



**STEPHEN F. AUSTIN  
STATE UNIVERSITY**

JacksTeach

JacksTeach  
Student Handbook

2025-2026

# JacksTeach Student Handbook

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# The JacksTeach Program

The JacksTeach program prepares students to earn a secondary science or mathematics teaching certification while pursuing a four-year science or math undergraduate degree, or to earn a major in mathematics or science for teaching middle grades. 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 features 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 program that allows for multiple pathways to teaching certification. Students may add a concentration that can be combined with a major in biology, chemistry, mathematics, or physics; see degree plans linked below. Student may also choose to pursue bachelor's degrees for teaching science or mathematics for middle grades; see degree plans linked below. Students wishing to add the JacksTeach program to their degree plan can do so by contacting the College of Sciences and Mathematics advisors at [cosmadvising@sfasu.edu](mailto:cosmadvising@sfasu.edu).

Students pursuing JacksTeach 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.

- [Program: Biology, BS](#)
- [Program: Chemistry, BS](#)
- [Program: Mathematics, BS](#)
- [Program: Physics, BS](#)
- [Program: Mathematics for Teaching Middle Grades, BS](#)
- [Program: Science for Teaching Middle Grades, BS](#)

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

**Interim Dean, James I. Perkins College of Education**  
*Dr. Stacy Hendricks*

**Associate Dean of Assessment & Accountability**  
*Dr. Christina Sinclair*

***Accounting Clerk III***  
*Ms. Nikkie Strahan*

**Sr. Secretary**  
*Ms. Bonnie Fyffe*

**Assistant Director, Educator Preparation Program**  
*Ms. Carrie Baker*

**Certification Testing and Reporting Coordinator**  
*Ms. Caitlin Luna*

**Certification Coordinator**  
*Ms. Melanie Mercer*

**Clinical Experience Coordinator**  
*Ms. Michelle Miller*

***Data and Technology Manager***  
*Mr. Joe Strahl*

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**[Assessment and Accountability](#)**

# College of Sciences and Mathematics Administration

## Dean

Dr. Kimberly Childs

## Associate Deans

Dr. Matthew Beauregard

Dr. Michelle Harris

## JacksTeach Administration and Staff

### Director

Dr. Jane Long

### Co-Directors

Dr. Erin Childress

Dr. Cristina Sinclair

### Program Coordinator

Mrs. Leslie West

### Master Teachers

Mrs. Stacia Prince

Mrs. Leslie West

Mrs. Melinda Wurtz

### Math Dept. Coordinator of Teacher Preparation Programs

Mrs. Stacia Prince

**Roy E. and Linda Bush Mathematical Sciences Building, Suite 103**

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[JacksTeach@sfasu.edu](mailto:JacksTeach@sfasu.edu)

[www.sfasu.edu/jacksteach](http://www.sfasu.edu/jacksteach)

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

[STEMcenter@sfasu.edu](mailto:STEMcenter@sfasu.edu)

[STEM Education and Research Center](http://www.sfasu.edu/stem)

# **STEPHEN F. AUSTIN STATE UNIVERSITY**

## **JAMES I. PERKINS COLLEGE OF EDUCATION**

### **VISION**

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

### **MISSION**

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

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

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

### **VALUES**

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

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

# 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 Science and Mathematics provides high-quality undergraduate and graduate programs in a nurturing environment that prepares students for leadership and service as STEM professionals.

## **Values**

Excellence, innovation, professionalism, lifelong learning, engagement and integrity

# **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's Educator Preparation Program

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

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

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

# **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 2026. In that process, the following programs achieved a status of “Recognized” through 2020 by the specialized program area (SPA) national associations listed below.

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

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

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

## Approved Certificate Areas Completed through JacksTeach

The chart below indicates the certificates in which SFA is approved to offer that are served by the JacksTeach program.

