



Educator Preparation Program (EPP) Handbook

Practices, Policies and Procedures for the
EPP

2023-2024

Stephen F. Austin State University
Educator Preparation Program (EPP) Practices, Policies and
Procedures

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Stephen F. Austin State University

The Educator Preparation Program (EPP) of Stephen F. Austin State University (SFA) is a program of the James I. Perkins College of Education. This program exists to prepare future educators at the undergraduate, graduate, doctoral and professional level. The SFA Professional Educator's Council (PEC) oversees the policies, practices, and procedures of the EPP. This handbook is a compilation of those documents. It is frequently updated as the PEC makes updates to the policies, practices and procedures that guide the EPP.

The information enclosed is accurate at the time of compilation; however, policies are subject to change based on state and university guidelines. This handbook is meant to offer crucial policies in regards to the Educator Preparation Program (EPP). Staff in The Office of Assessment and Accountability (McKibben 404) can help with any questions. For the most current information visit the Office of Assessment and Accountability website at <https://www.sfasu.edu/coe> or call 936-468-1282.

The most current version of the SFASU Educator Preparation Program Calendar can be viewed at [epp-calendar.pdf \(sfasu.edu\)](#).

**James I. Perkins College of Education
Educator Preparation Program
Administration and Staff**

Dean, James I. Perkins College of Education
Dr. Judy Abbott

Associate Dean of Assessment & Accountability
Dr. Christina Sinclair

Accounting Clerk III
Ms. Nikkie Strahan

Sr. Secretary
Ms. Bonnie Fyffe

Educator Preparation Program Manager
Ms. Carrie Baker

Certification & Assessment Coordinator
Ms. Julie Stadler

Certification Coordinator
Ms. Melanie Mercer

Clinical Practice Coordinator
Ms. Michelle Miller

Data and Technology Manager
Mr. Joe Strahl

QClassroom Management and Support
Ms. Daniella Anyabine

Data Analytics
Dr. Tingting Xu

McKibben Education Building Box 13071, SFA Station Nacogdoches, TX 75962

Office: (936) 468.1282

Fax: (936) 468.1224

edprep@sfasu.edu

[Assessment and Accountability](#)

Professional Educators Council

Stephen F. Austin State University

Approved by PEC April 23, 2015

The purpose of the Professional Educators Council (PEC) is to develop and execute practices, procedures, and policies for the Educator Preparation Program (EPP) of Stephen F. Austin State University (SFA).

Council Composition

- a) Each Department Chair / School Director in the Perkins College of Education (PCOE)
- b) Each Program Coordinator in the EPP
- c) Educator Preparation Program Manager
- d) Data and Technology Manager/LiveText Coordinator
- e) Field Experience and Clinical Practice Coordinator
- f) Certification Officer
- g) Certification Assessment Coordinator
- h) Director of Advisors
- i) Dean of the PCOE (Chair)
- j) Associate Dean of Student and Faculty Affairs
- k) Associate Dean of Assessment and Accountability (Secretary)
- l) Two Student Representatives – preferably one initial certification, one advanced certification
- m) Other faculty as appointed

Committee Responsibilities

- a. Oversee maintenance of accreditation by SBEC, CAEP, and other national organizations
- b. Review proposals for any changes in teaching field programs and professional education programs including curriculum
- c. Establish criteria for program admission and retention
- d. Recommend criteria for educator certification or licensing
- e. Review, maintain and approve all EPP practices, procedures, and policies
- f. Oversight of program continuation review
- g. Other duties as arise related to the EPP

Reporting Structure

- a. PEC is a standing university committee. Membership is a duty related to the role Administrator, Faculty, or Staff directly associated with mission of the EPP. Members serve for the duration of their associated position.
- b. PEC reports to the Provost and Vice President for Academic Affairs
- c. PEC work is supported and facilitated by the PCOE Office of Assessment & Accountability and the PCOE Office of Student Services and Advising.

Procedures

- a. All practices, procedures, or policies that directly affect the day-to-day operations of the EPP must be taken to the PEC. This includes, but is not limited to admission, retention and exit practices, certification testing practices, curriculum, fees, field experience and clinical practice practices.
- b. A quorum is established by 51% of the PEC being present to vote.
- c. All practices, procedures, or policies requiring PEC approval must be given two readings by the PEC before the item goes to a vote. In some instances, an email reading is appropriate.
- d. After the second reading, the proposed practice, procedure, or policy must receive a majority vote to be considered accepted by the EPP.
- e. The PEC will meet three times per academic year: once in the fall, once in early spring and once near the end of spring.

STEPHEN F. AUSTIN STATE UNIVERSITY

JAMES I. PERKINS COLLEGE OF EDUCATION

VISION

The James I. Perkins College of Education at Stephen F. Austin State University will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels.

MISSION

The mission of the James I. Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society.

To accomplish this mission, the goals of the College of Education are to:

- a) Provide programs at both undergraduate and graduate levels based upon sound pedagogical and clinical practice
- b) Prepare teachers, support personnel, and educational leaders for Texas
- c) Employ and support faculty members who are committed to excellence in teaching, scholarship, and service
- d) Provide a variety of teaching venues incorporating the latest technologies to a range of diverse student interests, backgrounds, and aspirations
- e) Maintain resources and facilities that allow each program to meet its expected outcomes
- f) Collaborate with external partners to enhance students' knowledge, skills, and dispositions, and to influence the ongoing exchange of ideas for mutual benefit
- g) Engage in outreach services
- h) To address specific needs in the broader community,
- i) To enhance student learning,
- j) To instill commitment to service, and
- k) To promote the reputation of the University, and to
- l) Conduct research to advance knowledge and to contribute to the common good.

VALUES

In the College of Education at Stephen F. Austin State University, we value and are committed to:

- a. Academic excellence through critical, reflective, and creative thinking
- b. Life-long learning
- c. Collaboration and shared decision-making
- d. Openness to new ideas, to culturally diverse people, and to innovation and change
- e. Integrity, responsibility, diligence, and ethical behavior
- f. Service that enriches the community

PROGRAM ACCREDITATIONS

National Council for Accreditation of Teacher Education (NCATE)

The SFA EPP earned accreditation from the National Council for the Accreditation of Teacher Education (NCATE) in 2014 and will have the next site visit in Spring 2021. In that process, the following programs achieved a status of “Recognized” through 2020 by the specialized program area (SPA) national associations listed below.

Early Childhood-Grade 6 (EC-6): Association for Childhood Education International (ACEI)
Early Childhood-Grade 6 Online (EC-6 Online): ACEI
Middle Grades (MLG): Association for Middle Level Education (AMLE/NMSA)
Middle Grades (MLG Online) (AMLE/NMSA)
Early Childhood MEd: National Association for the Education of Young Children (NAEYC)
Elementary Education—Reading MEd: International Reading Association (IRA)
Principal: Educational Leadership Constituent Council (ELCC)
Superintendent: ELCC
Deaf & Hard of Hearing: Council for Exceptional Children (CEC)
Visual Impairment and Orientation and Mobility (CEC)
Educational Diagnostician (CEC)
7-12 English Education: National Council of Teachers of English (NCTE)
EC-12 Physical Education (Society for Health and Physical Educators, SHAPE AMERICA)

SFA School Counseling is accredited by Council for Accreditation of Counseling and Related Educational Programs (CACREP) through October 31, 2024.

SFA Family and Consumer Sciences is accredited by the American Association of Family and Consumer Sciences (AAFCS) through 2026.

SFASU

Approved Certificate Areas

The chart below indicates the certificates in which SFA is approved to offer. SFA offers three routes to certification: traditional (undergraduate), alternative certification program (ACP) and post-baccalaureate (PB).

The following is a description of the three routes:

- Traditional (Undergraduate) – Requires that candidates earn a bachelor’s degree with teacher certification.
- Alternative Certification Program (ACP) – Designed for candidates with a bachelor’s degree and are only seeking certification.
- Post-Baccalaureate (PB) – Designed for candidates with a bachelor’s degree who are seeking an advanced degree with certification

NOTE: Not all certificates are offered at all routes.

