

Southwestern Assemblies of God University

Education Department

2023-2024

Graduate Program Handbook



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Welcome

We are pleased you have chosen the Masters Education Program at Southwestern Assemblies of God University (SAGU). The faculty in the Education Program are dedicated to providing you with the best in teaching methods and technology. We strongly believe that education candidates should have experiences in schools, and we strive to provide this opportunity in all phases of the Masters education program. Program Coordinators are also available to provide assistance to you throughout your studies.

The Teacher Education Graduate Program Handbook has been developed to fulfill several purposes:

1. To assist you in understanding the mission, goals, and expectations of the Teacher Education Program;
2. To guide you as you prepare to become an educator;
3. To serve as a source for important dates, deadlines, and activities in your preparation;
4. To provide you with information regarding the support and resources that are available to you; and
5. To enable us to serve you better and to help you become an outstanding educator.

The state of Texas has established professional competencies required of all educators in Texas. These competencies are the basis for the exams required for certification in Texas (See appendix). Our goal is that every candidate who completes the Masters Education Program at SAGU will be able to meet and demonstrate these competencies. However, we also desire that our graduates incorporate Christianity as a part of their education ministry, which will enable them to influence their classroom, their school, and their community in an added dimension.

The Psalmist stated in Psalm 32:8, "I will instruct you and teach you the way you should go; I will counsel you with my loving eye on you." One goal of the Masters Education program is to train educators to change their world in the classroom, school building, and school district. In order to do that, professors have high expectations for each student that centers around motivation, participation, and attention to course work.

When you enter the course, you are entering a professional learning environment.

Professionalism means regular and active participation in the Blackboard course, timely submission of work, and active participation in discussion boards, presentations, online meetings, etc. which are essential and expected in this course. Active participation means that you enter the learning environment fully prepared to share your knowledge and learning gained from readings and experiences. As you prepare for the field of education, you must demonstrate motivation by working diligently, persevere to complete the program curriculum, and demonstrate ethical academic conduct, e.g. no cheating, plagiarism, etc.

By examining the handbook thoroughly, you will pass through the stages of the Masters Education Program more smoothly and efficiently, making your progress more enjoyable. May your life be blessed as you follow God's plan in the field of education!

Location and Hours

The Teacher Education office is located in the Foster Center. The Education Department is open from 8:00 a.m. to 5:00 p.m. Monday-Friday except for SAGU holidays. During the fall and spring semesters, the faculty maintain office hours, which are posted at each respective faculty office. You may also contact individual faculty to set an appointment at times other than the regular office hours.

Mission of the Teacher Education Department

The purpose of the Education Program is to prepare graduate students spiritually, academically, and professionally. Each program has been designed for efficiency and alignment with the Texas Education Agency (TEA) guidelines.

Through the Harrison Graduate School, one can obtain a Master's degree in Education. After passing the Texas Examinations of Educator Standards (TExES), SAGU candidates are eligible for certification with the State Board of Education Certification (SBEC). Each degree program is set up to allow candidates to take the exams prior to graduation. Although passing certification exams are not contingent on receiving a Master's degree, it is strongly encouraged since candidates will not be certified until meeting all the TEA certification requirements. SAGU offers the following degree programs which are subject to change based on the new certificate structure approved by the state of Texas:

- Principal as Instructional Leader
- School Counseling
- Alternative Certification
- Post-Baccalaureate (for Teacher Certification)

Candidates can find individual degree plans in the current SAGU Graduate Catalog. This can be obtained from www.sagu.edu under the catalog link.

Program Objectives

The goal of SAGU's Masters Education Program is to prepare candidates for certification with the state of Texas and to lead their organizations with Christian principles.

Upon completion of the graduate program, the student will be expected to:

1. **Demonstrate** knowledge of advanced strategies in content related to the field of study,
2. **Design and implement** instructions, assessment, and administrative practices in the educational setting including dyslexia strategies,
3. **Demonstrate** the ability to create and evaluate positive, productive classroom environments utilizing formal and informal settings and appropriate classroom management strategies including mental health,
4. **Develop** advanced knowledge of digital literacy,
5. **Demonstrate** knowledge of professional roles and responsibilities, and
6. **Develop** an advanced understanding for teaching students of diverse cultures.

