

The Pathway to Teacher Certification

Texas Lutheran University Alternative Certification Program



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TLU Mission Statement

As a community of faith and learning, Texas Lutheran University empowers a diverse student body through an education centered on the liberal arts and professional programs. In pursuit of a more just world, TLU is committed to academic excellence, servant leadership, and career development.

Student Learning Outcomes

Students take education (EDUC and READ) courses to meet the five student learning outcomes:

- 1) understand the content they are going to teach;
- 2) be able to design instruction and assessment to promote student learning;
- 3) be able to implement effective, responsive instruction and assessment;
- 4) be able to create a positive, productive learning environment; and
- 5) fulfill their professional roles, legal responsibilities, and ethical responsibilities

The sequence of professional development courses as well as support courses promote these goals through classes designed to develop teacher candidates' skills and commitment to the education of children in an ever-changing, multicultural society. The curriculum at TLU challenges students to make connections among content, theory and practice as they construct a knowledge base; become confident of their individual teaching styles through field-based action research; and reflect on and explore contemporary educational principles and practices. Field-based courses which involve field experiences are done in preschool through high school classrooms, depending on the student's certification area. At least 50 hours of field work are done prior to student teaching in order to provide a strong practical element to our program.

**Administrators, Faculty Members, and Support Staff
of the Alternative Certification Program**

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Certifications Offered and Corresponding TExES State Examinations

Certifications Offered through TLU

Corresponding State Examinations *
First is content area exam, next is Pedagogy
and Professional Responsibilities exam
(PPR). Exam number is in parentheses.

Grades EC – 6

Core Subjects with ESL
Supplemental

*Core Subjects EC-6 with STR (391) / Science of Teaching Reading (STR) (293)
/PPR EC-12(160) / ESL Supplemental (154)/PPR EC-12 (160)

Grades 4 - 8

Core Subjects with ESL
Supplemental

*Core Subjects 4-8 (211) / Science of Teaching Reading (STR) (293) / PPR EC-12 (160) / ESL Supplemental (154)/PPR EC-12 (160)

English Language Arts & Reading

*ELA & Reading 4-8 (217) / Science of Teaching Reading (STR) (293) / PPR EC-12 (160)

Social Studies

*Social Studies 4-8 (118) / PPR EC-12 (160)

Math and Science

*Mathematics & Science (114) / PPR EC-12 (160)

Math

*Math (115)/ PPR EC-12 (160)

Science

*Science (116)/ PPR EC-12 (160)

Grades 7 - 12

English Language Arts & Reading
History

*ELA & Reading 7-12 (331) / PPR EC-12 (160)

Life Science

*History 7-12 (233) / PPR EC-12 (160)

Mathematics

*Life Science 7-12 (238) / PPR EC-12 (160)

Social Studies

*Mathematics 7-12 (235) / PPR EC-12 (160)

Physical Science

*Social Studies 7-12 (232) / PPR EC-12 (160)

Physics and Mathematics

*Physical Science 6-12 (237)/PPR EC-12 (160)

*Physics/Mathematics 7-12 (243)/PPR EC-12 (160)

All-Level EC-12

Art

*Art EC-12 (178) / PPR EC-12 (160)

Music

*Music EC-12 (177) / PPR EC-12 (160)

Physical Education

*Physical Education EC-12 (258) / PPR EC-12 (160)

LOTE: Spanish

*LOTE: Spanish EC-12 (613)/ PPR EC-12 (160)

*Certification names and exam numbers may change at any time. The state examination is the Texas Examination of Educator Standards (TExES). Free Study Guides and Preparation Manuals are available at http://www.tx.nesinc.com/PageView.aspx?f=GEN_PreparationMaterials.html.

Educator Preparation Curriculum

Schedule of Education Courses Included within the Program by Semester*

Course Name** X = Typical Rotation of Classes X = Course offered for students opting to spread out coursework [online] X = Course offered as F2F class during the day	Fall	Spring	May	Summer A	Summer B
EDUC 331 – Foundations of Education	X	X	X		
EDUC 371 – Introduction to Early Childhood Education (online) <i>[Only required for STR tested certification areas]</i>		XX		X	
EDUC 373 – Survey of Special Populations	F '25	X		X	
EDUC 375 – ESL in the Content Areas		XX		X	
EDUC 431 – Instructional Strategies	XX	XX			X
EDUC 437 – Classroom Management (Grades EC-6; 4-8)	X	X			X
EDUC 438 – Classroom Management (Secondary / All-Level)	X	X			X
READ 332, 436, or 475 [Required reading class depends on certification area]	X [EDUC 436; 475]	X [EDUC 332] X [EDUC 436; 475; READ 332]			
EDUC 439 Internship [one year; paid]	X	X			
EDUC 463 Clinical Teaching [one semester; unpaid]	X	X			

*Subject to change. ** Course descriptions can be found in the TLU Catalog

Curriculum - The courses within the TLU Education Department help to prepare the students to become successful teachers within today's classrooms in the K-12 setting. As per TAC, the educator standards adopted by the State Board for Educator Certification serves as the curricular basis and address the relevant Texas Essential Knowledge and Skills (TEKS).

§228.39. Intensive Pre-Service.

The information in this section applies when a student enters our program, passes the content test, and is offered a position prior to completing the required curriculum hours as noted in §228.41. If this occurs, we will implement a plan to ensure the following TAC requirements are met as part of the Intensive Pre-Service requirement. If the requirements are met in §228.41 prior to being eligible for an intern certificate, then this section does not apply to the candidate within our program.

Intensive Pre-Service TAC Requirements:

(a) To offer intensive pre-service, an educator preparation program (EPP) shall provide the following programmatic requirements for a candidate prior to issuing an intern certificate:

- (1) a four-week minimum intensive program;
- (2) a minimum of 12 instructional days with one hour of supervised instruction per day;
- (3) a minimum of four face-to-face observation/feedback coaching cycles provided by qualified coaches with observations that are a minimum of 15 minutes and coaching meetings that are a minimum of 30 minutes; and
- (4) the requirements regarding coursework and/or training for a candidate seeking initial certification in the classroom teacher certification class as specified in §228.41 of this title (relating to Pre-Service Coursework and Training for Classroom Teacher Candidates) and §228.43 of this title (relating to Pre-Service Field-based Experiences for Classroom Teacher Candidates).

(b) An EPP offering intensive pre-service shall ensure that:

- (1) a candidate coach participates in a minimum of four observation/feedback coaching cycles provided by program supervisors and ongoing training;
- (2) a candidate coach completes a Texas Education Agency (TEA)-approved observation training or has completed a minimum of 150 hours of observation/feedback training; and
- (3) a candidate coach shall have a current certification in the class in which supervision is provided.

(c) A candidate participating in intensive pre-service will be eligible for an intern certificate by completing:

- (1) the requirements as prescribed in §230.36(f) of this title (relating to Intern Certificates);
- (2) programmatic requirements under subsection(a)(1)-(4) of this section; and
- (3) the requirements of the following proficiencies in §150.1002 of Part II of this title (relating to Assessment of Teacher Performance) for pedagogical skills that are used by the program and approved by the state and meet all of the following performance level measures:
 - (A) Developing performance level on Planning Dimension 1.1: Standards and Alignment;
 - (B) Developing performance level on Planning Dimension 1.2: Data and Assessment;
 - (C) Developing performance level on Instruction Dimension 2.1: Achieving Expectations;
 - (D) Developing performance level on Instruction Dimension 2.2: Content Knowledge and Expertise;
 - (E) Developing performance level on Learning Environment Dimension 3.1: Classroom Environment, Routines, and Procedures;
 - (F) Developing performance level on Learning Environment Dimension 3.2: Managing Student Behavior;
 - (G) Developing performance level on Learning Environment Dimension 3.3: Classroom Culture;
 - (H) Proficient performance level on Professional Practices and Responsibilities Dimension

4.1: Professional Demeanor and Ethics;

(I) Developing performance level on Professional Practices and Responsibilities Dimension

4.2: Goal Setting; and

(J) Developing performance level on Professional Practices and Responsibilities Dimension

4.3: Professional Development.

(d) A candidate participating in intensive pre-service will be eligible for a probationary certificate as prescribed

in §230.37(f) of this title (relating to Probationary Certificates).

Statutory Authority: The provisions of this §228.39 issued under the Texas Education Code,

§§21.003(a); 21.031; 21.041(b)(1)-(4); 21.044; 21.0441; 21.0442(c); 21.0443; 21.045(a); 21.0452;

21.0453; 21.0454; 21.0455; 21.046(b) and (c); 21.048(a); 21.0485; 21.0487(c); 21.0489(c);

21.04891; 21.049(a); 21.0491; 21.050(a)-(c); and 21.051; and the Texas Occupations Code, §55.007.

Source: The provisions of this §228.39 adopted to be effective September 1, 2024, 49 TexReg 3531.

§228.41. Pre-Service Coursework and Training for Classroom Teacher Candidates.

Unless a candidate qualifies as a late hire under §228.55 of this title (relating to Late Hire Candidates), a candidate shall complete the following prior to any clinical teaching, internship, or residency:

(1) a minimum of 50 clock-hours of field-based experiences that are integrated into coursework and are completed as described in §228.43 of this chapter (relating to Pre-Service Field-Based Experiences for Classroom Teacher Candidates); and

(2) 150 clock-hours of coursework and/or training as prescribed in §228.57 of this title (relating to Educator Preparation Curriculum) that allows candidates to demonstrate proficiency through performance tasks in:

(A) 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;

(B) formally and informally collecting, analyzing, and using student progress data to inform instruction and make needed lesson adjustments;

(C) ensuring high levels of learning and achievement for all students through knowledge of students, proven practices, and differentiated instruction;

(D) clearly and accurately communicating to support persistence, deeper learning, and effective effort;

(E) organizing a safe, accessible, and efficient classroom;

(F) establishing, communicating, and maintaining clear expectations for student behavior;

(G) leading a mutually respectful and collaborative class of actively engaged learners;

(H) meeting expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities;

(I) reflecting on his or her practice;

(J) effectively communicating with students, families, colleagues, and community members;

(K) proactively implementing instructional planning techniques and inclusive practices for all students, including students with disabilities; and

(L) effectively implementing open education resource instructional materials included on the list of approved instructional materials maintained by the State Board of Education under Texas Education Code, §31.022, in each subject area and grade level covered by the certification category.

Statutory Authority: The provisions of this §228.41 issued under the Texas Education Code, §§21.003(a); 21.031; 21.041(b)(1)-(4); 21.044; 21.0441; 21.0442(c); 21.0443; 21.045(a); 21.0452; 21.0453; 21.0454; 21.0455; 21.046(b) and (c); 21.048(a); 21.0485; 21.0487(c); 21.0489(c); 21.04891; 21.049(a); 21.0491; 21.050(a)-(c); and 21.051; and the Texas Occupations Code, §55.007.
Source: The provisions of this §228.41 adopted to be effective September 1, 2024, 49 TexReg 3531.