<b>Certificate</b>	<b>Major (Undergraduate)</b>	<b>Concentration</b>
Chemistry (Grades 7-12)	Chemistry, BS	JacksTeach
Life Science (Grades 7-12)	Biology, BS	JacksTeach
Mathematics (Grades 4-8)	Mathematics for Teaching Middle Grades, BS	None required
Mathematics (Grades 7-12)	Mathematics, BS	JacksTeach
Physical Science (Grades 6-12)	Physics, BS	JacksTeach
Science (Grades 4-8)	Science for Teaching Middle Grades, BS	None required

## Sample Degree Maps

Biology BS Degree Map - JacksTeach Concentration:

[https://catalog.sfasu.edu/preview\\_program.php?catoid=39&poid=16858](https://catalog.sfasu.edu/preview_program.php?catoid=39&poid=16858)

Chemistry BS Degree Map - JacksTeach Concentration:

[https://catalog.sfasu.edu/preview\\_program.php?catoid=39&poid=16863](https://catalog.sfasu.edu/preview_program.php?catoid=39&poid=16863)

Mathematics BS Degree Map - JacksTeach Concentration:

[https://catalog.sfasu.edu/preview\\_program.php?catoid=39&poid=16931](https://catalog.sfasu.edu/preview_program.php?catoid=39&poid=16931)

Mathematics for Teaching Middle Grades, BS Degree Map:

[https://catalog.sfasu.edu/preview\\_program.php?catoid=39&poid=16990](https://catalog.sfasu.edu/preview_program.php?catoid=39&poid=16990)

Physics BS Degree Map JacksTeach - Physical Science Secondary Certification Concentration:

[https://catalog.sfasu.edu/preview\\_program.php?catoid=39&poid=16953](https://catalog.sfasu.edu/preview_program.php?catoid=39&poid=16953)

Science for Teaching Middle Grades, BS Degree Map:

[https://catalog.sfasu.edu/preview\\_program.php?catoid=39&poid=16961](https://catalog.sfasu.edu/preview_program.php?catoid=39&poid=16961)

## JacksTeach Coursework

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:

Course Name	Credit Hours	Course Description	Semester(s) Offered
<b>JTCH 1101</b> <i>Step 1:</i> <b><i>Inquiry Approaches to STEM Teaching*</i></b>	<b>1</b>	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.	Fall
<b>JTCH 1102</b> <i>Step 2:</i> <b><i>Inquiry-Based Lesson Design*</i></b>	<b>1</b>	A detailed study of inquiry-based lesson development. Candidates plan and present middle school STEM lessons using research-based, recognized curricula and materials. These lessons are aligned with district curriculum and employ technology. Provides four hours of field experience and an opportunity for candidates to thoroughly assess their commitment to STEM teaching. <b>Prerequisite: JTCH 1101 and one of the following: MATH 1314, MATH 2212, MATH 2412, MATH 2313 with C or better.</b>	Spring
<b>JTCH 1203</b> <i>Steps 1 and 2</i> <b><i>STEM Inquiry-Based STEM Lesson Design*</i></b>	<b>2</b>	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 as well as 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. <b>Prerequisite: MATH 1314, MATH 2212, MATH 2412, MATH 2313 with C or better.</b>	Spring
<b>JTCH 2051</b> <b><i>Secondary Science Lab and Safety Survey</i></b>	<b>0-3</b>	Topics in biology, chemistry, earth and space science, physics, lab safety and management for students seeking a composite science certification in the state of Texas.	Varies
<b>JTCH 3301</b> <b><i>Knowing &amp; Learning in Mathematics and Science</i></b>	<b>3</b>	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 STEM learners engaged in domain-specific problem-solving activities. <b>Prerequisite: JTCH 1102 or JTCH 1203 with C or better.</b>	Spring
<b>JTCH 3311</b> <b><i>Classroom Interactions**</i></b>	<b>3</b>	This course offers an examination of the interplay between teachers, students and content, and how such interactions enable students to develop a deep conceptual understanding of mathematics and science. Candidates plan and teach multiday 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 Educator Preparation Program prior to taking this course. The course provides 20 hours of field experience. <b>Prerequisite: JTCH 3301 and (JTCH 1102 or JTCH 1203) with C or better and admission to Educator Preparation Program.</b>	Spring only

