



**STEPHEN F. AUSTIN
STATE UNIVERSITY**

JacksTeach

**Student
Handbook**

2024-2025

JacksTeach Student Handbook

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*The information in this handbook is specifically for JacksTeach students. For all practices, policies and procedures of the university’s educator preparation program, see the official [SFA EPP Handbook](#).

JacksTeach

The JacksTeach program prepares students to earn a secondary science or mathematics teaching certification while pursuing a four-year science or math undergraduate degree. JacksTeach works with academic departments in the College of Sciences and Mathematics and with the James I. Perkins College of Education to immerse students in a curriculum geared towards STEM education. JacksTeach is a replication of the UTeach program, featuring early field experiences and instructional partnerships with science and mathematics faculty and experienced master teachers. JacksTeach received initial grant funding from the Greater Texas Foundation, the T.L.L. Temple Foundation, and the James I. Perkins Family Foundation.

JacksTeach is a concentration that can be combined with a major in biology, chemistry, mathematics, or physics; see degree plans linked below. Students wishing to add the JacksTeach concentration to their degree plan can do so by contacting the College of Sciences and Mathematics advisors at cosmadvising@sfasu.edu.

Students pursuing a JacksTeach concentration are also part of the university's educator preparation program. The information in this handbook includes excerpts from the official [SFA EPP Handbook](#). The EPP information enclosed in this handbook is accurate at the time of compilation; however, policies are subject to change based on state and university guidelines. For the most current information on the EPP visit the Office of Assessment and Accountability website at <https://www.sfasu.edu/coe> call 936-468-1282.

The most current version of the SFASU Educator Preparation Program Calendar can be viewed at <https://sfasu.edu/docs/college-education/epp-calendar.pdf>.

- [Program: Biology, BS](#)
- Program: [Chemistry, BS](#)
- Program: [Mathematics, BS](#)
- Program: [Physics, BS](#)

College of Sciences and Mathematics Administration

Dean

Dr. Kimberly Childs

Associate Dean

Dr. Michele Harris

Associate Dean

Dr. Matthew Beauregard

JacksTeach Administration and Staff

JacksTeach, Director

Dr. Jane Long

Co-Director

Dr. Christina Sinclair

Co-Director

Dr. Erin Childress

Program Coordinator

Mrs. Leslie West

Master Teacher

Mrs. Leslie West

Master Teacher

Ms. Brooke Busbee

Master Teacher

Mrs. Melinda Wurtz

Master Teacher

**Math Dept. Coordinator of
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www.sfasu.edu/jacksteach

JacksTeach is a program of the STEM Education and Research Center.

STEMcenter@sfasu.edu

[STEM Education and Research Center](#)

**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

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Dr. Tingting Xu

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[Assessment and Accountability](#)

STEPHEN F. AUSTIN STATE UNIVERSITY

JacksTeach

VISION

The vision of JacksTeach is to be the regional program of choice for students pursuing secondary STEM teaching certification. The teaching force of Deep East Texas will be enhanced by the development of high-quality science and mathematics teacher candidates that embrace individuality, diversity, inclusion, equity and support within the classroom.

MISSION

The mission of JacksTeach is to provide a robust and effective learning experience that develops STEM educator-leaders with deep content knowledge, expertise with research-supported pedagogies, and the ability to create inclusive learning environments that foster community between students with diverse backgrounds and help them become lifelong learners.

VALUES AND GOALS

The goal of JacksTeach is to prepare secondary education teachers of mathematics and science to meet the high demand for STEM educators in the East Texas region and provide an inclusive and welcoming environment for our students. To do this, JacksTeach will

- Serve the community by cultivating and recruiting secondary math and science teachers to serve the East Texas area.
- Increase the diversity of highly trained educators serving schools in the East Texas region.
- Develop a cooperative network of mentor/cooperating teachers to assist in the development of future highly trained STEM educators.
- Recruit and train effective STEM educators to serve schools in rural East Texas.
- Seek and support faculty and staff that embrace the JacksTeach model for teacher preparation and to cultivate cooperation between university departments.