§228.55. Late Hire Candidates.

When a candidate meets the criteria to be defined as a late hire candidate, the requirements as noted below for TAC 228.55 will be implemented by the EPP to ensure the following will apply to the candidate.

- (a) A late hire for a school district teaching position may begin employment under an intern or probationary certificate before completing the pre-internship requirements under §228.41 of this title (relating to Pre-Service Coursework and Training for Classroom Teacher Candidates) and §228.43 of this title (relating to Pre-Service Field-Based Experiences for Classroom Teacher Candidates) but shall complete these requirements within 90 business days of the hire date.
- (b) With appropriate documentation such as certificate of attendance, sign-in sheet, or other written school district verification, 50 clock-hours of pre-internship training required in subsection (a) of this section may be provided by a school district and/or campus that is a Texas Education Agency (TEA)-approved continuing professional education provider to a candidate who is considered a late hire. The training provided by the school district and/or campus must meet the criteria described in Texas Education Code, §21.451, and must be directly related to the certificate being sought.
- (c) A candidate that does not complete the pre-internship requirements under §228.41 of this title and §228.43 of this title within 90 business days of the hire date is not qualified for the intern or probationary certificate.

The educator preparation program shall then notify TEA staff to deactivate the intern or probationary certificate in accordance with §228.73(h) of this title (relating to Internship).

Statutory Authority: The provisions of this §228.55 issued under the Texas Education Code, §§21.003(a); 21.031; 21.041(b)(1)-(4); 21.044; 21.0441; 21.0442(c); 21.0443; 21.045(a); 21.0452; 21.0453; 21.0454; 21.0455; 21.046(b) and (c); 21.048(a); 21.0485; 21.0487(c);

RULE §228.57. Educator Preparation Curriculum Components

The EPP follows the curriculum requirements as noted in TAC 228.57 to ensure the students enrolled in the EPP receive curriculum that meets the state requirements for EPP programs.

§228.57

- (a) The educator standards adopted by the State Board for Educator Certification (SBEC) shall be the curricular basis for all educator preparation and, for each certificate, address the relevant Texas Essential Knowledge and Skills (TEKS).
- (b) The curriculum for each educator preparation program (EPP) shall rely on scientifically based research to ensure educator effectiveness and include opportunities for candidate practice in increasingly more authentic and developmentally rigorous ways, including analysis, representations, and enactments of instructional pedagogies and opportunities to receive feedback and adjust practice during coursework, training and field-based and clinical experiences.

(c) The following subject matter shall be included in the curriculum for candidates seeking initial certification in any certification class:

(1) the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics) as well as Chapter 249, Subchapter B, of this title (relating to Enforcement Actions and Guidelines), which include:

- (A) professional ethical conduct, practices, and performance;
- (B) ethical conduct toward professional colleagues; and
- (C) ethical conduct toward students;

(2) instruction in detection and education of students with dyslexia by an approved provider as indicated in Texas Education Code (TEC), §21.044(b);

(3) instruction regarding mental health, substance abuse, and youth suicide, as indicated in TEC, §21.044(c-1). Instruction acquired from the list of recommended best practice-based programs or from an accredited institution of higher education or an alternative certification program as part of a degree plan shall be implemented as required by the provider of the best practice-based program or research-based practice;

(4) the skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for all students in this state, including students with disabilities;

(5) the importance of building strong classroom management skills;

(6) the framework in this state for teacher and principal evaluation;

(7) appropriate relationships, boundaries, and communications between educators and students;

(8) instruction in digital learning, virtual instruction, and virtual learning, as defined in TEC, §21.001, including a digital literacy evaluation followed by a prescribed digital learning curriculum. The instruction required must:

(A) be aligned with the latest version of the International Society for Technology in Education's (ISTE) standards as appears on the ISTE website;

(B) provide effective, evidence-based strategies to determine a person's degree of digital literacy;

(C) cover best practices in:

(i) assessing students receiving virtual instruction, based on academic progress; and

(ii) developing a virtual learning curriculum; and

(D) include resources to address any deficiencies identified by the digital literacy evaluation;

(9) instruction regarding students with disabilities, the use of proactive instructional planning techniques, and evidence-based inclusive instructional practices, as required under TEC §21.044(a-1)(1)-(3); and

(10) instruction in the open education resources instructional materials included on the list of approved instructional materials maintained by the State Board for Education under TEC, §31.022, in each subject area and grade level covered by the candidate's certification category, as required under TEC, §21.044(a-1)(4). A preparation program may not include instruction on the use of instructional materials that incorporate the method of three-cueing, as defined by TEC, §28.0062(a-1), into foundational skills reading instruction, as required under TEC, §21.044(h).

(d) The following subject matter shall be included in the curriculum for candidates seeking initial certification in the classroom teacher certification class:

(1) the relevant TEKS, including the English Language Proficiency Standards;

(2) reading instruction, including instruction that improves students' content-area literacy;

(3) for certificates that include early childhood and prekindergarten, the Prekindergarten Guidelines; and

(4) the skills and competencies as prescribed in Chapter 235 of this title (relating to Classroom Teacher Certification Standards) and captured in the Texas teacher standards in Chapter 149, Subchapter AA, of Part 2 of this title (relating to Teacher Standards).

(e) The following educator content standards from Chapter 235 of this title shall be included in the curriculum for candidates who hold a valid standard, provisional, or one-year classroom teacher certificate specified in §230.31 of this title (relating to Types of Certificates) in a certificate category that allows the candidates who are seeking the Early Childhood: Prekindergarten-Grade 3 certificate to teach all subjects in Prekindergarten, Kindergarten, Grade 1, Grade 2, or Grade 3:

(1) child development provisions of the Early Childhood: Prekindergarten-Grade 3 Content Standards;

(2) Early Childhood-Grade 3 Pedagogy and Professional Responsibilities Standards; and

(3) Science of Teaching Reading Standards.

Field Experiences, Requirements, and Opportunities within the Program

Based on §228.43. Pre-Service Field-Based Experiences for Classroom Teacher Candidates

Classroom Field Experience Program Expectations

(For all students – regardless of the clinical teaching path taken).

Teacher candidates will complete a minimum of 50 observations hours prior to beginning the full-time status as a clinical teacher (student teacher or intern teacher). Clinical teachers will document their hours by completing the TLU Observation forms each time they go to complete hours, which must be signed by both the clinical teacher and cooperating teacher, the teacher evaluation form, and a critical reflection over the entire experiences. These documents must be submitted prior to full-time student / intern teaching. If videos are used for field experience hours, the Director will approve the appropriate videos and provide the appropriate reflection form for documentation. TAC allows for some hours if documentation can be provided due to serving as a long-term sub or instructional assistant.

- **Ethical Behavior:** Students are expected to follow the expectations / guidelines as set forth in Chapter 247 – Educators’ Code of Ethics.
- **Attire:** Professional attire is expected of all teacher candidates who will engage in field experiences. Please remember that you are hoping to secure a position in the future and first impressions make a difference. Dress professional, even if it is “jean” or “school spirit” day.
- **Attendance:** Students (teacher candidates) are expected to be in their assigned classroom according to the pre-determined schedule set between the individual and the cooperating teacher. If you are unable to make the scheduled time, communicate the change in schedule to your cooperating teacher. Remember, your professionalism matters.
- **Corporal Punishment:** TLU students, interns, and clinical teachers will not administer corporal punishment when in the school setting.
- **Professionalism:** Teacher candidates are expected to be ethical and professional in their interactions with all faculty, staff, administration, and students; and they are expected to follow all district, school, and established faculty guidelines. Likewise, please be aware of the policies regarding cell phone use on your assigned campus. Make sure that you display appropriate

behaviors in your interactions with students. You are to report any inappropriate actions or comments made by students immediately to your cooperating teacher.

- **Relationships With Students:** Students, interns, and clinical teachers in the Alternative Teacher Certification Program are expected to always demonstrate appropriate relationships and interactions with students during their experiences. Interns and clinical teachers are expected to exercise good judgment in working with students collectively and individually. Interns and clinical teachers should be cautious in giving or receiving gifts from students. It is recommended that this be avoided. Interns and clinical teachers are expected to report to their cooperating teachers and university supervisor any inappropriate actions executed by students. Campus administrators should be informed.
- **Social media:** The university requires that its students, interns, and clinical teachers display appropriate content on their social network sites. The university reserves the right to prohibit any social network content that represents the university and/or assigned school district in a negative manner. During the internship year or clinical experience semester, it is advised that interns and clinical teachers not befriend students, parents, or teachers in any way via social media. If a specific platform is recommended for communication with students and / or parents by the district, then students should use that method to communicate with the students and parents.

Field Experience Requirements

TAC requires students to have field-based experiences in a variety of authentic school settings with diverse student populations, including observation of teachers modeling effective practices to improve student learning and opportunities for candidates to practice skills and receive feedback.

As a result, we defer to the requirements set forth in **§228.43 [Pre-Service Field-Based Experiences for Classroom Teacher Candidates]** as a guide to the field-based experiences required for our students.

According to TAC, for initial certification in the classroom teacher certification class, students will be required to complete a minimum of 50 clock-hours prior to the clinical or intern teaching positions.

- Field-based experiences must include, at a minimum, 25 clock-hours in which the candidate, under the direction of the EPP, is actively engaged in instructional or educational activities
- Field-based experiences must be conducted in settings that include all of the following:
 - Authentic school settings in a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose, including all Department of Defense Education Activity (DoDEA) schools, wherever located, and all schools accredited by the Texas Private School Accreditation Commission (TEPSAC);
- Instruction by content certified teachers;
- Actual students in classrooms/instructional settings with identity-proof provisions; and content or grade-level specific classrooms/instructional settings.
- Students will be required to submit required documentation for the experiences based on their time within their experience, including the documentation of what is occurring during the observation and a daily reflection linking it to learning within the curriculum of the program

and identified educational practices observed and/or experienced, as well as a teacher evaluation and critical reflection at the end of the experience.

- Time working on the reflection does not count towards the 25 clock-hours for field-based experiences.
- Up to 25 clock-hours of field-based experience may be provided by use of electronic transmission or other video or technology-based method; service as a teacher of record, service as an educational aide, and service as a substitute teacher; and must be under the direction of the EPP.

(1) The field-based experience setting must include:

(A) authentic school settings in an accredited public or private school;

(B) instruction by content certified teachers;

(C) actual students in classrooms/instructional settings with identity-proof provisions; and

(D) content or grade-level specific classrooms/instructional settings.

(2) Each field-based experience must include a written reflection of the observation that:

(A) is guided by the EPP;

(B) is unique from the other reflections;

(C) includes a detailed reflection of each field-based experience; and

(D) identifies educational practices observed and/or experienced.

