



Teacher Education Admission Cohort
(TEACH) Handbook
Fall 2023 Admission
Education Department
College of Professional Studies

Table of Contents

OVERVIEW AND MISSION AND VISION STATEMENT 4

EDUCATION DEPARTMENT FACULTY AND STAFF	5
BECOMING A CERTIFIED TEXAS TEACHER	7
DEGREES, MAJORS, AND CERTIFICATION OPTIONS	8
INTERDISCIPLINARY CURRICULUM AND FIELD WORK	9
TRANSFER STUDENT CREDIT FOR PRIOR EXPERIENCES-EDUCATION DEPARTMENT	10
MILITARY EXPERIENCE CREDIT-EDUCATION DEPARTMENT	10
APPLICATION AND ADMISSION INTO TEACH	10
PROCEDURE FOR APPLYING TO TEACHER EDUCATION ADMISSIONS COHORT (TEACH)	11
OUT OF COUNTRY APPLICANTS/TOEFL iBT (Test of English as a Foreign Language Internet-Based Test) ..	11
PROFESSIONAL PRACTICES AND RESPONSIBILITIES POLICY	11
ADMISSION STATUS/NOTIFICATION.....	12
REQUIRED TEACH DOCUMENTS AND TEST SCORES	12
MINIMUM STANDARDS FOR REMAINING IN TEACHER EDUCATION	14
DEMONSTRATE MASTERY OF SKILLS AND COMPETENCIES	15
Demonstrates Competency in Oral, Written and Digital Communication:.....	15
Demonstrates Positive Work Habits, Communication, and Interactions:.....	15
Cognitive Dispositions:	16
Demonstrates Respect for Diversity and Individual Differences:.....	16
The teacher candidate knows how to facilitate cooperation and productivity:	17
Models Ethical and Respectful Behaviors:.....	17
Maintains Composure and Self Control:.....	17
Emotional Dispositions:	18
Physical Skills	18
CRIMINAL HISTORY POLICY: Criminal Background Check and Preliminary Criminal History Evaluation.....	18
Background Check Requirements:.....	20
Note to applicants/candidates:	20
MAINTAINING ACADEMIC REQUIREMENTS AND PROFESSIONAL BEHAVIORS	21
OLLU CLINICAL/FIELD EXPERIENCE HOURS	21
FIELD EXPERIENCE AND CLINICAL TEACHING REQUIREMENTS	22
CLINICAL TEACHING RESIDENCY	23
Goals and Learning Outcomes for the Clinical Teaching Residency Experience	23
Clinical Teaching Residency Expectations	23
Specific Clinical Teaching Responsibilities Aligned to T-Tess.....	24
Progressive Experience.....	24

Clinical Teaching Eligibility	25
Residency Logistics	25
Observations During Clinical Teaching.....	26
Professional Competencies and Benchmarks of Clinical Teaching	27
Dismissal from Clinical Teaching.....	27
TRANSPORTATION POLICY: FIELD OBSERVATIONS, PRACTICUM AND CLINICAL TEACHING.....	28
UNDERGRADUATE PROCEDURES AND POLICIES FOR CERTIFICATION EXAMINATIONS	28
Certifications	28
EC-6 Certifications	28
7-12/All Level Certifications.....	29
Certification Exam Policy	30
Baseline Data.....	30
Demonstrating Readiness Testing Options	30
Testing Support Plan.....	31
Registering for TExES Certification exams	32
Accommodations for Disabilities or Health-Related needs	32
Five Testing Attempts Limit.....	33
TEA REQUIRED TRAININGS: Dyslexia, Mental Health, and Youth Suicide Prevention	33
• Texas Behavior Support Initiative Training (Mental Health)	33
• Youth Suicide Prevention Training	34
• Dyslexia: Characteristics, Identification, and Effective Strategies.....	34
• Youth Mental Health First Aid Training.....	35
CONSENT TO RELEASE EDUCATION RECORDS/ FERPA.....	35
TEACHER EDUCATION STUDENT ORGANIZATIONS (STUDENT EDUCATION ORGANIZATIONS).....	36
OLLU STUDENT SERVICES	36
CAMPUS RESOURCES IN CAREER AND DEVELOPMENT TESTING	36
OLLU TUTORING CENTER.....	36
THE MATH CENTER	36
OLLU POLICIES	37
EDUCATION DEPARTMENT POLICIES	37
TEA POLICIES	38

OVERVIEW AND MISSION AND VISION STATEMENT

Mission Statement

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

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

The mission of the Education Department is to foster the intellectual, spiritual and professional learning of teachers, who are prepared to provide service to their students and communities. Through the application of content knowledge, effective pedagogical models, varied field and collaborative classroom experiences and reflective practice, in-service teacher candidates enhance their instructional expertise, become effective consumers of research and enhance professional identity and leadership. These programs celebrate diversity and emphasize culturally sustaining pedagogy (CSP). Our graduates are ethical and responsive practitioners who are prepared to implement developmentally appropriate and differentiated instruction. Our programs celebrate diversity and social justice competencies.

Approved by the Department of Education, April 24th, 2023

The mission of the undergraduate education program is to nurture and foster the intellectual, spiritual and professional identity of teachers, who are prepared for service to their students and communities. Through the guided application of content knowledge, effective pedagogical models, varied field experiences, authentic learning opportunities, and reflective practice, pre-service candidates enhance professional competencies. These programs celebrate diversity and emphasize culturally sustaining pedagogy (CSP). Our graduates are ethical, reflective and responsive practitioners who are prepared to implement developmentally appropriate and differentiated instruction to meet the comprehensive needs of diverse populations including students with linguistic, cultural and learning differences.

Approved by the Department of Education, April 24th, 2023

Vision Statement

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

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

EDUCATION DEPARTMENT FACULTY AND STAFF

Faculty

Alycia Maurer, Ph.D.
Associate Professor, Department Chair, Director of Field Experience
Main 303b admaurer@ollusa.edu Ext. 7125

Jerrie Smith Jackson, Ph.D.
Professor
Moye 300 jjackson@ollusa.edu Ext. 5573

Lucinda Juarez, Ph.D.
Assistant Professor
Moye 301 lmjuarez@ollusa.edu Ext. 6753

Belinda Treviño Schouten Ph.D.
Professor, Bilingual Education and ESL (ENGLISH AS A SECOND LANGUAGE) Coordinator
Moye 308 btschouten@ollusa.edu Ext. 6701

Apolonio Trejo, Ph.D.
Assistant Professor of Bilingual Education
Moye 302 atrejo@ollusa.edu Ext.6783

Staff

Sharon Chapman, B.S. Ed, Certification Officer
Main 314 schapman@ollusa.edu Ext. 6575

April Tamayo, BA, Office Manager
Main 319 atamayo3@ollusa.edu Ext. 6773

Tiffany L. Garcia, BA, Field Education Coordination Specialist
Main 318 tlgarcia@ollusa.edu Ext. 6828



Hello,

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

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

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

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

My best,

Alycia Maurer Ph.D.

