OUR LADY OF THE LAKE UNIVERSITY

College of Professional Studies

Teacher Education Admission Cohort (T.E.A.C.H.) Handbook

2024 - 2025 Admission Education Department

College of Professional Studies

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MISSION AND VISION STATEMENTS

Mission Statement

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

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

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

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

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

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

Vision Statement

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

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

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Hello,

Greetings and welcome to the Our Lady of the Lake Educator Preparation Program! We're thrilled to have you with us as you embark on your journey to become a certified teacher. Congratulations on reaching this stage of your teacher journey. Our Lady of the Lake University has a proud tradition of preparing our students to positively impact their communities through education. We hope you'll continue in this tradition and that the knowledge and skills you gain will benefit the students you teach.

As the Department Chair of Education, I'm excited to be a part of your educational journey here. Our exceptional faculty will support you in your courses and help you cultivate your passion for making a difference in the lives of others. Each of our faculty members brings unique expertise and valuable practical and research experience. Although the TEACH program is challenging, I am confident you will emerge as a qualified, professional, responsible, and effective teacher. We aim to push your boundaries and encourage you to think critically. I urge you to engage in reflective practice, strive for continuous improvement, and continue your pursuit of lifelong learning. I hope you'll invest the necessary time and effort to support your growth throughout the process, as it will undoubtedly be worthwhile.

Remember, we are here to support you. If you need additional assistance, please don't hesitate to ask. We can only offer help if we are aware of your needs.

I wish you success throughout the TEACH program. Please use this handbook as a guide to the TEACH policies and practices designed to ensure your success in the program. The links to these policies can be found on the last page of the handbook, and copies are also available on the TEACH website on Blackboard. If you have any questions or concerns, please contact me for assistance.

My best,

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

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BECOMING A CERTIFIED TEXAS TEACHER

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

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

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

OLLU Process to Become a Certified Teacher:

1. Decide on the area of interest, including specific grade level(s) and subject area(s)—*for example, 10th-grade Math*.
2. Meet the program's screening criteria regarding basic skills, GPA, course hours completed, and professional dispositions. Some requirements are state-mandated, and others are specific to OLLU's certification program, as outlined in Blackboard.
3. Complete the educator preparation program (program requirements will vary by specific certifications).
4. Demonstrate the required Texas educator skills by passing the Texas Examinations of Educator Standards (TExES) certification exams BOTH in your Content area (per your degree plan) and the Pedagogy and Professional Responsibilities certification exam (PPR EC-12) and/or Science of Teaching Reading (STR: EC-06 only). Domains of learning assessed via content area TExES examination vary by certification area; however, each domain covers the educator standards supported by specific competencies.
5. Specializations in Special Education, Bilingual Education, and ESL require additional TExES certification examinations. **Please note:** These certification examinations must be passed if OLLU *recommends* a candidate for further certifications. The candidate can also challenge the exam after becoming fully certified and have the exam added to their teaching certificate.
6. Detailed information about certification examinations, domains, standards, and competencies for each certification can be found on the Pearson Testing website: *http://www.tx.nesinc.com/*
7. Apply for certification through your TEAL/ECOS account and pay the required fees.
8. Adherence to the highest standards of professionalism in daily interactions with peers/coworkers, students, parents, and other community stakeholders is expected in addition to compliance with the Educator's Code of Ethics *Title 19 Chapter 247 Rule §247.2*
9. Adherence to the State Board of Educators adopted *TEKS* (Texas Essential Knowledge and Skills), which are the state standards for what students should know and be able to do

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

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

Students must adhere to the Teacher Education Handbook during the semester they are admitted into the TEACH program.

DISCLAIMER

OLLU reserves the right to change degree requirements, certification levels, assessment requirements, and/or implementation timelines. Changes may occur in rules, standards, testing, certification, or other areas of educator preparation because of legislative, State Board for Educator Certification, or Texas Education Agency (TEA) action through no fault of OLLU but must be adhered to.

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

DEGREES, MAJORS, AND CERTIFICATION OPTIONS

The OLLU Education Department offers the Bachelor of Science in Interdisciplinary Studies degree with certification in Early Childhood – 6th grade (EC-06). Students may add a specialization or certification in bilingual education, English as a Second Language, and/or Special Education.

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

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

Secondary Education (Grades 7-12)

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

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

All-Level Teacher Certification (EC-12)

- Art

- Music
- Physical Education
- Spanish

INTERDISCIPLINARY CURRICULUM AND FIELDWORK

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

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

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

TRANSFER STUDENT CREDIT FOR PRIOR EXPERIENCES - EDUCATION DEPARTMENT

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

MILITARY EXPERIENCE CREDIT - EDUCATION DEPARTMENT

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

Guideline Text: Candidates may be granted course credit for prior military training or education under the OLLU military service credit practices, as developed and applied by the OLLU registrar's office in cooperation with the program faculty. Candidates may be granted credit toward course assignments for prior or ongoing military service. Military service must be related to the certification sought to be considered. Credit toward courses may be granted based on an evaluation by the program faculty of service members and Veteran's military record(s). No credit will be given toward field experience, clinical teaching, practicum, or internship requirements.

