Educator Preparation Handbook

EDUCATION

TEXAS TECH

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SECTION ONE

Educator Preparation Program Overview

TTU offers many different teacher certifications and a variety of avenues for certification. Teacher candidates can receive teacher certification as an undergraduate through a traditional four-year degree program. TTU also offers a distance program for undergraduates in connection with partnering school districts and TTU also offers an alternative certification program through a graduate certificate. Graduate students have the option of certifying in an advanced certification area. *Limited opportunities are available for teacher certification for graduate students.

The TTU Educator Preparation Program serves its students from a foundation of beliefs and ideals expressed in mission, vision and other statements of principle.

TTU's Mission and Vision Statements

Mission Statement

As a public research university, Texas Tech advances knowledge through innovative and creative teaching, research and scholarship. The university is dedicated to student success by preparing learners to be ethical leaders for a diverse and globally competitive workforce. The university is committed to enhancing the cultural and economic development of the state, nation and world. *



TEXAS TECH UNIVERSITY
College *of* Education

College of Education Mission Statement

Mission Statement

Through investing in a diverse student body, the College of Education promotes excellence in educator and professional preparation to meet the real-world challenges of our day. We disseminate research focused on improving educational outcomes. We are committed to engagement with partners through mutual collaboration, innovation and improvement.

Undergraduate Preparation Program: TechTeach

TechTeach is a clinically intensive, competency-based program designed to prepare teachers who will improve the academic achievement of K-12 students. It is among the first in the nation to combine intense, clinical experiences with opportunities to dramatically improve effective teaching behaviors in order to impact student learning.

New teacher candidates will start working in classrooms in the first semester, work closely with host teachers to improve the achievement of their students throughout the program, and receive support and specificfeedback aimed at improving their teaching behaviors. Course work during the program is practical and designed to prepare teacher candidates to implement teaching that impacts student learning.

Key features of TechTeach

There are four key features of TechTeach that set it apart from other programs, and in combination make this experience so powerful.

- TechTeach uses the NIET rubric to clearly define effective instructional behaviors and provide concrete ways for teacher candidates to improve.
- TechTeach candidates begin working in classrooms in the first semester and participate in a residency based program teaching for an entire year with eligibility for an enhanced certificate.
- TechTeach candidates use state of the art digital technology to capture and review their own instruction. Starting in the first semester, candidates use their own video footage for evaluation and improvement.
- TechTeach candidates work in partner districts alongside an experienced, handpicked mentoring educator committed to the professional growth of their teacher candidate. Co-teaching involves working together to plan, carry out, evaluate, and adjust instruction in whole-group and small-group settings.

Trademark Outcome

TechTeach graduates will be masters of engaging pedagogy, models of effective learning, and significantly contribute to student achievement.

Teacher Preparation Strategic Priorities:

- **Educate and empower a diverse student body.**

Student success will reflect the University's commitment to fostering an environment that promotes inclusive access while attracting committed and high-achieving students.

- **Enable innovative research and creative activities.**

We will continue to expand research, scholarship and creative activity to discover and advance knowledge, to improve quality and sustainability of life for the citizens of our state, nation and world, and to support technology transfer and other activities that enhance economies.

- **Transform lives and communities through strategic outreach and engaged scholarship.**

We will partner with our local, regional, national, and global communities to stimulate creativity, innovation, and social and economic development—working together to solve the complex problems facing people and communities.

Undergraduate certification programs <u>not</u> in the College of Education

Students seeking initial certification in Art, Music, Family and Consumer Sciences or Agriculture are guided by the faculty in their respective colleges. The College of Education is the certifying agent for the state.

Graduate Preparation Program: RAIDER Teach

Alternative certification has increasingly become the pathway of choice for many teachers in Texas. Although there are quality options, the vast majority of alternatively certified teachers enter the classroom with minimal training and even less support leaving them to figure out the complexities of teaching all alone. This option is quick, but it is costly to the school district, the achievement of students and the career of new teachers.

The College of Education at Texas Tech has designed a better way. Pursue alternative certification in middle level (junior high) or secondary-level (high school) subjects that are in high demand in specific partner districts and become certified while gaining college credit.

RAIDER Teach works in cooperation with our partnership districts across the state. If you have a bachelor's degree and a desire to teach, RAIDER Teach is for you.

Graduate Advanced Certification Preparation:

Educational Diagnostician, Reading Specialist, School Counselor, Principal, Superintendent, Teachers of the Visually Impaired

Texas Tech offers advanced certification for Educational Diagnostician, Principal, Superintendent, School Counselor and Reading Specialist. TTU also offers advanced supplemental certification for Teachers of the Visually Impaired.

The Educational Leadership program faculty are involved in a number of ongoing "university - K-12 school partnership" activities to directly serve the leadership development of regional K-12 educators, including: EDLD Summer Leadership Institute; and the new LISD - TTU Principal Fellows Program.

The Educational Leadership (EDLD) Program offers graduate degrees and administrator certification preparation programs to prepare individuals to serve in a variety of administrative leadership positions in K-12 schools and school districts. The Educational Leadership Doctoral Program prepares individuals for executive leadership positions in K-12 school districts and for teaching positions in university settings.

SECTION TWO

Certification Options and Admission Procedures

Certification Options

TTU offers many different teacher certifications and a variety of avenues for certification, including traditional four-year degree programs, an alternative certification program (ACP), a Master of Education in School Counseling, A Master of Education in Educational Leadership, Master of Education in Special Education – Educational Diagnostician and Doctor of Education – Superintendent.

Table 2: Program Options

	Undergrad	ACP	Post Bac	Advanced
EC-6 Core Subjects	X			
4-8 Math				
4-8 ELAR	X	X		
4-8 Science	X	X		
4-8 Social Studies	X	X		
7-12 Math	X	X		
7-12 Life Science	X	X		
7-12 Chemistry	X	X		
7-12 Science	X	X		
7-12 ELAR	X	X		
7-12 History	X	X		
7-12 Social Studies	X	X		
7-12 Speech	X			
7-12 Journalism	X			
EC-12 Spanish	X	X		
EC-12 Technology Applications	X			
EC-12 Special Education	X	X		

EC-12 Teacher of Students with Visual Impairments				X
EC-12 Music	X			
EC-12 German	X			
EC-12 French	X			
EC-12 Art	X			
EC-12 Theatre	X			
6-12 Physical Science	X	X		
6-12 Dance	X			
6-12 Agriculture, Food and Natural Resources	X			
6-12 Family and Consumer Sciences	X	X		
8-12 Human Development and Family Studies	X			
8-12 Hospitality, Nutrition and Food Sciences	X			
Bilingual Education Supplemental	X			
English as a Second Language Supplemental	X			
EC-12 Special Ed Specialist	X	X		
Educational Diagnostician				X
Principal as Instructional Leader				X
School Counselor				X
Superintendent				X
Reading Specialist				X

Criteria for Admission for Undergraduates

Undergraduates seeking elementary, or middle school teacher certification must complete the Bachelor of Science in Education degree as outlined in the TTU Catalog Individuals seeking secondary certification can complete a Bachelor of Science in Education for certification in Math, Science, English, History or Social Studies. Other certification areas will complete the bachelor's degree requirements in their academic specialization while coordinating with the advisor in their respective college.

TTU is approved by the State Board for Educator Certification to recommend teacher candidates for teaching certificates in various baccalaureate degree areas. Teacher candidates seeking a standard teaching certificate should apply for admission to the certification program through the College of Education. Candidates seeking advanced certification will also apply through the College of Education.

Prerequisites

1. Students must be in good standing with TTU.
    a. Students seeking admission to the Undergraduate Teacher Certification Program ("Tech Teach") who have been referred to the Office of Student Conduct may have those referrals and the outcomes of those referrals considered in determining whether to grant admission to the Program.
2. Clear Criminal History

The College of Education (COE) prepares educators and professionals for fields which require fieldwork, internship, practicum, service-learning and/or clinical teaching. Placements occur in educational or clinical settings which require a criminal background check.

If you are applying for admission to a program that may prepare you for an education certification, Texas law requires that Texas Tech University notify you of your potential ineligibility to obtain certification or a license due to a prior criminal conviction or deferred adjudication for a felony or certain misdemeanor offenses. Admission into educator and professional programs will require an initial criminal background check. Applicants are encouraged to review Texas Occupation Code, Chapter 53, Sections 53.001 through 53.105: http://www.texas-statutes.com/occupations-code/chapter-53-consequences-of-criminal-conviction

Please note that applicants with certain criminal convictions or deferred adjudications may not be eligible for placement and, as a result, will not be able to pursue programs of study leading to certification or licensure and cannot be recommended for testing, certification and/or licensing. You are encouraged to review all eligibility requirements related to your desired certification

and/or occupational licensure and to assess whether there are any criminal convictions affecting potential ineligibility for certification and/or occupational licensure prior to enrolling in such a course of study.

Each licensing authority has guidelines concerning specific crimes affecting certification and/or licensure eligibility. Applicants have the right to request a criminal history evaluation letter regarding eligibility for an educator certification as permitted in Texas Occupations Code section 53.102.

Educator Certification: For applicants intending to pursue educator certification (e.g., teacher, principal, reading specialist, school counselor, or superintendent), the Texas Education Agency conducts and provides a criminal history evaluation. Please visit: https://tea.texas.gov/Texas_Educators/Investigations/National_Criminal_History_Checks-FAQs/

More information regarding criminal offenses that will prevent recommendation for certification may be found in the Texas Administrative Code: 19 TAC §249.16 https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=249&rl=16

NOTE: Once admitted to the educator or professional program, criminal background is again checked or requested throughout the program of study. Students who become ineligible for placement due to certain criminal convictions may have to withdraw from the course(s) and may not be able to complete a program of study leading to certification and/or licensure. Additionally, ineligible students may not be able to satisfy degree requirements and may be required to withdraw from the program of study. In addition, an individual who has been convicted of certain offenses may be ineligible for either a certification/licensure examination or the issuance of an occupational license upon completion of an educational program.

Questions related to eligibility requirements should be directed to the Texas Education Agency.

Requirements for Admission to the Undergraduate Educator Preparation Program-Tech Teach

1. Must be Core Complete.
2. Must have 60 semester credit hours completed.
3. Must have a clear criminal background check and clear record with TTU Office of Student Conduct.
4. Must have completed 12-15 hours of content coursework. Math and Science certification tracks must have 15 hours completed.
5. Must have a Cumulative GPA of 2.75 or higher.
6. Be Texas Success Initiative "Met" or Passing Scores on SAT or ACT
    a. SAT Composite 1070 or higher
    b. ACT 23 or higher
7. Demonstrate proficiency in reading, writing, mathematics and communication by completing one of the following courses with a grade of C or above HIST 2300 & 2301, POLS 1301 &1302, ENGL 1301 &1302, MATH 1320 or equivalent, COMMS 2300 or equivalent.
8. Demonstrate fitness to Teach. Candidates will be evaluated on these behaviors through the assessment of teacher dispositions through an interview or screening process. Students transferring to TTU from another certification program must be in good standing.
9. Read and Sign the Texas Educator's Code of Ethics
10. Sign the Criminal History Policy
11. Students seeking bilingual certification must pass a pre-screening interview.
12. Pay the $35 Texas Education Agency non-refundable technology fee.

Process for Admission

Once you have determined you meet the admission criteria for the Teacher Certification Preparation Program, the next step is to apply for admission to the program. Teacher Candidates are required to apply online through the Q-TRACK system.

Students in the College of Education will receive an email from their COE advisor with instructions about completing an interview. Once these steps are completed you will be invited to an admission workshop and given instructions for the Q-TRACK application.

Students not in the College of Education will work through their college process in conjunction with the COE to complete the application process. Once the application has been reviewed, you will receive an acceptance or denial letter.

Students must score in the appropriate range on the scoring rubric to be considered for admission. Students who do not initially meet the required score will be referred to the review

committee for a second interview. Students who do not meet the requirements after a second interview will not be considered for admission.