Alycia D. Maurer, Ph.D., Associate Professor Director of Field Experience,

Our Lady of the Lake University Main 303B | 210 434-6711 ext. 7125 | admaurer@ollusa.edu

BECOMING A CERTIFIED TEXAS TEACHER

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

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

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

OLLU Process to become a Certified Teacher:

1. Decide on the area of interest including specific grade level(s) of students and subject area(s)
2. Meet the program's screening criteria regarding basic skills, GPA, course hours completed and professional dispositions. Some of the requirements to be met are state-mandated, and others are specific to OLLU's certification program
3. Complete the educator preparation program (program requirements will vary by specific certifications)
4. Demonstrate the required Texas educator skills by passing the Texas Examinations of Educator Standards (TExES) certification exams BOTH in your Content area (per your degree plan) and the Pedagogy and Professional Responsibilities certification exam (PPR EC-12). Domains of learning assessed via Content area TExES examination vary by certification area; however, each domain covers the educator standards which are supported by specific competencies
5. Specializations in Special Education, Bilingual Education, and ESL require additional TExES certification examinations. **Please note:** These certification examinations must be passed if OLLU *recommends* a candidate for additional certifications. The candidate can also challenge the exam after becoming fully certified and have the exam added to their teaching certificate.
6. Detailed information about certification examinations, domains, standards, and competencies for each certification can be found on the Pearson Testing website: <http://www.tx.nesinc.com/>
7. Apply for certification through your TEAL/ECOS account and pay the required fees
8. Adherence to the highest standards of professionalism in daily interactions with peers/coworkers, students, parents, and other community stakeholders is expected in

addition to compliance with the Educator's Code of Ethics [Title 19 Chapter 247 Rule §247.2](#)

9. Adherence to the State Board of Educators adopted [TEKS](#) (Texas Essential Knowledge and Skills), which are the state standards for what students should know and be able to do

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

- Foundation requirements;
Foundation requirements are general education courses that provide a basic content knowledge foundation.
- Supporting content requirements; and*
**Supporting requirements are a blend of content knowledge and pedagogy. This may also include specializations for students who chose to add an additional certification such as bilingual, English as a second language, and/or special education.*
- Professional education requirements
Professional Education requirements require admission to TEACH and focus on pedagogy. Field-based and clinical experiences are built into the supporting content and professional education curricular requirements.

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

DISCLAIMER:

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

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

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

DEGREES, MAJORS, AND CERTIFICATION OPTIONS

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

- Core Subjects EC-6 (standalone)
- Core Subjects EC-6 with specializations

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

Secondary Education (Grades 7-12)

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

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

All-Level Teacher Certification (EC-12)

- Art
- Music
- Physical Education
- Spanish

INTERDISCIPLINARY CURRICULUM AND FIELD WORK

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

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

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

TRANSFER STUDENT CREDIT FOR PRIOR EXPERIENCES-EDUCATION DEPARTMENT

Contact Person: Certification Officer, Sharon Chapman

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

MILITARY EXPERIENCE CREDIT-EDUCATION DEPARTMENT

Contact Person: Certification Officer, Sharon Chapman

Guideline Text: Candidates may be granted course credit for prior military training or education in accordance with OLLU military service credit practices, as developed and applied by the OLLU registrar's office in cooperation with the program faculty.

Candidates may be granted credit toward course assignments for prior or ongoing military service. Military service must be related to the certification sought in order to be considered. Credit toward courses may be granted based on an evaluation by the program faculty of service members and Veterans military record(s). No credit will be given toward field experience, clinical teaching, practicum, or internship requirements.

APPLICATION AND ADMISSION INTO TEACH

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

PROCEDURE FOR APPLYING TO TEACHER EDUCATION ADMISSIONS COHORT (TEACH)

1. Attend a TEACH (Teacher Education Admission Cohort) Session during the second week of September (for spring admission) and the second week of February (for fall admission). * Applicants are encouraged to attend a TEACH session at least a year in advance of applying to ensure that all prerequisite courses have been taken.
2. Attain authorization from the certification officer (Main 314) at the TEACH information session to take the 45-minute timed writing sample and Accuplacer testing if required (must be completed prior to the scheduled interview).
3. Apply for a TEAL account to attain a TEA ID # (required for application) [TEAL/ECOS account setup](#)
4. Complete application process/requirements access given by the Certification Officer at the TEACH Info Session to Blackboard under Organizations: Template TEACH (see Required Documents)
5. Complete and pay for the OLLU Criminal Background Check and TEA Technology fee (\$10 background check and \$35 TEA tech fee) via the TEACH marketplace link (select Registration Fees>TEACH Application Fees):
<https://marketplace.ollusa.edu/TEACHapp>
6. Sign up for a TEACH interview when portfolio is submitted in blackboard and all required documents by the application deadline announced at the TEACH session.

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

The Texas Education Agency (TEA) reviewed the TOEFL iBT requirements for certified teachers whose degree was earned outside the United States. The purpose of the test is to demonstrate English language proficiency for all candidates who did not complete an undergraduate or graduate degree at an accredited institution of higher education in the United States that are reflective of the language skills that teachers need. As of October 2017 TEA in consultation with stakeholders introduced minimum TOEFL iBT requirements for each section of the test to demonstrate English language proficiency for all candidates who did not complete an undergraduate or graduate degree at an accredited institution of higher education in the United States that are reflective of the language skills that teachers need: minimum scaled scores on the Test of English as a Foreign Language internet-Based Test (TOEFL iBT) of 24 for speaking, 22 for listening, 22 for reading, and 21 for writing (*TAC §230.11(b)(5)(B)*).