Certificate	Traditional (Undergraduate)	Alternative Certification Program (ACP)	Post- Baccalaureate (PB)
Agriculture, Food & Natural Resources (Grades 6-12)	✓	✓	✓
Art (Grades EC-12)	✓	✓	✓
Bilingual Education Supplemental-Spanish (Grades NA)			
Business and Finance (Grades 6-12)		✓	✓
Chemistry (Grades 7-12)	✓	✓	✓
Core Subjects with STR (Grades 4-8)	✓		
Core Subjects with STR (Grades EC-6)	✓		
Dance (Grades 6-12)	✓	✓	✓
Deaf and Hard of Hearing (Grades EC-12)	✓	✓	✓
Educational Diagnostician (Grades EC-12)		✓	✓
English Language Arts and Reading (Grades 7-12)	✓	✓	✓
English Language Arts and Reading with STR (Grades 4-8)	✓		
English as a Second Language Supplemental (Grades NA)			
Family and Consumer Sciences (Grades 6-12)	✓		

Health (Grades EC-12)		✓	✓
History (Grades 7-12)	✓	✓	✓
Hospitality, Nutrition and Food Sciences (Grades 8-12)			
Human Development and Family Studies (Grades 8-12)			
Journalism (Grades 7-12)		✓	✓
Languages Other Than English - French (Grades EC-12)	✓	✓	✓
Languages Other Than English - Spanish (Grades EC-12)	✓	✓	✓
Life Science (Grades 7-12)	✓	✓	✓
Mathematics (Grades 4-8)	✓		
Mathematics (Grades 7-12)	✓	✓	✓
Music (Grades EC-12)	✓	✓	✓
Physical Education (Grades EC-12)	✓	✓	✓
Physical Science (Grades 6-12)	✓	✓	✓
Principal as Instructional Leader (Grades EC-12)		✓	✓
Reading Specialist (Grades EC-12)		✓	✓
School Counselor (Grades EC-12)		✓	✓
Science (Grades 4-8)	✓		
Social Studies (Grades 4-8)	✓		
Social Studies (Grades 7-12)	✓	✓	✓
Special Education (Grades EC-12)	✓		
Special Education Supplemental (Grades NA)			
Speech (Grades 7-12)	✓	✓	✓
Superintendent (Grades EC-12)		✓	✓
Teacher of Students with Visual Impairments (Grades EC-12)		✓	
Theatre (Grades EC-12)	✓	✓	✓

Ethics and Dispositions

TAC 247.2 - Code of Ethics and Standard Practices for Texas Educators

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at [https://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y)

Professional Dispositions Statement for Educator Preparation

Professional dispositions are defined by the Council for Accreditation of Educator Preparation (CAEP) as “the habits of professional action and moral commitments that underlie an educator’s performance” (InTASC Model Core Teaching Standards). At SFA, we are committed to preparing educators whose professional dispositions reflect the core values of the Perkins College of Education, therefore professional educator candidates admitted to the educator preparation are expected to exhibit the following:

- **Academic excellence.** This is demonstrated by:
 - critical, reflective, and creative thinking
 - full and responsible engagement in coursework
 - strong communication skills

The following characteristics are indicative of the necessary professional dispositions in this area to be admitted to educator preparation:

- I regularly attend my classes, and I am on time.
- I am prepared for class.
- I actively participate.
- I accept input from others and ask questions when I do not understand.
- I submit quality assignments on time.
- I exhibit strong communication skills.
- I seek to extend my learning beyond the classroom.
- I am willing to examine, question and develop my own ideas about presented information.

● **Potential for becoming a life-long learner.** This is demonstrated by:

- establishing habits of mind representative of a professional educator

The following characteristics are indicative of the necessary professional dispositions in this area to be admitted to educator preparation:

- I display curiosity and interest in my studies.
- I seek to learn more about being a professional educator.
- I engage in learning beyond the minimum requirements of the course.
- I use professional resources to enhance knowledge.
- I am committed to continuous learning after the completion of my degree.
- I am committed to continuous experiential learning and development related to my career.

● **Collaboration and shared decision-making.** This is demonstrated by:

- working effectively with peers on group projects
- engaging in constructive dialogue in classes
- responding positively to feedback from instructors
- using positive conflict resolution strategies

The following characteristics are indicative of the necessary professional dispositions in this area to be admitted to educator preparation:

- I seek out and consider other points of view.
- I am skilled at using direct and indirect communication with others.
- I am skilled at assessing direct and indirect communication with others.
- I receive feedback or criticism from others in a professional manner and use this information for improvement.
- I value and contribute to the group process.

● **Openness to new ideas, diversity, innovation, and change.** This is demonstrated by:

- positivity to working with ALL people, in new and different situations

- consideration of other ideas and points of view
- embracing change

The following characteristics are indicative of the necessary professional dispositions in this area to be admitted to educator preparation:

- I treat everyone with respect.
- I seek to understand those who are not like me.
- I recognize my own biases.
- I consider new ideas in support of my growth as a professional educator.
- My actions indicate that I respect others' different viewpoints and invite others to safely share their views.

● **Integrity, responsibility, diligence, and ethical behavior.** This is demonstrated by:

- knowledge of and adherence to the Texas Educators' Code of Ethics (TAC Title 19, Part 7, Chapter 242, Rule 247.2)
- knowledge of and adherence to the SFA Student Academic Dishonesty Policy (4.1)

The following characteristics are indicative of the necessary professional dispositions in this area to be admitted to educator preparation:

- I understand what constitutes ethical and professional behavior.
- I recognize and approach situations with an understanding of ethical responsibility.
- I behave ethically and professionally at all times.
- I accept responsibility for my actions.
- I maintain confidentiality.

● **Service that enriches the community.** This is demonstrated by:

- seeking opportunities to serve children / youth / families / community
- seeking opportunities to serve the campus
- seeking opportunities to serve the profession

The following characteristics are indicative of the necessary professional dispositions in this area to be admitted to educator preparation:

- I use my time and talents to serve in a way that enriches my professional growth and benefits others.
- I consciously make connections and create relationships with others in the community.

Professional Dispositions, Intervention, and Program Continuation Policy

The Perkins College of Education Educator Preparation Program (EPP) is responsible for preparing candidates who have the required knowledge, skills, and professional dispositions to become effective educators. Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program (CAEP Standard 3.3, 2016).

Prior to admission to the EPP, during coursework, and in campus and field experiences, faculty will assess the candidate's demonstration of these professional dispositions and provide feedback to facilitate progress. Within any education or major area course, should a candidate demonstrate unsatisfactory professional dispositions, the following procedure will be followed:

1. Faculty members work with all candidates using informal attempts to change behaviors that include but are not limited to the following: providing guidance, observation, anecdotal records, differentiated instruction, and meetings with the student.
2. If the concern is not resolved, the candidate will be referred to the Departmental Program Continuation Review Panel. The Departmental Program Continuation Review Panel is comprised of the Department Chair, the Program Coordinator, and faculty appointed by the Department Chair, including but not limited to the faculty member reporting the unsatisfactory dispositions. This panel will interview the candidate and complete a Candidate Program Continuation Plan.
3. If the concern is not resolved, the candidate will be referred to the Professional Educators' Program Continuation Review Panel. This panel is comprised of at least three members from the Professional Educator's Council, including but not limited to the Associate Dean of Student and Faculty Affairs and faculty members with at least one representative from the student's program and at least one representative from an outside department. The Professional Educators' Program Continuation Review Panel will interview the candidate and determine:
 - a. If the candidate may continue in the program and meet conditions established by the panel, or
 - b. The candidate has not demonstrated satisfactory improvement in accordance with the Candidate Program Continuation Plan and is removed from the Educator Certification Program.
4. Candidates may appeal the decision of the Professional Educators' Program Continuation Review Panel to the Dean of the College of Education within five class days. The following documentation is required:
 - a. Copy of Candidate Program Continuation Plan
 - b. Formal letter with supporting evidence as to why the candidate should not be removed for the Educator Certification Program.
 - c. The dean will respond in a timely manner.
 - d. Any further appeal will follow policy A-2: Academic Appeal and begin at step 4.