Candidates can find individual degree plans in the current SAGU Graduate Catalog. This can be obtained from www.sagu.edu under the catalog link.

Procedures and Checkpoints

To ensure the continuance of producing outstanding educators for public, charter, and private schools, a series of checkpoints have been developed and implemented in the Master Education Programs. These checkpoints will assist in monitoring each candidate's progress toward becoming a professional educator. The checkpoints will also assist students in determining their potential for success in the teaching field.

Checkpoint #1: Admission to Harrison Graduate School

Candidates will need to apply to the Harrison Graduate School (HGS) at Southwestern Assemblies of God University (SAGU). Information related to requirements for HGS will be collected and recorded in the student's file by the SAGU Teacher Education Department. Documents required for admission to the HGS for Educational Leadership Public School and School Counseling include the following:

- a copy of teaching certificate/license;
- for principalship–teacher service records with signatures showing at least two years teaching experience in an accredited school;
- all official transcripts; and
- all components of the HGS application.

Documents required for **admission to the HGS** include the following for ACP or Curriculum Studies for Post-Baccalaureate (seeking certification):

- cumulative overall GPA;
- grades in English, Speech, and Math;
- results of TJTA; and
- all components of the HGS application.

Candidates who wish to start in the fall semester must be accepted into the HGS no later than July 31 of each year. Candidates who wish to start in the spring semester must be accepted into the HGS no later than October 31 of each year. A calendar is posted at <https://www.sagu.edu/admissions/master-of-education-in-educational-leadership/>

Checkpoint #2: Admission to the Teacher Education Program

The next three checkpoint sections do not pertain to students pursuing a Masters in Christian School Administration or Curriculum Studies. For Educational Leadership Public School Principal, School Counseling, Alternative Certification, and Post-Bac, once candidates have been accepted into the HGS, additional steps must be completed in order to be accepted into the SAGU Teacher Education Program. A request for an interview will be sent to each candidate by email. After the interview candidates will also receive a writing prompt to complete. Both the interview and essay will be scored using a rubric.

Candidates whose files are “Ready for Approval” will be considered for program approval by the Teacher Education Committee. This Committee meets thrice a year to review graduate applications. The Committee will vote and make a determination of acceptance or denial. Applicants will be notified by SAGU email of the Committee’s decision with an *Acceptance of Offer of Admittance to the Teacher Education Program*. This acceptance form must be signed and returned no later than one week from the date on the letter. Program approval ensures that the student can begin taking course work.

Any applicant who is denied acceptance will be given a clear statement of reasons for denial. Denial of admittance, for any reason, may be appealed in writing to the Teacher Education Committee and to the College of Business and Education Dean within 7 calendar days. *Candidates must maintain a GPA of 3.0 or higher in order to remain in the Masters Education program.*

Checkpoint #3: Admission to Internship or Clinical Teaching

Before a candidate can complete an internship or clinical teaching in the ACP or Post-Bac programs, a minimum of 40 hours of interactive field-based experience (FBE) and reflection must be submitted. These FBEs are embedded in the course work and submitted to the course professor. Eligible Post-Bac candidates must complete and submit the “Application for Clinical Teaching” the semester preceding the clinical teaching assignment. This form must be submitted by the assigned date in the academic calendar (mid-September for spring clinical teaching and late January to mid-February for a fall internship or clinical teaching semester). Applications may be obtained from the Teacher Education Office or on-line at <https://www.sagu.edu/academics-home/education-resources>.

The last criteria to be approved for clinical teaching, internship or practicum is completion of required training. Those are: Dyslexia, Mental Health, Suicide Prevention, Substance Abuse, and Digital Literacy. Trainings are a requirement in the SAGU teacher education programs and the Texas Education Agency.

Post-Baccalaureate Graduate candidates will have a three hour internship semester course in addition to the M.Ed. 30 degree hours.. Post-Bac candidates who live within a 30 mile radius of SAGU will be assigned to an accredited campus by the SAGU Education Department. Post-Bac candidates who live more than 30 miles from the SAGU campus are responsible for finding an appropriate accredited school placement. However, the Teacher Education Department can assist if needed.