STEPHEN F. AUSTIN STATE UNIVERSITY

College of Science and Mathematics

VISION

Empower the next generation of science, technology, engineering and mathematics professionals to lead and serve in a changing world.

MISSION

Through excellent teaching, research and other scholarly activities, the SFA College of Sciences and Mathematics provides high-quality undergraduate and graduate programs in a nurturing environment that prepare students for leadership and service as STEM professionals.

VALUES

Excellence, innovation, professionalism, life-long learning, engagement and integrity

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 arrange 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

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) Assistant Director Educator Preparation Program
- d) Assistant Director of Data and Technology
- 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.

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 the 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.

Approved Certificate Areas Completed through JacksTeach

SFA JacksTeach STEM Teacher Preparation Program works in collaboration with the Perkins College of Education to offer traditional (undergraduate) certification in **Chemistry 7-12, Life Science 7-12, Mathematics 7-12** and **Physics 6-12**. Traditional certifications require candidates to earn a bachelor’s degree in the content field with a concentration in JacksTeach.

The chart below includes the certificates JacksTeach offers. The complete chart of certificates in which SFA is approved to offer are included in the official [SFA EPP Handbook](#). Certifications through JacksTeach are completed as an undergraduate.

NOTE: SFA EPP offers other routes for some certificates. For SFA EPP offerings see the official [SFA EPP Handbook](#).

| Certificate | Traditional (Undergraduate) |
|--------------------------------|-----------------------------|
| Chemistry (Grades 7-12) | ✓ |
| Life Science (Grades 7-12) | ✓ |
| Mathematics (Grades 7-12) | ✓ |
| Physical Science (Grades 6-12) | ✓ |

Sample JacksTeach Course Maps*

4-Year Completion (Recommended)

| Year | Fall | Spring |
|------|--|--|
| 1 | JTCH 1101 Step 1 | JTCH 1102 Step 2 |
| 2 | JTCH 3361 Perspectives | JTCH 3301 Knowing & Learning |
| 3 | JTCH 3351 Functions & Modeling (Math only) JTCH 2051 Lab Safety Survey (Science only) | JTCH 3311 Classroom Interactions JTCH 4351 Research Methods |
| 4 | JTCH 4301 Project-Based Instruction | JTCH 4901 Apprentice Teaching |

2.5-Year Completion (Late start or Transfer)

| Year | Fall | Spring |
|------|---|--|
| 1 | JTCH 1101 Step 1 JTCH 3361 Perspectives | JTCH 1102 Step 2 JTCH 3301 Knowing & Learning |
| 2 | JTCH 3351 Functions & Modeling (Math only) JTCH 2051 Lab Safety Survey (Science only) JTCH 4301 Project-Based Instruction | JTCH 3311 Classroom Interactions JTCH 4351 Research Methods |
| 3 | JTCH 4901 Apprentice Teaching | |

*The course maps shown are recommended pathways. Student course completion plans are created based on individual student needs.