For instances where the educational learning environment is threatened, the candidate may be removed from the classroom pending prompt review by the Professional Educators' Program Continuation Review Panel. (Policy D- 34: Student Discipline)

Stephen F. Austin State University
James I. Perkins College of
Education

Candidate Program Continuation Form (Part A)

To: _____ From: _____ Date: _____

All Stephen F. Austin State University candidates seeking educator certification are informed that the *Educator Preparation Handbook* and individual departments set forth requirements for prospective educators and the expectations held for all educators. *The purpose of this continuation form is to inform you that the following professional dispositions are not being met or are deficient as indicated:*

In the SFA Classroom:

- ☐ Poor Punctuality
- ☐ Poor work quality
- ☐ Dominates class discussion / group activities
- ☐ Volatile / overly emotional
- ☐ Lack of participation in class activity
- ☐ Assignments not returned in a timely manner

- ☐ Inappropriate behavior that distracts or disrupts the class
- ☐ Poor attendance
- ☐ Negative attitude
- ☐ Inappropriate comments
- ☐ Missing assignments
- ☐ Inattentiveness (sleeping, texting, etc....)
- ☐ Hostility to instructor
- ☐ Lack of interest
- ☐ Failure to meet class requirements
- ☐ Hygiene issues
- ☐ Unable to accept criticism
- ☐ Unacceptable language
- ☐ Cheating / Plagiarism
- ☐ Lack of empathy / interest in teaching
- ☐ Other: _____

At the Practicum / Clinical Teaching Site:

- ☐ Lack of integrity in professional performance
- ☐ Poor punctuality
- ☐ Poor attendance in classes and field placement
- ☐ Poor adherence to hours required of cooperating teachers
- ☐ Inconsistent daily preparation to teach
- ☐ Unacceptable language with children / youth

- ☐ _____ requires excessive guidance
- ☐ Displays non-professional behavior
- ☐ Evidence of cheating
- ☐ Inappropriate social interaction with pupils / teachers
- ☐ Inappropriate physical contact with pupils / teachers
- ☐ Failure to be open to new ideas
- ☐ Displays hostilities toward teachers
- ☐ Failure to interact with all learners
- ☐ Lack of interest in teaching
- ☐ Lack of empathy, interest, or care for students
- ☐ Lack of self-control in the classroom setting
- ☐ Volatile / overly emotional reactions under stress
- ☐ Deficient in instructional skills
- ☐ Lack of knowledge of content
- ☐ Does not participate in public school campus activities
- ☐ Refusal to accept constructive suggestions
- ☐ Does not work well with others
- ☐ Displays negative attitudes
- ☐ Does not take initiative in group projects / work
- ☐ Dominates group discussion / activities
- ☐ Does not complete individual assignment/work for group project
- ☐ Unable to interact effectively with children/youth collaboration
- ☐ Ineffective use of written / oral language
- ☐ Hygiene issues
- ☐ Does not willingly help other candidates
- ☐ Failure to implement constructive suggestions
- ☐ Other: _____

**Stephen F. Austin State University
James I. Perkins College of
Education**

Candidate Program Continuation Form (Part B)

Goals to be	Activities to facilitate improvement	Evidence to determine improvement	Timeline	Follow of notes	Date Complete
1.					
2.					
3.					

_____ Candidate Demonstrated Satisfactory Improvement

_____ Satisfactory Improvement by Candidate was not demonstrated;

-Referred to Professional Educator's Program Continuation Review Panel

Criminal Background Check, Preliminary Criminal History Evaluation, Fingerprinting

Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a **non-refundable fee**. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You 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.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at

https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/ and in the Texas Administrative Code §249.16 at [Texas Administrative Code \(state.tx.us\)](https://statelibrary.texas.gov/legis/taec/taec249.htm).

Notification to All EPP Applicants and Enrollees

TAC 227.1(d)

EPPs shall notify, in writing by mail, personal delivery, facsimile, email, or an electronic notification, each applicant to and enrollee in the EPP of the following regardless of whether the applicant or enrollee has been convicted of an offense:

- (1) the potential ineligibility of an individual who has been convicted of an offense for issuance of a certificate on completion of the EPP;
- (2) the current State Board for Educator Certification (SBEC) rules prescribed in §249.16 of this title (relating to Eligibility of Persons with Criminal History for a Certificate under Texas Occupations Code, Chapter 53, and Texas Education Code, Chapter 21); and

- (3) the right to request a criminal history evaluation letter as provided in Chapter 227, Subchapter B, of this title (relating to Preliminary Evaluation of Certification Eligibility).

Additional information regarding background checks, fingerprinting and an optional preliminary criminal history evaluation can be found at [Admission | Educator Preparation Program | College of Education | SFA \(sfasu.edu\)](#).

Complaint Process

Notice of Complaint Rights

Complaints Against Educator Preparation Programs: [Complaints Against Educator Preparation Programs | Texas Education Agency](#)

Per Texas Administrative Code (TAC) §§ 228.70, students and constituents have the right to submit formal, written complaints about the Educator Preparation Program for investigation and resolution. Note, the TEA staff and the SBEC do not have jurisdiction over complaints related to contractual arrangements with an EPP, commercial issues, obtaining a higher grade or credit for training, or seeking reinstatement to an EPP.

To adequately review and address a complaint, TEA needs specific details and must be able to identify a clear violation of Texas Administrative Code §§ 227, 228, 229, ethics (TAC 247), fingerprinting (TAC §§227, 232), or certification (TAC §§230, 231, 232, 239, 241, 242) to determine whether the agency has authority to act upon the allegation.

All complaints filed with the TEA must be in writing. The TEA does not accept complaints by phone or complaints that are submitted anonymously. A person or entity may file a written complaint with TEA by filling out the complaint form online or by mailing or faxing a hard copy to the address on the form.

Complaint submissions should include the following:

- The reasons you believe the issues raised in your complaint are valid. You should also indicate how you believe that TEA can assist you with this matter.
- Documentation to support your claim when possible. For example, if you refer in your complaint to an educator preparation program policy, include a copy of the policy with your complaint. Helpful documentation might include letters or e-mails exchanged between the parties.

Complaint form URL:

[Complaints Against Educator Preparation Programs | Texas Education Agency](#)

Additional support and guidance can be sought by the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

The entire complaint process can be found at [Complaint Process | College of Education | SFA \(sfasu.edu\)](#).

Data Management, Application, and Information Systems

In the Perkins College of Education Educator Preparation Program (EPP), there are several electronic systems and tools to help teacher candidates and the EPP manage applications, information and data. These are:

- mySFA
- Self-Service Banner
- Brightspace
- QClassroom
- JackText
- LiveText
- LiveText Field Experience Module (FEM)

mySFA and Self-Service Banner are used by all SFA students, and teacher candidates should be familiar with its features.

Brightspace is the learning platform used by all SFA students, and again, teacher candidates should have used this system in many, if not all, of the SFA courses prior to entering the EPP.

QClassroom is the system used for applying to the EPP and to Clinical Teaching. It is the system used to maintain all documentation specific to the EPP admission process, such as basic skills scores, EPP Screening Essay, and clearance of the criminal background check. Applications and the EPP Screening Essay are accessed through mySFA, Banner Self-Service.

JackText is an automated text-messaging service provided by SFA, as well as by the EPP. It is a requirement that all teacher candidates admitted to the EPP sign up for JackText. (Teacher candidates without a device are excused from this requirement, but must rely solely on email for electronic communication from the EPP.)

LiveText is a data management system used by SFA to collect assessment data in all core curriculum courses, and also by the Perkins College of Education to collect assignments and assessment data. Students will likely be familiar with and have used LiveText in core coursework prior to entering the EPP. Transfer students will be given a LiveText code to register for an account in their first course in the PCOE. It is the student's responsibility to activate the code in order to open the LiveText account. LiveText is a requirement of the PCOE. More information can be found in this manual, and in PCOE course syllabi.

The LiveText Field Experience Module (FEM) is utilized for entering and grading observations and evaluations throughout the Clinical Teaching semester. All student teachers are expected to meet deadlines set forth by their Field Supervisor and the James I. Perkins College of Education for submission of documentation. **All student teachers are required to have a LiveText account that includes the Field Experience Module (FEM) prior to the start of the Clinical Teaching semester.** For student teachers who have not previously purchased FEM, the student will log into their LiveText account and follow

given instructions to purchase the add-on. For questions regarding LiveText, call (936) 468-1282 or email livetext@sfasu.edu.

Stephen F. Austin State University

Educator Preparation Program

Exit Policy

Exit Policy for Certification Programs

The state requires all educator preparation programs to have an exit policy for the dismissal of candidates that is published, reviewed, and signed by candidates when they are admitted to the program. The requirement is found in 19 TAC §228.20(h).

Dismissal from the Educator Preparation Program

Initial and professional certification candidates may be removed from the Stephen F. Austin State University (SFASU) Educator Preparation Program (EPP) when candidates demonstrate behavior inconsistent with the knowledge, skills, and dispositions expected of teachers and leaders in Texas. Dismissal from the program may be based on grounds including but not limited to:

1. Failure to meet coursework requirements.
 - a. Failure to maintain the minimum GPA requirement throughout the program. Candidates may reapply to the EPP after minimum GPA requirement is met.
 - b. Failure to remain enrolled in coursework at SFA. After two consecutive semesters of absence, candidates are dropped from the EPP and must reapply to the EPP before enrolling in EPP related coursework.
2. Failure to abide by policies and/or procedures established by the SFASU EPP and/or program requirements established by the State Board for Educator Certification as published in the Texas Administrative Code.
3. Failure to abide by the SFASU Professional Dispositions Statement for Educator Preparation.
4. Any action deemed a violation of TAC 247.2 - Code of Ethics and Standard Practices for Texas Educators, and/or;
5. Any action deemed a violation of the SFASU Student Code of Conduct; and/or;
6. Any action deemed a violation of school district and/or campus policy during field-based experiences, clinical teaching, internship, or practicum.