PROFESSIONAL PRACTICES AND RESPONSIBILITIES POLICY

The Education Department offers a curriculum designed to academically prepare individuals for the teaching profession. In addition to curriculum and testing requirements, all teacher candidates in the OLLU Teacher Education Admissions Cohort (TEACH) are expected to demonstrate professional dispositions that show they are prepared to instruct children and youth. This preparation results from the combination of successful completion of university

coursework and the demonstration of important intra- and interpersonal characteristics and dispositions that all effective teachers should possess.

ADMISSION STATUS/NOTIFICATION

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

1. Formal Admission– All initial teacher documents and requirements are met specified in [\[19 TAC § 227.10\]](#) and will indicate a candidate's formal admission into TEACH*. Candidates must sign and return the formal admission letter.
 2. Pending Admission – Some admission requirements have not been met. Candidates must have a 2.75 GPA or higher with completion of all foundation courses prior to the start of the professional block sequence, have demonstrated basic skills or met the exemptions based on [TAC code 227.10](#), have a complete portfolio and been interviewed to be eligible for this option. After review by the Education Department, candidates are sent a letter indicating the steps that must be taken prior to the start of the semester in which they are enrolled in professional courses. Candidates can register for “block” classes but must submit missing documents per the deadline in the letter; failure to complete requirements will result in candidates being dropped from the professional courses for that term. Once the terms are met, candidates will receive a subsequent letter indicating they are formally admitted into TEACH.
 3. Denied Admission– A letter indicating the areas that need remediation will be provided by the Department Chair. Per the Education Department policy, you are eligible to apply one additional time. Please work with your advisor, Certification Officer, and/or Department Chair to ensure you are ready to resubmit a second time.
- As a reminder, any concerns from faculty on the Professional Practices and Responsibility form would need to be remedied/plan in progress during Clinical Teaching. Students must maintain the overall cumulative and institutional GPA of 2.75 and have a B or better average (3.0) in the professional block courses before being recommended for Clinical Teaching. See Minimum Standards for Remaining in Teaching as part of the Professional Practices and Responsibilities Policy for additional information.

REQUIRED TEACH DOCUMENTS AND TEST SCORES

Reference [Admissions Requirements Sheet](#)

ALL ITEMS ARE SUBMITTED ON BLACKBOARD: Organization: Template TEACH

- Application: Completed application form with TEA ID #
- Degree Audit: EDUC dept. submits most current degree audit (must include a) minimum of 60 credit hours/junior standing; b) Minimum cumulative and institutional GPA of 2.75; c) any foundation courses that are transferred to OLLU; completion of all

foundation courses with a grade C or better (see TEACH Admission Requirements for list of courses in Blackboard)

- Demonstration of basic skills: An applicant must demonstrate basic skills in reading, written communication, and mathematics by meeting the requirements of the Texas Success Initiative under the rules established by the Texas Higher Education Coordinating Board (THECB) in Part 1, Chapter 4, Subchapter C, of this title (relating to Texas Success Initiative), including one of the requirements established by §4.54 of this title (relating to Exemptions, Exceptions, and Waivers). **Minimum Passing Standards for Placement Testing and/or Review of college/community college transcripts for satisfactory completion of college-level coursework per [TAC §4.54 exemptions](#)**

Student Success Initiative Chart per [\[19 TAC 227.10 \(a\)\(6\)\]](#)

Additionally, if any students are out-of-country applicants, OLLU will require a verification of minimum scaled scores on the Test of English as a Foreign Language Internet-Based Test (TOEFL iBT) of 24 for speaking, 22 for listening, 22 for reading, and 21 for writing [[19 TAC 227.10\(a\)\(7\)](#)].

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

- Philosophy of Education: A statement of your philosophy of education. This document must be typed and should be representative of your best writing skills. A rubric is provided on Blackboard.
- Personal Resume: A personal resume that chronologically documents examples of your fitness for teaching and/or your time spent working with children/others such as: scholarships or awards, work history, outstanding projects in courses, or activities that display evidence relating to your interaction with and teaching of children/others. A rubric is provided on Blackboard.
- Criminal Background Check and TEA Technology Fee: A copy of an OLLU Criminal Background Check Application and associated \$10 fee including \$35 TEA Technology Fee (\$45 payable on TEACH Marketplace link <https://marketplace.ollusa.edu/TEACHapp> – must have clear Criminal Background Check approval
- Driver’s License/ID copy: Provide a copy of your current Driver’s License or State ID
- FERPA: Signed FERPA Consent to Release Agreement (digital signature required)
- Criminal History Policy Acknowledgement: Signed OLLU form (digital signature required)
- TX Code of Ethics: Signed Texas Educators Code of Ethics (digital signature required)

- Risk Assessment: Signed OLLU Risk Assessment Form (digital signature required) – valid for five years
 - Score Report: Provide proof of scores that demonstrate basic skills in reading, math, and writing via one of the assessments in the Student Success Initiative chart (see chart below). Passing scores must be within the past five years
- OR providing college/community college transcripts showing proof of transferred in satisfactory completion of college-level coursework [TAC §4.54](#) exemptions: English. Lit.-Reading, English Comp.-Writing, & College Alg.-Math
- Writing Prompt: A 45-minute timed writing prompt, applicants will coordinate with the Certification Officer for this assignment
 - Two Faculty Recommendation Forms: Submit the names of the two faculty members (must be current OLLU faculty). The Faculty Recommendation Forms will be submitted directly to the Certification Officer by the faculty.
 - Transcript Request: Complete and sign “Transcript Request Form.” DO NOT Submit to Registrar’s.

Note: An incomplete portfolio may result in a denial of an interview. All applicants will receive a formal letter indicating the admission decision [[19 TAC 227.17](#)].

verification of minimum scaled scores on the Test of English as a Foreign Language internet-Based Test (TOEFL iBT) of 24 for speaking, 22 for listening, 22 for reading, and 21 for writing [[19 TAC 227.10\(a\)\(7\)](#)].