APPLICATION AND ADMISSION TO TEACH PROGRAM

See the TEACH Program Requirements handout in Blackboard for specific classes and documents that must be included in your TEACH portfolio. The student will upload these documents in Blackboard under "My Organizations—TEACH." All teacher candidates are expected to attend the TEACH session offered in September and/or February. Essential documents are on the OLLU webpage under Texas Educator Certification Information.

PROCEDURE FOR APPLYING TO TEACH PROGRAM

1. Attend a TEACH (Teacher Education Admission Cohort) Session during the second week of September (for spring admission) and the second week of February (for fall admission). * Applicants are encouraged to attend a TEACH session at least a year before applying to ensure that all prerequisite courses have been taken.
2. Arrange 45-minute writing sample with certification officer (Main 318) after the TEACH information session (must be completed before the scheduled interview).
3. Apply for a TEAL account to attain a TEA ID # (required for application) TEAL/ECOS account setup
4. Complete application process/requirements access given by the Certification Officer at the TEACH Info Session to Blackboard under Organizations: Template TEACH (see Required Documents)
5. Complete and pay for the OLLU Criminal Background Check and TEA Technology fee ($10 background check and $35 TEA tech fee) via the TEACH marketplace link (select Registration Fees>TEACH Application Fees): https://marketplace.ollusa.edu/TEACHapp
6. Sign up for a TEACH interview when your portfolio and all required documents are submitted in Blackboard by the application deadline announced at the TEACH session.

ADMISSION STATUS/NOTIFICATION

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

- **Formal Admission**– All initial teacher documents and requirements are met specified in [*19 TAC § 227.10*] and will indicate a candidate's formal admission into TEACH. Candidates must sign and return the formal admission letter by the deadline stated in the letter.

- **Pending Admission** – Some admission requirements have not been met. After review by the Education Department, candidates are sent a letter indicating the steps required to start the semester in which they are enrolled in professional courses. Candidates may register for "block" classes if they meet the requirements, but they must submit any missing documents by the deadline stated in their admission letter. Failing to complete the requirements will result in

candidates being dropped from the professional courses for that term. Once the requirements are met, candidates will receive a letter confirming their formal admission into TEACH.

3. **Denied Admission–** A letter indicating the areas that need remediation will be provided by the Department Chair. Per the Education Department policy, you can apply **one** additional time. Please work with your advisor, Certification Officer, and/or Department Chair to ensure you are ready to resubmit a second time.

REQUIRED TEACH DOCUMENTS AND TEST SCORES

All Items Must Be Submitted on Blackboard: Organization: Template TEACH

- **Application-** Completed application form with TEA ID #
- **Degree Audit-** The Education Department submits the most current degree audit showing a minimum of 60 credit hours and/or junior standing, minimum cumulative & institutional GPA of 2.75, any foundation courses that are transferred to OLLU; completion of all foundation courses with a grade C or better (see TEACH Admission Requirements for list of courses in Blackboard)
- **Demonstrate basic skills-** An applicant must demonstrate basic skills in reading, written communication, and mathematics by meeting the requirements of the Texas Success Initiative under the rules established by the Texas Higher Education Coordinating Board (THECB) in Part 1, Chapter 4, Subchapter C, of this title (relating to Texas Success Initiative), including one of the requirements established by §4.54 of this title (relating to Exemptions, Exceptions, and Waivers). Minimum Passing Standards for Placement Testing and review of college transcripts for satisfactory completion of college-level coursework per TAC §4.54 exemptions.
    - **TSIA:** Reading- 351, Math-350, Writing (Essay) -5 or Writing at 340 plus essay score of 4 or placement score less than 340 with a diagnostic score of at least 4. Student Success Initiative Chart per [19 TAC 227.10 (a)(6)].
    - **International applicants:** OLLU requires verification of minimum scaled scores on the Test of English as a Foreign Language Internet-Based Test (TOEFL iBT) of 24 for speaking, 22 for listening, 22 for reading, and 21 for writing [*19 TAC 227.10(a)(7)*].
- **Philosophy of Education-** A statement of your philosophy of education. This document must be typed and represent your best writing skills. Refer to the rubric provided in Blackboard.
- **Personal Resume-** A personal resume that chronologically documents examples of your fitness for teaching and/or your time spent working with children/others, such as scholarships or awards, work history, outstanding projects in courses, or activities that display evidence relating to your interaction with and teaching of children/others. A rubric is provided on Blackboard.
- **Criminal Background Check and TEA Technology Fee-** A copy of an OLLU Criminal Background Check Application and associated $10 fee, including $35 TEA Technology Fee ($45 payable on TEACH Marketplace link https://marketplace.ollusa.edu/TEACHapp – must have clear Criminal Background Check approval.
- **Driver's License/ID copy**- Provide a copy of your current Driver's License or State ID
- **FERPA-** Signed FERPA Consent to Release Agreement (digital signature required)
- **Criminal History Policy Acknowledgement-** Signed OLLU form (digital signature required)
- **TX Code of Ethics-** Signed Texas Educators Code of Ethics (digital signature required)
- **Risk Assessment-** Signed OLLU Risk Assessment Form (digital signature required) – valid for five years
- **Score Report-** Provide proof of scores demonstrating basic reading, math, and writing skills via one of the assessments in the Student Success Initiative. Passing scores must be within the

