Our Lady of the Lake University Educator Preparation Program Handbook

2026–2027

This handbook is the official guide to the requirements that apply to every candidate in the Our Lady of the Lake University (OLLU) Educator Preparation Program, regardless of certification pathway. It covers admission, professional expectations, certification testing, clinical placement, program completion, and recommendation for certification.

Some pathways also have a companion handbook covering program-specific requirements. The table on page 5 identifies the documents that govern each pathway.

Candidates are responsible for complying with all applicable university, state, and certification requirements set out in this handbook and in any companion handbook for their pathway.

Welcome from the Department Chair

Welcome to the Our Lady of the Lake University Educator Preparation Program.

Whether you are beginning an undergraduate degree leading to your first teaching certificate, returning for a master's degree and initial certification, or pursuing advanced certification as a reading specialist or special education specialist, you are joining a program with a long tradition of preparing educators who serve their communities well. We are glad you are here.

As Department Chair, I am glad to be part of your preparation. Our faculty bring a wide range of expertise and practical experience, and they will support you through your coursework and help you develop your own professional identity. Our programs are demanding, deliberately so. We will ask you to think critically, to reflect honestly on your practice, and to keep improving long after you leave us. The time and effort you invest will be worth it.

This handbook sets out the requirements that apply to every candidate in the Educator Preparation Program: admission, professional expectations, certification testing, clinical placement, and recommendation for certification. Depending on your pathway, you may also receive a companion handbook covering requirements specific to your program. The table that follows will tell you which documents apply to you.

Please use these handbooks. Read them at the start of each year and return to them whenever a question comes up. Program policies are also posted in your Blackboard organization.

Most of all, remember that we are here to support you. If you need help, ask. We can only offer help when we know what you need.

I wish you every success in your preparation.

My best,



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Which Sections Apply to Each Pathway?

Pathway	Read in this handbook	Also read
Undergraduate TEACH — B.S. or B.A. with initial teacher certification	All sections (I–IX). In Section II, read Undergraduate Initial Certification Pathways. Appendices A through G, I.1, J, L, M, and N.	Clinical Residency Handbook (during the culminating clinical year)
Master of Arts in Teaching — MAT, graduate initial certification	Sections I and III through IX. In Section II, read Graduate Pathways: Master of Arts in Teaching. Appendices A through E, H, I.2, J, L, M, and N. Appendices F, G, and I.1 are undergraduate only.	Clinical Residency Handbook (during the culminating clinical year)
Master of Education — MEd, Reading Specialist or Special Education Specialist	Sections I, III, IV, V, VII, VIII, and IX. In Section II, read Advanced Certification Pathways. In Section VI, read the practicum requirements only; clinical teaching, residency, and internship requirements do not apply to MEd candidates. Appendices A through E, H, I.2, K, L, M, and N.	

Candidates pursuing more than one certification should read every row that applies to them. Candidates who are unsure of their pathway should contact the Certification Officer.

About This Handbook

Relationship to Other Program Documents

This handbook governs candidates in the TEACH, MAT, and MEd pathways of the OLLU Educator Preparation Program. Candidates completing a clinical residency or clinical teaching are also governed by the Clinical Residency Handbook. Requirements for graduate candidates completing an internship or practicum are set out in Section VI of this handbook.

Where this handbook and the Clinical Residency Handbook address the same requirement, this handbook guides matters that apply program-wide: admission, professional dispositions and conduct, certification testing and readiness, the Professional Growth and Support Process, withdrawal and dismissal, appeals, candidate records, and recommendation for certification. The Clinical Residency Handbook addresses matter specific to the clinical teaching and residency experience, including required hours, observation and evaluation requirements, performance gates, and the qualifications of those who supervise residents. The Clinical Residency Handbook cross-references this handbook rather than reproducing its requirements.

Candidates should consult all handbooks that apply to their pathway and direct any apparent conflict to the Certification Officer. School Counselor certification is governed by the Counseling Program Handbook.

Disclaimer

OLLU reserves the right to change degree requirements, certification levels, assessment requirements, and/or implementation timelines. Changes in rules, standards, testing, certification, or other areas of educator preparation may result from action by the Texas Legislature, the State Board for Educator Certification (SBEC), or the Texas Education Agency (TEA). Such changes are outside OLLU's control, but candidates must adhere to them. http://www.ollusa.edu/

SECTION I: ABOUT THE EDUCATOR PREPARATION PROGRAM

OLLU Guiding Principles

OLLU Mission Statement

Founded and sponsored by the sisters of Divine Providence, Our Lady of the Lake University is a Catholic, Hispanic-serving, inclusive learning community. Through quality, innovative undergraduate and graduate education, we foster spiritual, personal, and professional growth. Our graduates are prepared for purposeful lives and service to humanity.

Approved by the Board of Trustees, Jan. 27, 2022

OLLU Vision Statement

Embracing the Catholic Intellectual tradition that integrates curiosity, faith, and ethical reasoning in the pursuit of truth, Our Lady of the Lake University challenges its diverse student body with transformative experiences to enrich their lives and inspire leaders in service with faith and wisdom.

Approved by the Board of Trustees, Jan. 27, 2022

OLLU Core Values

Our Lady of the Lake University is a Catholic community whose core values reflect what we believe and live in our daily lives.

Integrity
We engage in ethical behavior through:

- Honesty, transparency, and accountability in decision making; and
- Congruence between values and actions.

Trust
We recognize our interdependence, and we value:

- Confidence in our Provident God;
- Mutual reliance on each other; and
- Stewardship of our resources and environment.

Community
We are a community that values inclusivity and embraces:

- Respect for diversity of thought, culture, creative expression, and experiences; and
- Compassionate support for each other's successes and challenges.

Service
We are called to:

- Use our time, talent, and knowledge for the benefit of others; and advocate for social justice which embraces equity, access, and care of creation for the common good.

Approved by the Board of Trustees, Jan. 27, 2022

Education Department Overview

The OLLU Educator Preparation Program (EPP) offers a variety of educator preparation pathways designed to support candidates at different stages of their professional journey. Individuals may pursue initial teacher certification at the undergraduate or graduate level, as well as advanced certifications and degrees for practicing educators.

The EPP includes pathways for undergraduate teacher certification (TEACH), graduate initial certification (Master of Arts in Teaching), and advanced graduate programs (Master of Education), which lead to Reading Specialist or Special Education Specialist certification.

Each pathway is designed to prepare candidates with the knowledge, skills, and professional dispositions necessary to serve diverse learners and communities.

Detailed information about each certification pathway is provided in later sections of this handbook.

What Makes the Program Distinctive

The OLLU EPP is small by design, and that shapes how it prepares teachers. As part of a Catholic, Hispanic-serving university, program faculty know candidates by name, follow their progress closely, and nurture and support them from their first course through recommendation for certification and beyond. Throughout the program, candidates receive quality, constructive feedback that helps them grow as reflective, confident educators.

Reducing Financial Barriers to Certification

The EPP believes cost should not stand between a strong candidate and the classroom and works to reduce those barriers wherever possible:

- **Certification exam costs:** The first attempt at required certification exams is covered through course fees.
- **Paid residency:** Eligible candidates have the opportunity to complete their clinical experience in a paid residency position.

Faculty Who Know Candidates and Their Communities

- **Local expertise:** Program faculty have taught in San Antonio and South Texas schools and bring that experience into every course.
- **Supervisors who know each candidate:** University field supervisors are program faculty who already know each candidate, so feedback in the field builds on what happens in the classroom.
- **Individualized content support:** Education faculty and content area faculty work closely together to provide support tailored to each candidate's needs.

Field Experiences from the Start

Candidates begin field experiences in their very first education course, Introduction to the Teaching Profession (EDUC 1321). As they progress, they work in a wide variety of settings, districts, and grade levels connected to their certification area, including schools serving multilingual learners, students who receive special education services, and families in communities designated as high need. Many partner districts serve the communities candidates come from, and the EPP supports graduates as they return to teach there.

Preparing Candidates Step by Step

Performance-based assessments are scaffolded throughout the course sequence, so candidates build and demonstrate the skills of effective teaching step by step before their culminating clinical experience. Many OLLU degree plans pair initial certification with Bilingual Education, English as a Second Language, or Special Education certification, preparing graduates to serve every learner from their first day in the classroom.

When candidates need additional help, the EPP provides it through structured testing support, faculty guidance, and the Professional Growth and Support Process, because high expectations and individual attention belong together.

Education Department Program Philosophy

The OLLU Educator Preparation Program serves its candidates from a foundation of beliefs and ideals expressed in the university's mission, vision, and core values.

The OLLU EPP prepares graduates to meet the educational needs of every student in a growing community, and it is dedicated and responsive to the schools and families it serves. Candidates complete a variety of scaffolded clinical experiences in partner school districts and community agencies, beginning field experience in their very first semester in the program. The EPP maintains strong partnerships with area schools and districts — many of which candidates

attended as students themselves — and supports candidates as they return to teaching in, and give back to, the communities that prepared them.

Program Mission Statement

The mission of the Education Department at Our Lady of the Lake University is to nurture the intellectual, spiritual, and professional growth of students as they become knowledgeable, reflective, and responsive educators. Grounded in the values of the Sisters of Divine Providence and OLLU's enduring commitment to Hispanic-serving education, the department prepares students to serve learners, families, and communities through strong content and pedagogical knowledge, research-informed practice, authentic learning experiences, and culturally and linguistically sustaining pedagogies. Its graduates affirm the dignity and potential of every learner, contribute meaningfully to the schools and communities they serve, and teach with skill, compassion, innovation, creativity, and purpose.

Accreditation & Program Approval

The OLLU EPP is approved by the Texas Education Agency (TEA) and the State Board for Educator Certification (SBEC) to prepare and recommend candidates for Texas educator certification. The program operates in accordance with the Texas Administrative Code (TAC) and the Texas Education Code (TEC), which establish state requirements for educator preparation programs.

The OLLU EPP is currently designated as Accredited by the Texas Education Agency. As part of the state accountability system, educator preparation programs undergo periodic review to ensure compliance with state standards and continuous program improvement.

The OLLU EPP is authorized to offer undergraduate teacher certification through the TEACH program, graduate teacher certification through the Master of Arts in Teaching program, and advanced certification through the Master of Education program in Reading Specialist and Special Education Specialist. School Counselor certification is offered through the Master of Arts in Counseling and is governed by the Counseling Program Handbook.

External Resources & State Information

The OLLU EPP operates in accordance with requirements established by the Texas Education Agency (TEA), the State Board for Educator Certification (SBEC), the Texas Administrative Code (TAC), and the Texas Education Code (TEC).

The OLLU EPP maintains compliance with state laws, educator preparation program requirements, and coursework standards established by TEA and SBEC. This includes compliance with Texas Education Code §21.0442(b)(3) and 19 TAC §228.31(e), which require educator

preparation programs to attest that program coursework and training meet applicable state requirements and prohibitions. As part of the state accountability system, educator preparation programs undergo ongoing review and reporting processes to ensure alignment with current laws, regulations, and professional standards.

Key TEA resources for certification, testing, state rules, and program performance data are listed under Quick Access Links in Section IX. Candidates are encouraged to review them regularly.

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SECTION II: CERTIFICATION PATHWAYS AT OLLU

At OLLU, a candidate's degree, major, and certification work together to prepare the candidate for a career as an educator. Depending on the selected pathway, candidates may earn a degree while simultaneously completing requirements for one or more Texas educator certifications.

Because degree, major, and certification requirements are closely connected, candidates should be familiar with the following terms:

Degree: The academic credential awarded by OLLU upon completion of an undergraduate or graduate program.

Major: The primary field of study associated with the degree program.

Certification: The Texas educator credential issued by the Texas Education Agency (TEA) that authorizes service in a specific teaching or professional role.

The selected degree, major, and certification pathway will determine the coursework, field experiences, clinical requirements, and certification examinations required for program completion and certification recommendation.

Undergraduate Initial Certification Pathways

TEACH Program Overview

The Teacher Education Admissions Cohort (TEACH) is OLLU's undergraduate pathway to initial teacher certification in Texas. Candidates move through the program as a cohort, combining academic coursework, field-based experiences, clinical practice, and professional development to prepare for success in a wide range of educational settings.

Because TEACH is a small program, faculty know each candidate and support them closely from admission through recommendation for certification. Candidates receive quality, constructive feedback throughout the program, and performance-based assessments are scaffolded across the course sequence so that skills build step by step.

Field experience begins in the first semester of the program. Candidates work in a wide variety of settings, districts, and grade levels connected to their certification area. Coursework and field experiences are aligned with the Texas Teacher Standards and prepare candidates to meet state certification requirements while supporting the academic, social, and emotional growth of every learner.

A clinically rich, yearlong clinical experience. Every TEACH candidate spends the final year of the program in a partner school district, working alongside an experienced teacher from the first

instructional day of the school year to the last. Candidates complete this yearlong experience either as a clinical residency or as clinical teaching.

Clinical residency. Many residents are paid by their district; see Section VI. Paid or unpaid, candidates who complete the residency, demonstrate proficiency on the program's performance-based assessments, and meet all program performance gates are eligible for TEA's Enhanced Standard Certificate and are not required to take the Pedagogy and Professional Responsibilities (PPR EC–12) exam.

Clinical teaching. Candidates who complete their yearlong experience as clinical teaching earn the Standard Certificate and must pass the PPR EC–12 exam.

The TEACH program provides candidates with opportunities to:

- Apply educational theory in authentic classroom settings
- Develop instructional planning, assessment, and classroom management skills
- Teach students with a wide range of strengths, experiences, and learning needs
- Complete field experiences beginning in their first semester, followed by a yearlong clinical residency or clinical teaching experience
- Demonstrate the professional dispositions and ethical responsibilities of the teaching profession
- Prepare for Texas teacher certification examinations and professional practice

Undergraduate Bachelor's Degrees (Degree, Certifications, and Exams)

Degree Plan	Degree	Certification(s) Earned	Required TExES Exams
Elementary Education (formerly INDS EC–6)	Bachelor of Science (B.S.)	Core Subjects with STR: Grades EC–6	Core Subjects EC–6 (391) + Science of Teaching Reading (STR) (293) + Pedagogy and Professional Responsibilities (PPR EC–12) (160) *
Special Education Specialist + Elementary Education (formerly INDS EC–6)	Bachelor of Science (B.S.)	Special Education Specialist (EC–12) + Core Subjects with STR: Grades EC–6	Special Education Specialist (186) + Core Subjects EC–6 (391) + Science of Teaching Reading (293) + Pedagogy and Professional Responsibilities (PPR EC–12) (160) *

Degree Plan	Degree	Certification(s) Earned	Required TExES Exams
Elementary Education + Bilingual Certification (formerly INDS EC–6)	Bachelor of Science (B.S.)	Bilingual Education: Grades EC–6	Core Subjects EC–6 (391) + STR (293) + Bilingual Education Spanish Supplemental (165) † + PPR EC–12 (160) *
Elementary Education with English as a Second Language Certification (formerly INDS EC–6)	Bachelor of Science (B.S.)	Core Subjects + ESL: Grades EC–6	Core Subjects EC–6 (391) + STR (293) + English as a Second Language Supplemental (154) + PPR EC–12 (160) *
English Language Arts & Reading	Bachelor of Arts (B.A.)	English Language Arts & Reading (ELAR): Grades 7–12	ELAR 7–12 (331) + PPR EC–12 (160) *
History ‡	Bachelor of Arts (B.A.)	History: Grades 7–12 or Social Studies: Grades 7–12	History 7–12 (233) or Social Studies 7–12 (232) + PPR EC–12 (160) *
Social Studies	Bachelor of Arts (B.A.)	Social Studies: Grades 7–12	Social Studies 7–12 (232) + PPR EC–12 (160) *
Mathematics	Bachelor of Arts (B.A.)	Mathematics: Grades 7–12	Mathematics 7–12 (235) + PPR EC–12 (160) *
Life Science	Bachelor of Arts (B.A.)	Life Science: Grades 7–12	Life Science 7–12 (238) + PPR EC–12 (160) *
Art	Bachelor of Arts (B.A.)	Art: Grades EC–12	Art EC–12 (178) + PPR EC–12 (160) *
Music ‡	Bachelor of Arts (B.A.)	Music: Grades EC–12	Music EC–12 (177) + PPR EC–12 (160) *
Physical Education	Bachelor of Science (B.S.)	Physical Education: Grades EC–12	Physical Education EC–12 (258) + PPR EC–12 (160) *

* PPR EC–12 (160) is not required for residency candidates earning the Enhanced Standard Certificate; see Section V.

† Bilingual Education Spanish Supplemental (165) replaces exams 164 and 190; see Section V for transition dates.

‡ Teach-out: the undergraduate Music and History B.A. certification programs are not accepting new candidates. Currently enrolled candidates may complete their program, and the teach-out ends when the last enrolled candidate graduates. New candidates may pursue Music EC–12 or History 7–12 certification through the MAT.

History B.A. candidates currently may certify in either History 7–12 or Social Studies 7–12. Beginning in 2027–2028, all History B.A. candidates will certify in Social Studies 7–12.

All initial teacher candidates may also add any combination of the following supplemental certifications:

Supplemental Certification Earned	Required TExES Exam(s)
English as a Second Language	English as a Second Language Supplemental (154)
Bilingual Education	Bilingual Education Spanish Supplemental (165) †

Graduate Pathways

Master of Arts in Teaching (MAT) with Texas Certification Program Overview

The Master of Arts in Teaching (MAT) is OLLU's post-baccalaureate pathway for individuals who have earned a bachelor's degree and wish to obtain initial teacher certification while earning a master's degree. The MAT program is approved by the Texas Education Agency (TEA) and the State Board for Educator Certification (SBEC), and the program supports candidates throughout the certification process, from admission through recommendation for certification.

The MAT combines graduate-level coursework, field-based experiences, and clinical practice to prepare candidates to teach students with a wide range of strengths, experiences, and learning needs across a variety of educational settings. Candidates progress through a cohort-based model designed to support collaboration and professional growth, with individualized support and mentorship from faculty and program staff.

In the MAT program, candidates:

- Complete graduate coursework focused on pedagogy, instructional practices, assessment, and classroom management

- Apply their learning through field experiences and clinical teaching, an internship, or a residency
- Attend courses offered in face-to-face, hybrid, and synchronous online formats, with evening and weekend scheduling during the fall and spring semesters
- May be eligible for scholarships, grants, and other financial assistance opportunities

The EPP offers four MAT degree plans, each pairing an initial certification with an additional certification area, so graduates are prepared to serve every learner from their first day in the classroom:

- MAT Elementary with Special Education Specialist certification
- MAT Elementary with Bilingual Education certification
- MAT Elementary with English as a Second Language (ESL) certification
- MAT Secondary (Grades 4–8, 6–12, 7–12, or All-Level) with ESL certification

A clinically rich residency option. MAT candidates may complete a yearlong clinical residency in an OLLU partner school district, working alongside an experienced host teacher from the first instructional day of the school year to the last. Many residents are paid by their district; see Section VI.

Paid or unpaid, MAT candidates who complete the residency, demonstrate proficiency on the program's performance-based assessments, and meet all program performance gates are eligible for TEA's Enhanced Standard Certificate and are not required to take the Pedagogy and Professional Responsibilities (PPR EC–12) exam. MAT candidates may instead complete clinical teaching or, if they secure a qualifying teaching position, an internship; both lead to the Standard Certificate.

Candidates pursuing the internship pathway must pass all required content certification examinations for their certification area before they may be approved for an Internship Certificate.

MAT candidates must pass all required certification examinations for their certification area before the degree can be conferred (see Section V). Examination requirements vary by certification pathway and may include content, pedagogy, Science of Teaching Reading (STR), bilingual, ESL, or special education certification examinations.

Candidates should consult the certification charts and degree plan requirements in this handbook and work closely with their advisor and Certification Officer to confirm testing requirements for their certification area.

Graduate Master's Degrees (Degree, Certifications, and Exams)

	Degree Plan	Degree	Certification(s) Earned	Required TExES Exams
EC-6 Certifications	**Special Education Specialist + Elementary Education**	Master of Arts in Teaching (MAT)	Special Education Specialist (EC–12) + Core Subjects with STR: Grades EC–6	Special Education Specialist (186) + Core Subjects EC–6 (391) + STR (293) + PPR EC–12 (160) *
	Elementary Education + Bilingual Certification	Master of Arts in Teaching (MAT)	Bilingual Education: Grades EC–6	Core Subjects EC–6 (391) + STR (293) + Bilingual Education Spanish Supplemental (165) † + PPR EC–12 (160) *
	Elementary Education with English as a Second Language Certification	Master of Arts in Teaching (MAT)	Core Subjects + ESL: Grades EC–6	Core Subjects EC–6 (391) + STR (293) + English as a Second Language Supplemental (154) + PPR EC–12 (160) *
4-8 Certifications	**Mathematics 4–8 with ESL certification**	Master of Arts in Teaching (MAT)	Mathematics: Grades 4–8 + ESL	Mathematics 4–8 (115) + English as a Second Language Supplemental (154) + PPR EC–12 (160) *
	Science 4–8 with ESL certification	Master of Arts in Teaching (MAT)	Science: Grades 4–8 + ESL	Science 4–8 (116) + English as a Second Language Supplemental (154) + PPR EC–12 (160) *
	Social Studies 4–8	Master of Arts in	Social Studies:	Social Studies 4–8

	Degree Plan	Degree	Certification(s) Earned	Required TExES Exams
	with ESL certification	Teaching (MAT)	Grades 4–8 + ESL	(118) + English as a Second Language Supplemental (154) + PPR EC–12 (160) *
Secondary Certifications	**Physical Science 6–12 with ESL certification**	Master of Arts in Teaching (MAT)	Physical Science: Grades 6–12 + ESL	Physical Science 6–12 (237) + English as a Second Language Supplemental (154) + PPR EC–12 (160) *
	English Language Arts & Reading 7–12 with ESL certification	Master of Arts in Teaching (MAT)	ELAR: Grades 7–12 + ESL	ELAR 7–12 (331) + English as a Second Language Supplemental (154) + PPR EC–12 (160) *
	History 7–12 with ESL certification	Master of Arts in Teaching (MAT)	History: Grades 7–12 + ESL	History 7–12 (233) + English as a Second Language Supplemental (154) + PPR EC–12 (160) *
	Social Studies 7–12 with ESL certification	Master of Arts in Teaching (MAT)	Social Studies: Grades 7–12 + ESL	Social Studies 7–12 (232) + English as a Second Language Supplemental (154) + PPR EC–12 (160) *
	Mathematics 7–12 with ESL certification	Master of Arts in Teaching (MAT)	Mathematics: Grades 7–12 + ESL	Mathematics 7–12 (235) + English as a Second Language Supplemental (154) + PPR EC–12 (160) *
	Life Science 7–12 with ESL	Master of Arts in Teaching (MAT)	Life Science: Grades 7–12 +	Life Science 7–12 (238) + English as a

	Degree Plan	Degree	Certification(s) Earned	Required TExES Exams
	certification		ESL	Second Language Supplemental (154) + PPR EC–12 (160) *
	Science 7–12 with ESL certification	Master of Arts in Teaching (MAT)	Science: Grades 7–12 + ESL	Science 7–12 (236) + English as a Second Language Supplemental (154) + PPR EC–12 (160) *
All Level Certifications	**Art EC–12 with ESL certification**	Master of Arts in Teaching (MAT)	Art: Grades EC–12 + ESL	Art EC–12 (178) + English as a Second Language Supplemental (154) + PPR EC–12 (160) *
	Music EC–12 with ESL certification	Master of Arts in Teaching (MAT)	Music: Grades EC–12 + ESL	Music EC–12 (177) + English as a Second Language Supplemental (154) + PPR EC–12 (160) *
	Languages Other Than English (LOTE) Spanish EC–12 with ESL certification	Master of Arts in Teaching (MAT)	Spanish: Grades EC–12 + ESL	LOTE Spanish EC–12 (613) + English as a Second Language Supplemental (154) + PPR EC–12 (160) *
	Physical Education EC–12 with ESL certification	Master of Arts in Teaching (MAT)	Physical Education: Grades EC–12 + ESL	Physical Education EC–12 (258) + English as a Second Language Supplemental (154) + PPR EC–12 (160) *

* PPR EC–12 (160) is not required for residency candidates earning the Enhanced Standard Certificate; see Section V.

† Bilingual Education Spanish Supplemental (165) replaces exams 164 and 190; see Section V for transition dates.

Supplemental Certification	Required TExES Exam(s)
English as a Second Language	English as a Second Language Supplemental (154)
Bilingual Education	Bilingual Education Spanish Supplemental (165) †

Advanced Certification Pathways MEd Program Overview

The Master of Education (MEd) program provides advanced preparation for educators seeking specialized certification and professional growth opportunities.

Program features may include:

- Cohort-based learning experiences that foster collaboration and professional networking
- Advanced coursework focused on leadership, instructional improvement, and specialized professional practice
- Field-based experiences and practicum opportunities aligned with certification requirements
- Face-to-face, hybrid, and/or synchronous online course offerings
- Evening and weekend scheduling designed to support working professionals
- Faculty mentorship and professional guidance throughout the program
- Opportunities to apply research and theory to authentic educational settings
- Action research, capstone projects, or other culminating experiences, as required by the program
- Eligibility for scholarships, grants, and other financial assistance opportunities for qualified candidates

Program length and credit-hour requirements vary by certification area and degree plan. Candidates should refer to the current OLLU Graduate Catalog for degree requirements.

All MEd candidates must pass all required certification examinations associated with their certification area before the Master of Education degree can be conferred.

Reading Specialist Concentration (151)

The Reading Specialist concentration focuses on literacy development and instructional practices across grade levels. Candidates examine reading and writing development, language acquisition, literacy assessment, intervention strategies, and the implementation of evidence-based literacy programs.

Coursework emphasizes research-based approaches to supporting diverse learners and improving literacy outcomes in a variety of educational settings. Candidates may also engage in action research and other field-based experiences designed to strengthen professional practice and support school improvement efforts.

Degree Plan	Degree	Certification(s) Earned	Required TExES Exams
Reading Specialist	Master of Education (MEd)	Reading Specialist EC–12	Reading Specialist (151)

Special Education Specialist Concentration (186)

The Special Education Specialist concentration is designed for educators seeking advanced expertise in supporting students with disabilities and promoting inclusive educational practices. Candidates examine legal and ethical requirements, instructional methods, assessment practices, behavior supports, and evidence-based interventions that improve outcomes for diverse learners.

Coursework emphasizes the development, implementation, and evaluation of specialized programs and services that support students receiving special education services across educational settings. Candidates learn to collaborate with families, teachers, administrators, and related service providers to advocate for student success and ensure compliance with state and federal regulations.

The program prepares candidates to serve as instructional leaders and special education specialists who support schools in addressing the academic, social, emotional, and behavioral needs of students with disabilities. Through coursework, field-based experiences, and professional reflection, candidates develop the knowledge and skills necessary to improve educational opportunities and outcomes for exceptional learners.

Degree Plan	Degree	Certification(s) Earned	Required TExES Exams
Special Education Specialist	Master of Education (MEd)	Special Education Specialist EC–12	Special Education Specialist (186)

The Path to Certification

Becoming a certified educator in the State of Texas requires successful completion of an approved Educator Preparation Program, demonstration of required knowledge and skills, and formal application for certification through the Texas Education Agency (TEA).

The EPP guides and supports candidates through each stage of the certification process; candidates, in turn, are responsible for meeting all state and program requirements in a timely manner. The major milestones include admission to the program, completion of coursework and scaffolded field experiences, passing the required Texas certification exams (TExES), the culminating clinical experience (clinical residency, clinical teaching, internship, or practicum), and formal application to TEA for the Standard or Enhanced Standard Certificate. Each of these stages is described in the sections that follow. The EPP curriculum is grounded in scientifically based research and aligned with the Texas Essential Knowledge and Skills (TEKS) to ensure teacher effectiveness, as outlined in Chapter 149 of the Commissioner's Rules Concerning Educator Standards.

