



Master of Arts in Teaching (MAT) Handbook

2021 Admission

Education Department
College of Professional Studies

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OVERVIEW AND VISION STATEMENT

Our Lady of the Lake University began as the Congregation of the Sisters of the Divine Providence in the late 1880s in the rural areas of Texas. Students in these communities would not have had the opportunity to go to school had it not been for the sisters. Since awarding degrees in the early 1900s, our university has acquired a long legacy of preparing outstanding teachers. Education Faculty are committed to personalized, holistic attention to academic and personal goals, interests, and career counseling both inside and outside the classroom. Through the guided application of content knowledge, effective pedagogical models, varied field experiences, and reflective practice, our candidates develop instructional expertise and professional skills required for the teaching profession. We have effective partnerships with area schools where students engage in educational activities in school settings and reflect on these diverse introductory experiences as they prepare for student/clinical teaching. Graduates have over 92% pass rates on state certification exams. Our graduates demonstrate confidence, professional competence, and a commitment to teaching diverse students. More than 88% of our graduates remain in teaching for five or more years, and many pursue their master's degrees. OLLU has expanded its campuses in Texas to Houston, the Rio Grande Valley and now reaches students globally through online programs. Our core values of Community, Integrity, Trust, and Service have remained and reflect what we believe and live in our daily lives as Board of Trustees, faculty, staff, administration, and students at Our Lady of the Lake University.

Our Lady of the Lake University Vision Statement

Inspired by Catholic values and the heritage of the founding Congregation of Divine Providence, Our Lady of the Lake University is a community called to transform individuals as they discover their purpose in life. We aspire to be nationally recognized for our distinctive programs, our expertise in Mexican American culture, and our diverse graduates who lead and serve with faith and wisdom to improve the world.

(Approved by the Board of Trustees, May 22, 2008)



Faculty in the Education Department developed the following mission statement as part of the Strategic Plan for the College of Professional Studies.

Education Department Mission Statement

The mission of the Education Department and Master of Arts in Teaching degree program is to foster the intellectual and professional development of teachers. Through the guided application of content knowledge, effective pedagogical models, varied field experiences, hands on learning opportunities, and reflective practice, pre-service teacher candidates develop their instructional expertise and acquire professional skills. This program celebrates diversity as we emphasize the importance of applying culturally relevant and developmentally appropriate practices to our teaching. Our graduates are ethical and responsive practitioners; they are prepared to implement differentiated teaching and learning strategies in order to best meet the comprehensive needs of diverse student populations (including students with linguistic, cultural, and learning differences).



MAT Mission Statement

The Master of Arts in Teaching program at Our Lady of the Lake University offers a hands-on, supportive environment for students to obtain initial teacher certification by providing high-quality field experiences and personalized support in the certification process. With curriculum and personalized instruction focused on culturally responsive pedagogy, high-impact assessment, and social justice competencies, graduates will be prepared to serve the educational needs of diverse communities.

EDUCATION DEPARTMENT FACULTY AND STAFF

Faculty

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Hello,

Welcome to Our Lady of the Lake Education Department and the Teacher Certification Program!

We are excited you are joining us on your journey to earn your Master of Arts in Teaching and become a certified teacher. Our Lady of the Lake University has a long legacy of preparing our students to serve in their communities through education. We hope that you will continue this legacy and the students whose lives you touch will benefit greatly from your education. As the Department Chair in Education, I am personally thrilled to be a part of your education here. Our outstanding faculty will guide you in your courses and help you put into action your passion for helping others. All our faculty members have different areas of expertise and distinct practice and research experience. The MAT program is rigorous, but I am confident that at the end you will be a qualified, professional, responsible and effective teacher. Our hopes and responsibility are to challenge you and to get you to stretch your ways of thinking. I encourage you to engage in reflective practice, strive for continuous improvement, and further your quest towards lifelong learning. I hope that you will invest the time and work needed to support your growth throughout the process – it will be well worth your efforts!

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

I wish you well throughout the MAT program. Please use this handbook as a resource for policies and practices designed for your success in the program. The last page of the handbook has the links to these policies; copies are also on the OLLU Education Certification Information webpage. [Texas Educator Certification Information](#)

If you have questions or concerns, we are always here to help.

My best,

A handwritten signature in black ink that reads 'Alycia Maurer Ph.D.' The signature is written in a cursive, flowing style.

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

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

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

PROGRAM DESCRIPTION

Program details: Accredited by TEA; small cohorts; University scholarship opportunities are available for qualified, selected candidates.

- This TEA accredited program is designed for aspiring teacher candidates who already have earned a bachelor's degree who would like to add teacher certification while earning a master's degree.
- Candidates will follow a thoughtfully designed course sequence that will prepare them to work in diverse schools with diverse student populations.
- Accepted candidates follow a cohort model that begins in May and they complete a 36 –39-hour, 15-month program, over the course of four semesters: Summer, Fall, Spring, Summer.
- Candidates will learn pedagogical theories and innovative instructional strategies.
- Candidates will have the opportunity to apply their knowledge in a real-world setting during a full year internship or clinical teaching experience.
- Courses will be offered through face to face, hybrid and/or virtual (synchronous) online classes. Most class meetings in the fall and spring semesters will be in the evenings and on weekends.
- The first summer semester will be academically intensive, students will take four courses, complete at least 30 hours of field experience and prepare for their content certification exams.
- Candidates will have the opportunity to add Bilingual Education, English as a Second Language and/or Special Education, if they choose, for additional hours.
- Candidates are provided with individualized mentorship and guidance from faculty and staff.
- Candidates may be eligible for scholarship opportunities and the TEACH Grant

OLLU's Master of Arts in Teaching program is comprised of the following three components:

MAT Core Courses (see pg. 17 for a list of courses)

- These courses provide a foundation in teacher preparation.

Content/Certification Specialization Courses

- These requirements are a blend of content knowledge and pedagogy. This may also include specializations for students who chose to add an additional certification such as bilingual, English as a second language, and/or special education.

Clinical Teaching or Internship

- Full day field-based experiences are built into the supporting content and professional education curricular requirements through Clinical Teaching or Internship. The Texas Education Agency (TEA) requires 70 full days of teaching.

Students are required to adhere to the MAT Handbook in effect the semester they are admitted to the Master of Arts in Teaching program.

DISCLAIMER:

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

Changes may occur in rules, standards, testing, certification, or other areas of educator preparation as a result of legislative, State Board for Educator Certification, or 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) MAT 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 Master of Arts in Teaching (MAT) degree with certification in EC-6 and may choose to add a specialization/additional certification in bilingual education, English as a Second Language (ESL), and/or special education.

- Core Subjects EC-6 with additional certification in bilingual education
- Core Subjects EC-6 with additional certification in ESL
- Core Subjects EC-6 with additional certification in special education

Students seeking secondary education certification will earn their Master of Arts in Teaching (MAT) degree in the content discipline and will earn certification in grades 7-12 and may choose to add a specialization/additional certification in ESL.