JacksTeach Course Descriptions

| Course Name | Credit Hours | Course Description | Semester(s) Offered |
|--|--------------|---|---|
| (JTCH 1101) Step1: Inquiry Approaches to Teaching* | 1 | An introduction to the theory and practice behind inquiry-based mathematics and science instruction. Candidates design and teach lessons in an elementary classroom. Provides 5 hours of field experience and an opportunity for first-hand involvement in a supportive, diverse educational setting so that STEM majors can explore teaching as a career path. | Offered every Fall semester and some Spring semesters |
| (JTCH 1102) Step 2: Inquiry-Based Lesson Design* | 1 | A detailed study of inquiry-based lesson development. Candidates plan and present middle school lessons using research-based, recognized curricula and materials. These lessons are aligned with district curriculum and employ technology. Provides 4 hours of field experience and an opportunity for candidates to thoroughly assess their commitment to STEM teaching. Pre-requisite: JTCH 1101 with C or better. | Offered every Spring semester and some Fall semesters |
| (JTCH 1203) Steps 1 and 2 Inquiry-Based STEM Lesson Design* | 2 | A detailed study of inquiry-based lesson development. Candidates plan and present middle school lessons using research-based, recognized curricula and materials. These lessons are aligned with district curriculum and employ technology. Provides 4 hours of field experience and an opportunity for candidates to thoroughly assess their commitment to STEM teaching. Fulfills requirement for JTCH 1101 and JTCH 1102. | Offered some semesters |
| (JTCH 2051 optional course) Secondary Science Lab and Safety Survey | 0-3 | Topics in physics and lab safety and management for students seeking a composite science certification in Texas and/or the skills required to safely and efficiently manage a high school science lab and prep/storage area. | Offered some semesters |
| (JTCH 3301) Knowing & Learning in Mathematics and Sciences | 3 | A study of the concepts and strategies involved in knowing and learning in secondary mathematics and science, with a focus on instructional practices including direct teaching and questioning, interactive discussion, collaborative group work, and formative and summative assessment. Candidates conduct clinical interviews with learners engaged in domain-specific problem-solving activities. Pre-requisite: JTCH 1101 with C or better. | Spring only |
| (JTCH 3351) Functions and Modeling math and physics majors only | 3 | An in-depth examination of function-related mathematical content knowledge from algebra through calculus. Connections between various areas of mathematics, problem-based learning, and applications of mathematics are emphasized. Required for math majors, optional for science majors. Pre-requisites: JTCH 1102 with C or better; MATH 2313 with C or better or MATH 2413 with C or better. Provides 3 hours of mathematics electives for the BS Mathematics. | Every other Fall only |

| | | | |
|--|----------|--|------------------------------------|
| <p>(JTCH 3361) <i>Perspectives on Science and Mathematics</i></p> | <p>3</p> | <p>Topics and episodes in the history of science and mathematics, with emphasis on the dynamic nature of these fields and how practical needs, social conflicts and individual personalities shaped their content and direction. Candidates design, present, and revise middle and high school science and math lessons that incorporate the history of science or math. Pre-requisite: JTCH 1102 with C or better.</p> | <p>Every other Fall only</p> |
| <p>(JTCH 3311) <i>Classroom Interactions**</i></p> | <p>3</p> | <p>An examination of the interplay between teachers, students, and content and how such interactions enable students to develop deep conceptual understanding of mathematics and science. Candidates plan and teach multi-day high school mathematics or science lessons and analyze data on student participation and performance. Candidates should have 15 hours in their teaching field and be admitted to the EPP prior to taking this course. Provides 20 hours of field experience. Pre-requisite: JTCH 3301 with C or better and admission to Educator Preparation Program.</p> | <p>Spring only</p> |
| <p>(JTCH 4351) <i>Research Methods</i></p> | <p>3</p> | <p>An introduction to the specific techniques needed to address scientific questions. Candidates design and carry out independent inquiries, incorporate statistics to interpret results, and present their work via an oral presentation and a scientific paper. Science candidates will complete laboratory safety certification. Pre-requisite: JTCH 1102 with C or better.</p> | <p>Every other Spring only</p> |
| <p>(JTCH 4301) <i>Project Based Instruction**</i></p> | <p>3</p> | <p>A detailed examination of the project-based instructional approach. Candidates use project-based learning design principles to develop an interdisciplinary unit linked to district, state and national content and inquiry standards that they teach in a secondary STEM classroom over a multi-week period. Provides 30 hours of field experience. Prerequisites: JTCH 3311 with a C or better and admission to Educator Preparation Program.</p> | <p>Fall only</p> |
| <p>(JTCH 4901) <i>Apprentice Teaching**</i></p> | <p>9</p> | <p>During this final course in the JacksTeach program, candidates receive extensive and individualized mentorship to reinforce and expand their teaching strategies and professional development. Apprentice teaching is comprised of field experiences in local public secondary schools and a weekly seminar with master teachers for candidates to share experiences and work on problems they encounter in the field. Pre-requisites: JTCH 4301 with C or better and EPP enrollment.</p> | <p>Fall and Spring</p> |

* Course involves field experience hours

** Course involves field experience hours that required admission to the Educator Preparation Program (EPP)

JacksTeach Coursework Requirements:

Candidates that pursue teaching through JacksTeach will have received ongoing instruction in lesson design, classroom management, and science and mathematics content. Throughout the program candidates will complete field experiences at multiple levels in numerous courses. Coursework and/or training are taught in the following:

- **1101 Step 1**: Students begin to develop a general understanding of the theory and practice behind inquiry-based mathematics and science instruction. Students will complete 5 hours of field experience (does not count toward TEA requirements for certification).
- **1102 Step 2**: Students complete a detailed study of inquiry-based lesson development. Four hours of field experience (does not count toward TEA requirements for certification) include planning and delivering research-based lessons in middle school classrooms using recognized curricula and materials that align to district curriculum and employ technology.
- **1203 Steps 1 and 2**: This course provides an accelerated introduction to the theory and practice behind inquiry-based mathematics and science instruction and lesson development. Candidates design and teach lessons in elementary and middle school classrooms using technology and research-based, recognized curricula and materials. The course provides eight hours of field experience and an opportunity for first-hand involvement in a supportive, diverse educational setting so that STEM majors can explore and assess their commitment to STEM teaching as a career path.
- **2051 Secondary Science Lab and Safety Survey**: Topics in biology, chemistry, earth and space science, physics, lab safety and management for students seeking a composite science certification in Texas.
- **3301 Knowing and Learning**: A study of the concepts and strategies involved in knowing and learning in secondary mathematics and science, with a focus on instructional practices including direct teaching and questioning, interactive discussions, collaborative group work, and formative and summative assessment. Clinical interviews with learners engaged in domain-specific problem-solving activities will be conducted.
- **3351 Functions and Modeling**: An in-depth examination of function-related mathematics content knowledge from algebra through calculus. Connections between various areas of mathematics, problem-based learning, and application of mathematics are emphasized. This course is required for mathematics majors and optional for science majors.
- **3361 Perspectives**: Topics and episodes in the history of science and mathematics, with an emphasis on the dynamic nature of these fields and how practical needs, social conflict and individual personalities shaped their content and direction. Candidates design, present, and revise middle and high school science and mathematics lessons that incorporate the history of science and mathematics.
- **3311 Classroom Interactions**: Examine the interplay between teachers, students, and content and how such interactions enable students to develop deep conceptual understanding of mathematics and science. Candidates plan and teach multi-day high school mathematics or science lessons and analyze data on student participation and performance. Candidates must be admitted to EPP and have completed 15 content hours in their teaching field before taking this course. Field experience hours (20) will count toward TEA certification requirements.

- **4351 Research Methods**: An introduction to the specific techniques needed to address scientific questions. Candidates design and carry out independent inquiries, incorporate statistics to interpret results presented via an oral presentation and a scientific paper. Science candidates will complete laboratory safety certification.
- **4301 Project-Based Instruction**: Provides a detailed examination of the project-based instructional approach. Candidates use project-based learning design principles to develop an interdisciplinary unit linked to district, state and national content and inquiry standards that they teach in a secondary STEM classroom over a multi-week period. The 30 hours of field experience will count towards TEA requirements for certification.
- **4901 Apprentice Teaching**: The clinical teaching of the program. During this final course, candidates receive extensive and individualized mentorship to reinforce and expand their teaching strategies and professional development. It is comprised of field experiences that count toward TEA certification requirements in public secondary schools and a weekly seminar with master teachers for candidates to share experiences and work on problems they encounter in the field. Candidates must have passed the appropriate content exam before the teaching assignment starts.

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 (1101, 1102, 1203, 3301, 3361, 3311, 4351, 4301, 4901);
- formally and informally collecting, analyzing, and using student progress data to inform instruction and make needed lesson adjustments (1101, 1102, 1203, 3301, 3361, 3311, 4301, 4901);
- ensuring high levels of learning, social-emotional development, and achievement for all students through knowledge of students, proven practices, and differentiated instruction (3301, 3351, 3361, 3311, 4301, 4901);
- clearly and accurately communicating to support persistence, deeper learning, and effective effort (3351, 3311, 4301, 4901);
- organizing a safe, accessible, and efficient classroom (1101, 1102, 1203, 3301, 3311, 4351, 4301, 4901);
- establishing, communicating, and maintaining clear expectations for student behavior (1101, 1102, 1206, 3311, 4301, 4901);
- leading a mutually respectful and collaborative class of actively engaged learners (3301, 3361, 3311, 4301, 4901);
- meeting expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities (1101, 1102, 1203, 3311, 4301, 4901);
- reflect on his or her practice (1101, 1102, 1203, 3301, 3361, 3311, 4301, 4901); and
- effectively communicating with students, families, colleagues, and community members (1101, 1102, 1203, 3301, 3311, 4301, 4901).