Step	Milestone	Where to read
1	Admission to the Educator Preparation Program	Section III
2	Coursework, continuation, and field experience	Section IV
3	Testing, readiness, and certification examinations	Section V
4	Clinical practice	Section VI
5	Program completion and recommendation for certification	Section VIII

The policies in Section VII apply at every step.

SECTION III: ADMISSION

This section outlines the admission criteria for the OLLU EPP. Candidates are encouraged to stay engaged with program requirements and to seek support whenever needed.

Admission to the EPP is a significant milestone in the journey toward educator certification. All candidates seeking certification through the OLLU Educator Preparation Program must satisfy applicable university, state, and program requirements prior to admission.

As part of the admission process, candidates are expected to:

- Create a Texas Education Agency Login (TEAL) account and obtain a TEA ID number
- Meet the admission requirements listed below and the program-specific requirements associated with their certification pathway
- Participate in any required interviews, assessments, or screening activities associated with their program pathway
- Demonstrate the professional dispositions and ethical behaviors expected of future educators
- Complete all required application materials by published deadlines

Admission decisions are based on a holistic review of the candidate's academic preparation, professional potential, communication skills, and readiness to enter the teaching profession.

Admission requirements vary by pathway and may include additional coursework, interviews, writing samples, content proficiency requirements, or other screening measures. Program-specific admission requirements are outlined in the sections that follow.

OLLU EPP Admission Requirements for All Candidates

- Submit the required program admission application.
- Meet established GPA requirements as defined by program, university, and state expectations.
- Meet Basic Skills Requirement. Applicants must demonstrate basic skills in reading, written communication, and mathematics by meeting the requirements of the Texas Success Initiative (TSI), as established by the Texas Higher Education Coordinating Board (THECB) in Title 19, Texas Administrative Code (TAC), Part 1, Chapter 4, Subchapter C. Applicants may meet this requirement in one of two ways:
    1. Meet the TSIA2 college-readiness standards

- Mathematics: College Readiness Classification (CRC) score of 950 or higher, or a CRC score below 950 with a Diagnostic Level of 6
- English Language Arts and Reading (ELAR): CRC score of 945 or higher and an essay score of 5 or higher, or a CRC score below 945 with a Diagnostic Level of 5 or 6 and an essay score of 5 or higher

2. Complete accepted college-level coursework or otherwise qualify for an exemption under 19 TAC §4.54 (relating to Exemptions, Exceptions, and Waivers). Accepted coursework for TEACH applicants is listed in Appendix G.

- Demonstrate English Language Proficiency. An applicant must demonstrate the English language proficiency skills as specified in 19 TAC §230.11 (relating to General Requirements).
- An applicant to a university undergraduate program that leads to a bachelor's degree may satisfy the English language proficiency requirement by meeting the English language proficiency requirement of the accredited institution of higher education (IHE) at which the applicant is enrolled **(19 TAC §227.10).**
- Complete required coursework and credit hours aligned with the selected certification area.
- Demonstrate content readiness through coursework and/or the TX PACT exam, if applicable.
- Participate in the program screening process, which includes a philosophy of education statement, a writing sample, and an interview with program faculty.
- Demonstrate professional dispositions aligned with the expectations of the teaching profession.

For general information on educator preparation expectations in Texas, view TEA Educator Preparation Information.

Coursework & Content Requirements for Admission for Initial Teacher Candidates

Prior to admission, candidates complete foundational coursework that prepares them for success in their certification area. This includes:

- Content area coursework aligned with certification field
- Interdisciplinary coursework for EC-6 candidates

Required credit hours aligned with state expectations

Minimum Content Hours Required Before Admission

In accordance with **19 TAC §227.10(a)(4)**, candidates must complete the following minimum semester credit hours in the content area of their certification before admission:

Grade Band	Certification Areas	Minimum Content Hours
EC–6	Elementary Education	12 semester credit hours
EC–12	Art, Music, Physical Education, Spanish, Special Education	12 semester credit hours
4–8 (MAT)	Social Studies	12 semester credit hours
4–8 (MAT)	Mathematics, Science	15 semester credit hours
6–12 (MAT)	Physical Science	15 semester credit hours
7–12	English Language Arts and Reading, Social Studies, History	12 semester credit hours
7–12	Mathematics, Science	15 semester credit hours

Graduate candidates: *Applicants who do not meet the minimum content hours may qualify through the TX PACT. See Texas PACT Requirement under Master of Arts in Teaching (MAT), below.*

Candidates should consult their degree plan and program advisor to confirm the specific coursework required for their certification area. State coursework and certification requirements are outlined in the Texas Administrative Code (TAC).

Admission Screening and Dispositions

The admission screening process provides an opportunity for candidates to demonstrate their readiness to enter the teaching profession. This includes:

- Communication skills (oral and written)

- Professional behavior and work habits
- Interpersonal skills and collaboration
- Ethical decision-making and responsibility
- Candidates are encouraged to demonstrate dispositions that reflect:
    - Professionalism
    - Respect for diverse learners
    - Commitment to student success
    - Responsibility and reliability

Minimum GPA Requirements

All EPP candidates are expected to meet the program **2.75 GPA** requirement as well as university GPA requirements, listed below:

- **Undergraduate Program (TEACH):** Minimum cumulative GPA of **2.75**
- **Graduate Programs (MAT/MEd): Minimum cumulative GPA of 2.75 for admission (program requirement) and 3.0 for the last 60 semester hours (university requirement); 3.0 maintained after admission (see Section IV, Academic Standing by Pathway)**

Meeting GPA requirements supports candidate readiness for advanced coursework, clinical experience, and successful program completion. Candidates are encouraged to monitor their academic progress and seek support early if they need help meeting or maintaining GPA expectations. Applicants with a cumulative GPA of 2.50 to 2.74 do not meet the program's 2.75 minimum but may be considered through a case-by-case review by the program director. Applicants admitted through this review may be required to complete a program support plan. Applicants with a GPA below 2.50 may be considered only under the state exception in 19 TAC §227.10(a)(3)(B), which is granted by the program director in extraordinary circumstances, requires documentation that the applicant's work, business, or career experience demonstrates equivalent achievement, requires a passing score on the appropriate content certification examination before admission, and may not be used for more than 10% of any incoming class.

Admission Requirements by Pathway

Table 1. Admission Requirements by Pathway

Pathway	Admission GPA	Degree or credit hours	Content proficiency	Screening
Undergraduate	2.75	At least 60 credit	Minimum	Information session,

Pathway	Admission GPA	Degree or credit hours	Content proficiency	Screening
TEACH		hours toward the degree plan, including required prerequisite courses (Appendix F)	content hours in the certification area (see the content-hours table in this section and Appendix F)	philosophy of education statement, writing sample (45-minute writing prompt), faculty interview, and admission checklist (Appendix G)
MAT	2.75 (program); 3.0 for the last 60 semester hours (university)	Bachelor's degree from an accredited institution	Content-area coursework or TX PACT, if applicable	Philosophy of education statement, writing sample (admission questionnaire responses), faculty interview, and diagnostic practice exam (Appendix H)
MEd	2.75 (program); 3.0 for the last 60 semester hours (university)	Bachelor's degree and a valid classroom teaching certificate; Reading Specialist also requires two years of classroom teaching experience	Eligibility for the selected certification area	Philosophy of education statement, writing sample (admission questionnaire responses), and faculty interview; diagnostic practice exam if pursuing certification (Appendix H)

Program-Specific Admission Requirements

Undergraduate (TEACH)

Admission into the TEACH undergraduate certification program includes additional program-specific expectations to support candidate readiness.

Candidates are expected to:

- Complete at least 60 credit hours toward their degree plan.
- Complete required general education, content, and education coursework
- Demonstrate foundational skills in reading, writing, and mathematics
- Submit a philosophy of education statement, complete a writing sample (a 45-minute writing prompt), and participate in a faculty interview
- Attend a TEACH Information Session prior to applying for TEACH.
- Sessions are offered each fall for spring admission and each spring for fall admission. Applicants are required to attend the TEACH information session the semester before they begin *TEACH* but are also encouraged to attend a session up to one year before applying to help plan for prerequisite coursework and program requirements.

Detailed application instructions, document submission requirements, and course expectations are provided through the Education SharePoint site, TEACH Information Sessions, and Appendix G of this handbook.

Master of Arts in Teaching (MAT)

To be considered for admission, applicants must:

- Hold a bachelor's degree from an accredited institution of higher education
- Meet the minimum 2.75 GPA required for admission
- Demonstrate content proficiency (coursework and/or TX PACT exam, if applicable)
- Complete the program screening process: a philosophy of education statement, a writing sample (responses to the admission questionnaire), an interview with program faculty and staff, and a diagnostic practice exam.

The full graduate admission checklist is in Appendix H.

Texas PACT (Pre-Admission Content Test) Requirement

Some applicants to the MAT program must complete a Texas Pre-Admission Content Test (TX PACT) before admission. The TX PACT demonstrates content proficiency for admission into an Educator Preparation Program and is separate from the TExES certification examinations required for certification. To be eligible to take a TX PACT, applicants must hold a bachelor's degree (or be scheduled to receive one) and must not have previously been admitted to a Texas educator preparation program.

In accordance with Texas Education Agency requirements, a passing TX PACT score may be required when:

- The applicant's cumulative GPA is below 2.50; or
- The applicant has not completed the minimum required content-area coursework for the certification area sought — 12 semester credit hours for most certification areas, or 15

semester credit hours for mathematics and science certifications in Grades 4–8, 6–12, or 7–12.

Applicants who meet GPA requirements and have completed the required content-area coursework may not be required to take a TX PACT examination. Candidates should consult with the Certification Officer or visit Pre-Admission Content Test | Texas Education Agency regarding current PACT requirements and content-area eligibility.

Master of Education (MEd)

Applicants must:

- Hold a bachelor's degree and a valid classroom teaching certificate
- Reading Specialist applicants: submit a teacher service record verifying at least two years of classroom teaching experience in a public or accredited private school
- Meet graduate admission requirements
- Meet the minimum 2.75 GPA required for admission
- Demonstrate eligibility for the selected certification area
- Complete the program screening process: a philosophy of education statement, a writing sample (responses to the admission questionnaire), and an interview with program faculty and staff. Applicants pursuing Reading Specialist or Special Education Specialist certification also take a diagnostic practice exam.

The full graduate admission checklist is in Appendix H.

International Candidates

Applicants who have not completed an undergraduate or graduate degree at an accredited institution of higher education in the United States must demonstrate English language proficiency as required by TEA.

In accordance with 19 TAC §227.10(a)(7) and 19 TAC §230.11, applicants may be required to submit official Test of English as a Foreign Language Internet-Based Test (TOEFL iBT) scores as part of the admission process. Minimum score requirements are established by the Texas Education Agency and are subject to change based on current state requirements. Candidates should consult with the Certification Officer regarding current English language proficiency requirements and required documentation prior to applying for admission to the Educator Preparation Program.

Contact: Monica Castillo, Certification Officer, mycastillo@ollusa.edu

Transfer Credit for Prior Experiences Policy

The Educator Preparation Program recognizes that candidates may enter OLLU with prior academic coursework, educator preparation training, or other relevant educational experiences.

In accordance with 19 TAC §228.35 and OLLU admissions policies, transfer coursework will be reviewed by the appropriate university personnel, in collaboration with the Education Department, to determine its applicability toward degree and certification requirements.

Transfer credit evaluations are conducted on a case-by-case basis and may consider:

- Coursework completed through an approved Educator Preparation Program
- Coursework completed at an accredited institution of higher education
- The relevance of prior coursework, training, or educational experiences to the certification area being sought
- The recency of coursework, training, or educational experiences

To be considered for transfer credit within the Educator Preparation Program, prior coursework or training must have been completed through an approved Educator Preparation Program or accredited institution of higher education and be directly related to the certification area being pursued.

Candidates seeking transfer credit should consult with the Certification Officer regarding eligibility and required documentation.

Contact: Monica Castillo, Certification Officer, mycastillo@ollusa.edu

Military Service Credit

The Educator Preparation Program values the knowledge, skills, and experiences gained through military service and recognizes the contributions of service members and veterans.

In accordance with 19 TAC §228.35 and university policy, candidates may receive consideration for prior military training, education, or service that is directly related to the certification area being pursued.

Military experience may be evaluated for:

- Course equivalency
- Content knowledge
- Professional preparation experiences
- Other certification-related competencies

Course credit may be awarded based on a review of military records and supporting documentation by program faculty in collaboration with the university.

Military training or experience must be directly related to the certification area sought in order to be considered for credit.

Note: Credit may be awarded for eligible coursework or training experiences; however, field experiences, clinical teaching, internships, residencies, and practicum requirements may not be waived through military service credit.

Candidates seeking military service credit should contact the Certification Officer for additional guidance regarding documentation and eligibility requirements.

Contact: Monica Castillo, Certification Officer, mycastillo@ollusa.edu

Admission Status and Notification

Following review of application materials, candidates will receive an official admission decision via their OLLU email. Admission decisions may include:

Formal Admission. All initial teacher documents and requirements specified in 19 TAC §227.15 are met. This letter indicates a candidate's formal admission into the Educator Preparation Program. Candidates must sign and return the formal admission letter by the deadline stated in the letter.

Contingency Admission. Some admission requirements have not been met. After review by the Education Department, candidates are sent a letter indicating the steps required to start the semester in which they are enrolled in professional courses. Candidates may register for education certification courses if they meet the requirements, but they must submit any missing documents by the deadline stated in their admission letter. Failing to complete the requirements will result in candidates being dropped from the education certification courses for that term. Once the requirements are met, candidates will receive a letter confirming their formal admission into the Educator Preparation Program.

Denied Admission. A letter indicating the areas that need remediation will be provided by the Department Chair. Per Education Department policy, applicants who are denied admission should work with their advisor, the Certification Officer, and/or the Department Chair to prepare to reapply.

The program works with candidates to support continued progress toward admission.

SECTION IV: CONTINUATION, COURSEWORK, AND FIELD EXPERIENCE

This section outlines what candidates must do after admission: maintain academic standing, complete coursework, and complete the field-based experience required for their pathway.

Continuation Expectations

After admission, candidates continue to build the knowledge, skills, and dispositions needed for effective teaching.

To support ongoing success, candidates are expected to:

- Maintain the required GPA throughout the program
- Demonstrate continued progress in coursework and field experiences
- Meet program benchmarks for readiness and performance
- Engage in professional behavior in all academic and field-based settings

If additional support is needed, the program may provide guidance, resources, or intervention plans to help candidates stay on track.

Academic Standing by Pathway

Table 2. Academic Standing by Pathway

Pathway	Minimum GPA after admission	Course grade requirements	Continuous enrollment
Undergraduate TEACH	2.75 cumulative	Grade of C or better in all courses required by the degree plan. A grade of D is accepted only in general education courses not specifically required by the degree plan.	—
MAT	3.0 overall institutional and cumulative	Candidates should earn a B or better in all courses. No more than two grades of C are permitted during the program.	Required (see below)
MEd	3.0 overall institutional and	Candidates should earn a B or better in all courses. No more than two grades of	Required (see below)

Pathway	Minimum GPA after admission	Course grade requirements	Continuous enrollment
	cumulative	C are permitted during the program.	

After admission, all initial teacher candidates must also demonstrate professional dispositions consistent with Educator Preparation Program expectations and adhere to university standards regarding scholastic integrity and academic honesty. Graduate candidates should refer to the current OLLU Graduate Catalog for complete academic policies, degree requirements, and graduation standards.

Graduate Programs Continuous Enrollment Policy

Candidates enrolled in graduate degree programs must maintain continuous enrollment until all degree requirements have been completed, and the degree has been conferred.

Unless approved for a leave of absence, graduate candidates must register each fall and spring semester for:

- At least one graduate credit hour in their program of study; or
- GRAD 8000 – Enrollment Continuation

Summer enrollment is required only when specified by the program or when degree requirements are completed during the summer term.

Candidates must be enrolled in at least one graduate credit hour or GRAD 8000 – Enrollment Continuation during the semester in which their degree is awarded.

Candidates should refer to the current OLLU Graduate Catalog for complete information regarding continuous enrollment, leave of absence procedures, and graduate academic policies.

Initial Teacher Certification Coursework, Field Experiences, & Clinical Practice

The EPP curriculum is designed to meet or exceed the requirements of 19 TAC §228.33 and §228.41. In accordance with §228.33, the EPP provides coursework and training that adequately prepares candidates for educator certification and ensures they will be effective in their teaching assignments. EPP coursework is sustained, rigorous, intensive, interactive, and candidate-focused, and it includes multiple performance tasks and other evaluative tools through which candidates demonstrate proficiency in the educator standards and test framework competencies for their certification category. All coursework and training must be completed before the EPP

identifies a candidate as a program completer and recommends the candidate for the Standard or Enhanced Standard Certificate.

In accordance with **19 TAC §228.41**, the Educator Preparation Program provides candidates with extensive coursework, field-based experiences, and clinical practice opportunities designed to prepare them for success in the classroom.

At a minimum, Texas educator preparation programs must provide:

- **50 clock-hours of field-based experiences** integrated into coursework and completed in accordance with **19 TAC §228.43**
- **150 clock-hours of coursework and/or training** aligned with the educator preparation curriculum requirements outlined in **19 TAC §228.57**

OLLU candidates significantly exceed these minimum requirements through a structured sequence of coursework, field experiences, and clinical practice opportunities. Field experience and clinical hours for each pathway are shown in Table 3: Field Experience Hours by Pathway, below.

These experiences are intentionally aligned with program benchmarks, clinical practice requirements, and the Texas Teacher Standards to support candidate development and certification readiness.

See Appendix I: Field Experience by Course for course-level field experience requirements.

Candidates demonstrate proficiency in the educator standards through performance tasks in the following areas:

- Preparing clear, well-organized, sequential, engaging, and flexible lessons that reflect best practice, align with standards and related content, are appropriate for all learners, and encourage higher-order thinking, persistence, and achievement
- Formally and informally collecting, analyzing, and using student progress data to inform instruction and make needed lesson adjustments
- Ensuring high levels of learning and achievement for all students through knowledge of students, proven practices, and differentiated instruction
- Clearly and accurately communicating to support persistence, deeper learning, and effective effort
- Organizing a safe, accessible, and efficient classroom
- Establishing, communicating, and maintaining clear expectations for student behavior
- Leading a mutually respectful and collaborative class of actively engaged learners
- Meeting expectations for attendance, professional appearance, decorum, and procedural, ethical, legal, and statutory responsibilities
- Reflecting on their own practice

- Effectively communicating with students, families, colleagues, and community members
- Proactively implementing instructional planning techniques and inclusive practices for all students, including students with disabilities
- Effectively implementing open education resource instructional materials from the State Board of Education's approved list (Texas Education Code §31.022) in each subject area and grade level covered by the certification category

These performance tasks are embedded in the program benchmarks and are used to determine each candidate's readiness for certification. Around them, the EPP provides a structured, scaffolded sequence of field experiences aligned to course objectives and performance-based assessments (see Appendix I: Field Experience by Course).

Candidates must:

- Complete all required coursework aligned with their certification area
- Participate in structured field-based experiences
- Complete a culminating clinical experience — clinical residency, clinical teaching, internship, or practicum — as determined by their certification pathway

All coursework is designed to align with the Texas Essential Knowledge and Skills (TEKS), the Texas Teacher Standards, and evidence-based instructional practices.

Field Experience Hours by Pathway

Table 3. Field Experience Hours by Pathway

Pathway	State minimum	Field-based hours in OLLU coursework prior to clinical teaching or residency	Clinical teaching, residency, internship, or practicum hours	Course-level detail
Undergraduate TEACH	50 clock-hours of field-based experience (19 TAC §228.43)	About 100 to 210 hours, depending on degree plan	750 hours (clinical residency or clinical teaching; see Section VI, Table 5)	Appendix I.1
MAT	50 clock-hours of field-based	About 40 to 140 hours, depending on degree plan	Residency: 750 hours. Clinical	Appendix I.2

Pathway	State minimum	Field-based hours in OLLU coursework prior to clinical teaching or residency	Clinical teaching, residency, internship, or practicum hours	Course-level detail
	experience (19 TAC §228.43)		teaching: 490 hours. Internship: one full school year.	
MEd	Not applicable; practicum hours apply	About 40 to 80 hours, depending on degree plan	Practicum: 160 hours	Appendix I.2

Hours vary by degree plan. Ranges reflect field-based hours in coursework only; clinical teaching, residency, internship, and practicum hours are listed separately. See Appendix I for course-level hours.

Program Foundations for Professional Practice

The EPP prepares candidates to meet the educational needs of every learner and the communities it serves through coursework, field experiences, clinical practice, and professional reflection. Across all certification pathways, candidates engage in learning experiences that address:

- Reading and writing across the curriculum
- Integration of technology and digital learning tools for teaching and learning
- Incorporation of the Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS) into instructional planning
- Evidence-based reading instruction, including content-area literacy and dyslexia awareness
- Instructional practices that recognize and build on the strengths and experiences every student brings to the classroom
- Differentiated instruction to support the needs of all learners
- Creation of positive and productive classroom environments
- Effective and responsive instructional strategies and assessment practices
- Legal and ethical responsibilities of educators
- Awareness of mental health, substance abuse, and youth suicide prevention
- Classroom management and student engagement strategies
- Educator and principal evaluation frameworks

- Appropriate educator–student relationships, professional boundaries, and communication practices

These foundations support candidate development throughout coursework, field experiences, clinical practice, and professional preparation, and they align with the Texas Teacher Standards and state certification expectations.

Field-Based Experiences in Coursework

OLLU is fortunate to be surrounded by exceptional school districts that welcome its candidates. The EPP places candidates in schools serving students with a wide range of strengths, experiences, and learning needs. Courses that include field-based experiences give candidates the opportunity to practice the knowledge and skills they have gained in coursework with students and teachers in public schools. Each course offers a unique field-based experience and has specific academic requirements. The most common types of field experience activities a pre-service teacher candidate may complete during their course of study at OLLU include:

- **Observations.** Some field experiences are developed primarily as observation hours. Candidates pay close attention to select aspects of the classroom culture and procedures; topics may include classroom management and organization, assessment, instructional practices that respond to students' varied strengths and learning needs, pedagogical practices and instructional methods, inclusion, and interpersonal relationships. For many courses, candidates must take detailed field notes and complete thoughtful reflections based on their observations.
- **Service-learning experiences.** The Education Department is committed to serving the local community, and several of its courses are designated as service-learning courses. Candidates in these courses learn from experts in the field across a wide range of educational settings and have the opportunity to share their gifts with OLLU community partners.
- **Pre-service practice.** Candidates have several opportunities to assist classroom teachers with instruction and lessons, and pre-service teachers are encouraged to take an active role in their field experiences. In some placements, candidates practice the techniques they have learned in their coursework; candidates should work with their instructor, field supervisor, and classroom teacher to plan their participation in providing small-group instruction, one-on-one instruction, and/or teaching lessons in the classroom.
- **Culminating clinical experiences.** Clinical residency, clinical teaching, internship, and practicum — the culminating experiences of the preparation program — are described in Section VI: Clinical Practice.

Throughout these experiences, candidates learn from exceptional, content-certified instructional models who demonstrate effective practices. The EPP strives to place candidates with classroom teachers who are dedicated to the improvement of student learning and who are leaders in their field, and collaborates with local school district leaders to ensure that candidates have instructionally valuable field-based experiences.

Field Experience Placements

The primary goal of field experience is for pre-service teacher candidates to gain experience demonstrating the professional dispositions required of teachers in Texas. Candidates will not always be assigned to their first choice of district, school, or grade level; the Director of Field Experience collaborates with local school districts and principals to ensure that every teacher candidate has the opportunity to learn from effective teachers across a wide range of educational settings. After candidates are admitted to the teacher certification program, all pre-service teachers are placed in classrooms serving their certification areas.

To ensure that all candidates have quality field-based experiences, the EPP works collaboratively with community school districts and follow their protocols for placements. Each district has a unique set of forms, rules, and guidelines. The Director of Field Experience represents OLLU in coordinating timely placements in local districts and keeps an organized record of all field placements, cooperating schools, teachers, and administrators. Field experience is an integral part of the teacher preparation program: candidates who cannot be placed in schools will not meet the requirements necessary for teacher certification.

Every field placement requires a district criminal background check; see Section VII: Criminal History and Background Checks. In accordance with 19 TAC §228.63(c), a clinical experience may not take place in a setting where the candidate has an administrative role over, or is related to, the field supervisor, intern mentor teacher, cooperating teacher, site supervisor, or host teacher. Related means by blood (consanguinity) within the third degree or by marriage (affinity) within the second degree.

Candidates must:

- Complete the Field Experience Information and Contact Form, which includes detailed information about candidate availability and contact information
- Submit all required background check information, in the correct format and by the required deadline, to the Director of Field Experience or the school district, as appropriate
- Pay the costs associated with background check procedures for OLLU and the local school districts
- Use their OLLU email for all communication with faculty and school districts

- Not contact school districts or individual schools directly to request a placement

Field Experience Orientation, Logs & Responsibilities

The Director of Field Experience visits each course requiring field experience to conduct an orientation on the expectations and guidelines for field experiences in that course. Candidates receive a Field Experience Log in which they must document their field experience hours. Logs must be submitted at the end of the course, and candidates will not earn a passing grade in the course unless they have completed all field experience requirements and hours.

Course instructors must:

- Inform the Director of Field Experience about placement requests prior to the beginning of the semester
- Share specific course objectives and field experience expectations with the Director of Field Experience
- Distribute and collect field logs from candidates
- Submit final field logs for the candidate's portfolio

OLLU pre-service teacher candidates are assigned to numerous and varied field experiences in accredited public schools, private schools, and community agencies. In every placement, candidates represent OLLU and the Education Department; throughout their field experiences, candidates must demonstrate the professional dispositions described in Section VII and uphold the outstanding legacy that makes OLLU one of the most respected education programs in the community. During their field experiences, pre-service teachers begin to develop their own professional identity — the transformation from college student to professional member of the teaching faculty — and should portray themselves as responsible, caring, and prepared.

Placement eligibility, the placement process, placement approval, confirming the placement, transportation responsibilities, and requirements for successful completion apply to all field-based and clinical experiences and are set out in Section VI: Clinical Practice.

SECTION V: TESTING, READINESS, AND CERTIFICATION EXAMINATIONS

This section outlines expectations related to certification testing, readiness requirements, and exam attempts for candidates in the EPP.

Overview of Certification Testing

Certification exams are an important component of the educator preparation process in Texas. These assessments measure content knowledge and pedagogical skills required for effective teaching. Candidates are encouraged to approach testing as part of their overall preparation and professional growth. For information about certification exams and requirements, see Certification Exams (TEA).

What are TExES exams?

To become a teacher in Texas, candidates must pass the **Texas Examinations of Educator Standards**, or **"TExES" exams**. The passing standards for the TExES exams are detailed in 19 TAC §151.

Why do TExES exams matter?

To become a teacher in Texas, candidates must pass the examinations mandated by the Legislature in the Texas Education Code (TEC) §21.048 and the State Board for Educator Certification (SBEC) outlined in the Texas Administrative Code (TAC) §233.1(e). The Texas Education Agency (TEA) oversees the **TExES exams**, and the passing standards for the TExES exams are detailed in 19 TAC §151.

Certification Exam Requirements

The following chart provides an overview of required certification exams based on the certification area. Specific requirements may vary depending on the program and certification pathway.

Texas Examinations of Educator Standards (TExES) Certification Requirements

To be eligible for a Standard Certificate, candidates must:

- Be formally admitted into an approved Educator Preparation Program
- Complete all program coursework and field-based experiences
- Demonstrate professional dispositions and readiness to teach

- Pass all required Texas Examinations of Educator Standards (TExES)
- Successfully complete clinical teaching, internship, or residency
- Submit an application for certification through TEA (ECOS) (see Appendix D).

View Certification Exam Information for more information or use the following link to register for TExES exams: Register for TExES Exams.