<b>JTCH 3351</b> <b><i>Functions and Modeling</i></b> math and physics majors only	<b>3</b>	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. <b>Prerequisites: JTCH 1102 or JTCH 1203 with C or better; MATH 2313 with C or better.</b> Provides 3 hours of mathematics electives for the BS Mathematics.	Fall, odd years
<b>JTCH 3361</b> <b><i>Perspectives on Science and Mathematics</i></b>	<b>3</b>	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. <b>Prerequisite: JTCH 1102 or JTCH 1203 with C or better.</b>	Fall, even years
<b>JTCH 4301</b> <b><i>STEM Unit Delivery and Design**</i></b>	<b>3</b>	This course develops the essential skills and knowledge needed to create and implement effective STEM units that challenge and engage students. Participants will explore best practices in unit design, focusing on alignment with educational standards, integration of interdisciplinary concepts, and the use of research-based teaching strategies. Provides 30 hours of field experience. <b>Prerequisites: JTCH 3311 with a C or better and admission to Educator Preparation Program.</b>	Fall
<b>JTCH 4351</b> <b><i>Research Methods</i></b>	<b>3</b>	This class is 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 complete laboratory safety certification. <b>Prerequisite: JTCH 1102 or JTCH 1203 with C or better; admission to Educator Preparation Program or JacksTeach director or co-director permission.</b>	Spring, odd years
<b>JTCH 4901</b> <b><i>Apprentice Teaching**</i></b>	<b>9</b>	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 comprises field experiences in secondary schools and a weekly seminar with master teachers for candidates to share experiences and work on problems they encounter in the field. <b>Prerequisites: JTCH 4301 with C or better, Educator Preparation Program enrollment, and permission of JacksTeach director or co-director.</b>	Fall, Spring
<b>MLGE 3301</b> <b><i>The Adolescent Learner</i></b>	<b>3</b>	Assessment of fourth through eighth grade learners in several contexts will facilitate the future teacher's understanding of the relationship between social, emotional, psychological and physical development and the early adolescent's behavior, motivation and learning.	
<b>READ 3310</b> <b><i>Introduction to Language and Literacy</i></b>	<b>3</b>	An examination of instruction and assessment of literacy development and practice with an emphasis on oral language, phonological, and phonemic awareness, including strategies that support second language learners in the language areas of listening and speaking, that support, engage, and develop all readers.	Fall, Spring
<b>READ 3340</b> <b><i>Content Area Reading and Writing</i></b>	<b>3</b>	Examination of reading, writing, speaking and listening processes to learn subject matter across the curriculum to meet the needs of all students. <b>Prerequisite: READ 3310 with C or better.</b>	
<b>SEED 3372</b> <b><i>Culturally Responsive Pedagogy in Diverse Classrooms</i></b>	<b>3</b>	This course will guide pre-service teacher candidates through the design and development of curriculum, instruction and culturally responsive pedagogy with an emphasis on multiliteracies and pedagogical content knowledge. Major course topics include culturally responsive instructional	Fall, Spring

		strategies and theory about multiple literacies, incorporating the ELPS into curriculum and instruction to support language acquisition, accommodations and modifications for students with IEPs and 504 plans, technology integration according to ISTE standards, as well as students who are classified in other historically marginalized populations.	
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**\* Course involves field experience hours**

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



# **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.
3. If the concern is not resolved, the candidate will be referred to the Professional Educators' Program Continuation Review Panel. This panel is comprised of at least three members from the Professional Educator's Council, including but not limited to the Associate Dean of Student and Faculty Affairs and faculty members with at least one representative from the JacksTeach program and at least one representative from an outside department. The Professional Educators' Program Continuation Review Panel will interview the candidate and determine:
  - a. If the candidate may continue in the program and meet conditions established by the panel, or
  - b. The candidate has not demonstrated satisfactory improvement in accordance with the Candidate Program Continuation Plan and is removed from the Educator Certification Program.
4. Candidates may appeal the decision of the Professional Educators' Program Continuation Review Panel to the Dean of the College of Education within five class days. The following documentation is required:
  - a. Copy of Candidate Program Continuation Plan
  - b. Formal letter with supporting evidence as to why the candidate should not be removed for the Educator Certification Program.
  - c. The dean will respond in a timely manner.
  - d. Any further appeal will follow policy A-2: Academic Appeal and begin at step 4.