Secondary Education (Grades 7-12)

- Science w/ additional ESL certification option
- English Language Arts w/ additional ESL certification option

INTERDISCIPLINARY CURRICULUM AND FIELD WORK

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

- reading and writing across the curriculum;
- integration of technology as a tool for learning;
- inclusion of relevant TEKS, including the English Language Proficiency Standards in instruction and planning;
- reading instruction, including Science of Teaching Reading (STR) instruction that improves students' content-area literacy and dyslexia;
- appreciation of diversity;
- apply and value differentiated instruction;
- creating a positive and productive classroom environment;
- implementing effective and responsive instruction and assessment to promote student learning;
- understanding and adhering to legal and ethical requirements for educators;
- mental health, substance abuse, and youth suicide;
- building strong classroom management skills;
- framework for teacher and principal evaluation;
- appropriate relationships, boundaries and communications between educators and students;
- instruction in digital learning; and
- field based hours (minimum of 30 hours) plus minimum of 14 weeks (a minimum of 70 Full days) of clinical teaching, or a

full year of Internship

Through their course work, field experiences and clinical/internship experience, MAT candidates are expected to demonstrate mastery of core content and pedagogical skills, including 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;
- learning environment;
- data-driven practice; and
- professional practices and responsibilities;

The Education Department is responsible for offering the following educator preparation curriculum as defined by [TAC §228.30 Educator Preparation Curriculum](#). Additionally, the curriculum at OLLU incorporates the [ISTE Standards](#) and [Technology Application TEKS](#) that are embedded in various pedagogical courses learning outcomes and assignments, and for providing coursework and/or training as outlined in [19 TAC §228.35](#).

APPLICATION AND ADMISSION PROCEDURES INTO MASTER OF ARTS IN TEACHING (MAT)

See MAT Program Admission Requirements for specific classes, documents, and deadlines applicable to your file.

MAT admission requirements can be found on the OLLU webpage under [MAT Admission Requirements and Deadlines](#)

PROCEDURE FOR APPLYING TO MASTER OF ARTS IN TEACHING (MAT)

Submit the following online:

1. Completed OLLU application and non-refundable) application fee for admissions myapp.ollusa.edu/apply
2. Official and sealed transcripts from all regionally accredited institutions where a degree was conferred; student must have a minimum cumulative grade point average of 2.75 (on a 4-point scale) on undergraduate work attempted for the baccalaureate degree and 3.0 for the last 60 semester hours
3. Résumé
4. Copy of Driver's License or State issued ID (needs to match the name student wants on their certification)
5. Two letters of recommendation from academic or professional sources (submitted online through application site)
6. Philosophy of Teaching Statement
7. Questionnaire
8. Texas Educator - Code of Ethics
9. Family Educational Rights and Privacy Act (FERPA) Consent to Release Educational Records and Information form
10. TExES Practice Exam - Contact Belinda Granados at bagranados@ollusa.edu, to schedule a date; there is not cost for this exam currently
11. Criminal background check fee of \$10.00 will be required once admitted; if applicant feels there is something in their background that may hinder a placement, it is recommended that background check be completed prior to admission
12. NOTE: International students or applicants whose primary language is not English must submit an official score from the paper based or computer-based Test of English as a Foreign Language (TOEFL).

ACADEMIC REQUIREMENTS

- An earned baccalaureate degree from a regionally accredited institution
- A Minimum 2.75 cumulative GPA, or 3.0 for your last 60 hours of academic coursework
- A Minimum of 12 semester credit hours of subject-specific content for certification in Core EC-6 or English 7-12 and a

minimum of 15 semester credit hours of subject-specific content is required for certification in Science 7-12 with a minimum GPA of 2.75 in the content hours

Undergraduate Content Hours Required (TAC §227.10 (a)(4))

EC-6 Applicants

Require a minimum of 12 semester credit hours in the subject-specific content areas (English, Math, Science, History) with a minimum of at least 3 hours of coursework in each of the core areas with a minimum content GPA of 2.75

MAT applicants not meeting the required content hours or GPA requirements will require the applicant to take the TX PACT (Pre-Admission Content Test) Essential Academic Skills (700) that consists of Subtest I: Reading (701), Subtest II: Writing (702), and Subtest III: Mathematics (703) and attain a passing score. A candidate that is required to PACT for EC-6 must take the PACT 700 with all three subsections the first time they test.

7-12 Applicants

Science: Requires a minimum of 15 semester credit hours in the subject-specific content areas (Science)

MAT applicants not meeting the required content hours or GPA requirements will require the candidate to take the TX PACT (Pre-Admission Content Test) Science 7-12 (736) and attain a passing score.

English: Requires a minimum of 12 semester credit hours in the subject-specific content areas (English)

MAT applicants not meeting the required content hours or GPA requirements will require the candidate to take the TX PACT (Pre-Admission Content Test) English Language Arts and Reading 7-12 (731) and attain a passing score.

TX PACT TESTING

A Pre-Admission Content Test (PACT) can be used for admission to an alternative certification or post-baccalaureate educator preparation program. Applicants enrolling in a preparation program that requires a PACT exam beginning January 27, 2020, must complete a passing score on the appropriate new [TX PACT content examination](#) (TX PACT) that corresponds with each certificate area. TX PACT exams are not the same as the TExES content-pedagogy certification exams used for standard certification.

Law requires applicants to take and pass a PACT for admission into an EPP in the following cases:

1. If the applicant has a GPA below a 2.5 **or**
2. If the applicant has not completed at least 12 semester credit hours in the subject area of the certificate the applicant is seeking (15 hours if seeking certification in math or science above 7th grade).

A PACT is **not** required for applicants who meet the 2.5 GPA and have completed a minimum of either 12 or 15 semester credit hours of coursework.

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

The Texas Education Agency (TEA) reviewed the TOEFL Internet-based test (iBT) requirements for certified teachers whose degree was earned outside the United States. The purpose of the test is to demonstrate English language proficiency for all candidates who did not complete an undergraduate or graduate degree at an accredited institution of higher education in the United States that are reflective of the language skills that teachers need. As of October 2017, TEA in consultation with stakeholders introduced minimum TOEFL iBT requirements for each section of the test to demonstrate English language proficiency for all candidates who did not complete an undergraduate or graduate degree at an accredited institution of higher

education in the United States that are reflective of the language skills that teachers need: minimum scaled scores on the Test of English as a Foreign Language internet-Based Test (TOEFL iBT) is 24 for speaking, 22 for listening, 22 for reading, and 21 for writing (TAC230.11).