Field-Based Experience Requirements:

Each teacher candidate must complete a minimum of 50 hours field-based experience and be accepted in the EPP prior to Apprentice (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 QClassroom and/or Brightspace by D2L.
- Courses in the JacksTeach program that provide qualified field experience include ***Classroom Interactions*** (20 hours), ***Project-Based Instruction*** (30 hours) and ***Apprentice (clinical) Teaching*** (full time 16-week assignment).
- Opportunities for additional field-based experience hours will be provided throughout the program.
- Students are responsible for documenting their field-based experience hours as instructed by program faculty and staff.

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.

Candidates seeking admission to the EPP for initial teacher certification should complete an EPP application online at <https://mysfa.sfasu.edu/web/home-community/academic>. Candidates seeking EPP admission to a non-teacher program, applications are completed through Graduate School at Graduate |

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 [Admission | Educator Preparation Program | College of Education | SFA \(sfasu.edu\)](#).

Per 19 TAC §227.10(c), an EPP may not admit an applicant who: has been reported as completing all EPP requirements by another EPP in the same certification category or class, unless the applicant only needs certification examination approval; or has been employed for three years in a public school under a permit or probationary certificate as specified in [19 TAC Chapter 230, Subchapter D](#), ...unless the applicant is seeking clinical teaching that may lead to the issuance of an initial standard certificate.

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 28 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.

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” (In TASC 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 JacksTeach Director, the EPP Program Coordinator, and faculty appointed by the JacksTeach Director, including but not limited to the Master Teacher reporting the unsatisfactory dispositions. This panel will interview the candidate and complete a Candidate Program Continuation Plan (*see pages 39 and 40*).
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 Educators' Council, including but not limited to the Associate Dean of Student and Faculty Affairs and faculty members with at least one representative from JacksTeach 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. (Code of Student Conduct and Academic Integrity, HOP [04-106.pdf \(sfasu.edu\)](#))

EPP 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 15 credit hours completed in teaching field with required GPA
- Successful completion of the EPP Screening Instrument. For JacksTeach, this screening instrument will be completed in the course JTCH 1102 Step 2.
- 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 on page 13.
- 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 a conditional 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

Prior to Apprentice (clinical) Teaching:

Prior to Apprentice (clinical) teaching, candidates must complete coursework, field-based experience requirements and pass the appropriate content exam. Candidates will work with their major academic advisor and/or JacksTeach advisors to confirm eligibility for Apprentice (clinical) teaching. Additional information on taking the content exam can be found on page 31

Application to Clinical Teaching (Apprentice Teaching for JacksTeach):

Upon confirmation of eligibility, candidates apply for clinical teaching (Apprentice 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.

Apprentice (clinical) teachers must choose a placement site from the list of partner schools which can be found at <https://www.sfasu.edu/coe/student-resources/educator-preparation/clinical-teaching#Clinical%20Teaching%20Placement>.

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

After applying for apprentice (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 with 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 apprentice (clinical) teaching assignment for which the apprentice (clinical) teacher candidate is seeking certification
 - Will guide, assist, and support the candidate during the candidate's Apprentice (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

Field-Based Experiences Requirements:

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

- Teacher candidates complete required field-based experiences
 - Each teacher candidate must complete a minimum of 50 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 Coordinator of Teacher Preparation Programs.

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/](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://www.sos.texas.gov/legis/tafc/tafc.html).

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 Page | 20 Revised Fall 2023
- (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 \(sfasu.edu\)](#).