past five years *OR* providing college transcripts showing proof of transfer in satisfactory completion of college-level coursework *TAC §4.54* exemptions: English. Lit.-Reading, English Comp.-Writing, & College Alg.-Math

- **Writing Prompt-** Applicants will work with the Certification Officer on a 45-minute timed writing prompt for this assignment.
- **Two Faculty Recommendation Forms-** Submit the names of the two current OLLU faculty members. The Faculty Recommendation Forms will be submitted directly to the Certification Officer by the faculty.
- **Transcript Request-** Complete and sign "Transcript Request Form." DO NOT Submit to Registrar's Office.

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

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

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

CRIMINAL HISTORY POLICY
Candidates seeking Texas Certification must read and sign this acknowledgment form for the Criminal Background Check and Preliminary Criminal History Evaluation.

Pursuant to the Texas Education Code (TEC), §22.083, candidates seeking certification must undergo a criminal history background check prior to employment as an educator and pursuant to TEC, §22.0835, prior to clinical teaching.

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

Candidates of the OLLU educator preparation program should be aware of the following:

- Having a criminal history might prevent applicants from attaining a placement and/or completing their clinical teaching or becoming certified educators based on the following factors:

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

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

- Requesting a Preliminary Criminal History Evaluation (PCHE):
  - Effective October 1, 2018, requests for a PCHE must be submitted online.
  - Read all FAQs to ensure you meet the preliminary criminal history evaluation criteria. Do not submit a PCHE request or make payment if you do not meet the criteria.
  - Gather the following information, which TEA will require to complete your evaluation. To prevent delay in the agency's response, be prepared to submit all documentation with your request:
  - All offenses that you believe may make you ineligible for teaching certification,
  - Your statement about the circumstances upon which your arrest(s) were based,
  - All court documentation shows each offense's formal disposition and related charges. To obtain such documentation, contact the clerk in the jurisdiction (typically a County) where you were arrested.
  - Provide payment through Texas Online. Retain the Local Reference Number, your payment confirmation included in your request. Please be aware that the fee is non-refundable.
  - Complete the online Preliminary Criminal History Evaluation request form (item #4 on the FAQ sheet). Upon submission, you will receive a confirmation email with a copy of the information you entered.

Once the request and documentation are received, TEA staff will begin evaluation of your criminal history. Within 90 calendar days, staff will email you an evaluation letter that provides you with the

agency's opinion about your potential eligibility for educator certification. The evaluation will be based on the information you provided as part of your request. Should you need to submit additional information during the review, you can do so by responding to your request confirmation email or faxing 512-936-8247.

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

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

MINIMUM STANDARDS FOR REMAINING IN TEACHER EDUCATION

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

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

- reading and writing across the curriculum;
- integration of technology as a tool for learning;
- inclusion of relevant TEKS, including the English Language Proficiency Standards in instruction and planning;
- reading instruction, including instruction that improves students' content-area literacy;
- appreciation of diversity;
- value differentiated instruction;
- creating a positive and productive classroom environment; and
- implementing effective and responsive instruction and assessment to promote student learning.
- understanding and adhering to legal and ethical requirements for educators;

PROFESSIONAL PRACTICES AND RESPONSIBILITIES POLICY

The Education Department offers a curriculum designed to prepare individuals for the teaching profession. In addition to curriculum and testing requirements, all teacher candidates in the OLLU Teacher Education Admissions Cohort (TEACH) are expected to demonstrate professional dispositions that show they are prepared to instruct children and youth. This preparation results from successfully completing university coursework and demonstrating important intra- and interpersonal characteristics and dispositions that all effective teachers should possess.

As a reminder, any concerns from faculty on the Professional Practices and Responsibility form would need to be remedied during Clinical Teaching. Students must maintain an overall cumulative and institutional GPA of 2.75 and have a B or better average (3.0) in the professional block courses before being recommended for Clinical Teaching. For additional information, see Standards for Remaining in Teaching as part of the Professional Practices and Responsibilities Policy.

