

The Pathway to Teacher Certification

Texas Lutheran University Alternative Certification Program



Learn Boldly. Live to Inspire.

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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 30 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 through TLU and Corresponding State Examinations (TExES)

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	*Core Subjects EC-6 (291) [last exam date – 12/31/2021] or (391) [First exam administration date – 1/01/2021] / Science of Teaching Reading (STR) (293) [First exam administration date 1/01/2021] / PPR EC-12(160)
Core Subjects with ESL Supplemental	*Core Subjects EC-6 (291) [last exam date – 12/31/2021] or (391) [First exam administration date – 1/01/2021] / Science of Teaching Reading (STR) (293) [First exam administration date 1/01/2021] / ESL Supplemental (154)/PPR EC-12 (160)

Grades 4 - 8

Core Subjects	*Core Subjects 4-8 (211) / Science of Teaching Reading (STR) (293) [First exam administration date 1/01/2021] / PPR EC-12 (160)
Core Subjects with ESL Supplemental	*Core Subjects 4-8 (211) / Science of Teaching Reading (STR) (293) [First exam administration date 1/01/2021] / ESL Supplemental (154)/PPR EC-12 (160)
English Language Arts & Reading	*ELA & Reading 4-8 (117) / 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	*ELA & Reading 7-12 (231) / PPR EC-12 (160)
History	*History 7-12 (233) / PPR EC-12 (160)
Life Science	*Life Science 7-12 (238) / PPR EC-12 (160)
Mathematics	*Mathematics 7-12 (235) / PPR EC-12 (160)
Social Studies	*Social Studies 7-12 (232) / PPR EC-12 (160)
Physical Science	*Physical Science 6-12 (237)/PPR EC-12 (160)
Physics and Mathematics	*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 (158) / 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 .

Degree plans for each certification area are available from your Education Department advisor and www.tlu.edu.

Schedule of Education Courses Included within the Program by Semester*

Course Name** X = Course offered in the evening X = Course offered during the day	Fall	Spring	May / Summer A	Summer B
EDUC 332 – Learning Processes & Evaluations	X; X	X		
EDUC 431 – Instructional Strategies (EC-6)	X	X		
EDUC 432 – Instructional Strategies, Secondary and All-Level	X	X		
EDUC 433 – Instructional Strategies, Grades 4-8	X	X		
EDUC 334A – U.S. Schools	X	X	X Summer A	
EDUC 437 – Classroom Management (EC-6)	X	X		X
EDUC 438 – Classroom Management (Secondary / All-Level)	X	X		X
EDUC 471 – Classroom Management (Grades 4-8)	X	X		X
READ 332 – Foundations of Literacy		X	X May Online	
EDUC 371 – Introduction to Early Childhood Education (online)		X		X
EDUC 373 – Survey of Special Populations (Optional course)		X	June Online	
EDUC 374 – Foundations of ESL Education	X		X	
EDUC 439 Internship	X	X		
EDUC 463 Clinical Teaching	X	X		

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

Educator Preparation Curriculum

The courses within the TLU Alternative Certification Program help to prepare the students to become successful teachers within today's classrooms in the K-12 setting. As per §228.30, 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).

In compliance with TAC §228.30, the following subject matter will be included in the curriculum for candidates seeking an initial certification as a classroom teacher:

- Code of ethics and standard practices for Texas Educators, which include:
 - (A) professional ethical conduct, practices, and performance;
 - (B) ethical conduct toward professional colleagues; and
 - (C) ethical conduct toward students.
- Instruction in detection and education of students with dyslexia, as indicated in the Texas Education Code (TEC), §21.044(b);
- Instruction regarding mental health, substance abuse, and youth suicide, as indicated in the TEC, §21.044(c-1).
- The skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in this state;
- The importance of building strong classroom management skills;
- The framework in this state for teacher evaluation (T-TESS);
- Appropriate relationships, boundaries, and communications between educators and students;
- Instruction in digital learning, including a digital literacy evaluation followed by a prescribed digital learning curriculum. The instruction in this area is aligned to the latest version of the International Society for Technology in Education's (ISTE) standards as appears on the ISTE website; provides effective, evidence-based strategies to determine a person's degree of digital literacy; and includes resources to address any deficiencies identified by the digital literacy evaluation.
- Subject matter relevant TEKS, including the English Language Proficiency Standards;
- Prekindergarten Guidelines (for certificates that include early childhood and prekindergarten);
- Reading instruction, including instruction that improves students' content-area literacy; and
- Field-Based Experiences, for a minimum of 30 clock hours, within authentic school settings in a public school accredited by the TEA or other school approved by the TEA for this purpose. To meet the criteria, the field-based experience will include:
 - (i) instruction by content certified teachers;