(3) The time spent writing the written reflection does not count toward the required 25 clock-hours for field-based experiences.

(4) Field-based experience hours identified in this subsection must occur after the candidate's admission into the EPP. The candidate's experience in instructional or educational activities, including reflections as described in paragraph (2) of this subsection, must be documented by the EPP and must be obtained at a public or private school accredited or approved for this purpose by the TEA.

Up to 15 clock-hours of field-based experience may be satisfied by serving as a long-term substitute (as defined in §228.2 of this title) either after the candidate's admission to an EPP or during the two years before the candidate's admission to an EPP. The candidate's experience in instructional or educational activities must be documented by the EPP and must be obtained at a public or private school accredited or approved for this purpose by the TEA.

An EPP may apply to use a public school, a private school, or a school system located within any state or territory of the United States as a site for field-based experience in accordance with §228.63(f) of this title (relating to Locations for Required Clinical Experiences).

Statutory Authority: The provisions of this §228.43 issued under the Texas Education Code, §§21.003(a); 21.031; 21.041(b)(1)-(4); 21.044; 21.0441; 21.0442(c); 21.0443; 21.045(a); 21.0452; 21.0453; 21.0454; 21.0455; 21.046(b) and (c); 21.048(a); 21.0485; 21.0487(c); 21.0489(c); 21.04891; 21.049(a); 21.0491; 21.050(a)-(c); and 21.051; and the Texas Occupations Code, §55.007.

March 2025 Update

Education Classes / Field Experience Hours*

[Effective Spring 2025 semester]

Student in the TLU Alt. Program may be asked to complete the required hours separately than with the courses noted below depending on when the student enters the program and when the courses are completed in order to ensure the hours are done prior to an intern teaching position, if applicable. Depending on when the

student enters the program will depend on the classes that might include in-person hours versus the opportunity to complete the hours by video.

EDUC 331	25
EDUC 371	10
EDUC 373	25
EDUC 375	0
EDUC 431	15
EDUC 437**	0
EDUC 438**	0
READ 332	5
READ 436**	0
READ 475**	0

Possible Activities for Field Experience Opportunities

Your field experience will provide an opportunity for active involvement in the teaching / learning process at your assigned campus. It is expected that your time be to familiarize yourself with what it is like to work with the students within the area you want to become certified. Active involvement is a huge part of the learning process; therefore, it is preferred that you do more than just observe the activities presented during the times you are there.

Here are some suggested activities that can be used to heighten your field experience.

- Reading aloud to whole class, one-to-one, or small groups
- Assisting with monitoring students during recess
- Monitoring and assisting students as needed in the classroom
- Work with individual students or small groups in test preparation
- Assisting with daily routines: (attendance, calendar, warm-ups, etc.)
- Monitoring students working independently or re-teaching in small groups
- Assisting with learning stations / centers
- Escorting students to and from lunch or special areas
- Tutoring students individually or in small groups
- Assisting with a cooperative learning activity
- Helping to administer reading, learning, interest, careers inventories
- Helping students with journal writing
- Assisting with computer stations
- Assisting teacher with instructional activities and learning games
- Assisting with the collection of instructional materials, resources, books, etc.
- Assisting with pull-out activities

Requirements for Admission to the Alternative Certification Educator Preparation Program

Timeline: There is a rolling admission process for start dates to be as follows: Summer, Fall, or Spring with start dates associated with the start date for the given term as identified by the university's calendar. Students must complete the required application and meet the requirements listed below for either a formal or contingency admission so that the Registration Office and Business Office have at least one week to set up the accounts and allow for student to pay the required fees prior to the last day designated for late registration for the semester the student plans to begin. This applies to both a formal admission (for students that have already earned a bachelor's degree) or contingency admission (dual enrolled students for the last semester prior to graduating with a bachelor's degree).

Formal Admission

Applicants must meet the following requirements:

- Hold at least a bachelor's degree from an accredited institution of higher learning with an overall grade point average of at least 2.50 (on a 4.0 scale) and meet the coursework requirements noted below.

As per TAC §227.10, The GPA shall be calculated from an official transcript as follows:

(i) 2.5 on all coursework previously attempted by the person at an accredited IHE:

(I) at which the applicant is currently enrolled (undergraduate university program formal admission, alternative certification program contingency admission, or post-baccalaureate program contingency admission); or

(II) from which the most recent bachelor's degree or higher from an accredited IHE was conferred (alternative certification program formal admission or post-baccalaureate program formal admission); or

(ii) 2.5 in the last 60 semester credit hours on all coursework previously attempted by the person at an accredited IHE:

(I) at which the applicant is currently enrolled (undergraduate university program formal admission, alternative certification program contingency admission, or post-baccalaureate program contingency admission). If an applicant has less than 60 semester credit hours on the official transcript from the accredited IHE at which the applicant is currently enrolled, the EPP shall use grades from all coursework previously attempted by a person at the most recent accredited institution(s) of higher education, starting with the most recent coursework from the official transcript(s), to calculate a GPA for the last 60 semester credit hours; or

(II) from which the most recent bachelor's degree or higher from an accredited IHE was conferred. If an applicant has hours beyond the most recent degree, an EPP may use grades

from the most recent 60 hours of coursework from an accredited IHE (alternative certification program formal admission or post-baccalaureate program formal admission).

- Submit official transcripts from every college/university attended
- Complete the application package for admission to the Alternative teacher certification program
- Submit responses to the essay questions within the application
- Successfully participate in a structured interview
- Some students may be required to successfully pass the PACT exam prior to admission into the program. This will be a requirement for consideration of admission for students that have a lower GPA than 2.5 and/or if the required number of content hours are not listed on the transcript when reviewed for admission. *Passing the PACT exam in the certification area that you are wanting to become certified does not meet the content exam requirement.*

Coursework Requirements for Admission

(previously earned and documented on official transcripts):

- Minimum 2.50 Overall University GPA
- For an applicant who will be seeking an initial certificate in the classroom teacher class of certificate, the applicant shall have successfully completed, prior to admission, at least:
 - a minimum of 12 semester credit hours in the subject-specific content area for the certification sought, unless certification sought is for mathematics or science at or above Grade 7; or
 - 15 semester credit hours in the subject-specific content area for the certification sought if the certification sought is for mathematics or science at or above Grade 7; or
 - a passing score on the appropriate content certification examination as specified in the figure provided in this subparagraph.
- Acceptable score on Writing Sample Rubric
- Acceptable score on the Interview Rubric
- Demonstrate the English language proficiency skills as specified in TAC §230.11.

Contingency Admission (TAC §227.15) - Applicants must meet the following requirements for the TLU Alternative Certification Program (Based on TAC §227.15):

(a) An applicant may be accepted into an alternative certification program or post-baccalaureate program on a contingency basis pending receipt of an official transcript showing degree conferred, as specified in §227.10(a)(2) of this title (relating to Admission Criteria), provided that:

(1) the applicant is currently enrolled in and expects to complete the courses and other requirements for obtaining, at a minimum, a bachelor's degree at the end of the semester in which admission to the program is sought;

(2) all other admission requirements specified in §227.10 of this title have been met;

(3) the EPP must notify the applicant of the offer of contingency admission in writing by mail, personal delivery, facsimile, email, or an electronic notification; and

(4) the applicant must accept the offer of contingency admission in writing by mail, personal delivery, facsimile, email, or an electronic notification.

(b) The effective date of contingency admission shall be included in the offer of contingency admission.

(c) An EPP must notify the Texas Education Agency within seven calendar days of a candidate's contingency admission.

(d) An applicant admitted on a contingency basis may begin program training and may be approved to take a certification examination but shall not be recommended for an intern or a probationary certificate until the bachelor's degree or higher from an accredited institution of higher education (IHE) has been conferred.

(e) Except as provided by this section, an alternative certification program or post-baccalaureate program, prior to admission on a contingency basis, shall not provide coursework, training, and/or examination approval to an applicant that leads to initial certification in any class of certificate. A post-baccalaureate or alternative certification program at an IHE may admit an applicant if coursework and training was provided by the same IHE as part of:

(1) the degree to be conferred;

(2) a prerequisite for a master's degree leading to initial certification; or

(3) a different post-baccalaureate program of study.

(f) The contingency admission will be valid for only the fall, spring, or summer semester for which the contingency admission was granted and may not be extended for another semester. The end of each semester shall be consistent with the common calendar established by the Texas Higher Education Coordinating Board.

Source Note: The provisions of this §227.15 adopted to be effective December 14, 2008, 33 TexReg 10011; amended to be effective February 28, 2016, 41 TexReg 1238; amended to be effective October 18, 2016, 41 TexReg 8198; amended to be effective June 3, 2018, 43 TexReg 3355; amended to be effective October 15, 2020, 45 TexReg 7249

Related Training from the Military or Another University

Based on §228.35. Substitution of Applicable Experience and Training.

The EPP follows the guidance the university has in place for accepting credit for military service, training, and training from another university as noted in **§228.35**. If the university designates credit

on the transcript that can be applied to the degree plan the student is following, then the EPP will acknowledge the credit. For students that complete Education classes as part of the transfer acceptance by the university, the guidelines as noted in (2) “within the past five years” will be considered. Students may be asked to provide a syllabus from the course to help determine whether or not the course covers the same information as designated within our course guidelines. When field experience hours are met prior to coming to TLU (regardless of the format), additional information may be required to ensure that the hours meet the current expectations within TAC. In order for the hours to count, they need to have been completed within the past five years prior to enrolling in TLU’s EPP.

Additional Information to Consider based on §228.35.

- **Military Service:** Applicants with military service or a military veteran can credit verified military service, training, or education toward the training, education, work experience, or related requirements (other than certification examinations) for educator certification requirements, provided that the military service, training, or education is directly related to the certificate being sought. The EPP will honor credits that the university allows as a transfer credit in the event it correlates to the degree plan related to the certification area one is seeking to obtain. For Education classes required as part of the Certification Plan, a syllabus may be required to ensure that a similar curriculum for the class is provided as part of the Certification Plan.
- **Training Provided by Another University:** Coursework / field experience hours completed within the past five years from another EPP may be considered for our program in the event that the content of the course is comparable to the curriculum expectations within our program. Additional requirements may be expected in order to count the coursework and/or the field experience hours towards the Certification Plan.

Request to Change or Add Certificate Area

Upon the written request of the candidate, an EPP may prepare a candidate and grant test approval for a certification area other than for which the candidate was initially admitted to the EPP or ACP - (TAC) §228.31(f)(g). If a candidate wants to make a change or add an additional certification area, the candidate should contact the Director of Alternative Certification Program via email to arrange for a time to complete the required form.