Required Examinations by Certification

Candidates must demonstrate content knowledge and pedagogical skills through required certification exams, which may include the following:

Candidates enrolled in the Master of Arts in Teaching (MAT) or Master of Education (MEd) program must pass all required TExES certification examinations for their certification area before the degree can be awarded. Internship candidates may complete testing while employed under an Internship Certificate, but all required examinations must still be passed before the graduate degree is conferred.

Table 4. Required Examinations by Certification

Early Childhood – Grade 6 Certifications

Certification	Required TExES Exam(s)
Core Subjects EC–6	391 Core Subjects EC–6; 293 Science of Teaching Reading; 160 Pedagogy & Professional Responsibilities EC–12*
Core Subjects EC–6 with English as a Second Language (ESL)	391 Core Subjects EC–6; 293 Science of Teaching Reading; 154 English as a Second Language Supplemental; 160 PPR EC–12*
Core Subjects EC–6 with Bilingual Education	391 Core Subjects EC–6; 293 Science of Teaching Reading; 165 Bilingual Education Spanish Supplemental†; 160 PPR EC–12*
Special Education Specialist EC–12 with Core Subjects EC–6	186 Special Education Specialist EC–12; 391 Core Subjects EC–6; 293 Science of Teaching Reading; 160 PPR EC–12*

If a Core Subjects EC–6 subject area must be repeated, candidates register for the individual subject test: 901 English Language Arts and Reading; 902 Mathematics; 903 Social Studies; 904 Science; 905 Fine Arts, Health, and Physical Education.

*** The Pedagogy and Professional Responsibilities (PPR EC–12) exam (160) is not required** for candidates completing the Enhanced Standard Certificate through the clinical residency pathway. All other initial certification candidates must pass the PPR.

† Bilingual Education Spanish Supplemental (165) is the required bilingual examination for 2026–2027 candidates. It replaces Bilingual Education Supplemental (164) and the Bilingual Target Language Proficiency Test (BTLPT) Spanish (190). Candidates who began testing under 164 and 190 may take those examinations through August 31, 2027, and those scores may be used for recommendation through August 31, 2028.

Grades 4–8, Grades 7–12, and All-Level Certifications

Certification	Required TExES Exam(s)
Grades 7–12 content area	160 PPR EC–12* plus one of: 235 Mathematics 7–12; 238 Life Science 7–12; 331 English Language Arts and Reading 7–12; 233 History 7–12; 232 Social Studies 7–12
Grades 4–8 content area (MAT only)	160 PPR EC–12* plus one of: 115 Mathematics 4–8; 116 Science 4–8; 118 Social Studies 4–8
All-Level Spanish (MAT only)	160 PPR EC–12*; 613 Languages Other Than English – Spanish EC–12
All-Level Art	160 PPR EC–12*; 178 Art EC–12
All-Level Physical Education	160 PPR EC–12*; 258 Physical Education EC–12
All-Level Music	160 PPR EC–12*; 177 Music EC–12

MAT candidates pursuing Grades 4–8, Grades 7–12, or All-Level certification must also pass **154 English as a Second Language Supplemental**. This requirement does not apply to undergraduate TEACH candidates.

*** PPR EC–12 (160) is not required for residency candidates earning the Enhanced Standard Certificate (see the note under the first chart above).**

Advanced Certifications (MEd)

Certification	Required TExES Exam(s)
Reading Specialist EC–12	151 Reading Specialist

Certification	Required TExES Exam(s)
Special Education Specialist EC–12	186 Special Education Specialist EC–12

The availability of certification areas may change based on program offerings and state approval.

Candidates must receive approval from the EPP prior to registering for any official TExES certification exams.

Program Eligibility Requirements

Candidates must:

- Be formally or contingently admitted into the Educator Preparation Program (TEACH, MAT, or MEd)
- Meet all program requirements outlined for demonstrating readiness

Demonstrating Readiness Expectations (Practice Exam Performance)

Before their first official attempt, candidates must demonstrate readiness by achieving the following on practice TExES exams. The score required before later attempts is set out in the OLLU Testing Guidelines and Support Progression table, below.

- Minimum score of **240 (80%)** on all required practice exams
- This includes:
    - Content Area exam(s)
    - Science of Teaching Reading (STR), if applicable
    - Pedagogy and Professional Responsibilities (PPR), if applicable
    - Supplemental exams (e.g., ESL, Bilingual, Special Education), if applicable

Core Subjects EC–6 Requirement (if applicable)

Candidates seeking EC–6 certification must achieve a score of **240 (80%) in each subject area** during one testing session:

- English Language Arts and Reading (901)
- Mathematics (902)

- Social Studies (903)
- Science (904)
- Fine Arts/Health/PE (905)

Practice Testing Conditions

To ensure accurate readiness assessment, candidates must:

- Complete the full exam in **one sitting**
- Test in a **secure, proctored environment**
- Follow the official test structure and order (especially for the Core Subjects EC–6 exam)
- Practice exams are timed (maximum of 5 hours).

Testing Location Requirements

- Candidates residing **in San Antonio** must complete practice exams on campus
- Candidates residing **outside the San Antonio area** must coordinate with the Certification Officer to complete exams in a proctored environment

Validity of Readiness Scores

Candidates must attempt the approved certification examination within 45 calendar days of demonstrating readiness. Readiness scores and test approval expire after 45 calendar days. Candidates who miss the window must demonstrate readiness again before receiving renewed approval. Missing the window does not change the score required; the required readiness score increases only after a candidate takes the TExES examination and does not pass (see OLLU Testing Guidelines and Support Progression).

Candidates are encouraged to work closely with the Certification Officer to determine appropriate timing and preparation strategies for testing.

Demonstrating Readiness for Clinical Teaching, Residency, and Internship

Candidates entering clinical practice must:

- Demonstrate readiness by passing the required practice exam for each certification exam listed below
- Meet readiness expectations prior to clinical teaching and official testing

Graduate *Candidates: Candidates pursuing the internship pathway must pass all required content certification examinations for their certification area before they may be approved for an Internship Certificate.*

Certification Area	Exams for Which Readiness Must Be Demonstrated (Practice Exam) Before Clinical Teaching, Residency, or Internship
Core Subjects EC–6	391 Core Subjects EC–6 & 293 Science of Teaching Reading & 160 PPR EC–12*
Art EC–12	178 Art & 160 PPR EC–12*
Music EC–12	177 Music & 160 PPR EC–12*
Physical Education EC–12	258 Physical Education & 160 PPR EC–12*
LOTE Spanish EC–12 (MAT)	613 Languages Other Than English – Spanish & 160 PPR EC–12*
Grades 4–8 (MAT)	One of: 115 Mathematics, 116 Science, or 118 Social Studies & 160 PPR EC–12*
Physical Science 6–12 (MAT)	237 Physical Science & 160 PPR EC–12*
Grades 7–12	One of: 235 Mathematics, 236 Science (MAT), 238 Life Science, 331 English Language Arts and Reading, 233 History, or 232 Social Studies & 160 PPR EC–12*

*** PPR EC–12 (160) is not required for residency candidates earning the Enhanced Standard Certificate; see Required Examinations by Certification, above.**

Candidates whose degree plan includes Bilingual Education, Special Education Specialist, or English as a Second Language certification must also demonstrate readiness on the additional exam: 165 Bilingual Education Spanish Supplemental, 186 Special Education Specialist EC–12, or 154 English as a Second Language Supplemental.

Returning Candidates and Testing Eligibility

Candidates who previously enrolled in the Educator Preparation Program and wish to pursue certification testing may be eligible for testing approval based on the length of time since their last enrollment. Candidates who were removed or dismissed from the program must be readmitted before testing approval can be granted (see Returning After Removal or Dismissal, Section VII).

Returning Candidates (Within 5 Years)

Candidates who have been away from the program for less than five years may be eligible to test with program approval.

Candidates must:

- Contact the Certification Officer to review eligibility for testing
- Confirm that they remain in good standing with the university
- Meet current program requirements for testing approval

Returning Candidates (After 5 Years)

Candidates returning to the program after more than five years may be required to complete additional coursework or training prior to receiving testing approval.

These requirements are designed to ensure candidates are prepared based on current standards, expectations, and test versions.

Candidates should consult with the Certification Officer to determine specific next steps.

(19 TAC §230.21(b))

Certification Exam Changes

Certification examinations are periodically updated by the Texas Education Agency (TEA). Candidates returning to the program after an extended absence may be subject to different testing requirements than those in effect when they were originally enrolled.

If a certification examination, test framework, or certification area has changed since the candidate last participated in the program, additional preparation may be required before testing approval can be granted.

Additional preparation may include, but is not limited to:

- Completing updated readiness assessments or practice examinations

- Obtaining independent access to approved study materials or testing preparation platforms at the candidate's expense
- Completing additional coursework or training aligned with current certification standards
- Demonstrating competency in newly adopted educator standards or test frameworks

For example, if a candidate previously prepared for a certification examination that has since been replaced or significantly revised, the candidate may be required to complete one or more courses associated with the updated certification requirements before receiving approval to test.

Candidates should consult with the Certification Officer to determine current certification requirements, testing eligibility, and any additional preparation necessary for certification.

State rules (19 TAC §228.31(e); 19 TAC §230.21(b), (e), and (f)): candidates may take certification examinations only when the EPP determines they are ready; TEA sets the examinations required for each certificate; and passing scores on an examination that TEA has replaced may be used for certification for up to one year after that examination's last operational date.

Readiness for Testing

How Candidates Prepare

Practice tests expose candidates to the content and style of the certification exam and provide insight into what they need to know and what they might need to study further. Other diagnostic exams may be found on the Texas Educator Certification Examination Program website (Pearson) for a small fee: www.tx.nesinc.com.

Study Supports

The Educator Preparation Program provides a variety of resources to support candidates as they prepare for certification exams. Candidates are encouraged to actively engage in these supports to strengthen content knowledge and increase confidence prior to testing.

Available support may include:

- **Study Resources.** Study guides, review materials, and exam-aligned resources may be provided to support focused preparation, including, but not limited to, 240 Tutoring and Certify Teacher. Candidates are welcome to use other resources, such as Study.com, at their own expense; the program does not provide access to them. See 240 Tutoring Access and Additional Requests, below, for allocation limits and the procedure for requesting additional access.

- **Course-Based Preparation.** Coursework is designed to align with certification exam content and provides foundational knowledge and instructional strategies needed for success.
- **Practice Exams and Baseline Assessments.** Candidates complete practice TExES exams to assess readiness and identify areas for growth prior to testing.
- **Faculty Support.** Candidates are encouraged to consult with faculty for guidance on content areas, instructional strategies, and test preparation.
- **Certification Officer Support.** The Certification Officer provides guidance on testing timelines, readiness expectations, and next steps based on candidate performance.
- **Structured Study Plans.** Candidates may be encouraged to develop individualized study plans based on practice exam performance and identified areas of need. After an unsuccessful exam attempt, this becomes a formal Testing Support Plan (Appendix N).

240 Tutoring Access and Additional Requests

The Educator Preparation Program may provide candidates with access to 240 Tutoring study materials and preparation resources to support certification exam readiness.

To encourage purposeful preparation and effective use of program resources, candidates may receive up to four (4) monthly 240 Tutoring subscriptions during their program participation. All requests, including requests for additional subscriptions, must be submitted through the 240 Tutoring Subscription Request Form.

Planning to Demonstrate Readiness
Before requesting a subscription, candidates should review the available readiness testing dates on the Testing Sessions Sign-Up Form and plan their study time around a target session. Candidates sign up for a readiness testing session through the same form.

Requesting Additional Subscriptions
Candidates requesting access beyond the initial four subscriptions must explain in the form why additional access is needed, including information about:

- Their preparation efforts to date
- Their testing history
- Their practice test results

The purpose of this process is to encourage candidates to engage in intentional, goal-oriented preparation and to develop a realistic plan for meeting certification requirements.

Approval of additional 240 Tutoring access is subject to program resource availability and candidate participation in readiness and preparation activities.

After graduation, candidates may continue to use any study resources they already have access to, along with the resources in their Blackboard organization, for up to one year. Candidates who have not used all four 240 Tutoring subscriptions may still request their remaining subscriptions during that year, and additional access may be granted on a case-by-case basis through the 240 Tutoring Subscription Request Form. Candidates who want access beyond these limits, or other resources, are responsible for purchasing them.

Testing Accommodations for Disabilities or Health-Related Needs

The Educator Preparation Program is committed to providing equitable access to testing opportunities for candidates with documented disabilities or health-related needs.

Candidates requesting accommodations for practice TExES examinations administered through OLLU must contact the Office of Accessibility Services at least **30 days prior** to the scheduled practice testing session to obtain appropriate documentation and determine eligibility for accommodations.

To receive accommodations for practice examinations, candidates must:

- Contact the Office of Accessibility Services
- Obtain official accommodation documentation
- Provide approved documentation to the appropriate program personnel and testing staff before the scheduled examination

OLLU Accessibility Services

- Walter Center, Basement
- Office: (210) 431-4010
- Appointments: (210) 528-7158
- Email: ada@ollusa.edu
- Accessibility Services Website: https://www.ollusa.edu/academics/academic-support/accessibility-services.html

Official TExES Examination Accommodations

Candidates seeking accommodations for official TExES certification examinations must submit accommodation requests directly through the official testing provider.

Candidates should be aware that:

- Approval of accommodations through OLLU does not automatically guarantee approval for official certification examinations.

- Testing accommodations for TExES examinations are reviewed according to testing provider and Texas Education Agency (TEA) requirements.
- Candidates must complete all required accommodation request procedures and submit supporting documentation in accordance with testing provider deadlines.

Additional information regarding alternative testing arrangements is available through the Texas educator certification testing website: https://www.tx.nesinc.com.

Testing Schedule and Candidate Support

To support candidate success and timely certification, the Educator Preparation Program offers practice testing opportunities throughout the academic year. Testing dates are established based on the needs of the current candidate cohort and the availability of university personnel and testing resources.

Whenever possible, testing sessions are scheduled to provide convenient access for currently enrolled candidates and may include weekend testing opportunities. Candidates are encouraged to participate in scheduled testing sessions and plan ahead to meet readiness and certification timelines.

Candidate Responsibility for Preparation

Candidates are encouraged to take an active role in their preparation by:

- Reviewing course materials and aligned standards
- Completing practice assessments
- Engaging with available study resources
- Seeking support when needed

Preparation is an ongoing process that supports both certification success and effective teaching practice.

Focused Testing Approach

To support effective preparation and exam success, candidates are expected to focus on **one certification examination at a time**. Concentrating on a single exam helps candidates develop a targeted study plan, strengthen content knowledge, and demonstrate readiness more effectively.

Candidates are encouraged to work with the Certification Officer to develop a testing plan that supports timely progress toward certification.

Exam Attempts and Retakes

Certification exam attempts and retake expectations are designed to support candidate growth, strengthen content knowledge, and promote success on required certification exams.

TEA Testing Attempt Limit

Since September 1, 2015, candidates have been limited to five attempts to take a certification test: the first attempt and four retakes. TEA implemented this limit under Texas Education Code §21.048(a-1) in response to House Bill 2205, 84th Texas Legislature, 2015. For more information, see Test-Limit Waiver Information.

Core Subjects (391) Exam Retakes

Candidates taking the Core Subjects EC–6 (391) exam should:

- Register for the **full exam** unless only one subtest remains
- Skip previously passed sections during testing, as applicable

Candidates should only register for an individual subtest when it is the final section needed for completion. Visit the Pearson TExES Core Subjects EC–6 Preparation Manual: Section 3: Overview and Exam Framework for more information.

Pearson Exam Retake Requirements

Candidates who do not pass a certification exam:

- Must wait 30 days before retaking the exam
- Must receive program approval prior to each retake attempt
- Should review the NESINC Testing Policies for more detailed information

OLLU Testing Guidelines and Support Progression

The Educator Preparation Program provides structured support to help candidates strengthen readiness after each attempt. Testing Support Plans address certification exam preparation and are separate from the Professional Growth and Support Process (Appendix B). If a candidate does not complete the requirements of a Testing Support Plan, or if testing concerns reflect broader academic or professional concerns, the Certification Officer may refer the candidate to the Professional Growth and Support Process. The Testing Support Plan form is in Appendix N.

Testing Stage	TExES Testing Guidelines & Support

Testing Stage	TExES Testing Guidelines & Support
Before 1st Attempt	To demonstrate readiness for the official TExES exam, candidates must: • Complete the required study time in 240 Tutoring so the practice test becomes available • Earn a score of 240 (80%) or higher on the practice test • Receive testing approval from the Certification Officer
After 1st Attempt	Meet with the Certification Officer to create and sign a **Testing Support Plan**. Retake the practice exam and earn a score of **255 (85%) or higher** before retesting. Complete the plan and receive program approval for retaking the TExES exam.
After 2nd Attempt	Participate in a Testing Support Plan conference with the faculty advisor and Certification Officer. Submit a **reflective essay and follow-up action plan** to the Certification Officer. Retake the practice exam and earn a score of **270 (90%) or higher** before retesting. Complete the plan and receive program approval for retaking the TExES exam.
After 3rd Attempt	**Meet with a faculty member in the subject area** where the exam was not passed to receive targeted tutoring or academic support. **Obtain written approval** from that faculty member indicating readiness to retest. Work with the **Certification Officer** to develop a new Testing Support Plan, incorporating feedback from the candidate's faculty advisor and the content-area faculty. Once the plan is completed, meet with the Certification Officer to review progress and receive authorization to retest. Retake the practice exam and earn a score of **270 (90%) or higher** before retesting. Complete the plan and receive program approval for retaking the TExES exam.
After 4th Attempt	Meet with a faculty member in the subject area where the exam was not passed to receive targeted tutoring or academic support. Meet with the Department Chair, Certification Officer, Academic Advisor, and the content faculty member to discuss the candidate's progress to retest. Work with the Certification Officer to develop a new Testing Support Plan that incorporates feedback from the candidate's faculty advisor and the content-area faculty. Once the plan is completed, meet with the Certification Officer to review progress and receive authorization to retest. Retake the practice exam and earn a score of **270 (90%)** or higher before retesting. Complete the plan and receive program approval for retaking the TExES exam.

Testing Stage	TExES Testing Guidelines & Support
After 5th Attempt	A sixth attempt requires a test-limit waiver from TEA. Candidates who are eligible should work with the Certification Officer to request the waiver. Before retesting, meet with the Department Chair, Certification Officer, Academic Advisor, and content faculty member to discuss progress; develop a new Testing Support Plan that incorporates feedback from the candidate's faculty advisor and content-area faculty; complete all remediation required by SBEC; retake the practice exam and earn a score of 270 (90%) or higher; and receive program approval to retest.

Testing Support Resources

Support plans may draw on any of the resources listed under Study Supports, above.

Exam Vouchers

The Educator Preparation Program may purchase certification exam vouchers for candidates enrolled in designated education courses.

Candidates should be aware that:

- Exam vouchers are valid for one year from the date of purchase.
- Candidates are responsible for scheduling and completing their certification exam before the voucher expiration date.
- Expired vouchers cannot be renewed, extended, or replaced by the Educator Preparation Program.
- Candidates who do not use their voucher before it expires will be responsible for paying any associated certification examination fees.
- For candidates seeking Special Education or Bilingual Education certification, under HB 2, the first-attempt exam fee and certification application fee are waived for those certification fields.

Candidates with questions regarding voucher eligibility or expiration dates should contact the Certification Officer.

Reflection and Growth Process

As part of the retake process, candidates may be asked to complete:

- A reflective essay, which includes:
- Analysis of exam performance

- Identification of areas for improvement
- Strategies for strengthening content knowledge
- An action plan, which includes:
- Study resources
- Timeline for preparation
- Benchmarks for measuring progress

These steps are designed to support continuous improvement and successful certification outcomes.

Testing Approval and Readiness

In accordance with 19 TAC §228.31, candidates must receive approval from the EPP before registering for any certification examination.

Test approval is granted when the EPP determines that a candidate has demonstrated readiness for the examination or has completed all program requirements. Candidates may be required to complete readiness activities, practice examinations, coursework, or additional training before test approval is granted.

Consistent with 19 TAC §228.31(g), candidates must be formally or contingently admitted to the Educator Preparation Program before receiving approval for a certification examination.

Texas Certification Requirements and Timely Testing

Recent changes to Texas law have increased certification requirements for educators assigned to foundation curriculum subjects. As a result, candidates are strongly encouraged to complete certification testing and certification requirements while actively enrolled in the Educator Preparation Program.

To support timely certification and workforce readiness, candidates are expected to follow established testing timelines, including the requirement to attempt approved certification examinations within 45 calendar days of demonstrating readiness (see Validity of Readiness Scores).

Key implementation timelines include:

- 2026–2027 school year: Teachers of reading/English language arts and mathematics in Kindergarten through Grade 5 must hold the appropriate Texas educator certification.

- 2027–2028 school year: Teachers of all four foundation curriculum subjects (reading/English language arts, mathematics, science, and social studies) at all grade levels must hold the appropriate Texas educator certification.
- Through the 2028–2029 school year: Districts with a TEA-approved Delay of Certification plan may continue to use limited flexibility until the beginning of the 2029–2030 school year.

Source: Texas Education Code §21.0032; Texas Education Agency, House Bill 2 (HB 2) Educator Certification Initiatives.

These changes reinforce the importance of timely testing, program completion, and certification. Candidates who complete certification requirements while enrolled are generally better positioned to meet district hiring expectations and take advantage of employment opportunities available to certified educators.

Important: Candidates are encouraged to develop a certification testing plan with their advisor and Certification Officer to ensure they remain on track for program completion, certification eligibility, and employment readiness.

SECTION VI: CLINICAL PRACTICE

Clinical Preparation Model

Clinical teaching, residency, and internship are the culminating clinical experiences for candidates completing initial teacher certification. Each experience gives candidates the opportunity to apply instructional theory, develop professional expertise, and gradually assume the responsibilities of a classroom teacher under the guidance of a supervising teacher and a university field supervisor.

The title of the supervising teacher depends on the pathway: a cooperating teacher supports candidates in clinical teaching, a host teacher supports candidates in residency, and a mentor supports candidates in internship. Throughout this handbook, "supervising teacher" is used when a statement applies to all pathways.

Throughout the culminating clinical experience, candidates co-plan and prepare instruction; deliver responsive, standards-aligned instruction that builds on students' strengths; develop classroom management skills and productive learning environments; assess student learning and use data to inform instructional decisions; collaborate professionally through team meetings, professional learning communities, and professional development activities; engage in reflective practice and continuous professional growth; and participate in formal and informal observations by supervising teachers and university field supervisors.

These experiences are structured to support the progressive development of professional competencies aligned to the Texas Teacher Standards and the Texas Teacher Evaluation and Support System (T-TESS). Pathway-specific clinical requirements are set out in Table 5, below, and course-level hour requirements in Appendix I. Observation schedules, evaluation criteria, performance gates, and the observation and conference forms used during the culminating clinical experience are set out in the Clinical Residency Handbook, which is issued separately to candidates, supervising teachers, and university field supervisors.

Types of Clinical Practice

The EPP offers several clinical practice experiences designed to give candidates the opportunity to apply their knowledge and skills in authentic educational settings. Specific requirements — including placement eligibility, required hours, supervision, and evaluation procedures — vary by certification pathway. Candidates should refer to Table 5 and Appendix I for pathway-specific field experience and clinical hour requirements, and to the Clinical Residency Handbook for observation and evaluation requirements for residency, clinical teaching, and internship, and for residency performance gates.

Residency

A residency is a structured, yearlong clinical experience completed in partnership with a school district. Residents work alongside an experienced host teacher through a collaborative co-teaching model that supports the gradual development of instructional expertise, classroom leadership, and professional practice. Residents actively participate in planning, instruction, assessment, classroom management, and professional learning activities while receiving ongoing coaching and feedback from host teachers and university personnel. Residency experiences connect theory and practice while helping candidates develop confidence, competence, and a professional identity as educators.

Many residents are paid by their partner district. Pay depends on the district and the certification area, and most partner districts that pay residents do so for candidates preparing to teach in high-need areas: English as a second language, bilingual education, special education, and secondary mathematics and science. Paid residencies are offered at each district's discretion and are not guaranteed.

Available to: undergraduate TEACH candidates and Master of Arts in Teaching (MAT) candidates.

Leads to: Enhanced Standard Certificate (19 TAC §230.39). Clinical residency is the only pathway leading to the Enhanced Standard Certificate. Candidates who complete a residency, paid or unpaid, demonstrate proficiency on program-aligned performance-based assessments, and meet all program performance gates are eligible for the Enhanced Standard Certificate and are not required to take the PPR EC–12 exam (160).

Clinical Teaching

Clinical teaching is a full-time supervised teaching experience completed in a TEA-approved educational setting. Candidates work under the guidance of a qualified cooperating teacher and university field supervisor while gradually assuming responsibility for instructional planning, classroom instruction, assessment, classroom management, and other professional responsibilities. Clinical teaching gives candidates the opportunity to demonstrate proficiency in the Texas Teacher Standards and apply knowledge gained through coursework and field experiences. At OLLU, undergraduate (TEACH) candidates are placed in a partner school for a full school year. They complete 260 hours in the first semester (EDUC 5330, Clinical Teaching Residency I) and the required 490 hours of clinical teaching in the second semester (EDUC 5686, Clinical Teaching Residency II), for a total of 750 hours. MAT candidates complete the 490 hours in one semester (EDUC 6680). Weekly hour minimums, observation schedules, and evaluation requirements for each semester are set out in the Clinical Residency Handbook.

Available to: undergraduate TEACH candidates and Master of Arts in Teaching (MAT) candidates.

Leads to: Standard Certificate.

Internship

An internship allows eligible candidates to serve as the teacher of record while completing certification requirements in a TEA-approved educational setting. Interns are employed by and compensated through a school district and receive ongoing support from a campus-based mentor and a university field supervisor. Candidates pursuing the internship pathway must secure a qualifying teaching position and meet all state and program eligibility requirements. Because the Internship Certificate requires a completed bachelor's degree, the internship pathway is not available to undergraduate candidates.

Available to: Master of Arts in Teaching (MAT) candidates.

Leads to: Standard Certificate.

Practicum

Practicum is a supervised yearlong 160-hour field-based experience through which candidates apply specialized knowledge and demonstrate professional competencies in authentic educational settings. Practicum experiences vary by certification area and may include observations, leadership experiences, assessment activities, intervention planning, projects, case studies, or other field-based responsibilities aligned with program standards. Practicum candidates are supported by a site supervisor and a university field supervisor.

Available to: Master of Education (MEd) candidates, as required by certification area.

Leads to: the certificate in the class sought (Reading Specialist).

Clinical Requirements by Pathway

Table 5. Clinical Requirements by Pathway

Pathway	Available to	Hours and duration	Weekly minimum	Supervising teacher	Governing rule	Certificate earned
Clinical Residency	TEACH, MAT	A minimum of 750 hours yearlong clinical residency: At least 400 hours must be spent co-teaching and	21 hours	Host teacher	19 TAC §228.65	Enhanced Standard Certificate (19 TAC

Pathway	Available to	Hours and duration	Weekly minimum	Supervising teacher	Governing rule	Certificate earned
		leading classroom instruction.				§230.39)
Clinical Teaching	TEACH, MAT	**TEACH:** 750 hours over a full school year (260 hours in semester 1; 490 hours in semester 2) **MAT:** A minimum of 490 hours in one semester	21 hours	Cooperating teacher	19 TAC §228.67	Standard Certificate
Internship	MAT	One full school year as teacher of record, under an intern or probationary certificate, in an assignment matching the certification category sought	Full-time teacher of record	Mentor	19 TAC §228.73	Standard Certificate
Practicum	MEd	Practicum candidates are required to complete 160 hours throughout the school year	TBD	Site supervisor	19 TAC §228.81	Reading Specialist

Semester-by-semester hour, observation, and evaluation requirements for clinical residency, clinical teaching, and internship are set out in the Clinical Residency Handbook.