Alternative Certification Program (ACP) Candidates will have a year long internship, three hours each semester. ACP candidates are responsible for procuring employment as a teacher of record in the specific certification area in a Texas Accredited school district. ACP candidates must submit the requested documents from the Teacher Education Department when seeking employment.

The Teacher Education Committee will review all applications to determine eligibility for clinical teaching and Internship. Applicants will be notified in writing of the Committee’s decision. Appeals to a decision must be made in writing to the Teacher Education Committee and to the College of Business and Education Dean within 7 calendar days..

School counseling and principal candidates will complete a one semester internship. This internship requires 160 hours of field-based experience. The candidate is responsible for finding appropriate placements and mentors.

The Teacher Education Department will assign a SAGU Field Supervisor to each candidate. However, with the exception of post-bac, candidates in all programs will be responsible for procuring mentors. All mentors must be approved through the SAGU Education Department in conjunction with the hiring Independent School District.

The Teacher Education Committee will review all applications to determine eligibility. Applicants will be notified in writing of the Committee's decision. Appeals to a decision must be made in writing to the Teacher Education Committee and to the Dean of the College of Business and Education within 10 working days of the notified decision date. Students who are denied clinical teaching, will be allowed to apply in the following semester. Students are only allowed to apply twice. If unsuccessful the second time, students will need to look at other options for graduation.

Checkpoint #4: Recommendation for Certification

The final checkpoint in the Teacher Education Program will occur toward the end of a candidate's clinical teaching or internship experience. A student cannot graduate until successfully completing the practicum/internship. Students should contact the department chair if unsuccessful for options.

The candidate begins the process towards certification during the program. Part of the coursework involves demonstrating proficiency on applicable exams in the candidate's field of study. Once candidate's have demonstrated the minimum accepted standard determined by the Education Department, the candidate will be eligible to register to take the appropriate TExES exam. Contact the Testing Coordinator if instructions to register are needed.

ACP and PB candidates: Students must complete all initial certification tests prior to the internship/practicum semester. Reach out to the Testing Coordinator if you have questions.

Principal candidates: Candidates will complete the TExES Principal as Instructional Leader (268) exam be completed in the EDU 5643 Principalship course and the Performance Assessment for School Leaders (PASL) be in the EDU 5973 Internship course. An option to become T-TESS certified is given in the EDU 5143 Educational Leadership and Supervision for Public Schools.

School counseling candidates: It is recommended that the exam be completed prior to the ESC 5126 Internship in School Counseling course.

When all required certification tests have been passed, the student is eligible for applying for the specific certification according to the program. After graduation, the certification officer will review the candidate's records and certify the candidate when all steps are completed.

Admission to the Master's Education Program

Candidates in Educational Leadership for Public School, School Counseling, Alternative Certification Program (ACP), or Post-Baccalaureate in Curriculum Studies are eligible for state certification and must be formally accepted into the Teacher Education program. Only those graduate students pursuing Texas certification need to be accepted into the Teacher Education program.

Certification eligibility and Clinical Teaching or Internship is reserved for students who have met admissions requirements, made application, and have been approved into the Teacher Education Program (which is a separate process from admission to Harrison Graduate School). Eligibility to the Program varies depending on the certification sought.

Alternative Certification and Post-Baccalaureate Candidates:

1. Achieve a **cumulative** grade point average (GPA) of 2.75 or higher in an undergraduate program. Students must maintain a minimum GPA of 3.0 in the graduate program.
2. Have a minimum of 12 hours in the content of certification seeking; 15 hours for math or science areas.
3. Receive a university counselor's recommendation based on results of the Taylor-Johnson Temperament Analysis (TJTA).

Note: The purpose for taking the TJTA is to identify strengths possessed by the potential teacher. If the TJTA indicates areas which may need strengthening, the Teacher Education Committee may prescribe counseling which must be completed before admission to the Education program. The Counseling Office administers the TJTA and a sign-off sheet is provided to the education department.