DEMONSTRATE MASTERY OF SKILLS AND COMPETENCIES

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

DEMONSTRATES COMPETENCY IN ORAL, WRITTEN, AND DIGITAL COMMUNICATION

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

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

DEMONSTRATES POSITIVE WORK HABITS, COMMUNICATION, AND INTERACTIONS

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

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

Handbook. Teacher candidates demonstrate honesty and integrity by being truthful about background, experiences, and qualifications, doing their own work, giving credit for the ideas of others, and providing proper citations of source materials.

COGNITIVE DISPOSITIONS

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

DEMONSTRATES RESPECT FOR DIVERSITY AND INDIVIDUAL DIFFERENCES

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

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

DEMONSTRATES COOPERATION AND PRODUCTIVITY

The teacher candidate knows how to facilitate cooperation and productivity:

A. The teacher candidate works cooperatively and collegially in groups. This includes interactions with fellow students, faculty, teachers, staff, parents, and administrators.
B. Teacher candidates understand and appreciate the value of diversity and look beyond self in interactions with others; respect differences of race, ethnicity, religion, social

class, national allegiance, and cultural heritage. Teacher candidates do not impose personal, religious, sexual, or cultural values on others.

C. The teacher candidate collaborates with their colleagues, is self-aware of their interpersonal interactions, and is open to constructive feedback from peers, faculty, and administrators.
D. The teacher candidate seeks feedback and demonstrates the ability to accept and act on reasonable criticism.
E. The teacher candidate maintains supportive and cooperative relationships with fellow students.
F. The teacher candidate engages in collaborative decision-making.
G. The teacher candidate understands others' perspectives and is open to new and innovative ideas about teaching.

MODELS ETHICAL AND RESPECTFUL BEHAVIORS

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

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

MAINTAINS COMPOSURE AND SELF CONTROL

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

EMOTIONAL DISPOSITIONS

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

PHYSICAL SKILLS

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

Note

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

MAINTAINING ACADEMIC REQUIREMENTS AND PROFESSIONAL BEHAVIORS

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

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

AI AND ACADEMIC DISHONESTY

AI is an evolving technology, and its acceptable use may differ from course to course, instructor to instructor, and assignment to assignment, depending on the learning objectives related to graded assessments.

Any student work submitted using AI tools should include citations to indicate the AI-generated parts. Failure to do so constitutes an academic integrity violation. The following is a sample list of current AI Tools. It is not exclusive: ChatGPT, Elicit, iA Writer, Marmot, Botowski, Dall-E, Moonbeam, Bard, Spinbot, MidJourney, Stable Diffusion, GitHub Copilot, Humata.ai, etc.

Actions that can be labeled plagiarism when using AI include:

- more than 20% of the student work or content, such as text, artwork, graphics, video, audio, and images that will end up in any assignments, activities, responses, projects, research papers, essays, quizzes, exams, debate scripts, etc. generated by AI;
- entire sentences or paragraphs suggested by an AI tool/app without providing quotation marks and a citation, just as you would to any other source;
- not including AI Usage in references/bibliography, just as you would with any other source; or substitute or impersonate you in videoconferencing, including TEAMS and Webex, classrooms, breakout rooms, collaboration, group work, or other attendance activities.

FIELD EXPERIENCE AND CLINICAL TEACHING REQUIREMENTS

In accordance with the State Board of Education, the Educator Certification (TEACH) Program at OLLU offers a wide variety of ongoing and relevant field-based experiences for our candidates (*Rule §228.35*). Candidates will complete at least 30 clock hours of observation/field experience before teaching. Pre-service teachers (candidates) will have the opportunity to observe instruction by content-certified teachers. In addition, under supervision, candidates will be actively engaged in instructional activities in authentic school settings in a public school accredited by the TEA for an additional 15 clock hours. Pre-service teacher candidates will work with actual students in classrooms/instructional settings, and they will critically reflect on their observation experiences. (*§228.35e1AB*) Students will be required to keep a log of their field experience hours and activities and engage in thoughtful written reflection about what they have observed.

OLLU CLINICAL/FIELD EXPERIENCE HOURS

Course	Hours Required
EDUC 1321: Introduction to Teaching	10 hours
EDUC 4330: Childhood Growth and Development	10 hours in an NAEYC center (PreK-SA preferred)
SPED 2338: Survey of Exceptionalities	15 hours of Service-Learning in a local agency serving individuals with disabilities
EDUC 2310: Diversity	10 hours of immersion experience
EDUC 4365: Interdisciplinary Pedagogy and Methods I: Construction	25 hours of field experience required
EDUC 4345: Literacy Development and Instruction: EC-12	10 hours of field experience in reading
EDUC 4372: The Creative Child: Art, Music, and Movement	10 hours of immersion experience (only for Art and Music majors)
EDUC 5303: Interdisciplinary Pedagogy and Methods II: Deconstruction	90 hours of field experience required
EDUC 3344: Reading Comprehension in EC-12	10 hours of FE during content or reading instruction
EDUC 5330: Clinical Teaching 1	Complete ***at least*** the first five to eight days of school and 160 hours in classroom (2-3 days a week), and 6 days at the end of the semester 160 hours
EDUC 4348: Literacy Diagnosis and Remediation	10 hours of field experience in reading instruction tutoring individual and small group (Course taught at ELEM setting; only those seeking EC-6 certification will take this course)