TRANSFER STUDENT CREDIT FOR PRIOR EXPERIENCES-EDUCATION DEPARTMENT

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

MILITARY EXPERIENCE CREDIT-EDUCATION DEPARTMENT

Contact Person: Certification Officer - Belinda Granados, bagranados@ollusa.edu

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

ADMISSION STATUS/NOTIFICATION:

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

1. Formal Admission— All initial teacher documents and requirements are met as specified in [\[19 TAC § 227.10\]](#) and will indicate a candidate's formal admission into MAT *. Candidates must sign and return the formal admission letter.
2. Pending Admission – Some admission requirements have not been met (such as a required retest and passing of one section or more sections of the Accuplacer). Candidates must have a 2.75 GPA or higher with completion of bachelor's degree, have demonstrated basic skills on two of the three SSI tests, and have submitted a complete portfolio and have been interviewed to be eligible for this option. After review by the Education Department, candidates are sent a letter indicating the steps that must be completed prior to the start of the semester in which they are enrolled in professional courses. Candidates can register for professional classes but must submit missing documents per the deadline in the letter; failure to complete requirements will result in candidates being dropped from the professional courses for that term. Once the terms are met, candidates will receive a subsequent letter indicating they are formally admitted into the MAT program.
3. Denied Admission— A letter indicating the areas that need remediation will be provided by the Department Chair. Per the Education Department policy, all applicants are eligible to apply one additional time. Applicants are recommended to work with their assigned advisor, Certification Officer, and/or Department Chair to ensure applicants are ready to resubmit a second time.

MINIMUM STANDARDS FOR REMAINING IN THE MAT PROGRAM

- A minimum overall institutional and cumulative G.P.A. of 3.0 – per graduate handbook
- No grade lower than a "C" is acceptable in any core, specialization or clinical teaching/internship course which includes specializations
- Demonstration of professional dispositions as measured on the Professional Practices and Responsibilities (PPR) Assessment

- Scholastic Integrity

PROFESSIONAL PRACTICES and RESPONSIBILITIES POLICY

The Education Department offers a curriculum designed to academically prepare individuals for the teaching profession. In addition to curriculum and testing requirements, all teacher candidates in the OLLU Master of Arts Teacher Education Admissions Cohort are expected to demonstrate professional dispositions that demonstrate that they are prepared to teach children and youth. This preparation results from the combination of successful completion of university coursework and the demonstration of important intra- and interpersonal characteristics and dispositions that all effective teachers should possess.

MAT Initial Teacher Certification Candidates - Professional Practices and Dispositions:

Competency in Oral, Written and Digital Communication

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

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

Positive Work Habits, Communication and Interactions

As a member of the teaching profession, it is important for Master of Arts teacher candidates to model positive work habits, responsibility, dependability, honesty and commitment to the profession. The Master of Arts teacher candidate:

- attends all classes as expected. Exhibits preparedness for class, engagement, and punctuality,
- demonstrates enthusiasm and a positive attitude towards the teaching profession and learners,
- dresses appropriately for the professional context and demonstrates positive personal hygiene habits; and
- demonstrates honesty and integrity by providing true statements regarding background, experiences, and qualifications; submitting one's own work; attributing proper credit for the ideas of others; and providing proper citation of source materials.

Cognitive Dispositions

The Master of Arts teacher candidate is required to:

- think analytically about educational issues,
- be thoughtfully reflective about their practice,
- be flexible, open to new ideas, and willing and able to modify their beliefs and practices,
- question and test their assumptions about teaching and schooling,
- demonstrate content knowledge appropriate for the level of certification they are seeking,
- demonstrate the effective utilization of technology for instructional purposes,
- demonstrate and utilize a wide variety of effective teaching practices,
- use formal and informal assessments to evaluate learners and teaching practices and utilizes the findings in instructional planning,
- recognize students' unique prior knowledge, life experiences and interests as part of the context for learning,

- J. promote achievement of students at all levels by providing equitable learning opportunities,
- K. apply effective planning and classroom organization as tools in maximizing instructional and learning time,
- L. make a positive contribution to the cooperating school community and school services; and
- M. demonstrate a commitment to continued professional growth – reflect on their own strengths and professional learning needs.

Respect for Diversity and Individual Differences

The Master of Arts teacher candidate, in preparation for responsible teaching, understands the importance of creating a learning environment in which diversity and individual differences are respected and is required to:

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

Facilitation of Cooperation and Productivity.

The Master of Arts teacher candidate, is expected to:

- A. work cooperatively and collegially in groups, which includes interactions with fellow students, faculty, teachers, staff, parents and administrators.
- 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. Master of Arts Teacher candidates do not impose personal, religious, sexual, and/or cultural values on others.

Collaboration and Interactions with Colleagues

The Master of Arts teacher candidate is expected to:

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

Models Ethical and Respectful Behaviors

The Master of Arts teacher candidate is expected to:

- A. maintain appropriate professional educator-student relationship and boundaries based on a reasonably prudent educator standards,
- B. demonstrate compliance with all laws, regulations, OLLU University Policies, The Texas Administrative Code of Ethics and Standards for Texas Educators, as well as the TEA professional program standards,
- C. maintain appropriate confidentiality at all times – including,
- D. confidential information concerning students unless disclosure serves professional purposes or is required by law,
- E. maintain a professional teacher-student relationships and teacher-parent relationships; and,
- F. serve as an advocate; demonstrates the disposition to act always for the benefit for all students.

Maintains Composure and Self Control

The Master of Arts teacher candidate is required to:

- A. follow appropriate channels of communication and authority,
- B. reacts/acts professionally when under stressful situation,

- C. respond with flexibility to various situation; and,
- D. uses sound judgment, emotional and self-control, and self-determination in personal interactions.

Maintains Proper Emotional and Physical Dispositions

The Master of Arts teacher candidate is required to:

- A. Stress Management-demonstrate the ability to deal with current life stressors through the use of 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 – use sound judgment, emotional and social self-control, and self-determination in personal interactions; and demonstrate the emotional and mental health required to function effectively as a teacher.
- C. exhibit motor and sensory abilities to attend and participate in class and field placements, with or without accommodations as recommended by the OLLU Disability Coordinator.

Note:

No otherwise qualified Master of Arts teacher candidate shall, on the basis of disability, be subjected to discrimination or excluded from participation in the Master of Arts initial teacher certification program. A Master of Arts 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 Accessibility Services Office and provide documentation as needed. The Director of Accessibility Services makes recommendations for accommodations.

MAINTAINING ACADEMIC REQUIREMENTS AND PROFESSIONAL BEHAVIORS

This policy was developed as a support to MAT candidate development as a professional. Therefore, any behaviors that are contrary to those described in the PPRA will be addressed immediately and a support plan will be developed.

1. Faculty will call a meeting with the Master of Arts teacher 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 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 the Master of Arts teacher candidate for certification. If all criteria are not met satisfactorily, Master of Art teacher candidates may be denied full acceptance into the MAT initial certification program and/or denied the opportunity to complete clinical teaching/internship.
3. A third infraction may lead to removal from the program. Without unconditional acceptance into the MAT initial certification program and successful completion of all course work, fieldwork, and clinical teaching/internships or its equivalent, the university does not recommend MAT candidates for Texas teacher certification. All Master of Arts teacher candidates referred for review are expected to participate in the process. Refusal to participate will not terminate or invalidate the process.

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

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

Pursuant to the Texas Education Code (TEC), §22.083, Master of Arts teacher 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 Master of Arts teacher 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 Chp. 249, Subchapter B §249.16](#).

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

1) 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.