4. Submit two (2) "Recommendation for Approval to the Teacher Education Program" forms from individuals—*other than relatives, SAGU faculty members, or fellow students*—who can verify moral character and child/youth related experience or other work experience.
5. Submit a 1-2 page, double-spaced, typed Statement of Purpose essay describing reasons for desiring a profession in the teaching field.
6. Complete and submit "Application for Teacher Education Program"
7. Attach a copy of school ID / photo (Necessary for identification purposes only, does not need to be a professional photo).
8. Submit a current copy of your driver's license.
9. Complete an interview with SAGU education personnel. This interview is scored with a rubric and cut score.
10. Accept the written invitation to the education department within seven calendar days.

Educational Leadership (Public School) and School Counseling Candidates:

1. Be accepted to the Harrison Graduate School.

2. Achieve a cumulative grade point average (GPA) of 2.75. Candidates must maintain a minimum GPA of 3.0 to complete the program and graduate.
3. Complete an interview with SAGU education personnel. This interview is scored with a rubric and cut score.
4. Complete and return the writing prompts within five days. This writing prompt is scored with a rubric and cut score by two individuals. (Writing prompts will be given immediately after the interview.)
5. Accept the written invitation to the education department within seven calendar days.

The candidate is responsible for initiating the application, which is available in the Office of Teacher Education or on-line at <https://www.sagu.edu/academics-home/education-resources#epp>.

Once the application packet is complete, the Teacher Education Committee will review the applicant's file. After being admitted into the Teacher Education Program, the candidate will be placed in courses. In order to remain in the program, the candidate must continue to meet prescribed criteria as described in this handbook, as well as the Harrison Graduate School requirements.

Deadlines are published in the academic calendar as well as published on the SAGU Graduate webpages. In addition, the Teacher Education Office uses SAGU e-mail addresses on file to send reminders concerning admission requirements and deadlines. It is the responsibility of the student to meet the announced deadlines.

Candidates can find individual degree plans in the current SAGU Graduate Catalog. This can be obtained from www.sagu.edu.

In chapter 227 of the Texas Administrative Code (TAC) it states "the potential ineligibility of an individual who has been convicted of an offense for issuance of a certificate on completion" of the degree. Candidates have the right to request a criminal history evaluation at their own expense. See 19 TAC Chapter 227, Subchapter B for additional information.

Noteworthy:

Students who change degree plans from education into another degree area will be required to complete the approval process again if he/she wants to return to complete a teacher education degree program that requires certification.

Program applicants who are denied admittance into the teacher education program or removed from the teacher education program, can reapply the following semester. However, candidates will not be granted application after three attempts. See page 6 for those requirements.

Admission to Internship, Practicum, or Clinical Teaching

Internship and/or Clinical Teaching is the culminating experience for students in the Masters Education Program at SAGU. It is the final opportunity for a student to demonstrate skill and knowledge in education and the decision-making abilities of an entry level educator or leader. Requirements are given below for post-baccalaureate, alternative certification, educational leadership, and school counseling candidates.

Post-Baccalaureate (Post-Bac):

A student seeking state certification through the Post-Baccalaureate Program will be required to take an additional three (3) hours of coursework. Candidates will be required to complete the following:

3. Complete all required coursework for Master's in Curriculum and Instruction.
4. Complete the Clinical Teaching Application.
5. Attend the mandatory Clinical Teacher Orientation.
6. Enroll in the appropriate three-hour Internship course [EDU 5953 Internship I (fall) **or** EDU 5963 Internship II (spring)] and successfully complete a one semester full-day teaching practicum in an accredited school.

Due to the time commitment necessary for clinical teaching, it is highly recommended that candidates not seek additional employment during the clinical teaching semester. Candidates sign a memorandum of understanding (MOU) agreement detailing the possible conflicts and consequences.

Graduate students are limited to no more than six (6) graduate credit hours during their clinical teaching practicum due to the added responsibilities during clinical teaching. Students who wish to take over six (6) graduate hours of coursework while clinical teaching will need the approval of the Education Department Chair.

