



Teacher Education Admission CoHort (TEACH) Handbook  
Fall 2020 Admission  
Education Department  
College of Professional Studies

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## OVERVIEW AND VISION STATEMENT

The Congregation to Divine Providence started as a teaching order in the late 1800's in rural areas of Texas. Students in these communities would not have had the opportunity to go to school had it not been for the sisters. We have a long legacy of preparing outstanding teachers. Education Faculty are committed to personalized holistic attention to academic and personal goals, interests, and career counseling both inside and outside the classroom. Through the guided application of content knowledge, effective pedagogical models, varied field experiences, and reflective practice, our candidates develop instructional expertise and professional skills required for the teaching profession. We have effective partnerships with area schools where students engage in educational activities in school settings and reflect on these diverse introductory experiences as they prepare for student/clinical teaching. Graduates have over 92% pass rates on state certification exams. Our graduates demonstrate confidence, professional competence, and a commitment to teaching diverse students. More than 88% of our graduates remain in teaching for five or more years, and many pursue their master's degree. Our core values of Community, Integrity, Trust, and Service reflect what we believe and live in our daily lives as Board of Trustees, faculty, staff, administration, and students at Our Lady of the Lake University.

### Our Lady of the Lake University Vision Statement

Inspired by Catholic values and the heritage of the founding Congregation of Divine Providence, Our Lady of the Lake University is a community called to transform individuals as they discover their purpose in life. We aspire to be nationally recognized for our distinctive programs, our expertise in Mexican American culture, and our diverse graduates who lead and serve with faith and wisdom to improve the world.

(Approved by the Board of Trustees, May 22, 2008)

Faculty in the Education Department developed the following mission statement as part of the Strategic Plan for the College of Professional Studies.

### Education Department Mission Statement

The mission of the Education Department and Bachelor of Science in Education degree program is to foster the intellectual and professional development of teachers. Through the guided application of content knowledge, effective pedagogical models, varied field experiences, hands on learning opportunities, and reflective practice, pre-service teacher candidates develop their instructional expertise and acquire professional skills. This program celebrates diversity as we emphasize the importance of applying culturally relevant and developmentally appropriate practices to our teaching. Our graduates are ethical and responsive practitioners; they are prepared to implement differentiated teaching and learning strategies in order to best meet the comprehensive needs of diverse student populations (including students with linguistic, cultural, and learning differences).

## EDUCATION DEPARTMENT FACULTY AND STAFF

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Hello,

Welcome to Our Lady of the Lake Education Department and the Teacher Certification Program! We are excited you are joining us on your journey to become a certified teacher. We congratulate you for reaching this stage of your teacher preparation program. Our Lady of the Lake University has a long legacy of preparing our students to serve in their communities through education. We hope that you will continue this legacy and the students whose lives you touch will benefit greatly from your education.

As the Department Chair in Education, I am personally thrilled to be a part of your education here. Our outstanding faculty will guide you in your courses and help you put into action your passion for helping others. All our faculty members have different areas of expertise and distinct practice and research experience. The TEACH program is rigorous, but I am confident that at the end you will be a qualified, professional, responsible and effective teacher. Our hope and responsibility is to challenge you and to get you to stretch your ways of thinking. I encourage you to engage in reflective practice, strive for continuous improvement, and further your quest towards lifelong learning. I hope that you will invest the time and work needed to support your growth throughout the process – it will be well worth your efforts!

We are here to support you. If a time comes when you need additional support, be sure and ask for that. We can only help if we know the needs you have.

I wish you well throughout the TEACH program. Please use this handbook as a resource for policies and practices designed for your success in the program. The last page of the handbook has the links to these policies; copies are also in blackboard on the TEACH website. If you have questions or concerns, I am always here to help.

My best,

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Programs within the Education Department at Our Lady of the Lake University prepare the professional educator to understand and meet the comprehensive needs for diverse student populations, including students with linguistic, cultural, and learning differences. Graduates of our programs are committed to being lifelong learners, who demonstrate content and pedagogical knowledge, while also utilizing innovative and effective practices as ethical reflective practitioners and leaders in the field.

Candidates for standard Texas teacher's certificates must achieve a satisfactory level of performance on the examinations prescribed by the State Board for Educator Certification. All applicants will be screened for a record of felony or misdemeanor conviction through SARMA, a national level search, as prescribed by state law.

The OLLU Education Department's undergraduate program is accredited by the Texas Education Agency and approved by the State Board of Educator Certification as a university-based educator preparation program. Our curriculum is designed utilizing scientifically based research and aligned to the TEKS to ensure teacher effectiveness as outlined in [Chapter 149 of the Commissioner's Rules Concerning Educator Standards](#)

### **BECOMING A CERTIFIED TEXAS TEACHER**

- Decide on the area of interest including specific grade level(s) of students and subject area(s)
- Meet the screening criteria for the program with regards to basic skills, GPA, course hours completed and professional dispositions. Some of the requirements to be met are state-mandated and others are specific to OLLU's certification program
- Complete the educator preparation program (program requirements will vary by specific certifications)
- Demonstrate the required Texas educator skills by passing the Texas Examinations of Educator Standards (TExES) certification exams BOTH in your Content area (per your degree plan) and the Pedagogy and Professional Responsibilities certification exam (PPR EC-12)\* EdTPA in your certification area is being piloted in 2019-2020 in lieu of the PPR
- Domains assessed via EdTPA which ALL educators must possess and demonstrate:
  1. Planning for Instruction and Assessment
  2. Instructing and Engaging the Focus Learner
  3. Assessing Learning
- Domains of learning assessed via Content area TExES examination vary by certification area; however, each domain covers the educator standards which are supported by specific competencies
- Specializations in Special Education, Bilingual Education, and ESL require additional TExES certification examinations
- Detailed information about certification examinations, domains, standards, and competencies for each certification are can be found on the Pearson Testing website: <http://www.tx.nesinc.com/>
- Apply for certification through your TEAL/ECOS account and pay the required fees
- Adherence to the highest standards of professionalism in daily interactions with peers/coworkers, students, parents, and other community stakeholders is expected in addition to compliance with the Educator's Code of Ethics [Title 19 Chapter 247 Rule §247.2](#)
- Adherence to the State Board of Educators adopted [TEKS](#) (Texas Essential Knowledge and Skills), which are the state standards for what students should know and be able to do.

OLLU's undergraduate teacher education program is comprised of the following three components:

- Foundation requirements;
  - a. Foundation requirements are primarily general education courses that provide a basic foundation in content knowledge.
- Supporting content requirements; and\*
  - b. \*Supporting requirements are a blend of content knowledge and pedagogy. This may also include specializations for students who chose to add an additional certification such as bilingual, English as a second language, and/or special education.

- Professional education requirements.
  - c. Professional Education requirements require admission to TEACH and focus on pedagogy. Field-based and clinical experiences are built into the supporting content and professional education curricular requirements.

Students are required to adhere to the Teacher Education Handbook in effect during the semester they are admitted to Teacher Education.

**DISCLAIMER:**

OLLU reserves the right to make changes regarding degree requirements, certification levels, assessment requirements and/or timelines for implementation.

Changes may occur in rules, standards, testing, certification, or other areas of educator preparation as a result of legislative, State Board for Educator Certification, or Texas Education Agency (TEA) action through no fault of OLLU but must be adhered to.