2) Applicants may request a Preliminary Criminal History Evaluation (PCHE) prior to admission into the educator preparation program;

- TEA will provide an evaluation for a non-refundable online fee of \$50
- The evaluation will give TEA's written opinion about the individual's eligibility for certification and is based on the individual's self-reported criminal history
- The evaluation is voluntary and non-binding
- Master of Arts teacher candidates may request a Preliminary Criminal History Evaluation (PCHE) only if:
 - enrolled or planning to enroll in an educator preparation program or planning to take a certification exam for initial educator certification, and
 - there is reason to believe that the Master of Arts teacher candidate 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

1. Read all [FAQs](#) to ensure that the eligibility criteria for a preliminary criminal history evaluation is met. Do not submit a PCHE request or make payment if eligibility criteria is not met.

2. Gather the following information, which TEA will require to complete the evaluation. To prevent delay in the agency's response, be prepared to submit all documentation with the request:

- All offenses which may make you ineligible for a teaching certification,
- A statement about the circumstances upon which your arrest(s) were based,
- All court documentation showing the formal disposition of each offense and related charges. To obtain such documentation, contact the clerk in the jurisdiction (typically a County) in which you were arrested.

3. [Provide payment through Texas Online](#). Retain the Local Reference Number, which is your payment confirmation that will be included in your request. Please be aware that the fee is non-refundable.

4. Complete the online [Preliminary Criminal History Evaluation](#) request form. Upon your submission, you will receive a confirmation email that includes a copy of the information you entered.

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

Note to applicants/Master of Arts teacher candidates: If during the program of study, a person becomes ineligible for placement as a result of a certain criminal conviction he/she may have to withdraw from the course and/or program of study and may not be able to complete their course, certification and/or degree requirements. In addition, if upon successful completion of an educational program a candidate is convicted of certain offenses, they may become ineligible for certification/certification examination. Please refer to 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.

MAT PROGRAM COURSEWORK & TRAINING

Per TAC 228

- a minimum of 300 clock-hours of coursework and/or training for candidates seeking initial teacher certificate
- Prior to clinical teaching or internship candidates must complete:
 - a minimum of 30 clock-hours of field-based experience.
 - 150 clock-hours of coursework and/or training allowing candidate to demonstrate proficiency in:
 - (A) designing clear, well-organized, sequential, engaging, and flexible lessons that reflect best practice, align with standards and related content, are appropriate for diverse learners and encourage higher-order thinking, persistence, and achievement;
 - (B) formally and informally collecting, analyzing, and using student progress data to inform instruction and make needed lesson adjustments;
 - (C) ensuring high levels of learning, social-emotional development, and achievement for all students through knowledge of students, proven practices, and differentiated instruction;
 - (D) clearly and accurately communicating to support persistence, deeper learning, and effective effort;
 - (E) organizing a safe, accessible, and efficient classroom;
 - (F) establishing, communicating, and maintaining clear expectations for student behavior;
 - (G) leading a mutually respectful and collaborative class of actively engaged learners;
 - (H) meeting expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities;
 - (I) reflect on his or her practice; and
 - (J) effectively communicating with students, families, colleagues, and community members.

COURSEWORK

Students will select one of the following concentrations:

- Elementary EC-6 with additional certification in ESL (36 hrs.)
- Elementary EC-6 with additional certification in Bilingual Education (39 hrs.)
- Elementary EC-6 with additional certification in Special Education (39 hrs.)
- Secondary English Language Arts 7-12 with additional ESL certification option (39 hrs.)
- Secondary Science 7-12 with additional ESL certification option (37-39 hrs.)

Required Core Courses: 21 hours

- EDUC 6304 – Trends and Issues in Multicultural Education in Diverse Societies
- EDUC 6305 - Curriculum and Instruction in Multicultural Settings
- EDUC 6349 - Instruction and Assessment Practices for the Multicultural Classroom
- EDUC 6356 - Instructional Strategies for Diverse Populations
- EDUC 6365 - First and Second Language Development and Acquisition
- EDUC 6368 - Classroom Organization and Management for Multicultural Settings
- SPED 6305 – Diversity and Special Education

Clinical Teaching – Internships: 6 hours

- EDUC 6386 Internship 1 and EDUC 6387 Internship 2

Or

- EDUC 6680 Clinical Teaching

Required Courses for Elementary with ESL Specialization – 9 hours

- EDUC 6344 Reading and Writing Assessment
- EDUC 6348 Foundations of Reading and Writing
- EDUC 6364 English as a Second Language Methodology

Required Courses for Elementary with Bilingual Specialization – 12 hours

- EDUC 6344 Reading and Writing Assessment
- EDUC 6348 Foundations of Reading and Writing
- EDUC 6340 Foundations of Bilingual Education (new course)
- EDUC 6363 Biliteracy and Bilingual Language Development

Required Courses for Elementary with Special Education Specialization – 12 hours

- EDUC 6344 Reading and Writing Assessment
- EDUC 6348 Foundations of Reading and Writing
- SPED 6323 Behavior Analysis and Intervention
- SPED 8303 Special Education Law

Required Courses for Secondary Science Specialization– 10-11 hours

- EDUC 6375 Reading and Writing at the Secondary Level

And Two of the Following:

- EDUC 6364 English as a Second Language Methodology (if want ESL specialization)
- SCED 6410 Topics in Biology Education
- SCED 6420 Topics in Chemistry Education
- SCED 6430 Topics in Geology Education
- SCED 6440 Topics in Physics Education

Required Courses for Secondary English Language Arts with ESL Specialization – 12 hours

- EDUC 6348 Foundations of Reading and Writing
- EDUC 6375 Reading and Writing at the Secondary Level
- EDUC 6364 English as a Second Language Methodology

And One of the following:

- ENGL 6321 Teaching Rhetoric and Composition
- ENGL 7339 Literature of Identity and Power
- ENGL 7341 Literature of Social Movements
- ENGL 7342 Literature and Gender
- ENGL 7343 Literature, Race and Class

FIELD EXPERIENCE, CLINICAL TEACHING, and INTERNSHIP REQUIREMENTS

Field Experience:

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

Background Check Requirements:

In accordance with Texas Education Code §22.0835, each school district will complete a criminal background check on all Master of Arts teacher candidates placed in their classrooms prior to participation in any field-based coursework including clinical teaching and internships. School districts usually request a social security number and/or a driver's license number for all candidates in order to process background checks according to their procedures. Students are responsible for submitting all of 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.