Alternative Certification Program:

Candidates in the ACP program will be required to complete the following:

1. Obtain a teaching position as teacher of record in the certification sought and approved;
2. Complete the Internship Paperwork;
3. Complete Internship Orientation online; and

4. Enroll in the appropriate three-hour Internship course [EDU 5953 Internship I (fall) and EDU 5963 Internship II (spring)] and successfully complete a one year full-day teaching position in an accredited school.

Interns who seek certification in two content areas will be required to complete an internship in both certification fields with qualified mentors and field supervisors in each content area. The Teacher Education Department personnel will work closely with the candidate to ensure the internship assignment is completed correctly.

Principal or School Counselor:

A student seeking state certification in Principal as Instructional Leader or in School Counseling will be required to complete the following:

1. Complete all required coursework for respective program;
2. Complete the Internship Application stating the ISD for field experiences and providing the name and email of your qualified Mentor;
3. Attend the mandatory Internship Orientation; and
4. Enroll in the appropriate three-hour Internship course and successfully complete a one semester practicum in an accredited school.

There are NO dual certifications for both the principal and school counselor in the same program. Each degree program is unique to that certification. Candidates who want to obtain a certification in both should contact the Department of Education.

Noteworthy:

All candidates must complete a successful clinical teaching, internship, or practicum by earning proficiency statements from both the field supervisor and mentor. Clinical Teaching and Internships are credit or no credit. In addition to the two proficiency statements, candidates must make acceptable progress toward and receive a 70% or higher in the clinical teaching or internship course to receive a grade of credit.

Candidates who do not graduate within six months of clinical teaching, practicum, or internship will lose credit for the course and MUST repeat the course. Candidates who withdraw or are withdrawn from an internship/clinical teaching assignment shall be reviewed by the Teacher Education Committee prior to consideration for an additional assignment. Candidates who withdraw from internship/clinical teaching will be reviewed and considered for placement the following semester. However, two unsuccessful internship/clinical teaching placements will result in removal from the SAGU Teacher Education program. *See internship handbook for additional information.*

Applicants who are denied admittance into the teacher education program or removed from the teacher education program, can reapply. However, candidates will not be granted application after two attempts.

Dismissal from the SAGU Teacher Education program happens when students do not complete a successful probationary period. Candidates can appeal in writing to the SAGU Teacher Education Committee within seven (7) business days from the date of the dismissal letter and/or email. The candidate's written appeal letter should be sent to the SAGU Teacher Education Department Chair who chairs the committee. The SAGU Teacher Education committee has the final decision regarding the status of program candidates.

Field-Based Experience (FBE)

Selected courses in the teacher education program have field-based experience requirements. These requirements are typically stated in terms of the number of hours students are to spend in assigned K-12 schools. FBEs are included in these courses to provide:

1. An opportunity to observe and interact with diverse learners in grade level appropriate teaching/learning environments;
2. An opportunity to participate in activities which are an integral part of the work of teachers;
3. Early opportunities to view the craft of teaching from a teacher's perspective; and
4. An opportunity to reflect upon the teaching profession as an appropriate vocational choice.

Interactive FBEs are designed to move candidates through a continuum of involvement with students, teachers, and administrators. Principal and school counseling candidates work with mentors to complete field experience hours. ACP and Post-bac candidates are responsible for scheduling field-based experiences with an accredited school – public or private. All candidates are responsible for finding a school (and classroom) in which to fulfill the interactive FBE hours. In the event that students have difficulty in this process, they should contact the course professor for assistance.

Candidates who are engaging in FBEs are to assume the professional demeanor of teachers. Attendance is absolute, and even unavoidable absences must be made up. Candidates should respect the cultural milieu of the school in terms of appropriate dress, sign-in and reporting requirements, confidentiality, and collegial relationships with school personnel. In all FBE relations, a Christ-like attitude of service should be uppermost in the student's approach.

FBEs are a wonderful privilege and provide opportunities for candidates to grow in the ability to become an effective teacher, administrator or school counselor. Take full advantage of these opportunities and use them to facilitate your development as a teacher.