Notifications of any revisions to the Teacher Education program will be communicated to students via (1) campus publications such as the undergraduate catalog, (2) TEACH Handbook, (3) Blackboard courses and/or OLLU email, and (4) OLLU website [www.ollusa.edu](http://www.ollusa.edu)

**DEGREES, MAJORS, AND CERTIFICATION OPTIONS**

The OLLU Education Department Offers the Bachelor of Science in Interdisciplinary Studies degree with certification in EC-6 and may choose to add a specialization/additional certification in bilingual education, ESL, and/or special education.

- Early Childhood Education (Grades EC-6)
- Core Subjects EC-6 (standalone)
- Core Subjects EC-6 with specializations

Students seeking secondary education certification will earn their Bachelor of Arts degree in the content discipline and will earn certification in grades 7-12 and may choose to add a specialization/additional certification in ESL, special education and/or bilingual education.

Secondary Education (Grades 7-12)

- Biology (Life Science)
- English
- History
- Mathematics

Students seeking certification in Art, Spanish, or Physical Education will earn their Bachelor of Arts degree in Art, Kinesiology (PE), Music or Spanish and will have all-level teaching certification in grades EC-12 and may choose to add a specialization/additional certification in ESL, special education and/or bilingual education.

All-Level Teacher Certification (EC-12)

- Art
- Music
- Physical Education
- Spanish

## **INTERDISCIPLINARY CURRICULUM AND FIELD WORK**

All candidates admitted into the teacher certification program (TEACH) will be engaged in a rich learning experience. Our interdisciplinary curriculum includes the following instructional foundations:

- reading and writing across the curriculum;
- integration of technology as a tool for learning;
- inclusion of relevant TEKS, including the English Language Proficiency Standards in instruction and planning;
- reading instruction, including instruction that improves students' content-area literacy and dyslexia;
- appreciation of diversity;
- value differentiated instruction;
- creating a positive and productive classroom environment;
- implementing effective and responsive instruction and assessment to promote student learning;
- understanding and adhering to legal and ethical requirements for educators;
- mental health, substance abuse, and youth suicide;
- building strong classroom management skills;
- framework for teacher and principal evaluation;
- appropriate relationships, boundaries and communications between educators and students;
- instruction in digital learning; and
- field based hours (minimum of 150 hours) plus minimum of 14 weeks (a minimum of 70 Full days) of clinical teaching, not including the start of school activities.

Through their course work, field experiences and assessments students are expected to demonstrate mastery of the skills of the skills and competencies captured in the Texas teacher standards, as indicated in Chapter 149 of the Commissioner's Rules Concerning Educator Standards. The Education Department is responsible for offering the following educator preparation curriculum as defined by [TAC §228.30 Educator Preparation Curriculum](#). Additionally the curriculum at OLLU incorporates the [ISTE Standards](#) and [Technology Application TEKS](#) that are embedded in various pedagogical courses learning outcomes and assignments. and provide coursework and/or training as outlined in [19 TAC §228.35](#).

## **TRANSFER STUDENT CREDIT FOR PRIOR EXPERIENCES-EDUCATION DEPARTMENT**

Contact Person: Certification Officer

Guideline Text: In accordance with [19 TAC §228.35\(a\)\(5\)](#) and Our Lady of the Lake University's admissions policies, transfer students will have their transcripts reviewed by a transfer advisor in cooperation with the Education Department. In addition, because OLLU honors students with prior educational experiences transfer students to the Education Department will also have their transcripts evaluated on a case by case basis to ensure that the experience, education, or training was provided by an approved EPP or an accredited institute of higher education within the past five years, and is directly related to the certificate being sought [19 TAC §228.35(B)].

## **MILITARY EXPERIENCE CREDIT-EDUCATION DEPARTMENT**

Contact Person: Certification Officer

Guideline Text: Candidates may be granted course credit for prior military training or education in accordance with OLLU military service credit practices, as developed and applied by the OLLU registrar's office in cooperation with the program faculty. Candidates may be granted credit toward course assignments for prior or ongoing military service. Military service must be directly related to the certification sought in order to be considered. Credit toward courses may be granted based on an evaluation by the program faculty of service members and Veterans military record(s). No credit will be given toward field experience, clinical teaching, practicum, or internship requirements.



## **APPLICATION AND ADMISSION INTO TEACH**

See TEACH Program Requirements handout for specific classes and documents to include in your TEACH portfolio. This is submitted in Blackboard under “My Organizations – TEACH”. All teacher candidates must attend the TEACH session offered in September and/or in February. Important documents can be found on the OLLU webpage under [Texas Educator Certification Information](#).

### **PROCEDURE FOR APPLYING TO TEACHER EDUCATION ADMISSIONS COHORT (TEACH)**

1. Attend a TEACH (Teacher Education Admission CoHort) Session generally during on the second week of September (for spring admission) and the second week of February (for fall admission). \* Applicants are encouraged to attend a TEACH session at least a year in advance of applying to ensure that all prerequisite courses have been taken.
2. Attain authorization from the certification officer (Moye 312) at the TEACH information session to take the Next Generation Accuplacer [Reading, Math (Quantitative Reasoning) and Writing (essay)], the 45-minute timed writing sample, and the practice baseline content test at the OLLU Testing/Assessment Center (must be completed prior to the scheduled interview).
3. Apply for a TEAL account to attain a TEA ID # (required for application) [TEAL/ECOS account setup](#)
4. Complete application process/requirements access given by the Certification Officer at the TEACH Info Session to Blackboard under Organizations: Template TEACH (see Required Documents)
5. Complete and pay for the OLLU Criminal Background Check and TEA Technology fee (\$10 background check and \$35 TEA tech fee) via the TEACH marketplace link: <https://marketplace.ollu.edu/TEACHapp>
6. Sign up for a TEACH interview when portfolio is submitted in blackboard and all required documents by the application deadline announced at the TEACH session.

**REQUIRED TEACH DOCUMENTS AND TEST SCORES:** Reference [Admissions Requirements](#) Sheet

**ALL ITEMS ARE SUBMITTED ON BLACKBOARD:** Template TEACH

- Application: Completed application form with TEA ID #
- Degree Audit: Submit a copy of the current degree audit (must include a) minimum of 60 credit hours/junior standing; b) Minimum cumulative and institutional GPA of 2.75; c) any foundation courses that are transferred to OLLU; completion of all foundation courses with a grade C or better (see TEACH Admission Requirements for list of courses in Blackboard)
- Philosophy of Education: A statement of your philosophy of education. This document must be typed and should be representative of your best writing skills. A rubric is provided in Blackboard.
- Personal Resume: A personal resume that chronologically documents examples of your fitness for teaching and/or your time spent working with children/others such as: scholarships or awards, work history, outstanding projects in courses, or activities that display evidence relating to your interaction with and teaching of children/others. A rubric is provided in Blackboard.
- Criminal Background Check and TEA Technology Fee: A copy of an OLLU Criminal Background Check Application and associated \$10 fee including \$35 TEA Technology Fee (\$45 payable on TEACH Marketplace link <https://marketplace.ollu.edu/TEACHapp> – must have clear Criminal Background Check approval
- Driver’s License/ID copy: Provide a copy of your current Driver’s License or State ID
- FERPA: Signed FERPA Consent to Release Agreement (digital signature required)
- Criminal History Policy Acknowledgement: Signed OLLU form (digital signature required)
- TX Code of Ethics: Signed Texas Educators Code of Ethics (digital signature required)
- Risk Assessment: Signed OLLU Risk Assessment Form (digital signature required) – valid for five years
- Score Report: Provide proof of scores that demonstrate basic skills in reading, math, and writing via one of the assessments in the Student Success Initiative chart (see chart below). Passing scores must be within the past five years.
- Writing Prompt: A 45-minute timed writing prompt to be completed at the OLLU Testing Center. The OLLU Testing Center will directly submit your writing prompt to the Certification Officer.
- Practice Content Test: Practice TExES certification exam must be completed at the OLLU Testing Center prior to scheduled interview. The OLLU Testing Center will directly submit your practice test results to the Certification Officer.
- Two Faculty Recommendation Forms: Submit the names of the two faculty members (must be current OLLU faculty). The Faculty Recommendation Forms will be submitted directly to the Certification Officer by faculty.
- Transcript Request: Complete and sign “Transcript Request Form”. DO NOT Submit to Registrar’s