Requirements for Admission to the Undergraduate Educator Preparation Program-Non Tech Teach (Art, Music, Ag, FCS)

1. Must be Core Complete.
2. Must have 60 semester credit hours completed.
3. Must have a clear criminal background check and clear record with TTU Office of Student Conduct.
4. Have completed 12-15 hours of content coursework. Math and Science certification tracks must have 15 hours completed.
5. Have a Cumulative GPA of 2.75 or higher.
6. Be Texas Success Initiative "Met" or Passing Scores on SAT or ACT
    a. SAT Composite 1070 or higher
    b. ACT 23 or higher
7. Demonstrate proficiency in reading, writing, mathematics and communication by completing one of the following courses with a grade of C or above HIST 2300 & 2301, POLS 1301 &1302, ENGL 1301 &1302, MATH 1320 or equivalent, COMMS 2300 or equivalent.
8. Demonstrate fitness to Teach. Candidates will be evaluated on these behaviors through the assessment of teacher dispositions through an interview or screening process. Students transferring to TTU from another certification program must be in good standing.
9. Read and Sign the Texas Educator's Code of Ethics
10. Sign the Criminal History Policy
11. Pay the $35 Texas Education Agency technology fee.

Process for Admission

Once you have determined you meet the admission criteria for the Teacher Certification Preparation Program, the next step is to apply for admission to the program. Teacher Candidates are required to apply online through the Q-TRACK system.

Students will attend an information session set up by their program each semester. Students will receive an email from their COE advisor with instructions about attending the session and completing the admission requirements. Once these steps are completed you will be given instructions for the Q-TRACK application.

Students not in the College of Education will work through their college process in conjunction with the COE to complete the application process. Once the application has been reviewed, you will receive an acceptance or denial letter.

Interview/Screening

Students must score in the appropriate range on the scoring rubric to be considered for admission. Students who do not initially meet the required score will be referred to the review committee for a second interview. Students who do not meet the requirements after a second interview will not be considered for admission.

Requirements for Admission to RAIDER Teach

TTU is approved by the Texas Education Agency to offer teacher candidates various routes to teacher certification. The Alternative Certification Program (ACP) is a track that allows students who have earned a bachelor's degree or higher to obtain Texas teacher certification at the secondary level.

1. Hold a bachelor's degree from an accredited University
2. Display English Language Proficiency- Teacher Candidates who did not receive a bachelor's degree from an accredited institution in the United States will be required to take the TOEFL IBT in order to demonstrate proficiency. Required scores for TOEFL IBT are
    a. Speaking — 24
    b. Listening — 22
    c. Reading — 22
    d. Writing — 21.
3. Meet with an advisor to review requirements.
4. Meet minimum Cumulative GPA of 2.75 or 2.75 in the last 60 hours of coursework.
5. Pass the TX Pre-Admission Content Test (PACT) test in the designated content area.
6. Apply to Graduate School C&I General Master's (RAIDER Teach Only)
7. Complete the Teacher Candidate Screening
8. Read and Sign the Code of Ethics
9. Read and Sign the Criminal History Policy
10. Pass an interview/screening
11. Submit an EPP Application
12. Pay the $35 TEA Technology Fee

Areas of Certification for RAIDER Teach:

Admission to RAIDER Teach is limited to middle level and secondary certification areas. The followingis a list of possible certification areas; however admission can be limited based on high need areas of the districts.

- 4-8 or 7-12 English Language Arts
- 7-12 Life Science
- 6-12 Physical Science
- 4-8 or 7-12 Science Composite
- 4-8 or 7-12 Social Studies

- 7-12 History
- 7-12 Math
- EC-12 Spanish

Requirements for Admission for the Professional Certification Program

TTU also offers graduate degree-seeking options in the areas of School Counselor, Principal, Superintendent, Educational Diagnostician, Reading Specialist, Teacher of Students with Visual Impairments (TSVI)*.

These options allow a teacher candidate to pursue a professional or advanced certification and an advanced degree at the same time. For more information on these programs please go herhttps://www.depts.ttu.edu/education/graduate/

a. You must be admitted to the graduate school in the degree program related to educator certification. Be currently enrolled in a Master's degree program leading to advanced certification. (48-hour master degree – School Counselor)
b. Hold a bachelor's degree from an accredited University
c. Display English Language Proficiency- Teacher Candidates who did not receive a bachelor's degree from an accredited institution in the United States must take theTOEFL IBT in order to demonstrate proficiency. Required scores for TOEFL IBT are

   Speaking — 24
   Listening — 22
   Reading — 22
   Writing — 21.

d. Meet minimum Cumulative GPA of 2.75 or 2.75 in the last 60 hours of coursework.
e. Have at minimum 2 creditable years of teaching experience as a classroom teacher (3 years Educational Diagnostician).
f. Candidates may be working on their final year of experience during completion of the program.
g. All students must complete a screening process through university admissions and the College of Education and receive approval by the COE reviewer based on a common rubric.
h. Read and Sign the Code of Ethics
i. Read and Sign the Criminal History Policy
j. Submit an application to the Educator Preparation Program in Q-TRACK.
k. Pay the $35 TEA technology fee

*TSVI certification does not require completion of a master's degree, but does require completion of the 24 program hours.

**NOTE – Superintendent certification applicants must hold a master's degree.

Restricted Courses

Courses in the Educator Preparation Program are labeled "restricted." This means that once you have been accepted into the Educator Preparation Program, these course restrictions will be lifted, and you will be able to register for these courses and complete your program.
Speak with your assigned academic advisor or certification specialist about these restricted courses and refer to the TTU undergraduate catalog for further information regarding restricted courses for your particular certification program.

Retention/Exit Policy[1]

TTU intends to graduate and certify only candidates who will be effective educators. Evidenceof potential effectiveness include academic, dispositional, professional, and personal qualities.Teacher candidates are carefully assessed throughout the program for teaching dispositions aswell as teaching skills and successful course completion. If a candidate's GPA falls below the required GPA or other issues arise concerning a candidate's fitness to teach, the teacher candidate may be dismissed from the program. Students may refer to the Code of Conduct for the appeal process if dismissal occurs.

Reasons candidates may be removed from the EPP may include, but are not limited to, thefollowing:

- Undergraduate GPA falls below 2.75
- Post-baccalaureate GPA falls below 3.00
- Standard of Conduct/Professionalism violation
- Criminal Background Check that precludes placement
- Failure to make continual progress towards completion(Level 4 PIP)
- Failure to become certified within five years of graduation/finishing
- After finishing the program, a significant change in the standards or test requirements for the certification field in which the student prepared
- School/district refuses to accept the student for field experience/clinical teaching
- School /district requests removal of candidate.
- Violation of Educator Code of Ethics.
- Not meeting benchmarks or performance expectations

- If a candidate leaves the educator preparation program for any reason, the candidate has two years to return or the candidate will be permanently removed from the program. Access to testing and admission records will be removed from the ECOS system.

- Candidates taking a leave of absence must return with no more than one term between the time of leave and return. Candidates exceeding this timeline must complete a screening for consideration of return.

More Information

If you would like more information about the admission requirements to the Teacher Certification programs, please refer to the College of Education website at www.ttu.edu/education

SECTION THREE

TExES Exams for Teacher Certification

Examination Requirements for Teacher Certification

To become a Texas teacher candidates must pass the examinations required by the Legislaturein Texas Education Code (TEC) §21.048 and the State Board for Educator Certification (SBEC) inTexas Administrative Code (TAC) §233.1(e). The Texas Education Agency (TEA) administers these tests through a testing vendor. These tests are generally referred to as the Texas Examination of Educator Standards or "TExES" exams. Passing standards for the TExES exams are posted in 19 TAC §151.

Most teacher candidates take two exams, the EC-12 Pedagogy and Professional Responsibilities(PPR) exam and a content area exam. PPR participation will be determinedby the program until the state formally adopts edTPA or TxTPA. Candidates seeking Elementary Core Subjects or 4-8 ELAR must also pass the Science of Teaching Reading (STR) exam. Candidates participating in the residency program will not take the PPR exam, but instead are required to meet performance gates as a part of program completion.

Candidates pursuing bilingual certification will also take the Bilingual Education Spanish Supplemental (BES 165) Candidates pursuing English as a Second Language certification will also take the English as a Second Language Supplemental (ESL) exam and candidates seeking Special Education (Sped) will take the Special Education Specialist exam.

Taking the Teacher Certification Exams

Candidates in the TechTeach program are required to pass the content area exam before beginning their residency teaching in Block 3 or Block B (Fasttrack 2+1). Candidates in Art, Music, Ag and FCS and Advanced Certification should follow their program guidelines.

All non-residency initial certification candidates should plan to take PPR prior to their final term in the program.

Core Subjects and 4-8 ELAR candidates are also required to take the STR exam in Block 3 (Block C 2+1)prior to their final term of residency. While students are not required to pass the exam for promotion to the next term. EC-6 Core Subjects and 4-8 ELAR candidates must pass the exam to be recommended for certification.

RAIDER Teach candidates must pass the PreAdmission Content Test prior to being admitted to the certification program and the TExES exam in their content area prior to beginning the internship.

Testing Attempt	***Expectations for Testing Approval Content Exam – Tech Teach Across Texas***
1st attempt	Meet program expectations stated by the Site Coordinator on 240 tutoring during Block A/B as anassignment for testing by deadline (second Friday in December). Failure to meet program expectation and/or test by the deadline (second Friday in December) will result in removal or delay of the program.
2nd attempt	If a candidate is not successful on the first attempt of an exam, the Site Coordinator will set expectations in order to be approved to test for a second attempt. Expectations for additionaltesting approval will be based on the individual TC's need and prior test results. Remediation plans could include the following but are not limited to: o SC will work with TC to create an individual study plan with regular check-ins. o TC will utilize other online testing preparation resources. • Teacher Candidates must meet all standards on the state content certification exam prior to the start of the Student-Teaching Block. The exam must be passed by the second Friday in May

Supplemental exams (ESL, BIL) may be taken during the final term.

Table 3: Certification Examination Timetable Model Undergraduate

Testing Attempt	Expectations for Testing Approval Content Exam – Tech Teach on Campus
1st attempt	Meet program expectations stated by the Site Coordinator on 240 tutoring during Block 1 as an assignment in EDXX 3300 – Introduction to Teaching for testing by deadline (second Friday in December). Failure to meet program expectations and/or test by the deadline (second Friday in December) will result in a Professional Improvement Plan.
2nd attempt	If a candidate is not successful on the first attempt of an exam, the Site Coordinator will set expectations in order to be approved to test for a second attempt. Expectations for additional testing approval will be based on the individual TC's need and prior test results. Remediation plans could include the following but are not limited to: o SC will work with TC to create an individual study plan with regular check-ins. o TC will utilize other online testing preparation resources. • Teacher Candidates must meet all standards on the state content certification exam prior to the start of the Student-Teaching Block. The exam must be passed by the second Friday in May

Testing Attempt	Expectations for Testing Approval – ALL Non TechTeach
1st attempt	Candidates must meet the expectations of their program for testing approval. The program coordinator will notify the certification office when the candidates has met the required benchmarks and is approved to test.
2nd attempt	If a candidate is not successful on the first attempt of an exam, the program coordinator will work with the candidate on remediation. A study plan must be completed and submitted to the program coordinator. Upon meeting requirements, the coordinator will notify the certification office to authorize reapproval.

Testing Attempt	Expectations for PPR, STR and Supplemental Exam Approval
1st attempt	Meet program expectations stated by the Site Coordinator/Program Coordinator. Once expectations are met, the certification office will be notified to issue approval to test.
2nd attempt	If a candidate is not successful on the first attempt of an exam, the Site Coordinator/Program Coordinator will set expectations in order to be approved to test for a second attempt. PPR and STR are required to complete requirements for recommendation of certification. It is recommended that supplemental exam be passed prior to completing the final term in order to be recommended for all in one process.

Diagnostic Tests, Review Requirements and Practice Tests

TAC 228 An EPP is responsible for ensuring that each candidate is adequately prepared to pass the appropriate examination(s) required for certification. An EPP shall determine the readiness of each candidate to take the appropriate certification examination of content, pedagogy, and professional responsibilities, including professional ethics and standards of conduct. The EPP shall grant test approval when the EPP determines the candidate is ready, or if the candidate is a completer. An EPP may make test approval contingent on a candidate completing additional coursework and/or training to show that the candidate is prepared to pass the test if the candidate is seeking test approval from the EPP in an area where the standards and/or test changed since the candidate completed all requirements of the EPP or if the candidate has returned to the EPP for test approval one or more years following the academic year of completion of all program requirements.