MINIMUM STANDARDS FOR REMAINING IN TEACHER EDUCATION

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

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

- reading and writing across the curriculum;
- integration of technology as a tool for learning;
- inclusion of relevant TEKS, including the English Language Proficiency Standards in instruction and planning;
- reading instruction, including instruction that improves students' content-area literacy;
- appreciation of diversity;
- value differentiated instruction;

- creating a positive and productive classroom environment; and
- implementing effective and responsive instruction and assessment to promote student learning.
- understanding and adhering to legal and ethical requirements for educators;

DEMONSTRATE MASTERY OF SKILLS AND COMPETENCIES

Through their course work, field experiences and assessments, students are expected to demonstrate mastery of the skills and competencies captured in the Texas teacher standards, *as indicated in [Chapter 149 of the Commissioner's Rules Concerning Educator Standards](#)*, which include: instructional planning and delivery, knowledge of students and student learning, content knowledge and expertise, learning environment, data-drive practice and professional practices and responsibilities. The mastery of the skills and competencies also include:

Demonstrates Competency in Oral, Written and Digital Communication:

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

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

Demonstrates Positive Work Habits, Communication, and Interactions:

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

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

OLLU Student Handbook. Teacher candidates demonstrate honesty and integrity by being truthful about background, experiences, and qualifications; doing one's own work; giving credit for the ideas of others; and providing proper citation of source materials.

Cognitive Dispositions:

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

Demonstrates Respect for Diversity and Individual Differences:

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

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

The teacher candidate knows how to facilitate cooperation and productivity:

- A. The teacher candidate works cooperatively and collegially in groups. This includes interactions with fellow students, faculty, teachers, staff, parents, and administrators.
- B. Teacher candidates understand and appreciate the value of diversity and look beyond self in interactions with others; respect differences of race, ethnicity, religion, and social class, national allegiance, and cultural heritage. Teacher candidates do not impose personal, religious, sexual, and/or cultural values on others.
- C. The teacher candidate collaborates with their colleagues; are self-aware of their interpersonal interactions and are open to constructive feedback from peers, faculty, and administrators.
- D. The teacher candidate seeks feedback and demonstrates the ability to accept and act on reasonable criticism.
- E. The teacher candidate maintains supportive and cooperative relationships with fellow students.
- F. The teacher candidate engages in collaborative decision-making.
- G. The teacher candidate understands others' perspectives and is open to new and innovative ideas about teaching.

Models Ethical and Respectful Behaviors:

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

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

Maintains Composure and Self Control:

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

Emotional Dispositions:

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

Physical Skills

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

Note:

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

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

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

Pursuant to the Texas Education Code (TEC), §22.083, candidates seeking certification must undergo a criminal history background check prior to employment as an educator and pursuant to TEC, §22.0835, prior to clinical teaching. OLLU's Texas certification/educator preparation program requires that applicants and candidates have a clear criminal history background check (nationwide) PRIOR to admittance into the educator preparation program or a favorable Preliminary Criminal History Evaluation letter from TEA about their potential eligibility for educator certification. Applicants with certain criminal convictions or deferred adjudications may not be eligible for placement and thus not able to pursue certification. For more information candidates may review Texas Occupation Code, Chapter 53, Section 53.001-53.105 and/or [Texas Administrative Code Chapter. 249, Subchapter B §249.16.](#)

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

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

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

Requesting a Preliminary Criminal History Evaluation (PCHE):
Effective October 1, 2018, requests for a PCHE must be submitted online

- Read all [FAQs](#) to ensure that you meet the criteria for a preliminary criminal history evaluation. Do not submit a PCHE request or make payment if you do not meet the criteria.
- Gather the following information, which TEA will require to complete your evaluation. To prevent delay in the agency's response, be prepared to submit all documentation with your request:
 - All offenses that you believe may make you ineligible for a teaching certification,
 - Your statement about the circumstances upon which your arrest(s) were based,
 - All court documentation showing the formal disposition of each offense and related charges. To obtain such documentation, contact the clerk in the jurisdiction (typically a County) in which you were arrested.
 - Provide payment through Texas Online. Retain the Local Reference Number, your payment confirmation included in your request. Please be aware that the fee is non-refundable.
- Complete the online Preliminary Criminal History Evaluation request form (item #4 on [FAQ sheet](#)) . Upon your submission, you will receive a confirmation email that includes a copy of the information you entered.

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

Background Check Requirements:

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

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

MAINTAINING ACADEMIC REQUIREMENTS AND PROFESSIONAL BEHAVIORS

This policy was developed as a support to Education candidate development as a professional. Therefore, any behaviors contrary to those described in the [The Protection of Pupil Rights Amendment \(PPRA\)](#) will be addressed immediately, and a support plan will be developed. Listed below is the process faculty will follow:

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

OLLU CLINICAL/FIELD EXPERIENCE HOURS

Course	Hours Required
EDUC 1321: Introduction to Teaching	10 hours
EDUC 4330: Childhood Growth and Development	10 hours in an NAEYC center (PreK-SA preferred)
SPED 2338: Survey of Exceptionalities	15 hours of Service-Learning in a local agency serving individuals with disabilities
EDUC 2310: Diversity	10 hours of immersion experience
EDUC 4365: Interdisciplinary Pedagogy and Methods I: Construction	25 hours of field experience required
EDUC 4345: Literacy Development and Instruction: EC-12	10 hours of field experience in reading

EDUC 4372: The Creative Child: Art, Music, and Movement	10 hours of immersion experience (only for Art and Music majors)
EDUC 5303: Interdisciplinary Pedagogy and Methods II: Deconstruction	90 hours of field experience required
EDUC 3344: Reading Comprehension in EC-12	10 hours of FE during content or reading instruction
EDUC 5330: Clinical Teaching 1	Complete at least the first five to eight days of school and 160 hours in classroom (2-3 days a week), and 6 days at the end of the semester 160 hours
EDUC 4348: Literacy Diagnosis and Remediation	10 hours of field experience in reading instruction tutoring individual and small group (Course taught at ELEM setting; only those seeking EC-6 certification will take this course)
EDUC 5307: Classroom Behavior and Management	10 hours of field experience required
EDUC 5680: Clinical Teaching 2	120 hours from first 15 days of school + 48 hours from days banked at the end of clinical teaching 1 semester 600 hours
Additional Specialization Course Field Experience Hours	Total Additional Hours in ESL = 20 hours Total Additional Hours in SPED = 50 hours Total Additional Hours in BILG = 30 hours
Additional Service Hours and Professional Development	Service to the Community – 30 hours Service in Diversity and Equity – 20 hours Service/Advocacy in EDUC Certification– 20 hours (ESL, Bilingual, SPED) Professional Development in Content, Pedagogy, or Discipline – 20 hours of the course of the TEACH Program
Total Hours	1198 - 1218 hours without additional certification 1238 = ESL Certification 1268 with Special Education Certification 1248 with Bilingual Certification

FIELD EXPERIENCE AND CLINICAL TEACHING REQUIREMENTS

In accordance with the State Board of Education the Educator Certification the (TEACH) Program at OLLU offers a wide variety of ongoing and relevant of field-based experiences for our students (*Rule §228.35*). Students will complete at least 30 clock hours of observation/field experience before teaching. Pre-service teachers will have the opportunity

to observe instruction by content certified teachers. In addition, candidates, under supervision, will be actively engaged in instructional activities in authentic school settings in a public school accredited by the TEA for an additional 15 clock hours. Pre-service teacher candidate will work with actual students in classrooms/instructional settings, and they will critically reflect on their observation experiences. ([§228.35e1AB](#)) Students will be required to keep a log of their field experience hours and activities and engage in thoughtful written reflection about what they have observed.