Exit Policy for Dismissal of Candidates in the Alternative Certification Program §228.31(b)

Completion of Program Requirements

Students that complete all program requirements will be considered a “finisher” of the program. This usually occurs after the student teaching semester or internship year, although it depends on whether or not the program requirements have been completed at that time. All students classified as a “finisher” will be noted as such in ECOS as related to the entity - Texas Lutheran University. Completion of the program, however, does not necessarily mean that you have completed all certification requirements.

Violation of Handbook Expectations

After students have formally been accepted into the Texas Lutheran University Education Alternative

Certification Program, they are expected to maintain the requirements as noted within the Education Department handbook for the Alt. Program, including the GPA requirement of 2.50 and the FLAG policy. A student that falls below the 2.50 GPA once in the program has one semester to become in “good standing” based on the 2.50 requirement; otherwise, the student will be removed from the program. In the event that a student is found in violation of the TLU Education Department guidelines as identified through the FLAG process, removal of the program may be an option.

In addition, the student is required to follow the expectations within the TLU University Student Handbook. If a student is suspended from the University as a result of a disciplinary reason that violates the TLU Student Handbook, the student will also be dismissed from the Education program.

When a student is dismissed from the program due to GPA, a FLAG, or the suspension from the University, the student will be removed from the entity of Texas Lutheran University within ECOS.

Being Inactive in the Program

If a student decides to take some time away from the program for a length of time that equals to a semester, whereas the student is not enrolled in any courses, actively working on program requirements, and/or actively working on certification exam requirements, then the student should contact the Director via email and will then be removed from the program. The email will serve as the notice to the Education Department and the student will be removed from the entity of Texas Lutheran University within ECOS.

Withdrawing from the University

If a student decides to withdraw from the Texas Lutheran University as a student (even if only for a semester), the student should notify the Certification Officer immediately through email to share the intention to exit the program. This email will serve as the notice to remove the student from the entity of Texas Lutheran University within ECOS. In the event that a student returns to TLU and wishes to continue to seek a teaching certification, the student should contact the Certification Officer to discuss options for readmission to the program.

Background Checks / Fingerprinting Requirements

To become certified in the state of Texas, an individual must pass a background check and become fingerprinted. Texas Lutheran University does not perform criminal background checks on students. However, the school districts that we partner with require background checks before allowing college students / volunteers to work in their classrooms as related to field experience opportunities, including the Clinical Teaching (Student Teaching). Others also require the fingerprinting be done before students are allowed to work in a class setting. Some districts will not approve students with any “hits”, including DUIs or public intoxication. If you have a record, it will be best for you to disclose this to the Director of Alternative Certification Program ***Applicants have the right to contact TEA to request a preliminary criminal history evaluation from TEA [19 TAC §227.1(d)(3)] if concerns are present.***

§227.1.

- (b) (1) pursuant to the Texas Education Code (TEC), §22.083, candidates must undergo a criminal history background check prior to employment as an educator; and
- (2) pursuant to the TEC, §22.0835, candidates must undergo a criminal history background check prior to clinical teaching.

Professional Behavior of an Educator Related to Code of Ethics

Students are required to maintain professional behavior as an educator. As per 19 TAC Chapter §247, Educators have a Code of Ethics that must be followed. Students in the Education Preparation Program at TLU are expected to follow the Code of Ethics within TAC. Otherwise, the student may not qualify for a teacher certification as determined by the SBOE.

§247.2. Code of Ethics and Standard Practices for Texas Educators. - 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.

(2) Ethical Conduct Toward Professional Colleagues.

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

required by law.

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

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

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

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

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

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

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

(3) Ethical Conduct Toward Students.

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

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

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

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

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

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

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

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

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

(i) the nature, purpose, timing, and amount of the communication;

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

Statutory Authority: The provisions of this §247.2 issued under the Texas Education Code, §21.031(a) and

§21.041(a) and (b)(1), (7), and (8); Every Student Succeed Act, 20 United States Code, §7926.

Source: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242; amended to be effective December 27, 2016, 41 TexReg 10329; amended to be effective October 21, 2018, 43 TexReg 6839.

October 2018 Update

Violation of Code of Ethics Reporting Guidelines:

TAC **§249.14** provides specific guidance on when a violation of the Code of Ethics must be reported to the SBOE. A copy of the Code of Ethics can be found towards the end of this handbook.

§249.14. Complaint, Required Reporting, and Investigation; Investigative Notice; Filing of Petition.

(a) The Texas Education Agency (TEA) staff may obtain and investigate information concerning alleged improper conduct by an educator, applicant, examinee, or other person subject to this chapter that would warrant the State Board for Educator Certification (SBEC) denying relief to or taking disciplinary action against the person or certificate.

(b) Complaints against an educator, applicant, or examinee must be filed in writing.

(c) The TEA staff may also obtain and act on other information providing grounds for investigation and possible action under this chapter.

(d) A person who serves as the superintendent of a school district or district of innovation, the director of a charter school, regional education service center, or shared services arrangement, or the chief administrative officer of a private school may notify the SBEC of any educator misconduct that the person believes in good faith may be subject to sanctions under this chapter and/or Chapter 247 of this title (relating to Educators' Code of Ethics). However, under any of the following circumstances, a person who serves in such a position shall promptly notify the SBEC in writing by filing a report with the TEA staff within seven business days of the date the person either receives a report from a principal under subsection (e) of this section or knew of any of the following circumstances, except if the person is a superintendent or director of a public school and has completed an investigation in accordance with Texas Education Code (TEC), §21.006(c-2), resulting in a determination that the educator did not engage in misconduct:

(1) that an applicant for or a holder of a certificate has a reported criminal history, which the superintendent or director obtained information by a means other than the criminal history clearinghouse established under Texas Government Code, §411.0845;

(2) that a certificate holder was terminated from employment and there is evidence that he or she committed any of the following acts:

(A) sexually or physically abused a student or minor or engaged in any other illegal conduct with a student or minor;

(B) possessed, transferred, sold, or distributed a controlled substance;

(C) illegally transferred, appropriated, or expended school property or funds;

(D) attempted by fraudulent or unauthorized means to obtain or to alter any certificate or permit that would entitle the individual to be employed in a position requiring such certificate or permit or to receive additional compensation associated with a position;

(E) committed a crime, any part of such crime having occurred on school property or at a school-sponsored event; or

(F) solicited or engaged in sexual conduct or a romantic relationship with a student or minor;

All cases accepted for investigation shall be assigned one of the following priorities.

(1) Priority 1: conduct that may result in the placement of an investigative notice pursuant to the TEC, §21.007, and subsection (I) of this section because it presents a risk to the health, safety, or welfare of a student or minor, parent of a student, fellow employee, or professional colleague, including, but not limited to, the following:

(A) any conduct constituting a felony criminal offense;

(B) indecent exposure;

(C) public lewdness;

(D) child abuse and/or neglect;

(E) possession of a weapon on school property;

(F) drug offenses occurring on school property;

(G) sale to or making alcohol or other drugs available to a student or minor;

(H) sale, distribution, or display of harmful material to a student or minor;

(I) certificate fraud;

(J) state assessment testing violations;

(K) deadly conduct; and

(L) conduct that involves inappropriate communication with a student as described in §247.2(3)(I) of this title (relating to Code of Ethics and Standard Practices for Texas Educators), inappropriate professional educator-student relationships and boundaries, or

otherwise soliciting or engaging in sexual conduct or a romantic relationship with a student or minor.

(2) Priority 2: any sanctionable conduct that is not Priority 1 conduct under paragraph (1) of this subsection. An investigative notice will not be placed on an educator's certification records on the basis of an allegation of Priority 2 conduct. The TEA staff may change a case's priority at any time based on information received. Priority 2 conduct includes, but is not limited to, the following:

- (A) any conduct constituting a misdemeanor criminal offense or testing violation that is not Priority 1 conduct;
- (B) contract abandonment; and
- (C) code of ethics violations that do not constitute Priority 1 conduct.

Profile of the Teaching Professional F.L.A.G. Report (Formative Language to Assess Growth)

The F.L.A.G. report is completed for any student in the TLU Education Program about whom an instructor may have concerns regarding his or her success in the Alternative Teacher Certification Program.

- The report should be filed with the Director of Alternative Certification Program and will be reviewed by the appropriate members of the department.
- Appropriate assistance will be provided for the student regarding professional development, and the report will be filed in the student's education department file.
- In the event that the behavior(s) noted in the F.L.A.G. results in dismissal from the TLU Education Program, the student will be removed from the entity of Texas Lutheran University within ECOS and will no longer be able to take Education classes within the department that lead to a teacher certification.

The following criteria make up the profile of a teaching professional:

1. Criterion I—Personality Characteristics

The teacher candidate:

- Is in good mental health and is able to cope with demands and problems appropriately.
- Is able to initiate conversation, contribute to or lead discussion, speak before a group, or take a leadership role
- Participates cooperatively in group enterprises and contributes constructively to the group objective, disagrees courteously, avoids sarcasm, and modifies behavior appropriately.
- Maintains an awareness of the implications that sexual characteristics have upon human relationships, avoids situations which offend institutional and community mores.

2. Criterion II—Responsibility Characteristics

The teacher candidate

- Promptly meets university, program, and field experience requirements and deadlines; anticipates needs and problems and then plans ahead
- Is on time for class, field experiences, and appointments; submits assignments on time
- Acknowledges his or her own responsibility and culpability; does not attempt to transfer fault or blame to others nor to rationalize his or her own inadequate or missing performance.

3. Criterion III—Communication Skills

The teacher candidate

- Speaks with clarity, fluency, and correctness; makes few grammatical errors; does not overuse colloquialisms or clichés; adjusts level of formality to situation.
- Writes with clarity, fluency, and correctness; makes few grammatical errors; organizes writing effectively to communicate ideas clearly

4. Criterion IV—Social Relationships

The teacher candidate

- Relates easily and appropriately to those in authority, neither deferring submissively nor challenging blindly and indiscriminately; complies with rules and seeks change using established channels;
- Relates easily and appropriately to children and youth responsible to him/her, providing leadership and direction.

FLAG System (Formative Language to Assess Growth)

Student Procedures for addressing concerns presented in the F.L.A.G. form.

F.L.A.G. I—Student will discuss and determine changes that need to be made with faculty member who issued the form; The F.L.A.G. form along with any useful documentation is forwarded to the chair of the Education Department.

F.L.A.G. II—If the problem situation continues after F.L.A.G. I, the student will meet with the Department chair and the faculty member involved to develop an action plan.

F.L.A.G. III— If the problem persists, the student must submit written documentation concerning the problem(s) and/or provide a written explanation of his/her perspective to the Department chair prior to a meeting. The student is placed on probation for one year.

F.L.A.G. IV—Student is suspended from the program for one year.

**If the F.L.A.G. concerns a student's field experience or student teaching, the Director of Field Experience will also be included in this process.