Dismissal from the program is determined by a committee composed of the program faculty. Dismissal may occur at any time. Candidates who are dismissed from SFASU will be automatically dismissed from the EPP. All decisions of dismissal can be appealed following University policies.

Withdrawal from the Educator Preparation Program

A candidate who voluntarily decides to withdraw from the EPP must send a written notice of that intent from a SFASU email account and include their SFASU Campus ID in that email. The candidate also must submit a signed Texas Education Transfer Form if they transfer to another EPP. Withdrawal from the University constitutes automatic withdrawal from the EPP.

EPP Admission Procedures

In order to be admitted to the Educator Preparation Program, an applicant must meet the criteria in the applicable admission criteria section of this handbook. The GPA requirements and adherence to the Texas Educator Code of Ethics must be maintained throughout the program. The Educators' Code of Ethics can be found in the Texas Administrative Code, Chapter 247.2.

Applications are completed online at <https://mysfa.sfasu.edu/web/home-community/academic>.

Admission requirements are subject to change by action of the State Board of Educator Certification (SBEC) or by the SFA Professional Educators' Council. The most current admission requirements can be found at <http://coe.sfasu.edu/students>.

Prior to Admission to the EPP

Preliminary criminal history evaluation:

A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense. *See page 14 for specific information.*

Procedures for using prior education upon acceptance to the program (TAC 228.35(a)(5):

Military service members or military veteran candidates:

- The EPP shall allow credit for verified military service, training, clinical and professional experience, or education toward the training, education, work experience, or related requirements (other than certification examinations) for educator certification requirements, provided that the military service, training, or education is directly related to the certification being sought.
 - Students who have served in the military may request an evaluation of their military experiences from the Office of Admissions by submitting their joint services transcript.
 - Additional information can be found at [Veteran Students | Veterans | Admissions & Aid | SFA \(sfasu.edu\)](#).

Non-military service members or military veterans

- The candidate must have been enrolled in an EPP (SFA or another TEA approved EPP) when the prior coursework was taken.
 - Coursework must have been taken within the past five years and directly related to the certificate being sought.
- A transfer candidate's transcript is evaluated by the university Registrar.
- Transfer course equivalencies are determined by the departmental program coordinator.
 - Candidates may be asked to provide documentation such as course descriptions and/or syllabi to determine if a course is equivalent to the required SFA course.
- If a candidate was previously enrolled in another EPP, a completed [TEA Candidate Transfer Form](#) must be submitted by the candidate.
 - Determination of equivalency will be determined by the program coordinator.

Educational Aide Exemption:

Eligibility requirements can be found at <https://statutes.capitol.texas.gov/Docs/ED/htm/ED.21.htm>.

- In order to be considered for exemption, a candidate must submit the required waiver application and appropriate documentation which can be found at <http://coe.sfasu.edu/documents/EducationalAideExemptionFormF17.pdf>.
- Approved candidates are not required to complete clinical teaching or internship; however, the candidate must meet with their advisor to determine additional coursework that may be needed in order to fulfill degree requirements.

English Language Proficiency:

Applicants must demonstrate proficiency in English language skills prior to admission:

- . Out of country applicants must demonstrate proficiency by one of the following:
 - Earned undergraduate or graduate degree from an accredited institution of higher education in the United States; or
 - Earned undergraduate or graduate degree on the SBEC-approved list of countries found in Figure 19 TAC §230.11(b)(5)(C); or
 - Official TOEFL scores found at https://tea.texas.gov/Texas_Educators/Certification/Out-of-State_Certification/English_language_Proficiency/

Out of Country Credential Review:

The Office of International Programs accepts credential evaluations from most recognized companies,

however, they do not recommend any one company. Admission information can be found at <http://www.sfasu.edu/oip/330.asp>. EPP candidates must be formally admitted to SFA and meet all EPP admission criteria prior to taking certification coursework.

Admission Criteria - Undergraduate

- Meet GPA requirements based on first registered semester at SFA:
 - Must have and maintain 2.5 overall GPA or last 60 hours (including transfer hours)
 - SFA does not allow admission to the EPP with a GPA of less than the criteria listed above
- Minimum 12 credit hours completed in teaching field with required GPA
 - 4-8 and 7-12 Science/Math must have 15 credit hours
- Successful completion of the EPP Screening Essay.
- TSI complete/exempt or basic skills scores in reading, written communication, and mathematics must be achieved from one of the following tests or a combination thereof and have been taken within the past FIVE(5) years
 - TSI
 - Reading Score – 351
 - Writing Score – 363 and 4 on the essay
 - An essay score of 5 or higher results in a passing writing score regardless of the multiple choice score
 - Math Score – 350
 - ACT
 - Composite Score – 23
 - Verbal (Reading) or Math Score – 19
 - SAT
 - Math Score – 530
 - Reading and Evidenced-Based Reading and Writing – 480
- Students must read and adhere to the Texas Educator Code of Ethics found in the Texas Administrative Code Chapter 247.2

- Students must read and agree to the Professional Dispositions Statement for Educator Preparation found at <http://coe.sfasu.edu/documents/eppdispositions>
- A non-refundable fee of \$100 will be charged to the student's mySFA student account for each EPP application submitted
- A non-refundable fee of \$35 will be charged to the student's mySFA student account for the Texas Education Agency (TEA) Accountability System for Educator Preparation (ASEP) technology fee
- An applicant who is transferring from another EPP must meet the criteria listed above as well as submit a [TEA Candidate Transfer Form](#).

Apply to the EPP

- Login to mySFA (www.sfasu.edu)
- Click on the Academics tab.
- Click Apply to Educator Preparation in the middle of the page.
- From here, follow the prompts to complete the application.
- If you do not meet all of the requirements for admission to the EPP, your application will not be processed and the system will not allow you to proceed. An error message will direct you to speak with your academic advisor.
- Once you have successfully completed the application, you will receive a message informing you that the application has been successfully submitted.

All communications from the EPP will be through mySFA email. It is the candidate's responsibility to regularly check your email account.

Admission to the EPP

- Teacher candidates will receive an acceptance email after admission criteria has been verified. Applicants must agree to and complete each step of the acceptance form:
 - Admission date
 - Preliminary criminal history evaluation information
 - General criminal background check, fingerprinting and ID's required for TExES testing information
 - EPP Exit Policy
 - Code of Ethics
 - Information regarding EPP and TEA fees
 - Initial Candidate Disposition Survey
 - Technology Proficiency Self-Assessment Survey

- Creation of TEA Educator Account – if applicable (some applicants will have a TEA ID before applying to the EPP)
 - Electronic signature
- Candidates must allow up to five business days for the finalization of EPP acceptance.

After Admission to the EPP

Coursework Requirements:

Candidates must receive a minimum of 300 clock-hours of coursework and/or training that allows candidate to demonstrate proficiency in:

- 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;
- formally and informally collecting, analyzing, and using student progress data to inform instruction and make needed lesson adjustments;
- ensuring high levels of learning, social-emotional development, and achievement for all students through knowledge of students, proven practices, and differentiated instruction;
- clearly and accurately communicating to support persistence, deeper learning, and effective effort;
- organizing a safe, accessible, and efficient classroom;
- establishing, communicating, and maintaining clear expectations for student behavior;
- leading a mutually respectful and collaborative class of actively engaged learners;
- meeting expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities;
- reflect on his or her practice; and
- effectively communicating with students, families, colleagues, and community members.

Field-Based Experience Requirements:

Each teacher candidate must complete a minimum of 30 hours field-based experience prior to clinical teaching.

- Up to 15 clock-hours of field-based experience in an approved setting per [TAC 228.35\(e\)\(1\)\(B\)](#) may be provided by use of electronic transmission or other video or technology-based method on a case by case basis and with approval from the candidate's program coordinator.
- The required field-based experience log and reflection documentation is located within LiveText FEM and/or Brightspace by D2L.

Prior to Clinical Teaching:

Prior to clinical teaching, candidates must complete coursework, field-based experience requirements and pass the appropriate content exam. Candidates will work with their academic advisor and/or

program coordinator to confirm eligibility for clinical teaching. Additional information on taking the content exam can be found on page 23.

Upon confirmation of eligibility, candidate apply for clinical teaching using the QClassroom system in mySFA.

- Login to mySFA (www.sfasu.edu)
- Click on the EPP tab.
- Click Apply to Clinical Teaching.
- From here, follow the prompts to complete the application.
- Once you have successfully completed the application, you will receive a message informing you that the application has been successfully submitted.
- When placements have been confirmed, you will receive an email informing you of your placement details.