- Candidates have demonstrated readiness by meeting a designated benchmark using the recommended program for their certification pathway.
  - If readiness is not demonstrated by meeting the designated benchmark, approval will not be given.

Candidates may complete the Diagnostic Tests, Practice Tests and Review Sessions in any order.

Practice Tests

The practice test exposes candidates to the content and style of the certification exam, and they give insight into the kinds of things they need to know and might need to study further. Other diagnostic exams may be found on the Pearson website for a small fee. www.tx.nesinc.com. Study materials may also be found on the College of Education website. *(Note: there is not a practice exam for all content areas)

Reviews

The Elementary Bilingual Department offers an exam preparation session in connection with theEDBL 3320 course each semester. Bilingual candidates are required to take the course; however study sessions are optional. Bilingual candidates will have access to 240tutoring and practice tests. These will be required before they can be approved for the TExES 165.

COE literacy faculty offer test support and preparation for the Science of Teaching Reading exam in connection with the EDLL 4355 course.

Practice Test Requirements

Teacher candidates applying to the TechTeach program must take the relevant content practice exam and earn a score set by the program before they will be approved for program admission. Candidates in non-TechTeach programs should visit with their programs about opportunities to take a practice exam from their college.

**Benchmarks and deadlines are subject to change based on state and program requirements.

Bilingual candidates must score an 80% or higher on the initial screening instrument for admission and must meet 80% or higher of practice exams before approval is given.

Test Accommodations

Practice Test Accommodations: Candidates who need accommodations for the practice tests administered at TTU must coordinate with Student Disability Services and the Testing Center.

TExES Test Accommodations: Candidates who need accommodations for the TExES test should review the testing vendor's Alternative Testing Arrangements. Receiving accommodations may be a lengthy process to secure alternative testing arrangements for the TExES test, candidates should investigate early and plan months ahead.

Required Tests

The following tables summarize the testing requirements for certifications offered at TTU. This may be superseded at any time by TEA's Required and Replacement Test Chart.

Certification	Requirements
Core Subjects EC-6 - Residency	240 Tutoring Core Subjects STR Review 240 Tutoring STR Exam Prep Course EDTP 3103 TExES 391 Core Subjects EC-6 Exam TExES 160 PPR Exam TExES 293 STR Exam
Core Subjects EC-6 Residency with Bilingual	240 Tutoring Core Subjects STR Review 240 Tutoring STR Bilingual Review TExES 391 Core Subjects EC-6 Exam TExES 293 STR Exam TExES 164 Bilingual Supplemental/TExES 190 Bilingual Target Proficiency Test (BTLPT) (Prior to 9/1/27) TExES 165 Bilingual Spanish Supplemental (after 9/1/26)
Core Subjects EC-6 with English as a Second Language (ESL)	240 Tutoring Core Subjects STR Review 240 Tutoring STR TExES 391 Core Subjects EC-6 Exam TExES 293 STR Exam TExES 154 ESL (optional)

Certification	Requirements
ELAR 4-8 Residency	240 Tutoring Content Area STR Review 240 Tutoring STR TExES 117 ELAR Exam TExES 293 STR
Social Studies 4-8	240 Tutoring Content Area TExES 118 Social Studies Exam
Math 4-8	240 Tutoring Content Area 240 Tutoring PPR TExES 115 Math Exam
Science 4-8	240 Tutoring Content Area 240 Tutoring PPR TExES 116 Science Exam

English Language Arts and Reading 7-12	240 Tutoring Content Area 240 Tutoring PPR TExES 230 English Exam
History 7-12	240 Tutoring Content Area 240 Tutoring PPR TExES 233 History Exam
Life Science 7-12	240 Tutoring Content Area 240 Tutoring PPR TExES 238 Science Exam
Mathematics 7-12	240 Tutoring Content Area 240 Tutoring PPR TExES 235 Math Exam
Physical Science 6-12	240 Tutoring Content Area 240 Tutoring PPR TExES 237 Science Exam

Science 7-12	240 Tutoring Content Area 240 Tutoring PPR TExES 236 Science Exam
Social Studies 7-12	240 Tutoring Content Area 240 Tutoring PPR TExES 232 Social Studies Exam
Dance 6-12 -Non residency	Approved preparation diagnostic exam TExES 179 Dance Exam 240 Tutoring PPR TExES 232 Social Studies Exam 160 PPR
Theatre -Non residency	Approved preparation diagnostic exam TExES 180 Theatre Exam 240 Tutoring PPR TExES 232 Social Studies Exam 160 PPR
Spanish EC-12* -Non residency	240 Tutoring Content Area or other approved study material 240 Tutoring PPR TExES 613 Spanish Exam 160 PPR
Art EC-12* -Non residency	TExES 178 Art Exam 160 PPR

Music EC-12 -Non residency	Music EC-12 Practice Test TExES 177 Music EC-12 Exam TExES 160 PPR Exam
Agriculture, Food and Natural Resources 6-12 -Non residency	Approved preparation diagnostic exam TExES 272 Agriculture, Food and Natural Resources TExES 160 PPR Exam
Family and Consumer Sciences Composite 6-12 -Non residency	Approved preparation diagnostic exam AAFCS 200 FCS Composite TExES 160 PPR Exam
Hospitality, Nutrition and Food Sciences 8-12 -Non residency	Approved preparation diagnostic exam AAFCS 201 HNF Exam TExES 160 PPR Exam
Human Development and Family Studies 8-12 -Non residency	Approved preparation diagnostic exam AAFCS 202 HDFS TExES 160 PPR Exam
Principal	Approved preparation diagnostic exams TExES 268 Principal as Instructional Leader TExES 368 Performance Assessment for School Leaders (PASL)
Superintendent	Approved preparation diagnostic exam TExES 195 Superintendent Exam

Educational Diagnostician	Approved preparation diagnostic exam TExES 253 Educational Diagnostician Exam
School Counselor	Approved preparation diagnostic exam TExES 252 School Counselor Exam
Reading Specialist	Approved preparation diagnostic exam TExES 151 Reading Specialist Exam
Teacher of Students with Visual Impairments	TExES 182 Visually Impaired TExES 283 Braille

Approval to Test (take the state exam)

Teacher candidates may only register for exams that correspond to their area of certification through TTU.

- Teacher candidates must take the content exam and pass before approval of any other exam will be given.
- Teacher candidates are eligible to register when approval from the Site Coordinator or Program Coordinator notifies the certification office.

Approval to Test for Extended Completion Candidates (TechTeach)

Teacher candidates who did not pass the exam prior to the clinical placement in the TechTeach program must meet program requirements (see teacher candidate handbook) for authorization to retest during the following term. Candidates who do not meet testing requirements will not be reapproved to test and may graduate without certification.

Approval to Test for Returning Candidates (less than 5 years)

Candidates wishing to take state certification exams who have left TTU may do so with program approval. Candidates should contact the certification office for information. Students who leave the program before completion/graduation should contact a COE advisor. Students will be required to interview with the PDF, be in good standing, and meet admission requirements for consideration of readmission.

Approval to Test for Returning Candidates (more than 5 years)

Candidates who are returning to TTU after more than five years will be required to complete additional training and coursework before receiving test authorization. Candidates should check with the specific program to determine requirements. (TAC 228.40 (d))

Test Retake Procedures and Rules

Five Times Rule for Taking State Exams

Candidates may only take the same TExES exam for a total of five times. The five attempts include the first attempt to pass the exam and four retakes. You must follow TEA procedures to obtain a waiver to take the test more than five times. This is difficult, lengthy and expensive.

Core Subjects (391) Exam Retakes

Every time you take Core Subjects test you should sign up for the whole test unless you only have one subtest left to pass. You may skip through the sections of the test you have already passed by clicking next, next, next, and so on until you reach the sections that you still need to pass. Candidates do not need to answer a single question in the sections that they have already passed. The only time a candidate should sign up for an individual subtest is when that is the last test the candidate needs to pass.

Retake Procedures

If you fail a TExES exam, you must wait 30 days before you can take the test again. You must get TTU approval to retake the test. (TAC §230.21(a)(1)(D))

This table describes TTU policy regarding the approval of retake attempts on TExES tests. A reflective essay includes an analysis of the candidate's score report, identification of competencies where the candidate needs additional study, and identification of needed resources to address those competencies. An action plan is the candidate's plan for mastering the knowledge, skills and attitudes identified in the reflective essay. It should include resources, a schedule/timeline, and benchmarks/standards for measuring progress. The candidate should develop the reflective essay and action plan in conjunction with the appropriate faculty member or coordinator.

Table 5: Retake Policy

Status	Policy
Before Initial Test Approval	1. Students earn a passing score of on a practice test. 2. Students earn 90% on 240 tutoring modules (undergraduate) 3. Students receive approval from Site Coordinator/Program Coordinator

Status	Policy
After Failed 1st Attempt	1. Student submits a reflective essay and an action plan to the faculty mentor. 2. Students complete assigned plans with faculty mentor. 3. Student retakes and scores 90% on the practice or comparable examination. 4. The faculty mentor certifies the student is ready to retake the exam and informs the certification office.
After Failed 2nd Attempt	1. Students meet in PIP conference with program faculty and coordinator. 2. Individual actions will be given to students based on the exam outcomes. 3. If students do not meet program requirements prior to clinical teaching, candidates may be removed from the program. If a candidate is dismissed from the program all testing authorizations will be removed.
After Failed 3rd Attempt	1. Students must receive faculty approval before authorization to test is given. 2. Students will develop an action plan with the coordinator or faculty member. 3. Students will meet with coordinators to determine if plan requirements are met before authorization to test is given.
After Failed 4th Attempt	1. Students must receive faculty approval before authorization to test is given. 2. Students will develop an action plan with the coordinator or faculty member. Students will meet with coordinators to determine if plan requirements are metbefore authorization to test is given. 3. The Director of Certification will be consulted before approval is given.
After Failed 5th Attempt	1. Students must receive faculty approval before authorization to test is given. 2. Students will develop an action plan with the coordinator or faculty member. 3. Students will meet with coordinators to determine if plan requirements are metbefore authorization to test is given. 4. If approved for a waiver, the student completes the remediation required by SBEC policy.
After Failed 6 or more attempts	1. If student is seeking a waiver from the Texas Education Agency, the student must meet with the certification officer to review study materials. Students must submit allappropriate documents to the Texas Education Agency.

Acquiring Additional Certifications

Candidates' employment opportunities may be enhanced with additional certifications that make them better qualified and more versatile than their competitors.

Candidates in 4-8 content areas may wish to add the EC-6 Core Subjects to make them eligible to teach at the elementary school level.

TTU will only approve candidates for the tests that lead to the certification in the original degree program. Candidates may pursue additional certification after they become certified. A certified teacher can "certify by exam" for most content areas. The TEA website provides more information about Certification by Exam. We strongly encourage you to complete the course work for additional certifications.

State Exam Registration

All teacher candidates seeking certification through TTU are required to have "approval to test" before they may register for their certification exams. Approved candidates navigate two websites to register for tests, the TEA website and the testing vendor's website.

TEA

The Texas Education Agency (TEA) is the governing agency for all educator preparation programs in the state of Texas. Candidates must set up an educator account or "TEAL" account at the time of admission. The TEAL account allows candidates access to the Educator Certification Online System or "ECOS."

Request a **TEAL Login** account by completing the following steps on the TEA website.

Logging onto TEAL for the First Time

1. Click on **ECOS for Educators** at the top of the page.
2. Click on Create a New TEAL Account.
3. Select **"Educator"** as your Organization Type on the TEAL New User Registration form. TEALwill prompt you to enter your Social Security Number and other information.
4. After you have created your TEAL User account, you will receive an email with your new username and password. Follow the link in this email to login, using your new username and password.

5. After changing your password and establishing your security questions, you will be redirected to the TEAL landing page, where you can access the ECOS for Educators application by clicking on the link. TEA provides directions for creating a TEAL account.

Exam Approval Status

1. To check exam approval status, go to the TEA Website and login to **TEAL.**
2. Click on "**View Examinations**".
3. "**Approval to test**" will only be granted to teacher candidates that have successfully completed TTU eligibility requirements.