ASSET	COMPASS	ACCUPLACER	Next Generation Accuplacer	TSIA	THEA
<input type="checkbox"/> Reading – 41	<input type="checkbox"/> Reading - 81	<input type="checkbox"/> Reading – 78	<input type="checkbox"/> Reading – 252	<input type="checkbox"/> Reading – 351	<input type="checkbox"/> Reading – 230
<input type="checkbox"/> Math (Algebra) – 38	<input type="checkbox"/> Math (Algebra) – 39	<input type="checkbox"/> Math (Algebra) – 63	<input type="checkbox"/> Math (Quant. Reason) – 249	<input type="checkbox"/> Math - 350	<input type="checkbox"/> Math - 230
<input type="checkbox"/> Writing (essay) – 6	<input type="checkbox"/> Writing (essay) - 6	<input type="checkbox"/> Writing (essay) - 6	<input type="checkbox"/> Writing (essay) - 6	<input type="checkbox"/> Writing (essay) - 5 or Writing at 340 plus essay score of 4 OR placement score less than 340 with a diagnostic score of at least a 4	<input type="checkbox"/> Writing - 220

## **OUT OF COUNTRY APPLICANTS/TOEFL iBT (Test of English as a Foreign Language Internet-Based Test)**

The Texas Education Agency (TEA) reviewed the TOEFL iBT requirements for certified teachers whose degree was earned outside the United States. The purpose of the test is to demonstrate English language proficiency for all candidates who did not complete an undergraduate or graduate degree at an accredited institution of higher education in the United States that are reflective of the language skills that teachers need. As of October 2017 TEA in consultation with stakeholders introduced minimum TOEFL iBT requirements for each section of the test to demonstrate English language proficiency for all candidates who did not complete an undergraduate or graduate degree at an accredited institution of higher education in the United States that are reflective of the language skills that teachers need: minimum scaled scores on the Test of English as a Foreign Language internet-Based Test (TOEFL iBT) of 24 for speaking, 22 for listening, 22 for reading, and 21 for writing (TAC230.11).

### **ADMISSION STATUS/NOTIFICATION:**

Candidates will be informed of their admission status via their OLLU e-mail address prior to advising/early registration with formal admission for the following semester. Students may be placed one of three categories:

1. **Formal Admission**— All initial teacher documents and requirements are met specified in [\[19 TAC § 227.10\]](#) and will indicate a candidate's formal admission into TEACH \*. Candidates must sign and return the formal admission letter.
2. **Pending Admission** – Some admission requirements have not been met (such as a foundation course in progress or must retake and pass one section of the Accuplacer). Candidates must have a 2.75 GPA or higher with completion of all foundation courses prior to the start of the professional block sequence, have demonstrated basic skills on two of the three SSI tests, and have a complete portfolio and been interviewed to be eligible for this option. After review by the Education Department, candidates are sent a letter indicating the steps that must be completed prior to the start of the semester in which they are enrolled in professional courses. Candidates can register for “block” classes but must submit missing documents per the deadline in the letter; failure to complete requirements will result in candidates being dropped from the professional courses for that term. Once the terms are met, candidates will receive a subsequent letter indicating they are formally admitted into TEACH.
3. **Denied Admission**— A letter indicating the areas that need remediation will be provided by the Department Chair. Per the Education Department policy, you are eligible to apply one additional time. Please work with your advisor, Certification Officer, and/or Department Chair to ensure you are ready to resubmit a second time.

\* As a reminder, any concerns from faculty on the Professional Practices and Responsibility form would need to be remedied/plan in progress during Clinical Teaching. Students must continue to maintain the overall cumulative and institutional GPA of 2.75 and have a B or better average (3.0) in the professional block courses prior to being recommended for Clinical Teaching. See Minimum Standards for Remaining in Teaching as part of the Professional Practices and Responsibilities Policy for additional information.

### **PROFESSIONAL PRACTICES and RESPONSIBILITIES POLICY**

The Education Department offers a curriculum designed to academically prepare individuals for the teaching profession. In addition to curriculum and testing requirements, all teacher candidates in the OLLU Teacher Education Admissions CoHort (TEACH) are expected to demonstrate professional dispositions that demonstrate that they are prepared to teach children and youth. This preparation results from the combination of successful completion of university coursework and the demonstration of important intra- and interpersonal characteristics and dispositions that all effective teachers should possess.

## MINIMUM STANDARDS FOR REMAINING IN TEACHER EDUCATION

- A minimum overall institutional and cumulative G.P.A. of 2.75
- No grade lower than a “C” is acceptable in any teacher certification course which includes specialization requirements and required supporting content courses
- A minimum G.P.A. of 3.0 in your professional education courses
- Demonstration of professional dispositions as measured on the Professional Practices and Responsibilities Assessment
- Scholastic Integrity

All candidates admitted into the teacher certification program (TEACH) will be engaged in a rich learning experience. Our interdisciplinary curriculum includes the following instructional foundations:

- reading and writing across the curriculum;
- integration of technology as a tool for learning;
- inclusion of relevant TEKS, including the English Language Proficiency Standards in instruction and planning;
- reading instruction, including instruction that improves students' content-area literacy;
- appreciation of diversity;
- value differentiated instruction;
- creating a positive and productive classroom environment; and
- implementing effective and responsive instruction and assessment to promote student learning.
- understanding and adhering to legal and ethical requirements for educators;

Through their course work, field experiences and assessments students are expected to demonstrate mastery of the skills of the skills and competencies captured in the Texas teacher standards, as indicated in Chapter 149 of the Commissioner's Rules Concerning Educator Standards, which include:

- instructional planning and delivery;
- knowledge of students and student learning;
- content knowledge and expertise;
- learning environment;
- data-driven practice; and
- professional practices and responsibilities;

Demonstrates Competency in Oral, Written and Digital Communication:

The teacher candidate knows the importance of clear, accurate communication – oral, digital and written.

- A. The teacher candidate communicates clearly, accurately and with appropriate level of detail orally, in writing and through electronic communication. Teacher candidates are able to speak in a manner appropriate to the context of the classroom. Teacher candidates refrain from inappropriate electronic communication.
- B. Scholastic Integrity - OLLU pre-service teacher candidates are expected to adhere the guidelines for scholastic integrity, honesty and ethical behavior as stated in the OLLU Student Handbook. Teacher candidates demonstrate honesty and integrity by being truthful about background, experiences, and qualifications; doing one's own work; giving credit for the ideas of others; and providing proper citation of source materials.