All communications from the EPP will be through mySFA email. It is the candidate's responsibility to regularly check your email account.

Clinical teachers must choose a placement site from the list of partner schools which can be found at <http://coe.sfasu.edu/students/studentteacher>.

- SFA's Office of the General Counsel has documentation of affiliation agreements for all partner schools.

After applying for clinical teaching, SFA and the partner districts collaboratively make assignments to meet the needs of the certification area and assign a cooperating teacher who is trained and meets the following requirements:

- Campus administrators are provided the requirements of a cooperating teacher when placement requests are made by SFA. By assigning a cooperating teacher, the campus administrator is confirming that the teacher:
 - Has at least three years of teaching experience,
 - Is an accomplished educator shown by student learning
 - Is currently certified in the certification category for the clinical teaching assignment for which the clinical teacher candidate is seeking certification
 - Will guide, assist, and support 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 report the candidate's progress to that candidate's field supervisor
- Campus administrator can produce the following evidence if needed:
 - Evaluations that include evidence of student learning
 - Campus or district reports that include evidence of student learning
 - Letters of recommendation that include evidence of student learning

Clinical Teaching Requirements:

A maximum of 12 hours can be taken during the clinical teaching semester. Additional hours must be approved by the clinical teacher's department chair/unit head. The department chair/unit head must notify the Office of Assessment and Accountability at edcertfield@sfasu.edu.

Unless a candidate has received the [Educational Aide Exemption](#), (additional information found on pg. 20) each teacher candidate at the undergraduate level must complete a full-time 16 week or part-time 28 week clinical teaching assignment.

- All-Level and EC-6 candidates must complete a split assignment where they will spend approximately eight weeks in each assignment. For example, an EC-6 candidate may spend eight weeks in a kindergarten classroom and eight weeks in a 5th grade classroom. An all-level physical education candidate may spend eight weeks on an elementary campus and eight weeks on a middle school or high school campus.
- Candidates receive training that encompasses a full range of professional responsibilities including the start of the school year in their field-based experience coursework. In addition candidates begin their assignments on the start date of their assigned district.

Clinical Teacher LiveText FEM Requirements:

- Time Log
 - Orientation
 - First contact with Field Supervisor
 - First day on campus
 - Each observation- (example- Formal 1, 45 minutes)
 - Absences
 - Make-up dates
 - Last day on campus
- Assessments
 - Final Dispositions by Candidate
 - Program Evaluation by Candidate
- Attachments (Upload the following items)
 - Teacher Goal Setting and Professional Development Template
 - Lesson plans for each observed lesson

Clinical Teacher D2L Requirements:

- Mental Health Training – Texas Behavior Support Initiative (TBSI) certificate of completion
- T-TESS D2L Module
- Suicide Prevention Training
- Dyslexia Course
- FERPA 101
- Substance Abuse and Mental Health Services

Information regarding field supervisor initial contact and observations can be found in the Clinical Teaching Handbook at coe.sfasu.edu.

Content Test Requirements:

Texas law requires that every person seeking educator certification perform satisfactorily on comprehensive examinations. The purpose of the examinations is to ensure that each educator has the necessary content and professional knowledge to perform satisfactorily in Texas public schools.

Policies for all individuals seeking certification through SFASU:

- An individual is eligible to sit for a test upon completion of all coursework required for the test.
- An individual must have clearance from the appropriate department to take a test.
- An individual will be approved for only one test at a time.
- An individual who fails a test must retake the failed test and pass it before being cleared to take a **different test**.
- A student must pass the appropriate TExES test in his/her content area prior to clinical teaching.
- According to the Texas Administrative Code, only four subsequent attempts on a certification exam are allowed after an initial failed attempt. This means that SFA can only clear candidates for five total attempts on any certification exam.
- Candidates are eligible to take additional TExES exams receiving their initial Texas Teacher Classroom Standard Certificate.
- Returning finishers: Prior to test approval, finishers must meet with the program and/or program testing coordinator to determine if additional coursework and/or training is required IF:
 - Standards have changed
 - Certification exam has changed
 - Completed all EPP requirements five years prior to requesting to test

Candidates MUST pass the TExES examination in your specific content area & edTPA prior to being eligible to apply for your Standard Certificate.

Note: If a candidate does not pass the content exam, they must seek remediation from the program coordinator. The program coordinator will create a remediation plan and will allow the candidate to re-test only after successfully meeting all requirements of the plan.

At the program coordinator's discretion, a candidate may be required to postpone clinical teaching until successfully completing the remediation plan and passing the content exam.

Appeal Process:

Appeal to Clinical Teach With Late Content Exam Scores

It is extremely rare for an appeal to be granted for a candidate to begin clinical teaching without a passing score on file for the certification content exam. This is to protect the candidate, as all candidates who do not pass the content exam prior to completing the Clinical teaching semester are dropped from Clinical teaching, forfeiting the time invested prior to being dropped, and placing the candidate in jeopardy of being removed from the university should the scores come in past the set date to register for any other classes that semester. In no circumstances are test scores accepted AFTER the registration deadline for the next upcoming Clinical teaching semester. This is to protect the candidate from missing a second opportunity at Clinical teaching. Appeals are granted with the following conditions:

- Candidates must immediately register for the test and inform the testing office of the date it will be taken.
- Candidates must continue to pursue Clinical teaching as if the test has been passed, including attending the mandatory Clinical teaching orientation.
- If candidates must miss a day of Clinical teaching to take the test, an absence is recorded for that day.
- If the test is not passed, the candidate will immediately be dropped from Clinical teaching and will need to register to Clinical teach the next semester.
- The exam must have been attempted at least once prior to the appeal, and the deficient score can be no lower than one standard error of measurement for that exam (see page 3-6).
- The passing score must be received no later than the 1st SFA class day of the semester.
- Candidates must sign the appeal form agreeing to these conditions.

Submit the appeal by emailing to the Educator Preparation Manager, at the following: Email: edcertfield@sfasu.edu or Fax: 936-468-2012

The entire appeal process can be found at: [Appeal to Clinical Teach with Late Content Exam Scores](#)

MAT Admission Procedures

In order to be admitted to the Master of Arts in Teaching (MAT) program, an applicant must meet each of the criteria below. The GPA requirements and adherence to the Texas Educator Code of Ethics must be maintained throughout the program. The Educators' Code of Ethics can be found in the Texas Administrative Code, Chapter 247.2.

Applications are completed online at <https://prod.applytexas.org/> Admission requirements are subject to change by action of the State Board of Educator Certification (SBEC) or by the SFA Professional Educators' Council. The most current admission requirements can be found at <http://coe.sfasu.edu/students>.

Criteria for Admission for MAT Applicants

- Have Bachelor's degree
 - GPA must be 2.5 or higher overall or on an applicant's last 60 hours
 - SFA does not allow admission to the EPP with a GPA of less than the criteria listed above
 - If the degree was earned out-of-country, an official transcript evaluation by an approved entity with equivalent report must be submitted
 - The SFA EPP does not allow admission on a contingency basis.
- Demonstrate English language proficiency by one of the following:
 - Completion of an undergraduate or graduate degree at an accredited institution of higher education in the United States, not including US territories or;
 - Completion of an undergraduate or graduate degree earned at an institution of higher education in a country outside of the United States approved by the State Board for Educator Certification (SBEC) or;
 - Verification of minimum scaled scores on the Test of English as a Foreign Language (TOEFL) exam. Required scores can be found here: https://tea.texas.gov/Texas_Educators/Certification/Out-of-State_Certification/English_language_Proficiency/
- Take and pass the TExES Pre-Admission Content Test (PACT) – initial certificates
 - If a candidate is seeking certification in Special Education, they must take and pass a content area specific TExES PACT exam in addition to the Special Education TExESPACT exam in order to be considered for admission
- Participate in an Admissions Screening
- Students must read and adhere to the Texas Educator Code of Ethics found in the Texas Administrative Code Chapter 247.2

- Students must read and agree to the Professional Dispositions Statement for Educator Preparation found at <http://coe.sfasu.edu/documents/eppdispositions>
- A non-refundable fee of \$100 will be charged to the student's mySFA student account for each EPP application submitted
- A non-refundable fee of \$35 will be charged to the student's mySFA student account for the Texas Education Agency (TEA) Accountability System for Educator Preparation (ASEP) technology fee
- An applicant who is transferring from another EPP must meet the criteria listed above as well as submit a TEA Candidate Transfer Form which can be found on the [TEA Program Provider Resources page](#).

Prior to Admission to the EPP

A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification. Additional information can be found [here](#).