Clinical Teaching and Internship:

The purpose of the clinical teaching and internship experience is to support the transition from college student to becoming a professional educator. As they experience the day-to-day routine of the classroom teacher, the clinical teacher or intern will gain a better understanding of the inter-relationships and dynamics of classrooms and schools in TEA approved school sites. This course provides for the opportunity for the clinical teacher or intern to benefit from the professional guidance of an experienced teacher and group of colleagues. Through this, the clinical teacher or intern will gain confidence in assuming their role of the teacher and grow professionally. Clinical Teaching and Internships must take place in the field and grade-level for which a candidate is seeking certification and will include a full range of experience that includes the start of the school year (defined as the first 15 instructional days of the school year)

Clinical Teaching and Internship is the culminating experience of the OLLU MAT teacher preparation program. Clinical Teachers will be placed with an experienced certified cooperating teacher. Clinical teachers must complete 14 weeks and no less than 70 full days; full-time (100% of the school day) supervised clinical teaching in their certification area. Internship must be for a minimum of one full school year for the classroom teacher assignment or assignments that match the certification category or categories for which the candidate is prepared by the EPP and require an intern certificate. Interns will be placed with

experienced certified mentor teachers. During Clinical Teaching and Internship students demonstrate their ability to effectively plan and teach developmentally appropriate lessons, implement effective classroom management strategies, and the application of a variety of evaluation methods and assessments to their instruction. Clinical teachers and Interns will be assessed on these important elements of teaching and their professional dispositions through observations completed by their university supervisor(s) and cooperating teachers or mentor teachers.

CLINICAL TEACHING

A full-time, one semester (6 credit hours) unpaid professional practicum in a TEA approved school site where the candidate can demonstrate proficiency in the educator standards applicable to their assignment

- **Full day teaching assignment (100% of the school day)/no less than 4 hours)**
- **Minimum teaching all day for 14 weeks/no fewer than 70 full days in a classroom**
- **Not the teacher of record; but gradually assume more responsibility for classroom instruction and management from cooperating teacher**
- **Under the direct supervision of a campus assigned cooperating teacher (certified /qualified)**
- **Supported and observed by university assigned field supervisor (ongoing)**
- **Placement is arranged by the University**
- **Unpaid**
- **Master of Arts teacher candidate must pass all TExES content exams**
- **Complete all program coursework**

INTERNSHIP

A full-time, two-semester internship (6 credit hours/semester) in a TEA approved school site where the Master of Arts teacher candidate is employed and paid as the teacher of record where the candidate will demonstrate proficiency in the educator standards applicable to their assignment subject to TAC §230.36

- **Full day teaching assignment (100% of the school day)/no less than 4 hours)**
- **Minimum teaching all day for one full school year in a classroom**
- **Teacher of record: employed by the school district**
- **Under the supervision of a campus assigned mentor teacher (certified /qualified) and campus supervisor**
- **Supported and observed by university assigned field supervisor (ongoing)**
- **Placement is NOT arranged by the University; candidate must attain their own district placement**
- **Paid as teacher of record by district; candidate is a district employee**
- **Requires an Intern Certificate**
- **Candidate must pass all TExES content exams and supplementals PRIOR to beginning internship and attaining Intern Certificate**
- **Complete all program coursework**
- **Note: If candidate fails to complete full internship due to withdrawing or release from the university OR resigning, discharge, or termination by the district, the intern certificate will be deactivated**

A. Clinical Teaching and Internship Block

Clinical Teaching or Internship is the culminating experience of the OLLU MAT teacher preparation program. The Director of Field Experience will work in collaboration with local school districts/campuses to place clinical teachers with a cooperating

teacher and interns with a mentor teacher who has at least three years of experience, who is an accomplished educator, who has completed cooperating/mentor teacher training and who is currently certified in the certification category for the clinical teaching assignment.

Clinical teachers will be assigned to a school accredited by TEA or other school approved by TEA. Clinical teachers will complete 14 weeks (70 days) of full-time (100% of the school day) supervised clinical teaching in their certification area. Interns will complete a full year of full-time (100% of the school day) supervised internship in their certification area.

During Clinical Teaching and Internship, clinical teachers and interns will demonstrate their ability to effectively plan and teach developmentally appropriate lessons, to implement effective classroom management strategies, and to apply a variety of evaluation methods and assessments to their instruction. Clinical teachers and interns will be assessed on these important elements of teaching and their professional dispositions through observations completed by their university supervisor(s), cooperating teachers or mentor teachers (interns). Clinical teachers and interns will be assigned a field supervisor who will observe the clinical teachers for at least 45-minutes at least three times during the clinical teaching semester. Field Supervisors will monitor their performance and provide constructive feedback to improve their effectiveness as educators.

B. Clinical Teaching and Internship Eligibility:

Applications to apply for clinical teaching or internship must be submitted the semester before your clinical teaching or internship block. Applications are available from the Director of Field Experience. Students must be officially admitted in order to apply for clinical teaching or internship. Once admitted to clinical teaching or internship, the Director of Field Experience will contact MAT teacher candidates with further information.

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

- Must be in "good standing" in the Education Department, e.g., GPA 3.0
- Completion of all coursework other than clinical teaching or internship; registering for more than 9 semester hours during your clinical teaching or internship requires permission from the Director of Field Experience.
- It is strongly recommended that no other coursework or outside employment be undertaken during the clinical teaching semester or internship year as both placements are full day placements with internship being a full work day/week/year.
- Clinical teaching (6 semester hours) is taken on a Pass/Fail basis. Due to the importance of the clinical teaching experience, teacher candidates are expected to complete the entire clinical teaching experience in order to be eligible for certification upon passing all certification exams.
- **Internship candidates must hold an intern certificate while participating in an internship**

C. Dismissal from Clinical Teaching and Internship

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

- More than two absences recorded for mandatory student teaching meetings;
- A request at any time, by school personnel or university supervisor that the clinical teacher be terminated;
- Unexcused absences from a clinical teaching assignment (the Director of Field Experience and Faculty Review Committee will determine if an absence is unexcused); or
- Unprofessional conduct.

NOTE: A Master of Arts teacher candidate must successfully complete clinical teaching or internship in order to be eligible for teacher certification. Failure to complete clinical teaching or internship will prevent certification recommendation.

See the OLLU Field Experience Handbook and the Clinical Teaching and Internship Procedures and Expectations for a

description of the field experiences placements, requirements/expectations and policy requirements including eligibility for clinical teaching and internship and remaining in the MAT certification program.

TRANSPORTATION POLICY REGARDING FIELD OBSERVATIONS, CLINICAL TEACHING, and INTERNSHIP

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

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

TESTING PROCEDURES AND POLICIES FOR CERTIFICATION

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

❖ EC-6 Certifications

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

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

Individual subject area tests (if need to repeat a section):

- 801 ELA
- 802 Mathematics
- 803 Social Studies
- 804 Science
- 805 Fine Arts, Health, Physical Education

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

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

Early Childhood to Sixth Grade Core Subjects with Special Education certification candidate:

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

❖ 7-12 Certifications

TEXES 7-12 content area test for your field:

- TEXES #160 Pedagogy and Professional Responsibilities EC-12 / plus one of the following:
- TEXES # 236 Science*
- TEXES # 231 English Language Arts and Reading*

***With the English as a Second Language (ESL) certification option:**

- TEXES #154 English as a Second Language

Please note the following:

Per the Texas Education Agency (TEA) major changes are planned for the Core EC-6 subject tests and the PPR EC-12 (Pedagogy and Professional Responsibilities) test. Master of Art teacher candidates certifying AFTER January 1, 2021 will be required to take an additional certification test on the Science of Teaching Reading (STR) and the PPR EC-12 test which is currently a multiple-choice test may be replaced by the edTPA performance-based portfolio. Both proposed changes will add on additional expenses and require extra effort. Taking and passing your required certification exam as soon as possible is highly encouraged.