EDUC 5307: Classroom Behavior and Management	10 hours of field experience required
EDUC 5680: Clinical Teaching 2	120 hours from first 15 days of school + 48 hours from days banked at the end of clinical teaching 1 semester 600 hours
Additional Specialization Course Field Experience Hours	Total Additional Hours in ESL = 20 hours Total Additional Hours in SPED = 50 hours Total Additional Hours in BILG = 30 hours
Additional Service Hours and Professional Development	Service to the Community – 30 hours Service in Diversity and Equity – 20 hours Service/Advocacy in EDUC Certification– 20 hours (ESL, Bilingual, SPED) Professional Development in Content, Pedagogy, or Discipline – 20 hours of the course of the TEACH Program
Total Hours (per certification)	**Program without additional certification(s):** 1,198 – 1,218 hours **ESL Certification:** 1,238 hours **Special Education Certification:** 1,268 hours **Bilingual Certification:** 1,248 hours

CLINICAL TEACHING RESIDENCY

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

Goals and Learning Outcomes for the Clinical Teaching Residency Experience

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

Clinical Teaching Residency Expectations

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

- Effective co-planning and preparation engaging classroom lessons
- Active participation in team planning, PLCs, professional development, and clinical teaching meetings

- Delivery of culturally relevant and sustaining teaching pedagogies in small and whole group lessons
- Awareness and responsiveness to student needs
- Application of effective classroom management strategies and routines
- Monitoring and adjusting instruction with assessments, data analysis through the application of a variety of evaluation methods and assessments
- Engaging in reflective practice
- Participating in informal and formal observations
- Contributing to the school community by participating in events such as after-school clubs, family nights, Super Saturdays, tutoring

Specific Clinical Teaching Responsibilities Aligned to T-Tess

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

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

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

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

Progressive Experience

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

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

Clinical Teaching Eligibility

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

- Demonstrate mastery of objectives related to teacher preparation in the courses prior to clinical teaching and the successful completion of all TEACH requirements and coursework other than clinical teaching;
- Demonstrate progress towards mastery of the knowledge and skills included in the Texas Educator Standards as well as:
  - Effective planning and preparation of engaging classroom lessons
  - Developmentally and culturally appropriate teaching methods
  - Awareness and responsiveness to student needs
  - Application of effective classroom management strategies
  - Application of a variety of evaluation methods and assessments
- Successful demonstration of professional dispositions and mindsets required for teachers as determined by the Professional Practices and Dispositions Assessment;
- Demonstrate effective oral and written communication skills through collaboration with teaching professionals and peers to reflect on pre-service teaching experiences;
- Demonstrate content knowledge and skills by earning at least 80% on all practice content certification and PPR exams to exhibit “readiness” for Clinical Teaching 2 semester; *Updated by the Education Department, April 2024*
- Clear criminal background check as required by partner districts and TEA;
- Clinical teachers must be in "good academic standing" in the Education Department, e.g., 2.75 GPA.
- Completion of all coursework other than clinical teaching; registering for more than 9 semester hours during your clinical teaching requires permission from the Director of Field Experience.

Residency Logistics

- **Spring** graduates begin their clinical teaching residency at the beginning of the school year (August) in their district. They complete their clinical teaching residency in May.
- **Fall** graduates begin their clinical teaching residency in January through May, then continue in their assigned placement in August of the next school year. They conclude their residency in December.

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

All clinical teaching residents are expected to:

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

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

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

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

OBSERVATIONS DURING CLINICAL TEACHING

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

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

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

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

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

Professional Competencies and Benchmarks of Clinical Teaching

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

- The clinical teacher consistently plans lessons and submits her/his plans to the cooperating teacher for guidance and approval.
- The clinical teacher's plans include goals and objectives that are aligned with state content and skills standards.
- The clinical teacher's plans include activities, materials and assessments that are well sequenced and relevant to students.

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

DISMISSAL FROM PROGRAM

Texas requires all educator preparation programs to have an exit policy for candidates' dismissal. The policy must be published, reviewed, and signed by candidates when admitted to the program. (19 TAC §228.20(h)).