CLINICAL TEACHING RESIDENCY

All Clinical Teachers will complete a one-year clinical teaching residency experience. Clinical teaching candidates will work closely with their mentor teacher and field supervisor to develop their confidence and expertise in planning and delivering quality instruction and grow their professional identity as a teacher. Clinical teaching residents are actively engaged in learning, following a progressive experience schedule where they will slowly accept greater responsibilities in the classrooms they serve. OLLU values the co-teaching model and collaborative planning and delivery of responsive instruction.

Goals and Learning Outcomes for the Clinical Teaching Residency Experience

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

Clinical Teaching Residency Expectations

The clinical teacher will apply educational theory and knowledge in a real, working school situation through the satisfactory demonstration of:

- Effective co-planning and preparation engaging classroom lessons
- Active participation in team planning, PLCs, professional development, and clinical teaching meetings
- Delivery of culturally relevant and sustaining teaching pedagogies in small and whole group lessons
- Awareness and responsiveness to student needs
- Application of effective classroom management strategies and routines
- Monitoring and adjusting instruction with assessments, data analysis through the application of a variety of evaluation methods and assessments
- Engaging in reflective practice

- Participating in informal and formal observations
- Contributing to the school community by participating in events such as after school clubs, family nights, Super Saturdays, tutoring

Specific Clinical Teaching Responsibilities Aligned to T-Tess

1. Demonstrate an understanding of the complex classroom context:
 - Identify and address individual students' social, emotional, and behavioral learning needs
 - Utilize knowledge of students
 - Facilitate the development of a culture of respect and enthusiasm for learning
 - Implement effective classroom organization and consistent procedures for learning

2. Demonstrate the ability to plan and prepare effective culturally sustaining instruction
 - Co-plan with mentor teacher and/or grade level content team
 - Apply high learning standards using current TEKS to develop meaningful objectives and assessments
 - Employ effective differentiation strategies
 - Facilitate critical thinking and higher ordering questioning
 - Anticipate student misconceptions and challenges
 - Use student data to plan and organize instruction
 - Monitor and reflect on student learning

3. Demonstrate the ability to deliver effective differentiated instruction
 - Provide quality small group and whole group instruction that challenges students
 - Adapts lessons to meet the needs of all students
 - Engage in collaborative co-teaching and individual instruction
 - Collects meaningful evidence of student learning
 - Integrates appropriate IEP and 504 plans including modifications and accommodations

4. Demonstrate the development of a professional identity as a teacher.
 - Demonstrate the continued development of essential teacher dispositions
 - Engage in reflective practice
 - Solicit, receive, and respond to feedback and suggestions for growth
 - Seek out and participate in professional development opportunities
 - Demonstrate effective oral and written communication skills

Progressive Experience

Clinical teacher candidates will have a year-long opportunity to refine and practice their teaching skills under the direction of a cooperating teacher and a university field supervisor. This experience introduces clinical teachers to all aspects of the teaching profession. Before their final semester, clinical teachers are placed in a classroom for intensive field experience, they experience the beginning and end of school year and learn the

full responsibilities of the teaching profession. Candidates practice developing lessons and learning sequences that are aligned to the TEKS and include relevant assessments. They continue to refine these skills the following semester when they are placed in classrooms full-time; candidates are expected to be immersed in the teaching experience, and gradually assume the duties and professional responsibilities of a classroom teacher. Clinical teachers assume more responsibility in lesson planning, preparation, delivery, as well as engaging in the process of on-going student assessment. Clinical teachers utilize the TEKS and teaching standards as they respond to student instructional needs and grade level objectives. They work in collaboration with their mentor teacher to deliver outstanding instruction and quality learning experiences for their students.

Clinical Teaching Eligibility

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

- Demonstrate mastery of objectives related to teacher preparation in the courses prior to clinical teaching and the successful completion of all TEACH requirements and coursework other than clinical teaching;
- Demonstrate progress towards mastery of the knowledge and skills included in the Texas Educator Standards as well as:
 - Effective planning and preparation of engaging classroom lessons
 - Developmentally and culturally appropriate teaching methods
 - Awareness and responsiveness to student needs
 - Application of effective classroom management strategies
 - Application of a variety of evaluation methods and assessments
- Successful demonstration of professional dispositions and mindsets required for teachers as determined by the Professional Practices and Dispositions Assessment;
- Demonstrate effective oral and written communication skills through collaboration with teaching professionals and peers to reflect on pre-service teaching experiences;
- Demonstrate content knowledge and skills by earning at least 80% on all practice content certification and PPR exams exhibit “readiness”;
- Clear criminal background check as required by partner districts and TEA;
- Clinical teachers must be in "good academic standing" in the Education Department, e.g., 2.75 GPA.
- Completion of all coursework other than clinical teaching; registering for more than 9 semester hours during your clinical teaching requires permission from the Director of Field Experience.

Residency Logistics

Spring graduates begin their clinical teaching residency at the beginning of the school year (August) in their district. They complete their clinical teaching residency in May.

Fall graduates begin their clinical teaching residency in January through May, they continue in their assignment placement in August of the next school year, they conclude their residency in December.

Clinical teaching residents who are employed by a district are expected to complete the conditions of their residency employment contracts.

All clinical teaching residents are expected to:

- Complete first 15 days of school, 120 hours
- Complete at least 20+ days (160 hours) of field work during the semester they are enrolled in EDUC 5330. (All candidates will complete an average of 3 days a week on their campus before they begin their clinical teaching semester)
- Complete at least an additional 6 days of field work during the 5330 semesters, or in December (for May graduates) or May (for December graduates)
- Complete their placement the semester they are enrolled in EDUC 5684.