CERTIFICATION EXAM READINESS AND REMEDIATION POLICY

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

BASELINE DATA

- a. During MAT Application process, applicants will be given a test preparation account (240 Tutoring) and applicants must complete their readiness/ practice TEXES tests: Core EC-6 /Content test and specialization(s) as a means of collecting base-line data for the Education Department.
- b. Practice Content Test Deadline: **Prior to final admission.**

Qualifying to be authorized to register for official TEXES Certification Exams, candidates must:

- c. Demonstrate readiness on the appropriate Practice TEXES test(s) with an overall score of 240=80%. – these include, the PPR exam, Content Area(s), Special Education, Bilingual test (s), and ESL exam; the Core EC-6 requires a score of 240 in EACH subject area

DEMONSTRATING READINESS

Master of Arts teacher candidates will not be eligible for an internship certificate unless they have passed all of their content certification exams

- a. **Prior to clinical teaching or internship** Master of Arts teacher candidates must demonstrate readiness. Master of Arts teacher candidates are expected to register for and pass the Content Exam and supplementals.
240 Tutoring Practice Test unless otherwise indicated:
Core EC-6
7-12 Content: Science or ELAR
Bilingual Education Supplemental
Bilingual Target Language Proficiency Test (BTLPT)
ESL

Special Education

- b. Elementary Master of Arts teacher candidates (EC-6) are required to demonstrate readiness with a score of 240/80% or better on the 240 Tutoring Practice Test and at least 240/80% or better on EACH content area (Reading 801, Math 802, Social Studies 803, Science 804, & Fine Arts/Health/PE 805) in one test taking session. Demonstrating Readiness for an individual subject area will only be allowed when there are only 1 individual subject the candidate has not previously demonstrated readiness.
- c. All base-line assessments and/or practice tests must be taken in one sitting in a secure testing environment to better simulate an official testing experience (also taken in the order the test is in; no jumping from one subject area to another)
- d. Please note that each Practice TExES exam is timed (maximum 5 hrs.)
- e. Master of Arts teacher candidates must be fully admitted into MAT and meet the requirements above in order to be authorized to take any of the official certification exams. Note: Candidates under Conditional Admittance MAT contracts will not be authorized to test but will receive access to 240 Tutoring. If a candidate does not demonstrate readiness, they must submit a remediation plan by September.
- f. When Master of Arts teacher candidates have demonstrated readiness on their Practice TExES exam, they should submit their 240 Tutoring practice score report to the Certification Officer. NOTE: Once student scores have demonstrated readiness, they will receive an email notification providing registration instructions for the official TExES certification exam from the certification officer.

EXTENDED READINESS PLAN

- a. A Master of Arts teacher candidate who does not achieve the level required to demonstrate readiness (240=80%) on the Practice TExES exam must meet with the Certification Officer to review and develop their preparation plan. This plan will include deadlines to demonstrate readiness no later than the end of the semester in which the student is enrolled.
- b. Preparation Plan may include:
 - Follow through with Study Plan provided by 240 Tutoring along with retaking the practice exam on the 240 Tutoring site <https://study.240tutoring.com/courses>
 - Request one-month access to 240 Tutoring to complete the quizzes, flash cards, and study materials in order to take the practice test. If students score a 90% of 240 Tutoring, the company guarantees you will pass your certification exam.
 - Retesting of the Practice exam/content area using a paper-based practice test
 - Review Resource Book available through the Certification Officer
 - Test Anxiety Sessions
 - Content Review Sessions and/or ACE Tutoring Sessions
 - Review of Study Guides, Web Based Programs, and Texts
 - Pearson Interactive Practice Tests available at a cost of \$10: [Prepare/Interactive Practice Exams](#)
 - Private Tutoring outside of OLLU
 - Region 20 Test Preparation Service
- c. Upon completion of all components of their Preparation Plan, Master of Arts teacher candidates will receive authorization to retest from the Certification Officer for the TExES practice exam they needed to demonstrate readiness.
- d. When Master of Arts teacher candidates have demonstrated readiness on their Practice TExES exam with a score of 240/80% or better they will receive an email notification providing certification exam registration instructions.

Registering for TExES Certification Exams

- a. Effective September 1, 2018 Texas educator candidates will need to create a NEW Pearson testing account in order to register for TExES certification exams by logging into <http://www.tx.nesinc.com>, clicking on “My Account” on the upper right hand corner of the page, selecting “Create an account now” and following the prompts.
- b. To register for a certification exam, go to <http://www.tx.nesinc.com>, select “Register” and follow the instructions provided. You must have created a Pearson testing account and have your TEA ID number to register. The Pearson Testing website also contains a variety of test preparation resources free of charge.
- c. Your driver’s license first and last name MUST match the name on your admission ticket. Failure to do so will result in denial of admission to take the test, which can result in a delay of testing and/or continuation in clinical teaching. Consult [Pearson Testing Policies](#) regarding specific ID requirements/policy and test center rules.
- d. Testing fees are due when registering for an official certification exam and are \$116 per TExES exam and \$136 for STR (293) with a test payment processing fee. Candidates have 170 days to schedule and take their exam. If they do not take it or withdraw their registration within 170 days their registration expires, and they will receive no refund or credit of any kind. Cash and checks of any kind are not accepted for payment. **REMEMBER you must demonstrate readiness to register for your content exam and supplementals, take the content exam and supplementals and pass content exam prior to Clinical Teaching or Internship.**

Content Testing Requirement Prior to Clinical Teaching or Internship Policy

Master of Arts teacher candidates will not be eligible for an internship certificate unless they have passed all of their content certification and supplemental exams

- a. Master or Arts teacher candidates must have taken and passed the practice content exam by attaining an overall score of 240 or better prior to beginning their internship; PRIOR TO BEGINNING INTERNSHIP ALL CONTENT AND SUPPLEMENTAL EXAMS MUST BE TAKEN AND PASSED
- b. MAT candidates who will be clinical teaching must demonstrate readiness prior to the start of their clinical teaching assignment.
- c. If you have not demonstrated readiness on your practice exam and taken and passed the content and supplemental exams by the start of internship you will be registered for clinical teaching. This will result in a delay in your graduation, so please do not delay in preparing for your exam.

Accommodations for Disabilities or Health-Related Needs

- a. Master of Arts Teacher candidates who need accommodations for the practice TExES exams at the OLLU Testing Center must contact the Accessibility Services Office at least 30 days prior to the first diagnostic (practice) session to obtain official documentation. Official documentation from the Accessibility Services Office must be provided to the advisor and the OLLU Testing Center for accommodations to be provided. If a student applies for accommodations with TEA through Pearson, they must be already receiving accommodations from OLLU’s Accessibility Services Office
Contact Info: Walter Center Suite 206 Office: (210) 431-4010 Appointments: (210) 528-7158 Email: ada@ollusa.edu
Website: [Accessibility Services](#)
- b. Students should understand that TEA does not have to grant accommodations, and OLLU accommodations do not necessarily translate into TEA accommodations.
- c. Candidates requesting accommodations for the official TExES certification exam must log into the Pearson website at [Pearson Alternative Testing Arrangements](#) to obtain information about requesting alternative testing arrangements. Candidates must then submit the request form and the required documentation after registering for the test but PRIOR to scheduling a testing appointment for the test.

