



# Teacher Education Handbook

2020-2021

PURPOSE AND OVERVIEW .....	3
WHAT WE DO .....	4
WHO IS THE COLLEGE OF EDUCATION .....	4
TEACHER EDUCATION PROGRAMS.....	4
AREAS OF CERTIFICATION.....	5
ACADEMIC ADVISORS.....	5
ATTENDANCE .....	6
BENCHMARKS.....	6
Benchmark One – Admission to College of Education.....	6
Benchmark Two – Admission to the Teacher Education Program.....	8
Benchmark Three – Admission to Practicum Two.....	10
Benchmark Four – Admission to the Professional Semester – Clinical Teaching.....	12
BREAK IN ENROLLMENT .....	14
CALENDAR OF EVENTS.....	14
CERTIFICATION EXAM RELEASE POLICY .....	14
CERTIFICATION EXAM RETAKE POLICY.....	15
CERTIFICATION PROGRAM RETENTION POLICY .....	16
CERTIFICATION RECOMMENDATION REQUIREMENTS.....	17
CLINICAL TEACHING .....	17
COURSE ROTATIONS.....	18
ESL CERTIFICATION EXAM .....	18
FIELDWORK .....	18
GRADUATION REQUIREMENTS .....	21
LUTHERAN TEACHER DIPLOMA/CHRISTIAN TEACHER DIPLOMA .....	21
PRACTICUM SEMESTERS.....	21
PI LAMBDA THETA .....	22
REPEATING EDUCATION COURSES .....	22
RESIDENCY REQUIRMENTS .....	23
THE COLLEGE OF EDUCATION CODE OF ETHICS.....	23

## **PURPOSE AND OVERVIEW**

The purpose of the Teacher Education Handbook is to outline specific beliefs, policies and procedures which govern the Teacher Education Program at Concordia University, Texas. Students will refer to the CTX [Student Handbook](#) for campus-wide policies and procedures.

The Teacher Education program is housed in and administered by the College of Education. As leaders in their fields of study, the faculty of the College of Education believe that all people are unique in the eyes of God, all children can learn, and that educational opportunities in the church, school, and community should be designed to meet the needs of individual children from all social, economic, ethnic and linguistic backgrounds. The Teacher Education program specifically prepares teacher candidates to serve in a variety of public and parochial schools including area Lutheran schools.

Students of Concordia University Texas who seek state certification, become teacher candidates when they are admitted into the Teacher Education Program (see [Benchmarks](#)). In addition to state certification, teacher candidates may obtain a Christian Teaching Diploma (CTD) or Lutheran Teaching Diploma (LTD) through religious and educational classes. Once approved by the faculty, LTD graduates may elect to become commissioned ministers of the Lutheran Church – Missouri Synod and receive a divine Call to a Lutheran school or congregation.

Teacher candidates in the College of Education at Concordia University Texas receive personal attention and a great deal of hands-on experience before becoming certified teachers (see [fieldwork](#)). The unique personal nature of learning at Concordia University Texas nurtures mind and spirit and prepares students to go out into the world to teach, minister, and impact students and their families. The Lutheran character of Concordia University Texas is integrated into each education class, which encourages teacher candidates to become engaging and inspiring educators who both love and challenge their students. Our graduates display this Concordia distinctive in the community and the world as they influence the next generation.

Concordia University Texas is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award Associate's, Bachelor's, Master's, and Doctoral degrees. The Teacher Education Program at Concordia University Texas is also approved by the Texas Education Agency (TEA) and is collaboratively planned, implemented, and evaluated by teacher education faculty and teachers from area K-12 schools. Concordia University Texas teacher candidates are involved in extensive field experiences in Texas Education Agency (TEA) accredited public schools and TEA-recognized private schools.

## **WHAT WE DO**

The College of Education takes students who have shown initial interest in becoming teachers and leads them on a journey of discovery, learning and commitment. Each step of the process involves goal setting and assessment. Those students who decide to continue through the Teacher Education program may take steps to become certified educators through the state of Texas. While Concordia University Texas is a private Christian university, since its College of Education is involved with the certification of teachers, it must adhere to State Standards for Educators provided by the Texas Education Agency. The curriculum is therefore thoroughly aligned with the State Standards.

## **WHO IS THE COLLEGE OF EDUCATION**

The faculty and staff in the College of Education are experts in their respective fields of study. All faculty have teaching experience in Lutheran and/or public schools, administrative experience, and most hold a master's degree or higher.