You can find further directions for setting up your account on the TEAL Guide.

TTU DOES NOT NOTIFY TEACHER CANDIDATES WHEN THEY HAVE BEEN APPROVED.

Testing Vendor

1. Visit the testing vendor's website to register for a TExES State Exam.
2. Click the "Register" tab, then "Register Now," then "Create an account now." Follow the directions.
3. You will need your TEA ID Number each time you register for a TExES State Exam.
4. Be sure you understand the Candidate Rules Agreement and the ID policy. Your unexpired identification documents must match your name in ECOS. If they do not, you must request a name change from TEA.
5. The testing vendor provides support at (800) 877-4599, (413) 256-2898 or via email or chat at their website.

Proper Identification Required for Testing

In order to take the TExES exam for certification, candidates must have a Social Security Number

SECTION FOUR

Preclinical Field Experience

Field Experience Courses

Field experience courses provide the teacher candidate with the opportunity to observe in public school classrooms and to develop teaching skills through course assignments. Field experiences allow teacher candidates to grow professionally and to apply their knowledge of pedagogy, content area instruction, instructional strategies, and professionalism in diverse school settings. Teacher candidates in field experience courses spend anywhere from 50-120 hours a semester participating in fieldwork in assigned schools.

Courses with required field experience assignments are listed in the course catalog and in the course schedule. It is important that teacher candidates note courses with a field experience assignment as this may impact scheduling of other courses in a semester.

RAIDER Teach candidates will complete field experience in the Spring term prior to summer admission. Field experience must be a total of 50 hours in an actual school setting. Candidates should coordinate with the advisor about locations and requirements.

Field-based Courses

Students participating in the TechTeach program will participate in field-based courses. Field based courses take field experiences one step further. During this time, teacher candidates are placed in a school for one full day of fieldwork. Teacher candidates prepare and teach lessons, tutor students one-on-one, develop classroom management skills, and participate in school activities as much as possible. Field-based courses are intended to prepare teacher candidates for the next phase of their professional development – clinical teaching.

Educational Aides (Instructional Assistants)

Texas Tech does not participate in the education aide exemption tuition program. While we value theknowledge acquired by working as an educational aide, TTU courses are tied directly to the clinical experience in order to connect pedagogy with practice, therefore, we require participation in the clinical teaching experience. However, Texas Tech does offer a program for paraprofessionals honoring the clinical experience exemption.

Transportation for Field Assignments

Candidates are responsible for their own transportation to and from field placement campuses, including clinical teaching.

Essential Functions of Field Experience and Clinical Teaching

Candidates provide instructional assistance to students under the direct supervision of a qualified Mentor Teacher, to assist certified instructional staff with students in the classroom to meet instructional goals and objectives. Supports include working with a specific grade/content level in instruction, lesson planning and differentiation. Candidates can also expect to assist teachers in the development and follow through of individual student intervention plans based on data and design systems to support learning gaps and struggling learners.

Candidates should be prepared to plan, carry out, evaluate and adjust instruction.

Instruction

- Assists and guides students to reinforce reading, language arts, mathematics, science, computer instruction, and other skills.
- Works with students individually and in small groups to reinforce basic learning and implement assigned programs.
- Assists professional staff in the administration and correction of classroom exercises, tests and assessments.
- Assists in classroom preparations and strategies for reinforcing instructional materials and skills according to individual student needs.
- Assists students with special needs in all aspects of classroom instruction to promote inclusion, learning, achievement of Individualized Education Program (IEP)objectives, and other areas.
- Participates in the IEP process and serves as resource for the student personnel evaluation team as needed.
- Assists students with physical, social, or cognitive disabilities, with activities of daily living for the purpose of improving their ability to participate in school or learning activities.
- Follows all applicable safety rules, procedures and regulations governing the proper manner of assistance for all students, including students with disabilities or other special needs.

Classroom Management

- Assists with classroom behavioral management to prevent/reduce disruptions; ensures a safe and orderly classroom, and ensures students are on task.
- Assists students in non-instructional areas, such as supervising the student lunch programs, bus duty, playground duty, corridor, study hall, and other related non-instructional areas.
- Accompanies students on field trips for the purpose of assisting with supervision.

Administrative

- Assists with record-keeping procedures to document student learning and performance.
- Constructs, distributes, copies, and uses educational materials as needed.
- Assists teacher with parent contact as requested to foster effective and participatory parent involvement in student education.

Safety

- Performs preventive maintenance on tools and equipment and ensures the equipment is in safe operating condition.
- Follows established safety procedures and techniques to perform job duties including lifting and climbing; operates tools and equipment according to established safety procedures.
- Corrects unsafe conditions in work area and promptly reports any conditions that are not immediately correctable to supervisor
- Provides a safe climate for students including carrying out emergency drills

Travel Requirements

- Travel to placement site daily to perform duties of field of clinical placement
- Travel between schools, or between schools and central offices, may be required for certain positions.

Physical & Mental Demands, Work Hazards

- Tools/Equipment Used: Standard office equipment, including computer and peripherals; standard instructional equipment.
- Posture: Prolonged sitting and standing; frequent stooping, squatting, kneeling, bending, pushing/pulling, and twisting.
- Motion: Frequent repetitive hand motions, including keyboarding and use of mouse and reaching; frequent walking, including walking with a sense of urgency.
- Lifting: Regular light lifting and carrying (less than 15 pounds); may lift and move textbooks and classroom equipment.
- Environment: Works in a standard office setting and school building environment; works inside, may work outside; regular exposure to noise; regularly required to listen and speak; may require occasional irregular and/or prolonged hours.
- Attendance: Regular and punctual attendance at the worksite is required for this position
- Mental Demands: Maintains emotional control under stress; works with frequent interruptions; may require occasional irregular and/or prolonged hours.

Time Requirements

- Candidates should plan to be in placement between 7:30-4:30 daily.
- Candidates will follow the daily schedule of the assigned campus.

Students Seeking Accommodations

If a student requires accommodation during their field placement or clinical teaching, it is the student's responsibility to request assistance as early as possible before planning to attend the field placement or clinical teaching. Because the student may not fully realize the need for accommodation and/or they may not have a sense of what the placement setting will specifically demand, Student Disability Services (SDS) recommends that the student should initiate a meeting one semester before the intended placement to learn more about the expectations of field-based experiences. Once they have a better understanding about the field placement requirements, the student can initiate any necessary steps towards accommodations that meet their needs and their field placement requirements.

Candidates must comply with the expectations above and be able to complete the technical and academic standards outlined by the program with or without accommodations.

Field Experience Policy

It is required that teacher candidates in courses with fieldwork complete their fieldwork assignments in a timely and professional manner.

The teacher candidate is expected to demonstrate proficiency in all of these areas as evidenced by assessment instrument(s) used in evaluation of the teacher candidate in the assigned placement.

All teacher candidates enrolled in a course that includes a field placement will be responsible for meeting the same course requirements for fieldwork regardless of their employment status.

The completion of the minimum number of hours of fieldwork as required by the individual courses is required for a passing grade. Teacher candidates who do not meet the minimum requirement of field hours as required by the course will automatically receive an "F" for that course. Missed field placement hours cannot be made up without special permission from the instructor. Teacher candidates must remain in the assigned placement throughout the semesters required by the instructor. This means that teacher candidates must complete their required hours weekly for the duration of the semester or for the duration of the placement as described by the instructor. Teacher candidates may not alter their assigned schedule or placement in any way.

Teacher candidates may not choose their own field placements. Tech Teach Site Coordinators work with our partner districts to assign field placements. Non-Tech Teach programs are placed by field placement coordinators who assign all field placements. Candidates are required to complete a background check by the assigned district prior tobeginning the field placement.

Attendance – Tech Teach and Tech Teach Across Texas

Regular, prompt attendance is required.

In the event of a planned absence, the Teacher Candidate must submit an "Absence Request/Verification" form (see Appendix D) to the Site Coordinator **one week prior** to the requested date of the absence. The Site Coordinator and Mentor Teacher will either grant or deny the absence request. If the absence request is granted, the Teacher Candidate must inform the Mentor Teacher and Campus Administration of the planned absence.

In the event of an unplanned absence (e.g., illness), the Teacher Candidate must notify the Mentor Teacher **and** Site Coordinator (per Site Coordinator's instructions) prior to the beginning of the school

day and submit the "Absence Request/Verification" form to the Site Coordinator **within 24 hours.** It is the responsibility of the Teacher Candidate to send lesson plans (if needed) to the Mentor Teacher on the day of absence. ALL absences must be documented and factored into the total number of days required for completion (see Section G, for absences related to Title IX).The Teacher Candidate is responsible for making arrangements with the Mentor Teacher, notifying the Site Coordinator of the make-up days, and submitting an Absence Make-Up Form (see Appendix D). **In order to complete the program and certification requirements in the TechTeach Program every student must meet the technical and academic standards outlined by the program with or without accommodations.**

Excessive Absences

In the event of a planned or unplanned 3rd absence occurring in the Pre-Service teaching block(s), the Teacher Candidate and Site Coordinator will discuss the absences and protocol for making up the absences. The 4th planned or unplanned absence will result in the Teacher Candidate's potential dismissal fromthe program.

In the event of a planned or unplanned 3rd absence occurring in the Student-Teaching blocks, the Teacher Candidate and Site Coordinator will discuss the absences and protocol for making up the absences. The 4th planned or unplanned absence will result in the Teacher Candidate's potential dismissal fromthe program.

Candidates who experience serious illness that will require absences beyond the policy should communicate with their field supervisor (site coordinator) as early as possible.

Failure to Complete Hours as Instructed

Teacher candidates who do not complete the required field experience hours will receive an "F "for the course". No partial credit will be given for completing less than the required hours.

Attendance – Non-TechTeach

Attendance is a requirement regardless of which program a candidate is participating. Policies may differ slightly for non-TechTeach programs due to length of the clinical experience or practicum. Students should visit with their program coordinator concerning absence policies.

SECTION FIVE

Residency – Tech Teach

Student-Teaching blocks refer to the final two semesters of the teacher preparation program at Texas Tech University. For Teacher Candidates seeking elementary and middle-level and secondary certification, the student teaching blocks consist of the third and fourth semesters of courses in the teacher-education program. For those seeking secondary certification as a minor, the student teaching blocks is the final semester of courses in the teacher-education program. The following sections will describe the explicit requirements of all Teacher Candidates in residency blocks associated with coursework, professionalism, attendance, completion of assignments, and the use of technology.

Regardless of certification level, Teacher Candidates will be involved with, and responsible for, a variety of elements aimed at improving the achievement of P-12 students and their own instructional competency and professionalism. The year-long placement will provide the Teacher Candidate with learning opportunities that will position them well for transitioning into the role of a classroom teacher.

During the Residency, these responsibilities include:

- Regular and full attendance at the P-12 field placement four full days each week and Texas Tech University classes for TechTeach and five days each week for other programs.
- Maintaining grades of C or better in the professional education courses or in the teaching field(s)
- Maintaining professional attire while on a P-12 campus. Site Coordinator communicates expectations for appropriate attire to Teacher Candidates.
- Maintaining professional relationships with Cooperating/Host Teachers and students, including verbal interactions, conduct in the classroom, parent meetings, and fulfillment of professional responsibilities at the P-12 field placement and in Texas Tech University classes
- Co-Teaching during field placement includes co-planning, co-teaching, assessing and analyzing student achievement data in a collaborative manner with the Cooperating, Host or Mentor Teacher
- Completion of Apply & Evaluate assignments and two performance assessments each semester including the use of video-capture device, self-evaluation using the NIET rubric, entry of scores and other data associated with Tech *Teach*
- *Attendance at P-12 placement on the first day of district classes throughout the district calendar until the last day. 21 hours per week is the minimum requirement for attendance with a minimum of 750 hours over the year placement.*

Residency – Fasttrack (2+1)

Tech Teach Across Texas begins residency in the first long term and continues through the remainder of the year long program. Regardless of certification level, Teacher Candidates will be involved with, and responsible for a variety of elements aimed at improving the achievement of students and their own instructional competency and professionalism. During the field placement year, these include:

- Regular and full attendance and participation at field placement, residency and in TexasTech University online and face-to-face meetings.
- Maintain professional relationships with Cooperating/Host Teachers, campus administrators, staff, and students, including verbal interactions, conduct in the classroom, and follow-through on responsibilities atthe field site and in Texas Tech University online and face-to-face meetings with instructors and peers
- Co-Teaching during field placement and student teaching
- Completion of requirements for Apply & Evaluate (A&E) assignments and Performance Assessment Cycle including use of video- capture device.
- Throughout the program, all Teacher Candidates are required to: purchase the online resources designated by the program, actively study, complete Site Coordinator designated modules/activities/ performance checks, and progress monitor studying to successfully pass the exam.
- Candidates must meet the program designated benchmarks and receive approval prior to registering and taking the content exam. If a Teacher Candidate is not successful on the first attempt of an exam, the Site Coordinator will set expectations in order to be approved to test for a second attempt. Expectations for additional testing approval will be based on the individual TC's need and prior test results.
- Elementary Teacher Candidates will not be allowed to retest if they fail 3 or more sections on the first attempt or if their score on one or more sections is 220 or below.