Demonstrates Positive Work Habits, Communication and Interactions

As a member of the teaching profession it is important for pre-service teachers to model positive work habits, responsibility, dependability, honesty and commitment to the profession.

- A. The teacher candidate attends all classes as expected. Exhibits preparedness for class, engagement, and punctuality.

- B. The teacher candidate demonstrates enthusiasm and a positive attitude towards the teaching profession and learners.
- C. The teacher candidate dresses appropriately for the professional context and demonstrates positive personal hygiene habits.
- D. The teacher candidate demonstrates honesty and integrity by truthful about background, experiences, and qualifications; submitting one’s own work; giving credit for the ideas of others; and providing proper citation of source materials.
- E. Scholastic Integrity - OLLU pre-service teacher candidates are expected to adhere the guidelines for scholastic integrity, honesty and ethical behavior as stated in the OLLU Student Handbook. Teacher candidates demonstrate honesty and integrity by being truthful about background, experiences, and qualifications; doing one's own work; giving credit for the ideas of others; and providing proper citation of source materials.

#### Cognitive Dispositions

- A. Teacher candidates think analytically about educational issues.
- B. Teacher candidates are thoughtfully reflective about their practice.
- C. Teacher candidates are flexible, open to new ideas, and willing and able to modify their beliefs and practices.
- D. Teacher candidates question and test their assumptions about teaching and schooling.
- E. The teacher candidate will demonstrate content knowledge appropriate for the level of certification they are seeking.
- F. The teacher candidate will demonstrate the effective utilization of technology for instructional purposes.
- G. The teacher candidate will demonstrate and utilize a wide variety of effective teaching practices.
- H. The teacher candidate will use formal and informal assessments to evaluate learners and teaching practices and utilizes the findings in instructional planning
- I. The teacher candidate will recognize students’ unique prior knowledge, life experiences and interests as part of the context for learning
- J. The teacher candidate will promote achievement of students at all levels by providing equitable learning opportunities.
- K. The teacher candidate will apply effective planning and classroom organization as tools in maximizing instructional and learning time
- L. The teacher candidate will make a positive contribution to the cooperating school community and school services.
- M. The teacher candidate will demonstrate a commitment to continued professional growth – reflect on their own strengths and professional learning needs

#### Demonstrates Respect for Diversity and Individual Differences

In preparation for responsible teaching the teacher candidate understands the importance of creating a learning environment in which diversity and individual differences are respected.

- A. The teacher candidate interacts with others in ways that reflect support and show respect for all students and colleagues.
- B. The teacher candidate exhibits acceptance of and addresses the needs of exceptional learners.
- C. The teacher candidate understands and appreciates the value of diversity and pursuits cultural competency.

The teacher candidate knows how to facilitate cooperation and productivity.

- A. The teacher candidate works cooperatively and collegially in groups. This includes interactions with fellow students, faculty, teachers, staff, parents and administrators.

- B. Teacher candidates understand and appreciate the value of diversity and look beyond self in interactions with others; respect differences of race, ethnicity, religion, and social class, national allegiance, and cultural heritage. Teacher candidates do not impose personal, religious, sexual, and/or cultural values on others.

The teacher candidate collaborates with their colleagues; are self-aware of their interpersonal interactions and are open to constructive feedback from peers, faculty and administrators.

- A. The teacher candidate seeks out feedback and demonstrates the ability to accept and act on reasonable criticism.
- B. The teacher candidate maintains supportive and cooperative relationships with fellow students.
- C. The teacher candidate engages in collaborative decision-making.
- D. The teacher candidate understands others' perspectives' and is open to new and innovative ideas about teaching.

#### Models Ethical and Respectful Behaviors

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

- A. Teacher candidates demonstrate compliance with all laws, regulations, OLLU University Policies, The Texas Administrative Code of Ethics and Standards for Texas Educators, as well as the TEA professional program standards.
- B. Teacher candidates maintain appropriate confidentiality at all times - A teacher candidate does not reveal confidential information concerning students unless disclosure serves professional purposes or is required by law.
- C. The teacher candidate maintains a professional teacher-student relationship and teacher-parent relationship.
- D. The teacher candidate serves as an advocate; he/she demonstrates the disposition to act always for the benefit for all students.

#### Maintains Composure and Self Control

- A. The teacher candidate follows appropriate channels of communication and authority.
- B. The teacher candidate reacts professionally when under stressful situations.
- C. The teacher candidate responds with flexibility to various situations.
- D. The teacher candidate uses sound judgment, emotional and self-control, and self-determination in personal interactions.

#### Emotional Dispositions

- A. Stress Management - The teacher candidate demonstrates the ability to deal with current life stressors through the use of appropriate coping mechanisms. He or she handles stress effectively by using appropriate self-care and developing supportive relationships with colleagues, peers, and others.
- B. Emotional and Mental Capabilities -The teacher candidate uses sound judgment, emotional and social self-control, and self-determination in personal interactions. The teacher candidate demonstrates the emotional and mental health required to function effectively as a teacher.

#### Physical Skills

The teacher candidate exhibits motor and sensory abilities to attend and participate in class and field placements, with or without accommodations as recommended by the OLLU Disability Coordinator.

#### Note:

No otherwise qualified teacher candidate shall, on the basis of disability, be subjected to discrimination or excluded from participation in the Teacher Certification Program. A teacher candidate with a disability may be protected by Section 504 of the Vocational Rehabilitation Act and the Americans with Disabilities Act and be eligible for a reasonable accommodation that will provide an equal opportunity to meet the academic criteria related to professional behavior and scholastic performance. Any

otherwise qualified teacher candidate with a qualified disability who requests a reasonable accommodation must notify the Office of Disability Services and provide documentation as needed. The Disability Services Coordinator makes recommendations for accommodations.

### **CRIMINAL HISTORY POLICY: Criminal Background Check and Preliminary Criminal History Evaluation**

Texas Certification seeking applicants/candidates must read and sign this acknowledgement form

Pursuant to the Texas Education Code (TEC), §22.083, candidates seeking certification must undergo a criminal history background check prior to employment as an educator and pursuant to TEC, §22.0835, prior to clinical teaching.

OLLU's Texas certification/educator preparation program requires that applicants and candidates have a clear criminal history background check (nationwide) PRIOR to admittance into the educator preparation program. Applicants with certain criminal convictions or deferred adjudications may not be eligible for placement and thus not able to pursue certification. For more information candidates may review Texas Occupation Code, Chapter 53, Section 53.001-53.105 and/or [Texas Administrative Code Chp. 249, Subchapter B §249.16](#).

Applicants and/or candidates of the OLLU educator preparation program should be aware of the following:

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

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

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

- TEA will provide an evaluation for a non-refundable online fee of \$50
- The evaluation will give TEA's written opinion about the individual's eligibility for certification and is based on the individual's self-reported criminal history
- The evaluation is voluntary and non-binding
- You may request a Preliminary Criminal History Evaluation (PCHE) only if:
  - You are enrolled or planning to enroll in an educator preparation program or you are planning to take a certification exam for initial educator certification, and
  - You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

Requesting a Preliminary Criminal History Evaluation (PCHE):

Effective October 1, 2018, requests for a PCHE must be submitted online

1. Read all [FAQs](#) to ensure that you meet the criteria for a preliminary criminal history evaluation. Do not submit a PCHE request or make payment if you do not meet the criteria.