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

**Stephen F. Austin State University**  
**James I. Perkins College of Education**  
Candidate Program Continuation Form (Part A)

To: \_\_\_\_\_ From: \_\_\_\_\_ Date: \_\_\_\_\_

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

**In the SFA Classroom:**

- ☐ Poor punctuality
- ☐ Poor work quality
- ☐ Dominates class discussion/group activities
- ☐ Volatile/ overly emotional
- ☐ Lack of participation in class activity
- ☐ Assignments not returned in a timely manner
- ☐ Inappropriate behavior that distracts or disrupts the class
- ☐ Poor attendance
- ☐ Negative attitude
- ☐ Inappropriate comments
- ☐ Missing assignments
- ☐ Inattentiveness (sleeping, texting, etc.)
- ☐ Hostility to instructor
- ☐ Lack of interest
- ☐ Failure to meet class requirements
- ☐ Hygiene issues
- ☐ Unable to accept criticism
- ☐ Unacceptable language
- ☐ Cheating/ Plagiarism
- ☐ Lack of empathy/ interest in teaching
- ☐ Other:

**At the Practicum/ Apprentice (clinical) Teaching Site:**

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

**Stephen F. Austin State University**  
**James I. Perkins College of Education**  
Candidate Program Continuation Form (Part B)

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

\_\_\_\_\_ Candidate Demonstrated Satisfactory Improvement

\_\_\_\_\_ Satisfactory Improvement by Candidate was not demonstrated; referred to Professional Educator's Council Review Panel.

# Criminal Background Check, Preliminary Criminal History Evaluation, Fingerprinting

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

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

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

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

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

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

Additional information can be found at

[https://tea.texas.gov/Texas\\_Educators/Investigations/Preliminary\\_Criminal\\_History\\_Evaluation-FAQs/](https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/) and in the Texas Administrative Code §249.16 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=249&rl=16](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=249&rl=16).

## Notification to All EPP Applicants and Enrollees

TAC 227.1(d)

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

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

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

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

## **Complaint Process:**

### **Notice of Complaint Rights**

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

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

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

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

Complaint submissions should include the following:

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

**Complaint form URL:** [Complaints Against Educator Preparation Programs | Texas Education Agency](#)

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

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



# Data Management, Application, and Information Systems

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

- mySFA
- Self-Service Banner
- Brightspace
- QClassroom
- JackText

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 [qclassroom@sfasu.edu](mailto:qclassroom@sfasu.edu).

# **Stephen F. Austin State University**

## **Educator Preparation Program**

### **Exit Policy**

#### **Exit Policy for Certification Programs**

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

#### **Dismissal from the Educator Preparation Program**

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

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

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

#### **Withdrawal from the Educator Preparation Program**

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

# EPP Admission Procedures

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

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>.

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 <https://www.sfasu.edu/coe/student-resources/educator-preparation/admission>.

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.

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

#### Military service members or military veteran candidates:

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

#### Non-military service members or military veterans

- The candidate must have been enrolled in an EPP (SFA or another TEA approved EPP) when the

prior coursework was taken.

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

#### **Educational Aide Exemption:**

SFA does not currently participate in the Educational Aide Exemption Program.