Criminal Background Check:

School districts may require a Criminal Background Check to be completed before students can complete FBEs. It is the responsibility of each candidate to obtain the information from each individual school district and complete the requirements.

ACP and Post-Bac Candidates:

Students are responsible for completing the required 40 hours of interactive field-based experience. If students are unable to complete these required hours, they will not be allowed to complete the internship or clinical teaching.

Students shall submit the FBE Log to the professor in each class with FBE requirements. It's important to follow all directions when completing FBEs. Students will also be required to write a reflection of their experiences. The following courses contain FBEs:

Course Code	Course Title	FBE Hours Required	Fall (F), Spring (S), Summer (Su)
EDU 5733	Advanced Strategies in Reading	10	F, Su
EDU 5743	Advanced Strategies in Learning	10	S, Su
EDU 5713	Studies in Classroom Management	10	F, S
EDU 5563	Special Issues and Populations	10	F, Su

Principal and School Counseling candidates:

Graduate students seeking certification are responsible for completing 160 hours of field-based experiences (FBE) in order to complete the practicum. Students will submit the FBE Log to the professor during internship. It is important to follow all directions when completing FBEs. Students will also be required to write a reflection of their experiences. Failure to do so will result in not completing the requirements of the practicum, and will result in non-certification and/or a “no credit” grade in the course.

Appendix

Field-Based Experience (FBE) Guidelines

Field experiences are a wonderful privilege and provide opportunities for students to grow in the ability to become an effective teacher. Practice courtesy and thoughtfulness at all times.

1. **Schedule field experiences** with a TEA accredited school – public or private.
NOTE: ACP and PB candidates in the Waxahachie area must contact the Field Coordinator prior to scheduling observations in order to discuss district guidelines and restrictions. All other SDE students are responsible for finding a school (and teacher) in which to fulfill their field experience hours. In the event that the student has difficulty in this process, contact the Field Coordinator in the Education Office at Ext 4756 (972.825.4756).
2. Be sure to **obtain permission** from the principal, or contact person, to observe in a school.
3. **Practice punctuality and regular attendance.** It is vital that you arrive on time for the field experience appointments you set up. You will be evaluated on your promptness and attendance. Remember that you are representing SAGU!
4. **In the event of serious illness or unavoidable emergency** that make it impossible to fulfill your scheduled field experience, **notify the school/teacher you are observing.**
5. **ALWAYS SIGN IN** at the school office when you arrive **AND SIGN OUT** when leaving.
6. Know and follow the rules, regulations, policies, and **DRESS CODE** of both the school and the classroom you are visiting.
7. Always **exhibit courtesy and professionalism.**
8. **Assist** in any duties assigned as well as offering help when the opportunity arises. Focus on the students.
9. **Complete the Verification of Field Experiences form** at the conclusion of a visit. **Before leaving the classroom, secure required signatures to verify the information.** Be sure to say thank you.
10. At the conclusion of the observations, the **original copy** of the Field Experience Verification form(s) should be submitted to the Field Coordinator for placement in your permanent file in compliance with TEA requirements. The Field Coordinator will send verification of observation hours to the appropriate SAGU instructor.

NOTE: The verification of observation hours will be sent to the appropriate SAGU instructor at the end of the semester. However, your instructor may require you to submit a copy of your Field Experience Verification form to him/her for verification.

Important Terminology

Certification Officer – makes recommendations, after the student teaching practicum, based upon satisfactory completion of all requirements pertaining to certification.

Clinical Teacher – a SAGU student who has been assigned to a cooperating school by the Field Coordinator to acquire practical teaching experience during a specific period of time, under the direction of a Cooperating Teacher and the SAGU Field Supervisor.

Cooperating School - a fully accredited public or private school that works cooperatively with SAGU to direct the teaching activities of a student teacher.

Cooperating Teacher – a campus-based mentor for the clinical teacher.

Field Coordinator – the SAGU staff member who acts as a placement coordinator for student teachers and serves as a link to keep cooperating teachers aware of important dates/activities during the student teaching practicum.

Good Standing – Students in good standing have no outstanding financial responsibilities due to SAGU, no behavior incidents or pending incidents, and must not have been removed from Clinical Teaching.