2. Gather the following information, which TEA will require to complete your evaluation. To prevent delay in the agency's response, be prepared to submit all documentation with your request:

- All offenses that you believe may make you ineligible for a teaching certification,
  - Your statement about the circumstances upon which your arrest(s) were based,
  - All court documentation showing the formal disposition of each offense and related charges. To obtain such documentation, contact the clerk in the jurisdiction (typically a County) in which you were arrested.
3. [Provide payment through Texas Online](#). Retain the Local Reference Number, which is your payment confirmation that will be included in your request. Please be aware that the fee is non-refundable.
  4. Complete the online [Preliminary Criminal History Evaluation](#) request form. Upon your submission, you will receive a confirmation email that includes a copy of the information you entered.

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

Note to applicants/candidates: If during the program of study, a person becomes ineligible for placement as a result of a certain criminal conviction he/she may have to withdraw from the course and/or program of study and may not be able to complete their course, certification and/or degree requirements. In addition, if upon successful completion of an educational program a candidate is convicted of certain offenses, they may become ineligible for certification/certification examination. Please refer to Texas Occupation Code, Chapter 53, Section 53.001-53.105 and/or [Texas Administrative Code Chp. 249, Subchapter B §249.16](#) for further clarification of offenses leading to ineligibility of certification.

## **MAINTAINING ACADEMIC REQUIREMENTS AND PROFESSIONAL BEHAVIORS**

This policy was developed as a support to Education candidate development as a professional. Therefore, any behaviors that are contrary to those described in the PPRA will be addressed immediately and a support plan will be developed.

1. Faculty will call a meeting with the candidate; the faculty member will complete the PPRA form and identify the behavior or academic area that needs addressing by the student. The purpose of this meeting is for the student and faculty member to explore ways in which the student can better meet the expectations for professional behaviors or academic requirements in the classroom and to develop a support plan. Both the student and professor will sign the completed PPRA form; a copy will be provided the student and the second copy will be maintained in the student’s departmental file.
2. If a second infraction occurs, the same procedure described above will be employed. In addition, the department chair will participate in the meeting and explain the university responsibility as gatekeeper to the profession. As a professional program, the Education Department reserves the right to recommend or deny teacher candidates for certification. If all criteria are not met satisfactorily, teacher candidates may be denied full acceptance into the Teacher Certification Program (TEACH) and/or denied the opportunity to complete clinical teaching.
3. A third infraction may lead to removal from the program. Without unconditional acceptance into TEACH and successful completion of all course work, fieldwork, and clinical teaching or its equivalent, the university does not recommend TEACH candidates for Texas teacher certification. All TEACH candidates referred for review are expected to participate in the process. Refusal to participate will not terminate or invalidate the process.



## FIELD EXPERIENCE AND CLINICAL TEACHING REQUIREMENTS

### Field Experience:

In accordance with the State Board of Education the Educator Certification the (TEACH) Program at OLLU offers a wide variety of ongoing and relevant of field-based experiences for our students (Rule §228.35). Students will complete at least 30 clock hours of observation/field experience prior to student teaching. Pre-service teachers will have the opportunity to observe instruction by content certified teachers. In addition, candidates, under supervision, will be actively engaged in instructional activities in authentic school settings in a public school accredited by the TEA for an additional 15 clock hours. Pre-service teacher candidate will work with actual students in classrooms/instructional settings and they will critically reflect on their observation experiences. (§228.35e1AB) Students will be required to keep a log of their field experience hours and activities and engage in thoughtful written reflection about what they have observed.

### Background Check Requirements:

In accordance with Texas Education Code §22.0835, each school district will complete a criminal background check on all candidates placed in their classrooms prior to participation in any field-based coursework including student/clinical teaching and practicums. School districts usually request a social security number and/or a driver's license number for all candidates in order to process background checks according to their procedures. Students are responsible for submitting all of the required background check information in the right format at the right time to the Director of Field Experience. School districts may deny placements to students with a criminal background. Please reference the Criminal Background Check/Criminal History Policy Form

### Clinical Teaching:

The purpose of the clinical teaching experience is to support the transition from college student to becoming a professional educator. As they experience the day-to-day routine of the classroom teacher, the clinical teacher will gain a better understanding of the inter-relationships and dynamics of classrooms and schools. This course provides for the opportunity for the clinical teacher to benefit from the professional guidance of an experienced teacher and group of colleagues. Through this, the clinical teacher will gain confidence in assuming their role of the teacher and grow professionally.

Clinical Teaching is the culminating experience of the OLLU teacher preparation program. Clinical Teachers will be placed with an experienced certified cooperating teacher. Clinical teachers must complete 14 weeks and no less than 70 full days; full-time (100% of the school day) supervised clinical teaching in their certification area. During Clinical Teaching students demonstrate their ability to effectively plan and teach developmentally appropriate lessons, implement effective classroom management strategies, and the application of a variety of evaluation methods and assessments to their instruction. Clinical teachers will be assessed on these important elements of teaching and their professional dispositions through observations completed by their university supervisor(s) and cooperating teachers.

#### A. Clinical Teaching Block

Clinical Teaching is the culminating experience of the OLLU teacher preparation program. The Director of Field Experience will work in collaboration with local school districts to place clinical teachers with a cooperating teacher who has at least three years of experience, who is an accomplished educator, who has completed cooperating teacher training and who is currently certified in the certification category for the clinical teaching assignment. Clinical teachers will be assigned to a public school accredited by TEA or other school approved by TEA. Clinical teachers will complete 14 weeks (70 days) of full-time (100% of the school day) supervised clinical teaching in their certification area. During Clinical Teaching, clinical teachers will demonstrate their ability to effectively plan and teach developmentally appropriate lessons, to implement effective classroom management strategies, and to apply a variety of evaluation methods and assessments to their instruction. Clinical teachers will be assessed on these important elements of teaching and their professional dispositions through observations completed by their university supervisor(s) and cooperating teachers. Clinical teachers will be assigned a field supervisor who will observe the clinical teachers for at least 45-minutes at least three times during the clinical teaching semester. Field Supervisors will monitor their performance and provide constructive feedback to improve their effectiveness as educators.

## B. Clinical Teaching Eligibility:

Applications to apply for clinical teaching must be submitted the semester before your clinical teaching block. Applications are available from the Director of Field Experience. Students must be officially admitted in order to apply for clinical teaching. Once admitted to clinical teaching, the Director of Field Experience will contact Teacher Candidates with further information.

To be eligible to begin your clinical teaching, you must complete certain specified courses and meet the following criteria:

- Must be in "good standing" in the Education Department, e.g., 2.75 GPA.
- Completion of all coursework other than clinical teaching; registering for more than 9 semester hours during your clinical teaching requires permission from the Director of Field Experience.
- It is strongly recommended that no other coursework or outside employment be undertaken during the clinical teaching semester.
- Clinical teaching (6 semester hours) is taken on a Pass/Fail basis. Due to the importance of the clinical teaching experience, teacher candidates are expected to complete the entire clinical teaching experience in order to be eligible for certification upon passing all certification exams.