Five Testing Attempts Limit:

Beginning September 1, 2015, Master of Arts teacher 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](#)

Corrective Action Plan

- a. If a Master of Arts teacher candidate does not achieve a passing score on the official TExES certification exam, he/she must wait 30 days before attempting to test again AND must re-demonstrate readiness with a score of 260 or better for testing authorization.
- b. Master of Arts teacher candidates will meet with the Certification Officer, sign a 5 Testing Limit Letter of Understanding, and develop a Corrective Action Plan in conjunction with program faculty that may include:
 - Additional login (6-10 hours) provided by 240 Tutoring along with retaking the practice exam on the 240 Tutoring site <https://study.240tutoring.com/courses> with the passing of a practice exam with a minimum score of 260
 - Retesting of the Practice exam/content area using a paper-based practice test
 - Review Resource Book available through the Certification Officer
 - Test Anxiety Sessions
 - Content Review Sessions and/or ACE Tutoring Sessions
 - Review of Study Guides, Web Based Programs, and Texts
 - Pearson Interactive Practice Tests available at a cost of \$10: [Prepare/Interactive Practice Exams](#) (optional)
 - Private Tutoring outside of OLLU (optional)
 - Region 20 Test Preparation Service (optional)

STEPS TO BECOMING A CERTIFIED TEXAS TEACHER

In order to become a highly qualified, certified teacher in the State of Texas, MAT candidates are expected and required to:

- Decide on the area of interest including specific grade level(s) of students and subject area(s),
- Meet the screening criteria for the program with regards to basic skills, GPA, content course hours completed and professional dispositions. Some of the requirements to be met are state-mandated and others are specific to OLLU's certification program,
- Complete the educator preparation program (program requirements will vary by specific certifications),
- Demonstrate the required Texas educator skills by passing the Texas Examinations of Educator Standards (TExES) certification exams BOTH in the selected content area (per your degree plan) and the Pedagogy and Professional Responsibilities certification exam (PPR, EC-12),
- Domains of learning assessed via content area TExES examination vary by certification area; however, each domain covers the educator standards which are supported by specific competencies,
- Specializations in Special Education, Bilingual Education, and ESL require additional TExES certification examinations,
- Detailed information about certification examinations, domains, standards, and competencies for each certification area can be found on the Pearson Testing website: <http://www.tx.nesinc.com/>,
- Apply for certification and fingerprinting through your TEAL/ECOS account and pay the required fees,
- 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](#),
- 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.

COST OF BECOMING A TEACHER IN TEXAS

Expenses and fees are assessed related to background checks, fingerprinting fees, and certification exam fees

OLLU EPP Background check /TEA Fee	\$10 + \$35= \$45
Pearson TExES Exam (per exam) Core EC-6 & PPR EC-12	\$ 116 (additional fees may apply)
TEA Standard Certification Fee	\$78
TEA Fingerprinting Fee	\$ 40.25 (online) + \$10.00 (in person appt) =\$50.25
Total for 7-12 grade teacher costs and fees: content exam, PPR EC-12, and supplemental	\$ 405.25 (not an absolute total as additional fees may apply)
ONLY for Core EC-6: Science of Teaching Reading (STR)	\$136
Total for EC-6 grade teacher costs and fees:	\$541.25 (not an absolute total as additional fees may apply)

STUDENT SERVICES AND POLICIES

CONSENT TO RELEASE EDUCATION RECORDS/ FERPA

The Family Educational Rights and Privacy Act of 1974 (“FERPA” 20 USC 123g; 34 CFR 99; commonly known as the “Buckley Amendment”) 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 or internship.

OLLU STUDENT SERVICES

CAMPUS RESOURCES IN CAREER AND DEVELOPMENT TESTING

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

Website: [Center for Career Development and Testing](#)

OLLU TUTORING CENTER

The Academic Center for Excellence (ACE) encourages learning, intellectual growth and professional development. Through individual tutorials, study groups and workshops, ACE's professional and peer staff engage students in conversations that encourage and support mindful, self-aware thinkers. ACE fosters open communication, intellectual curiosity and personal discovery.

Website: [Academic Center for Excellence](#)

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

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

COUNSELING SERVICES

Counseling Services provides psychological services and support for students that enhance psychological and emotional growth.

Website: [Counseling Services](#)

HEALTH SERVICES

All OLLU students have 24-hour access to virtual medical and counseling appointments through [OLLU Health](#), a service that allows students to talk with a physician or other health care provider via video chat or phone. These virtual appointments are available to OLLU students at no cost.

Staff in the Health Education Resource Office on the San Antonio campus assist students with accessing medical care either through [OLLU Health](#), or by helping students connect with an area health care provider and providing guidance on using insurance benefits. The office also provides information on preventative care and health education. Services are available to all current students.

Website: [Health Services](#)

CENTER FOR STUDENTS IN RECOVERY

The Center for Students in Recovery (CSR) at Our Lady of the Lake University is the first Collegiate Recovery Program (CRP) at a Catholic University in the United States. The CSR provides a supportive community where students in recovery, and in hopes of recovery, can achieve academic success while using a holistic approach to strengthen the person and community on their path to recovery.

The goal of the CSR is to normalize recovery by spreading awareness and reducing the stigma of addiction by bridging the gap with a compassionate joint effort of the people who desire inclusiveness. Students at any stage of recovery, and allies, at any point in their academic journeys are welcome. The CSR offers student-organized and led peer support group meetings, sober social activities, and educational programming. The CSR is a member of the Association of Recovery in Higher Education (ARHE) and participates in national conferences. CSR is in collaboration with Stop the Addiction Fatality Epidemic (SAFE Project) where scholarship opportunities are available for the Collegiate Recovery Leadership Academy.

Website: [Center for Students in Recovery](#)

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 www.ollusa.edu

D. [OLLU Student Concerns Procedure](#) Students are encouraged to voice legitimate concerns to relevant University officials. Concerns should be directly verbally to the individual involved or, if the concern does not involve an individual, to the supervisor of the area or department of concern. If such action does not result in adequate resolution of the situation, concerns should be put in writing and one of the following procedures applies:

1. Academic concerns should be expressed first to the instructor, then to the appropriate program head or department chair, then to the dean of the appropriate school or college, then to the Vice President for Academic Affairs.

2. Non-academic and administrative concerns should be expressed first to the individual, then to the director or supervisor of the department, then to the division Vice President or supervisor.

E. OLLU Student Grievance Procedure Our Lady of the Lake University provides a uniform method by which students can pursue grievable academic issues: [Academic Grievance Procedure](#)

F. For full information about our Student Grievance Procedures please visit: www.ollusa.edu/TitleIX.

G. 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.

H. [STUDENT HANDBOOK](#)

I. [COMPLAINT PROCESS](#)

EDUCATION DEPARTMENT POLICIES – The most current documents are located on the OLLU webpage under [MAT Admission Requirements and Deadlines](#).