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

Mentor – a certified educator assigned by the campus administrator who has completed mentor training; who guides, assists, and supports the beginning teacher in areas such as planning, classroom management, instruction, assessment, working with parents, obtaining materials, district policies; and who reports the beginning teacher's progress to that teacher's educator preparation program.

Practicum--A supervised educator assignment at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose that is in a school setting in the particular class for which a certificate in a class other than classroom teacher is sought.

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

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

SAGU Field Supervisor – a qualified educator, hired by the educator preparation program, to observe candidates, monitor his or her performance, and provide constructive feedback to improve his or her professional performance.

School Principal – the principal of the cooperating school who coordinates the student teaching program in his/her school or delegates it to a person on the staff.

T-TESS (Texas Teacher Evaluation & Support System) – Used in Texas public schools and many charter schools as the approved instrument for appraising teachers and identifying areas that would benefit from staff development.

T-PESS (Texas Principal Evaluation & Support System)--Used in Texas public school and many charter schools as the approved instrument for appraising administrators

State Certification Information

Most states require a standardized test(s) for teacher licensure. In Texas the Texas Examination for Educator Standards (TExES) is required for this purpose.

Because passing the TExES test(s) is essential for licensure, the Teacher Education Department has established procedures to give every teacher education student the best opportunity to be successful with the TExES. Competencies are covered in all Education classes, and it is important that students take these competencies seriously from their very first education class and make every effort to understand and master each competency.

Post-Baccalaureate candidates will seek initial certification in the content seeking. All candidates for teacher licensure are required to take two or more TExES tests. Candidates in this program must take a Pedagogy and Professional Responsibilities TExES test for the intended level of licensure. SAGU offers two tracks in Curriculum and Instruction:

- Elementary Education EC-6
- Secondary Education in Social Studies 7-12

ACP and Post-Bac candidates seeking licensure in a different field other than what is listed above must contact the education certification officer.

*Students meeting the requirements to take the TExES test should contact the Certification Officer for further instructions. **Permission from the Teacher Education Department is required in order to register.** For more information, please contact the Education Office at 972-825-4756.*

SAGU Educator Certification Testing Policies

Certification exams are an essential component of the SAGU Education program. Our certification track teacher education programs are designed to prepare students to be successful in the field of education; and, that success includes successful completion of the TExES certification exams.

The Texas Examination of Educator Standards (TExES) is administered by Pearson on behalf of the Texas Education Agency. There are many different TExES exams, and which tests students take is determined by the certification they are seeking. In general, students take at least two exams, the Pedagogy and Professional Responsibilities (PPR) and the content area exam (Social Studies 7-12, English Language Arts 7-12, Core Subjects EC-6, Music EC-12, Physical Education EC-12, Theatre Arts EC-12, Science of Teaching Reading).

For students seeking professional level certificates, there is generally one exam or portfolio submission (School Counselor, Principal as Instructional Leader, and ETS Performance Assessment for School Leader).

The passing score on any of the TExES exams is a 240 out of a possible 300. Students register with Pearson for their exams for a cost of approximately \$120 per test. As of September 1,

2015, state law limits testing attempts to 5 times per exam. If an exam has not been passed after five times, that candidate is no longer permitted to take that exam.

Our goal in the Education Department is to help students be completely prepared to pass exams on the first attempt. We provide students with preparation materials and opportunities for practice before sending students to sit for exams with Pearson or ETS. All students must go through an approval process before registering for exams.

Approval for Exams

Before approval can be given for any TExES exam, students must demonstrate proficiency in the subject area and readiness for the exam. Student may demonstrate this by meeting one or more of the following benchmarks as required by program requirements:

- Successful completion of appropriate representative form with a score of 80% or above
- Completion of representative form with a score of 70-79% -AND- Completion of Intervention Plan as assigned by TExES coordinator. Documentation of completion of the intervention plan will be required and detailed in the plan. Intervention plans may include a requirement of online tutoring or live workshops from contracted sources that may require additional payment by the student.
- Completion of designated coursework and approval from Testing Coordinator
- Successful completion of online tutoring module including study materials and practice exams

If a student fails to achieve a 70% on their initial attempt on a representative form, a study plan will be provided by the TExES coordinator. The plan may include a requirement of online tutoring or live workshops from contracted sources that may require additional payment by the student. After students have completed their study plan, with documentation, they will have the opportunity to retake the representative form prior to testing approval.