Clinical Teaching – non-TechTeach

Students participating in Ag, Art, FCS and Music and Secondary education minors will participate in a one semester clinical teaching experience. Clinical teaching is a supervised educator assignment through an educator preparation program at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose that may lead to completion of a standard certificate; also referred to as student teaching. You will be assigned to a partnering campus and cooperating teacher by your program director.

A cooperating teacher is an educator who is collaboratively assigned by the educator preparation program (EPP) and campus administrator; who has at least three years of teaching experience; who is an accomplished educator as shown by student learning; who has completed cooperating teacher training, including training in how to coach and mentor teacher candidates, by the EPP within three weeks of being assigned to a clinical teacher; who is currently certified in the certification category for the clinical teaching assignment for which the clinical teacher candidate is seeking certification; who guides, assists, and supports the candidate during the candidate's clinical teaching in areas such as planning, classroom management, instruction, assessment, working with parents, obtaining materials, district policies; and who reports the candidate's progress to that candidate's field supervisor.

A field supervisor is a currently certified educator, hired by the educator preparation program, who preferably has advanced credentials, to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators. A field supervisor shall have at least three years of experience and current certification in the class in which supervision is provided. A field supervisor shall be an accomplished educator as shown by student learning.

Students must meet all benchmarks for the clinical teaching assignment and program expectations to be considered for completion.

Course Fees Waived

Certain course fees such as the athletic fee, student health service fee, rec center fee are waived during the clinical term because the student is not on campus. Students should carefully review their e-bill for course fees. If you would like to add these fees back to your bill, you may do so by contacting Student Business Services.

Internship Raider Teach

An internship is a paid supervised classroom teacher assignment for one full school year at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose that may lead to completion of a standard teaching certificate.

Candidates will be supported in seeking job placement with partnership districts.

Candidates can expect to be supported by a Site Coordinator during their internship experience. Candidates will receive two observations in the first term and two in the second term.

If a candidate does not complete the internship, one additional opportunity will be given in a new district.

Practicum for Advanced Certification

All students seeking advanced certification must participate in a practicum. The specific program may refer to this as internship. However, the practicum placement does not include internship by state definition.

Students will work with the program coordinator to determine the structure and requirements for a practicum placement. Practicum must take place in a public school accredited by TEA that is in a school setting in the particular class for which a certificate in a class other than classroom teacher is sought.

TAC 228.8

Placing Candidates

TTU works with the Human Resources Departments of partner school districts to place clinical and residency teachers. **Placements are not available in private schools or charter schools**. Placements in theTech Teach program are completed by the Site Coordinator. Students are placed in an area with a pod of campuses that ensures a student receives a diverse placement. Diversity includessocio-economic status, student performance level, population of student ethnicity, school location (rural), etc. Students may not request a placement on a specific campus, district or grade level.

Candidates in non-Tech Teach programs will be placed by the program coordinator in qualifying districts that meet requirements for diverse placements.

Requirements for Clinical Teaching

The traditional and year-long clinical teaching semester(s) are a full-time commitment. Clinical teachers who commit themselves only to clinical teaching have a more successful semester than those who are obligated to jobs and other classes. Beginning with the first day of class, clinical teachers are expected to be available during daytime hours which correspond to those of public schools, approximately 7:30 a.m. until 4:30 p.m., Monday through Friday.

Candidates in the TechTeach program will begin when public school teachers in their assigned district begins and should plan accordingly. Candidates will also end placement with the K-12 calendar.

Clinical teachers are strongly discouraged from working and/or taking additional classes during the clinical teaching semester(s). Under no circumstances will **clinical teachers** be permitted to enroll in additional coursework during clinical teaching.

Alternative Certification Internships

Students participating in RAIDER Teach may seek their own employment in partnering districts supported by TTU. TTU will also work with districts as much as possible to support hiring opportunities. Internships require the candidate to be "teacher or record" for the classroom in which they are working. Employment status varies by district and the candidate should carefully consider options before accepting a position.

District Partnerships (Residency)

Texas Tech establishes Memorandums of Understanding (MOU) with public school districts where candidates are placed for pre-clinical and clinical teaching for the residency program. MOUs establish practices and expectations for both the district and the university. These expectations include but are not limited to the use of video recording, placement of candidates, access to mentor teachers, and sharing of data.

MOUs also establish guidelines for governance meetings between both institutions. Governance meetings are held quarterly with each district partner. Each meeting is a conversation between the district and the university in which data about candidate performance is shared.

SECTION SIX

Applying for Initial and Advanced Certification

There are six steps to getting your standard Texas Teacher Certificate.[3]

1. Complete all program benchmarks and coursework.
2. Complete all the required certification tests.
    a. You can see the Required Texas Certification Tests at the Texas Education Agency's Educator Testing webpage or in Figure 19 Texas Administrative Code §230.21(e) from TAC §230.
3. Successfully complete clinical teaching or residency.
    a. You have successfully completed clinical teaching when both your cooperating/mentor teacher and your field supervisor recommend you for certification (TAC §228.35(e)(2)(A)(iii)).
4. Hold a bachelor's degree or higher.
    a. The certification office cannot recommend you for certification until the Registrar posts your degree. Degrees are posted by the Registrar's office within two weeks after commencement ceremonies.
5. Complete fingerprinting and a national criminal history background check through the Texas Education Agency. The fingerprinting process can take weeks, so plan ahead. If you were fingerprinted through your district, your fingerprints may already be on file with TEA. To confirm this, contact the Fingerprinting Help Desk through the TEA web site. Give them your social security number and ask them to confirm that they have your fingerprints and that they will post to your ECOS account when you apply for your standard certificate.
6. Apply for certification and pay the required fees through your TEAL/ECOS account.
    a. For Undergraduate and Graduate programs: Apply for a **STANDARD** certificate, and the recommending entity is Texas Tech University-**UNIVERSITY BASED**.
    b. For Alternative Certification Programs: Apply for a **STANDARD** certificate, and the recommending entity is Texas Tech University-**ALTERNATIVE**.
        i. Note: your certificate will not reflect alternative, but STANDARD.

STOP! Do not apply for certification until you are ***eligible*** to be recommended. Teacher candidates who apply without meeting eligibility requirements will be removed from the TTU list of candidates and required to reapply.

After you apply, TTU will be notified that you applied for certification. The Certification Office typically recommends students for certifications following graduation ceremonies and completion of posting of degrees. The certification office also completes a review of compliance documents required by TAC, so there may be a delay between when you apply and when your certificate posts. If you are eligible, TTU will complete the recommendation and you will be notified by email that you have been recommended. Yourcertificate should

be available on-line within 24 hours of recommendation.

You will not be officially certified until TEA has:

1. received and applied the required fee,
2. received your fingerprints (if applicable), and
3. completed a criminal history background check.

Address technical questions regarding TEAL or fingerprinting to TEA at 512-936-8400 or the TEA Help Desk.

[3] See https://tea.texas.gov/texas-educators/certification/initial-certification/becoming-a-classroom-teacher-in-texas

SECTION SEVEN

Professional Preparation Policies and General Information

Fitness to Teach Policy

> "A certified educator holds a unique position of public trust with almost unparalleled access to the hearts and minds of impressionable students. The conduct of an educator must be held to the highest standard." (19 TAC §249.5 (b)(1)).
>
> "Educators have positions of authority, have extensive access to students when no other adults (or even other students, in some cases) are present, and have access to confidential information that could provide a unique opportunity to exploit student vulnerabilities. Educators must clearly understand the boundaries of the educator-student relationship that they are trusted not to cross." (19 TAC §249.5 (b)(2)(F)).
>
> "The Texas Tech University is committed to admitting and retaining students who meet the highest professional expectations of the professions they wish to enter."

The Fitness to Teach Policy stands on a foundation of national standards, state regulations, and university standards and polices. For a fuller understanding of Fitness to Teach, review the Educators' Code of Ethics, the NASDTEC Model Code of Ethics for Educators, the TTU Student Code of Conduct, and TTU's Student Fitness for Professional Practice policy in Appendices A-D.

Fitness to Teach

The COE offers a curriculum designed to academically prepare individuals for the teaching profession. However, satisfying the curriculum and testing requirements alone does not make a candidate worthy for The Texas Tech University (TTU) to recommend the candidate to the State of Texas for teaching certification. All teacher candidates in the TTU Educator Preparation Program (EPP) will have passed a criminal history background check prior to enrolling in the teacher certification program and are expected to demonstrate that they are prepared to teachchildren and youth throughout the remainder of the EPP. See Criminal History Policy. This preparation results from the combination of successful completion of university coursework and the demonstration of important human characteristics and dispositions that all teachers should possess.

A. Definitions

1. Teacher candidate: A person who has been formally admitted to the TTU Teacher Certification Program. Candidates are admitted to the Teacher Certification Program when they attend an admission meeting with a COE advisor and complete the required forms. (Affidavits of Understanding, Code of Conduct, Code of Ethics, FERPA, Examining Characteristics, Degree/Certification Plan) The Certification Officer maintains the official list of persons admitted to the Teacher Certification Program in the TEA ECOS System.

2. Field experience: Coursework and exposure to school environments as described in this manual, and related catalog and course syllabi.

3. Preclinical teaching: Field experience occurring in Block 1&2, Block B (2+1) and prior to clinical teaching in other programs.

4. Clinical teaching: Coursework and practice teaching in school environments as described in Section 5 of this manual, and related catalog and course syllabi.

B. Professional Conduct Expectations

1. Each TTU teacher candidate is subject to the Texas Code of Ethics and Standard Practices for Educators, found at 19 TAC §247.1 and § 247.2. The Educators' Code of Ethics is found in Appendix B of this document. The Texas Educators' Code of Ethics applies "to educators and candidates for certification" (19 TAC §247.1 (b).

2. Each TTU teacher candidate is also expected to follow the tenets of the Model Code of Ethics for Educators (MCEE), passed in 2015 by the National Association of State Directors of Teacher Education and Certification (NASDTEC). This professional code of ethics is not only a guide to expected conduct of educators but also serves as a guide to assist the TTU teacher candidate in making ethical decisions in the best interests of the students, profession, and the community at large. The MCEE is found in Appendix C of this document.

3. Each TTU teacher candidate is also subject to the following internal TTU expectations for professional conduct:

4. Academic Requirements
   a. Attends all classes as required. Preparedness for class and punctuality areexpected at all times.

b. Completes course assignments in a professional manner according to the timelines designated by the course instructor.
c. Completes and documents all field experiences in a professional and timely manner as required.
d. Demonstrates 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. Refer to the TTU Academic Honesty Policy.
e. Demonstrates written and oral communication skills expected of an education professional that shows the ability to comprehend information and communicate ideas and feelings.
f. Written: Writes clearly, uses academic grammar and spelling. Demonstrates professional level skills in written English to understand content presented in the program and to adequately complete all written assignments, as specified by faculty.
g. Oral: Communicates effectively with other students, faculty, staff, and professionals. Expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others. Demonstrates professional level skills in spoken English to understand content presented in the program, to adequately complete all oral assignments, and to meet the objectives of field placement experiences, as specified by TAC 230.11. Bilingual education candidates must also demonstrate proficiency in Spanish.
h. Electronic: Uses available electronic tools proficiently to facilitate appropriate and professional communication. Refrains from inappropriate electronic communication with K-12 students including, but not limited to, electronic communications by cell phone, text messaging, email, instant messaging, blogging, or other social network electronic communication.