The dismissal policy described here applies to all Our Lady of the Lake University (OLLU) certification candidates from admission to the program to graduation. Certification candidates may be dismissed from Our Lady of the Lake University's Educator Preparation Program (EPP) if their behavior fails to meet the professional and ethical standards expected of Texas educators. Dismissal may occur for various reasons, including, but not limited to, the following:

1. Failure to meet coursework requirements.
2. Failure to abide by the Professional Practices and Responsibilities Policy established by Our Lady of the Lake University Educator Preparation Program and/or program requirements established by the State Board for Educator Certification as published in the Texas Administrative Code.
3. Any action deemed a violation of the Code of Ethics and Standard Practices for Texas Educators, and/or;
4. Any action deemed a violation of Our Lady of the Lake University's Student Handbook and Academic Integrity Policy and/or;
5. Any action deemed a violation of school district and/or campus policy during field-based experiences, clinical teaching, or internship.

The program faculty and staff committee will be responsible for deciding whether a candidate should be dismissed from the program. Dismissal may occur at any time. Candidates dismissed from Our Lady of the Lake University will also be automatically dismissed from the Educator Preparation Program. Following Our Lady of the Lake University policies, all dismissal decisions can be appealed.

Withdrawal from the Educator Preparation Program

If any candidate decides to withdraw from the EPP, they must send an email to the OLLU Certification Officer. The email should contain the student's ID number and a statement explaining their decision to withdraw from the EPP. Additionally, the candidate must schedule a meeting with the Certification Officer and sign internal documentation. If the candidate withdraws from the Department of Education, they will also be withdrawn from the Educator Preparation Program.

TRANSPORTATION POLICY: FIELD OBSERVATIONS, PRACTICUM AND CLINICAL TEACHING

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

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

UNDERGRADUATE PROCEDURES AND POLICIES FOR CERTIFICATION EXAMINATIONS

CERTIFICATIONS

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

EC-6 Certification

Early Childhood to Sixth Grade Core Subjects:

- TExES #160 Pedagogy and Professional Responsibilities EC-12
- TExES #391 Core Subjects EC-6
- TExES #293 Science of Teaching Reading

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

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

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

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

All-Level Special Education certification candidate:

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

- TExES #293 Science of Teaching Reading
- TExES #164 Bilingual Supplemental
- BTLPT #190 Bilingual Target Language Proficiency Test (Spanish)

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

- **901** ELA & Science of Teaching Reading
- **902** Mathematics
- **903** Social Studies
- **904** Science
- **905** Fine Arts, Health, Physical Education

7-12/All Level Certifications

TExES 7-12 content area test for your field:

- TExES #160 Pedagogy and Professional Responsibilities EC-12 plus one of the following:
- TExES # 235 Mathematics
- TExES # 238 Life Science
- TExES # 331 English Language Arts and Reading
- TExES # 233 History

All-Level Spanish certification:

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

All-Level Art certification:

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

All-Level Physical Education certification:

- TExES #160 Pedagogy and Professional Responsibilities EC-12
- TExES #258 Physical Education

All-Level Music certification:

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

Certification Exam Policy

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

Baseline Data

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

240 Tutoring and Certify Teacher Study Material

The Education Department will purchase access and access renewals for 240 Tutoring or Certify Teacher based on the course fees paid in the course pertaining to the certification test. Candidates who wish to extend their membership past graduation or use another resource during their time at OLLU will be responsible for purchasing these resources. *Updated by the Education Department, April 2024*

Demonstrating Readiness Testing Options

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

- **Core EC-6**
- **7-12/All Level**
- **PPR EC-12**
- **Special Education**
- **Bilingual Education Supplemental**
- **Bilingual Target Language Proficiency Test (BTLPT)**
- **English as a Second Language (ESL)**

a. Elementary Candidates (EC-6) are required to score 240/80% on the practice test and at least 240/80% on EACH content area of TExES CORE 391 (Reading 901, Math 902, Social Studies 903, Science 904, & Fine Arts/Health/PE 905) in one test-taking session. Demonstrating readiness in individual subject areas will only be allowed when there are only 1-2 individual subjects the candidate has not previously demonstrated readiness.
b. All baseline assessments and practice tests must be taken in one sitting in a secure testing environment to better simulate an official testing experience. They should also be taken in the order of the test, without jumping from one subject area to another.
c. Please note that each practice TExES exam is timed (maximum 5 hrs.)
d. Teacher candidates must be fully admitted into TEACH and meet the requirements above to be authorized to take any of the official certification exams. **Note:** Candidates under TEACH HOLD contracts will not be authorized to test but will receive access to Certify Teacher or 240 Tutoring.
e. When candidates have demonstrated readiness on their Practice TExES exam, they should submit their Certify Teacher and/or 240 Tutoring practice score report or online practice test score report to the Certification Officer. NOTE: This practice score report is different from the diagnostic test report. This includes teacher certification and individuals re-taking an exam. Once student scores have demonstrated readiness, they will receive an email with registration instructions for the official TExES certification exam.
f. Demonstrate content knowledge and skills by earning at least 80% on all practice content certification and PPR exams exhibit “readiness”.