Chris Winkler, Ed.D., Senior Director of the College of Education

### **Undergraduate Teacher Education Faculty**

Joanne Antrim, Ph.D., Chair of Advanced Literacy

Hannah Meineke, Ph.D., Coordinator of Placements

Clarissa Rosas, Ph.D., Chair of Special Education

Carol Trovall, M.A., Chair of Undergraduate Teacher Education

## **TEACHER EDUCATION PROGRAMS**

The academic majors are designed to prepare teacher candidates for certification in various subjects from early childhood through 12<sup>th</sup> grade. Each program provides a strong foundation in research-based effective teaching practices. Education courses often include field experiences beginning in the first year with fieldwork and culminating during the senior year with a semester-long (at least 70 full days) clinical teaching experience. Teacher candidates will complete fieldwork and clinical teaching in a variety of public and/or private school settings. LTD students' field experiences will also include Lutheran schools.

The specific knowledge and skills essential for teaching in each designated field of study are learned and practiced as students move through the program. The acquisition of this knowledge and the associated skills prepares teacher candidates for the Texas certification exams (TExES) and ultimately to be effective classroom teachers.

## **AREAS OF CERTIFICATION**

While Concordia students can become certified in many areas, not all concentrations or majors can be paired with a teacher education degree and lead to teacher certification. Concordia Texas is credentialed by the Texas Education Agency (TEA) to provide a program and recommend students for the following Texas EC-12 teaching certifications:

### *Interdisciplinary Studies (EC-6 or 4-8)*

- Core Subjects (Math, Science, English Language Arts & Reading, Social Studies, Fine Arts, PE and Health) with Science of Teaching Reading: Early Childhood – Grade 6
- Core Subjects (Math, Science, English Language Arts & Reading, and Social Studies) with Science of Teaching Reading: Grades 4 – 8

### *Education – Content Curriculum (Grades 4-8)*

- English Language Arts and Reading with Science of Teaching Reading
- English Language Arts and Reading and Social Studies with Science of Teaching Reading
- Mathematics
- Mathematics and Science
- Science Composite (Natural Science only)
- Social Studies

### *Education – Content Curriculum (Grades 7-12)*

- English Language Arts and Reading
- History
- Life Science
- Mathematics
- Science Composite
- Social Studies

### *All Level Certifications (Early Childhood – 12<sup>th</sup> grade)*

- Music
- Physical Education

## **ACADEMIC ADVISORS**

Each teacher candidate enrolled in an education program is assigned an education faculty advisor who is also a teacher education professor. The academic advisor will be accessible for help with course work as well as guiding teacher candidates through their

academic program. Students who are seeking certification to teach in a specific content area will also be assigned an advisor from the associated college to assist with program decisions regarding their concentration or second major.

## **ATTENDANCE**

Each course syllabus will include a reference to the University's attendance policy and specify any unique expectations for the course.

### *College of Education Attendance*

Teacher education students are preparing to be classroom teachers who will be responsible for students, therefore, we hold attendance in high regard. Students who fail to report to class on time and/or incur excessive absences may have difficulty being recommended for benchmarks.

## **BENCHMARKS**

The College of Education at Concordia University Texas takes preparation of teachers seriously; therefore, there are several benchmarks along the path toward certification to make sure teacher candidates are successfully progressing toward graduation and certification.

All benchmarks are due the fourth week of the fall or spring semester in which the student is seeking acceptance to that benchmark. Benchmarks are then processed by the College of Education in November and March.

All benchmark documents, including applications and recommendation forms are found in the [Certification Preparation](#) course in Blackboard Learn (BBL)

All benchmark requirements, except recommendations must be submitted to Blackboard Learn (BBLearn) in the [Certification Preparation](#) course. Teacher candidates must self-enroll in their certification group in BBLearn - Certification Preparation. All documents must be uploaded in PDF format.

### **Benchmark One – Admission to College of Education**

#### **WHEN SHOULD I APPLY?**

Benchmark applications are due the fourth week of each fall and spring semester. Students will apply the semester after completing Introduction to Education. (This will be Spring semester for most traditional first year teacher candidates.) Transfer teacher candidates who are transferring credits for Introduction to Education should apply

their first semester at Concordia University Texas. For Introduction to Education credits to transfer, students must have completed fieldwork/observations hours in K-12 school(s) and submit a log of hours and reflections on their observations. Teacher candidates must have a cumulative GPA of 2.75 to be admitted to the College of Education.