5. Personal and Professional Requirements

    a. Protects confidential information concerning K-12 students or colleagues unless disclosure serves professional purposes or is required by law.
    b. Demonstrates interpersonal skills that are required for successful professional teaching. These skills include:
        1. an openness to accepting and testing the results of unfamiliar ways of teaching;
        2. the ability to accept and act upon reasonable criticism and constructive feedback;
        3. the ability to understand others' perspectives about teaching;
        4. the ability to separate personal and professional issues when in the classroom or completing course work;

5. the ability to work collegially with parents, teachers, staff, and administrators in school settings and elsewhere;
6. the ability to work collegially and productively with classmates in course assigned group projects
7. the disposition to act always for the benefit of all students.

c. Does not sexually harass others; make verbal or physical threats; become involved in sexual relationships with students, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways.
d. Maintains appropriate personal hygiene habits.
e. Dresses appropriately in professional contexts.
f. Behaves professionally both in and out of the classroom or school setting, Including social media sites.
g. Is morally fit and worthy to instruct or supervise the youth of this state.
h. Has not been convicted of certain offenses that directly relate to the duties and responsibilities of the licensed occupations or other offenses less than five years before the date the person applies for the license. See Texas Occupation Code, Chapter 53, Sections 53.001 through 53.105: http://www.texas- statutes.com/occupations-code/chapter-53-consequences-of-criminal- conviction.

6. Cultural and Social Attitudes and Behavior

a. Respects superiors, peers, families, community members, children and youth in all settings.
b. Understands and appreciates the value of diversity and looks beyond self in interactions with others, respects differences of race, ethnicity, religion, and social class, national allegiance, and cultural heritage. Teacher candidates do not impose personal, political, religious, sexual, and/or cultural values on others.
c. Accepts and accommodates exceptional learners.
d. Works productively with peers.
e. Speaks in a manner appropriate to the classroom or other context.
f. Displays positive attitudes toward faculty, colleagues, families, community members, and students;
g. Demonstrates positive social skills in professional and social interactions with faculty, colleagues, parents, and students.

7. Emotional Dispositions

a. Stress Management - The teacher candidate demonstrates the ability to deal with current life stressors through the use of appropriate coping mechanisms. The candidate handles stress effectively by using appropriate self-care and developing supportive relationships with colleagues, peers, and others.

8. Physical Skills

a. Exhibits motor and sensory abilities to attend and participate in class and practicum placements, with or without accommodations as recommended by

the Office of Disability Services.[4]

9. Uses sound judgment.

10. Demonstrates the emotional and mental health required to function effectively as a teacher.

11. Cognitive Dispositions

12. Thinks analytically about educational issues.

13. Reflects on their practice.

14. Is flexible, open to new ideas, and willing and able to modify beliefs and practices.

15. Questions and tests assumptions about teaching and schooling.

Each teacher candidate remains subject to the TTU Student Code of Conduct, which is found in Appendix C of this document.

Each teacher candidate is subject to the policies of the local school district at which the candidate engages in field observations, pre-clinical teaching, or clinical teaching.

C. Admission to the Educator Preparation Program at TTU

1. Prior to admission to the EPP, all teacher candidates will be apprised of the Fitness to Teach (FTT) policy. This policy applies to all students upon admission to or enrollment in the EPP, whichever occurs first, and to students completing coursework in the COE that requires interaction with schools, and remains so until completion of their program.

2. Students must be in good standing with TTU.

4 No otherwise qualified teacher candidate shall, on the basis of disability, be subjected to discrimination or excluded from participation in the EPP. A teacher candidate with a disability may be protected by Section 504 of the Vocational Rehabilitation Act and the Americans with Disabilities Act and be eligible for a reasonable accommodation that will provide an equal opportunity to meet the academic criteria related to professional behavior and scholastic performance. Any otherwise qualified teacher candidate with a qualified disability who requests a reasonable accommodation must notify the Office of Disability Services and provide documentation as needed. The Office of Disability Services makes recommendations for accommodations. A COE ad hoc committee will review academic performance criteria in light of individual circumstances to explore issues of appropriate accommodation. An initial assessment, subsequent plans, use of outside experts (including the Office of Disability Services), and periodic checks between the committee and the teacher candidate are appropriate courses of action in making accommodations.

3. Students seeking admission to the Undergraduate Educator Preparation Program (EPP) who have at any time been previously referred to TTU's Office of Student Conduct may have those referrals and the outcomes of those referrals considered by the Associate Dean of Academic Services in determining whether to grant admission to the Program. Admission is at the discretion of the Office of Student Services.

4. Students requesting admission to the EPP who have cases pending with the OSC will not be admitted until the case has been fully adjudicated.

5. Students must have passed an initial Criminal Background Check or have had their criminal history evaluated by the Texas Education Agency. See https://tea.texas.gov/texas-educators/investigations/national-criminal-history-checks- faqs.

D. Conditions for Completion of Clinical Teaching/Internship

Successful completion of clinical teaching/internship is a condition for meeting teacher certification requirements. Students may attempt clinical teaching/internship a maximum of two times. If the student does not successfully complete the second clinical teaching experience, they will not be eligible to enroll in clinical teaching a third time. The student may appeal using the process outlined in the Code of Conduct (Appendix E) to be reinstated only in the case of documented extenuating circumstances.

Review of Teacher Candidates at TTU

All teacher candidates referred for review are expected to participate in the process. Refusal to participate will not terminate the process and may result in dismissal from the EPP. The level of review will depend on factors such as the nature, severity, frequency of the incident or concern. For example, repeated violations may result in immediate Formal Level 2 review. Alleged violations of the TTU student code of conduct or the host school district's employee code of conduct will result in immediate Level 2 Formal Review.

Ongoing Review

In addition to curriculum and testing requirements addressed in the TTU catalog and other TTU policies, all teacher candidates are monitored throughout their program to meet the set benchmarks identified in the student handbook. Monitoring includes dispositions for teaching. Dispositions for teaching are defined as those professional attitudes, values, and beliefs expected of an education professional contained in this document. As a professional program, the COE reserves the right to recommend or not recommend teacher candidates for certification. If all criteria are not met satisfactorily, teacher candidates may be denied the clinical teaching opportunity. Without acceptance

into the EPP and successful completion of all course work, field work, and clinical teaching or its equivalent, the university cannot recommend teacher candidates for Texas Teacher Certification. All teacher candidates referred for review are expected to participate in the process. Refusal to participate will not terminate or invalidate the process and may result in dismissal from the EPP. Fitness to Teach reviews are internal institutional reviews and are not open to the public, including family members, friends, and other professionals unless specifically requested by the ADAD.

Formal Review

A formal review involves a faculty member, and/or a partner school district representative (e.g. mentor teacher, campus administrator, central office field experience/clinical teaching coordinator-liaison), and a teacher candidate. When a faculty member and/or a partner school district representative has concerns about a teacher candidate meeting any of the Fitness to Teach criteria, the faculty member and/or partner school district representative will:

1. discuss the concerns directly with the teacher candidate and seek to work with the candidate to resolve the difficulties;
2. advise the appropriate Site Coordinator or Field Supervisor of the concern(s) in order to identify potential patterns and issues related to the teacher candidate;
3. document dates and content of meetings with teacher candidates;
4. submit documentation to the PDF or program coordinator.
5. determine if the candidate is being recommended for dismissal

If a problem arises in the field, the host/mentor/cooperating teacher or administratorof the host school district may discuss concerns directly with the TTU faculty member or appropriate staff. The teacher candidate may also be included in this meeting. If district personnel request the removal of a candidate, the candidate is automatically removed from the program without opportunity for another placement. Appeals may be submitted utilizing the process outlined in the Code of Conduct signed at admission.

The teacher candidate is afforded due process, including an opportunity to respond to any concerns, incidents, or allegations of misconduct, throughout each of these proceedings. The Fitness to Teach Council may seek information from school district partners should the concern, incident, or allegation of misconduct be related to the performance of the teacher candidate in preclinical or clinical teaching. Following a Level 2 review and determination, the teacher candidate may submit a letter of appeal to the Dean of the COE for consideration. The Dean's decision is final.

Other Policies

Criminal Background Check and Fieldwork Policy

Teacher candidates are required to undergo a criminal history background check as a requirement to be able to conduct fieldwork for their courses and to complete their preclinical and clinical teaching assignments. TTU does not conduct background checks. Rather, each school district is responsible for conducting these background checks and clearing TTU teacher candidates for field experience. Teacher candidates who do not have a clear criminal history may not be allowed to complete courses that require fieldwork. This may impact a teacher candidate's ability to complete the program. Depending on the severity of the offense discovered through the criminal background check, teacher candidates may be dismissed from the Educator Preparation Program. In certain cases, information discovered in the candidate's criminal history record information may require the cooperating school district or TTU to report this information to the State Board for Educator Certification (see 19 TAC §249.14) for investigation. If a teacher candidate experiences rejection from a school district for fieldwork due to criminal history, the department will attempt to place the teacher candidate, if possible, in a different district. No more than two attempts for placement of a teacher candidate will occur.

Superintendents encountering severe misconduct may be required to report it to the SBEC in accordance with TEC §21.006

For fingerprinting/background check, candidates need to show a state-issued ID, which is either a driver's license or a DPS issued state ID.

Clinical Teaching and Taking Additional Courses

Given the strenuous and time-consuming efforts needed to be successful during the Clinical Teaching semester, students should complete all courses before clinical teaching. If a teacher candidate still has courses left to take and is planning to participate in clinical teaching, the candidate must meet with the academic advisor and receive approval from the Teacher Education Department. If the teacher candidate needs to take additional courses, they must be courses offered in the evening, online or during a time that does not conflict with clinical teaching or program requirements.

Candidates Transferring from one TechTech Program to Another

A candidate may begin the program in one location and then decide to transfer to another to complete the program. Students who have been formally admitted will not be required to complete the professional interview again. However, the student will be required to complete an "intake" interview with the new program. The advisor from the original location will notify the advisor of the new location. This advisor should set

up the intake interview.

Timeline for Being Recommended for Testing and Being Recommended for Your Teaching Certificate

There is a time limit within which the TTU Educator Preparation Program will recommend an individual for testing and recommend an individual for a teaching certificate. Due to the frequent changes imposed by the state on preparation programs, an individual completer will have **five years from the date they complete their Educator Preparation Program** to complete testing for teacher certification and be recommended for a teaching certificate. If the state makes major changes to programs, this timeline may be shortened. **After five years, individuals will be required to return and complete a new program for their certification in order to be recommended for testing for certification and be recommended for a teaching certificate.**

Response to a Disaster or Emergency

If the governor of Texas declares a state of disaster consistent with the Texas Government Code, §418.014, if the mayor of Lubbock or the county judge for Lubbock County declares a local state of disaster consistent with the Texas Government Code, §418.108, or if leadership of the Texas Tech University declares an emergency, the dean and associate deans of the COE may modify the policies stated in this manual to address the situation, the best needs of students and the college.

Formal Complaints

Texas Tech University Educator Preparation Program Formal Complaint Form

The Texas Education Agency requires that all Educator Preparation Programs have a formal complaint process in which individuals may seek redress for alleged grievances. The Complaint Policy of Texas Tech University is posted on the website educ.ttu.edu.

If resolution for a complaint is not achieved through informal means, a formal complaint is filed. Use of this Formal Complaint Form is required. Completed Forms and supporting documentation should be turned into the Office of the Director for Student Services (College of Education -113).

Complainant Contact Information. Please print.

Name_____	**R#:** _____
Telephone #_____	**Email**_____

Describe the alleged complaint:

List the significant dates, facts, and documented evidence that support the complaint. Attach evidence relating to the complaint.

Describe the informal steps you have taken to resolve the complaint.