You are eligible to request a Preliminary Criminal History Evaluation if:

- You 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.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

Offer of Admission to the EPP

Teacher candidates will receive an acceptance email after admission criteria has been verified. Applicants must agree to and complete each step of the acceptance form:

- Admission date
- Preliminary criminal history evaluation information
- General criminal background check, fingerprinting and ID's required for TExES testing information
- Code of Ethics
- Exit policy
- Information regarding EPP and TEA fees
- Initial Candidate Disposition Survey
- Creation of TEA Educator Account – if applicable (some applicants will have a TEA ID before applying to the EPP)
- Electronic signature

Candidates must allow up to five business days for the finalization of EPP acceptance.

Teacher candidates must be admitted to the EPP prior to beginning coursework and training or receiving approval to test

Coursework Requirements:

Candidates must receive a minimum of 300 clock-hours of coursework and/or training that allows candidate to demonstrate proficiency in:

- 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;
- formally and informally collecting, analyzing, and using student progress data to inform instruction and make needed lesson adjustments;
- ensuring high levels of learning, social-emotional development, and achievement for all students through knowledge of students, proven practices, and differentiated instruction;
- clearly and accurately communicating to support persistence, deeper learning, and effective effort;
- organizing a safe, accessible, and efficient classroom;
- establishing, communicating, and maintaining clear expectations for student behavior;
- leading a mutually respectful and collaborative class of actively engaged learners;
- meeting expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities;
- reflect on his or her practice; and
- effectively communicating with students, families, colleagues, and community members.

Late hire candidates must complete all required coursework and training via graduate level certificate coursework listed on their degree plan. ***Coursework and training by a school district or campus is not allowed.***

Field-Based Experience Requirements:

Candidates have completed the field-based experience requirements prior to clinical teaching or internship

- Teacher candidates complete required field-based experiences
 - Each teacher candidate must complete a minimum of 30 hours field experience
- Field based experience via electronic transmission or other video or technology-based method meets requirements
 - Up to 15 clock hours of field based experience in an approved setting per [TAC 228.35\(e\)\(1\)\(B\)](#) via electronic transmission or other video or technology based method is allowed on a case-by-case basis and with the approval of the candidate's program coordinator.

Clinical Teaching/Internship Requirements:

Unless a candidate has received the [Educational Aide Exemption](#), (additional information found on pg. 20) each teacher candidate that chooses to complete clinical teaching must complete a full-time 16 week or part-time 28 week clinical teaching assignment.

- All-level and EC-6 candidates must complete a split assignment where they will spend approximately eight weeks in each assignment. For example, an EC-6 candidate may spend eight weeks in a kindergarten classroom and eight weeks in a 5th grade classroom. An all-level physical education candidate may spend eight weeks on an elementary campus and eight weeks on a middle school or high school campus.
- Candidates that opt to complete an internship and are hired as the teacher of record in his or her passed TExES exam content area and grade level must complete one full school year at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA per [TAC 228.35\(e\)\(2\)\(C\)\(i\)](#)
 - A candidate's completed TEA Internship Eligibility form, which includes hire date, start date, site information, and mentor assigned, is located within the SFA Office of Assessment and Accountability (OAA) department shared folder as well as in LiveText FEM.
 - If a candidate misses more than 30 days of their internship, a candidate must complete and submit the Internship Extended Absence Request form
- If a candidate is actively enrolled and has not successfully met all requirements for standard certification at the completion of his or her first year of an internship, they are allowed to pursue additional internship semesters not exceeding three 12-month periods while holding a combination of intern certificates, probationary certificates, or emergency permits as described

in [TAC 230.37\(c\)\(4\)](#)

- Letter from ISD
- Candidates receive training that encompasses a full range of professional responsibilities including the start of the school year in their field-based experience coursework. In addition, candidates begin their assignments on the start date of their assigned district.

The EPP supports the candidate during an additional internship unless the internship is ended early due to one of the following:

- Issuance of a standard certificate
- Candidate is non-renewed by, resigns from, or is terminated by the employer
 - A candidate is required to give written notice to the SFA OAA of the reason for an early ending of the internship
 - Once the above notice is received, the EPP creates a letter requesting the internship or probationary certificate revocation that includes the reason for the early ending. This letter is sent to the candidate and TEA
- Candidate is released from the EPP
 - When a candidate is released from the EPP, the EPP creates a letter requesting the internship or probationary certificate revocation and reason for program dismissal. This letter is sent to the candidate, employer, and TEA.
- Candidate withdraws from the EPP
 - A candidate is required to give written notice to the SFA OAA of their withdrawal from the EPP
 - When a candidate withdraws from the EPP and the written notice received, the EPP creates a letter requesting the internship or probationary certificate revocation and reason for program dismissal. This letter is sent to the candidate, employer, and TEA.

The internship or clinical teaching experiences must take place in a setting that meets SFA and TEA requirements.

- For clinical teachers, SFA's Office of the General Counsel has documentation of affiliation agreements for all partner schools. The list of partner schools can be found at <http://coe.sfasu.edu/students/studentteacher>
- An intern's completed TEA Internship Eligibility form, which includes hire date, start date, site information, and mentor assigned, is located within the SFA Office of Assessment and Accountability department shared folder as well as in LiveText FEM.

If opting to complete clinical teaching, SFA and the partner districts collaboratively make assignments to meet the needs of the certification area and assign a cooperating teacher who is trained and meets the following requirements:

- Campus administrators are provided the requirements of a cooperating teacher when placement requests are made by SFA. By assigning a cooperating teacher, the campus administrator is confirming that the teacher:
 - Has at least three years of teaching experience,
 - Is an accomplished educator shown by student learning
 - Is currently certified in the certification category for the clinical teaching assignment for which the clinical teacher candidate is seeking certification
 - Will guide, assist, and support 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 report the candidate's progress to that candidate's field supervisor
- Campus administrator can produce the following evidence if needed:
 - Evaluations that include evidence of student learning
 - Campus or district reports that include evidence of student learning
 - Letters of recommendation that include evidence of student learning

For interns, SFA and the campus administrator collaboratively assign educators as mentors who

- who has at least three years of teaching experience
- is an accomplished educator as shown by student learning
- has completed mentor training by an EPP within three weeks of being assigned to the intern
- is currently certified in the certification category in which the internship candidate is seeking certification
- 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.

Campus administrators are provided the requirements of a cooperating teacher when placement requests are made by SFA or when a candidate is hired. By assigning a cooperating teacher or mentor, the campus administrator is confirming that the teacher is an accomplished educator and can produce the following evidence if needed:

- Evaluations that include evidence of student learning
- Campus or district reports that include evidence of student learning
- Letters of recommendation that include evidence of student learning

Cooperating teachers and mentors are sent an online training module using Qualtrics to complete within three weeks of being assigned a clinical teacher or mentor

All candidates are assigned to Field Supervisors who hold the required credentials set by TEA. All records or certification, degree transcripts and service records are located within the SFASU OAA department personnel files, as well as the SFASU Human Resources Office.

Detailed information regarding the requirements, roles and responsibilities can be found at <https://sfasu.edu/docs/college-education/epp-field-supervisor-handbook.pdf>.

Other than Classroom Teacher Certificate Admission Procedures

(Principal, Superintendent, School Counselor, Educational Diagnostician, Reading Specialist, Master Teacher, Visual Impairment)

Criteria for Admission

The following applies to all candidates in this category:

- The applicant must hold, at a minimum, a bachelor's degree from an accredited institution of higher education that at the time was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board (THECB).
 - GPA must be 2.5 or higher overall or on an applicant's last 60 hours
 - In rare cases, a non-teacher certificate program coordinator may use an applicant's work, business, or career experience for the demonstration of achievement equivalent to the academic achievement represented by the GPA requirement. The program coordinator will use program admission documents to determine eligibility and notify the Certification Coordinator via email of the decision to allow admission to the EPP with a GPA of less than 2.5.
 - If the degree was earned out-of-country, an official transcript evaluation by an approved entity with equivalent report must be submitted
 - The SFA EPP does not allow admission on a contingency basis.
- Demonstrate English language proficiency by one of the following:
 - Completion of an undergraduate or graduate degree at an accredited institution of higher education in the United States, not including US territories or;
 - Completion of an undergraduate or graduate degree earned at an institution of higher education in a country outside of the United States approved by the State Board for Educator Certification (SBEC) or;
 - Verification of minimum scaled scores on the Test of English as a Foreign Language (TOEFL) exam. Required scores can be found [here](#)
- A non-refundable fee of \$100 will be charged to the student's mySFA student account for each EPP application submitted
- A non-refundable fee of \$35 will be charged to the student's mySFA student account for the Texas Education Agency (TEA) Accountability System for Educator Preparation (ASEP) technology fee

Additional Admission Criteria:

Educational Diagnostician (See benchmark sheet for details)

- Letter from SPED Director
- Transcripts
- Tracking Form
- Three letters of recommendation
- Resume/Teacher Service Record with a minimum of two years of classroom teaching

experience

- Personal Statement
- Copy of Teacher Educator Certificate
- An introduction video

Principal (See benchmark sheet for details)

- Teacher Service Record with a minimum of two years of classroom teaching experience
- Copy of Texas Teacher Educator Certificate
- Screening Instruments
 - Professional Dispositions Self-Assessment by Candidate with an average score of two
 - Technology Proficiency Pre-Assessment with an average score of two

Reading Specialist (See benchmark sheet for details)

- Copy of Texas Teacher Educator Certificate
- Teacher Service Record with a minimum of one year of classroom teaching experience
- Screening Instrument
 - Professional Dispositions Self-Assessment by Candidate with an average score of two

Superintendent (See benchmark sheet for details)

- Master's degree from an accredited college or university
- Teacher Service Record with a minimum of two years of classroom teaching experience
- Proof of principal certification – Copy of valid Texas Teacher Educator Certificate
- Screening Instruments
 - Professional Dispositions Self-Assessment by Candidate with an average score of two
 - Technology Proficiency Pre-Assessment with an average score of two

School Counselor (See benchmark sheet for details)

- Copy of Texas Teacher Educator Certificate
- Screening Instrument
 - Professional Dispositions Self-Assessment by Candidate with an average score of two

Visual Impairment - Supplemental (See benchmark sheet for details)

- Verification of previously established Texas Teacher Educator Certificate
- Screening Instrument
 - Professional Dispositions Self-Assessment by Candidate with an average score of two

Coursework Requirements:

In order to ensure that educators are effective, candidates must receive a minimum of 200 clock-hours of coursework and/or training that is directly related to the educator standards for the applicable certification class.

All educator standards can be found on the *Approved Educator Standards* page at [https://tea.texas.gov/Texas Educators/Preparation and Continuing Education/Approved Educator Standards/](https://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/).

Practicum Requirements:

Candidates seeking certification in a class other than classroom teacher, the EPP shall provide a practicum for a minimum of 160 clock-hours whereby a candidate must demonstrate proficiency in each of the educator standards for the certificate class being sought.

- A practicum experience must take place in an actual school setting rather than a distance learning lab or virtual school setting.
- A practicum shall not take place in a setting where the candidate:
 - has an administrative role over the site supervisor; or
 - is related to the field supervisor or site supervisor by blood (consanguinity) within the third degree or by marriage (affinity) within the second degree.
- A practicum is successful when the field supervisor and the site supervisor recommend to the EPP that the candidate should be recommended for a standard certificate.

Clinical Experience Requirements for Teacher of Students with Visual Impairments (TVI):

An EPP shall provide a clinical experience of at least 350 clock-hours in a supervised educator assignment in a public school accredited by the TEA or other school approved by the TEA for this purpose. A TVI certification candidate must demonstrate proficiency in each of the educator standards for the certificate being sought during the clinical experience. A clinical experience is successful when the field supervisor recommends to the EPP that the TVI certification candidate should be recommended for a TVI supplemental certification.

- An EPP will provide guidance, assistance, and support for the TVI certification candidate by assigning a cooperating teacher and/or providing individual or group consultation. The EPP is responsible for providing training to cooperating teachers and/or consultation providers.
- An EPP will collaborate with the program coordinator for the Texas School for the Blind and Visually Impaired Statewide Mentor Program to assign a TVI mentor for the TVI certification candidate. The Texas School for the Blind and Visually Impaired Statewide Mentor Program is

responsible for providing training for all TVI mentors.

- An EPP will provide ongoing support for the TVI certification candidate. Supervision of each candidate shall be conducted with the structured guidance and regular ongoing support of an experienced educator who has been trained as a field supervisor. Supervision must be provided by a field supervisor who has completed TEA-approved observation training. The initial contact, which may be made by telephone, email, or other electronic communication, with the assigned candidate must occur within the first quarter of the assignment. For each formal observation, the field supervisor shall participate in an individualized pre-observation conference with the candidate; document educational practices observed; and provide written feedback through an individualized, synchronous, and interactive post-observation conference with the candidate. Neither the pre-observation conference nor the post-observation conference need to be onsite. Formal observations conducted through collaboration with school or district personnel can be used to meet the requirements of this subsection. Informal observations and coaching shall be provided by the field supervisor as appropriate.

Other than Classroom Teacher Certificate Admission Procedures

Benchmarks and Assessments

SFA Initial Certification Benchmarks and Assessments

Benchmark I: Admission to Program

1. Admission to Educator Certification Program
2. Professional Dispositions Self-Assessment by Candidate
3. Candidate acknowledges understanding and willingness to adhere to the Texas Educator Code of Ethics
4. Technology Proficiency Pre-Assessment

Benchmark II: Content Learning/Field Experience

5. GPA requirements maintained
6. Determination of candidate's readiness to test
7. Texas Certification Exam
 - Required Content Pedagogy Tests

Benchmark III: Clinical Teaching/Program Exit

8. edTPA Submission (effective Spring 2023)
9. Technology Proficiency Post-Assessment
10. T-TESS Final Observation
11. EPP Program Evaluation by Cooperating/Mentor Teacher
12. EPP Program Evaluation by Field Supervisor
13. EPP Program Evaluation by Candidate
14. Final Professional Dispositions Self-Assessment /Candidate
15. Final Professional Dispositions Assessment /Cooperating/Mentor Teacher
16. Final Professional Dispositions Assessment /Field Supervisor
17. Recommendation of Field Supervisor and Cooperating Teacher
 - Final Professional Dispositions Assessment / Field Supervisor
 - Program Evaluation by Cooperating/Mentor Teacher

Educational Diagnostician
Advanced Program Benchmarks – Educational Diagnostician Program

Benchmark I: Admission to Special Educations and Educator Certification Programs.

1. Admission to Graduate School, Program and EPP

• **Pre-admission process:**

- Letter from your Special Education Director indicating permission for you to complete a practicum experience at the end of your program.
 - Please know that school districts are not required or obligated to grant permission for practicum experiences to prospective SFA students. Your request for practicum experiences must be done respectfully and with the full knowledge that your priority to the district/school are your teaching responsibilities or other currently held position in the district. You will have 2 semesters in which to earn 160 hours of practicum experience. The majority of our students continue to work full-time in a district while completing these hours.
- Copy of your undergraduate and graduate transcripts. From this information, I will send you an email with my course recommendations.
- Complete and return the attached advanced certification seeking tracking form. I will not submit this tracking form until you are in the program, so the \$100 fee will not be applied unless you join our program.
- 3 signed letters of recommendation (2 of a professional nature and one can be a community member who has known you for some time). Please make sure these letters are signed.
- Current resume/copy of your official Teacher Service Record (TSR) with a minimum of two years of experience
- Personal Statement: a typed double-spaced written statement (minimum 3-5 pages in length) describing your experience in the field of special education, your philosophy on educating students with special needs, and how personal qualities and educational experience would make you an exceptional candidate for the special education graduate program.
- A copy of your teacher educator certificate which can be obtained from the following web site, <https://secure.sbec.state.tx.us/sbeonline/virtcert.asp>. I will also use this information to determine your course needs.
- A video-recording introducing yourself to program faculty in a professional manner. This video is to be no longer than 5 minutes in duration. A free video recording resource may be found at <http://www.screencast-o-matic.com/>. Please include the following information in your video.
 - Name
 - Current employment
 - Years of teaching experience and types of teaching experiences.
 - Teacher certifications
 - Qualities and competencies, you possess that would make you a good candidate for our program and a future quality educational diagnostician in the field.
 - Examples of your organizational skills and strategies
 - Statement regarding your ability and motivation to participate in a rigorous certification program.