Apprentice (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. Although hours may be allowed during the apprentice (clinical) teaching semester, it is not recommended due to the demands of classroom teaching and completing the edTPA portfolio required for certification.

Each teacher candidate at the undergraduate level must complete a full-time 16-week assignment.

- 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.

Apprentice teachers must complete a full-time 16-week.

- 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 clinical teaching experience must take place in a setting that meets SFA and TEA requirements.

- For Apprentice (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 <https://www.sfasu.edu/coe/student-resources/educator-preparation/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 with 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

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>.

Apprentice (clinical) Teacher QClassroom 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

Apprentice (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 Apprentice (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 or program 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 apprentice (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 and 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 content area program coordinator. The content area 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 JacksTeach director or co-director discretion, a candidate may be required to postpone apprentice (clinical) teaching until successfully completing the remediation plan and passing the content exam.

Appeal to Apprentice (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 Apprentice (Clinical) teaching semester are dropped from Apprentice (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 Apprentice (Clinical) teaching semester. This is to protect the candidate from missing a second opportunity at Apprentice (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.
- 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](#).

SFA Initial Certification Benchmarks and Assessments

Benchmark I: Admission to Program

1. Admission to Educator Certification Program
2. Professional Disposition Self-Assessment by Candidate
3. Candidate acknowledges understanding and willingness to adhere to the Texas Educator Code of Ethics
4. Teaching 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: Apprentice (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

Observations, Informal Support and Supervision:

The Apprentice (clinical) Teaching experience is completed by:

A **minimum** of 14 weeks (approximately 70 days) with a full day being 100% 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.

- Four T-TESS Pre-Conferences prior to the Formal Observation – face-to-face is not required
- Four T-TESS Formal Observations – must be face-to-face and at least 45 minutes in duration
 - Two formal observations must be during the first half of the assignment
 - Two formal observations must be during the last half 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
- Four T-TESS 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, it may be provided by use of electronic transmission or other video or technology-based method.

*See the official [SFA EPP Handbook](#) for Internship and employment as Education Aide..

Field Supervisor Qualifications, Assignments and Trainings:

Field supervisor--A currently certified educator, hired by the JacksTeach 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 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 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 Apprentice (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 supervisors must attend the T-TESS Field Supervisor Observation Training or the T-TESS Coaching Training.

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)
- Apprentice (clinical) teaching completed
- Certification exam passed (Content and edTPA)
- An online application submitted to TEA www.tea.state.tx.us
- 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.

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

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 and to request testing clearance. It is the system used to maintain all documentation specific to the EPP admission process, such as basic skills scores and EPP Screening Essay. 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.)

For questions regarding QClassroom, call (936) 468-1282 or email gclassroom@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 (2.5) 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.