Updated by the Education Department, January 2024

Testing Support Plan

a. A candidate who does not pass an official TExES exam the first time with a score of 240 (80%) or higher must meet with the Certification Officer to make and sign a Testing Support Plan. The candidate must retake the practice TExES exam with a score of 260 or higher to be released to take the official TExES exam.
b. If a candidate does not pass the official TExES certification exam, the candidate must wait 30 days before attempting to retake the test. Additionally, the candidate will meet with the Certification Officer to make and sign a testing support plan that may include any items listed in "c." The candidate will then be required to retake the practice TExES exam and pass with a score of 260 or higher to be released to take the official TExES exam.
c. Testing Support Plan may include:
    Additional login (6-10 hours) on Certify Teacher and/or 240 Tutoring
    Review the Resource Book available in the Certification Officer's office
    Attend Test Anxiety Sessions
    Content Review Sessions and ACE (Academic Center for Excellence) Tutoring Sessions
    Private Tutoring outside of OLLU
    Upon completing all components listed in the Testing Support Plan, candidates will receive authorization from the Certification Officer to retest for the TExES practice exam to demonstrate readiness.
d. When the candidates has demonstrated readiness for their Practice TExES exam, they will receive an email notification providing certification exam registration instructions.

Registering for TExES Certification Exams

1. Texas educator candidates will need to create a NEW Pearson testing account to register for TExES certification exams. To do so, log into http://www.tx.nesinc.com, click on "My Account" in the upper right-hand corner of the page, select "Create an account now," and follow the prompts.
2. To register for a certification exam, go to http://www.tx.nesinc.com, select "Register," and follow the instructions. You must have created a Pearson testing account and have your TEA ID number to register. The Pearson Testing website also contains various test preparation resources free of charge.

*Testing fees are $116 per exam, and a test payment processing fee is due when registering for an official certification exam. Candidates have 170 days to schedule and take their exam. If they do not take it or withdraw their registration within 170 days of their registration expiration date, they will receive no refund or credit. Cash and checks of any kind are not accepted for payment. ***Your driver's license's first and last name must match the name on your admission ticket.***

NOTE: Consult Pearson Testing Policies regarding specific ID requirements/policies and test center rules.

Exam Vouchers

Exam vouchers will be purchased for students enrolled in EDUC 4348, EDUC 5330, EDUC 4340, and EDUC 5686. Vouchers will expire one year after the date they are purchased. If candidates do not use their voucher before it expires, they will be responsible for paying their exam fees. *Updated by the Education Department, April 2024*

Accommodations for Disabilities or Health-Related needs

a. Teacher candidates who need accommodation for the practice TExES exams at the OLLU Testing Center must contact the Accessibility Services Office at least 30 days before the first diagnostic (practice) session to obtain official documentation. Official documentation from the Accessibility Services Office must be provided to the advisor and the OLLU Testing Center for accommodations to be provided. If a student applies for accommodations with TEA through Pearson, they must already receive accommodations from OLLU's Accessibility Services Office.

   Contact Info: Walter Center Suite 206
   Office: (210) 431-4010
   Appointments: (210) 528-7158
   Email: ada@ollusa.edu
   Website: Accessibility Services

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

Five Testing Attempts Limit

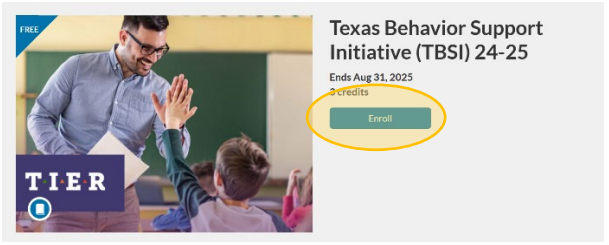
Since September 1, 2015, candidates will be limited to five attempts to take a certification test. The five attempts include the first attempt to pass the examination and four retakes. The Texas Education Agency (TEA) is implementing this change to Texas Education Code §21.048 in response to House Bill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

Additional Resources

- Texas Education Agency (TEA)

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

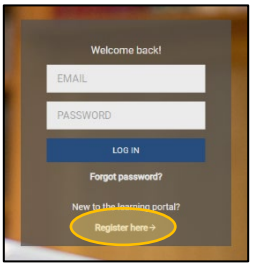
Texas Behavior Support Initiative Training (Mental Health)
Format: Online **Cost:** Free
Time: 1.5 Hour Self-Paced Course



Instructions:

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

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



Youth Suicide Prevention Training

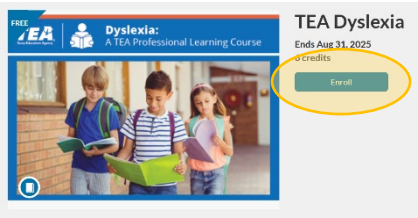
Format: Online **Cost:** Free **Time:** One-Hour Self-Paced Course

Instructions:

(Click on "Register Here")

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

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



TEA Dyslexia

Note: Information about the course can be found here.