#### **English Language Proficiency:**

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

Out of country applicants must demonstrate proficiency by one of the following:

- Earned undergraduate or graduate degree from an accredited institution of higher education in the United States; or
- Earned undergraduate or graduate degree on the SBEC-approved list of countries found in Figure 19 TAC §230.11(b)(5)(C); or
- Official TOEFL scores found at [https://tea.texas.gov/Texas\\_Educators/Certification/Out-of-State\\_Certification/English\\_language\\_Proficiency/](https://tea.texas.gov/Texas_Educators/Certification/Out-of-State_Certification/English_language_Proficiency/)

#### **Out of Country Credential Review:**

The Office of International Programs accepts credential evaluations from most recognized companies, however, they do not recommend any one company. Admission information can be found at <http://www.sfasu.edu/oip/330.asp>. EPP candidates must be formally admitted to SFA and meet all EPP admission criteria prior to taking certification coursework.

## Admission Criteria - Undergraduate

- Meet GPA requirements based on first registered semester at SFA:
  - Effective Fall 2025: Must have and maintain 2.75 overall GPA or last 60 hours (including transfer hours)
  - Prior to Fall 2025: Must have and maintain a 2.5 overall GPA or last 60 hours (including transfer hours) GPA
  - SFA does not allow admission to the EPP with a GPA of less than the criteria listed above
- Minimum 12 credit hours completed in teaching field with required GPA
  - 4-8 and 7-12 Science/Math must have 15 credit hours
- Successful completion of the EPP Screening Essay, typically completed during JTCH 1102 for JacksTeach students.
- 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 17.
- 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](http://www.sfasu.edu))
- Click on the Academics tab.
- Click Apply to Educator Preparation in the middle of the page.
- From here, follow the prompts to complete the application.
- If you do not meet all of the requirements for admission to the EPP, your application will not be processed and the system will not allow you to proceed. An error message will direct you to speak with your academic advisor.
- Once you have successfully completed the application, you will receive a message informing you that the application has been successfully submitted.

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

## Admission to the EPP

- Teacher candidates will receive an acceptance email after admission criteria has been verified. Applicants must agree to and complete each step of the acceptance form:
  - Admission date
  - Preliminary criminal history evaluation information
  - General criminal background check, fingerprinting and ID's required for TExES testing information
  - EPP Exit Policy
  - Code of Ethics
  - Information regarding EPP and TEA fees
  - Initial Candidate Disposition Survey
  - Technology Proficiency Self-Assessment Survey
  - Creation of TEA Educator Account – if applicable (some applicants will have a TEA ID before applying to the EPP)
  - Electronic signature
- Candidates must allow up to five business days for the finalization of EPP acceptance.

## After Admission to the EPP

### Coursework Requirements:

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

- designing clear, well-organized, sequential, engaging, and flexible lessons that reflect best practice, align with standards and related content, are appropriate for diverse learners and encourage higher-order thinking, persistence, and achievement;
- formally and informally collecting, analyzing, and using student progress data to inform instruction and make needed lesson adjustments;

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

### **Field-Based Experience Requirements:**

Each teacher candidate must complete a minimum of 50 hours field-based experience prior to clinical teaching.

- Up to 25 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 **JTCH 3311** (20 hours), **JTCH 4301** (30 hours) and **JTCH 4901** (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.

### **Prior to Apprenticeship (Clinical) Teaching:**

Prior to clinical teaching, candidates must complete coursework, field-based experience requirements and pass the appropriate content exam. Candidates will work with their academic advisor and/or program coordinator to confirm eligibility for clinical teaching. Additional information on taking the content exam can be found on page 39.

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

- Login to mySFA ([www.sfasu.edu](http://www.sfasu.edu))
- Click on the EPP tab.
- Click Apply to Clinical Teaching.
- From here, follow the prompts to complete the application.
- Once you have successfully completed the application, you will receive a message informing you that the application has been successfully submitted.

- When placements have been confirmed, you will receive an email informing you of your placement details.