Days and hours of the clinical teaching residency are determined in collaboration with OLLU and the school district.

Pay eligibility will be determined by the OLLU Student Employment Office for Federal Work-Study Experimental funding.

Compensation for employment as a Clinical Teaching Resident by a local school district will be determined by the school district.

Observations During Clinical Teaching

During the first semester of clinical teaching, candidates will participate in the following observations:

- 3 Mentor Teacher Observations
- 1 Video Observation – peer review and reflection (your professor for Course EDU 5330 will review)
- 2 - University Supervisor Observations - small group and whole group

During your second semester of clinical teaching, candidates will participate in the following observations:

- 4 mentor teacher observations
- 4 university supervisor observations (1 unscheduled/walk through observation)
- Several informal observations – university supervisor and mentor teacher

These formal observations will last at least 45 minutes and will include a pre-conference and a reflective post-conference. Several informal observations will also be completed by the mentor teacher and university supervisor in our efforts to capture the clinical teacher's growth and progress.

Professional Competencies and Benchmarks of Clinical Teaching

The mentor teacher and the field supervisor complete an evaluation of the clinical teacher that assesses the following competencies:

- The clinical teacher consistently plans lessons and submits her/his plans to the cooperating teacher for guidance and approval.
- The clinical teacher's plans include goals and objectives that are aligned to state content and skills standards.
- The clinical teacher's plans include activities, materials and assessments that are well sequenced and relevant to students.
- The clinical teacher actively and appropriately contributes to team planning meetings.
- The clinical teacher uses student data to plan instruction.
- The clinical teacher sets elevated expectations that challenge students.
- The clinical teacher demonstrates energy and enthusiasm in the teaching.
- The clinical teacher communicates effectively with students.
- The clinical teacher communicates effectively and collaboratively with fellow teachers and professional colleagues.
- The clinical teacher practices effective and positive classroom management techniques.
- The clinical teacher is mindful and respectful of cultural differences
- The clinical teacher presents culturally relevant lessons and learning experiences.
- The clinical teacher meets professional standards for attendance.
- The clinical teacher meets professional standards for punctuality.
- The clinical teacher consults with their cooperating teacher about professional development opportunities and goals.
- The clinical teacher participates effectively in school community events.
- The clinical teacher demonstrates the professional dispositions expected of a teacher.
- The clinical teacher demonstrates the skills and dispositions required for certification *per 19 TAC §228.35(e)(2)(A)(iii)*
- I am confident in recommending the clinical teacher for certification.

Dismissal from Clinical Teaching

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

- More than two absences recorded for mandatory student teaching meetings;
- A request at any time, by school personnel or university supervisor that the clinical teacher be terminated;

- Unexcused absences from a clinical teaching assignment (the Director of Field Experience and Faculty Review Committee will determine if an absence is unexcused); or
- Unprofessional conduct.

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

TRANSPORTATION POLICY: FIELD OBSERVATIONS, PRACTICUM AND CLINICAL TEACHING

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

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

UNDERGRADUATE PROCEDURES AND POLICIES FOR CERTIFICATION EXAMINATIONS

Certifications

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

EC-6 Certifications

Early Childhood to Sixth Grade Core Subjects:

- TExES #160 Pedagogy and Professional Responsibilities EC-12
- TExES #391 Core Subjects EC-6

- TExES #293 Science of Teaching Reading

Please note: Individual subject area tests (if needed to repeat a section due to failing a section the first time):

1. 901 ELA & Science of Teaching Reading
2. 902 Mathematics
3. 903 Social Studies
4. 904 Science
5. 905 Fine Arts, Health, Physical Education

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

- TExES #160 Pedagogy and Professional Responsibilities EC-12
- TExES #391 Core Subjects EC-6
- TExES #293 Science of Teaching Reading
- TExES #164 Bilingual Supplemental
- BTLPT #190 Bilingual Target Language Proficiency Test (Spanish)

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

- TExES #160 Pedagogy and Professional Responsibilities EC-12
- TExES #391 Core Subjects EC-6
- TExES #293 Science of Teaching Reading
- TExES #162 English as a Second Language Supplemental

All-Level Special Education certification candidate:

- TExES #160 Pedagogy and Professional Responsibilities EC-12
- TExES #290 Core Subjects EC-6
- TExES #293 Science of Teaching Reading
- TExES #161 Special Education EC-12

7-12/All Level Certifications

TExES 7-12 content area test for your field:

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

All-Level Spanish certification:

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

All-Level Art certification:

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

All-Level Physical Education certification:

- TExES #160 Pedagogy and Professional Responsibilities EC-12
- TExES #158 Physical Education

All-Level Music certification:

- TExES #160 Pedagogy and Professional Responsibilities EC-12
- TExES #177 Music

Certification Exam Policy

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

Baseline Data

- Once admitted into the TEACH program, candidates will be given a Certify Teacher and/or 240 Tutoring access and candidates must complete their Certify Teacher Practice TExES test(s) or 240 Tutoring Diagnostic: Core EC-6 /Content test and specialization(s) as a means of collecting base-line data for the Education Department.
- Potential Bilingual Education certification candidates will receive access to Certify Teacher prior to admittance while in EDUC 3320 Foundations of Bilingual Education to assess their language aptitude/bilingual proficiency and provide support, interventions, and remediation.
- Qualifying to be authorized to register for official TExES Certification Exams, candidates must:
Demonstrate readiness on the appropriate Practice TExES test(s) with an overall score of 240 = 80%. – these include, the PPR exam, Content Area(s), Special Education, Bilingual test (s), and ESL exam; the Core EC-6 requires a score of 240 in EACH subject area.