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

Instructions:

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

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

Youth Mental Health First Aid Training

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

Online Portion: Date & Time Options TBA from Ms. Castillo, Certification Officer
Face to Face Portion: Date & Time Options TBA from Ms. Castillo, Certification Officer
*The course will be completed in a hybrid (face-to-face and virtual) format, taking place in one full day setting on campus.
Cost: Free **Time:** 8 Hour Course (8:00 am - 5:00 pm)
Instructions: Ms. Castillo, Certification Officer, will announce registration information closer to the training date.
MHFA is an 8-hour face-to-face course that trains participants how to help someone who is developing a mental health problem or experiencing a mental health crisis. The training includes risk factors and warning signs of mental health problems; information on depression, anxiety, trauma, psychosis, and addiction disorders; a 5-step action plan to help someone developing a mental health problem or in crisis; and where to turn for help – professional, peer, and self-help resources. MHFA teaches about recovery and resiliency – the belief that individuals experiencing these challenges can and do get better and use their strengths to stay well.

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

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

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

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

OLLU STUDENT SERVICES
Center for Career Development
Moye Garden Level Suite 022 | (210) 431-4971 | ccdt@ollusa.edu
The Center for Career Development & Testing (CCDT) delivers career development programs to OLLU students, alumni, and community members in San Antonio and nationwide. The CCDT staff can meet with students and alumni to aid in career planning and job search. This may include assistance with a résumé or cover letter or gaining information about job search techniques or interview skills. To help

students prepare for important interview appointments in the future, the CCDT now loans interview attire through its new Career Closet program.

OLLU Tutoring Center
At the Mary Francine Danis Writing Center (MFDWC), professional consultants assist writers at all stages of the writing process, from interpreting assignments, brainstorming, and focusing to organizing, determining tone, and creating clarity. The MFDWC offers the OLLU community a safe place to explore ideas, develop a personal writing process, revise papers, learn about academic honesty, and improve writing skills in diverse formats and genres.

The Math Center
The center aims to make math accessible and exciting for students. As recommended by mathematics faculty, math peer tutors participate in tutor training that includes studying tutor pedagogies, learning styles, and study strategies. The math peer tutors assist students with studying course materials, reviewing concepts and notes, and discovering personal learning styles so they can successfully and independently complete homework and coursework.

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

OLLU POLICIES

A. OLLU TITLE IX POLICY Please see the following link for further definitions, coordinator information, information about grievance procedures, and counseling and support services. www.ollusa.edu/TitleIX.

B. OLLU NONDISCRIMINATION POLICY For more information on persons who have been designated to handle issues related to the non-discrimination policies set forth by the University please visit: www.ollusa.edu/TitleIX.

C. OLLU Student Handbook Academic Integrity Policy Our Lady of the Lake University distinguishes between Academic Dishonesty, which is handled through the Academic Affairs Division, and other violations of the Student Code of Conduct, which are dealt with by the Office of Student Life. Penalties for academic dishonesty may include expulsion or suspension from the University, failure or grade reduction in the affected course or assignment, or lesser penalty as appropriate. Please see https://www.ollusa.edu/student-handbook.html

D. OLLU Student Concerns Procedure Students are encouraged to attempt to resolve a problem whenever possible by discussing it with whom they are having academic concerns. Requesting an appointment with them to discuss the matter in a calm and professional manner is always the first step to trying to resolve a dispute. It may be possible to resolve the concerns without the need for formal institutional action. It is the goal of the University that any disagreements be discussed and resolved in a professional manner please visit the OLLU Student Handbook.

E. OLLU Student Grievance Procedure Our Lady of the Lake University provides a uniform method by which students can pursue a grievance of academic issues.

For full information about our Student Grievance Procedures please visit the OLLU Student Handbook

F. OLLU EXTERNSHIP AND VOLUNTEER RISK ASSESSMENT AND AGREEMENT FORM –The OLLU Compliance Office requires this form for sponsored externships including volunteerism, service learning, practicum, field placements and internships.

EDUCATION DEPARTMENT POLICIES

The most current documents are on the OLLU webpage under Texas Educator Certification Information.

A. Teach Admission Requirements
B. Out-of-Country Applicants/TOEFL IBT
C. Prior Military Experience
D. Transfer Credit for Prior Experience
E. Criminal History Policy
F. FERPA Form
G. Policies for Certification Examinations
H. Certification Exam Readiness and Remediation Policy
I. Practices and Responsibilities Policy
J. Transportation Policy
K. Dismissal Policy
L. Educator Preparation Program Complaint Policy for TEA OLLU

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

TEA POLICIES

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

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

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