TEXAS LUTHERAN UNIVERSITY
DEPARTMENT OF EDUCATION
Example F.L.A.G. Form

Student Name _____ Date: _____

Criterion Area	Concerns
Demonstrates emotional stability (<i>Criteria I</i>)	
Responds appropriately to instructor and peers (<i>Criteria I & IV</i>)	
Meets deadlines; regular class /field experience attendance (<i>Criterion II</i>)	
Knows subject matter and communicates knowledge effectively (<i>Criterion III</i>)	
Makes appropriate use of instructor feedback (<i>Criterion IV</i>)	

Requirements for Approval to Advance to Clinical Teaching

Students must complete an application. Applications may be considered for advancement to clinical teaching when the following conditions have been met:

1. Be admitted to the Alternative Certification Program
2. Earn a "C" or better in EDUC and READ coursework and other specified courses.
3. Have completed all coursework as noted on the certification plan.

Requirements for Approval to Advance to An Intern Position

Students that meet the following criteria, can begin to apply for an intern position as the teacher of record within a district. This requires that the teacher candidate apply for the position, interview, and be offered the teaching position within the certification area that certification is being sought. Once a candidate earns the position, they typically will be considered a first-year teacher within the district and be paid a comparable salary.

To qualify for an intern position, the following criteria must be met.

1. Be admitted into the Alternative Certification Program;
2. Completion of some coursework within the program (not less than four weeks of intense training);
3. Passed the TExES Content test(s) related to the certification area that the candidate was accepted into the program;
4. For certification areas that require the Science of Teaching Reading (STR) exam, the STR will need to also be passed;
5. Passed the English as a Second Language Supplemental Exam when expected to work with ELLs
6. Apply for a position related to the certification field that the candidate was accepted into the program and has passed the certification exam; and
7. Be offered a position as described in number six above.

Requirements for Getting Approved to Take a Certification Exam

Students are encouraged to begin their certification test preparation as soon as they are formally enrolled into the TLU Alternative Certification Program or at least one semester prior to the semester for student teaching or hoping to earn an intern teaching position. The content test (at a minimum) will need to be completed prior to the student earning an internship. It is highly recommended for all test preparation and TExES exams to be completed prior to clinical teaching (either student teaching or an internship). Students entering the program after Sept. 2025 will need to pass at least the content test before completing a clinical teaching placement. Texas Lutheran University will continue to approve testing after a student has completed a program; however, after one year of being classified as a completer, Texas Lutheran University reserves the right to ask for additional coursework to be completed, including test preparation requirements before approving a test at that point.

Students are expected to complete **all** the components of the assigned module related to their certification area(s) identified either from when the student was admitted into the program. This includes enough quizzes to allow a practice test. **Once a student earns 90% or higher on a practice test and at least 2/3 of the quizzes are completed, the TExES exam can be approved.** If a student doesn't earn the 90% after a practice test, more quizzes should be completed, so that another practice test opportunity can become available. Students need to complete at least two-thirds of the quizzes within the program, even if they earned the required 90% after one practice test attempt. There are only three practice test opportunities for the main platform utilized for test preparation. If the score is not earned after the three attempts, another module will be assigned from another program, which could cost the student some personal money to sign up for the module. When a student has met the noted criteria, the student should notify the Certification Officer, so that the student can be approved to sign up for the actual certification TExES exam.

If the candidate wants to seek training and/or test approval in a certification area other than the one in which the candidate was initially admitted to the EPP, the teacher candidate should email the Director of the Alternative Certification Program noting the request and to schedule a time to complete the required paperwork and to determine eligibility of taking a different exam than what the student was originally admitted.

As per TAC §228.3(e), the EPP shall grant test approval when the EPP determines the candidate is ready. An EPP may make test approval contingent on a candidate completing additional coursework and/or training to show that the candidate is prepared to pass the test if the candidate is seeking test approval from the EPP in an area where the standards and/or test changed since the candidate completed all requirements of the EPP or if the candidate has returned to the EPP for test approval one or more years following the academic year of completion of all program requirements.

(Note: The programs used for the test preparation is subject to change based on the discretion of the Educator Preparation Program at TLU.)

Requirements for Earning a Texas Teacher Certification*

1. Students are required to meet all requirements for Texas teacher certification in addition to all requirements for completing a university baccalaureate degree and a Certification Plan through the Alternative Certification Program. Certification requirements for the state of Texas are subject to change at any time.
2. Students must successfully complete all necessary examinations for certification in Texas and pay all necessary fees. Texas Lutheran University will continue to approve testing after a student has completed a program; however, after one year of being classified as a completer, Texas Lutheran University reserves the right to ask for additional coursework to be completed, including test preparation requirements before approving a test at that point.
3. Students must successfully complete the required fingerprinting process and background check. A negative background check could prevent certification.
4. Students must complete a certification application in the TEAL system and pay appropriate fees for each certification sought. The TLU certification officer will then recommend a student for certification upon verification of graduation and the successful completion of all requirements.

*Subject to change based on the Texas Administrative Code (TAC)

What Do Texas Teachers Need to Know Related to the Teacher Standards?

RULE §149.1001

The State Board for Educator Certification creates standards for beginning educators. These standards are focused upon the Texas Essential Knowledge and Skills, the required statewide public school curriculum. They reflect current research on the developmental stages and needs of children from Early Childhood (EC) through Grade 12. In addition to the following Teacher Standards, standards are included on the following website that support the content area certificate standards, supplemental certificate standards, and grade level Pedagogy and Professional Responsibility Standards, and Technology Applications Standards required of all teachers. A complete list of the PPR standards can be found below. Additional standards that an educator needs to be aware of can be found on the following website: <https://tea.texas.gov/about-tea/laws-and-rules/sbec-rules-tac/sbec-tac-currently-in-effect/19-tac-chapter-235>

Chapter 235. Classroom Teacher Certification Standards (May 2025)

(a) The standards identified in this section are targeted for classroom teachers in Early Childhood-Grade 12. The standards emphasize the knowledge and skills required for teachers to select, evaluate, internalize, and implement high-quality instructional materials. They assume that practicing teachers are aware of the Open Education Resource Instructional Materials (OER), customize materials as directed by their district, and engage in initial lesson plan design when they are directed by their school district to do so. The standards describe the knowledge and skills required for teachers to prepare, deliver, and assess instruction that results in positive outcomes for all students; describe the knowledge and skills required for teachers to build positive relationships with and among students in a safe and productive learning environment; reflect research and evidenced-based practices that ensure all students are held to rigorous grade-level academic and nonacademic standards; and define a teacher's role as a professional, ethical, and reflective practitioner.

(b) Instructional Preparation. Teachers understand how students learn and prepare for instructional delivery by designing lessons, evaluating instructional materials, leveraging their knowledge of students, and engaging in a thorough process for lesson internalization.

(1) Teachers apply basic principles of lesson plan design from the learning sciences to prepare for instruction.

(A) 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.

(B) 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.

(C) Teachers prepare instruction that uses research and evidence-based strategies for memory and recall such as interleaving, spacing, retrieval practice, and metacognition.

(D) 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.

(2) Teachers evaluate instructional materials and select or customize the highest quality district-approved option to prepare for instruction.

(A) 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.

(B) Teachers identify the benefits of using high-quality instructional materials.

(C) Teachers apply knowledge of the components of high-quality instructional materials to select or customize instructional materials when appropriate.

(D) Teachers analyze instructional materials and digital resources to ensure quality, rigor, and access to grade or course level content.

(E) Teachers use high-quality materials to plan instruction that connect students' prior understanding and real-world experiences to new content and contexts.

(3) 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.

(A) 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.

(B) Teachers design lessons that effectively connect learning objectives with explicit instruction, student engagement, academic language, deliberate practice, and assessment.

(C) Teachers design lessons that connect students prior understanding and real-world experiences to new content and contexts.

(D) Teachers plan for the use of digital tools and resources to engage students in active deep learning.

(4) Teachers ensure lesson sequence and materials meet the needs of all learners and adapt methods when appropriate.

(A) Teachers plan for the use of multiple means to engage students, varied ways of representing information, and options for students to demonstrate their learning.

(B) Teachers leverage student data to prepare flexible student groups that facilitate learning for all students.

(C) 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 (IEPs).

(5) Teachers recognize students' backgrounds (familial, educational, linguistic, and developmental) as assets and apply knowledge of students to engage them in meaningful learning.

(A) Teachers plan to present information in a meaningful way that activates or provides prerequisite knowledge to maximize student learning.

(B) 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.

(C) Teachers plan instructional practices and strategies that support language acquisition so that language is comprehensible, and instruction is fully accessible.

(D) Teachers apply knowledge of how each category of disability under the Individuals with Disabilities Education Act (IDEA) or Section 504 can affect student learning and development.

(6) Teachers engage in a thorough process of lesson internalization to prepare well-organized, sequential instruction that builds on students' prior knowledge.

(A) Teachers identify how the intentional sequencing of units, lessons, and learning tasks supports student knowledge and mastery throughout the year.

(B) Teachers identify how the learning goals of units and lessons are aligned to state standards.

(C) Teachers use assessment data to identify prior knowledge and plan for the learning needs of students.

(D) Teachers internalize lesson content by reading the texts, completing learning tasks and assessments, rehearsing lesson delivery, and identifying any personal gaps in understanding.

(E) Teachers plan for pacing, use of teacher resources, and transitions between activities.

(F) Teachers create or analyze and customize exemplar responses and anticipate potential barriers to learning.

(G) Teachers strategically plan instructional strategies, formative assessments, technology, scaffolds, and enrichment to make learning accessible to all students.

(c) 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.

(1) Teachers deliver research and evidence-based instruction to meet the needs of all learners and adapt methods when appropriate.

(A) Teachers effectively communicate grade or course level expectations, objectives, and goals to help all students reach high levels of achievement.

(B) 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.

(C) Teachers ensure a high degree of student engagement through explicit instruction, student discussion, feedback, and opportunities for deliberate practice.

(D) 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.

(E) Teachers implement appropriate scaffolds in response to student needs.

(F) Teachers strategically implement tools, technology, and procedures that lead to increased participation from all students, elicit patterns of student thinking, and highlight varied responses.

(G) Teachers provide multiple means of engagement to encourage all students to remain persistent in the face of challenges.

(H) Teachers collaborate with other educational professionals, when appropriate, to deliver instruction that addresses students' academic and non-academic needs.

(2) Teachers scaffold instruction, from initial knowledge and skill development, through automaticity, toward complex, higher-order thinking, providing opportunities for deeper learning.

(A) 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.

(B) Teachers apply instructional strategies to deliberately engage all students in critical thinking and problem solving.

(C) Teachers validate student responses utilizing them to advance learning for all students.