Demonstrating Readiness Testing Options

The practice test will be online through Certify Teacher or 240 Tutoring unless otherwise indicated:

- Core EC-6**
- 7-12/All Level**
- PPR EC-12**
- Special Education**

**Bilingual Education Supplemental
Bilingual Target Language Proficiency Test (BTLPT)
ESL**

- Elementary Candidates (EC-6) are required to score 240/80% on the online Certify Teacher practice test and/or 240 Tutoring practice test and at least 240/80% on EACH content area (Reading 901, Math 902, Social Studies 903, Science 904, & Fine Arts/Health/PE 905) in one test-taking session. Demonstrating readiness in individual subject areas will only be allowed when there are only 1-2 individual subjects the candidate has not previously demonstrated readiness.
 - **All base-line assessments and/or practice tests must be taken in one sitting in a secure testing environment to better simulate an official testing experience (also taken in the order the test is in; no jumping from one subject area to another)**
 - Please note that each practice TExES exam is timed (maximum 5 hrs.)
- d. Teacher candidates must be fully admitted into TEACH and meet the requirements above to be authorized to take any of the official certification exams.
- Note:** Candidates under TEACH HOLD contracts will not be authorized to test but will receive access to Certify Teacher and/or 240 Tutoring.
- e. When candidates have demonstrated readiness on their Practice TExES exam, they should submit their Certify Teacher and/or 240 Tutoring practice score report or online practice test score report to the Certification Officer. NOTE: This practice score report is different from the diagnostic test report. This includes teacher certification, and individuals re-taking an exam. Once student scores have demonstrated readiness, they will receive an email notification providing registration instructions for the official TExES certification exam.

Testing Support Plan

- a. A candidate who does not pass an official TExES exam the first time with a score of 240 (80%) or higher will meet with the Certification Officer to make and sign a Testing Support Plan. The candidate is required to take the **practice** TExES exam again with a score of 260 or higher to be released to take the official TExES exam.
- b. If a candidate does not achieve a passing score on the **official** TExES certification exam, he/she/they must wait 30 days before attempting to take the test again. The candidate will meet with the Certification Officer to make and sign a Testing Support Plan. The candidate will complete the study program on 240 Tutoring in completion to be able to retake the practice exam again. The candidate is required to take the practice TExES exam again with a score of 260 or higher to be released to take the official TExES exam.
- c. Testing Support Plan may include:
- Additional login (6-10 hours) on Certify Teacher and/or 240 Tutoring
 - Review Resource Book available through the Certification Officer

- Test Anxiety Sessions
 - Content Review Sessions and/or ACE (Academic Center for Excellence) Tutoring Sessions
 - Private Tutoring outside of OLLU
- d. Upon completion of agree components of their Testing Support Plan, candidates will receive authorization to retest from the Certification Officer for the TExES practice exam they needed to demonstrate readiness.
- e. When candidates have demonstrated readiness for their Practice TExES exam, he/she/they will receive an email notification providing certification exam registration instructions.

Registering for TExES Certification exams

Texas educator candidates will need to create a NEW Pearson testing account to register for TExES certification exams by logging into <http://www.tx.nesinc.com>, clicking on “My Account” on the upper right-hand corner of the page, selecting “Create an account now” and following the prompts.

To register for a certification exam, go to <http://www.tx.nesinc.com>, select “Register,” and follow the instructions provided. You must have created a Pearson testing account and have your TEA ID number to register. The Pearson Testing website also contains a variety of test preparation resources free of charge.

*Testing fees are due when registering for an official certification exam and are \$116 per exam with a test payment processing fee. Candidates have 170 days to schedule and take their exam. If they do not take it or withdraw their registration within 170 days of their registration expiration date, they will receive no refund or credit of any kind. Cash and checks of any kind are not accepted for payment.

NOTE: Your driver’s license first and last name MUST match the name on your admission ticket. Consult [Pearson Testing Policies](#) regarding specific ID requirements/policy and test center rules.

Accommodations for Disabilities or Health-Related needs

- a. Teacher candidates who need accommodation for the practice TExES exams at the OLLU Testing Center must contact the Accessibility Services Office at least 30 days prior to the first diagnostic (practice) session to obtain official documentation. Official documentation from the Accessibility Services Office must be provided to the advisor and the OLLU Testing Center for accommodations to be provided. If a student applies for accommodations with TEA through Pearson, they must be already receiving accommodations from OLLU’s Accessibility Services Office. Contact Info: Walter Center Suite 206 Office: (210) 431-4010 Appointments: (210) 528-7158 Email: ada@ollusa.edu Website: [Accessibility Services](#)

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

Five Testing Attempts Limit

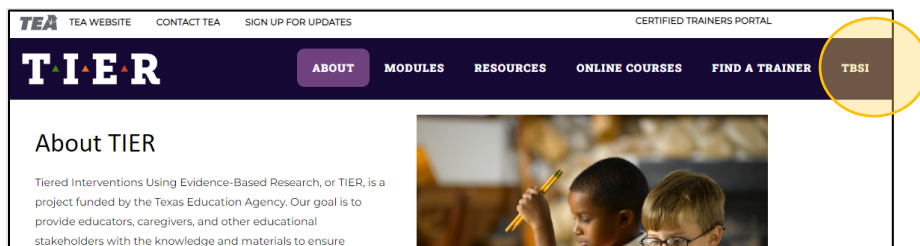
Since September 1, 2015, candidates will be limited to five attempts to take a certification test. The five attempts include the first attempt to pass the examination and four retakes. The Texas Education Agency (TEA) is implementing this change to Texas Education Code §21.048 in response to House Bill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

Additional Resources

- [Texas Education Agency \(TEA\)](#)

TEA REQUIRED TRAININGS: Dyslexia, Mental Health, and Youth Suicide Prevention

- Texas Behavior Support Initiative Training (Mental Health)
<https://tier.tea.texas.gov/about>



Format: Online **Cost:** Free **Time:** 1.5 Hour Self-Paced Course

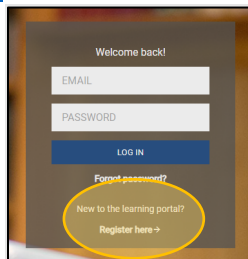
Instructions:

(Click on "TBSI" in the top right corner)

1. Click on TBSI & Texas Behavioral Support Initiative Course.
2. Watch for an email with a link from Canvas Catalog, set up password & register.
3. Complete all the modules & take the quiz at the end of the modules.
4. You will be sent an email when you have completed the training with a link where you can receive your certificate. Click View Certificate, download your certificate, and submit it to the Certification Officer, Mrs. Chapman (schapman@ollusa.edu) and under the Clinical Teaching course on Blackboard.

The Texas Behavior Support Initiative (TBSI) training is designed to provide foundational knowledge for the use of positive behavior interventions and support for all students, including those with disabilities. While the TBSI training meets legislative requirements related to procedures for the use of restraint and time-out, it also provides a framework for sharing a wide range of foundation-level behavior strategies and prevention-based school-wide, classroom, and individual interventions.