Complaint Policy on File with the Texas Education Agency

COMPLAINTS		In this policy, the terms “complaint” and “grievance” shall have the same meaning.
GUIDING PRINCIPLES		Texas Tech University encourages interns to discuss their concerns and complaints through informal conferences with their program staff.
INFORMAL PROCESS		Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.
FORMAL PROCESS		If an informal conference regarding a complaint fails to reach the outcome requested by the candidate, he or she may initiate the formal process described below by timely filing a written complaint form. Even after initiating the formal complaint process, a candidate is encouraged to seek informal resolution of his or her concerns. A candidate, whose concerns are resolved, may withdraw a formal complaint at any time.
GENERAL PROVISIONS FILING		Complaint forms and appeal notices may be filed by hand-delivery, email, or U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Emails shall be timely filed if they are date and time marked on or before the deadline. Mail filings shall be timely filed if they are postmarked by U.S. Mail on the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.
RESPONSE		At Level One and Two, “response” shall mean a written communication to the candidate from the appropriate Texas Tech University staff. Responses will be emailed to the candidate’s TTU email address.
DAYS		“Days” shall mean program business days. In calculating time lines under this policy, the day a document is filed is “day zero,” and all deadlines shall be determined by counting the following day as “day one.”
GENERAL PROVISIONS		Complaints arising out of an event or series of related events shall be addressed in one complaint. Candidates shall not bring separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint. When two or more complaints are sufficiently similar in nature and remedy sought to permit their resolution through one proceeding, Texas Tech University may consolidate the complaints.
UNTIMELY FILINGS		All time limits shall be strictly followed unless modified by mutual written consent. If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the candidate, at any point during the complaint process. The candidate may appeal the dismissal by seeking review in writing within ten business days, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.
COST INCURRED		Each party shall pay its own costs incurred in the course of the complaint.

COMPLAINT FORM		Complaints under this policy shall be submitted in writing on a form provided by Texas Tech University. Copies of any documents that support the complaint should be attached to the complaint form. If the candidate does not have copies of these documents, they may be presented at the initial conference. After the conference, no new documents may be submitted unless the candidate did not know the documents existed prior to the conference. A complaint form that is incomplete in any material aspect may be dismissed, but it may be refiled with all the requested information if the refiling is within the designated time for filing a complaint.
AUDIO RECORDING		As provided by law, a candidate shall be permitted to make an audio recording of a conference under this policy at which the substance of the candidate's complaint is discussed. The candidate shall notify all attendees present that an audio recording is taking place.
LEVEL ONE - Initial		Complaint may be filed formally or informally to Teacher Education Department administration. These members include: Certification Officer, Chair of Teacher Education, Associate Dean for Academic Services. A conference will be held with the student to address the concern and try to seek resolution.
LEVEL TWO-Formal		Complaint forms must be filed: 1. Within ten days of the date the candidate first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance: and 2. With the Department Chair for Teacher Education or Certification Officer. A panel will consider the appeal. The student may meet with the panel to support the appeal and to answer questions from the panel. The panel consists of three individuals from the following, a-d, although upon challenge by the student, a panel member may be replaced. A student representative must always be on the panel as follows: a. College of Education (COE), Department Chair for Teacher Education b. College of Education (COE) Associate Dean for Undergraduate Studies c. Tech Teach faculty member; d. Tech Teach Site Coordinator e. an undergraduate teacher candidate representative. The panel may call on other individuals as appropriate for additional fact-finding needs. The panel will make a recommendation to the Dean of the College of Education, with the Dean effecting the final disposition of the appeal.

LEVEL THREE - Final		The official TEA complaint process can be found at www.tea.texas.gov in the banner located at the bottom of the page and then select "Educator Preparation Programs". The complaint process allows for an applicant or candidate in an educator preparation program to seek redress in areas where they feel that the program did not fulfill requirements for certification or for actions that the candidate feels are wrong. Educator preparation programs may also file a complaint about the actions of other programs when it involves a candidate transferring into a program. Not all complaints fall under the authority of TEA. TEA has jurisdiction to investigate allegations of noncompliance regarding specific laws and rules, generally related to state and federal requirements. Complaints may address educator preparation program requirements listed in Texas Administrative Code (TAC) in Chapters 227, 228, 229, ethics (TAC 247), fingerprinting (TAC §§227, 232) and certification (TAC §§230, 231, 232, 239, 241, 242) All complaints filed with the TEA must be in writing. We do not accept complaints by phone or complaints that are submitted anonymously. A person or entity may file a written complaint with TEA by filling out the complaint form online or by mailing or faxing a hard copy to the address on the form. You may fax your submission to (512) 463-9008 or by emailing it to generalinquiry@tea.texas.gov. To adequately review and address a complaint, TEA needs specific details. We must be able to identify a clear violation of TAC and determine whether the agency has authority to act upon the allegation. Complaints submissions should include the following: • The reasons you believe the issues raised in your complaint are valid. You should also indicate how you believe that TEA can assist you with this matter. Remember that TEA cannot assist you in understanding your contractual arrangement with the educator preparation program, arranging for a refund, obtaining a higher grade or credit for training, or seeking reinstatement to an educator preparation program. • Documentation to support your claim when possible. For example, if you refer in your complaint to an educator preparation program policy, include a copy of the policy with your complaint. Helpful documentation might include letters or emails exchanged between parties. Texas Education Agency staff will send confirmation of a complaint within thirty days of receiving the submission. Remember, information the public sends to TEA by email may not be secure. Do not email sensitive information to TEA. The agency will remove confidential or sensitive information when replying by email. TEA will maintain confidentiality of information to the extent the law allows. **TEXAS ADMINISTRATIVE CODE** §228.70

****Note – this process specifically addresses concerns about the Educator Preparation Program. If you have concerns about courses, TTU policy, you should follow the university process outlined in the student handbook https://www.depts.ttu.edu/dos/studentcomplaints.php**

General Information

Teacher Standards

Teaching is a profession because its practitioners possess the unique knowledge, skills and dispositions needed for effective teaching. These are codified by the State Board for Educator Certification and the Commissioner of Education in Texas.

The Texas Teaching Standards are delineated in Texas Administrative Code Section 149 Teacher Standards.

Additionally, the SBEC sets certificate-specific skills. Links to these can be found on the Approved Educator Standards webpage.

Bilingual teachers have a unique set of skills and associated Bilingual Education Standards.

Modern Texas teachers needs strong technological skills as expressed in Standards I-VII in the Technology Applications EC-12 (first seven standards apply to all) standards and the International Society for Technology in Education (ISTE) Standards.

Other organizations which set teacher standards include the Council of Chief State School Officers' Interstate Teacher Assessment and Support Consortium (InTASC), the National Board for Professional Teaching (NBPTS), Council for Exceptional Children (CEC) and a variety of subject-specific standards.

Contact Information

Office of Teacher Certification

806-834-2518

Dr. Jeong-Hee Kim
Associate Dean for Academic Affairs

Dr. John McNaughtan
Associate Dean for Enrollment Management

Dr. Sherre Heider
Assistant Dean for Teacher Education

Dr. Fanni Coward
Chair for Teacher Education Department

Dr. Donna Brasher
Director for Certification and Accountability/Certification Officer

Mrs. Lori Burk
Director of Assessment

Dr. Janna Brendle
Faculty/Program Coordinator Educational Diagnostician

Dr. Irma Almager
Faculty/Program Coordinator Principal and Superintendent

Dr. Catherine Lammert
Faculty/Program Coordinator Reading Specialist

Dr. Charles Crews
Faculty/Program Coordinator School Counselor

Dr. Rona Pogrund
Faculty/Program Coordinator Teacher of Students with Visual Impairments

Appendix A

Educator's Code of Ethics[5]

(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:

[5] 19 Texas Administrative Code Chapter 247.
https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y

(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.

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.

Appendix B

Model Code of Ethics for Educators[6]

Principle I: Responsibility to the Profession

The professional educator is aware that trust in the profession depends upon a level of professional conduct and responsibility that may be higher than required by law. This entails holding one and other educators to the same ethical standards.

A. The professional educator demonstrates responsibility to oneself as an ethical professional by:

Acknowledging that lack of awareness, knowledge, or understanding of the Code is not, in itself, a defense to a charge of unethical conduct;

Knowing and upholding the procedures, policies, laws and regulations relevant to professional practice regardless of personal views;

Holding oneself responsible for ethical conduct;

Monitoring and maintaining sound mental, physical, and emotional health necessary to perform duties and services of any professional assignment; and taking appropriate measures when personal or health-related issues may interfere with work-related duties;

Refraining from professional or personal activity that may lead to reducing one's effectiveness within the school community;

Avoiding the use of one's position for personal gain and avoiding the appearance of impropriety; and

Taking responsibility and credit only for work actually performed or produced, and acknowledging the work and contributions made by others.

B. The professional educator fulfills the obligation to address and attempt to resolve ethical issues by:

Confronting and taking reasonable steps to resolve conflicts between the Code and the implicit or explicit demands of a person or organization;

[6] https://www.nasdtec.net/page/MCEE_Doc

Maintaining fidelity to the Code by taking proactive steps when having reason to believe that another educator may be approaching or involved in an ethically compromising situation;

Neither discriminating nor retaliating against a person on the basis of having made an ethical complaint;

Neither filing nor encouraging frivolous ethical complaints solely to harm or retaliate; and

Cooperating fully during ethics investigations and proceedings

C. The professional educator promotes and advances the profession within and beyond the school community by:

Influencing and supporting decisions and actions that positively impact teaching and learning, educational leadership and student services;

Engaging in respectful discourse regarding issues that impact the profession;

Enhancing one's professional effectiveness by staying current with ethical principles and decisions from relevant sources including professional organizations;

Actively participating in educational and professional organizations and associations; and

Advocating for adequate resources and facilities to ensure equitable opportunities for all students.

Principle II: Responsibility for Professional Competence

The professional educator is committed to the highest levels of professional and ethical practice, including demonstration of the knowledge, skills and dispositions required for professional competence.

A. The professional educator demonstrates commitment to high standards of practice through:

1. Incorporating into one's practice state and national standards, including those specific to one's discipline;
2. Using the Model Code of Educator Ethics and other ethics codes unique to one's discipline to guide and frame educational decision-making;
3. Advocating for equitable educational opportunities for all students;
4. Accepting the responsibilities, performing duties and providing services corresponding to the area of certification, licensure, and training of one's position;

5. Reflecting upon and assessing one's professional skills, content knowledge, and competency on an ongoing basis; and
6. Committing to ongoing professional learning.

B. The professional educator demonstrates responsible use of data, materials, research and assessment by:

7. Appropriately recognizing others' work by citing data or materials from published, unpublished, or electronic sources when disseminating information;
8. Using developmentally appropriate assessments for the purposes for which they are intended and for which they have been validated to guide educational decisions;
9. Conducting research in an ethical and responsible manner with appropriate permission and supervision;
10. Seeking and using evidence, instructional data, research, and professional knowledge to inform practice;
11. Creating, maintaining, disseminating, storing, retaining and disposing of records and data relating to one's research and practice, in accordance with district policy, state and federal laws; and
12. Using data, data sources, or findings accurately and reliably.

C. The professional educator acts in the best interest of all students by:

1. Increasing students' access to the curriculum, activities, and resources in order to provide a quality and equitable educational experience.
2. Working to engage the school community to close achievement, opportunity, and attainment gaps; and
3. Protecting students from any practice that harms or has the potential to harm students.

Principle III: Responsibility to Students

The professional educator has a primary obligation to treat students with dignity and respect. The professional educator promotes the health, safety and well being of students by establishing and maintaining appropriate verbal, physical, emotional and social boundaries.

A. The professional educator respects the rights and dignity of students by:

Respecting students by taking into account their age, gender, culture, setting and socioeconomic context;

Interacting with students with transparency and in appropriate settings;

Communicating with students in a clear, respectful, and culturally sensitive manner;

Taking into account how appearance and dress can affect one's interactions and relationships with students;

Considering the implication of accepting gifts from or giving gifts to students;

Engaging in physical contact with students only when there is a clearly defined purpose that benefits the student and continually keeps the safety and well-being of the student in mind;

Avoiding multiple relationship with students which might impair objectivity and increase the risk of harm to student learning or well-being or decrease educator effectiveness;

Acknowledging that there are no circumstances that allow for educators to engage in romantic or sexual relationships with students; and

Considering the ramifications of entering into an adult relationship of any kind with a former student, including but not limited to, any potential harm to the former student, public perception, and the possible impact on the educator's career. The professional educator ensures that the adult relationship was not started while the former student was in school.