- (D) Teachers respond to student errors and misconceptions with prompts or questions that build new understanding on prior knowledge.
- (E) Teachers use strategic questioning to build and deepen student understanding.
- (F) Teachers strategically incorporate technology that removes barriers and allows students to interact with the curriculum in more authentic, significant, and effective ways.

(3) Teachers consistently check for understanding, give feedback, and make lesson adjustments as necessary.

- (A) Teachers use a variety of formative assessments during instruction to gauge and respond to student progress and address misconceptions.
- (B) Teachers implement frequent or low- or no-stakes assessments to promote retrieval of learned information.
- (C) 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.
- (D) Teachers build student capacity to self-monitor their progress.
- (E) Teachers provide frequent, timely, and specific explanatory feedback that emphasizes effort, improvement, and acknowledges students' strengths and areas for growth.
- (F) Teachers strategically implement instructional strategies, formative assessments, scaffolds, and enrichment to make learning accessible to all students.
- (G) Teachers set goals for each student in response to previous outcomes from formative and summative assessments.
- (H) Teachers involve all students in self-assessment, goal setting, and monitoring progress.

(4) Teachers implement formative and summative methods of measuring and monitoring student progress through the regular collection, review, and analysis of data.

- (A) 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.
- (B) Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.
- (C) 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.
- (D) Teachers use assessment results to inform and adjust instruction and intervention.
- (E) Teachers clearly communicate the results of assessments with students, including setting goals, identifying areas of strength, and opportunities for improvement.

(d) Content Pedagogy Knowledge and Skills. Teachers show a full understanding of their content and related pedagogy, and the appropriate grade-level Texas Essential Knowledge and Skills (TEKS).

(1) 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.

- (A) 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.
- (B) 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.
- (C) 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.
- (D) Teachers deliberately and regularly share multiple different examples of student representations and resolutions.
- (E) Teachers stay current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.

(2) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.

- (A) 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.
- (B) Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences to build knowledge from year to year.
- (C) Teachers provide multiple means of representation and engagement to promote literacy and ensure discipline-specific academic language is accessible for all students.
- (D) Teachers explicitly teach, encourage, and reinforce the use of academic language, including vocabulary, use of symbols, and labeling.

- (E) 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.
- (F) 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.

(3) Teachers demonstrate research and evidence-based best practices specific to planning, instruction, and assessment of mathematics.

- (A) Teachers communicate, using multiple means of representation, the relationship between mathematical concepts and mathematical procedures.
- (B) 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.
- (C) Teachers use multiple means of representation to engage students in mathematical tasks that deepen students' understanding of conceptual understanding, procedural fluency, and mathematical reasoning.
- (D) Teachers prepare and deliver instruction and questioning to deliberately solicit different explanations, representations, solutions, and reasoning from all students.
- (E) Teachers prepare and deliver explicit instruction and modeling that links grade-level conceptual understanding with mathematical procedures and avoids shortcuts to problem solving.
- (F) Teachers analyze instructional plans to ensure an appropriate balance between conceptual understanding and procedural fluency.
- (G) Teachers facilitate discourse through regular opportunities for students to communicate the relationship between mathematical concepts and mathematical procedures.
- (H) Teachers provide time for students to apply conceptual understanding and procedural fluency collaboratively and independently to problem-solving.
- (I) Teachers communicate and model the connections between mathematics and other fields that utilize mathematics to problem solve, make decisions, and incorporate real-world applications in instruction.
- (J) Teachers explicitly teach and model that math abilities are expandable and improvable.

(4) Teachers demonstrate research and evidence-based best practices specific to planning, instruction, and assessment of language arts and reading.

- (A) Teachers analyze instructional materials in preparation for instruction to ensure they provide grade-level appropriate systematic and explicit practice in foundational literacy skills.
- (B) Teachers analyze instructional materials in preparation for instruction to ensure that foundational literacy skills are reached at each grade or course level.
- (C) Teachers implement clear and explicit reading instruction aligned to the Science of Teaching Reading (STR) competencies and engage students in deliberate practice to make meaning from text.
- (D) Teachers identify and analyze grade or course level and complex texts for quality in preparation for instruction.
- (E) Teachers prepare and deliver explicit reading instruction that uses grade-level and complex texts to build student knowledge.
- (F) 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.
- (G) Teachers engage students in writing practice, including text-based writing, that builds comprehension and higher-order thinking skills.
- (H) Teachers engage students in speaking practice that builds comprehension, language acquisition, and higher-order thinking skills.
- (I) Teachers use high-quality assessments to monitor grade-level appropriate foundational skills development.
- (J) Teachers implement and analyze a variety of high-quality literacy assessments to monitor grade-level appropriate comprehension and identify gaps.
- (K) Teachers apply just-in-time supports and intervention on prerequisite skills and continually monitor to determine the need for additional learning support.

(e) 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.

(1) 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.

- (A) 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.
- (B) Teachers implement consistent classroom and behavior management systems to maintain an environment where all students are engaged and can reach academic and nonacademic goals.
- (C) Teachers model and provide explicit instruction on effective behavior regulation skills to build students' resilience and self-discipline.
- (D) 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.

(2) Teachers lead and maintain classroom environments in which students are motivated and cognitively engaged in learning.

- (A) Teachers maintain a classroom environment that is based on high expectations and student self-efficacy.
- (B) Teachers strategically use instructional time, including transitions, to maximize learning.
- (C) Teachers manage and facilitate strategic and flexible groupings to maximize student learning.

(f) 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.

(1) Teachers model ethical and respectful behavior and demonstrate integrity in all settings and situations.

- (A) Teachers understand and comply with applicable federal, state, and local laws pertaining to the professional behaviors and responsibilities of educators.
- (B) 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).
- (C) 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.
- (D) Teachers advocate for and apply knowledge of students' progress and learning plans through the maintenance of thorough and accurate records.
- (E) Teachers model and promote for students the safe, ethical, and legal practices with digital tools and technology.

(2) Teachers actively self-reflect upon their practice and collaborate with other educational professionals to deepen knowledge, demonstrate leadership, and improve their instructional effectiveness.

- (A) Teachers apply consistent reflective practices, analysis of student work, and video evidence of teaching, to identify and communicate professional learning needs.
 - (B) Teachers seek and apply job-embedded feedback from colleagues, including supervisors, mentors, coaches, and peers.
 - (C) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.
 - (D) Teachers engage in relevant professional learning opportunities that align with their growth goals and student learning needs.
 - (E) Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.
 - (F) Teachers collaborate with educational professionals to ensure learning is accessible and enables all students reach their academic and non-academic goals.
- (3) Teachers communicate consistently, clearly, and respectfully with all community stakeholders, including students, parents and families, colleagues, administrators, and staff.**
- (A) Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.
 - (B) 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.
 - (C) Teachers build mutual understanding of expectations with students, parents, and families through clear, respectful, and consistent communication methods.

(D) 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.

What do Texas Teachers Need to Know? Necessary Personal Skills of an Educator

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

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

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

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

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

Constant Learning - You can never know too much when you are a teacher, especially when it comes to the best way to teach your students. Great teachers are constantly looking for ways to expand their horizons with courses, workshops, and seminars. Make sure you **don't become stagnant** by taking courses to keep the content fresh in your mind.

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

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

Leadership - One of the other most important skills each teacher must have (besides patience) is **leadership**. Your students need someone to guide them, to be in charge, and set the tone of the class.

Leadership is a difficult skill, meaning you may want to get outside help if you feel that you could use more work on this particular skill, or any other for that matter.

Source: Teacher Certification.com <http://www.teachercertification.org/a/9-useful-skills-for-teachers.html>

Some Responsibilities of Teachers

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

Supply and Demand for Educators in Texas

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

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

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

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

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

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

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



Many new teachers want to find a job in the DFW-San Antonio corridor. Jobs are available; however, you will have competition. Texas Lutheran University's Educator Preparation Program will help you prepare for the job seeking process. During your student teaching semester, you will work on

your cover letter, resume, educational philosophy statement, and other documents that will make you competitive in the education job market.

Frequently Asked Questions

Q: When will I be ready to take my certification exams?

A: Before you are approved to take your TExES certification exams (PPR EC-12 and your content), you are required to take the practice exams and complete online test preparation.

Q: What are practice exams?

A: Practice exams are exams used to determine whether a candidate is prepared to take the state examinations for teacher certification (TExES exams). The exams have the same basic format as the state exams. There is no cost to complete the test preparation module for the first 60 days. Students ready to begin the process of preparing for a practice exam should contact the Director of Alternative Certification Program. Teacher candidates will not be approved to take the certification exams until the online exam preparation is complete. If a student does not pass the practice test with the required score (90% or higher) or if a student fails an attempt on the TExES exam, additional test preparation will be required, often costing the students more money. Refer to the section in the handbook on certification exams for more information.

Q. What are the TExES exams?

A. The Texas Examination of Educator Standards (TExES) is a standardized exam developed for the State Board of Educator Certification (SBEC) to assess whether the candidate is prepared to become a teacher in Texas. Each candidate will take two exams, one that assesses knowledge of content area and the other assessing knowledge of pedagogy (Pedagogy and Professional Responsibilities). Exams are administered in computer-aided testing format at many sites throughout the state. The current cost for regular registration is approximately \$130 per test. The passing minimum score on any TExES is *currently* 240, the maximum score is 300. More information can be found at <http://www.tx.nesinc.com/Home.aspx>.

For more information, refer to *requirements for Getting Approved to Take a Certification Exam*.

How to File a Complaint

For issues or complaints about TLU's Educator Preparation Program, email the Texas Education Agency at generalinquiry@tea.texas.gov or fax your complaint to 512-463-9008 or mail to Correspondence Management, Communications Division, Texas Education Agency, 1701 North Congress, Austin, TX 78701-1494.

**More Related Information on the CODE OF ETHICS
AND STANDARD PRACTICES FOR TEXAS EDUCATORS
Adopted/Effective 10/21/2018**

§247.1 Purposes and Score; Definitions

(a) In compliance with the Texas Education Code, §21.041(b)(8), the State Board for Educator Certification (SBEC) adopts an Educators' Code of Ethics as set forth in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators). The SBEC may amend the ethics code in the same manner as any other formal rule.

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

(c) The SBEC is solely responsible for enforcing the Educators' Code of Ethics for purposes related to certification disciplinary proceedings. The Educators' Code of Ethics is enforced through the disciplinary procedure set forth in Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases) pursuant to the purposes stated therein.

(d) As provided in §249.5 of this title (relating to Purpose; Policy Governing Disciplinary Proceedings), the primary goals the SBEC seeks to achieve in educator disciplinary matters are:

- (1) to protect the safety and welfare of Texas schoolchildren and school personnel;
- (2) to ensure educators and applicants are morally fit and worthy to instruct or to supervise the youth of the state; and
- (3) to fairly and efficiently resolve educator disciplinary proceedings at the least expense possible to the parties and the state.