Benchmark II: Program Continuation

- Maintaining a GPA of 3.0 or higher in required coursework.
- A grade of B or better in the following:
 - SPED 5345 IQ Testing
 - SPED 5344 ACH Testing
 - SPED 5371 The Educational Diagnostician
- Determination of candidate readiness for Texas State Certification Exam
- TExES Educational Diagnostician (253)

Benchmark III: Program Exit

- Completion of all course work and a GPA of 3.0 or higher.
- Completion of 160 practicum hours with 3 formal observations.
- SFA Practicum Candidate Performance Evaluation completed by site supervisor

Principal Program
Leadership Certification Benchmarks and Assessments

Student Information

Student Name Campus ID# TEA ID#

Admission to the Program

1. Admission to Graduate School and Program
2. EPP Admission
 - Teacher Service Record with a minimum of 2 years of classroom teaching experience
 - Copy of valid Texas Educator Certificate
 - Screening Instruments
 - Professional Dispositions Self-Assessment by Candidate with an average score of two
 - Technology Proficiency Pre-Assessment with an average score of two
3. Degree plan/course plan

Field Experience/Clinical Practice

4. GPA requirement maintained
5. Determination of candidate readiness for Texas State Certification Exam
 - Principal as Instructional Leader (268)
 - Performance Assessment for School Leaders (368)

Program Exit

6. GPA requirements-maintained
7. Completion of Practicum hours
 - Practicum Log and **Site Supervisor** Approval Forms

Advanced EPP Benchmarks and Assessments
Reading Specialist Professional Certification Program

STUDENT INFORMATION:

Name: _____ SID#/CID#: _____

BENCHMARK I: ADMISSION TO PROGRAM

_____ Admission to the RS Program

_____ Admission to the EPP

- Copy of Texas Teacher Educator Certificate
- Teacher Service Record with a minimum of one year of classroom teaching experience
- Screening Instrument
 - Professional Dispositions Self-Assessment by Candidate with an average score of two

BENCHMARK II: COURSEWORK/FIELD EXPERIENCE

_____ GPA requirement maintained

_____ Demonstration of candidate readiness for Texas State Certification Exam

- TExES Reading Specialist (151)

BENCHMARK III: PROGRAM EXIT

_____ GPA maintained

_____ Completion of practicum hours/submission of practicum hour logs

School Counselor Education Program Benchmarks

Student Name

Campus ID #

TEA ID# School Counseling

Year recommended for cert

Benchmark I: Admission to Program

1. Admission to Counselor Education Program
2. EPP Admission
 - Copy of Texas Teacher Educator Certificate
 - Screening Instrument
 - Profession Dispositions Self-Assessment by Candidate with an average score of two

Benchmark II: Clinical Experience

3. GPA requirement maintained
4. Determination of candidate's readiness to test
 - TExES School Counselor (152)

Benchmark Mark III: Program Exit

5. GPA requirements maintained
6. Completion of practicum hours/submission of practicum hour logs

Superintendent Programs Leadership Certification Benchmarks and Assessments

Admission to the Program

1. Admission to Graduate School and Program
2. Admission to EPP
 - Master's degree from an accredited college or university
 - Teacher Service Record with a minimum of two years of classroom teaching experience
 - Proof of principal certification - Copy of valid Texas Teacher Educator Certificate
 - Screen Instruments
 - Professional Dispositions Self-Assessment by Candidate with an average score of two
 - Technology Proficiency Pre-Assessment with an average score of two
3. Degree plan/course plan

Field Experience/Clinical Practice

4. GPA requirement maintained
5. Determination of candidate readiness for Texas State Certification Exam
 - Superintendent EC-12 (195)

Program Exit

6. GPA requirements-maintained
7. Completion of Practicum hours
 - Practicum Log and **Site Supervisor** Approval Forms

Visual Impairment Supplement Certification
Benchmarks and Assessments

Benchmark I: Admission to Program

1. Admission to Graduate School and program
2. Admission to EPP
 - a. Verification of previously established Texas Teacher Educator Certificate
 - b. Screening Instrument
 - i. Professional Dispositions Self-Assessment by Candidate

Benchmark II: Field Experience/Clinical Practice

1. GPA requirements met
2. Assignment of mentor through Texas School for the Blind
3. Onsite evaluation (formal observations) of clinical experiences by faculty over multiple visits (RIDE)
4. Texas State Certification Exams – Permission to test granted by university
 - a.Braille (283)
 - b.Visual Impairment (182)

Benchmark Mark III: Program Exit

- a. GPA requirements maintained
- b. Completion of 350 hours of field experience in the field of visual impairment

Field Supervisor Qualifications, Assignments and Trainings:

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 principal and who holds a current certificate that is appropriate for a principal assignment may supervise principal, classroom teacher, master teacher, and reading specialist candidates.

A field supervisor with experience as a superintendent and who holds a current certificate that is appropriate for a superintendent assignment may supervise superintendent, principal, classroom teacher, master teacher, and reading specialist 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 on the same campus where the candidate being supervised is completing his or her clinical teaching, internship, or practicum.

A mentor, cooperating teacher, or site supervisor may not also serve as a candidate's field supervisor.

All field supervisors are required to attend a mandatory training. The field supervisors are given their roles and responsibilities, evaluation training, information regarding reporting problems with candidate dispositions, and data reporting training.

All field supervisor are required to attend the T-TESS Field Supervisor Observation Training or the T-TESS Coaching Training.

Observations, Informal Support and Supervision:

The clinical teaching experience can be completed by:

- (1) A **minimum** of 14 weeks (approximately 70 days) with a full day being 100% of the school day; or
- (2) A **minimum** of 28 weeks (no fewer than 140 half days) with a half day being 50% of the school day; or
- (3) Employed as an Educational Aide - A **minimum** of 14 weeks (approximately 70 days) with a full day being 100% of the school day; or
- (4) Employed as an Educational Aide - A **minimum** of 28 weeks (no fewer than 140 half days) with a half day being 50% of the school day.

When not directly teaching, pre-service teachers should be assisting and observing in classes, with one period per day being reserved for preparation time.

Internship

- Five T-TESS Pre-Conferences – face-to-face is not required
- Five T-TESS Formal Observations – must be face-to-face and at least 45 minutes in duration (three 1st semester and two 2nd semester)
 - The first formal observation must be within the first six weeks of the assignment
 - At least three of the five observations must be face-to-face
- Five T-TESS Post-Conferences – face-to-face is not required
 - Post-conferences must be conducted within 72 hours of the formal observation.
- Additional support is provided through face-to-face visits, email and phone conversations.

Practicum

- Three Pre-Conferences prior to the Formal Observation – face-to-face is not required
- Three Formal Observations – one observation must be face-to-face
 - The first formal observation must be within the first third of the assignment
 - The second formal observation must be during the second third of the assignment
 - The final formal observation must be during the last third of the assignment
- Formal Observations must be at least 135 minutes in duration throughout the practicum and must be conducted by the assigned field supervisor
- Three Post-Conferences following the Formal Observation– face-to-face is not required
 - Post-conferences must be conducted within 72 hours of the formal observation.
- Additional support is provided through face-to-face visits, email and phone conversations
- If a formal observation is not conducted on the candidate's site in a face-to-face setting, the formal observation may be provided by use of electronic transmission or other video or technology-based method.

Certification Procedures and Requirements:

Certificate recommendations require the following:

- All program coursework completed
- All grades posted
- Degree conferred by the Registrar's office on final transcript (may take up to 6-8 weeks AFTER graduation)
- Clinical teaching/internship/practicum completed
- ALL exams required for certification passed
- An online application submitted to TEA www.tea.state.tx.us (see Step-by-Step Guide on the next page)
- Payment to TEA for the certificate and fingerprint check

Earliest dates to apply for certificates each semester (Do NOT apply until your TExES testing is completed):

- December graduates may begin applying November 1
- May graduates may begin applying April 1
- August graduates may begin applying July 1

Additional Information:

- TEA will NOT mail you a hard copy of your certificate. You can view your certificate on the TEA website.
- SFA will only recommend you for certification in the content area that we prepared you for.
- An educator who holds a Standard Texas Teaching Certificate has the option to take any content TExES exam by using the Certification by Exam option. If you are successful on these exams, YOU are responsible for adding them to your certificate. **Please note:** Additional exams will not be available until the Standard Certificate has been issued by TEA. Clearance from SFA is not needed to take the additional exam.
- You will be required to renew your certification through TEA every five years.

Recommendation cannot be made by SFA until degrees have been conferred by the Registrar's office, which can take up to 4-6 weeks AFTER graduation.

Students will be notified by TEA that they have been recommended by SFA.

****IMPORTANT****

For employment seeking purposes prior to recommendation, email edcert@sfasu.edu and request the following letter.

Pending Letter (Statement of Eligibility Letter)

Include your full name (including maiden name) and SFA ID in your email and the Certification Officer will respond with a signed letter on SFA letterhead that you can include in your professional portfolio until your standard certificate is posted. In order to receive the letter, you must be enrolled in your clinical experience coursework, passed both your content and edTPA exams, and applied for certification through TEA.

Supply and Demand and Performance Over Time

Information on the effect of supply and demand forces on the educator workforce in Texas can be found at tea4avcastro.tea.state.tx.us/ELQ/educatorprepdatadashboard/asepoverview.html.

Information on the performance over time of the SFA EPP for the past five years can be found at tea4avcastro.tea.state.tx.us/ELQ/educatorprepdatadashboard/dashboards.html.