealth of PK-12 experiences
- Research & teaching

Foundations

Methods

Clinical Experiences

Early Childhood, Reading, & Special Education

Ingenuity Center
- Professional Development
- Research
APPENDIX F-3
RESOURCES

Information Resources
Important Contacts and Websites
TEãS Exams
RESOURCES

Blackboard Blackboard is a service provided by UT Tyler which enables students, faculty, and staff to interact in an online classroom environment. For more information, see the website: http://ccs.uttyler.edu/blackboard/

CAL Curriculum and Assessment Lab, BEP 205, 903-566-7286. The CAL provides a resource center of materials, manipulatives, and tools for students’ use in planning and implementing lesson plans.

Computer labs Computer labs are available in the HPR 134 and BEP 248, the Business building, and the Library. Check the schedules for hours of accessibility.

Curriculum library Located on the first floor of the main library. The Curriculum Library is stocked with textbooks currently being used in the Texas Public Schools.

ITSupport The University’s office that provides support and training to use the technology. For assistance from this office, email itsupport@patriots.uttyler.edu.

Facebook http://www.facebook.com/UTTylerSOE

Library Located on Campus Drive, the Muntz Library is open throughout the semester. Check the website for library hours: http://library.uttyler.edu/

Math Center Located in RBN 4021. The center is committed to assisting students’ understanding of math concepts in freshman and sophomore level mathematics courses. Check the website for math center hours: http://www.math.uttyler.edu/MLC/

SBEC State Board for Educator Certification: website— http://www.sbec.state.tx.us

Student Counseling Center UTT’s Student Counseling Center assists students who are experiencing difficulties related to stress and anxiety, learning strategies, coping skills, etc. The center is located in UC 3171 (903-566-7254). The website is http://www.uttyler.edu/counseling/services.php.

TEA Texas Education Agency: http://tea.texas.gov

Testing Center Quick THEA and Accuplacer are given here: UC 3160
903-565-5693
TExES Preparation Manuals

These may be found at http://www.texas.ets.org/. It is recommended that the candidate download the appropriate manuals for the certification being sought. Each candidate needs the PPR and the appropriate content exam.

TExES Preparation Materials*

- Becoming a Middle School or High School Teacher in Texas by Nath & Cohen
- Kaplan TExES Study Guide by A. Hall, L. Burkhardt, & C. McCall
- Talkin’ TExES by Candy Combs Skelton http://talkintexes.com/
- TExES Master by Art Williams http://www.texas.net/
- The Best Preparation for the TExES by Research & Education Association
- Preparing for the Texas PreK-4 Teacher Certification by J. Nath & J. Ramsey
- The Ultimate TExES Guide by Diane Bauer and Janet Scott
- Website: Teaching Solutions Test Coaching http://www.teachingsolutions.org/excettexasexam.html
- Website: http://www.certifyteacher.com
- ETS Preparation Manuals (Study Guides) www.texas.ets.org
- Becoming an EC-6 Teacher in Texas by Nath & Cohen
- How to Prepare for the TExES. www.barronseduc.com
- Cracking the TExES, www.PrincetonReview.com
- Pass the TExES—for Texas teachers www.passthetexes.com
- Study the TExES in a meaningful Way www.tcpea.net
- Study Manuals and Practice Question Manuals for Educators www.texasstudy.com
- T-Cert: https://pact.tarleton.edu/tcert/

*Inclusion on this list does not imply endorsement by the School of Education

Writing Center

Located in BUS 202. The center is committed to assisting students in improving their written communication. Check the website for Center hours. http://www.uttyler.edu/writingcenter
IMPORTANT CONTACTS AND WEBSITES

Advising Office – Lisa Dempsey
⇒ BEP 247J
⇒ 903-566-7022
⇒ Email: ldempsey@uttyler.edu
⇒ Website: www.uttyler.edu/education/undergraduate/advising

Clinical Experiences Office – Cindy Sherman
⇒ BEP 247 G
⇒ 903-566-7012
⇒ csherman@uttyler.edu
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  ○ http://tea.texas.gov > Educator Certification > Contact Educator Certification. You can also email TEA from this page.
List of TEXES exams—PPR & Content

- 178 Art EC-12
- 112 Bilingual Education Supplemental 4-8
- 190 Bilingual Target Language Proficiency Test (BTLPT)
- 176 Business Education 6-12
- 240 Chemistry 7-12
- 141 Computer Science 8-12
- 291 Core Subjects EC-6
- 211 Core Subjects 4-8
- 153 Educational Diagnostician
- 154 English as a Second Language (ESL) Supplemental (Updated July 2009)
- 117 English Language Arts and Reading 4-8
- 231 English Language Arts and Reading 7-12
- 157 Health EC-12
- 233 History 7-12
- 256 Journalism 7-12
- 613 Languages Other Than English (LOTE) Spanish
- 238 Life Science 7-12
- 115 Mathematics 4-8
- 235 Mathematics 7-12
- 177 Music EC-12
- 160 Pedagogy and Professional Responsibilities EC-12
- 158 Physical Education EC-12
- 237 Physical Science 6-12
- 068 Principal
- 151 Reading Specialist
- 152 School Counselor
- 116 Science 4-8
- 118 Social Studies 4-8
- 232 Social Studies 7-12
- 161 Special Education EC-12
- 163 Special Education Supplemental
- 129 Speech 7-12
- 195 Superintendent
- 171 Technology Education 6-12
- 180 Theatre EC-12