Clinical Practice & Field Experience Standards

The EPP administers all clinical practice experiences in accordance with applicable Texas Administrative Code (TAC) requirements for educator preparation programs. Candidates may review the following rules for additional information:

- 19 TAC Chapter 228 — Requirements for Educator Preparation Programs
- 19 TAC §228.37 — Preparation Program Coursework and Training Requirements
- 19 TAC §228.61 — Required Clinical Experiences
- 19 TAC §228.65 — Residency Requirements
- 19 TAC §228.67 — Clinical Teaching Requirements

- 19 TAC §228.69 — Clinical Teaching While Employed as Educational Aide
- 19 TAC §228.73 — Internship Requirements
- 19 TAC §228.79 — Exemptions from Required Clinical Experiences for Classroom Teacher Candidates
- 19 TAC §228.81 — Clinical Experience for Certification Other Than Classroom Teacher

The full State Board for Educator Certification rules are available on the TEA website (State Board for Educator Certification Rules — Texas Administrative Code).

Eligibility for Placement

To be eligible for a clinical teaching, internship, residency, or practicum placement, candidates must:

- Be formally admitted into the Educator Preparation Program
- Complete required coursework and program benchmarks associated with their certification pathway
- Meet testing and readiness requirements outlined in Section V: Testing, Readiness, and Certification Examinations
- Submit all required placement and clinical experience documentation by established deadlines
- Complete all required district background check and clearance requirements (including any district fingerprinting) outlined in Section VII: Candidate Policies and Compliance
- Demonstrate professional dispositions and ethical conduct consistent with program expectations
- Remain in good standing with the university and the Educator Preparation Program

Additional placement requirements may vary by certification pathway and partner school district.

Important: Eligibility for placement does not guarantee a specific placement location, campus, grade level, content area assignment, supervising teacher, internship position, or residency placement. The EPP makes placement decisions in collaboration with partner districts based on program requirements, district availability, and candidate qualifications.

Placement Process

The EPP coordinates residency, clinical teaching, internship, and practicum placements in collaboration with partner school districts and educational agencies. The Director of Field Experience works with district partners to identify placements that provide meaningful opportunities for professional growth and align with program requirements, certification areas, and available opportunities. Placements are based on a variety of factors, including certification

area, grade-level availability, district and campus partnerships, qualified supervising teacher availability, and program and state requirements. Although the EPP may consider candidate preferences, it cannot guarantee specific placement requests.

To support a successful placement process, candidates must:

- Complete all placement eligibility requirements
- Submit required documentation by established deadlines
- Respond promptly to requests for information from OLLU and partner districts
- Communicate any changes that may affect placement eligibility

Placement Approval

Candidates must not independently arrange field experience, clinical residency, practicum, or internship placements without prior approval from the Educator Preparation Program. The Director of Field Experience and the Educator Preparation Program must review and approve all placements to ensure compliance with university, district, and state requirements. For internship candidates, the teaching position they secure must be approved by the program and meet all applicable certification, district, and state requirements before the internship can begin.

Confirming the Placement and Contacting the Supervising Teacher

Once a placement is confirmed, the candidate receives an email with details about the assigned school(s) and the supervising teacher's contact information. Candidates must contact their supervising teacher within two business days of receiving this email so that all field experience hours can be scheduled and completed. Interns contact their campus mentor as directed by their district and the Director of Field Experience. Candidates should draft the introductory email carefully and include all of the following:

- The candidate's full name, certification program, and contact information. Candidates must use their OLLU email address for all communication with school district personnel and may also share a cell phone number to make communication easier.
- Information about the course: the title, the required number of hours, and the assignments. The supervising teacher will need to know whether the candidate is required to fully plan and teach lessons.
- The candidate's availability and preferred start date for the placement.

Sample Introduction

Dear [Mr./Ms./Dr.] _____,

My name is _____, and I am a [TEACH / MAT / MEd] candidate at Our Lady of the Lake University. This semester I am required to complete _____ field experience hours in a _____ classroom. My field experience will focus on _____ and _____. I will also be required to _____. I am available to begin my field experience on _____ at _____. I am happy to meet with you before this time to introduce myself and review the objectives for my field experience. I am excited to meet you and your students, and I am looking forward to visiting your classroom.

Thank you,
[Your name]
[Your OLLU email]
Cell phone number (optional)

Professional Expectations During Clinical Practice

Clinical practice gives candidates the opportunity to demonstrate the professionalism, dispositions, and ethical conduct expected of Texas educators. Candidates represent both OLLU and the teaching profession during all clinical experiences and must conduct themselves accordingly. During clinical teaching, internships, residencies, and practicums, candidates must:

- Communicate professionally and respectfully with students, families, school personnel, university supervisors, and district partners
- Maintain regular attendance and punctuality in accordance with campus, district, and program expectations
- Demonstrate reliability, responsibility, and preparedness in all assigned duties
- Protect student privacy and maintain confidentiality in accordance with district, state, and federal requirements
- Comply with all university, campus, district, and Educator Preparation Program policies and procedures
- Demonstrate ethical behavior consistent with the Texas Educators' Code of Ethics
- Demonstrate the professional dispositions outlined in Section VII: Professional Practices, Responsibilities, and Candidate Conduct Expectations

Transportation Responsibilities

Candidates must arrange their own reliable transportation to and from all field experiences, observations, clinical teaching assignments, internships, residencies, practicums, and other required program activities; plan travel to ensure punctual arrival; and maintain consistent attendance at all required field and clinical experiences.

The EPP works to secure appropriate placement sites and, when possible, may consider proximity to the university or public transportation routes. However, placement locations are determined by program requirements, district partnerships, and site availability, so proximity cannot be guaranteed. Because clinical experiences often span an academic year and may occur at sites throughout the broader community, candidates are strongly encouraged to secure reliable transportation for the duration of their field-based and clinical experiences.

The university does not provide transportation and assumes no liability for transportation arrangements made by candidates. Candidates who transport themselves or choose to ride with others do so voluntarily and at their own risk.

Supervision, Support & Evaluation

The EPP is committed to supporting candidates throughout their clinical experiences with guidance, feedback, and opportunities for professional growth. Depending on the certification pathway, candidates receive support from supervising teachers, field supervisors, university faculty, program coordinators, and the Director of Field Experience. This support may include orientation and onboarding guidance, scheduled observations and conferences, written and verbal feedback, professional growth recommendations, and assistance with addressing concerns that arise during placement.

The EPP assesses candidate performance through formal and informal observations, performance-based assessments, clinical evaluations, professional disposition evaluations, and feedback from supervising teachers, field supervisors, and university personnel. Evaluation processes are designed to support continuous improvement and give candidates meaningful feedback on their professional development. Candidates are encouraged to engage actively in the feedback process, reflect on evaluation results, and use them to strengthen their instructional practice and professional skills.

Successful Completion of Field Experiences and Clinical Practice

Successful completion of clinical practice is an important milestone in a candidate's preparation for certification and professional practice, and it contributes to eligibility for program

completion and recommendation for certification. To successfully complete field experience, clinical teaching, an internship, a residency, or a practicum, candidates must:

- Complete all required hours and program requirements
- Demonstrate professional competence and ethical conduct
- Receive satisfactory evaluations from supervisors and program personnel
- Complete required assignments, assessments, and documentation
- Meet all applicable program and state requirements

Completion also requires a recommendation for certification from the candidate's supervisors. In a clinical residency, the field supervisor, host teacher, and campus supervisor must each recommend the candidate for the Enhanced Standard Certificate (19 TAC §228.65(g)); in clinical teaching, the field supervisor and cooperating teacher must each recommend the candidate for the Standard Certificate (19 TAC §228.67). A supervisor who does not recommend a candidate must document the reasons and share them with the candidate and the other supervisors.

Candidates should work closely with their supervising teacher, field supervisor, Program Advisor, Director of Field Experience, and Certification Officer to ensure all clinical practice requirements are successfully completed.

SECTION VII: CANDIDATE POLICIES AND COMPLIANCE

The policies in this section apply to every candidate in the Educator Preparation Program, from admission through recommendation for certification.

Candidate Responsibilities

Successful progression through the EPP requires candidates to take an active role in their preparation and certification journey. Candidates are expected to remain informed, engaged, and responsive throughout their participation in the program.

Candidates are responsible for understanding and complying with university, EPP, TEA, and SBEC requirements. This includes monitoring progress toward certification, meeting established deadlines and benchmarks, maintaining communication with program faculty and staff, and completing all program, testing, and certification requirements in a timely manner.

Candidates should regularly review program communications, handbook updates, and Texas educator certification requirements to ensure continued progress toward successful program completion and certification.

Candidates are responsible for:

- Monitoring their OLLU email account regularly, as it serves as the primary method of communication for the Educator Preparation Program.
- Responding to communications from program faculty, staff, the Certification Officer, Director of Field Experience, and university personnel in a timely manner.
- Maintaining current contact information with the university and notifying the program of any changes to their name, address, phone number, or email address.
- Meeting established deadlines for applications, testing approvals, field experiences, clinical practice requirements, certification recommendations, and related program activities.
- Following all requirements, policies, and expectations outlined in this handbook, university publications, and Educator Preparation Program communications.
- Monitoring their progress toward certification and seeking assistance when questions or concerns arise.
- Maintaining professionalism and ethical conduct in all interactions related to the Educator Preparation Program.

Candidates are encouraged to communicate proactively with program personnel and utilize available resources to support successful completion of program and certification requirements.

Important: Failure to respond to required communications or complete required documentation by established deadlines may affect a candidate's ability to progress through the Educator Preparation Program, participate in clinical experiences, or complete certification requirements.

Professional Practices, Responsibilities, and Candidate Conduct Expectations

The EPP is designed to prepare candidates for the teaching profession through rigorous coursework, field experiences, clinical practice, and professional reflection. In addition to meeting academic and certification requirements, candidates are expected to demonstrate the professional knowledge, skills, dispositions, and behaviors necessary for success as educators.

Professional growth and readiness for the profession are developed through coursework, field experiences, assessments, and interactions with faculty, school personnel, students, families, and peers.

Professional dispositions are evaluated beginning with the admission process and continue throughout a candidate's participation in the Educator Preparation Program. Candidates are expected to demonstrate the professional behaviors, ethical conduct, communication skills, and dispositions associated with the teaching profession in coursework, field experiences, clinical practice, and interactions with university and school personnel.

Candidates are expected to demonstrate competency in the following areas:

Communication and Scholastic Integrity

Candidates are expected to:

- Communicate clearly and professionally through oral, written, and digital formats
- Demonstrate effective communication appropriate to educational settings
- Use technology and electronic communication responsibly and professionally
- Uphold standards of academic integrity, honesty, and ethical behavior
- Give appropriate credit for the work and ideas of others
- Adhere to the academic integrity expectations outlined in the OLLU Student Handbook

Professionalism and Work Habits

Candidates are expected to:

- Attend classes, meetings, field experiences, and clinical activities as required

- Demonstrate punctuality, preparedness, and active engagement
- Maintain professional appearance and conduct appropriate to educational settings
- Demonstrate responsibility, dependability, and commitment to the teaching profession
- Approach learning and professional growth with a positive and reflective mindset

Instructional Competence and Professional Growth

Candidates are expected to demonstrate ongoing growth in:

- Content knowledge appropriate to the certification area sought
- Instructional planning and delivery
- Classroom management and organization
- Assessment and data-informed instructional decision-making
- Technology integration and digital learning practices
- Reflective practice and continuous professional growth

These competencies align with the Texas Teacher Standards (19 TAC Chapter 149).

Respect for Diversity and Inclusive Practices

Candidates are expected to:

- Respect the backgrounds, experiences, and perspectives of all individuals
- Support equitable learning opportunities for all students
- Demonstrate cultural responsiveness and respect for diversity
- Recognize and address the needs of diverse learners
- Foster inclusive, safe, and supportive learning environments

Collaboration and Professional Relationships

Candidates are expected to:

- Work cooperatively with peers, faculty, school personnel, families, and community members
- Engage in collaborative decision-making and professional dialogue
- Seek, accept, and apply constructive feedback
- Demonstrate professionalism in all interpersonal interactions
- Maintain positive and productive professional relationships

Ethical Conduct and Professional Responsibility

Candidates are expected to:

- Comply with university, district, and Educator Preparation Program policies
- Adhere to the Texas Educators' Code of Ethics

- Maintain appropriate professional boundaries with students and families
- Protect confidential information in accordance with state, federal, and district requirements
- Act in the best interests of students and learning communities
- Follow all applicable laws, regulations, and professional standards governing educators

Emotional and Physical Readiness

Candidates are expected to demonstrate the emotional, social, and physical capabilities necessary to participate successfully in coursework, field experiences, clinical teaching, internships, residencies, and practicum experiences.

OLLU is committed to equal access and provides reasonable accommodations in accordance with the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, and university policies. Candidates seeking accommodations should contact the Office of Accessibility Services.

Texas Educators' Code of Ethics

Candidates must follow the Texas Educators' Code of Ethics (19 TAC Chapter 247) in all coursework, field experiences, and clinical practice, and sign a Code of Ethics acknowledgment as part of admission (Appendix G for TEACH; Appendix H for MAT and MEd). The full text of the Code is reproduced in Appendix L.

Criminal History and Background Checks

In accordance with 19 TAC §227.1(b), applicants to the Educator Preparation Program must be informed that criminal history background checks are required prior to employment as an educator and prior to participation in clinical teaching experiences.

Candidates should be aware that criminal history information may be reviewed by school districts, educator preparation programs, and the Texas Education Agency (TEA) as part of placement, certification, and employment processes.

Background Check Requirements for Field and Clinical Experiences

Pursuant to Texas Education Code (TEC) §22.0835, school districts are authorized to obtain criminal history record information on candidates participating in clinical teaching, internships, residencies, practicums, and other field-based experiences.

Candidates may be required to provide:

- Social Security Number

- Driver's License or State Identification Number
- Additional information requested by the partnering school district

Each school district completes a criminal background check on every candidate placed in its classrooms before the candidate participates in any field-based coursework, including clinical teaching, residency, internship, and practicum. Candidates are responsible for submitting all required information, in the correct format, according to district and university timelines, and for paying the costs associated with background check procedures for OLLU and local school districts.

School districts determine eligibility for placement in accordance with state law and local district policies. Districts may deny placements to candidates with a criminal background; clearance for fieldwork is solely the prerogative of the school district, not OLLU. Participation in clinical experiences is contingent upon meeting placement requirements established by the partnering district.

Important: Eligibility for admission to the Educator Preparation Program does not guarantee eligibility for clinical placement. School districts retain the authority to determine placement eligibility based on applicable laws, district policies, and criminal history review results.

Certification Eligibility and Criminal History

As required by 19 TAC §227.1(d), candidates are notified that certain criminal convictions or deferred adjudications may affect eligibility for educator certification.

Candidates should review the eligibility provisions outlined in:

- 19 TAC §249.16 – Eligibility of Persons with Criminal History for a Certificate
- Texas Occupations Code Chapter 53
- Texas Education Code Chapter 21
- Criminal history may affect a candidate's ability to:

- Obtain a clinical placement
- Complete clinical teaching, internship, residency, or practicum requirements
- Receive certification recommendation from the Educator Preparation Program
- Obtain educator certification in Texas

Eligibility determinations are made by the Texas Education Agency (TEA) in accordance with applicable laws and State Board for Educator Certification (SBEC) rules.

Fingerprinting for Certification

State law requires all candidates seeking certification to undergo a criminal history background check.

- Candidates must complete fingerprinting through TEA-approved vendors
- Fingerprinting is initiated through the certification process in ECOS (see Appendix D)
- Criminal history may affect eligibility for certification

Preliminary Criminal History Evaluation (PCHE)

Candidates who have questions regarding potential certification eligibility due to criminal history may request a Preliminary Criminal History Evaluation (PCHE) from the Texas Education Agency prior to admission into the Educator Preparation Program.

The PCHE:

- Provides TEA's written opinion regarding potential certification eligibility
- Is based on self-reported criminal history information
- Is voluntary and non-binding
- Requires payment of a non-refundable fee established by TEA

A PCHE may be beneficial for individuals who have a felony conviction, misdemeanor conviction, or deferred adjudication and would like guidance regarding their potential eligibility for certification before investing time and resources in the certification process.

Individuals enrolled in or planning to enroll in an educator preparation program, or those planning to take a certification examination, may request a PCHE in accordance with 19 TAC Chapter 227, Subchapter B.

Resources

- Preliminary Criminal History Evaluation (PCHE) https://tea.texas.gov/texas-educators/investigations/preliminary-criminal-history-evaluation-faqs
- Fingerprinting and Background Check Information https://tea.texas.gov/texas-educators/investigations/fingerprinting/fingerprinting-process-for-texas-educator-certification
- Texas Educators Certification Information https://tea.texas.gov/texas-educators

Consent to Release Education Records (FERPA)

The Family Educational Rights and Privacy Act (FERPA) protects the privacy of student education records and generally prohibits the release of educational information without the student's written consent.

Because field-based experiences, clinical teaching, internships, residencies, and practicums require collaboration between OLLU and partner school districts, candidates must complete all required FERPA consent forms and authorization documents requested by the Educator Preparation Program.

Candidates should be aware that:

- Written consent may be required for the Educator Preparation Program to share information necessary for placement and certification purposes.
- Candidates may revoke consent in writing at any time, subject to applicable legal and program requirements.
- Failure to complete required consent forms may affect eligibility for field experiences, clinical teaching, internships, residencies, or other placement-related activities.

Questions regarding student records or FERPA requirements should be directed to the Educator Preparation Program or the Office of the Registrar.

Artificial Intelligence (AI) and Academic Integrity

Artificial Intelligence (AI) technologies continue to evolve and may support learning, research, content creation, and professional practice. The acceptable use of AI tools may vary by course, instructor, assignment, clinical experience, or program activity based on the learning objectives and assessment requirements.

Candidates are responsible for understanding and following all instructor expectations regarding the use of AI tools in coursework, field experiences, and program-related activities.

Responsible Use of Artificial Intelligence

When permitted by the instructor, candidates should:

- Use AI tools as a support for learning rather than a replacement for original work
- Cite AI-generated content in accordance with instructor expectations and applicable citation guidelines
- Review and verify the accuracy of all AI-generated information before submission
- Maintain responsibility for the quality, accuracy, and integrity of all submitted work

Academic Integrity and AI Use

Failure to appropriately disclose or cite AI-generated content may constitute a violation of academic integrity standards.

Examples of inappropriate AI use include:

- Submitting AI-generated work as one's own original work
- Using AI-generated text, images, graphics, audio, video, or other content without proper attribution when attribution is required
- Copying AI-generated passages without quotation marks or citation when required by the instructor

- Failing to document AI use when required by course or program expectations
- Using AI tools to complete assignments, assessments, or activities in ways that violate instructor directions
- Using AI technologies to impersonate a candidate during online meetings, class participation, group activities, examinations, or attendance-related activities

Candidates remain responsible for complying with the academic integrity standards outlined in the OLLU Student Handbook and any course-specific requirements established by faculty.

Responsible Use of Technology

As future educators, candidates are expected to use emerging technologies ethically, responsibly, and in ways that support learning, creativity, and professional growth. Responsible AI use should reflect the same standards of honesty, professionalism, and integrity expected in all aspects of the Educator Preparation Program.

Professional Growth and Support Process

The Educator Preparation Program is committed to supporting candidate growth, professional development, and successful program completion. Candidates are expected to make ongoing progress toward meeting academic expectations, professional dispositions, clinical practice requirements, and certification competencies.

When concerns related to academic performance, professional conduct, communication, dispositions, field experiences, clinical practice, or certification readiness are identified, faculty and program personnel will work collaboratively with candidates to provide feedback, guidance, resources, and opportunities for improvement.

A Professional Growth and Support Plan may be implemented to help candidates address identified areas of concern and develop strategies for continued success. The purpose of the process is to provide timely intervention, individualized support, and structured opportunities for growth while maintaining the high standards required for recommendation for certification.

Depending on the nature and severity of the concern, different levels of support, intervention, coaching, mentoring, and review may be utilized. Detailed information regarding the Professional Growth and Support Process, support levels, review procedures, and possible outcomes can be found in **Appendix B: Professional Growth and Support Process**.

Withdrawal and Dismissal from the OLLU Educator Preparation Program

Withdrawal from EPP (Voluntary candidate action)

A candidate may choose to withdraw from the EPP at any time.

Candidates who wish to withdraw from the EPP should notify the Certification Officer and discuss the impact of withdrawal on degree and certification requirements.

Candidates who withdraw from the EPP are required to:

- Notify the Certification Officer of their intent to withdraw
- Schedule a meeting with the Certification Officer
- Complete any required exit documentation
- Complete and sign the Candidate Request for Voluntary Exit from the Educator Preparation Program

Candidates considering withdrawal are encouraged to discuss available options, resources, and alternative pathways before making a final decision.

Dismissal from the EPP (Involuntary removal from OLLU EPP)

Texas requires all educator preparation programs to have an exit policy for candidates' dismissal. The policy must be published, reviewed, and signed by candidates when admitted to the program. (19 TAC §228.31(b)). The Educator Preparation Program reserves the right to dismiss candidates who fail to meet program, university, district, or state requirements.

Dismissal may occur for reasons including, but not limited to:

- Failure to meet academic requirements
- Failure to maintain professional dispositions and program expectations
- Violations of the Texas Educators' Code of Ethics and/or Commissioner's Rules Concerning Educator Standards
- Violations of university policies as outlined in the OLLU Student Handbook, including Academic Integrity requirements
- Violations of district or campus policies during field experiences, clinical teaching, internships, residencies, or practicums
- Ineligibility for required clinical placements
- Failure to comply with certification requirements established by the Texas Education Agency (TEA) or State Board for Educator Certification (SBEC)

A candidate who commits a violation of university, district, or campus policy, of the Texas Educators' Code of Ethics, or of applicable law while on a Professional Growth and Support Plan for unprofessional conduct may be dismissed from the Educator Preparation Program.

Removal from a Placement

If a campus administrator or district Human Resources representative directs a candidate not to return to a campus, or removes the candidate from a placement, the candidate must notify the Director of Field Experience immediately. The candidate will not be reassigned during that semester and may receive a failing grade for the course, be required to repeat the semester, or be referred to the Professional Growth and Support Process (Appendix B), which may result in dismissal from the program.

Inactive Candidate Policy

Candidates who do not complete coursework, training, testing, or other required certification activities for two consecutive semesters may be considered inactive and may be removed from the Educator Preparation Program. Before removing a candidate for inactivity, the Certification Officer will attempt to contact the candidate at their OLLU student email address and provide an opportunity to resume program activities.

Returning After Removal or Dismissal

Candidates removed for inactivity who wish to return must meet the university's readmission requirements and any program or certification requirements that have changed, including changes made by the Texas Education Agency. Candidates dismissed for a violation of the Texas Educators' Code of Ethics may not be readmitted to the Educator Preparation Program. Candidates dismissed for any other reason may reapply, and their application will be reviewed by the admissions committee.

Exit Process Following Dismissal

Candidates who are dismissed from the Educator Preparation Program will receive a Notification of Dismissal from the Educator Preparation Program and are asked to sign it to acknowledge receipt. Signing acknowledges receipt only and does not indicate agreement with the decision.

Appeals

Dismissal decisions, including a determination made through a Holistic Program Review (Appendix B, Step 4), may be appealed in accordance with university policies and procedures. For candidates admitted to the EPP, dismissal is governed by the OLLU Exit Policy for Certification Programs, which candidates review and sign upon admission (19 TAC §228.31(b)).

To appeal a dismissal, the candidate submits a written appeal to the Dean of Academics within 10 business days of the date on the Notification of Dismissal from the Educator Preparation Program. The appeal should explain the reason for the appeal and include any supporting documentation. If the candidate is not satisfied with the outcome, they may continue through the university's Academic Grievance Procedure (OLLU Student Handbook, Section VIII).

Candidates are encouraged to address concerns through the Educator Preparation Program's established processes and to work collaboratively with program personnel to seek resolution whenever possible.

If a candidate believes a program decision, policy, or action has not been handled appropriately, they should first follow the university's internal appeals and grievance procedures.

Texas Education Agency (TEA) Complaint Process

If a concern cannot be resolved through the university's established processes, stakeholders may file a complaint with the Texas Education Agency (TEA) regarding an Educator Preparation Program.

Information regarding complaints against Educator Preparation Programs is available through TEA:

- Complaints Against Educator Preparation Programs: https://tea.texas.gov/texas-educators/preparation-and-continuing-education/complaints-against-educator-preparation-programs
- TEA Complaint Submission Portal: https://www.complaints.tea.texas.gov
- General TEA Complaint Information: https://tea.texas.gov/about-tea/contact-us/complaints

Candidates are encouraged to review TEA guidance regarding complaint eligibility, required documentation, and complaint procedures before submitting a complaint.

Program Communications and Candidate Records

Official Communication

The OLLU email account serves as the official method of communication between the Educator Preparation Program and candidates.

Candidates are responsible for:

- Monitoring their OLLU email account regularly
- Reviewing program announcements and notifications in a timely manner

- Responding to requests for information or documentation by established deadlines
- Maintaining current contact information with the university

Failure to review official communications may result in missed deadlines or delays in program progression, testing approval, clinical placement, certification recommendation, or other program-related activities.

Program Notifications

Candidates may receive official notifications regarding:

- Admission decisions
- Program status changes
- Testing approvals and readiness requirements
- Clinical placement information
- Certification eligibility and recommendation
- Policy updates and program announcements
- Documentation requirements and deadlines

Notifications may be delivered through university email or other approved university communication systems.

Candidate Records and Notifications

The EPP maintains candidate records in accordance with university, TEA, and SBEC requirements.

Candidate records may include, but are not limited to:

- Admission and program enrollment records
- Coursework and program completion records
- Testing approvals and certification exam results
- Clinical practice documentation
- Professional disposition and evaluation records
- Certification recommendation records
- Required program forms and acknowledgments

Access to Records

Candidates with questions regarding records maintained by the Educator Preparation Program should contact the Certification Officer.

In accordance with 19 TAC §228.13(f) and (h), the OLLU Educator Preparation Program maintains documentation related to candidate admission, enrollment, progress, testing, clinical experiences, program completion, certification eligibility, and other program requirements. The

Educator Preparation Program is responsible for maintaining the security and confidentiality of candidate records and ensuring compliance with applicable state record retention requirements.

The Educator Preparation Program retains documentation supporting a candidate's eligibility for admission and completion of program requirements for **five years** after the candidate completes, withdraws from, is discharged from, or is released from the program. Records are maintained for program accountability, accreditation, certification, and compliance purposes.

Access to candidate records is governed by applicable university policies, the Family Educational Rights and Privacy Act (FERPA), and state requirements.

Contact: Monica Castillo, Certification Officer, mycastillo@ollusa.edu

SECTION VIII: PROGRAM COMPLETION AND RECOMMENDATION FOR CERTIFICATION

Program completion reflects a candidate's readiness to enter the profession and assume the responsibilities of a certified educator.

Eligibility for Recommendation

To be eligible for recommendation for certification, candidates must:

- Successfully complete all required coursework, field experiences, and clinical practice requirements
- Meet program benchmarks and performance expectations
- Pass all required certification examinations for their certification area
- Demonstrate professional readiness and competency in the Texas Teacher Standards
- Successfully complete required performance-based assessments aligned with the Texas Teacher Standards (19 TAC §149.1001), when applicable
- Comply with all university, EPP, and state requirements
- Satisfy all certification, fingerprinting, and background check requirements established by the Texas Education Agency (TEA)
- Complete and document all TEA required trainings (Appendix C)

T-TESS proficiency. Under 19 TAC §228.65(f) and §150.1002, candidates completing a clinical residency must earn a rating of Proficient or higher on the OLLU-approved, TEA-approved teacher performance assessment in each of the following T-TESS dimensions: Planning 1.1 and 1.2; Instruction 2.1, 2.2, and 2.3; Learning Environment 3.1, 3.2, and 3.3; and Professional Practices and Responsibilities 4.1, 4.2, and 4.3, before the Educator Preparation Program can recommend them for certification. Semester-by-semester proficiency expectations, the required Professional Dispositions ratings, and the consequences of not reaching proficiency are set out in the Clinical Residency Handbook.