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

- (1) Abuse--Includes the following acts or omissions:
 - (A) mental or emotional injury to a student or minor that results in an observable and material impairment in the student's or minor's development, learning, or psychological functioning;
 - (B) causing or permitting a student or minor to be in a situation in which the student or minor sustains a mental or emotional injury that results in an observable and material impairment in the student's or minor's development, learning, or psychological functioning;
 - (C) physical injury that results in substantial harm to a student or minor, or the genuine threat of substantial harm from physical injury to the student or minor, including an injury that is at variance with the history or explanation given and excluding an accident or reasonable discipline; or
 - (D) sexual conduct harmful to a student's or minor's mental, emotional, or physical welfare.
- (2) Applicant--A party seeking issuance, renewal, or reinstatement of a certificate from the Texas Education Agency staff or the State Board for Educator Certification.
- (3) Code of Ethics--The Educators' Code of Ethics codified in this chapter.

(4) Complaint--A written statement submitted to the Texas Education Agency staff that contains essential facts alleging improper conduct by an educator, applicant, or examinee, the complainant's verifiable contact information, including full name, complete address, and phone number, which provides grounds for sanctions.

(5) Contested case--A proceeding under this chapter in which the legal rights, duties, and privileges related to a party's educator certificate are to be determined by the State Board for Educator Certification and/or the State Office of Administrative Hearings commencing when a petition is properly served under this chapter.

(6) Disciplinary proceedings--Any matter arising under this chapter or Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases) that results in a final order or finding issued by the Texas Education Agency staff, the State Office of Administrative Hearings, or the State Board for Educator Certification relating to the legal rights, duties, privileges, and status of a party's educator certificate.

(7) Educator--A person who is required to hold a certificate issued under the Texas Education Code, Chapter 21, Subchapter B.

(8) Endanger--Exposure of a student or minor to unjustified risk of injury or to injury that jeopardizes the physical health or safety of the student or minor without regard to whether there has been an actual injury to the student or minor.

(9) Good moral character--The virtues of a person as evidenced by patterns of personal, academic, and occupational behaviors that, in the judgment of the State Board for Educator Certification, indicate honesty, accountability, trustworthiness, reliability, and integrity. Lack of good moral character may be evidenced by the commission of crimes relating directly to the duties and responsibilities of the education profession as described in §249.16(b) of this title (relating to Eligibility of Persons with Criminal History for a Certificate under Texas Occupations Code, Chapter

53, and Texas Education Code, Chapter 21), or by the commission of acts involving moral turpitude, but conduct that evidences a lack of good moral character is not necessarily limited to such crimes or acts.

(10) Intentionally--An educator acts intentionally, or with intent, with respect to the nature of his or her conduct or to a result of his or her conduct when it is his or her conscious objective or desire to engage in the conduct or cause the result.

(11) Knowingly--An educator acts knowingly, or with knowledge, with respect to the nature of his or her conduct or to circumstances surrounding his or her conduct when he or she is aware of the nature of the conduct or that the circumstances exist. A person acts knowingly, or with knowledge, with respect to a result of his or her conduct when he or she is aware that the conduct is reasonably certain to cause the result.

(12) Minor--A person under 18 years of age.

(13) Moral turpitude--Improper conduct, including, but not limited to, the following: dishonesty; fraud; deceit; theft; misrepresentation; deliberate violence; base, vile, or depraved acts that are intended to arouse or to gratify the sexual desire of the actor; drug or alcohol related offenses as described in §249.16(b) of this title (relating to Eligibility of Persons with Criminal History for a Certificate under Texas Occupations Code, Chapter 53, and Texas Education Code, Chapter 21); or acts constituting abuse or neglect under the Texas Family Code, §261.001.

(14) Neglect--The placing or leaving of a student or minor in a situation where the student or minor would be exposed to a substantial risk of physical or mental harm.

(15) Recklessly--An educator acts recklessly, or is reckless, with respect to circumstances

surrounding his or her conduct or the results of his or her conduct when he or she is aware of but consciously disregards a substantial and unjustifiable risk that the circumstances exist or that the result will occur.

(16) Sanction--A disciplinary action by the State Board for Educator Certification, including a restriction, reprimand, suspension, revocation of a certificate, or a surrender in lieu of disciplinary action.

(17) Sexual harassment--Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature.

(18) State Board for Educator Certification--The State Board for Educator Certification acting through its voting members in a decision-making capacity.

(19) State Board for Educator Certification member(s)--One or more of the members of the State Board for Educator Certification, appointed and qualified under the Texas Education Code, §21.033.

(20) Student--A person enrolled in a primary or secondary school, whether public, private, or charter, regardless of the person's age, or a person 18 years of age or younger who is eligible to be enrolled in a primary or secondary school, whether public, private, or charter.

(21) Texas Education Agency staff--Staff of the Texas Education Agency assigned by the commissioner of education to perform the State Board for Educator Certification's administrative functions and services.

(22) Under the influence of alcohol--A blood alcohol content of .04% or greater and/or lacking the normal use of mental or physical faculties by reason of the introduction of alcohol.

(23) Worthy to instruct or to supervise the youth of this state--Presence of those moral, mental, and psychological qualities that are required to enable an educator to render the service essential to the accomplishment of the goals and mission of the State Board for Educator Certification policy and this chapter.

Alternative Certification Program Overview, Cost Analysis, and Timeline

The Texas Lutheran University Alternative Certification Program is a university-based program, which allows students to earn college credits for the learning that will support their successful transition into a campus community. The program is designed to offer flexibility to the student – catering to both the student that might need some face-to-face classes (those with flexibility during the day), as well as those that need everything online due to various obligations. Online and face-to-face options are available to individualize the program based on the student's schedule. As a result, the length of the program may vary. There is an open-enrollment policy, so that students can apply to the program prior to each session.

Alternative Certification Program Cost: Approximately \$370 per credit hour / \$1110 per three-hour class (\$2220 per a six-hour credit Clinical Teaching) *Note the cost is subject to change based on university procedures.

Timeline for Alternative Certification Program: The length of the program may vary. Students can complete the program as quickly as one year or spread it out based on when they are able to take the courses and / or earn an internship (if that is the path chosen).

Certification Areas offered at TLU:

Approved Certificate Areas for Texas Lutheran University
Art (Grades EC-12)
Core Subjects (Grades 4-8)
Core Subjects (Grades EC-6)
English Language Arts and Reading (Grades 4-8)
English Language Arts and Reading (Grades 7-12)
English as a Second Language Supplemental (Grades NA)
History (Grades 7-12)
Languages Other Than English - Spanish (Grades EC-12)
Life Science (Grades 7-12)
Mathematics (Grades 4-8)
Mathematics (Grades 7-12)
Mathematics/Science (Grades 4-8)
Music (Grades EC-12)
Physical Education (Grades EC-12)
Physical Science (Grades 6-12)
Physics/Mathematics (Grades 7-12)
Science (Grades 4-8)
Science (Grades 7-12)
Social Studies (Grades 4-8)
Social Studies (Grades 7-12)

Texas Lutheran University
Alternative Teacher Certification Program
Example Certification Plan [Secondary and All-Level]

**Note: Requirements on the Certification Plan are based on when the student enters the program, as well as requirements as noted within TAC at the time of entering the program.*

Coursework at Texas Lutheran University to be Counted as Required for 19 TAC §228.35(b)	Date Completed	Grade for Course
EDUC 331 – Foundations of Education (Credit – 45 clock hours towards 19 TAC §228.35(b) requirement.)		
EDUC 373 – Survey of Special Populations (Credit – 45 clock hours towards 19 TAC §228.35(b) requirement.)		
EDUC 374 – Introduction to Early Childhood Education [Required only for EC-6 and 4-8 Core Subjects Certifications, 4-8 ELAR in order to gain required knowledge related to the Science of Teaching Reading] (Credit – 45 clock hours towards 19 TAC §228.35(b) requirement.)	Not required for desired certification areas	
EDUC 375 – ESL in the Content Areas (Credit – 45 clock hours towards 19 TAC §228.35(b) requirement.)		
EDUC 431 - Instructional Strategies [Class depends on certification area] (Credit – 45 clock hours towards 19 TAC §228.35(b) requirement.)		
READ 436 (Credit – 45 clock hours towards 19 TAC §228.35(b) requirement.)		
EDUC 438 - Classroom Management (Credit – 45 clock hours towards 19 TAC §228.35(b) requirement.)		
EDUC 379 Special Topics [ST / Intern Preparation] (Credit – 45 clock hours towards 19 TAC §228.35(b) requirement) [Optional]		
EDUC 439, Internship* (two semesters)		
*One semester of EDUC463, Clinical Teaching may be substituted for the two semesters of internship.		
Required Modules / Training		
Mental Health Training Mental Health / Substance Abuse / Emotional Disturbance Modules. TAC § 228.57(c)(3) AND TEC §21.044(c-1) and §21.044(a-1)(4) • Suicide Prevention Module: Yes <input type="checkbox"/> No <input type="checkbox"/> • TBSI Module (PBIS / Behavioral Strategies): Yes <input type="checkbox"/> No <input type="checkbox"/> • Substance Abuse / Mental Health: Yes <input type="checkbox"/> No <input type="checkbox"/> <i>[Includes: Suicide Prevention Module (1 CPE hour) & Texas Behavior Support Course via TEA (3 CPE hours), Mental Health Intervention and Substance Abuse Intervention (2 CPE hours), along with additional instruction (2 credit hours)]</i> (Credit – 8 clock hours towards 19 TAC §228.35(b) requirement.)		
Bullying Awareness Training <i>[Includes: Module (1 CPE hour), along with additional instruction (2 credit hours)]</i> (Credit – 3 clock hours towards 19 TAC §228.35(b) requirement.)	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Dyslexia Training TAC § 228.57(c)(2) [Includes: Modules – Dyslexia: Characteristics, Identification, and Effective Strategies (6 modules at 6 credit hours each)] (Credit – 36 clock hours towards requirement.)	Yes <input type="checkbox"/> No <input type="checkbox"/>	
ELPS Academy TAC § 228.57(d)(1) (Credit – 4 clock hours towards requirement.)	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Code of Ethics Training TAC § 228.57(c)(1) (Credit – 3 clock hours towards requirement.)	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Training over the appropriate relationships, boundaries, and communication between educators and students TAC § 228.57(c)(7) (Credit – 1 clock hour towards requirement)	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Training over Child Abuse and Reporting Responsibilities of Educators (Credit – 1 clock hour towards requirement)	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Training in Digital Literacy.... 9 TAC §228.35(b) (Credit – 18 clock hours towards requirement.) • Google Certification Training (Level 1 and/or Level 2) Level One: [Approximately \$10] Yes <input type="checkbox"/> No <input type="checkbox"/> Level Two: [Approximately \$26] Yes <input type="checkbox"/> No <input type="checkbox"/> • Remote Learning Educator (TCEA Module) [Approximately \$45] Yes <input type="checkbox"/> No <input type="checkbox"/> • Microsoft Office 365 [Approximately \$45] Yes <input type="checkbox"/> No <input type="checkbox"/>		
T-TESS Evaluation Training TAC § 228.57(c)(6)- (Credit – 6 clock hours towards requirement.)	Yes <input type="checkbox"/> No <input type="checkbox"/>	