A. MAT ADMISSION REQUIREMENTS

B. OUT OF COUNTRY APPLICANTS/TOEFL IBT

C. PRIOR MILITARY EXPERIENCE

D. CRIMINAL HISTORY POLICY

E. FERPA FORM

F. PROCEDURES AND POLICIES FOR CERTIFICATION EXAMINATIONS

G. CERTIFICATION EXAM READINESS AND REMEDIATION POLICY

H. PROFESSIONAL PRACTICES AND RESPONSIBILITIES POLICY

I. TRANSPORTATION POLICY

J. DISMISSAL POLICY

K. EDUCATOR PREPARATION PROGRAM COMPLAINT POLICY FOR TEA OLLU 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

a. Disciplinary action - - [19 TAC RULE §249.15](#)

b. Eligibility of Persons with Criminal History - [19 TAC RULE §249.16](#)

H. [Complaints Against Educator Preparation Programs](#)

TEXAS ADMINISTRATIVE CODE §228.2. DEFINITIONS

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

- (1) Academic year--If not referring to the academic year of a particular public, private, or charter school or institution of higher education, September 1 through August 31.
- (2) Accredited institution of higher education--An institution of higher education that, at the time it conferred the degree, was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board.
- (4) Benchmarks--A record similar to a transcript for each candidate enrolled in an educator preparation program documenting the completion of admission, program, certification, and other requirements.
- (5) Campus supervisor--A school administrator or designee responsible for the annual performance appraisal of an intern.
- (6) Candidate--An individual who has been formally or contingently admitted into an educator preparation program; also referred to as an enrollee or participant.
- 8) Certification category--A certificate type within a certification class, as described in Chapter 233 of this title (relating to Categories of Classroom Teaching Certificates).
- (9) Certification class--A certificate, as described in §230.33 of this title (relating to Classes of Certificates), that has defined characteristics; may contain one or more certification categories, as described in Chapter 233 of this title.
- (10) Classroom teacher--An educator who is employed by a school or district and who, not less than an average of four hours each day, teaches in an academic instructional setting or a career and technical instructional setting. This term does not include an educational aide or a full-time administrator.
- (11) Clinical teaching--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.
- (12) Clock-hours--The actual number of hours of coursework or training provided; for purposes of calculating the training and coursework required by this chapter, one semester credit hour at an accredited institution of higher education is equivalent to 15 clock-hours. Clock-hours of field-based experiences, clinical teaching, internship, and practicum are actual hours spent in the required educational activities and experiences.
- (13) Contingency admission--Admission as described in §227.15 of this title (relating to Contingency Admission).
- (14) Cooperating teacher--For a clinical teacher candidate, 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.

(15) Educator preparation program--An entity that must be approved by the State Board for Educator Certification to recommend candidates in one or more educator certification classes.

(16) Entity--The legal entity that is approved to deliver an educator preparation program.

(17) Field-based experiences--Introductory experiences for a classroom teacher certification candidate involving, at the minimum, reflective observation of Early Childhood-Grade 12 students, teachers, and faculty/staff members engaging in educational activities in a school setting.

(18) Field supervisor--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. A field supervisor with experience as a campus-level administrator and who holds a current certificate that is appropriate for a principal assignment may also supervise classroom teacher, master teacher, and reading specialist candidates. A field supervisor with experience as a district-level administrator and who holds a current certificate that is appropriate for a superintendent assignment may also supervise principal candidates. If an individual is not currently certified, an individual must hold at least a master's degree in the academic area or field related to the certification class for which supervision is being provided and comply with the same number, content, and type of continuing professional education requirements described in §232.11 of this title (relating to Number and Content of Required Continuing Professional Education Hours), §232.13 of this title (relating to Number of Required Continuing Professional Education Hours by Classes of Certificates), and §232.15 of this title (relating to Types of Acceptable Continuing Professional Education Activities). A field supervisor shall not be employed by the same school where the candidate being supervised is completing his or her clinical teaching, internship, or practicum. A mentor, cooperating teacher, or site supervisor, assigned as required by §228.35(f) of this title (relating to Preparation Program Coursework and/or Training), may not also serve as a candidate's field supervisor.

(19) Formal admission--Admission as described in §227.17 of this title (relating to Formal Admission).

(21) Initial certification--The first Texas certificate in a class of certificate issued to an individual based on participation in an approved educator preparation program.

(23) Intern certificate--A type of certificate as specified in §230.36 of this title (relating to Intern Certificates) that is issued to a candidate who has passed all required content pedagogy certification examinations and is completing initial requirements for certification through an approved educator preparation program.

(24) Internship--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 certificate.

(25) Late hire--An individual who has not been accepted into an educator preparation program before the 45th day before the first day of instruction and who is hired for a teaching assignment by a school after the 45th day before the first day of instruction or after the school's academic year has begun.

(26) Mentor--For an internship candidate, an educator who is collaboratively assigned by the campus administrator and the educator preparation program (EPP); who has at least three years of teaching experience; who is an accomplished educator as shown by student learning; who has completed mentor training, including training in how to coach and mentor teacher candidates, by an EPP within three weeks of being assigned to the intern; who is currently certified in the certification category in which the internship candidate is seeking certification; who guides, assists, and supports the candidate during the internship 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.

(27) Pedagogy--The art and science of teaching, incorporating instructional methods that are developed from scientifically based research.

(28) Post-baccalaureate program--An educator preparation program, delivered by an accredited institution of higher education and approved by the State Board for Educator Certification to recommend candidates for certification, that is designed for individuals who already hold at least a bachelor's degree and are seeking an additional degree.

(30) Probationary certificate--A type of certificate as specified in §230.37 of this title (relating to Probationary Certificates) that is issued to a candidate who has passed all required certification examinations and is completing requirements for certification through an approved educator preparation program.

(31) School day--If not referring to the school day of a particular public or private school, a school day shall be at least seven hours (420 minutes) each day, including intermissions and recesses.

(32) School year--If not referring to the school year of a particular public or private school, a school year shall provide at least 180 days (75,600 minutes) of instruction for students.

(33) Site supervisor--For a practicum candidate, an educator who has at least three years of experience in the aspect(s) of the certification class being pursued by the candidate; who is collaboratively assigned by the campus or district administrator and the educator preparation program (EPP); who is currently certified in the certification class in which the practicum candidate is seeking certification; who has completed training by the EPP, including training in how to coach and mentor candidates, within three weeks of being assigned to a practicum candidate; who is an accomplished educator as shown by student learning; who guides, assists, and supports the candidate during the practicum; and who reports the candidate's progress to the candidate's field supervisor.

(34) 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.

(35) Texas Essential Knowledge and Skills (TEKS)--The Kindergarten-Grade 12 state curriculum in Texas adopted by the State Board of Education and used as the foundation of all state certification examinations.



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College of Professional Studies

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