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:***

| <u>In the SFA Classroom:</u> | <u>At the Practicum/ Apprentice (clinical) Teaching Site:</u> |
|---|--|
| <input type="checkbox"/> Poor punctuality <input type="checkbox"/> Poor work quality <input type="checkbox"/> Dominates class discussion/group activities <input type="checkbox"/> Volatile/ overly emotional <input type="checkbox"/> Lack of participation in class activity <input type="checkbox"/> Assignments not returned in a timely manner <input type="checkbox"/> Inappropriate behavior that distracts or disrupts the class <input type="checkbox"/> Poor attendance <input type="checkbox"/> Negative attitude <input type="checkbox"/> Inappropriate comments <input type="checkbox"/> Missing assignments <input type="checkbox"/> Inattentiveness (sleeping, texting, etc.) <input type="checkbox"/> Hostility to instructor <input type="checkbox"/> Lack of interest <input type="checkbox"/> Failure to meet class requirements <input type="checkbox"/> Hygiene issues <input type="checkbox"/> Unable to accept criticism <input type="checkbox"/> Unacceptable language <input type="checkbox"/> Cheating/ Plagiarism <input type="checkbox"/> Lack of empathy/ interest in teaching <input type="checkbox"/> Other: | <input type="checkbox"/> Lack of integrity in professional performance <input type="checkbox"/> Poor punctuality <input type="checkbox"/> Poor attendance in classes and field placement <input type="checkbox"/> Poor adherence to hours required of cooperating teacher <input type="checkbox"/> Inconsistent daily preparation to teach <input type="checkbox"/> Unacceptable language with children/ youth <input type="checkbox"/> Requires excessive guidance <input type="checkbox"/> Displays non-professional behavior <input type="checkbox"/> Evidence of cheating <input type="checkbox"/> Inappropriate social interaction with pupils/ teachers <input type="checkbox"/> Inappropriate physical contact with pupils/ teachers <input type="checkbox"/> Failure to be open to new ideas <input type="checkbox"/> Displays hostilities toward teachers <input type="checkbox"/> Failure to interact with <u>all</u> learners <input type="checkbox"/> Lack of interest in teaching <input type="checkbox"/> Lack of empathy, interest, or care for students <input type="checkbox"/> Lack of self-control in the classroom setting <input type="checkbox"/> Volatile/ overly emotional reactions under stress <input type="checkbox"/> Deficient in instructional skills <input type="checkbox"/> Lack of knowledge of content <input type="checkbox"/> Does not participate in public school campus activities <input type="checkbox"/> Refusal to accept constructive suggestions <input type="checkbox"/> Does not work well with others <input type="checkbox"/> Displays negative attitudes <input type="checkbox"/> Does not take initiative in group projects/ work <input type="checkbox"/> Dominates group discussion/ activities <input type="checkbox"/> Does not complete individual assignment/work for group project <input type="checkbox"/> Unable to interact effectively with children/ youth collaboration <input type="checkbox"/> Ineffective use of written/ oral language <input type="checkbox"/> Hygiene issues <input type="checkbox"/> Does not willingly help other candidates <input type="checkbox"/> Failure to implement constructive suggestions <input type="checkbox"/> 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 up 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

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 \(sfasu.edu\)](#).

*The information in this handbook is specifically for JacksTeach students. For all practices, policies and procedures see the official [SFA EPP Handbook](#).

JacksTeach Checklist

(to be completed per semester)

Check SFA student emails regularly.

Schedule and attend advising meetings each semester with Mrs. West.

| | | | | | |
|----------------|------------|--------------|-------------|------------|--------------|
| Freshman Year | _____ Fall | _____ Spring | Junior Year | _____ Fall | _____ Spring |
| Sophomore Year | _____ Fall | _____ Spring | Senior Year | _____ Fall | _____ Spring |

- _____ 1. After 15 hours in major, apply for EPP.
- _____ 2. EPP Screening Instrument administered in Step 2.
- _____ 3. Remain in the EPP and continue with the suggested course schedule.
- _____ 4. The semester prior to apprentice (clinical) teaching:
 - Attend the apprentice (clinical) teacher meeting with the apprentice teacher seminar instructor.
 - Sign up to take and pass the practice Content Exam.
 - Biology – E. Childress
 - Chemistry – B. Barngrover
 - Mathematics – S. Prince
 - Physics – M. Wurtz
 - Register to take the TExES Content exam and pass. Inform Apprentice Teaching seminar instructor of your test date and passing score.
 - Life Sciences (Biology majors) – TExES Exam 235
 - Chemistry – TExES Exam 240
 - Mathematics – TExES Exam 238
 - Physical Science – TExES Exam 237
 - Apply for apprentice (clinical) teaching via mySFA. You will choose the preference for the top three districts where you want to apprentice (clinical) teach.
- _____ 5. Attend Apprentice (Clinical) Teacher Orientation meetings hosted by the Office of Assessment and Accountability/EPP. The date will be emailed to you. (August for Fall/December for Spring)
 - Continue to check SFA email daily during the semester prior to Apprentice (Clinical) Teaching.
- _____ 7. Complete any required paperwork from your apprentice (clinical) teaching placement districts. Be sure to meet required deadlines!
- _____ 8. Complete ALL coursework prior to apprentice (clinical) teaching, with the exception of JTCH 4901. You will take this seminar course while apprentice teaching. Any other course work must be approved by the JacksTeach Director.
- _____ 9. Remove all holds from your account. Register for JTCH 4901 and make arrangements to attend weekly seminar meetings.