- (ii) actual students in classrooms/instructional settings with identity-proof provisions;
- (iii) content or grade-level specific classrooms/instructional settings; and
- (iv) written reflection of the observation.

Field Experience Requirements within the Program

Classroom Field Experience

(For students that earn an intern position...)

Students will complete a minimum of 30 observations hours in their certification area prior to beginning the full-time status as a clinical teacher.

Classroom Field Experience

(For students taking Clinical Teaching route to certification...)

Teacher candidates will complete a minimum of 30 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 Summary Card (Blue Card), which must be signed by both the clinical teacher and cooperating teacher. The Blue Card, the teacher evaluation form, and a reflection over the experiences must be submitted prior to full-time student teaching. In the event that videos are used for field experience hours, the Director will approve the appropriate videos and provide the appropriate reflection form for documentation.

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.

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 demonstrate appropriate relationships and interactions with students at all times during their experiences. Interns and clinical teachers are expected to exercise good judgment in working with students collectively and individually. Interns and clinical teachers are not allowed to give or receive gifts from students. Interns and clinical teachers are expected to report to their cooperating teachers and university supervisor any inappropriate actions executed by students.

Social Media:

The university requires that its students, interns, and clinical teachers display appropriate content on their social network sites. Interns and clinical teachers will be expected to befriend someone from the Education faculty prior to clinical teaching or starting an intern position. 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.

Field Experiences for Education Courses*

Course No.	Hours Required*	Potential Activities
EDUC 332	15	Field work relating class topics to authentic setting; Begins working with and helping students in the classroom setting
EDUC 334A	15	Field work relating class topics to authentic setting. Students are assigned to observe a middle school when possible. It prepares the EC-6 teachers to see what the students need to know by the time they are enrolled in the 4-8 grades in the middle school. It also helps the 7-12 teachers see what their students in the 4-8 were exposed to during their middle school years.
EDUC 371	10	Students begin a series of field work experiences that relate to class topics, such as: developmentally appropriate practices, management of student behavior, development and evaluation of integrated curriculum, social development, and the purpose of utilizing hand-on activities.
EDUC 373	10	Field work relating class topics to an authentic inclusive educational setting; Begin working with and interacting with students from diverse backgrounds, needs, and learning preferences.
EDUC374	10	Field work relating class topics to an authentic inclusive educational setting that includes English Language Learners (ELLs) when possible
EDUC 431	15	Field work relating class topics to authentic setting; Begins working with and helping students in the classroom setting
EDUC 432	15	Field work relating class topics to authentic setting; Begins working with and helping students in the classroom setting
EDUC 433	15	Field work relating class topics to authentic setting; Begins working with and helping students in the classroom setting
READ 332	5	Field work relating class topics to authentic setting; Begins working with and helping students in the classroom setting

Note: Courses not listed may have field experience required.

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 Educator Preparation Program

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 2.75 (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
- Submit a \$55 non-refundable application fee
- 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. *Passing the PACT exam in the certification area that you are wanting to become certified does not meet the content exam requirement.*

Coursework Requirements

(previously earned and documented on official transcripts):

- Minimum 2.75 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:

An applicant may be accepted into the alternative certification program on a contingency basis pending receipt of an official transcript showing degree conferred, as specified in TAC §227.10(a)(2) 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; and
- (2) all other admission requirements specified in §227.10 of TAC have been met.

Related Training from the Military or Another University

- **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.
- **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.

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) §228.40(c). 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

Completion of Program Requirements

Students that complete all program requirements as noted on the certification plan will be considered a “finisher” of the program. This usually occurs after the student teaching semester and the student graduates with a conferred degree. All students classified as a “finisher” will be noted as such in ECOS as related to the entity - Texas Lutheran University.