Other Specialized Coursework / Training Modules to Support working with Diverse Learners: TAC § 228.57(c)(4)	
TEALearn MTSS Module - Overview of Multi-Tiered System of Supports (MTSS) (2 hrs)	Yes <input type="checkbox"/> No <input type="checkbox"/>
TEALearn MTSS Module - Data-Based Individualization within MTSS (2 hrs)	Yes <input type="checkbox"/> No <input type="checkbox"/>
TEALearn Module - Universal Design for Learning - Inclusion in Texas Network (30 hours)	Yes <input type="checkbox"/> No <input type="checkbox"/>
IRIS Module – Differentiate Instruction: Maximizing the Learning of All Students (3 hours)	Yes <input type="checkbox"/> No <input type="checkbox"/>
IRIS Module - Accommodations: Instructional and Testing Supports for Students with Disabilities (2 hrs)	Yes <input type="checkbox"/> No <input type="checkbox"/>
IRIS Module - Classroom Diversity: An Introduction to Student Differences (1 hr)	Yes <input type="checkbox"/> No <input type="checkbox"/>
IRIS Module - Cultural and Linguistic Differences: What Teachers Should Know (1 hr)	Yes <input type="checkbox"/> No <input type="checkbox"/>
IRIS Module - Teaching English Language Learners: Effective Instructional Practices (1 hr)	Yes <input type="checkbox"/> No <input type="checkbox"/>
IRIS Module - Dual Language Learners with Disabilities: Supporting Young Children in the Classroom (1 hr)	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Yes <input type="checkbox"/> No <input type="checkbox"/>
Additional Program Requirements	Date Completed
Field-Based Experiences <i>[Note: 50 Hours required before an intern position or clinical teaching can occur]</i>	
a. Complete at least 50 clock hours minimum observation in schools <i>(Credit – 50 clock hours towards 19 TAC §228.35(b) requirement.)</i>	
b. Submit Experience Log	
c. Reflection form over Field Experience	
First 15 Instructional Days Video Documentation	
Complete content test(s) preparation to be approved for TExES test	
Take and pass content test(s) <i>[Required before an intern position can be acquired]</i> <i>[Fee required – To be paid to Pearson when signing up for the test.]</i>	
Complete STR preparation to be approved for TExES test <i>(Required only for some certification areas)</i>	Not required for desired certification areas
Take and pass STR TExES Exam <i>[Required before an intern position can be acquired for some certification areas]</i> <i>[Fee required – To be paid to Pearson when signing up for the test.]</i>	
Complete ESL TExES test preparation to be approved for TExES test	
Take and pass ESL TExES test <i>[Required for before an intern position can be acquired, if you will be working with ELLs]</i> <i>[Fee required – To be paid to Pearson when signing up for the test.]</i>	
Complete PPR test preparation to be approved for TExES test	
Take and pass the PPR exam <i>[Fee required – To be paid to Pearson when signing up for the test.]</i>	

Texas Lutheran University
Alternative Teacher Certification Program
Example Certification Plan

[Elementary and 4-8 Certification Areas Requiring STR exams as part of the certification]

**Note: Requirements on the Certification Plan are based on when the student enters the program, as well as requirements as noted within TAC at the time of entering the program.*

Coursework at Texas Lutheran University to be Counted as Required for 19 TAC §228.35(b)	Date Completed	Grade for Course
EDUC 331 – Foundations of Education (Credit – 45 clock hours towards 19 TAC §228.35(b) requirement.)		
EDUC 373 – Survey of Special Populations (Credit – 45 clock hours towards 19 TAC §228.35(b) requirement.)		
EDUC 371 – Introduction to Early Childhood Education <i>[Required only for EC-6 and 4-8 Core Subjects Certifications, 4-8 ELAR in order to gain required knowledge related to the Science of Teaching Reading]</i> (Credit – 45 clock hours towards 19 TAC §228.35(b) requirement.)		
EDUC 375 – ESL in the Content Areas (Credit – 45 clock hours towards 19 TAC §228.35(b) requirement.)		
EDUC 431 - Instructional Strategies (Credit – 45 clock hours towards 19 TAC §228.35(b) requirement.)		
READ 332 (Credit – 45 clock hours towards 19 TAC §228.35(b) requirement.)		
EDUC 437 - Classroom Management (Credit – 45 clock hours towards 19 TAC §228.35(b) requirement.)		
EDUC 439, Internship* (two semesters)		
<small>*One semester of EDUC463, Clinical Teaching may be substituted for the two semesters of internship.</small>		
Required Modules / Training		
Mental Health Training Mental Health / Substance Abuse / Emotional Disturbance Modules. TAC § 228.57(c)(3) AND TEC §21.044(c-1) and §21.044(a-1)(4)		
<ul style="list-style-type: none"> • Suicide Prevention Module: Yes <input type="checkbox"/> No <input type="checkbox"/> • TBSI Module (PBIS / Behavioral Strategies): Yes <input type="checkbox"/> No <input type="checkbox"/> • Substance Abuse / Mental Health: Yes <input type="checkbox"/> No <input type="checkbox"/> 		
<i>[Includes: Suicide Prevention Module (1 CPE hour) & Texas Behavior Support Course via TEA (3 CPE hours), Mental Health Intervention and Substance Abuse Intervention (2 CPE hours) , along with additional instruction (2 credit hours)]</i> (Credit – 8 clock hours towards 19 TAC §228.35(b) requirement.)		
Bullying Awareness Training <i>[Includes: Module (1 CPE hour), along with additional instruction (2 credit hours)]</i> (Credit – 3 clock hours towards 19 TAC §228.35(b) requirement.)	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Training over Child Abuse and Reporting Responsibilities of Educators (Credit – 1 clock hour towards requirement)	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Dyslexia Training TAC § 228.57(c)(2) [Includes: Modules – Dyslexia: Characteristics, Identification, and Effective Strategies (6 modules at 6 credit hours each)] (Credit – 36 clock hours towards requirement.)	Yes <input type="checkbox"/> No <input type="checkbox"/>	
ELPS Academy TAC § 228.57(d)(1) (Credit – 4 clock hours towards requirement.)	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Code of Ethics Training TAC § 228.57(c)(1) (Credit – 3 clock hours towards requirement.)	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Training over the appropriate relationships, boundaries, and communication between educators and students TAC § 228.57(c)(7) (Credit – 1 clock hour towards requirement)	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Training in Digital Literacy.... 9 TAC §228.35(b) (Credit – 18 clock hours towards requirement.)		
<ul style="list-style-type: none"> • Google Certification Training (Level 1 and/or Level 2) Level One: <i>[Approximately \$10]</i> Yes <input type="checkbox"/> No <input type="checkbox"/> Level Two: <i>[Approximately \$26]</i> Yes <input type="checkbox"/> No <input type="checkbox"/> • Remote Learning Educator (TCEA Module) <i>[Approximately \$45]</i> Yes <input type="checkbox"/> No <input type="checkbox"/> • Microsoft Office 365 <i>[Approximately \$45]</i> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 		
T-TESS Evaluation Training TAC § 228.57(c)(6)- (Credit – 6 clock hours towards requirement.)	Yes <input type="checkbox"/> No <input type="checkbox"/>	

Other Specialized Coursework / Training Modules to Support working with Diverse Learners: TAC § 228.57(c)(4)	
TEALearn MTSS Module - Overview of Multi-Tiered System of Supports (MTSS) (2 hrs)	Yes <input type="checkbox"/> No <input type="checkbox"/>
TEALearn MTSS Module - Data-Based Individualization within MTSS (2 hrs)	Yes <input type="checkbox"/> No <input type="checkbox"/>
TEALearn Module - Universal Design for Learning - Inclusion in Texas Network (30 hours)	Yes <input type="checkbox"/> No <input type="checkbox"/>
IRIS Module – Differentiate Instruction: Maximizing the Learning of All Students (3 hours)	Yes <input type="checkbox"/> No <input type="checkbox"/>
IRIS Module - Accommodations: Instructional and Testing Supports for Students with Disabilities (2 hrs)	Yes <input type="checkbox"/> No <input type="checkbox"/>
IRIS Module - Classroom Diversity: An Introduction to Student Differences (1 hr)	Yes <input type="checkbox"/> No <input type="checkbox"/>
IRIS Module - Cultural and Linguistic Differences: What Teachers Should Know (1 hr)	Yes <input type="checkbox"/> No <input type="checkbox"/>
IRIS Module - Teaching English Language Learners: Effective Instructional Practices (1 hr)	Yes <input type="checkbox"/> No <input type="checkbox"/>
IRIS Module - Dual Language Learners with Disabilities: Supporting Young Children in the Classroom (1 hr)	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Yes <input type="checkbox"/> No <input type="checkbox"/>
Additional Program Requirements	Date Completed
Field-Based Experiences <i>[Note: 50 Hours required before an intern position or clinical teaching can occur]</i>	
d. Complete at least 50 clock hours minimum observation in schools <i>(Credit – 50 clock hours towards 19 TAC §228.35(b) requirement.)</i>	
e. Submit Experience Log	
f. Reflection form over Field Experience	
First 15 Instructional Days Video Documentation	
Complete content test(s) preparation to be approved for TExES test	
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Take and pass the PPR exam <i>[Fee required – To be paid to Pearson when signing up for the test.]</i>	



Texas Lutheran University Education Department
1000 West Court Street • Seguin, TX 78155

Candidate Handbook Receipt

Signature Page

Please read the statement carefully and sign and date the statement. Return this form to the Certification Officer.

I have read the contents of this handbook for candidates in the initial teacher education program at TLU. I understand the information presented here and my responsibilities as a candidate for teacher certification through TLU.

To become certified in the state of Texas, an individual must pass a background check and become fingerprinted. Texas Lutheran University does not perform criminal background checks on students. However, the school districts that we work with for field placement require background checks before allowing college students to work in their classrooms. Others also require the fingerprinting be done before working in a class setting. Some districts will not approve students with any “hits”, including DUIs or public intoxication. If you have a record, it will be best for you to disclose this to the Field Director and the Certification Officer.

I have resolved questions that I had about the information in the handbook and can abide by the requirements and regulations established by the faculty of the teacher education program of TLU.

I understand that my signature below notes my agreement to the above noted statements.

Candidate’s Signature

Date of Signature

Printed Name of the Candidate.

Candidate TLU ID number