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

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

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

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

- Campus administrators are provided 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

### **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](mailto:edcertfield@sfasu.edu).

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

- All-Level and EC-6 candidates must complete a split assignment where they will spend approximately eight weeks in each assignment. For example, an EC-6 candidate may spend eight weeks in a kindergarten classroom and eight weeks in a 5<sup>th</sup> grade classroom. An all-level physical education candidate may spend eight weeks on an elementary campus and eight weeks on a



middle school or high school campus.

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

#### **Clinical Teacher QClassroom Requirements:**

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

#### **Clinical Teacher D2L Requirements:**

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

Information regarding field supervisor initial contact and observations can be found in the Clinical Teaching Handbook at <https://www.sfasu.edu/coe/student-resources/educator-preparation>.

## Prior to Admission to the EPP

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

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

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

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

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

## Offer of Admission to the EPP

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

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

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

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

## Clinical Teaching/Internship Requirements:

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

- All-level and EC-6 candidates must complete a split assignment where they will spend approximately eight weeks in each assignment. For example, an EC-6 candidate may spend eight weeks in a kindergarten classroom and eight weeks in a 5<sup>th</sup> grade classroom. An all-level physical education candidate may spend eight weeks on an elementary campus and eight weeks on a middle school or high school campus.
- Candidates that opt to complete an internship and are hired as the teacher of record in his or her passed TExES exam content area and grade level must complete one full school year at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA per [TAC 228.35\(e\)\(2\)\(C\)\(i\)](#)
  - A candidate's completed TEA Internship Eligibility form, which includes hire date, start date, site information, and mentor assigned, is retained within the SFA Office of Assessment and Accountability (OAA) department shared folder.
  - If a candidate misses more than 30 days of their internship, a candidate must complete and submit the Internship Extended Absence Request form
- If a candidate is actively enrolled and has not successfully met all requirements for standard certification at the completion of his or her first year of an internship, they are allowed to pursue additional internship semesters not exceeding three 12-month periods while holding a combination of intern certificates, probationary certificates, or emergency permits as described in [TAC 230.37\(c\)\(4\)](#)
- Letter from ISD
- Candidates receive training that encompasses a full range of professional responsibilities including the start of the school year in their field-based experience coursework. In addition, candidates begin their assignments on the start date of their assigned district.

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

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

- Candidate withdraws from the EPP
  - A candidate is required to give written notice to the SFA OAA of their withdrawal from the EPP
  - When a candidate withdraws from the EPP and the written notice is received, the EPP creates a letter requesting the internship or probationary certificate revocation and reason for program dismissal. This letter is sent to the candidate, employer, and TEA.

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

- For clinical teachers, SFA's Office of the General Counsel has documentation of affiliation agreements for all partner schools. The list of partner schools can be found at [Clinical Teaching | Educator Preparation Program | College of Education | SFA \(sfasu.edu\)](#).
- An intern's completed TEA Internship Eligibility form, which includes hire date, start date, site information, and mentor assigned, is retained within the SFA Office of Assessment and Accountability department shared folder.

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

- Campus administrators are provided 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

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

- who has at least three years of teaching experience
- is an accomplished educator as shown by student learning

- has completed mentor training by an EPP within three weeks of being assigned to the intern
- is currently certified in the certification category in which the internship candidate is seeking certification
- guides, assists, and supports the candidate during the internship in areas such as planning, classroom management, instruction, assessment, working with parents, obtaining materials, district policies; and who reports the candidate's progress to that candidate's field supervisor.

Campus administrators are provided with 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>.

# Benchmarks and Assessments

## SFA Initial Certification Benchmarks and Assessments

### Benchmark I: Admission to Program

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

### Benchmark II: Content Learning/Field Experience

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

### Benchmark III: Clinical Teaching/Program Exit

8. edTPA Submission
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

## 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 after 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

See Mrs. West for information on 240tutoring. Review materials provided by the testing company can be found at [https://www.tx.nesinc.com/PageView.aspx?f=GEN\\_PreparationMaterials.html](https://www.tx.nesinc.com/PageView.aspx?f=GEN_PreparationMaterials.html).