Performance Gates and Benchmark Monitoring

The Educator Preparation Program maintains established performance gates, benchmark checklists, and structured assessments to monitor candidate progress throughout the program. For candidates completing a clinical residency, performance gates are further governed by 19 TAC §228.65(c): the university field supervisor conducts four performance gates each year, two per semester, at which the field supervisor observes a performance task, determines whether the candidate has demonstrated mastery of the relevant educator standards, and decides whether

the candidate is ready to assume the next level of instructional responsibility. Gate timing, evidence requirements, and outcomes are set out in the Clinical Residency Handbook.

Benchmark reviews are designed to evaluate candidate development in academic performance, clinical practice, professional dispositions, certification readiness, and competency in the Texas Teacher Standards. When benchmark results indicate that additional support is needed, candidates may receive targeted interventions, guidance, or improvement plans designed to promote continued growth and successful program completion.

The Certification Officer reviews applicable benchmark checklists, performance gate requirements, and program completion records before recommending a candidate for certification through the Texas Education Agency (TEA).

Enhanced Standard Certificate Candidates: Recommendation for the Enhanced Standard Certificate requires successful demonstration of performance-based assessments aligned with the Texas Teacher Standards in accordance with 19 TAC §149.1001.

Certificate Earned by Pathway

Clinical residency leads to the Enhanced Standard Certificate. Clinical teaching and internship lead to the Standard Certificate. Practicum leads to the certificate in the class sought. See Section VI, Table 5.

Candidate Responsibilities for Program Completion

Candidates are responsible for:

- Monitoring their progress toward certification
- Meeting all deadlines and program requirements
- Maintaining communication with program faculty and staff
- Reviewing updates from TEA and the Educator Preparation Program
- Tracking progress toward required benchmarks, performance gates, and certification milestones

The Educator Preparation Program takes pride in supporting candidates throughout their certification journey and recommends candidates for certification after all program, testing, benchmark, and state requirements have been successfully completed.

Applying for Certification Through TEA

Upon successful completion of all program and testing requirements, candidates must apply for certification through the Texas Education Agency.

Steps to Apply

- Create or access TEA Login (TEAL)
- Submit an application for certification in ECOS
- Complete the required fingerprinting/background check
- Pay all applicable certification fees
- Receive recommendation from OLLU EPP

Additional Guidance

- TEAL and ECOS Account Information

Certification is issued by TEA only after all requirements have been met and verified. Step-by-step instructions are in Appendix D: Applying for Certification in TEAL and ECOS.

SECTION IX: RESOURCES AND PROFESSIONAL ENGAGEMENT

The EPP encourages candidates to take advantage of the professional, academic, and support resources available through OLLU and the Texas Education Agency. These resources are intended to support candidate success, professional growth, and preparation for certification and employment.

Professional and Student Organizations

Candidates are encouraged to participate in professional and student organizations that support leadership development, professional networking, service, and educator preparation.

OLLU-sponsored organizations may include:

Educators Rising

Educators Rising (formerly the Texas Association of Future Educators, or TAFE) promotes professional growth, leadership development, service, and engagement within the teaching profession.

Bilingual Education Student Organization (BESO)

BESO provides opportunities for students interested in bilingual and multilingual education to engage in professional development, collaboration, and community outreach.

Participation in student organizations provides opportunities to:

- Develop professional leadership skills
- Engage in community service
- Network with future educators
- Explore current issues in education
- Participate in professional development activities

Candidates are also encouraged to consider membership in professional organizations such as:

- Texas Student Education Association (TSEA)
- Association of Texas Professional Educators (ATPE)
- Council for Exceptional Children (CEC)
- Other discipline-specific professional organizations

Student Support Services

OLLU offers a variety of student support services to promote academic success, professional growth, and career readiness.

Office of Career Services

The Office of Career Services supports students and alumni with career planning and employment preparation.

Services may include:

- Résumé and cover letter assistance
- Interview preparation
- Job search support
- Career exploration
- Professional development resources
- Career Closet program
- Contact Information: Phone: (210) 431-3971, Email: career@ollusa.edu

Writing Center

The Writing Center provides support for students at all stages of the writing process.

Students may receive assistance with:

- Understanding assignments
- Organizing ideas
- Revising and editing
- Research and citation practices
- Academic writing development

Contact Information: Academic Centers for Excellence (ACE), Phone: (210) 431-4199, Email: writing@ollusa.edu

Math Center

The Math Center provides tutoring and academic support designed to strengthen mathematical understanding and build confidence in problem-solving.

Services include:

- Concept review
- Study support
- Learning strategies
- Academic success coaching

Contact Information: Academic Centers for Excellence (ACE), Phone: (210) 431-4199, Email: writing@ollusa.edu

Additional Student Resources

Candidates are encouraged to consult the OLLU Student Handbook and university website for information regarding:

- Accessibility Services
- Counseling Services
- Academic Advising
- Tutoring Services
- Technology Support
- Student Life and Engagement

University Policies and Student Rights

Candidates are expected to comply with all university policies and procedures throughout their participation in the Educator Preparation Program.

Additional information regarding the following policies can be found in the OLLU Student Handbook and on the university website:

- Title IX
- Nondiscrimination
- Academic Integrity
- Student Concerns Procedures
- Student Grievance Procedures
- Student Conduct and Community Standards

Candidates are encouraged to utilize university resources and established procedures when seeking information or resolution of concerns.

Required Program Forms and Acknowledgments

Candidates may be required to complete forms and acknowledgments related to certification, field experiences, clinical practice, and program participation.

Examples may include:

- FERPA Consent to Release Education Records
- Criminal History Acknowledgment
- Risk Assessment and Agreement Forms

- Texas Educators' Code of Ethics Acknowledgment
- Candidate Request for Voluntary Exit from the Educator Preparation Program
- Clinical Experience Documentation
- Other program-specific forms as required

The most current versions of required forms are maintained by the Educator Preparation Program and may be updated periodically.

Certification Resources, Agencies, and Policies

The Texas educator certification process is governed by state agencies, laws, and regulations that establish requirements for educator preparation, testing, certification, and professional practice. Candidates are responsible for understanding and complying with all applicable program and state requirements.

Governing Agencies & Policies

The certification process in Texas is governed by the following:

- **Texas Education Agency (TEA)** – oversees educator preparation and certification processes
- **State Board for Educator Certification (SBEC)** – establishes certification standards and requirements
- **Texas Administrative Code (TAC)** – outlines official rules for educator preparation programs
- **Texas Education Code (TEC)** – provides legislative authority for certification requirements

Candidates are responsible for complying with all applicable state requirements.

Quick Access Links (For Candidate Reference)

For convenience, candidates may use the following links to access key certification resources:

- Texas Education Agency (TEA) https://tea.texas.gov
- Educator Preparation Information (TEA): View TEA EPP Information
- Texas Administrative Code (TAC): View TAC Rules
- Register for TExES: Register for Exams
- TEAL/ECOS https://tealprod.tea.state.tx.us
- State Board for Educator Certification (SBEC) Rules https://tea.texas.gov/laws-and-rules/sbec-rules-tac

- Consumer Information and Program Data (ASEP): Consumer Information About Educator Preparation Programs
- Certification Exams (TExES): View Exams and Requirements
- Fingerprinting and Background Check Information https://tea.texas.gov/texas-educators/investigations/fingerprinting/fingerprinting-process-for-texas-educator-certification
- Preliminary Criminal History Evaluation (PCHE) https://tea.texas.gov/texas-educators/investigations/preliminary-criminal-history-evaluation-faqs

APPENDICES

Appendix	Title	Applies to
A	Approved Certifications at OLLU	All candidates
B	Professional Growth and Support Process	All candidates
C	TEA Required Trainings Checklist	All certification candidates
D	Applying for Certification in TEAL and ECOS	All candidates
E	Key Terms Glossary	All candidates
F	Required Prerequisite Courses	Undergraduate TEACH only
G	TEACH Admission Requirements and Checklist	Undergraduate TEACH only
H	Graduate (MAT and MEd) Admission Requirements and Checklist	MAT and MEd only
I	Field Experience by Course (I.1 Undergraduate TEACH; I.2 Graduate MAT and MEd)	By pathway
J	Program Learning Outcomes for Initial Teacher Certification	Undergraduate TEACH and MAT
K	Program Learning Outcomes for Advanced Graduate Certifications (MEd)	MEd only
L	Texas Educators' Code of Ethics	All candidates
M	Texas Teacher Standards	All candidates
N	Testing Support Plan	All certification candidates

Appendix A: Approved Certifications at OLLU

Approved Certifications at OLLU	Undergraduate (BS or BA)	Post-Baccalaureate (MAT)	Graduate (MEd)
Art (Grades EC–12) (178)	X	X	–
Bilingual Education Spanish Supplemental (165)	X	X	–
Core Subjects (Grades EC–6) (391)	X	X	–
English Language Arts and Reading (Grades 7–12) (331)	X	X	–
English as a Second Language Supplemental (154)	X	X	–
History (Grades 7–12) (233)	X‡	X	–
Languages Other Than English – Spanish (Grades EC–12) (613)	–	X	–
Life Science (Grades 7–12) (238)	X	X	–
Mathematics (Grades 4–8) (115)	–	X	–
Mathematics (Grades 7–12) (235)	X	X	–
Music (Grades EC–12) (177)	X‡	X	–
Physical Education (Grades EC–12) (258)	X	X	–
Physical Science (Grades 6–12) (237)	–	X	–
Reading Specialist (Grades EC–12) (151)	–	–	X
Science (Grades 4–8) (116)	–	X	–
Science (Grades 7–12) (236)	–	X	–

Approved Certifications at OLLU	Undergraduate (BS or BA)	Post-Baccalaureate (MAT)	Graduate (MEd)
Social Studies (Grades 4–8) (118)	–	X	–
Social Studies (Grades 7–12) (232)	X	X	–
Special Education Specialist (Grades EC–12) (186)	X	X	X

School Counselor (Grades EC–12) (252) is offered through the Master of Arts in Counseling and is governed by the Counseling Program Handbook.

ǂ Teach-out: the undergraduate Music (B.A.) All-Level and History (B.A.) Grades 7–12 certification programs are available only to currently enrolled candidates; the teach-out ends when the last enrolled candidate graduates. Music EC–12 and History 7–12 certification remain open to new candidates through the MAT.

Appendix B: Professional Growth and Support Process

Purpose

Candidates are expected to make steady progress toward all program expectations. When a candidate has difficulty meeting academic, instructional, professional disposition, or performance expectations, a Professional Growth and Support Plan is developed through the steps below. For candidates in clinical practice, the University Field Supervisor develops the plan with the supervising teacher and the Director of Field Experience.

The Professional Growth and Support Plan outlines:

- Identified areas requiring improvement;
- Specific performance expectations and measurable benchmarks;
- Required professional growth activities and program supports;
- Timelines for demonstrating improvement; and
- Documentation of progress toward successful completion.

The plan is meant to provide structured support and to give the candidate a fair opportunity to demonstrate the knowledge, skills, and professional behaviors needed to remain in good standing and continue in the program.

If a candidate does not meet the expectations in the plan, the process continues through the steps below and may lead to a Holistic Program Review (Step 4).

Initiating the Process

Any of the following may initiate a Professional Growth and Support Plan when concerns are identified: the candidate, a faculty member, an academic advisor, a University Field Supervisor, the Director of Field Experience, the Certification Officer, or another designated EPP representative.

Common reasons for initiating the process include:

- Candidate request for support
- Academic performance concerns
- Field experience or clinical practice performance concerns
- Professional dispositions
- Professional communication or collaboration

- Attendance or professional responsibilities
- Ethical conduct
- Compliance with Educator Preparation Program requirements
- Conduct inconsistent with the Texas Educators' Code of Ethics (19 TAC §§247.1–247.2)
- Violations of the OLLU Student Code of Conduct
- Personal concerns that significantly affect academic or clinical performance

Steps in the Support Process

Step 1: Initial Support Meeting

Participants may include:

- Candidate
- Faculty member or initiating program representative

Process: The faculty member or program representative meets with the candidate to discuss the concern and to develop a Professional Growth and Support Plan together.

The plan includes:

- Identification of the area(s) requiring improvement.
- Reflection on the candidate's academic and professional goals.
- Measurable goals and action steps.
- Expected outcomes and timelines.
- Evidence required to demonstrate successful improvement.
- University resources, coaching, mentoring, or other support.
- Dates for follow-up meetings and progress monitoring.

The candidate and faculty members sign the Professional Growth and Support Plan. The candidate receives a copy, and the Certification Officer maintains the official program record.

Step 2: Collaborative Growth Meeting

If the candidate has not made satisfactory progress, or if further concerns arise, the Certification Officer convenes a Collaborative Growth Meeting.

Participants may include:

- Candidate
- Faculty member(s)
- Academic Advisor
- Certification Officer

- Director of Field Experience
- University Field Supervisor (when applicable)
- Department Chair
- Other appropriate University personnel

Process: The team will:

- Review the existing Professional Growth and Support Plan.
- Examine supporting documentation.
- Evaluate progress toward previously established goals.
- Revise or develop an updated growth plan.
- Establish measurable expectations and timelines.
- Identify targeted interventions, coaching, mentoring, or additional support services.
- Schedule a midpoint progress review.
- Determine criteria for gradually reducing support as the candidate demonstrates consistent improvement and professional independence.

This meeting is intended to provide coordinated support while promoting candidate ownership, self-reflection, and continuous professional growth.

Step 3: Midpoint Progress Review

At the scheduled review, the support team evaluates the candidate's progress toward meeting the established goals.

The review includes consideration of:

- Academic growth
- Field experience and clinical practice performance
- Professional dispositions
- Professional conduct
- Evidence of completed action steps
- Effectiveness of interventions and supports
- Need for continued or modified support

A candidate who sustains progress may move to a reduced level of support while continuing to be monitored through the rest of the program.

Step 4: Holistic Program Review

If concerns persist despite earlier intervention, or if significant new concerns arise about the candidate's readiness to continue, the EPP conducts a Holistic Program Review.

Participants may include:

- Candidate
- Education Faculty
- Subject Area Faculty
- Academic Advisor
- Certification Officer
- Director of Field Experience
- Department Chair
- University Field Supervisor (when applicable)
- Other appropriate University personnel

Review Criteria: The committee reviews the candidate's overall performance, including:

- Academic performance
- Field experience and clinical practice performance
- Professional dispositions
- Professional conduct
- Progress toward previous Professional Growth and Support Plan goals
- Compliance with Educator Preparation Program requirements
- Readiness to continue in the program and recommendation for certification

The candidate can reflect, respond to the concerns, submit additional documentation, and present evidence of professional growth.

Following the review, the committee may recommend one or more of the following:

- Continue in the program without additional conditions.
- Continue with an updated Professional Growth and Support Plan.
- Continue with specified conditions and ongoing monitoring.
- Extend the field or clinical experience.
- Repeat coursework or the clinical experience.
- Withdraw from the clinical experience.
- Delay clinical placement or recommendation for certification until program expectations have been met.
- Determine that the candidate is not eligible to continue in the Educator Preparation Program in accordance with University and Educator Preparation Program policies.

Candidates are expected to take part in the review. If a candidate does not choose to, the review proceeds with the documentation available.

Immediate Action for Serious Misconduct

Nothing in this process limits the University's authority to act immediately in cases of serious misconduct. The EPP may bypass the progressive support process and take immediate action where a candidate's conduct puts PK–12 students, school personnel, University personnel, or others at risk, or where it significantly violates federal or state law, University policy, EPP requirements, or the Texas Educators' Code of Ethics.

Immediate action may include removal from a field or clinical placement, referral to University disciplinary procedures, initiation of a Holistic Program Review, denial or delay of a recommendation for certification, dismissal from the Educator Preparation Program, or any other step necessary to protect students and uphold the integrity of the profession.

Process Overview

Stage	Purpose	Participants	Process and Actions	Possible Outcomes
Concern Identified	Identify areas where a candidate may need additional support to meet Educator Preparation Program expectations.	Faculty member, University Field Supervisor, Director of Field Experience, Certification Officer, Academic Advisor, candidate, or other appropriate program representative.	A concern is identified related to academic performance, clinical practice performance, professional dispositions, professional conduct, ethical expectations, or compliance with program requirements.	Candidate may receive informal feedback, or the Professional Growth and Support Process may be initiated.
Step 1: Initial Support Meeting	Provide early intervention and establish a collaborative plan for	Candidate and faculty member or initiating program representative.	• Discuss identified concern(s). • Identify areas requiring improvement. • Reflect on	**Progress Demonstrated:** Candidate continues in the program with ongoing monitoring. **Progress Not**

Stage	Purpose	Participants	Process and Actions	Possible Outcomes
	candidate growth.		professional and academic goals. • Develop a Professional Growth and Support Plan. • Establish measurable goals, action steps, timelines, and evidence of improvement. • Identify university resources and supports. • Schedule follow-up meetings.	**Demonstrated:** Candidate moves to Step 2: Collaborative Growth Meeting.
Step 2: Collaborative Growth Meeting	Provide coordinated support and develop additional interventions when concerns continue.	Candidate, faculty member(s), Academic Advisor, Certification Officer, Director of Field Experience, University Field Supervisor (when applicable), Department Chair, and other appropriate personnel.	• Review the Professional Growth and Support Plan and documentation. • Evaluate progress toward goals. • Revise or develop additional growth expectations. • Establish timelines and benchmarks. • Identify coaching, mentoring, interventions, and resources. • Schedule midpoint progress review.	**A Midpoint Progress Review is scheduled (Step 3). Supports may gradually decrease as the candidate demonstrates independence.**

Stage	Purpose	Participants	Process and Actions	Possible Outcomes
Step 3: Midpoint Progress Review	Evaluate candidate progress and determine the effectiveness of the support plan.	Candidate and Professional Growth and Support Team.	Review: Academic and professional growth. • Clinical practice performance. • Professional dispositions. • Evidence of completed action steps. • Effectiveness of interventions. • Need for continued or modified supports.	**Progress Demonstrated:** Candidate continues toward program completion with appropriate monitoring. **Progress Not Demonstrated:** Candidate moves to Step 4: Holistic Program Review.
Step 4: Holistic Program Review	Determine candidate readiness for continued participation in the Educator Preparation Program.	Candidate, Education Faculty, Subject-Content Faculty, Academic Advisor, Certification Officer, Director of Field Experience, Department Chair, University Field Supervisor, and other appropriate personnel.	• Review overall candidate performance. • Examine academic performance, clinical practice performance, professional dispositions, ethical conduct, and previous growth plans. • Provide candidate opportunity to reflect, respond, and submit supporting documentation. • Determine	Committee may recommend: • Continue in the program without conditions. • Continue with an updated Professional Growth and Support Plan. • Continue with specified conditions and monitoring. • Extend, repeat, or withdraw from the field or clinical experience, or repeat coursework. • Delay clinical placement or certification recommendation. •

Stage	Purpose	Participants	Process and Actions	Possible Outcomes
			readiness to continue in the program.	Determine candidate is not eligible to continue in the EPP.
Immediate Action for Serious Misconduct	Address significant concerns that require immediate intervention.	Educator Preparation Program leadership and appropriate University personnel.	The EPP may bypass the progressive support process when concerns involve risk to PK–12 students, school personnel, University personnel, significant violations of law, University policy, or the Texas Educators' Code of Ethics.	Possible actions include: • Removal from field or clinical placement. • University disciplinary procedures. • Formal review. • Delay or denial of certification recommendation. • Other appropriate action.

The Professional Growth and Support Process is designed to be developmental and supportive while ensuring that all educator candidates demonstrate the knowledge, skills, dispositions, and ethical behaviors required for successful completion of the Educator Preparation Program and recommendation for certification.

Appendix C: TEA Required Trainings Checklist

Required training:

- Texas Behavior Support Initiative (TBSI)
- Youth Suicide Prevention
- Dyslexia: Characteristics, Identification, and Effective Strategies
- Youth Mental Health First Aid
- Google Educator Level 1 (OLLU program requirement)

For each training course, candidates must:

- Upload the certificate of completion to Blackboard.
- Email it to Ms. Castillo, Certification Officer, at mycastillo@ollusa.edu.
- Save a copy of their records.

Note to Candidates

19 TAC §228.57(c) requires educator preparation programs to provide instruction in mental health, substance abuse, and youth suicide; detection and education of students with dyslexia; and digital learning, including a digital literacy evaluation (§228.57(c)(8)), to candidates seeking initial certification in any certification class.

The mental health instruction must include effective strategies for teaching and intervening with students with mental or emotional disorders, including de-escalation techniques and positive behavioral interventions and supports. The resources listed below meet these requirements.

Completion of all required trainings must be documented **before** certification can be recommended. It is the **candidate's responsibility** to provide documentation. Candidates must download each training certificate of completion and (1) include it in their portfolio, (2) submit a copy to Blackboard, and (3) email a copy to the Certification Officer, Ms. Castillo, at mycastillo@ollusa.edu.

Candidates should set up the accounts below with a **personal email address** rather **than** their OLLU email.

Texas Behavior Support Initiative Training

Texas Behavior Support Initiative (TBSI) 26-27 - TIER

Format: Online **Cost:** Free **Time:** 3 Hours Self-Paced Course

Instructions:

- Search TBSI or Texas Behavioral Support Initiative Course.

- Watch for an email with a link from Canvas Catalog, set up password & register.
- Complete all the modules & take the quiz at the end of the modules.
- After completing the training, the candidate receives an email with a link to the certificate. Click View Certificate, download the certificate, and submit it to Ms. Castillo (mycastillo@ollusa.edu) **and** Blackboard.

Description:

The Texas Behavior Support Initiative (TBSI) is a state-level training that meets the requirements mandated by Texas Education Code §37.0021 and Texas Administrative Code §89.1053. TBSI provides foundational knowledge for positive behavior interventions and supports all students, including students with disabilities. While the TBSI training meets legislative requirements related to procedures for restraint and time-out, it also provides a framework for sharing a wide range of foundational-level behavior strategies and prevention-based school-wide, classroom, and individual interventions.

After engaging in this course, learners should be able to do the following:

- Define legal requirements concerning the use of restraint and time-out.
- Describe the benefits of prevention-based strategies such as positive behavioral interventions and supports.
- Identify interventions and supports that can be applied school-wide, in the classroom, and with individual students.

Youth Suicide Prevention Training

http://sptsuniversity.org/login/index.php

Format: Online

Cost: $5

Time: One-Hour Self-Paced Course

Instructions:

- Click on **"Register Here"**
- Create a new account (select role of College/University student).
- Select Making Educators Partners in Youth Suicide Prevention: ACT on FACTS (60 minutes) National Version.

- Complete the entire training.
- Submit course feedback.
- Download the certificate and submit it to Ms. Castillo (mycastillo@ollusa.edu) and Blackboard.

Description:

ACT on FACTS: Making Educators Partners in Youth Suicide Prevention is an updated version of the school-based suicide awareness program Making Educators Partners in Suicide Prevention. ACT on FACTS is a one-hour online interactive training program, designed in a series of modules. It addresses the critical but limited responsibilities of educators in the process of identification and referral of potentially suicidal youth. Using role-plays, the training embraces school culture and presents real-life scenarios for youth suicide prevention methods. Survivors of suicide loss share their personal stories, while many mental health experts give detailed accounts regarding at-risk populations, warning signs, risk factors, and what the referral process means for educators, counselors, and members of the school community.

Dyslexia: Characteristics, Identification, and Effective Strategies

TEA Dyslexia 2026-2027 - Dyslexia

Format: Online **Cost:** Free **Time:** 3-6 Hour Self-Paced Course

Instructions:

- Click on the blue "Enroll" box and fill out the necessary registration information, including the candidate's TEA ID number.
- For "District/Charter" check the box for "I don't have one", for "Campus" check the box for "I don't have one", for "Current Assignment/Role" choose "Certification Program Candidate".
- Click the blue "register" box at the bottom.
- Complete all the modules & take the quiz at the end of the modules (if provided).
- After completing the training, the candidate receives an email with a link to the certificate. Click View Certificate, download the certificate, and submit it to Ms. Castillo (mycastillo@ollusa.edu) **and** Blackboard.

Description:

This course is designed for all school and district staff members across the state who serve students in kindergarten through grade 12. The purpose is to empower educators to serve and advocate for students with or at-risk for dyslexia.

Youth Mental Health First Aid Training

Format: Virtual (Zoom)

Dates and Times: Announced by email each semester. Each session is limited to 30 participants, and seats fill quickly; contact Ms. Castillo, Certification Officer, to reserve a seat.

Cost: Free Time: 5 hours of live online instruction

Instructions: Registration information will be emailed before each training date.

Additional training opportunities are available at regional education service centers. Candidates in the San Antonio area can find training dates at Region 20.

Description:

Youth Mental Health First Aid (YMHFA) teaches participants how to identify, understand, and respond to signs of mental health and substance use challenges among children and adolescents ages 12–18. Participants who complete the course are certified as Youth Mental Health First Aiders. The training includes risk factors and warning signs of mental health problems; information on depression, anxiety, trauma, psychosis, and addiction disorders; a 5-step action plan to help someone developing a mental health problem or in crisis; and where to turn for help – professional, peer, and self-help resources. YMHFA teaches about recovery and resiliency – the belief that individuals experiencing these challenges can and do get better and use their strengths to stay well.

Google Educator Level 1 Training

Google Educator Level 1 is an OLLU program requirement that meets the digital learning instruction required by 19 TAC §228.57(c)(8), which must align with the International Society for Technology in Education (ISTE) standards.

Instructions:

- Go to Google for Education: Educator Resources & Technology Training
- Complete Google's Fundamentals Training (Google Educator Level 1) and download the certificate of completion.

- Email the Google certificate to Ms. Castillo, Certification Officer, mycastillo@ollusa.edu.

Appendix D: Applying for Certification in TEAL and ECOS

Instructions for Applying for a Standard or Enhanced Standard Certificate in TEAL

- Log in to TEAL with the candidate's username and password.
- Click on the word "Educator" under the Applications tab.
- The candidate's profile page in ECOS, which contains all demographic information, now appears. Review the information carefully for accuracy, paying special attention to name, Social Security number, and mailing and email addresses. If the candidate's name has changed, this page explains how to change it with TEA. Update the email address and phone number on this page; the testing vendor pulls profile information from it. Use a personal email address rather than a work email, because TEA corresponds with candidates by email.
- Click on "Continue"
- In the menu on the left, click on "Applications"; then click on "Standard Certificate Texas Program" or "Enhanced Standard Certificate Texas Program." **Candidates who are not sure which to select should contact the Certification Officer before continuing.**
- Read the requirements for applying for the certificate and click on "Apply for Certificate."
- Review the "Applicant's Affidavit" and "sign" by checking the **Yes** box.
- At the bottom of the page, there are two questions that must be answered accurately.
  - Have you ever been the subject of an arrest that has resulted in deferred adjudication, probation or a conviction? YES NO
  - Have you ever had a teaching certificate revoked, denied, suspended or subject to any sanctions in Texas or any other state? YES NO
- Click on the dropdown box at the bottom right and select Our Lady of the Lake University as the Entity and select the correct route (Standard or Enhanced Standard Certificate). Candidates who are not sure which to select should contact the Certification Officer before continuing.