- Youth Suicide Prevention Training
<http://sptsuniversity.org/login/index.php>



Format: Online **Cost:** Free **Time:** One-Hour Self-Paced Course
Instructions:

(Click on “Register Here”)

1. Create a new account (select role of College/University student).
2. Select Making Educators Partners in Youth Suicide Prevention: ACT on FACTS (60 minutes) **National Version.**
3. Complete the entire training.
4. Submit course feedback.
5. Download your certificate and submit it to the Certification Officer, Mrs. Chapman (schapman@ollusa.edu) **and** under the Clinical Teaching course on Blackboard.

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

- Dyslexia: Characteristics, Identification, and Effective Strategies
<https://register.tealearn.com/browse/tea/dyslexia/courses/tea-dyslexia>



Note: Information about the course can be found here: <https://tea.texas.gov/texas-educators/preparation-and-continuing-education/dyslexia-requirements-for-educator-preparation-programs>

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

Instructions:

1. Click on the blue “Enroll” box and fill out the necessary registration information, including your TEA ID number.
2. For “District/Charter” check the box for “I don’t have one,” for “Campus” check the box for “I don’t have one,” for “Current Assignment/Role” choose “Certification Program Candidate.”
3. Click the blue “register” box at the bottom.
4. Complete all the modules & take the quiz at the end of the modules (if provided).
5. You will be sent an email when you have completed the training with a link where you can receive your certificate. Click View Certificate, download your certificate, and submit it to Mrs. Chapman (schapman@ollusa.edu) **and** under the Clinical Teaching course on Blackboard.

This online course meets the requirements for [House Bill 157](#) and includes the history of dyslexia, district requirements, procedures, statistics, recognizing the signs of dyslexia, intervention strategies as well as options for parents of students with dyslexia.

- [Youth Mental Health First Aid Training](#)

Format: Hybrid (Both Face to Face and Virtual in one setting on campus)

Online Portion: Date & Time Options TBA from Mrs. Chapman, Certification Officer

Face to Face Portion: Date & Time Options TBA from Mrs. Chapman, Certification Officer

*Entirety of course will be completed in a **hybrid** (face to face and virtual) format taking place in one full day setting on campus.

Cost: Free **Time:** 8 Hour Course (8:00 am - 5:00 pm)

Instructions: Mrs. Chapman, Certification Officer, will announce registration information closer to the training date.

MHFA is an 8-hour face-to-face course that trains participants how to help someone who is developing a mental health problem or experiencing a mental health crisis. The training includes risk factors and warning signs of mental health problems; information on depression, anxiety, trauma, psychosis, and addiction disorders; a 5-step action plan to help someone developing a mental health problem or in crisis; and where to turn for help – professional, peer, and self-help resources. MHFA teaches about recovery and resiliency – the belief that individuals experiencing these challenges can and do get better and use their strengths to stay well.

CONSENT TO RELEASE EDUCATION RECORDS/ FERPA

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

TEACHER EDUCATION STUDENT ORGANIZATIONS (STUDENT EDUCATION ORGANIZATIONS)

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

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

**Please note: Aspiring Educators Rising, formally known as TAFE (Texas Association of Future Educators). TAFE is now considered the High School counterpart. Aspiring Educators Rising (AER) is the new national label for the collegiate level.*

OLLU STUDENT SERVICES

CAMPUS RESOURCES IN CAREER AND DEVELOPMENT TESTING

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

OLLU TUTORING CENTER

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

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

Please consult the OLLU Student Handbook for additional student support services.

OLLU POLICIES

- A. OLLU TITLE IX POLICY Please see the following link for further definitions, coordinator information, information about grievance procedures, and counseling and support services. www.ollusa.edu/TitleIX.
- B. OLLU NONDISCRIMINATION POLICY For more information on persons who have been designated to handle issues related to the non-discrimination policies set forth by the University please visit: www.ollusa.edu/TitleIX.
- C. OLLU Student Handbook Academic Integrity Policy Our Lady of the Lake University distinguishes between Academic Dishonesty, which is handled through the Academic Affairs Division, and other violations of the Student Code of Conduct, which are dealt with by the Office of Student Life. Penalties for academic dishonesty may include expulsion or suspension from the University, failure or grade reduction in the affected course or assignment, or lesser penalty as appropriate. Please see <https://www.ollusa.edu/student-handbook.html>
- D. OLLU Student Concerns Procedure Students are encouraged to attempt to resolve a problem whenever possible by discussing it with whom they are having academic concern. Requesting an appointment with them to discuss the matter in a calm and professional manner is always the first step to trying to resolve a dispute. It may be possible to resolve the concerns without the need for formal institutional action. It is the goal of the University that any disagreements be discussed and resolved in a professional manner please visit the [OLLU Student Handbook](#).
- E. OLLU Student Grievance Procedure Our Lady of the Lake University provides a uniform method by which students can pursue a grievance of academic issues. For full information about our Student Grievance Procedures please visit the [OLLU Student Handbook](#)
- F. [OLLU EXTERNSHIP AND VOLUNTEER RISK ASSESSMENT AND AGREEMENT FORM](#) –The OLLU Compliance Office requires this form for sponsored externships including volunteerism, service learning, practicum, field placements and internships.

EDUCATION DEPARTMENT POLICIES

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

- A. Teach Admission Requirements
- B. Out of Country Applicants/TOEFL IBT
- C. Prior Military Experience
- D. Transfer Credit for Prior Experience
- E. Criminal History Policy
- F. FERPA Form
- G. Policies for Certification Examinations
- H. Certification Exam Readiness and Remediation Policy

- I. Practices and Responsibilities Policy
- J. Transportation Policy
- K. Dismissal Policy
- L. Educator Preparation Program Complaint Policy for TEA OLLU

The Education Department encourages interns to discuss their concerns and complaints through informal conferences with their program staff. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level. Please see the following link for further definitions, general provisions, and levels of appeal. [COMPLAINT PROCESS](#)

TEA POLICIES

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



Education Department – 3rd Floor Moye & 3rd Floor Main
(210) 434-6711 · Fax (210) 431-3927
College of Professional Studies

Our Lady of the Lake University
411 S.W. 24th Street · San Antonio · Texas · 78207