Violation of Handbook Expectations

After students have formally been accepted into the Texas Lutheran University Alternative Certification Program, they are expected to maintain the requirements as noted within the Education Department handbook, including the FLAG policy. 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 a FLAG or the suspension from the University, 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 Director of Alternative Certification Program 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 Director of Alternative Certification Program 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. 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
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 at least one semester prior to the semester for student teaching. Texas Lutheran University is currently using *240 Tutoring** for most of the TExES certification exams preparation, with the exception of the Music Education test preparation. The Music Ed. Content test preparation is provided currently through *Certify Teacher**.

Students are expected to complete all the components of the module related to their certification area(s) identified either from when the student was admitted into the program or through the degree plan that is currently followed for the bachelor degree sought. In addition, the practice test is considered passed when a minimum score of 90% is earned. 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.

(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. 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.
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 standards can be found on the following website: <https://tea.texas.gov/texas-educators/preparation-and-continuing-education/approved-educator-standards>

Teacher Standards

(1) Standard 1--Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated

instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

(A) Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.

(i) Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.

(ii) Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.

(iii) Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.

(B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.

(i) Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.

(ii) Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.

(iii) Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.

(C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.

(i) Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.

(ii) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.

(iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

(D) Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.

(i) Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.

(ii) Teachers validate each student's comments and questions, utilizing them to advance learning for all students.

(iii) Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.

(E) Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.

(i) Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.

(ii) Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.

(iii) Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.

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

(i) Teachers monitor and assess student progress to ensure that their lessons meet students' needs.

(ii) Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.

(iii) Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

(2) Standard 2--Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

(A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.

(i) Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.

(ii) Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.

(iii) Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.

(B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.

(i) Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.

(ii) Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.

(iii) Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

(C) Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

(i) Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.

(ii) Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.

(iii) Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.

(3) Standard 3--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

(A) Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.

- (i) Teachers 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.
 - (ii) 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.
 - (iii) Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.
 - (B) Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.
 - (i) Teachers organize curriculum to facilitate student understanding of the subject matter.
 - (ii) Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.
 - (iii) Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.
 - (C) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.
 - (i) Teachers teach both the key content knowledge and the key skills of the discipline.
 - (ii) Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.
- (4) Standard 4--Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.
- (A) Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.
 - (i) Teachers embrace students' backgrounds and experiences as an asset in their learning environment.
 - (ii) Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.
 - (iii) Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.
 - (B) Teachers organize their classrooms in a safe and accessible manner that maximizes learning.
 - (i) Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.
 - (ii) Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.
 - (C) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.
 - (i) Teachers implement behavior management systems to maintain an environment where all students can learn effectively.
 - (ii) Teachers maintain a strong culture of individual and group accountability for class expectations.
 - (iii) Teachers cultivate student ownership in developing classroom culture and norms.

(D) Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.

(i) Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.

(ii) Teachers maximize instructional time, including managing transitions.

(iii) Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.

(iv) Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

(5) Standard 5--Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

(A) Teachers implement both formal and informal methods of measuring student progress.

(i) Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.

(ii) Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.

(B) Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.

(i) Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.

(ii) Teachers involve all students in self-assessment, goal setting, and monitoring progress.

(iii) 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.

(C) Teachers regularly collect, review, and analyze data to monitor student progress.

(i) Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.

(ii) Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.

(D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.

(i) Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.

(ii) Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.

(iii) Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.

(6) Standard 6--Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

(A) Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.

(i) Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.

(ii) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.

(iii) Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.

(B) Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.

(i) Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.

(ii) Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.

(C) Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.

(i) Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.

(ii) Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.

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

(i) 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).

(ii) Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.

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>

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 (also called the representative forms) 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.

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.

**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.

§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.

Note: The provisions of this §247.1 and §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

Education Department



TEXAS LUTHERAN UNIVERSITY
Learn Boldly. Live to Inspire.

FERPA Consent to Release Educational Records and Information

This release represents your written consent to permit Texas Lutheran University to disclose educational records and any information contained therein to the specific individual(s) identified below. Please read this document carefully and fill in all blanks.