## C. Dismissal from Clinical Teaching

At the discretion of the Director of Field Experience and a Faculty Review Committee, clinical teaching may be terminated or may receive a "fail" grade for one or more of the following reasons:

- More than two absences recorded for mandatory student teaching meetings;
- A request at any time, by school personnel or university supervisor that the clinical teacher be terminated;
- Unexcused absences from a clinical teaching assignment (the Director of Field Experience and Faculty Review Committee will determine if an absence is unexcused); or
- Unprofessional conduct.

NOTE: A teacher candidate must successfully complete clinical teaching in order to be eligible for teacher certification. Failure to complete clinical teaching will prevent certification recommendation.

See the OLLU Field Experience Handbook and the Clinical Teaching Procedures and Expectations for a description of the field experiences placements, requirements/expectations and policy requirements including eligibility for clinical teaching and remaining in TEACH.

## **TRANSPORTATION POLICY REGARDING FIELD OBSERVATIONS, PRACTICUM AND CLINICAL TEACHING**

The Education Department at OLLU assumes responsibility for securing appropriate observation, field experience, practicum, and clinical teaching placements with qualified professionals for students and providing information about their placement site. The Director of Field Experience maintains a list of faculty recommended school sites, updated each semester, for each course requiring a placement. When possible, the department will work with teacher candidates to find observation sites and field placements near the university or bus line, but OLLU cannot guarantee this.

Teacher candidates are responsible for providing their own transportation to and from observation and field placement site visits including clinical teaching. The University does not provide any insurance and does not assume any liability for teacher candidates making their own transportation arrangements. Teacher candidates choosing to ride or transport others in a private automobile do so voluntarily and at their own risk. Teacher candidates are expected to get directions and plan accordingly so that they arrive on time. We advise teacher candidates to have access to reliable transportation during the semester in which they are a clinical teacher.

## UNDERGRADUATE PROCEDURES AND POLICIES FOR CERTIFICATION EXAMINATIONS

To become a certified teacher in the State of Texas, all teacher candidates must pass exams specific to their licensure area. These include the following:

### ❖ EC-6 Certifications

Early Childhood to Sixth Grade Core Subjects:

- TExES #160 Pedagogy and Professional Responsibilities EC-12 / EdTPA Pilot
- TExES #291 Core Subjects EC-6

Early Childhood to Sixth Grade Core Subjects with Bilingual Education certification:

- TExES #160 Pedagogy and Professional Responsibilities EC-12 / EdTPA Pilot
- TExES #291 Core Subjects EC-6
- TExES #164 Bilingual Supplemental
- BTLPT #190 Bilingual Target Language Proficiency Test (Spanish)

Early Childhood to Sixth Grade Core Subjects with English as a Second Language (ESL) certification:

- TExES #160 Pedagogy and Professional Responsibilities EC-12 / EdTPA Pilot
- TExES #291 Core Subjects EC-6
- TExES #162 English as a Second Language Supplemental

All-Level Special Education certification candidate:

- TExES #160 Pedagogy and Professional Responsibilities EC-12 / EdTPA Pilot
- TExES #290 Core Subjects EC-6
- TExES #161 Special Education EC-12

### ❖ 7-12/All Level Certifications

TExES 7-12 content area test for your field:

- TExES #160 Pedagogy and Professional Responsibilities EC-12 / EdTPA Pilot plus one of the following:
  - TExES # 235 Mathematics
  - TExES # 238 Life Science
  - TExES # 231 English Language Arts and Reading
  - TExES # 233 History

All-Level Spanish certification:

- TExES #160 Pedagogy and Professional Responsibilities EC-12 / EdTPA Pilot
- TExES #613 Languages Other Than English (LOTE – Spanish)

All-Level Art certification:

- TExES #160 Pedagogy and Professional Responsibilities EC-12 / EdTPA Pilot
- TExES #178 Art

All-Level Physical Education certification:

- TExES #160 Pedagogy and Professional Responsibilities EC-12 / EdTPA Pilot

Individual subject area tests (if need to repeat a section):

- 801 ELAR & Science of Teaching Reading
- 802 Mathematics
- 803 Social Studies
- 804 Science
- 805 Fine Arts, Health, Physical Education

Beginning in Spring 2019, Clinical Teachers will submit the EdTPA portfolio per the OLLU/TEA pilot program. This is in lieu of the PPR.

During the pilot program, the cost of EdTPA is \$311, but after reimbursement from Pearson and TEA, the cost of the exam is \$116, which is the same as the other TExES exams.

- TExES #158 Physical Education

Please note the following:

Per the Texas Education Agency (TEA) major changes are planned for the Core EC-6 subject tests and the PPR EC-12 (Pedagogy and Professional Responsibilities) test. Candidates certifying AFTER January 1, 2021 will be required to take an additional certification test on the Science of Teaching Reading (STR) and the PPR EC-12 test which is currently a multiple-choice test may be replaced by the edTPA performance-based portfolio. Both proposed changes will add on additional expenses and require extra effort. Taking and passing your required certification exam as soon as possible is highly encouraged.

## **CERTIFICATION EXAM READINESS AND REMEDIATION POLICY**

The Texas Education Agency allows teacher preparation programs to determine when candidates in their respective program may qualify/have demonstrated readiness to take the TExES exams. The Our Lady of the Lake Education Department has established the following guidelines and qualifications for teacher education candidates:

### **BASELINE DATA**

- During TEACH Application process, candidates will be given a test preparation account (Certify Teacher or 240 Tutoring) and candidates must complete their readiness/ practice TExES tests: Core EC-6 /Content test and specialization(s) as a means of collecting base-line data for the Education Department.
- Practice Content Test Deadline: Three days after final exams end if applying in Fall for Spring Admittance;  
Three days after final exams end if applying in Spring for Fall Admittance  
Please check the OLLU Registrar’s Website for the Published Final Exam Semester for the appropriate semester.
- Potential Bilingual Education certification candidates will receive access to Certify Teacher prior to admittance while in EDUC 3320 Foundations of Bilingual Education to assess their language aptitude/bilingual proficiency and provide support, interventions, and remediation.

Qualifying to be authorized to register for official TExES Certification Exams, candidates must:

- Demonstrate readiness on the appropriate Practice TExES test(s) with an overall score of 240=80%. – these include, the PPR exam, Content Area(s), Special Education, Bilingual test (s), and ESL exam; the Core EC-6 requires a score of 240 in EACH subject area

### **DEMONSTRATING READINESS**

- During EDUC 5303, students must demonstrate readiness as part of the course requirements by meeting the checkpoints throughout the semester. Candidates are expected to register for the Content Exam during that block. Certify Teacher or 240 Tutoring Practice Test unless otherwise indicated:  
Core EC-6: and/or Paper-Based Practice Test  
7-12/All Level: and/or Paper-Based Practice Test  
PPR EC-12: and/or Paper-Based Practice Test,  
Bilingual Education Supplemental  
Bilingual Target Language Proficiency Test (BTLPT)  
ESL  
Special Education: and/or Paper-Based Practice Test
- Elementary Candidates (EC-6) are required to score 240/80% on the Certify Teacher or 240 Tutoring Practice Test and at least 240/80% on EACH content area (Reading 801, Math 802, Social Studies 803, Science 804, & Fine Arts/Health/PE 805) in one test taking session. Demonstrating Readiness for an individual subject area will only be allowed when there are only 1 individual subject the candidate has not previously demonstrated readiness.
- All base-line assessments and/or practice tests must be taken in one sitting in a secure testing environment to better simulate an official testing experience (also taken in the order the test is in; no jumping from one subject area to another)
- Please note that each Practice TExES exam is timed (maximum 5 hrs.)