B. The professional educator demonstrates an ethic of care through:

Seeking to understand students' educational, academic, personal and social needs as well as students' values, beliefs, and cultural background;

Respecting the dignity, worth, and uniqueness of each individual student including, but not limited to, actual and perceived gender, gender expression, gender identity, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, socio-economic status, and culture; and

Establishing and maintaining an environment that promotes the emotional, intellectual, physical, and sexual safety of all students.

C. The professional educator maintains student trust and confidentiality when interacting with students in a developmentally appropriate manner and within appropriate limits by:

Respecting the privacy of students and the need to hold in confidence certain forms of student communication, documents, or information obtained in the course of professional practice;

Upholding parents'/guardians' legal rights, as well as any legal requirements to reveal information related to legitimate concerns for the well-being of a student; and

Protecting the confidentiality of student records and releasing personal data in accordance with prescribed state and federal laws and local policies.

Principle IV: Responsibility to the School Community

The professional educator promotes positive relationships and effective interactions, with members of the school community, while maintaining professional boundaries.

A. The professional educator promotes effective and appropriate relationships with parents/guardians by:

Communicating with parents/guardians in a timely and respectful manner that represents the students' best interests;

Demonstrating a commitment to equality, equity, and inclusion as well as respecting and accommodating diversity among members of the school community;

Considering the implication of accepting gifts from or giving gifts to parents/guardians; and

Maintaining appropriate confidentiality with respect to student information disclosed by or to parents/guardians unless required by law.

B. The professional educator promotes effective and appropriate relationships with colleagues by:

Respecting colleagues as fellow professionals and maintaining civility when differences arise;

Resolving conflicts, whenever possible, privately and respectfully and in accordance with district policy;

Keeping student safety, education, and health paramount by maintaining and sharing educational records appropriately and objectively in accordance with local policies and state and federal laws;

Collaborating with colleagues in a manner that supports academic achievement and related goals that promote the best interests of students;

Enhancing the professional growth and development of new educators by supporting effective field experiences, mentoring or induction activities across the career continuum;

Ensuring that educators who are assigned to participate as mentors for new educators, cooperating teachers, or other teacher leadership positions are prepared and supervised to assume these roles;

Ensuring that educators are assigned to positions in accordance with their educational credentials, preparation, and experience in order to maximize students' opportunities and achievement; and

Working to ensure a workplace environment that is free from harassment.

C. The professional educator promotes effective and appropriate relationships with the community and other stakeholders by:

Advocating for policies and laws that the educator supports as promoting the education and well-being of students and families;

Collaborating with community agencies, organizations, and individuals in order to advance students' best interests without regard to personal reward or remuneration; and

Maintaining the highest professional standards of accuracy, honesty, and appropriate disclosure of information when representing the school or district within the community and in public communications.

D. The professional educator promotes effective and appropriate relationships with employers by:

Using property, facilities, materials, and resources in accordance with local policies and state and federal laws;

Respecting intellectual property ownership rights (e.g. original lesson plans, district level curricula, syllabi, gradebooks, etc.) when sharing materials;

Exhibiting personal and professional conduct that is in the best interest of the organization, learning community, school community, and profession; and

Considering the implications of offering or accepting gifts and/or preferential treatment by vendors or an individual in a position of professional influence or power.

E. The professional educator understands the problematic nature of multiple relationships by:

Considering the risks that multiple relationships might impair objectivity and increase the likelihood of harm to students' learning and well-being or diminish educator effectiveness;

Considering the risks and benefits of a professional relationship with someone with whom the educator has had a past personal relationship and vice versa;

Considering the implications and possible ramifications of engaging in a personal or professional relationship with parents and guardians, student teachers, colleagues, and supervisors; and

Ensuring that professional responsibilities to paraprofessionals, student teachers or interns do not interfere with responsibilities to students, their learning, and well-being.

Principle V: Responsible and Ethical Use of Technology

The professional educator considers the impact of consuming, creating, distributing and communicating information through all technologies. The ethical educator is vigilant to ensure appropriate boundaries of time, place and role are maintained when using electronic communication.

A. The professional educator uses technology in a responsible manner by:

Using social media responsibly, transparently, and primarily for purposes of teaching and learning per school and district policy. The professional educator considers the ramifications of using social media and direct communication via technology on one's interactions with students, colleagues, and the general public;

Staying abreast of current trends and uses of school technology;

Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members;

Knowing how to access, document and use proprietary materials and understanding how to recognize and prevent plagiarism by students and educators;

Understanding and abiding by the district's policy on the use of technology and communication;

Recognizing that some electronic communications are records under the Freedom of Information Act (FOIA) and state public access laws and should consider the implications of sharing sensitive information electronically either via professional or personal devices/accounts; and

Exercising prudence in maintaining separate and professional virtual profiles, keeping personal and professional lives distinct.

B. The professional educator ensures students' safety and well-being when using technology by:

Being vigilant in identifying, addressing and reporting (when appropriate and in accordance with local district, state, and federal policy) inappropriate and illegal materials/images in electronic or other forms;

Respecting the privacy of students' presence on social media unless given consent to view such information or if there is a possibility of evidence of a risk of harm to the student or others; and

Monitoring to the extent practical and appropriately reporting information concerning possible cyber bullying incidents and their potential impact on the student learning environment.

C. The professional educator maintains confidentiality in the use of technology by:

Taking appropriate and reasonable measures to maintain confidentiality of student information and educational records stored or transmitted through the use of electronic or computer technology;

Understanding the intent of Federal Educational Rights to Privacy Act (FERPA) and how it applies to sharing electronic student records; and

Ensuring that the rights of third parties, including the right of privacy, are not violated via the use of technologies.

D. The professional educator promotes the appropriate use of technology in educational settings by:

Advocating for equal access to technology for all students, especially those historically underserved;

Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members; and

Promoting technological applications (a) that are appropriate for students' individual needs, (b) that students understand how to use and (c) that assist and enhance the teaching and learning process.

Glossary

Boundaries: The verbal, physical, emotional and social distances that an educator must maintain in order to ensure structure, security, and predictability in an educational environment. Most often, the boundaries that are transgressed relate to role, time and place. By respecting contracted roles, appropriate working hours, and the location of the learning environment, secure boundaries are in place for all members of the schooling community.

District/school district: This is often referred to as a "local education agency." A "district" in this document is defined as a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a

service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools. This can include charter schools, magnet schools, virtual magnet schools, regional educational school districts, or other entities falling under the definition above.

Culture: The customary beliefs, social forms, and material traits of a racial, religious, or social group, including the characteristic features of everyday existence shared by people in a place or time.[7]

Educator: Educators are the target audience for the MCEE, and are defined as licensed educators. These include paraprofessionals, teachers, teacher leaders, student support personnel and administrators. However, others who interact with students who are not under the auspices of an education-related licensing organization such as coaches, school secretaries, custodians or other school staff are encouraged to adopt or adapt this Model Code of Educator Ethics. See a separate definition for "professional educator."

Ethic of care: Responding with compassion to the needs of students.

Ethical Decision-Making Model: A framework utilized by educators to guide decision-making which includes professional dispositions; applicable laws, statutes, and policies; the Model Code of Educator Ethics; and other guidelines that have been adopted and endorsed by educational organizations.

Fiduciary relationship: A fiduciary relationship is one in which a person justifiably places confidence in another whose aid, advice, or protection is assumed. Inherent in such fiduciary relationships is an imbalance of power. Educators have a unique responsibility, as the relationship between student and teacher differs from other professional/client relationships (e.g., attorneys, physicians, clergy). Educators are entrusted with the safety and welfare of students during and after school hours and serve "in loco parentis."

Implicit or Explicit Demands of an Organization: Implicit demands are often subjective or implied and reflect the culture of the schooling environment. Explicit demands are clearly articulated through mandates, policies, or statutes.

[7] http://www.merriam-webster.com/dictionary/culture

Harm: The impairment of learning or any potential action which may lead to physical, emotional, psychological, sexual, or intellectual damage to a student or a member of the school community.

Learning Community: A group of educators who work with one another to achieve the shared goals of their school and engage in collaborative professional learning to strengthen practice and increase student results.[8]

Multiple Relationships: Multiple relationships occur when the educator is in a professional role with one or more members of the school community and also has a personal relationship with that person or a member of that person's family. Multiple relationships have the potential to impair objectivity, competence, or effectiveness in performing his or her functions as an educator.

New Educators: New educators include individuals in an educator preparation program or newly employed in the education profession, including paraprofessionals, teachers, administrators, and student support personnel.

Professional educator: A licensed educator who demonstrates the highest standards of ethical and professionally competent practice and is committed to advancing the interests, achievement and well-being of students. The professional educator is also committed to supporting the school community and the education profession.

Proprietary Materials: Materials that protected from unauthorized use by copyright or other forms of intellectual property rights.

Safe environments/Safety and well-being: A school setting which promotes the well-being of all members of the school community and is characterized by the absence of physical, psychological, sexual or emotional harm.

School Community: This term usually refers to those stakeholders invested in the welfare of a school and its community. A school community includes school administrators, teachers, school staff members, students, their parents and families, school board members and other community members.[9]

Sensitive Information: This includes but is not limited to student information and educational records, including medical or counseling records.

[8] http://learningforward.org/standards/learning-communities#.VTVerkv7Q3Y
[9] http://edglossary.org/school-community/

Student: A learner attending a P-12 school.

Technology: Tools, systems, applications and processes that can include, but are not limited to, electronic communications networks such as the internet and electronic devices such as computers, laptops, phones and other hardware/software that deliver text, audio, images, animation, and streaming video.

Transparency: Openness and accountability with respect to one's behaviors, actions and communications as an educator.

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Appendix C

Student Code of Conduct

PART I
CODE OF STUDENT CONDUCT

SECTION A: STUDENT CONDUCT MISSION AND POLICIES
The Code of Student Conduct outlines behavioral standards developed by the University community for students and student organizations and the related procedures for addressing misconduct. Students should be aware that the student conduct process is not a criminal or civil court proceeding. Students and student organizations are responsible for actions that constitute misconduct and violate the Code of Student Conduct. Any student or student organization found responsible for misconduct may be subject to conduct sanctions.

The University provides a fair and equitable student conduct process, utilizing a thorough, neutral, and impartial investigation, from which is generated a prompt resolution.

The *Code of Student Conduct* and related processes educate students about their rights and responsibilities while promoting holistic development, self-worth, and mutual respect for all members of the University community. Freedom of discussion, inquiry and expression is also fostered by an environment in which the privileges of citizenship are protected, and the obligations of citizenship are understood.

The Office of Student Conduct is committed to an educational and developmental process that balances the interests of individual students with the interests of the University community. No student will be found in violation of University policy without sufficient information and evidence showing that it is more likely than not that a policy violation occurred, and any sanctions will be proportionate to the severity of the violation and to the cumulative conduct history of the student.

The student conduct process at the University exists to protect the interests of the community and to challenge those whose behavior is not in accordance with our policies. Sanctions are intended to challenge students' moral and ethical decision-making and to help them bring their behavior into accord with our community expectations and values. When a student is unable to conform their behavior to community expectations, the student conduct process may determine that the student should no longer share in the privilege of participating in this community.

Full Details about the university guidelines and processes for review student contact may be found in the student code of conduct handbook and on the TTU Website:

Appendix D

Absence Request Verification Form

Teacher Candidate Name:		
Mentor Teacher Name:		
School:		District:
Site Coordinator:		
Sick	Vacation	Bereavement
Military	Maternity/ Paternity	Other
		Jury Duty
Reason for absence:		
Dates of absence From: To:		Current absence 1 days **OR** _____hours (if < full day)
		Total absences to date 1 days
Teacher Candidate Signature:		Date:
Mentor Teacher Signature:		Date:
Approved Not approved Comment:		
Site Coordinator Signature:		Date:

Appendix E

Program Calendars Undergraduate and Graduate

https://www.depts.ttu.edu/education/student-resources/undergraduate/index.php