I, _____ [print full name] am a candidate for teacher certification at Texas Lutheran University and hereby give my voluntary consent to officials:

No Yes

A. To disclose the following records: (please check the appropriate boxes)

- Records relating to any of my field-based experiences
- Records relating to my performance in the field
- TExES test results (pass/fail only, no actual numerical scores)

B. To the following person(s): (please check the appropriate boxes)

- School districts or other agencies associated with field-based experiences
- School-based/Agency-based administrators
- School-based/Agency-based cooperating teachers/mentors
- Program faculty

C. These records are being released for the purpose of:

- Conversing and reviewing performance
- Acquiring feedback
- Procuring required signatures

I understand that under the Family Educational Rights and Privacy Act of 1974 (“FERPA” 20 USC 123g; 34 CFR §99; commonly known as the “Buckley Amendment”) no disclosure of my records can be made without my written content unless otherwise provided for in legal statues and judicial decisions. I also understand that I may revoke this consent at any time (via written request to the educator preparation program) except to the extent that action has already been taken upon this release. Further, without such a release, I am unable to participate in any field-based experiences including fieldwork for EDUC and READ classes, clinical teaching, student teaching, or internship.

Candidate Name (please print full name) _____

Candidate Signature _____ **Date** _____

Candidate TEA ID Number _____

Candidate TLU ID Number _____

Exit Policy for Dismissal of Candidates Signature Page

Completion of Program Requirements

Students that complete all program requirements as noted on the certification plan will be considered a “finisher” of the program. This usually occurs after the student teaching semester and the student graduates with a conferred degree. All students classified as a “finisher” will be noted as such in ECOS as related to the entity - Texas Lutheran University.

Violation of Handbook Expectations

After students have formally been accepted into the Texas Lutheran University Education Program, they are expected to maintain the requirements as noted within the Education Department handbook, including the GPA requirement of 2.90 and the FLAG policy. A student that falls below the 2.90 GPA once in the program has one semester to become in “good standing” based on the 2.90 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.

Changing Degree Plans

If a student decides to change the degree plan and no longer seek a teaching certification, the student should notify the Certification Officer immediately through email to share the intention to exit 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.

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

I have read the information related to the ***Exit Policy for Dismissal of Candidates*** as noted in this handout and within the Education Department Handbook. I understand the information presented here and my responsibilities as a candidate for teacher certification through TLU.

I have resolved questions that I had about the information 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

Texas Lutheran University Alternative Teacher Certification Program - SAMPLE Certification Plan

Student:		
Desired Certification(s):		
Coursework at Texas Lutheran University (**Notes traditional route... additional times available to complete the course requirements and can be individualized based on students' schedules.)	Date Completed	Grade for Course
EDUC 332 - Learning Processes		
EDUC 334A - US Schools		
EDUC 371 – 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]		
EDUC 374 - Foundations of ESL Education		
EDUC 431, 432, 433 - Instructional Strategies		
READ 332 – Foundations of Literacy		
EDUC 437, 438, 471 - Classroom Management		
EDUC 439, Internship* (two semesters)		
*One semester of EDUC463, Clinical Teaching may be substituted for the two semesters of internship.		
Optional online / conference course available if seeking additional certification eventually in Special Education. Students wanting to take a Special Education certification exam must wait until after they earn an initial standard certification. <i>Note: The legislation now requires the ESL Supplemental Exam to also be taken prior to being eligible for an internship in a placement that serves ELLs.</i>		
EDUC 373 – Survey of Special Populations (Online Summer A – June) *Note: This course will assist you if you want to work with students in special programs (i.e. Special Education, Section 504, Gifted and Talented Education, Dyslexia).	(optional)	
Additional Program Requirements	Date Completed	
Field-Based Experiences -		
a. Complete at least 30 clock hours minimum observation in schools		
b. Submit Experience Log		
c. Reflection form over Field Experience		
Complete content test preparation – no cost for the first 60 days		
Complete PPR test preparation – no cost for the first 60 days		
Mental Health Training (Modules – Typically Completed in Classroom Management)		
Suicide / Bullying Awareness Training (Modules – Typically Completed in Classroom Management)		
Ethics Training (Modules – Typically Completed in U.S. Schools)		
Dyslexia Training (Modules – Typically Completed in Foundations of Literacy)		
Reading / Content Area Assessments (Module – Typically Completed with EDUC 371)		
State Assessment Training (Modules – Typically Completed in Instructional Strategies)		



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