- e. Testing candidates are required to request authorization to take paper-based practice tests from the Education Department Certification Officer and register to take the authorized test(s) at the OLLU Testing Center by the assigned deadline.
- f. Teacher candidates must be fully admitted into TEACH and meet the requirements above in order to be authorized to take any of the official certification exams. Note: Candidates under Pending Admission TEACH Contracts will not be authorized to test, but will receive access to Certify Teacher or 240 Tutoring. If a candidate does not demonstrate readiness, they must submit a remediation plan by December 15 if enrolled in the course for the Fall, and by May 15 if enrolled in the course for the Spring.
- g. When candidates have demonstrated readiness on their Practice TExES exam, they should submit their Certify Teacher or 240 Tutoring practice score report or Online Interactive practice test score report in 5303 Blackboard Assignment Link and to the Certification Officer. NOTE: Once student scores have demonstrated readiness, they will receive an email notification providing registration instructions for the official TExES certification exam from the certification officer.

#### EXTENDED READINESS PLAN

- a. A candidate who does not achieve the level required to demonstrate readiness (240=80%) on the Practice TExES exam must meet with the Certification Officer to review and develop their preparation plan. This plan will include deadlines to demonstrate readiness no later than the end of the semester in which the student is enrolled in EDUC5330.
- b. Preparation Plan may include:
  - Follow through with Study Plan provided by Certify Teacher along with retaking the practice exam on the Certify Teacher site <https://www.certifyteacher.com>
  - Request one-month access to 240 Tutoring to complete the quizzes, flash cards, and study materials in order to take the practice test. If students score a 90% of 240 Tutoring, the company guarantees you will pass your certification exam.
  - Retesting of the Practice exam/content area using a paper-based practice test
  - Review Resource Book: THE BIG YELLOW BOOK: Ultimate Guide to the TExES Core Subjects EC-6
  - Test Anxiety Sessions
  - Content Review Sessions and/or ACE Tutoring Sessions
  - Review of Study Guides, Web Based Programs, and Texts
  - Pearson Interactive Practice Tests available at a cost of \$10: [Prepare/Interactive Practice Exams](#)
  - Private Tutoring outside of OLLU
  - Region 20 Test Preparation Service
- c. Candidate should submit a copy of the readiness plan within the first week of enrollment in EDUC5330.
- d. Upon completion of all components of their Preparation Plan, candidates will receive authorization to retest from the Certification Officer for the TExES practice exam they needed to demonstrate readiness.
- e. When candidates have demonstrated readiness on their Practice TExES exam with a score of 240/80% or better they will receive an email notification providing certification exam registration instructions.

#### Registering for TExES Certification Exams

- a. Effective September 1, 2018 Texas educator candidates will need to create a NEW Pearson testing account in order to register for TExES certification exams by logging into <http://www.tx.nesinc.com>, clicking on “My Account” on the upper right hand corner of the page, selecting “Create an account now” and following the prompts.
- b. To register for a certification exam, go to <http://www.tx.nesinc.com>, select “Register” and follow the instructions provided. You must have created a Pearson testing account and have your TEA ID number to register. The Pearson Testing website also contains a variety of test preparation resources free of charge.
- c. Your driver’s license first and last name MUST match the name on your admission ticket. Failure to do so will result in

denial of admission to take the test, which can result in a delay of testing and/or continuation in clinical teaching. Consult [Pearson Testing Policies](#) regarding specific ID requirements/policy and test center rules.

- d. Testing fees are due when registering for an official certification exam and are \$116 per TExES exam with a test payment processing fee. Candidates have 170 days to schedule and take their exam. If they do not take it or withdraw their registration within 170 days their registration expires, and they will receive no refund or credit of any kind. Cash and checks of any kind are not accepted for payment. REMEMBER you must demonstrate readiness to register for your content exam prior to Clinical Teaching so DON'T wait too long. Students must register for EdTPA during Clinical Teaching due to the requirements including the learning segment, video and analysis of student data along with required narratives.

#### Content Testing Requirement Prior to Clinical Teaching Policy

- a. Candidates must have taken and passed the practice content exam by attaining an overall score of 240 or better prior to beginning their Clinical Teaching assignment. It is recommended that supplemental exams be taken and passed as well, but is not a requirement.
- b. Practice Content/Core Certification Test Deadlines:
  - The last university workday prior to the start of clinical teaching in the Spring. Students will be given the specific deadline in EDUC 5330, for each semester, but it is generally around December 15 for Spring Clinical Teachers and August 1 for Fall Clinical Teachers.
- c. If you have not demonstrated readiness on your practice exam by these deadlines, you will be dropped on the final day of add/drop for the semester in which you are registered for clinical teaching. This will result in a delay in your graduation, so please do not delay in preparing for your exam.

#### Accommodations for Disabilities or Health-Related Needs

- a. Teacher candidates who need accommodations for the practice TExES exams at the OLLU Testing Center must contact the Services to Students with Disabilities Office/SSD at least 30 days prior to the first diagnostic (practice) session to obtain official documentation. Official documentation from the Services to Students with Disabilities Office must be provided to the advisor and the OLLU Testing Center for accommodations to be provided. If a student applies for accommodations with TEA through Pearson, they must be already receiving accommodations from OLLU's Services to Students with Disabilities Office.

Contact Info: Sueltenfuss Library Rm's 124 & 125 Office: (210) 431-4010 Appointments: (210) 528-7158 Email: [ada@ollusa.edu](mailto:ada@ollusa.edu)

- b. Students should understand that TEA does not have to grant accommodations, and OLLU accommodations do not necessarily translate into TEA accommodations.
- c. Candidates requesting accommodations for the official TExES certification exam must log into the Pearson website at [Pearson Alternative Testing Arrangements](#) to obtain information about requesting alternative testing arrangements. Candidates must then submit the request form and the required documentation after registering for the test but PRIOR to scheduling a testing appointment for the test.

#### Five Testing Attempts Limit:

Beginning September 1, 2015, candidates will be limited to five attempts to take a certification test. The five attempts include the first attempt to pass the examination and four retakes. The Texas Education Agency (TEA) is implementing this change to Texas Education Code §21.048 in response to House Bill 2205, 84th Texas Legislature, 2015. For more information, please see the [Educator Certification Examination Retake Limit FAQs](#)

## Corrective Action Plan

- a. If a candidate does not achieve a passing score on the official TExES certification exam, he/she must wait 30 days before attempting to test again AND must re-demonstrate readiness with a score of 260 or better for testing authorization.
- b. Candidates will meet with the Certification Officer, sign a 5 Testing Limit Letter of Understanding, and develop a Corrective Action Plan in conjunction with program faculty that may include:
  - Additional login (6-10 hours) on Certify Teacher with the passing of a practice exam with a minimum score of 260 on Certify Teacher site <https://www.certifyteacher.com>
  - Retesting of the Practice exam/content area using a paper-based practice test
  - Review Resource Book: THE BIG YELLOW BOOK: Ultimate Guide to the TExES Core Subjects EC-6
  - Test Anxiety Sessions
  - Content Review Sessions and/or ACE Tutoring Sessions
  - Review of Study Guides, Web Based Programs, and Texts
  - Pearson Interactive Practice Tests available at a cost of \$10: [Prepare/Interactive Practice Exams](#) (optional)
  - Private Tutoring outside of OLLU (optional)
  - Region 20 Test Preparation Service (optional)
  - Purchasing of 240Tutoring Services (optional)

## CONSENT TO RELEASE EDUCATION RECORDS/ FERPA

The Family Educational Rights and Privacy Act of 1974 (“FERPA” 20 USC 123g; 34 CFR 99; commonly known as the “Buckley Amendment”) states that no disclosure of your records can be made without your written consent unless otherwise provided for in legal statutes and judicial decisions. Persons/Candidates may revoke this consent at any time (via written request to the educator preparation program). Further, without such a release/consent on file, candidates are unable to participate in any field-based experiences including 30 clock hours of observation, clinical teaching, student teaching, or internship.