- Type the content area(s) of the certificate in Subject applying for (for example, Core Subjects with Science of Teaching Reading: EC–6; Mathematics: Grades 7–12; English as a Second Language Supplemental).
- Check the mailing address for accuracy, then check the last box to verify the mailing address.
- After checking the form for accuracy, click on "Apply."
- The resulting page is a confirmation of the correct Entity. If the incorrect Entity was selected, click on "Re-Select." If the Entity is correct, click on "Continue."
- The following windows lead to payment for the certificate. Payment is made electronically on the TEA website.
- Candidates can follow the progress of their certificate by logging in to their Educator Profile on the TEA website. When the certificate is granted, it will be available for viewing on the Virtual Certificate site. All public schools have access to this information. No paper certificates are provided by the TEA.
- If the certificate has not been issued after five business days, the candidate should first contact the Certification Officer to verify that the EPP has recommended the candidate for the certificate. The certificate will not be issued without the EPP's recommendation. If the EPP confirms the recommendation and the certificate still does not appear, the candidate should submit a Help Desk ticket to TEA.
- **Fingerprinting: After the candidate submits the application and pays the fingerprinting fee, IdentoGO sends an email to schedule the appointment. A valid photo ID is required at the appointment. The certificate cannot be issued until TEA receives the fingerprint results, usually 5–7 business days after the appointment.**

  Additional details about fingerprinting are available at the Do Not Hire Registry and Fingerprinting in Schools (TEA). *(Source: TEAL and ECOS Access Instructions for Educators)*

Certification Applications and Status FAQs

How does a candidate apply for certification?

Log in to TEAL to access the educator account, click View My Educator Certification Account to access ECOS, complete the appropriate online application, and pay the fee.

How does a candidate check the status of a certificate?

Log in to TEAL to access the educator account, click View My Educator Certification

Account to access ECOS.

- Candidates in a Texas-approved educator preparation program (EPP) should go to Application/Fee Status to confirm that their status has changed from Applied to Recommended. If the status is not "Recommended," the candidate should contact the Certification Officer to determine when the EPP will submit the online recommendation for certification to TEA.
- Educators certified outside of Texas should go to "View Certificates" to see whether the certificate has been issued before contacting the Division of Educator Certification.
- Certified teachers applying to add a new classroom certificate area should go to "View Certificates" to see whether the certificate has been issued before contacting the Division of Educator Certification.

How does a candidate print a copy of a Texas certificate?

Log in to TEAL to access the educator account, click View My Educator Certification Account to access ECOS, and print the certificate from the View Certificates tab. Microsoft Edge is required to view and print the certificate correctly.

Does a Texas certificate have a certificate number?

TEA does not issue numbers for educator certificates. Educator records in the Educator Certification Online System (ECOS) are based on the educator's TEA ID number and Social Security number, if the educator has one. If an employer or other entity requests a certificate number, the candidate should contact that entity about its requirements.

(Source: Certification Applications and Status | Texas Education Agency)

Fingerprinting

How does a candidate enrolled in a Texas educator preparation program complete fingerprinting?

To initiate the fingerprinting process, the candidate must first apply for certification in ECOS. After consulting with the EPP, the candidate submits the application for certification and pays the required fingerprinting fee. Once the fingerprinting payment has been submitted, the candidate receives an email from MorphoTrust/IdentoGO about scheduling an appointment.

(Source: How do I complete fingerprinting if I am enrolled in a Texas educator preparation program? – Welcome to the TEA Help Desk!)

Additional Resources

Educator Candidate / Test-Taker Information | Texas Education Agency Educator Certification Online System | Texas Education Agency

Appendix E: Key Terms Glossary

Definitions are adapted from 19 TAC Chapter 228. References to "this title" mean Title 19, Texas Administrative Code, and references to "this chapter" mean 19 TAC Chapter 228.

The following words and terms, drawn from 19 TAC §227.5 and §228.2, have the following meanings when used in this handbook, unless the context clearly indicates otherwise.

Academic year--If not referring to the academic year of a particular public, private, or charter school or institution of higher education (IHE), September 1 through August 31.

Accredited institution of higher education--An institution of higher education that, at the time it conferred the degree, was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board.

Alternative certification program--An approved educator preparation program, delivered by entities described in §228.25 of this title (relating to Governance of Educator Preparation Programs), specifically designed as an alternative to a traditional undergraduate certification program, for individuals already holding at least a bachelor's degree from an accredited institution of higher education.

Analysis--examining teaching and/or instructional resources (e.g., student work samples, a video of teaching practices) to recognize key teaching practices enacted in a variety of ways, build understanding of the practice through repeated review, develop a shared vision for a teacher practice, and compare their own practice for improvement.

Applicant--An individual seeking admission to an educator preparation program for any class of certificate.

Assignment start date--For an internship, clinical teaching, or residency, the first day of instruction with students. For a nonteacher practicum experience, the first day of the window in which the candidate is authorized by the EPP to begin the practicum experience.

Authentic school setting--For the purpose of field-based experiences, during the school day and the school year and including summer school; not to include professional development, extracurricular activities, workdays when students are not present, and before- or after-school childcare or tutoring.

Benchmarks--Reference points throughout the preparation process where candidates are assessed for progress toward completing EPP requirements (e.g., admission, passing a specific course or courses, passing a certification exam, completing preservice requirements).

Campus supervisor--A school administrator or designee responsible for the annual performance appraisal of an intern or a candidate pursuing a residency certificate.

Candidate--An individual who has been formally or contingently admitted to an educator preparation program; also referred to as an enrollee or participant.

Candidate coach--A person as defined in §228.39(b)(1)-(3) of this title (relating to Intensive Pre-Service) who participates in a minimum of four observation/feedback coaching cycles provided by program supervisors, completes a Texas Education Agency (TEA)-approved observation training or has completed a minimum of 150 hours of observation/feedback training, and has current certification in the class in which supervision is provided.

Certification category--A certificate type within a certification class, as described in Chapter 233 of this title (relating to Categories of Classroom Teaching Certificates).

Certification class--A certificate, as described in §230.33 of this title (relating to Classes of Certificates), that has defined characteristics; may contain one or more certification categories.

Classroom teacher--An educator who is employed by a school or district and who, not less than an average of four hours each day, teaches in an academic instructional setting or a career and technical instructional setting. This term does not include an educational aide, a full-time administrator, or a substitute teacher.

Clinical experience--A supervised educator assignment through an EPP at a public school accredited by the TEA or other school approved by the TEA for this purpose where candidates demonstrate proficiency in the standards for the certificate sought and that may lead to completion of a standard certificate. Clinical experience includes clinical teaching, internship, practicum, and residency.

Clinical teaching--A supervised teacher assignment through an EPP in the classroom of a cooperating teacher at a public school accredited by the TEA or other school approved by the TEA for this purpose that may lead to completion of a standard certificate; also referred to as student teaching.

Clock-hours--The actual number of hours of coursework or training provided; for purposes of calculating the training and coursework required by this chapter, one semester credit hour at an accredited IHE is equivalent to 15 clock-hours. Clock-hours of field-based experiences, clinical teaching, internship, residency, and practicum are actual hours spent in the required educational activities and experiences.

Completer--A person who has met all the requirements of an approved EPP; also referred to as finisher. In applying this definition, the fact that a person has or has not been recommended for

a standard certificate or passed a certification examination shall not be used as criteria for determining who is a completer.

Content certification examination--A standardized test or assessment required by statute or State Board for Educator Certification rule that governs an individual's admission to an educator preparation program.

Content pedagogy examination--A standardized test or assessment required by statute or State Board for Educator Certification rule that governs an individual's certification as an educator.

Contingency admission-- Conditional admission to an educator preparation program when an applicant meets all admission requirements specified in §227.10 of this title (relating to Admission Criteria) except graduation and degree conferred from an accredited institution of higher education.

Cooperating teacher--For a clinical teacher candidate, an educator who is collaboratively assigned by the EPP and campus administrator who supports the candidate during the clinical teaching experience.

Co-teaching--A practice in which two or more teachers share instructional responsibility for a single group of students to address specific content and related learning objectives through a variety of approaches that best support the students' learning needs.

Educator--An individual who is required to hold a certificate issued under TEC, Chapter 21, Subchapter B.

Educator preparation program--An entity that must be approved by the State Board for Educator Certification to recommend candidates in one or more classes of certificates.

Enactments--Opportunities to engage teacher candidates in sheltered/protected practice to develop a skill through such examples as doing student work, role playing student interactions, coached lesson rehearsals, and peer run throughs of a proposed lesson. Candidates should have the opportunity to receive feedback on current practice and integrate feedback into future practices.

Enhanced standard certificate--A type of certificate issued to an individual who has met all requirements as specified in §230.39(b) of this title (relating to Enhanced Standard Certificates) under the teacher class of certificates.

Entity--The individual, corporation, partnership, IHE, public school or school district that is approved to deliver an EPP.

Extracurricular activities--Activities sponsored by the University Interscholastic League (UIL), the school district board of trustees, or an organization sanctioned by resolution of the board of trustees as specified in Chapter 76, Subchapter AA, of Part 2 of this title (relating to Commissioner's Rules).

Field-based experiences--Introductory experiences for a classroom teacher certification candidate, incorporated with preparation coursework that involve, at the minimum, reflective observation of and interaction with Early Childhood-Grade 12 students, teachers, and faculty/staff members engaging in educational activities in an authentic school setting.

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

Formal admission-- Admission to an educator preparation program when an applicant meets all admission requirements specified in §227.10 of this title (relating to Admission Criteria).

Good standing-- A candidate is in good standing when they are currently enrolled; are meeting all academic requirements of the program (see Table 2, Academic Standing by Pathway); are meeting all administrative requirements, such as completing background checks, keeping required documentation current, and maintaining continuous enrollment where required; are complying with applicable state requirements, including the Educators' Code of Ethics (19 TAC Chapter 247); and are not subject to any disciplinary action that would prevent their participation in program activities, funding, or assessments.

Head Start Program--The federal program established under the Head Start Act (42 United States Code (USC), §9801 et seq.) and its subsequent amendments.

Host teacher--For a teacher resident candidate, an educator who is jointly assigned by the EPP and the campus administrator who supports the candidate through co-teaching and coaching during their teacher residency field placement.

Incoming class--Individuals contingently or formally admitted between September 1 and August 31 of each year by an educator preparation program.

Initial certification--The first Texas certificate in a class of certificate issued to an individual based on participation in an approved EPP.

Intensive pre-service--An educator assignment supervised by an EPP accredited and approved by the SBEC prior to a candidate meeting the requirements for issuance of intern and probationary certificates.

Intern certificate--A type of certificate as specified in §230.36 of this title (relating to Intern Certificates) that is issued to a candidate who has passed all required content pedagogy

certification examinations and is completing requirements for initial certification through an approved EPP.

Internship--A paid supervised classroom teacher assignment for one full school year at a public school accredited by the TEA or other school approved by the TEA for this purpose that may lead to completion of a standard certificate.

Late hire--An individual who is both accepted into an EPP after the 45th day before the first day of instruction and hired for a teaching assignment by a school after the 45th day before the first day of instruction or after the school's academic year has begun.

Legacy Chapter 228 rules--The version of State Board for Educator Certification rules in Chapter 228 that were in effect on August 31, 2024.

Long-term substitute--An individual that has served in place of a teacher of record in a classroom for at least 30 consecutive days; also referred to as a permanent substitute.

Mentor--For an internship candidate, an educator who is employed as a classroom teacher on the candidate's campus and who is assigned to support the candidate during the internship experience.

Pedagogy--The art and science of teaching that incorporates instructional methods that are developed from scientifically based research.

Performance task--An assessment in which the teacher candidate applies learning and demonstrates a discrete set of skills, resulting in a tangible product or performance that serves as evidence of learning. The assessment must be evaluated using a standard rubric or set of criteria and must not include multiple-choice questions.

Post-baccalaureate program--An educator preparation program, delivered by an accredited institution of higher education and approved by the State Board for Educator Certification to recommend candidates for certification, that is designed for individuals who already hold at least a bachelor's degree from an accredited institution of higher education and are seeking an additional degree.

Practicum-A supervised educator assignment at a public school accredited by the TEA or other school approved by the TEA for this purpose that is in a school setting in the particular class for which a certificate in a class other than classroom teacher is sought.

Probationary certificate--A type of certificate as specified in §230.37 of this title (relating to Probationary Certificates) that is issued to a candidate who has passed all required certification examinations and is completing requirements for certification through an approved EPP.

Representations--Artifacts and illustrations of instruction used to help teacher candidates see and analyze strong teaching practices. Representations expose teacher candidates to and build understanding of specific criteria of effective teacher practices, as well as deepen their content knowledge for teaching. May include teacher educator modeling, student work, videos and transcripts.

Residency--A supervised educator assignment for an entire school year through a partnership between an EPP and a public school accredited by the TEA or other school approved by the TEA for this purpose that may lead to completion of an enhanced standard certificate.

School day--Actual school attendance days during the regular academic school year, including a partial day or extended day that students attend school for instructional purposes as adopted by the district or governing body of the school, excluding weekends, holidays, summer school, etc.

School year--The period of time starting with the first instructional day for students through the last instructional day for students as identified on the calendar of the campus or district for the school year in which the candidate is completing the clinical experience.

Semester credit hour--One semester credit hour is equal to 15 clock-hours at an accredited institution of higher education.

Site supervisor--For a practicum candidate, an educator who is assigned collaboratively by the campus or district administrator and the EPP and who supports the candidate during the practicum experience.

Standard certificate--A type of certificate issued to an individual who has met all requirements for a given class of certification, as specified in §230.33 of this title.

Students with disabilities--A student who is eligible to participate in a school district's special education program under Texas Education Code, §29.003, is covered by Section 504, Rehabilitation Act of 1973 (29 USC Section 794), or is covered by the Individuals with Disabilities Education Act (20 USC Section 1400 et seq.).

Substitute teacher--An individual who serves in place of a teacher of record in a classroom in an accredited public or private school.

Teacher of record--An educator who is employed by a school or district and who teaches in an academic instructional setting or a career and technical instructional setting not less than an average of four hours each day and is responsible for evaluating student achievement and assigning grades.

Texas Education Agency staff--Staff of the TEA assigned by the commissioner of education to perform the SBEC's administrative functions and services.

Texas Essential Knowledge and Skills (TEKS)--The Kindergarten-Grade 12 state curriculum in Texas adopted by the State Board of Education and used as the foundation of all state certification examinations.

Undergraduate degree--A bachelor's degree earned from and conferred by an accredited institution of higher education.

Appendix F: Required Prerequisite Courses (Undergraduate TEACH)

All TEACH applicants must have completed 60 hours toward the selected degree plan (19 TAC §227.10(a)(3)(A)(ii)), including the following courses:

Category	Courses	Title	Hours
Foundation Courses (24 semester hours)	EDUC 1321	Introduction to the Teaching Profession	3
	EDUC 2310	Diversity	3
	EDUC 4330	Human Development and Student Learning	3
	EDUC 4345	Foundations of Literacy Development and Instruction	3
	EDUC 4363	Foundations of Language Development and Acquisition	3
	EDUC 4365	Curriculum, Instructional Design, and Delivery	3
	EDUC 4372	Creative Pedagogies: Integrating Play, Arts, and Movement in EC–6 Learning	3
	SPED 2338	Survey of Exceptionalities	3
General Education (40–41 semester hours)	—	Applications of Learning	3
	—	English Composition I and II	6
	—	U.S. History I	3
	—	College Algebra or Quantitative Reasoning	3–4
	—	Natural Science with Lab	4
	—	Fine Arts	3

Category	Courses	Title	Hours
	—	Texas Government	3
	—	Oral Communication	3
	—	Literature	3
	—	Theological Studies	3
	—	Philosophy	3
	—	Foreign Language and/or Multicultural Understanding	3
Elementary: EC–6 Certifications			
Elementary Education, EC–6 Certification, B.S. **(15 semester hours)** Includes all Foundation Courses (24 semester hours) plus the courses below. *Candidates must complete a minimum of 12 semester hours from the courses listed before applying for admission. Candidates should consult their advisor to map out their degree plan and ensure timely completion.*		***Additional EC–6 Core Courses***	
	EDUC 5343	Methods of Teaching Mathematics	3
	EDUC 5355	Methods of Teaching Science	3
	EDUC 5372	Methods of Teaching Social Studies	3
		Elective Courses	
	EDUC or SPED electives	Additional EDUC or SPED courses	6
Elementary Education, EC–6 Bilingual Certification, B.S.		***Additional EC–6 Core Courses***	
	EDUC 5343	Methods of Teaching Mathematics	3

Category	Courses	Title	Hours
(24–38 semester hours) Includes all Foundation Courses (24 semester hours) plus the courses below. *Candidates must complete a minimum of 12 semester hours from the courses listed before applying for admission. Candidates should consult their advisor to map out their degree plan and ensure timely completion.*	EDUC 5355	Methods of Teaching Science	3
	EDUC 5372	Methods of Teaching Social Studies	3
		Bilingual Specialization Courses (15–29 semester hours)	
	SPAN 1411 or SPAN 2342	Elementary Spanish I or Spanish for Heritage Language Speakers I	3–4
	SPAN 1412	Elementary Spanish II	4
	SPAN 2311	Intermediate Spanish I	3
	SPAN 2312	Intermediate Spanish II	3
	Note: Credit for SPAN 1411, 1412, 2311, and/or 2312 may be earned through Advanced Placement (AP), CLEP, or OLLU credit by exam.		
	SPAN 3301	Advanced Spanish Grammar, Reading and Composition	3
	SPAN 3302	Advanced Spanish Grammar, Reading and Composition II	3
	EDUC 3320	Foundations and Policy of Bilingual Education	3
	EDUC 4340	Biliteracy Development and Instruction in Spanish and English	3
	EDUC 4364	Methods and Assessment for Teaching Emergent Bilingual Students	3
	Note: With advisor approval, students may take some General Education courses in summer school during years one and two to reduce their course load during the school year.		
Elementary Education,		***Additional EC–6 Core Courses***	

Category	Courses	Title	Hours
EC–6 ESL Certification, B.S. **(15 semester hours)** Includes all Foundation Courses (24 semester hours) plus the courses below. *Candidates must complete a minimum of 12 semester hours from the courses listed before applying for admission. Candidates should consult their advisor to map out their degree plan and ensure timely completion.*	EDUC 5343	Methods of Teaching Mathematics	3
	EDUC 5355	Methods of Teaching Science	3
	EDUC 5372	Methods of Teaching Social Studies	3
		ESL Specialization Courses	
	EDUC 3310	Foundations of English as a Second Language Education	3
	EDUC 4364	Methods and Assessment for Teaching Emergent Bilingual Students	3
Elementary Education, EC–6 Certification, Special Education, B.S. **(21 semester hours)** Includes all Foundation Courses (24 semester hours) plus the courses below. *Candidates must complete a minimum of 12 semester hours from the courses listed before applying for admission. Candidates should consult their advisor to map out their degree plan and ensure timely completion.*		***Additional EC–6 Core Courses***	
	EDUC 5343	Methods of Teaching Mathematics	3
	EDUC 5355	Methods of Teaching Science	3
	EDUC 5372	Methods of Teaching Social Studies	3
		Special Education Specialization	
	SPED 4324	Transition Planning through Functional and Community-Based Skills	3
	SPED 4351	Behavior Instruction and Intervention	3
	SPED 4373	Academic Assessment and Interventions for Students with Disabilities	3
	SPED 5343	Special Education Law and Policy	3

Category	Courses	Title	Hours
All-Level: EC–12 Certifications			
Art: All-Level Teacher Certification, B.A. **(42 semester hours)** *Candidates must complete a minimum of 12 semester hours from the courses listed before applying for admission. Candidates should consult their advisor to map out their degree plan and ensure timely completion.*		***Required Art Courses***	
	ARTS 1361	Art Appreciation	3
	ARTS 2310	Design I: 2D	3
	ARTS 2330	Design III: 3D	3
	ARTS 2370	Design II: Color Theory	3
	ARTS 3300	Drawing I	3
	ARTS 3310	Digital Imaging I	3
	ARTS 3320	Ceramics I	3
	ARTS 3322	Painting I	3
	ARTS 3331 or ARTS 3351	Sculpture I or Printmaking I	3
	ARTS 3355	Digital Photography I	3
	ARTS 3361	Mexican American Visual Art	3
	ARTS 3383	Teaching Art	3
		One of the Following	3
	ARTS 2361	Global Perspectives in Art History	
	ARTS 5318	Afrika: The 3rd Root of Mexican Art	
	ARTS 5325	Art of the Ancient Americas in Mexico and Texas	

Category	Courses	Title	Hours
		One of the Following	3
	ARTS 5325	Art of the Ancient Americas in Mexico and Texas	
	ARTS 5350	Art of the Chicanx Civil Rights Movement	
	ARTS 5360	Womxn, Gender and Social Change in Art	
	ARTS 5361	Contemporary Art History	
		Note: ARTS 5325 may be used to satisfy only one of the two "One of the Following" groups.	
Kinesiology: All-Level PE Teacher Certification, B.S. **(33 semester hours)** *Candidates must complete a minimum of 12 semester hours from the courses listed before applying for admission. Candidates should consult their advisor to map out their degree plan and ensure timely completion.*		***Required Courses in Major***	
	KINE 1310	Foundations of Kinesiology	3
	KINE 2310	Wellness Lifestyle	3
	KINE 2320	Basic Nutrition	3
	KINE 3340	Adapted Physical Activity	3
	KINE 3351	Teaching Health and Physical Education	3
	KINE 3352	Teaching Secondary Physical Education	3
	KINE 3360	Exercise Physiology	3
	KINE 3365	Motor Development	3
	KINE 3374	Prevention and Care of Athletic Injuries	3
	KINE 3377	Biomechanics	3

Category	Courses	Title	Hours
	KINE 4301	Fitness Testing and Measurement	3
Music, All-Level Certification, B.A. (teach-out; currently enrolled candidates only) **(39 semester hours)** *Candidates must complete a minimum of 12 semester hours from the courses listed before applying for admission. Candidates should consult their advisor to map out their degree plan and ensure timely completion.*		***Required Music Courses***	
	MUSI 1216	Sight-singing and Ear Training I	2
	MUSI 1218	Introduction to Piano	2
	MUSI 1220	Music Fundamentals	2
	MUSI 1221	Music Theory I	2
	MUSI 1227	Keyboard Harmony I	2
	MUSI 2230	Fundamentals of Conducting	2
	MUSI 2331	Music Appreciation	3
	MUSI 2338	Exploring World Music	3
	MUSI 3117	Public Musicology I	1
	MUSI 3118	Public Musicology II	1
	MUSI 3211	Private Instruction in Music	2
	MUSI 3212	Private Instruction in Music: Junior Recital	2
	MUSI 3341	Music Education Pedagogy	3
	MUSI 4316	Advanced Conducting	3
	MUSI 1211 or MUSI 1281	Private Instruction in Music or Music Lessons: Applied Music Class	2
		Ensembles (choose 4 hours; may be repeated for credit)	4

Category	Courses	Title	Hours
	MUSI 1151	University Choir	
	MUSI 1170	OLLU Band	
	MUSI 2135	Mariachi de los Santos	
	MUSI 2151	University Choir	
	MUSI 2170	OLLU Band	
	MUSI 3151	University Choir	
	MUSI 3155	OLLU Orchestra	
	MUSI 3156	OLLU Orchestra	
	MUSI 3170	OLLU Band	
	MUSI 4151	University Choir	
	MUSI 4172	OLLU Band	
		Instrumental Methods (choose 3)	3
	MUSI 3181	Brass Methods	
	MUSI 3182	Percussion Methods	
	MUSI 3183	String Methods	
	MUSI 3184	Woodwinds Methods	
	MUSI 3185	Mariachi Methods	
Secondary: Grades 7–12 Certifications			

Category	Courses	Title	Hours
Biology for Grades 7–12 Life Science Certification, B.A. **(52 semester hours)** *Candidates must complete a minimum of 15 semester hours from the courses listed before applying for admission. Candidates should consult their advisor to map out their degree plan and ensure timely completion.*		***Major Courses Required***	
	BIOL 1401	General Biology I	4
	BIOL 1402	General Biology II	4
	BIOL 2430	Molecular Cellular Biology	4
	BIOL 2455	General Ecology	4
	BIOL 4481 or BIOL 5401	Research and Writing or Research in Biology	4
	BIOL electives	Additional BIOL courses (12 hours must be advanced)	16
		Other Course Requirements	
	CHEM 1401	General Chemistry I	4
	CHEM 1402	General Chemistry II	4
	CHEM 2411	Organic Chemistry I	4
	CHEM 2412	Organic Chemistry II	4
English for Grades 7–12 English Language Arts Certification, B.A. **(24 semester hours)** *Candidates must complete a minimum of 12 semester hours from the courses listed before applying for admission. Candidates should consult their advisor to map out their degree plan and ensure*		***Required Courses in Major***	
	ENGL 3311 or ENGL 3312	Creative Writing or Advanced Written Communication	3
	ENGL 3356 or ENGL 3366	British Literature I or Literature of the Americas I	3
	ENGL 3357 or ENGL 3367	British Literature II or Literature of the Americas II	3
	ENGL 4350	Teaching English/Language Arts	3

Category	Courses	Title	Hours
timely completion.	ENGL 5382, ENGL 3312, or ENGL 3314	Language and Society, Advanced Written Communication, or Professional and Technical Writing	3
		Note: ENGL 3312 may be used to satisfy only one requirement.	
	Advanced ENGL electives	Two additional advanced English courses	6
		One of the Following	3
	ENGL 3321	Poetry	
	ENGL 3322	Dramatic Literature	
	ENGL 3323	Prose Fiction	
	ENGL 3325	Fiction and Film	
History, Grades 7–12 Social Studies Certification, B.A. (teach-out; currently enrolled candidates only) **(43 semester hours)** *Candidates must complete a minimum of 12 semester hours from the courses listed before applying for admission. Candidates should consult their advisor to map out their degree plan and ensure timely completion.*		***Required Courses in Major***	
	BIOL 1409	Environmental Science and Sustainability I	4
	ECON 2301	Principles of Economics I	3
	HIST 1301	United States to 1865	3
	HIST 1302	United States Since 1865	3
	HIST 1358	Global Encounters and Empire	3
	HIST 3300	Digital and Public Scholarship	3
	HIST 3318	Power and Protest in United States History	3
	HIST 3324	History of Texas	3

Category	Courses	Title	Hours
	HIST 5380	Historical Research, Curriculum Design, and Assessment	3
	POLS 1301	U.S. Government and Politics	3
	THSA 1310	Introduction to Spirituality and Providence	3
		Global Patterns and Comparisons (select three)	
	HIST 3315	Borderlands, Migration and Diasporas	9
	HIST 3316	Empires, Trade, and Technology	
	HIST 3317	Human-Environment Interactions	
	HIST 3319	Revolutions and Social Change	
Mathematics (Grades 7–12) **(36 semester hours)** *Candidates must complete a minimum of 15 semester hours from the courses listed before applying for admission. Candidates should consult their advisor to map out their degree plan and ensure timely completion.*	MATH 1304	College Algebra	3
	MATH 1411	Precalculus	4
	MATH 2303	Probability and Statistics	3
	MATH 2412	Calculus I	4
	MATH 2413	Calculus II	4
	MATH 3310	Foundations for Advanced Mathematics	3
	MATH 3322	Linear Algebra	3
	MATH 3341	Geometry	3
	MATH 3363	Problem Solving	3
	MATH 4321	Modern Algebra	3

Category	Courses	Title	Hours
	MATH 4362	Topics in Discrete Mathematics	3

In addition to completing the general education and education coursework listed above, candidates are responsible for completing all content-area coursework required for their intended certification pathway. Students are encouraged to work closely with their academic advisor to ensure timely completion of all certification-specific course requirements.

Appendix G: TEACH Admission Requirements and Checklist (Undergraduate TEACH)

All items must be submitted on Blackboard (in the TEACH organization) unless otherwise stated.

The TEACH program requirements can be found on Blackboard, under "My Organizations—TEACH." Essential documents are on the OLLU webpage under Texas Educator Certification Information.