*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's discretion, a candidate may be required to postpone apprentice (clinical) teaching until successfully completing the remediation plan and passing the content exam.

## Field Supervisor Qualifications, Assignments and Trainings:

Field supervisor--A currently certified educator, hired by the educator preparation program, who preferably has advanced credentials, to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators.

A field supervisor shall have at least three years of experience and current certification in the class in which supervision is provided. A field supervisor shall be an accomplished educator as shown by student learning.

A field supervisor with experience as a principal and who holds a current certificate that is appropriate for a principal assignment may supervise principal, classroom teacher, master teacher, and reading specialist candidates.

A field supervisor with experience as a superintendent and who holds a current certificate that is appropriate for a superintendent assignment may supervise superintendent, principal, classroom teacher, master teacher, and reading specialist candidates.

If an individual is not currently certified, an individual must hold at least a master's degree in the academic area or field related to the certification class for which supervision is being provided and comply with the same number, content, and type of continuing professional education requirements described in §232.11 of this title (relating to Number and Content of Required Continuing Professional Education Hours), §232.13 of this title (relating to Number of Required Continuing Professional Education Hours by Classes of Certificates), and §232.15 of this title (relating to Types of Acceptable Continuing Professional Education Activities).

A field supervisor shall not be employed on the same campus where the candidate being supervised is completing his or her clinical teaching, internship, or practicum.

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

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



# Observations, Informal Support and Supervision:

The clinical teaching experience can be completed by:

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

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

## Internship

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

## Practicum

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

# Certification Procedures and Requirements:

## Certificate recommendations require the following:

- All program coursework completed
- All grades posted
- Degree conferred by the Registrar's office on final transcript (may take up to 6-8 weeks AFTER graduation)
- Clinical teaching/internship/practicum completed
- ALL exams required for certification passed
- An online application submitted to TEA [www.tea.state.tx.us](http://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](mailto:edcert@sfasu.edu) and request the following letter.

## Pending Letter (Statement of Eligibility Letter)

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

TEA.

## **Supply and Demand and Performance Over Time**

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

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

## JacksTeach Checklist

*\*Check SFA student emails daily!*

Schedule and attend advising meetings each semester with Mrs. West.  
(to be completed per semester)

Freshman Year	_____ Fall	_____ Spring
Sophomore Year	_____ Fall	_____ Spring
Junior 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 (in-person on SFA campus) with the apprentice teacher seminar instructor. Dates are determined by the EPP.
  - Sign up to take and pass the practice Content Exam. If the practice is not passed on the first attempt, there is a 14-day waiting period between attempts.  
Faculty contacts:
    - Biology majors – E. Childress
    - Chemistry majors – B. Barngrover
    - Mathematics majors – S. Prince
    - Physics majors – M. Wurtz
    - Mathematics for Teaching Middle Grades majors – J. Long
    - Science for Teaching Middle Grades majors – E. Childress
  - Once cleared by faculty, register to take the TExES Content exam and pass. Inform Apprentice Teaching seminar instructor of your test date and passing score. If the TExES is not passed on the first attempt, there is a 30-day waiting period before the next attempt.
    - Life Sciences, grades 7 – 12 (Biology majors) is TExES Exam 235
    - Chemistry, grades 7 – 12 is TExES Exam 240
    - Mathematics, grades 7 – 12 is TExES Exam 238
    - Physical Science, grades 6 – 12 (Physics majors) is TExES Exam 237
    - Mathematics, grades 4 – 8 is TExES Exam 211/807
    - Science, grades 4 – 8 is TExES Exam 211/809
  - Apply for apprentice (clinical) teaching via mySFA. You will apply for paid clinical teaching positions through the districts and/or choose the preference for the top three districts where you want to apprentice (clinical) teach. Paid clinical teaching positions are obtained through

external applications to school districts. If you choose to apply for such positions, it is your responsibility to manage the application process for yourself.

\_\_\_\_ 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)

\_\_\_\_ 6. 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 the 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.