## TEACHER EDUCATION STUDENT ORGANIZATIONS (STUDENT EDUCATION ORGANIZATIONS)

TAFE Education Club and BESO: Our Lady of the Lake University’s Department of Education sponsors the Texas Association of Future Educators (TAFE) Education Club and the Bilingual Education Student Organization (BESO). Membership provides students with the history, ethics, and programs of the organized teaching profession and gives students practical experience in working with children and opportunities for professional development. The TAFE Education Club and BESO have “Recognized Student Organization” (RSO) status and are involved in many campus and community-service activities.

Professional Organizations: Students in Teacher Education are encouraged to join Texas Student Education Association (TSEA), Association of Texas Student Educators (ATSE), Association of Texas Professional Educators (ATPE), and/or Council for Exceptional Children (CEC).

Phi Delta Kappa San Antonio chapter of PDK Educators Honor Society nationally and internationally affiliated with PDK

International: The Professional Association in Education. Focused on keeping educators connected with current topics and practitioners, opportunities to compete for scholarships, and the chance to join the nation’s oldest and prestigious honor society of Pi Lambda Theta.

## OLLU STUDENT SERVICES

### CAMPUS RESOURCES IN CAREER AND DEVELOPMENT TESTING

The Center for Career Development & Testing (CCDT) delivers career development programs as well as testing and assessment services to OLLU students, alumni, and community members in San Antonio and across the country. The CCDT staff is available to meet with students and alumni to aid with career planning and the job search process. This may include assistance with a résumé or cover letter or gaining information about job search techniques or interview skills. To help students prepare for the important interview appointments in their future, the CCDT now loans interview attire through its new Career Closet program.

## OLLU TUTORING CENTER

At the Mary Francine Danis Writing Center (MFDWC), the professional consultants assist writers at all stages in the writing process from interpreting assignments, brainstorming, and focusing to organizing, determining tone, and creating clarity. The MFDWC offers the OLLU community a safe place for exploring ideas, developing a personal writing process, revising papers, learning about academic honesty, and improving writing skills in diverse formats and genres.

THE MATH CENTER's primary aim is to make math accessible and interesting for students. Recommended by mathematics faculty, the math peer tutors participate in tutor training that includes studying tutor pedagogies, learning styles and study strategies. The math peer tutors assist students with studying course materials, reviewing concepts and notes, and discovering personal learning styles, so they can successfully and independently complete homework and coursework. Please consult the OLLU Student Handbook for additional student support services.

## OLLU POLICIES

- A. OLLU TITLE IX POLICY Please see the following link for further definitions, coordinator information, information about grievance procedures, and counseling and support services. [www.ollusa.edu/TitleIX](http://www.ollusa.edu/TitleIX).
- B. OLLU NONDISCRIMINATION POLICY For more information on persons who have been designated to handle issues related to the non-discrimination policies set forth by the University please visit: [www.ollusa.edu/TitleIX](http://www.ollusa.edu/TitleIX).
- C. OLLU Student Handbook Academic Integrity Policy Our Lady of the Lake University distinguishes between Academic Dishonesty, which is handled through the Academic Affairs Division, and other violations of the Student Code of Conduct, which are dealt with by the Office of Student Life. Penalties for academic dishonesty may include expulsion or suspension from the University, failure or grade reduction in the affected course or assignment, or lesser penalty as appropriate. Please see [www.ollusa.edu](http://www.ollusa.edu)
- D. OLLU Student Concerns Procedure Students are encouraged to voice legitimate concerns to relevant University officials. Concerns should be directly verbally to the individual involved or, if the concern does not involve an individual, to the supervisor of the area or department of concern. If such action does not result in adequate resolution of the situation, concerns should be put in writing and one of the following procedures applies:
1. Academic concerns should be expressed first to the instructor, then to the appropriate program head or department chair, then to the dean of the appropriate school or college, then to the Vice President for Academic Affairs.
  2. Non-academic and administrative concerns should be expressed first to the individual, then to the director or supervisor of the department, then to the division Vice President or supervisor.
- E. OLLU Student Grievance Procedure Our Lady of the Lake University provides a uniform method by which students can pursue grievable academic issues. For full information about our Student Grievance Procedures please visit: [www.ollusa.edu/TitleIX](http://www.ollusa.edu/TitleIX).
- F. OLLU EXTERNSHIP AND VOLUNTEER RISK ASSESSMENT AND AGREEMENT FORM –The OLLU Compliance Office requires this form for sponsored externships including volunteerism, service learning, practicum, field placements and internships.



**EDUCATION DEPARTMENT POLICIES** – The most current documents are located on the OLLU webpage under [Texas Educator Certification Information](#).

- A. TEACH ADMISSION REQUIREMENTS
- B. OUT OF COUNTRY APPLICANTS/TOEFL IBT
- C. PRIOR MILITARY EXPERIENCE
- D. TRANSFER CREDIT FOR PRIOR EXPERIENCE
- E. CRIMINAL HISTORY POLICY
- F. FERPA FORM
- G. PROCEDURES AND POLICIES FOR CERTIFICATION EXAMINATIONS
- H. CERTIFICATION EXAM READINESS AND REMEDIATION POLICY
- I. PROFESSIONAL PRACTICES AND RESPONSIBILITIES POLICY
- J. TRANSPORTATION POLICY
- K. DISMISSAL POLICY
- L. EDUCATOR PREPARATION PROGRAM COMPLAINT POLICY FOR TEA OLLU Education Department encourages interns to discuss their concerns and complaints through informal conferences with their program staff. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level. Please see the following link for further definitions, general provisions, and levels of appeal.

### **TEA POLICIES**

- A. TEA CODE OF ETHICS – [19 TAC RULE §247](#)
- B. COMMISSIONER’S RULES CONCERNING EDUCATOR STANDARDS - [19 TAC RULE §149.1001](#)
- C. ADMISSION – [19 TAC RULE §227.10](#)
- D. CURRICULUM - [19 TAC RULE §228.30](#)
- E. PROGRAM COURSEWORK AND TRAINING - [19 TAC RULE §228.35](#)
- F. ASSESSMENT AND EVALUATION OF CANDIDATES - [19 TAC RULE §228.40](#)
- G. DISCIPLINARY PROCEEDINGS AND SANCTIONS
  - a. Disciplinary action - - [19 TAC RULE §249.15](#)
  - b. Eligibility of Persons with Criminal History - [19 TAC RULE §249.16](#)



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