Academic Testing Year and Timing of Testing

The goal of our program is for students to be finished with all certification requirements upon graduation. To that end, we strive to help students be finished with testing requirements prior to graduation.

The academic testing year for first-time test takers will begin on September 1 of each year and end on June 30. Students taking an exam with Pearson for the first time must test during the specified time frame. The time frame of July 1 – August 31 will be available for retesting in the event that a student does not pass an exam. If a student does not pass a TExES exam administered by Pearson, they must wait 30 days before retesting (state-mandated waiting period). Students are strongly encouraged to retest as soon as possible after the 30 day wait period. The TExES Coordinator is available for consultation and study planning in this event.

Texas Educator Standards

Exam standards can be found on the TEA website at <https://tea.texas.gov/texas-educators/preparation-and-continuing-education/approved-educator-standards>.

Educator Teaching Standards can be found in the Texas Administrative Code (TAC) at [https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=149&rl=1001](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=149&rl=1001).

The standards are:

- 1: Instructional Planning and Delivery
- 2: Knowledge of Students and Student Learning
- 3: Content Knowledge and Expertise
- 4: Learning Environment
- 5: Data-Driven Practice
- 6: Professional Practices and Responsibilities

The Texas **Educator Code of Ethics** can be found on the TEA website at <https://tea.texas.gov/texas-educators/investigations/educators-code-of-ethics>.

Additional Information

Criminal Background Check

Prior to Internship and field-based experiences, students will undergo school district criminal history checks. The state of Texas also requires a criminal background check before an individual can receive a Texas teacher certification. Information regarding requirements for certification may be found on the TEA website at: <https://tea.texas.gov/texas-educators/certification/educator-certification-online-system>

Texas Administrative Code (TAC) 227.101c) states that a person who is enrolled or planning to enroll in a State Board of 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. For more information about the Preliminary Criminal History Evaluation, go to the link: https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs

Military and Non-Military Coursework and Training

In accordance with 19 TAC §228.35(a)(5)(A), military service members or military veterans may be given credit for certain verified military service, training, or education toward the training, education, work experience or related requirements (other than certification examinations) for educator certification requirements, provided that the military service, train, or education is directly related to the certificate being sought. Contact the education department for additional information.

Effective September 1, 2015, the TEA waives certain fees for eligible military service members, military veterans, and military spouses. For more information, please see the TEA website at: https://tea.texas.gov/Texas_Educators/Certification/Military_Community

Information regarding Military Service Members, Military Spouses, and Military Veterans may be found in the Texas Administrative Code 234 at [https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=234&rl=1](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=234&rl=1)

In accordance with 19 TAC §228.35(a)(5)(B), those who are not military service member or military veterans may be able to substitute prior or ongoing service, training or education, provided that the experience, education or training is not also counted as part of the internship, clinical teaching, or practicum requirements, and the aforementioned was provided by an approved EPP or an accredited institution of higher education within the last five years, and is directly related to the certificate being sought.

State and Federal Reports

Recognized for its high quality, SAGU's Education Department graduates have achieved high ranking by the State of Texas for teacher certification. According to the national Title II report, which ranks universities by state, SAGU achieved the highest rank possible by the federal government by scoring in the top quartile in the state of Texas, with its students passing state certification requirements. <https://www.sagu.edu/academics-home/education-resources#reports>

Website

Check the SAGU Teacher Education Website for more information on program calendars, military waivers, and other pertinent information. Each candidate will be given a clinical teaching handbook when the candidate enrolls in the appropriate clinical teaching course. The SAGU Teacher Education website has information related to the program calendar, background checks, supply and demand, EPP performance, and military and non-military course waivers. The Education page can be found at <https://www.sagu.edu/admissions/harrison-graduate-school-admissions/>