Requirement	Description	Notes
TEACH Info Session	All applicants are expected to attend the TEACH Information Session offered in both the fall and spring semesters.	
TEACH Application	Completed application form with TEA ID #.	TEA ID #: _____
Degree Audit	Submit current degree audit. Candidates must have **60 credit hours, a** minimum **cumulative GPA of 2.75,** and completion of all **foundation courses** with a grade of C or better (see Appendix F). 19 TAC §227.10(a)(3)(A)(ii)	
Demonstrate basic skills	Applicants must demonstrate basic skills in reading, written communication, and mathematics by meeting the requirements of the Texas Success Initiative (TSI), as established by the Texas Higher Education Coordinating Board (THECB) in Title 19, Texas Administrative Code (TAC), Part 1, Chapter 4, Subchapter C, including one of the requirements in 19 TAC §4.54 (relating to Exemptions, Exceptions, and Waivers). [19 TAC §227.10(a)(6)] The program verifies this requirement through placement test scores or a review of college transcripts for satisfactory completion of college-level coursework, in accordance with the exemptions in 19 TAC §4.54. Applicants may meet the requirement in one of two ways:	

Requirement	Description	Notes
	1. TSIA2 Minimum Passing Standards ▪ Mathematics: a score of 950 or higher, or a score below 950 with a Diagnostic Level of 6 ▪ English Language Arts and Reading (ELAR): a score of 945 or higher on the multiple-choice section with an essay score of 5–8, or a score below 945 with a Diagnostic Level of 5 or 6 and an essay score of 5–8 2. Accepted Coursework ▪ Complete one course from each of the following subject areas with a grade of C or better: • History • Political Science • English • Mathematics • Communication	
International Applicants/TOEFL iBT	Applicants who did not complete an undergraduate or graduate degree at an accredited U.S. institution of higher education must submit TOEFL iBT scores that fall within the High-Intermediate (B2) level in each section, per 19 TAC §230.11(b)(5)(A–D): • Exams taken **before** January 21, 2026: ○ Reading 18–23; ○ Listening 17–21; ○ Speaking 20–24; ○ Writing 17–23 • Exams taken **on or after** January 21, 2026: ○ Reading 4; ○ Listening 4; ○ Speaking 4; ○ Writing 4 Scores must meet at least the minimum of the B2 range in	

Requirement	Description	Notes
	every section.	
Philosophy of Education	A typed statement of the applicant's philosophy of education that represents the applicant's best writing. Refer to the rubric provided.	
Résumé	A personal resume that documents examples of the applicant's teaching experience and/or time spent working with children, such as scholarships or awards, work history, outstanding projects in courses, or activities that display evidence relating to the applicant's interaction with and teaching of children and others. Refer to the rubric provided.	
Interview	To be considered for admission, applicants attend an interview with Education Department faculty and must achieve a score within the designated range on the scoring rubric. The interview gives applicants a chance to demonstrate their potential and gives faculty an opportunity to learn more about each applicant. Applicants who pass the interview proceed in the admission process.	
TEA Fees	Pay associated TEA fees at https://marketplace.ollusa.edu/TEACHapp	
Driver's License/ID	Provide a copy of a valid driver's license or state ID	
FERPA	Signed FERPA Consent to Release Agreement (digital signature required)	
Criminal History Policy Acknowledgment Form	Signed OLLU Criminal History Policy Acknowledgment form (digital signature required)	
OLLU Exit Policy for Certification Programs	Signed acknowledgment of the OLLU Exit Policy for Certification Programs (signature required), as required by 19 TAC §228.31(b)	

Requirement	Description	Notes
Texas Code of Ethics	Signed Texas Educators' Code of Ethics (digital signature required)	
Risk Assessment Form	Signed OLLU Risk Assessment Form (digital signature required) – valid for five years	
45-minute Writing Sample	Applicants will work with the Certification Officer on a 45-minute timed writing prompt for this assignment.	
Two Faculty Recommendations	Submit the names of two current OLLU faculty members. The Faculty Recommendation Forms will be submitted directly to the Certification Officer by the faculty.	
Transcript Request Form	Complete and sign "Transcript Request Form." Do not submit it to the Registrar's Office.	

Appendix H: Graduate (MAT and MEd) Admission Requirements and Checklist

Application Deadlines: November 15 (Spring start) | April 15 (Summer start) | June 15 (Fall start)

Requirement	Description	Notes
Graduate Application	Completed OLLU graduate application at myapp.ollusa.edu/apply (no application fee).	
EPP Application	Completed application to the Educator Preparation Program, including TEA ID #.	TEA ID #: _____
Official Transcripts and GPA	Official transcripts from all regionally accredited institutions attended, including the institution where the bachelor's degree was conferred. Applicants must meet **both** of the following GPA requirements: ▪ **Program requirement:** minimum cumulative GPA of 2.75 on undergraduate work attempted for the baccalaureate degree. §227.10(a)(3) ▪ **University requirement:** minimum GPA of 3.0 for the last 60 semester hours. Non-U.S. degrees must be equivalent to a four-year U.S. bachelor's degree.	
Content Hours (MAT only)	**12 semester credit hours** in the certification subject area, or **15 semester credit hours** for Mathematics or Science certification in Grades 4–8, 6–12, or 7–12. §227.10(a)(4)	
Pre-Admission Content Test (PACT) (MAT only)	Required if the applicant has a GPA below 2.50 or insufficient content hours. Applicants must take and pass the TX PACT for their certification area before admission.	If applicable

Requirement	Description	Notes
Teacher Certification (MEd only)	Applicants must hold a valid classroom teaching certificate.	Certificate #: _____
Teacher Service Record (MEd, Reading Specialist only)	Applicants seeking Reading Specialist certification must submit a teacher service record verifying at least **two years** of classroom teaching experience in a public or accredited private school.	
Demonstrate Basic Skills	Applicants who hold a bachelor's degree from an institution of higher education meet the Texas Success Initiative requirement through the exemption in 19 TAC §4.54. §227.10(a)(6)	
English Language Proficiency	Applicants who did not complete an undergraduate or graduate degree at an accredited U.S. institution must submit TOEFL iBT scores that fall within the High-Intermediate (B2) level in each section, per 19 TAC §230.11(b)(5)(A–D): ▪ **Before January 21, 2026:** Reading 18–23; Listening 17–21; Speaking 20–24; Writing 17–23 ▪ **On or after January 21, 2026:** Reading 4; Listening 4; Speaking 4; Writing 4 TEA does not accept other English proficiency exams. §227.10(a)(7)	If applicable
Résumé	Current résumé.	
Identification	Copy of driver's license or state-issued ID. The name must match the name the applicant wants on their certificate.	
Recommendations	Two recommendations from academic or professional sources, using the OLLU form and submitted online through the application site.	

Requirement	Description	Notes
Philosophy of Education Statement	Written statement of the applicant's philosophy of education.	
Questionnaire	Completed program questionnaire.	
FERPA Consent Form	Signed FERPA Consent to Release Educational Records and Information form.	
Texas Code of Ethics	Signed Texas Educators' Code of Ethics acknowledgment (digital signature required). The full Code is in Appendix L.	
Exit Policy Acknowledgment	Signed acknowledgment of the OLLU Exit Policy for Certification Programs (signature required), as required by 19 TAC §228.31(b)	
Criminal Background Check	A $10 criminal background check fee and a nonrefundable $35 TEA technology fee are required once admitted. Applicants with concerns about anything in their background that may affect a field experience, clinical teaching, or internship placement are encouraged to complete a background check before admission.	
Diagnostic Practice Exam	Contact Monica Castillo at mycastillo@ollusa.edu to schedule. There is no cost; the exam is for diagnostic purposes only.	Date: _____
Interview	Interview with program faculty. §227.10(a)(8)	Date: _____
Acceptance of Admission	Accept the offer of admission.	

Appendix I: Field Experience by Course

In accordance with State Board for Educator Certification (SBEC) and Texas Administrative Code (TAC) requirements, the OLLU EPP provides candidates with a variety of meaningful field-based and clinical experiences designed to connect coursework with professional practice. These experiences support candidate development in instructional planning, teaching, assessment, classroom management, collaboration, and professional responsibilities.

Field-based experiences may include observations, service-learning activities, immersion experiences, practicum experiences, internships, residencies, clinical teaching, and supervised interactions with students in authentic educational settings. Candidates have opportunities to observe and learn from certified educators while actively engaging in instructional activities appropriate to their certification pathway and program level.

Throughout their program, candidates are expected to work with diverse student populations, participate in guided reflection, and demonstrate growth in the Texas Teacher Standards and certification competencies. Candidates are also responsible for maintaining documentation of required field experience, clinical practice, and practicum hours, as applicable.

Specific field experience and clinical practice requirements vary by certification pathway and are outlined in the sections that follow:

- Appendix I.1 – Undergraduate TEACH Field Experience by Course
- Appendix I.2 – Graduate (MAT and MEd) Field Experience by Course

Note: Requirements for field experiences, internships, residencies, clinical teaching, and practicums are administered in accordance with current state requirements and may vary by certification area and pathway. Candidates should consult their program advisor, Director of Field Experience, or Certification Officer regarding pathway-specific expectations.

Pathway totals are shown in Section IV, Table 3, and clinical requirements in Section VI, Table 5.

Appendix I.1 – Undergraduate TEACH Field Experience by Course

This table lists only the courses in the undergraduate TEACH program that include a field experience component. Courses that do not require field experience are not listed. For a complete list of program courses, see the OLLU Undergraduate Catalog.

Course	Field Hours Requirement	Course Description
EDUC 1321 - Introduction to the Teaching Profession	10 hours of Field Experience required.	An exploration of the multifaceted and dynamic nature of K-12 education in contemporary American society. Students will gain essential insights into the teaching profession while assessing their personal commitment to becoming certified classroom teachers. 10 hours of Field Experience required
EDUC 3310- Foundations of English as a Second Language Education	20 hours of field experience in a classroom with an ESL certified teacher required	Introduces the historical, theoretical, and policy foundations of English as a Second Language (ESL) education. Examines first and second language acquisition processes, sociolinguistic factors, and the interrelationship between language and culture. Explores ESL program models, language development stages, and the role of family and community engagement in supporting emergent bilingual students. Emphasizes culturally and linguistically responsive learning environments and the integration of English Language Proficiency Standards (ELPS). 20 hours of field experience in a classroom with an ESL-certified teacher required.
EDUC 3320- Foundations and Policy of Bilingual Education	20 hours of field experience in a dual language classroom	Examines the historical, philosophical, legal, and sociocultural foundations of bilingual education in the U.S. and globally. Emphasizes language policy, program models, and the sociolinguistic and psychological factors that impact emergent bilingual students' academic achievement and identity development. Prepares teacher candidates to advocate for equitable, culturally sustaining practices in dual language and bilingual settings. 20 hours of field experience in a dual language classroom is required.

Course	Field Hours Requirement	Course Description
EDUC 3344-Disciplinary Literacy and Text Comprehension	20 hours of field experience required	Examines research-based strategies for developing reading comprehension across literary and informational texts in multiple content areas. Emphasizes vocabulary development, text structure, and metacognitive strategies to support meaning-making in diverse academic disciplines. Prepares teacher candidates to design and adapt instruction for diverse learners, including emergent bilinguals, using authentic texts and responsive teaching practices. 20 hours of field experience is required.
EDUC 4330-Human Development and Student Learning	15 hours of field experience	This course offers a foundational exploration of child and adolescent development through diverse theoretical lenses Students will examine the physical, cognitive, linguistic, social, and emotional development of PK–12 learners and analyze how these domains influence educational practice. Through structured classroom observations, and special attention to the cultural contexts that shape student growth and learning students will gain insight into developmental differences across grade levels and understand vertical alignment in learning progression. 15 hours of field experience required.
EDUC 4340-Biliteracy Development and Instruction in Spanish and English	10 hours of field exp in a dual language classroom	Prepares bilingual teacher candidates to develop and deliver literacy instruction in both Spanish (L1) and English (L2), with emphasis on cross-linguistic transfer, biliteracy strategies, and sociocultural factors that influence language learning. Candidates will design and implement reading and writing lessons in

Course	Field Hours Requirement	Course Description
		Spanish, engage in academic language use for assessment and family communication, and explore current research on biliteracy development. Instruction is conducted primarily in Spanish. A minimum of ten hours of field experience in a dual language classroom is required.
EDUC 4345-Foundations of Literacy Development and Instruction	20 hours of field experience	Explores the essential components of early and ongoing literacy development and evidence-based instructional practices. Emphasizes phonological and phonemic awareness, phonics, fluency, vocabulary, comprehension, oral language, and writing. Focuses on designing responsive, differentiated instruction that supports the needs of diverse learners, including emergent bilinguals and students with reading difficulties. Highlights the integration of culturally and linguistically authentic texts to promote engagement and literacy growth. 20 hours of field experience is required.
EDUC 4348-Literacy Assessment and Responsive Instruction	10 hours of field experience req in a literacy setting	Focuses on the use of formal and informal literacy assessments to identify students' strengths and instructional needs. Teacher candidates will administer a range of assessments, analyze data, and design evidence-based interventions tailored to diverse learners. Emphasizes data-informed instructional planning, goal setting, and progress monitoring. 10 hours of field experience required in a literacy setting.
EDUC 4363-Foundations of Language	10 hours of field immersion experience	Examines the developmental processes of first and second language acquisition in different settings. Investigates cognitive, linguistic, and

Course	Field Hours Requirement	Course Description
Development and Acquisition		sociocultural factors that influence oral and written language growth, including phonology, morphology, syntax, and semantics. Prepares teacher candidates to identify and support varied language development paths through responsive, evidence-based practices that acknowledge students' linguistic and cultural strengths. 10 hours of Field Immersion Experience.
EDUC 4364-Methods and Assessment for Teaching Emergent Bilingual Students	10 hours of field experience in an ESL or dual language classroom	Focuses on instructional methods, curriculum design, and assessment practices for teaching emergent bilingual students. Emphasizes planning and delivering content-based ESL instruction using developmentally appropriate strategies and authentic materials. Covers formal and informal assessment tools, including language proficiency measures and academic achievement evaluations. Highlights the use of ELPS, differentiation, and technology integration to support English language development across disciplines. Ten hours of field experience in an ESL or dual language classroom is required.
EDUC 4365-Curriculum, Instructional Design, & Delivery	20 hours of field experience	Explores curriculum design and instructional planning with an emphasis on aligning academic standards, learning objectives, instructional practices, and assessment. Focuses on designing standards-based, engaging, student-centered, and inquiry-driven interdisciplinary learning experiences using research-based instructional strategies, high-quality instructional materials, open educational resources (OERs), instructional technology, and

Course	Field Hours Requirement	Course Description
		culturally sustaining pedagogies. 20 hours of field experience is required.
EDUC 4370-Teaching Young Children	10 hours of field experience	See the 2026–2027 Undergraduate Catalog for the course description.
EDUC 4372-Creative Pedagogies: Integrating Play, Arts, and Movement in EC–6 Learning	10 hours of immersion experience	Examines the role of creative expression, imaginative play, and experiential learning in early childhood and elementary education. Emphasizes the integration of visual arts, music, movement, drama, and literature across content areas to support holistic development, cultural awareness, and inclusive practices. Highlights developmentally appropriate strategies aligned with Fine Arts TEKS and early childhood guidance from TEA. Ten hours of immersion experience is required.
EDUC 4374-Foundations of Language and Literacy Development	20 hours of field experience	Examines the interconnected development of oral language and literacy across first and other languages in diverse educational settings. Emphasizes cognitive, linguistic, and sociocultural factors that influence language and literacy growth, including phonology, morphology, syntax, semantics, vocabulary, comprehension, and writing. Highlights culturally and linguistically sustaining practices and the use of authentic texts to promote engagement and academic language development. 20 hours of field experience is required.
EDUC 5303-Meaningful Assessment and Data-Informed	80 hours of field experience	Teacher candidates develop skills in creating and evaluating diverse assessment tools while analyzing data to plan differentiated instruction. Emphasis on evidence-based teaching

Course	Field Hours Requirement	Course Description
Teaching Practice		strategies, responsive instruction, and content integration across curriculum. Includes 80 hours of field experience.
EDUC 5330-Clinical Teaching Residency I	Clinical teaching: 260 hours. Residency: hours follow the district calendar (750 hours across both semesters)	Teacher candidates will develop reflective practices to foster growth as culturally responsive educators, aligned to the Texas Teacher Evaluation and Support System (T-TESS). Candidates will examine how instructional decisions impact student learning and classroom dynamics. They will design and implement formative and summative assessments and analyze student data to monitor progress, adjust instruction, and support diverse learners. Candidates will practice effective communication, apply professional and ethical standards, and create curricular materials that promote safe, inclusive, and engaging learning environments. Clinical teaching candidates complete 260 hours; residents' hours follow the district calendar and count toward the 750-hour yearlong residency.
EDUC 5686-Clinical Teaching Residency II	Clinical teaching: 490 hours. Residency: hours follow the district calendar (750 hours across both semesters)	This second-semester course provides supervised teaching experience in a TEA accredited or approved school. Teacher candidates apply and demonstrate the skills and competencies required for state certification.
SPED 2338-Survey of Exceptionalities	15 hrs of service-learning in a SPED setting Placement found with the SL Dept.	An overview of characteristics, instructional strategies, and historical trends for individuals with exceptionalities. 15 hours of service-learning in a special education setting required

Course	Field Hours Requirement	Course Description
SPED 4324- Transition Planning through Functional and Community-Based Skills	20 hours of field exp in a specialized setting	Explores specialized curricula for teaching functional skills for students with exceptionalities and includes transition planning for post-secondary settings. 20 hours of field experience required in specialized setting.
SPED 4351- Behavior Instruction and Intervention	20 hours of field exp in a specialized setting	Designed to equip pre-service teachers to implement effective behavior interventions by conducting Functional Behavioral Assessments (FBA) and developing Behavior Intervention Plans (BIP). 20 hours of field experience in a specialized setting is required.
SPED 5343- Special Education Law & Policy	20 hours of community advocacy project required	Provides an overview of the historical foundations for educating students with disabilities and legal duties of school staff required by federal and state legislation. 20 hours of community advocacy project required.

Appendix I.2 – Graduate (MAT and MEd) Field Experience by Course

Note: This table lists only the courses in the MAT and MEd programs that include a field experience component. Courses that do not require field experience are not listed. For a complete list of program courses, see the OLLU Graduate Catalog.

Course	Field Hours Requirement	Course Description
EDUC 6305- Curriculum and Instruction for Responsive Classrooms	20 hours of field exp in a school setting	Examines curriculum design and instructional practices that support meaningful learning for students with varied linguistic, cultural, and educational experiences. Emphasizes alignment of curriculum, instruction, and assessment to support instructional access, representation, and engagement in classroom learning. Focuses on

Course	Field Hours Requirement	Course Description
		pedagogical approaches and instructional models that sustain students' cultural and linguistic assets, support academic language development, and promote participation and belonging across content areas. Twenty hours of field experience in school settings is required.
EDUC 6340-Foundations of Bilingual Education	20 hours of field exp component is required to connect course concepts with real-world educational contexts.	This course investigates the historical, philosophical, and theoretical foundations of schooling in bilingual and multilingual societies. Topics include language policy and the sociological, psychological, and legal factors that influence the educational experiences of second language learners. Emphasis is placed on understanding how these elements shape policy, practice, and student outcomes. 20 hours of field experience component is required to connect course concepts with real-world educational contexts.
EDUC 6344-Reading and Writing Assessment	20 hours of field exp	Provides a comprehensive review of formal and informal assessments used to evaluate students' reading and writing development. Emphasizes diagnostic tools, performance-based measures, and data-informed instructional planning to support diverse learners, including emergent bilinguals and students with reading difficulties. Includes critical analysis of current research and assessment frameworks, with practical application in designing individualized literacy interventions. 20 hours of field experience is required.
EDUC 6348-Foundations of Literacy Development	20 hours of field exp	Examines foundational theories and research-based practices in oral and written language development from early childhood through

Course	Field Hours Requirement	Course Description
for Diverse Learners		secondary. Emphasizes the components of literacy—phonological awareness, phonics, fluency, vocabulary, comprehension, and writing—within the context of diverse learning needs. Focuses on designing differentiated, inclusive instruction that supports emergent bilinguals, students with reading difficulties, and those from culturally and linguistically diverse backgrounds. Highlights the integration of authentic texts and responsive pedagogy to foster literacy engagement and growth. 20 hours of field experience is required.
EDUC 6368- Creating Responsive Classrooms: Equity, Engagement, and Ethics	20 hours of field based or approved video experience	Explores practical strategies for creating safe, supportive classrooms that promote equity and engagement. Emphasizes clear behavioral expectations, culturally responsive communication, inclusive practices, and trauma-informed supports that build resilience and foster collaboration. Focuses on implementing Positive Behavior Interventions and Supports (PBIS) through a tiered, equity-driven framework and addresses professional ethics and standards for Texas educators. 20 hours of field-based or approved video experience.
EDUC 6369- Literacy Programming and Professional Development Practicum	80 hours of supervised Practicum Required	Investigation of the organization, implementation, evaluation, and supervision of reading, writing, and literacy programs. Explores the design, implementation, evaluation, and supervision of professional development for educators. 80 Hours of Supervised Practicum Required.
EDUC 6374- Advanced Reading and Writing	80 hours of supervised	Overview of advanced literacy assessments. Examination of informal and standardized

Course	Field Hours Requirement	Course Description
Assessment Practicum	practicum in schools	measures for identifying student strengths and instructional needs; how to address literacy difficulties through differentiated instruction, including use of the MTSS (Multi-Tiered Systems of Support) approach; and evaluation and integration of programs. Clinical practice in administration and interpretation of diagnostic instruments. 80 hours of supervised practicum in schools.
EDUC 6680-Clinical Teaching/Residency	490–750 hours, depending on pathway (clinical teaching: 490; residency: 750)	Supervised clinical teaching/residency experience in a TEA accredited or approved school. Teacher candidates apply and demonstrate the skills and competencies required for state certification.
SPED 6305-Diversity and Special Education	20 hours of field exp	Explores the historical, legal, and sociocultural foundations of special education, emphasizing inclusive and evidence-based practices for supporting students with exceptionalities through legal compliance, instructional strategies, and collaborative approaches. 20 hours of field experience is required.
SPED 6323-Behavior Analysis and Intervention	20 hours of field exp	This course prepares educators to apply evidence-based behavior management strategies, including Functional Behavioral Assessments (FBAs), Behavior Intervention Plans (BIPs), and Positive Behavior Supports, to support students with significant behavioral and developmental needs. Emphasis is placed on ethical practice, crisis prevention, and creating safe, inclusive learning environments through field experience and applied projects. 20 hours of field experience is required.

Course	Field Hours Requirement	Course Description
SPED 6343-Methods and Strategies for Students with Exceptionalities	20 hours of field exp	This course equips future special educators to design inclusive, individualized instruction for students with high support needs from birth through adolescence. Emphasis is placed on evidence-based practices, collaboration, IEP-aligned planning, and creating accessible learning environments. 20-hours field experience required.
SPED 8303-Special Education Law	20-hour field advocacy experience	Examines the legal foundations, ethical responsibilities, and collaborative practices in special education, focusing on legislation, IEP development, and inclusive strategies for supporting students with disabilities. 20 hours of field advocacy experience required.
EDUC 6386 – Internship I	First semester of a full school year as teacher of record	First semester of teaching experience where the student is employed as the teacher of record and supervised by a university supervisor and a qualified mentor from an accredited school. Internship orientation and seminars are required.
EDUC 6387 – Internship II	Second semester of a full school year as teacher of record	Second semester of teaching experience where the student is employed as the teacher of record and supervised by a university supervisor and a qualified mentor from an accredited school. Internship orientation and seminars are required.

Appendix J: Program Learning Outcomes for Initial Teacher Certification (TEACH and MAT)

These program learning outcomes apply to undergraduate TEACH candidates and Master of Arts in Teaching (MAT) candidates.

Program Goal #1 - Effective Instruction

The Educator Preparation Program prepares candidates to plan for effective instruction by developing their capacity to create standards-based, data-driven, differentiated learning opportunities that engage students, make appropriate use of technology, and make learning relevant for diverse learners.

1.1 Teacher candidates will develop, design and implement engaging and culturally sustaining and inclusive lessons for diverse learners; these lessons will demonstrate the pre-service teachers' ability to match objectives and learning experiences to relevant state standards and assessments including differentiation for the classroom.

1.2 Teacher candidates will develop sequential lessons that promote higher order thinking and authentic learning experiences for diverse students.

1.3 Teacher candidates will use a variety of assessment instruments in a data-driven assessment process that includes formative and summative assessments and can utilize assessment results to plan sequential lessons.

1.4 Teacher candidates will develop and implement lessons that align state standards and demonstrate effective content and pedagogical knowledge and instructional technology through the learning objectives, instructional activities and assessment.

1.5 The graduate will integrate and apply appropriate instructional technology into student learning experiences.

1.6 The graduate will demonstrate their understanding of major concepts, key themes, processes of inquiry, and the real-world application of grade level and subject level content.

Program Goal #2 - Knowledge and Student Learning

The program will provide students with instructional models that are indicative of cultural efficacy, and developmental, social, and emotional learning experiences for diverse students.

2.1 Teacher candidates create a community of learners in an inclusive environment that views differences in learning and background as educational assets.

2.2 Teacher candidates acquire, analyze, and use background information (familial, cultural, educational, linguistic, and socioemotional development and achievement characteristics) to engage students in learning.

2.3 Teacher candidates facilitate student learning by employing content knowledge and expertise using evidence-based practices.

2.4 Teacher candidates clearly and accurately plan support for learners' persistence, deeper understanding and persistent effort.

Program Goal #3 - Learning Environment

The program will provide students opportunities to facilitate positive, effective, well-organized, physically safe classroom environments

3.1 Teacher candidates will lead a mutually respectful, collaborative and safe class of actively engaged community of diverse learners.

3.2 Teacher candidates will develop/implement classroom schedules/routines that support students during times of transition, establish routines and maximize learning opportunities.

3.3 Teacher candidates will develop and communicate effective classroom management.

Program Goal #4 - Data-Driven Practice

The program will increase candidates' understanding of formal and informal assessment methods that are specifically aligned to instructional goals and objectives. Pre-service teacher candidates will be guided in their reflective analysis of multiple sources of student data to best plan for future instruction and make content delivery adjustments.

4.1 Teacher candidates reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning.

4.2 Teacher candidates will collaborate effectively with their colleagues, community, faculty and cooperating/mentor teachers through effective communication and outreach.

4.3 Teacher candidates will model punctual, professional, ethical, and respectful behavior and demonstrate integrity.

4.4 Teacher candidates will create a philosophy of education statement that defines ethical and reflective practice and addresses the candidate's professional goals in teaching.

Appendix K: Program Learning Outcomes for Advanced Graduate Certifications (MEd)

Programs within the OLLU Education Department 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 these 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 Reading Specialist certification must pass the TExES Reading Specialist (151) examination, and candidates for Special Education Specialist certification must pass the TExES Special Education Specialist EC–12 (186) examination, as required by the State Board for Educator Certification. All candidates complete a nationwide criminal history background check before admission, as required by the OLLU Criminal History Policy, and the fingerprinting required by the Texas Education Agency for certification (see Section VII).

The OLLU Education Department's graduate program is accredited by the Texas Education Agency and approved by the State Board for Educator Certification as a university-based educator preparation program. The 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.

Program Goal #1 - Develop Professional Identity

The program will prepare graduates to develop their identities as leaders, advocates, and scholars as evidenced by their content/discipline knowledge, and the critical production and consumption of scholarly research and reflective work.

Program Goal #2 – Provide Culturally Responsive Instruction and Interventions

The program will prepare graduates to provide culturally responsive instruction and interventions that include inclusive instructional strategies that actively engage students in the learning process.

Program Goal #3 – Data-Based Decisions Based on Diverse Learners

The program will prepare graduates to align assessment and engage in data-based decision making based on the progress of diverse learners.

Appendix L: Texas Educators' Code of Ethics

19 TAC Chapter 247, Educators' Code of Ethics (TEA)

Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

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

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

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

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

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

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

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

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

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

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

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

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

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

(N) Standard 1.14. The educator shall comply with the prohibitions on diversity, equity, and inclusion duties in Texas Education Code (TEC), §11.005.

(O) Standard 1.15. The educator shall comply with the prohibitions on assistance with social transitioning in TEC, §11.401.

(P) Standard 1.16. The educator shall comply with the restrictions on instruction regarding sexual orientation and gender identity in TEC, §28.0043.

(Q) Standard 1.17. The educator shall comply with the requirements to provide full information to a parent concerning a student in TEC, §26.008.

(R) Standard 1.18. The educator shall not promote, advocate, or encourage, in a manner that is reasonably accessible or visible to students, illegal conduct:

(i) described by TEC, §22A.201(a); or

(ii) directly related to student behavior or school property.

(2) Ethical Conduct Toward Professional Colleagues.

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

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

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

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

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

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

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

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

(3) Ethical Conduct Toward Students.

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

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

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

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

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

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

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

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

that may be considered in context and on the totality of the circumstances in assessing whether appropriate boundaries were maintained include, but are not limited to:

(i) physical proximity or physical contact beyond the professional role or that the student has indicated is unwelcome, unless such contact is professionally required;

(ii) contacting or meeting the student beyond the professional role or making efforts to gain access to or time alone with a student with no discernible professional purpose;

(iii) transporting the student without permission from the student's legal guardian or in violation of school board policy, unless for an emergency;

(iv) taking or possessing a photo or video of the student beyond the professional role or in violation of school board policy; and

(v) showing favoritism or isolation through gifts, rewards, or privileges.

(l) 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 context and on the totality of the circumstances 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;

(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; and

(vii) whether the communication could be reasonably interpreted as threatening the welfare and/or safety of the student.

https://texas-sos.appianportalsgov.com/rules-and-meetings?$locale=en_US&interface=VIEW_TAC_SUMMARY&queryAsDate=09%2F24%2F2026&recordId=229013

Appendix M: Texas Teacher Standards

The full text of 19 TAC §149.1001, Teacher Standards, is reproduced below from the Texas Education Agency Commissioner's Rules, Chapter 149, Subchapter AA (August 2025 update). Candidates should refer to the TEA website for the most current version.

§149.1001. Teacher Standards.

(a) Purpose. The standards identified in this section are performance standards used to inform the preparation, appraisal, and professional development of Early Childhood-Grade 12 pre-service and in-service teachers in Texas. The standards:

(1) emphasize the knowledge and skills required for teachers to select, evaluate, internalize, and implement high-quality instructional materials;

(2) assume that practicing teachers are aware of Open Educational Resource (OER) instructional materials, customize materials as directed by their district, and engage in initial lesson plan design when directed by their district;

(3) describe the knowledge and skills required for teachers to prepare, deliver, and assess instruction that results in positive outcomes for all students;

(4) describe the knowledge and skills required for teachers to build positive relationships with and among students in a safe and productive learning environment;

(5) reflect research- and evidence-based practices that ensure all students are held to rigorous grade-level academic and nonacademic standards; and

(6) define a teacher's role as a professional, ethical, and reflective practitioner.

(b) Definitions. The following words and terms, when used in this chapter, shall have the following meanings, unless the context clearly indicates otherwise.

(1) Academic language--the oral, written, auditory, and visual language specific to a discipline. It includes vocabulary, grammar, punctuation, syntax, discipline-specific terminology, and rhetorical conventions that allow students to acquire knowledge and academic skills.

(2) Accelerated instruction--includes aligned research-driven strategies and supports within a multi-tiered instructional model that helps students make more than one year of growth in one year of time.

(3) Complex text--texts that provide students opportunities to work with new language, knowledge, and ways of thinking. Text complexity is evaluated along quantitative dimensions such as word and sentence length; qualitative dimensions such as text

structure, levels of meaning, and language conventions; and considerations including the reader's background, motivation, and knowledge of the topic.

(4) Deliberate practice--practice that is systematic, requires sustained attention, and is conducted with the specific goal of improving performance on targeted skills.

(5) Encoding--the process by which information is initially coded to be stored and retrieved. Encoding requires attention to key concepts and knowledge structures and is aided by reducing extraneous cognitive load or information in the learning environment.

(6) Engagement--a state in which students are cognitively and behaviorally connected to and involved in their learning experience, characterized by participation, curiosity, and perseverance.

(7) Evidence-based--a concept or strategy that has been evaluated as a whole and found to have positive effects when implemented with programmatic fidelity.

(8) Explanatory feedback--feedback that provides the learner with an explanation of strengths and weaknesses related to the learning activity or assignment.

(9) Explicit instruction--instruction in which the teacher's actions are clear, unambiguous, direct, and visible. Explicit instruction makes it clear what the students are to do and learn.

(10) Fixed personality traits--the misconception that personality traits become fixed at certain stages of an individual's development and do not change over time.

(11) Formative assessment--A deliberate low- or no-stakes process used by teachers during instruction to elicit and use evidence of student learning to provide actionable feedback and improve students' attainment of learning targets.

(12) Hemispheric dominance--the misconception that each brain hemisphere is specialized to process information differently and that the dominant hemisphere determines a person's personality and way of thinking.

(13) High-quality instructional materials--instructional materials, approved by the State Board of Education (SBOE), that ensure full coverage of Texas Essential Knowledge and Skills (TEKS); are aligned to evidence-based best practices in the relevant content areas; support all learners, including students with disabilities, emergent bilingual students, and students identified as gifted and talented; enable frequent progress monitoring through embedded and aligned assessments; include implementation supports for teachers; and provide teacher- and student-facing lesson-level materials.

(14) Instructional preparation--describes the process by which a teacher uses knowledge of students and student learning to prepare instructional delivery to a unique group of students. Instructional preparation may include activities such as lesson plan design, evaluation of instructional materials, and lesson internalization.

(15) Interleaving--an instructional technique that arranges practice of topics in such a way that consecutive problems cannot be solved by the same strategy.

(16) Just-in-time supports--a learning acceleration strategy that integrates small, timely supports to address gaps in the most critical prerequisite knowledge and skills that students will need to access grade- or course-level content in upcoming units.

(17) Learning styles--the disproven theory that identifies learners by type (visual, auditory, reading and writing, and kinesthetic) and adapts instruction to the individual's learning style.

(18) Lesson plan design--describes the process by which a teacher creates the planned learning experiences and related instructional materials for a topic. Lesson plan design includes activities such as developing or selecting objectives, learning experiences, sequencing, scaffolds, resources, materials, tasks, assessments, and planned instructional practices.

(19) Lesson internalization--an aspect of instructional preparation specific to teaching a lesson or unit. It includes activities such as evaluating sequencing, learning goals, and expected outcomes; using assessment data to identify prior knowledge; studying lesson content; rehearsing lesson delivery; identifying possible misconceptions; as well as planning instructional strategies, materials, and pacing.

(20) Metacognition--the awareness of how one's mind learns and thinks and the use of that awareness to optimize the efficiency of learning and cognition.

(21) Multiple means of engagement--a range of options provided to engage and motivate students in learning.

(22) Multiple means of representation--a range of options provided in the ways that information is presented to students.

(23) Multiple means of action and expression--a range of options provided in the ways that students express or demonstrate their learning.

(24) Open education resource instructional materials --state-developed materials included on the list of approved instructional materials maintained by the SBOE under Texas Education Code (TEC), §31.022, where the underlying intellectual property is either owned by the state of Texas or can be freely used and modified by the state in perpetuity.

(25) Patterns of student thinking--common patterns in the ways in which students think about and develop understanding and skill in relation to particular topics and problems.

(26) Productive struggle--expending effort to understand a challenging situation and determine a course of action when no obvious strategy is stated and receiving support that encourages persistence without removing the challenge.

(27) Recall--also referred to as "retrieval," the mental process of retrieving information that was previously encoded and stored in long-term memory.

(28) Remediation--strategies that focus on the drilling of isolated skills that bear little resemblance to current curriculum. Activities connect to past standards and aim to master content from past years.

(29) Research-based--a concept or strategy with positive findings from studies effective in isolation or combination with other researched strategies or evidence-based programs.

(30) Retrieval practice--also referred to as "testing effect" or "active recall," it is the finding that trying to remember previously learned material, including by responding to questions, tests, assessments, etc., leads to better retention than restudying or being retold the material for an equivalent amount of time.

(31) Science of learning--the summarized existing cognitive-science, cognitive psychology, educational psychology, and neuroscience research on how people learn, as it connects to practical implications for teaching.

(32) Second language acquisition--the process through which individuals leverage their primary language to learn a new language. A dynamic process of learning and acquiring proficiency in the English language, supported by exposure to comprehensible input, interaction, formal instruction, and access to resources and support in English and primary language.

(33) Spaced practice/Distributed practice--spaced practice sequences learning in a way that students actively retrieve learned information from long-term memory through multiple opportunities over time with intervals in between--starting with shorter intervals initially (e.g., hours or days) and building up to longer intervals (e.g., weeks).

(34) State Board of Education-approved instructional materials--materials included on the list of approved instructional materials maintained by the State Board of Education under TEC, §31.022.

(35) Summative assessment--medium- to high-stakes assessments, administered at the conclusion of an instructional period that are used to evaluate student learning, knowledge, proficiency, or mastery of a learning target.

(c) Standards.

(1) Standard 1--Instructional Preparation. Teachers understand how students learn, and they prepare for instructional delivery by designing lessons, evaluating instructional materials, leveraging their knowledge of students, and engaging in a thorough process for lesson internalization.

(A) Teachers apply basic principles of lesson plan design from the learning sciences to prepare for instruction.

(i) Teachers understand learning as an active and social process of meaning-making that results in changes in student knowledge and behavior based on connections between past and new experiences.

(ii) Teachers prepare instruction that uses research and evidence-based teaching strategies for eliciting and sustaining attention and motivation and supporting encoding, such as use of multimedia learning principles, reduction of extraneous cognitive load, use of worked examples, interleaving, and deep integration of new experiences with prior knowledge.

(iii) Teachers prepare instruction that uses research and evidence-based strategies for memory and recall such as interleaving, spacing, retrieval practice, and metacognition.

(iv) Teachers recognize misconceptions about learning, the brain, and child and adolescent development, including myths such as learning styles, personality traits, and hemispheric dominance, and avoid unsupported instructional practices based on these misunderstandings.

(B) Teachers evaluate instructional materials and select or customize the highest quality district-approved option to prepare for instruction.

(i) Teachers identify the components of high-quality instructional materials, such as a logical scope and sequence, clear learning objectives, grade- or course-level content, explicit instruction, student engagement, academic language, deliberate practice, and assessment, appropriate to the discipline.

(ii) Teachers identify the benefits of using high-quality instructional materials.

(iii) Teachers apply knowledge of the components of high-quality instructional materials to select or customize materials when appropriate.

(iv) Teachers analyze instructional materials and digital resources to ensure quality, rigor, and access to grade- or course-level content.

(v) Teachers use high-quality materials to plan instruction that connects students' prior understanding and real-world experiences to new content and contexts.

(C) Teachers understand initial lesson plan design and, when district-approved materials are not available and when directed by their district, engage in initial lesson plan design using science of learning concepts.

(i) Teachers design lessons based on the components of high-quality instructional materials, such as a logical scope and sequence, clear learning objectives, application of explicit instruction, and grade- or course-level content.

(ii) Teachers design lessons that effectively connect learning objectives with explicit instruction, student engagement, academic language, deliberate practice, and assessment.

(iii) Teachers design lessons that connect students' prior understanding and real-world experiences to new content and contexts.

(iv) Teachers plan for the use of digital tools and resources to engage students in active deep learning.

(D) Teachers ensure lesson sequence and materials meet the needs of all learners and adapt methods when appropriate.

(i) Teachers plan for the use of multiple means to engage students, varied ways of representing information, and options for students to demonstrate their learning.

(ii) Teachers leverage student data to prepare flexible student groups that facilitate learning for all students.

(iii) Teachers differentiate instruction and align methods and techniques to diverse student needs, including acceleration, just-in-time supports,

technology, intervention, linguistic supports, appropriate scaffolding, and implementation of individualized education programs.

(E) Teachers recognize students' backgrounds (familial, educational, linguistic, and developmental) as assets and apply knowledge of students to engage them in meaningful learning.

(i) Teachers plan to present information in a meaningful way that activates or provides any prerequisite knowledge to maximize student learning.

(ii) Teachers collaborate with other professionals, use resources, and plan research- and evidence-based instructional strategies to anticipate and respond to the unique needs of students, including disabilities, giftedness, bilingualism, and biliteracy.

(iii) Teachers plan instructional practices and strategies that support language acquisition so that language is comprehensible and instruction is fully accessible.

(iv) Teachers apply knowledge of how each category of disability under the Individuals with Disabilities Act (20 U.S.C. §1400, et seq.) or Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. §794) can affect student learning and development.

(F) Teachers engage in a thorough process of lesson internalization to prepare well-organized, sequential instruction that builds on students' prior knowledge.

(i) Teachers identify how the intentional sequencing of units, lessons, and learning tasks supports student knowledge and mastery throughout the year.

(ii) Teachers identify how the learning goals of units and lessons are aligned to state standards.

(iii) Teachers use assessment data to identify prior knowledge and plan for the learning needs of students.

(iv) Teachers internalize lesson content by reading the texts, completing learning tasks and assessments, rehearsing lesson delivery, and identifying any personal gaps in understanding.

(v) Teachers plan for pacing, use of teacher resources, and transitions between activities.

(vi) Teachers create or analyze and customize exemplar responses and anticipate potential barriers to learning.

(vii) Teachers strategically plan instructional strategies, formative assessments, technology, scaffolds, and enrichment to make learning accessible to all students.

(2) Standard 2--Instructional Delivery and Assessment. Teachers intentionally apply their knowledge of students and the learning process to implement high-quality instruction and assessment practices that are research- and evidence-based and informed by student work.

(A) Teachers deliver research- and evidence-based instruction to meet the needs of all learners and adapt methods when appropriate.

(i) Teachers effectively communicate grade- or course-level expectations, objectives, and goals to help all students reach high levels of achievement.

(ii) Teachers apply research- and evidence-based teaching strategies for eliciting and sustaining attention and motivation and supporting memory encoding and recall, such as interleaving, spacing, metacognition, and distributed practice.

(iii) Teachers ensure a high degree of student engagement through explicit instruction, student discussion, feedback, and opportunities for deliberate practice.

(iv) Teachers apply research- and evidence-based teaching strategies that connect students' prior understanding and real-world experiences to new content and contexts and invite student perspectives.

(v) Teachers implement appropriate scaffolds in response to student needs.

(vi) Teachers strategically implement tools, technology, and procedures that lead to increased participation from all students, elicit patterns of student thinking, and highlight varied responses.

(vii) Teachers provide multiple means of engagement to encourage all students to remain persistent in the face of challenges.

(viii) Teachers collaborate with other educational professionals, when appropriate, to deliver instruction that addresses students' academic and non-academic needs.

(B) Teachers scaffold instruction, from initial knowledge and skill development through automaticity, toward complex, higher-order thinking, providing opportunities for deeper learning.

(i) Teachers set high expectations and facilitate rigorous grade- or course-level learning experiences for all students that encourage them to apply disciplinary and cross-disciplinary knowledge to real-world problems.

(ii) Teachers apply instructional strategies to deliberately engage all students in critical thinking and problem solving.

(iii) Teachers validate student responses utilizing them to advance learning for all students.

(iv) Teachers respond to student errors and misconceptions with prompts or questions that build new understanding on prior knowledge.

(v) Teachers use strategic questioning to build and deepen student understanding.

(vi) Teachers strategically incorporate technology that removes barriers and allows students to interact with the curriculum in more authentic, significant, and effective ways.

(C) Teachers consistently check for understanding, give feedback, and make lesson adjustments as necessary.

(i) Teachers use a variety of formative assessments during instruction to gauge and respond to student progress and address misconceptions.

(ii) Teachers implement frequent or low- or no-stakes assessments to promote retrieval of learned information.

(iii) Teachers continually monitor and assess students' progress to guide instructional outcomes and determine next steps to ensure student mastery of grade- or course-level content.

(iv) Teachers build student capacity to self-monitor their progress.

(v) Teachers provide frequent, timely, and specific explanatory feedback that emphasizes effort, improvement, and acknowledges students' strengths and areas for growth.

(vi) Teachers strategically implement instructional strategies, formative assessments, scaffolds, and enrichment to make learning accessible to all students.

(vii) Teachers set goals for each student in response to previous outcomes from formative and summative assessments.

(viii) Teachers involve all students in self-assessment, goal setting, and monitoring progress.

(D) Teachers implement formative and summative methods of measuring and monitoring student progress through the regular collection, review, and analysis of data.

(i) Teachers regularly review and analyze student work, individually and collaboratively, to understand students' thinking, identify strengths and progress toward mastery, and identify gaps in knowledge.

(ii) Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.

(iii) Teachers apply multiple means of assessing learning, including the use of digital tools, to accommodate according to students' learning needs, linguistic differences, and/or varying levels of background knowledge.

(iv) Teachers use assessment results to inform and adjust instruction and intervention.

(v) Teachers clearly communicate the results of assessments with students, including setting goals, identifying areas of strength and opportunities for improvement.

(3) Standard 3--Content Pedagogy Knowledge and Skills. Teachers show a full understanding of their content and related pedagogy and the appropriate grade-level TEKS.

(A) Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.

(i) Teachers demonstrate a thorough understanding of and competence in the use of open education resource instructional materials when available for the grade level and subject area.

(ii) Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.

(iii) Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.

(iv) Teachers deliberately and regularly share multiple different examples of student representations and resolutions.

(v) Teachers stay current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.

(B) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.

(i) Teachers teach both the key content knowledge and the key skills of the discipline and requisite linguistic skills making the information accessible to all learners by constructing it into usable knowledge.

(ii) Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences to build knowledge from year to year.

(iii) Teachers provide multiple means of representation and engagement to promote literacy and ensure discipline-specific academic language is accessible for all students.

(iv) Teachers explicitly teach, encourage, and reinforce the use of academic language, including vocabulary, use of symbols, and labeling.

(v) Teachers prepare for and apply scaffolds in the lesson to make content accessible to all students, including diverse learners such as emergent bilingual students, students with disabilities, and students working above and below grade level.

(vi) Teachers engage students in productive struggle by allowing them time to work, asking questions to deepen their thinking, encouraging multiple approaches, praising effort on successful and unsuccessful attempts, and contrasting student attempts and correct solutions.

(C) Teachers demonstrate research- and evidence-based best practices specific to planning, instruction, and assessment of mathematics.

(i) Teachers communicate, using multiple means of representation, the relationship between mathematical concepts and mathematical procedures.

(ii) Teachers engage students in recursive lesson activities that reinforce automaticity in prerequisite knowledge and skills to mitigate the use of working memory when engaging those knowledge and skills as task complexity increases.

(iii) Teachers use multiple means of representation to engage students in mathematical tasks that deepen students' understanding of conceptual understanding, procedural fluency, and mathematical reasoning.

(iv) Teachers prepare and deliver instruction and questioning to deliberately solicit different explanations, representations, solutions, and reasoning from all students.

(v) Teachers prepare and deliver explicit instruction and modeling that links grade-level conceptual understanding with mathematical procedures and avoids shortcuts to problem solving.

(vi) Teachers analyze instructional plans to ensure an appropriate balance between conceptual understanding and procedural fluency.

(vii) Teachers facilitate discourse through regular opportunities for students to communicate the relationship between mathematical concepts and mathematical procedures.

(viii) Teachers provide time for students to collaboratively and independently apply conceptual understanding and procedural fluency to problem-solving.

(ix) Teachers communicate and model the connections between mathematics and other fields that use mathematics to problem solve, make decisions, and incorporate real-world applications in instruction.

(x) Teachers explicitly teach and model that math abilities are expandable and improvable.

(D) Teachers demonstrate research- and evidence-based best practices specific to planning, instruction, and assessment of language arts and reading.

(i) Teachers analyze instructional materials in preparation for instruction to ensure they provide grade-level appropriate, systematic, and explicit practice in foundational literacy skills.

(ii) Teachers analyze instructional materials in preparation for instruction to ensure that foundational literacy skills are reached at each grade or course level.

(iii) Teachers implement clear and explicit reading instruction aligned to the Science of Teaching Reading competencies and engage students in deliberate practice to make meaning from text.

(iv) Teachers identify and analyze grade- or course-level and complex texts for quality in preparation for instruction.

(v) Teachers prepare and deliver explicit reading instruction that uses grade-level and complex texts to build student knowledge.

(vi) Teachers strategically plan and implement supports such as read-aloud and questioning at varied levels of complexity to support comprehension of high-quality complex texts.

(vii) Teachers engage students in writing practice, including text-based writing that builds comprehension and higher-order thinking skills.

(viii) Teachers engage students in speaking practice that builds comprehension, language acquisition, and higher-order thinking skills.

(ix) Teachers use high-quality assessments to monitor grade-level appropriate foundational skills development.

(x) Teachers implement and analyze a variety of high-quality literacy assessments to monitor grade-level appropriate comprehension and identify gaps.

(xi) Teachers apply just-in-time supports and intervention on prerequisite skills and continually monitor to determine the need for additional learning support.

(4) Standard 4--Learning Environment. Teachers maintain a safe and supportive learning environment that is characterized by respectful interactions with students, consistent routines, high expectations, and the development of students' self-regulation skills.

(A) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student

behavior and positive interventions, that maintain a productive learning environment for all students.

(i) Teachers arrange their classrooms and virtual learning spaces in an organized way that is safe, flexible, and accessible to maximize learning that accommodates all students' learning and physical needs.

(ii) Teachers implement consistent classroom and behavior management systems to maintain an environment where all students are engaged and can reach academic and nonacademic goals.

(iii) Teachers model and provide explicit instruction on effective behavior regulation skills to build students' resilience and self-discipline.

(iv) Teachers maintain a safe and positive culture of student ownership and group accountability that fosters engagement by all students in the classroom expectations, culture, and norms.

(B) Teachers lead and maintain classroom environments in which students are motivated and cognitively engaged in learning.

(i) Teachers maintain a classroom environment that is based on high expectations and student self-efficacy.

(ii) Teachers strategically use instructional time, including transitions, to maximize learning.

(iii) Teachers manage and facilitate strategic and flexible groupings to maximize student learning.

(5) Standard 5--Professional Practices and Responsibilities. Teachers are self-aware and consistently hold themselves to a high standard for individual development. They collaborate with other educational professionals; communicate regularly with stakeholders; maintain professional relationships; comply with federal, state, and local laws; and conduct themselves ethically and with integrity.

(A) Teachers model ethical and respectful behavior and demonstrate integrity in all settings and situations.

(i) Teachers understand and comply with applicable federal, state, and local laws pertaining to the professional behaviors and responsibilities of educators.

(ii) Teachers adhere to the Educators' Code of Ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas

Educators), including following policies and procedures at their specific school placement(s).

(iii) Teachers demonstrate understanding of their role in strengthening American democracy and are willing to support and defend the constitutions of the United States and Texas.

(iv) Teachers advocate for and apply knowledge of students' progress and learning plans through the maintenance of thorough and accurate records.

(v) Teachers model and promote for students the use of safe, ethical, and legal practices with digital tools and technology.

(B) Teachers actively self-reflect on their practice and collaborate with other educational professionals to deepen knowledge, demonstrate leadership, and improve their instructional effectiveness.

(i) Teachers apply consistent reflective practices, analysis of student work, and video evidence of teaching to identify and communicate professional learning needs.

(ii) Teachers seek and apply job-embedded feedback from colleagues, including supervisors, mentors, coaches, and peers.

(iii) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.

(iv) Teachers engage in relevant professional learning opportunities that align with their growth goals and student learning needs.

(v) Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.

(vi) Teachers collaborate with educational professionals to ensure learning is accessible and enables all students to reach their academic and non-academic goals.

(C) Teachers communicate consistently, clearly, and respectfully with all community stakeholders, including students, parents and families, colleagues, administrators, and staff.

(i) Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.

(ii) Teachers communicate regularly, clearly, and appropriately with families about student progress, providing detailed and constructive feedback in a language that is accessible to families to support students' developmental and learning goals.

(iii) Teachers build mutual understanding of expectations with students, parents, and families through clear, respectful, and consistent communication methods.

(iv) Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.

Statutory Authority: The provisions of this §149.1001 issued under the Texas Education Code, §21.351.

Source: The provisions of this §149.1001 adopted to be effective June 30, 2014, 39 TexReg 4955; amended to effective August 17, 2025, 50 TexReg 5222.

Appendix N: Testing Support Plan

A Testing Support Plan helps a candidate prepare to retake a certification exam. It is created with the Certification Officer after an unsuccessful attempt and updated after each later attempt, following the OLLU Testing Guidelines and Support Progression in Section V of this handbook. Testing Support Plans address exam preparation only and are separate from the Professional Growth and Support Process (Appendix B).

1. Candidate Information

Candidate name: _____ OLLU ID: _____ TEA ID: _____

Email: _____ Phone: _____

Pathway: ☐ TEACH ☐ MAT ☐ MEd

Certification area: _____ Exam number and name: _____

Attempt just completed: ☐ 1st ☐ 2nd ☐ 3rd ☐ 4th ☐ 5th

Date of last attempt: _____ Official score/result: _____

2. Score Review

Use the official score report to identify strengths and areas of need by domain or competency.

Domain / Competency	Performance	Strength or Area of Need

3. Required Steps for This Attempt

Check the row that applies. Requirements follow the OLLU Testing Guidelines and Support Progression.

✓	Attempt	Required Steps
☐	After 1st attempt	Meet with the Certification Officer to create and sign this Testing Support Plan. Retake the practice exam and earn 255 (85%) or higher. Complete the plan and receive program approval to retest.
☐	After 2nd attempt	Participate in a Testing Support Plan conference with the faculty advisor and Certification Officer. Submit a reflective essay and follow-up action steps to the Certification Officer. Retake the practice exam and earn 270 (90%) or higher. Complete the plan and receive program approval to retest.

✓	Attempt	Required Steps
☐	After 3rd attempt	Meet with a faculty member in the content area for targeted tutoring and obtain that faculty member's written approval of readiness. Develop a new Testing Support Plan with the Certification Officer, incorporating feedback from the faculty advisor and content-area faculty. Retake the practice exam and earn 270 (90%) or higher. Meet with the Certification Officer for authorization to retest.
☐	After 4th attempt	Meet with a content-area faculty member for targeted tutoring. Meet with the Department Chair, Certification Officer, Academic Advisor, and content faculty member to discuss progress. Develop a new Testing Support Plan. Retake the practice exam and earn 270 (90%) or higher. Meet with the Certification Officer for authorization to retest.
☐	After 5th attempt	A sixth attempt requires a test-limit waiver from TEA. If eligible, work with the Certification Officer to request the waiver. Meet with the Department Chair, Certification Officer, Academic Advisor, and content faculty member; develop a new Testing Support Plan; complete all remediation required by SBEC; retake the practice exam and earn 270 (90%) or higher; and receive program approval to retest.

4. Study Plan

Area of Need	Activities and Resources (e.g., 240 Tutoring, Certify Teacher, Blackboard, faculty tutoring)	Target Completion Date

240 Tutoring subscriptions used to date (out of 4): _____

5. Practice Test History

Date	Practice Test	Score	Percent

6. Targets

Required practice score for this attempt: _____

Target practice test date: _____

Earliest official retest date (at least 30 days after last attempt): _____

Target official test date: _____

7. Progress Check Meetings

Date	Met With	Notes	Initials

8. Candidate Acknowledgment

☐ The candidate must earn the required practice score before receiving approval to retest.

☐ After demonstrating readiness, the candidate must attempt the official exam within 45 calendar days. A candidate who misses this window must demonstrate readiness again.

☐ TEA limits each exam to five attempts. A sixth attempt requires a TEA test-limit waiver.

☐ If the candidate does not complete this plan, or if testing concerns reflect broader academic or professional concerns, the Certification Officer may refer the candidate to the Professional Growth and Support Process (Appendix B).

9. Approval to Retest

Required practice score achieved: _____ Date achieved: _____

Readiness valid through (45 calendar days after date achieved): _____

Role	Signature	Date
Candidate		
Certification Officer		
Faculty Advisor (2nd attempt and later)		
Content-Area Faculty (3rd attempt and later)		
Department Chair (4th attempt and later)		