#### WHAT SHOULD I DO?

1. Log into the [Certification Preparation](#) course in BBLearn and enroll in your correct certification group through the *Join Your Program* link. All information for Benchmark 1 will be under the *Benchmark 1* link.
2. Read through the *Teacher Education Handbook* including the Code of Ethics
3. Complete Admission to the College of Education application using the link found in the Certification Preparation course
4. Write a 500-word essay, which meets or exceeds standards on the rubric provided in the Certification Preparation course, to the following writing prompt: Why do you want to be a teacher?
5. Submit your Benchmark 1 Score report showing 50% or better on the diagnostic exam or less than 50% on your diagnostic exam plus completion of 50% of designated tutorials for the content in your certification area

*All diagnostic and practice exams must be completed in a monitored/proctored setting. Check the [Teacher Education calendar](#) for exam dates or contact your advisor for more information.*

6. Make sure [DegreeWorks](#) (in [MyInfo](#)) has your correct major/specialization. If it does not, submit a [Program Change Request Form](#) to Student Central.

#### WHO WILL REVIEW MY SUBMISSION/APPLICATION?

Benchmark applications and required materials are reviewed by the College of Education Teacher Education Faculty.

#### HOW WILL I KNOW IF I AM APPROVED TO CONTINUE TOWARD TEACHER CERTIFICATION?

Teacher candidates will receive an email via DocuSign with a letter informing them of their acceptance or denial for that benchmark. Teacher candidates will read and sign the letter as directed in the email. Failure to follow the stated instructions will nullify a letter of acceptance. Students who are denied will be informed of the decision and any steps they may need to take if they choose to continue on a certification path and wish

to be eligible at the next application window. Denied applications must be completed again and re-submitted.

## HOW WILL I PREPARE FOR MY CERTIFICATION EXAMS?

All teacher candidates must pass one or more designated content exams and the Pedagogy and Professional Responsibilities (PPR) exam (or equivalent state approved performance exam) to earn their initial Texas certification and will be preparing for these exams throughout their program. Candidates are encouraged to make practical applications of their content knowledge as they progress through their content and education courses, knowing that they will be expected to retain the information they are learning in all of their classes for the exams. Candidates are also encouraged to familiarize themselves with the design and content of the exams outlined in the Preparation Manuals on the [Pearson website](#). In addition, during EDU 4101-Teacher Ed Seminar, students will identify and address gaps prior to being released to take the state exams.

Helpful study resources can be found on the CTX College of Education Website:  
<https://www.concordia.edu/academics/college-of-education/texas-certification.html>

## **Benchmark Two – Admission to the Teacher Education Program**

### WHEN SHOULD I APPLY?

Benchmark applications are due the fourth week of each fall and spring semester. Students will complete the application process when they have met the criteria listed below, usually during the spring semester of their second year. Transfer students may apply during their first semester at Concordia University Texas, if they are transferring credits for Introduction to Education. Benchmark 1 and 2 may be applied for simultaneously if all requirements and criteria for both benchmarks have been met. Students must be accepted to Benchmark 1 in order to be accepted into Benchmark 2.

### Criteria

- Successfully completed (or transferred) EDU 2201 Introduction to Education
- Cumulative GPA of 2.75, including any courses transferred into Concordia from another college or university
- Completed ENG 1317, ENG 1316, MTH 1351 or be exempt from the Basic Skills requirements
- Completed a minimum of 12 credit hours (or 15 credit hours in STEM certifications) in desired content area with at least a 2.75 GPA for all content area credit hours.

- Achieve a minimum overall score of 75%, with no area below 60%, on an approved content practice exam within a limited number of attempts. *All practice exams must be completed in a CTX monitored setting. Check the [Teacher Education calendar](#) for monitored exam dates or contact your advisor for more information.*
- Remain in good standing with the university and be cleared by the Dean of Students.

#### WHAT SHOULD I DO?

1. Complete Admission to the Teacher Education Program application using the link found in the [Certification Preparation](#) course in BBL
2. Schedule and participate in a professional interview with College of Education faculty (Interview dates and times will be posted each semester in the [Certification Preparation](#) course in BBL)
3. Submit Fieldwork Time Log/Evaluation and Reflections from Introduction to Education according to directions listed in the Certification Preparation course in BBL. All documents must be uploaded in PDF format.
4. Secure two recommendations from faculty members for admission to the Teacher Education Program as follows (this is a form, not a letter of recommendation)
  - Choose one content professor (Math, Science, History, English, etc.), from the college of your concentration/content certification area, and one College of Education faculty member from whom you have taken a class
  - Locate the form on the College of Education website or in BBLearn and send it to the selected professors asking them to complete and submit it via email to [teacher.education@concordia.edu](mailto:teacher.education@concordia.edu)
5. Submit a completed Benchmark 2 Test Preparation Requirement form to BBLearn. Content exam scores must be at least 75% for a single content, or 75% overall with no single content below 60% for core subjects content exams on an approved exam within the allowed number of attempts. *All qualifying practice exams must be completed in a CTX monitored setting. Check the [Teacher Education calendar](#) for monitored exam dates or contact your advisor for more information.*

#### WHO WILL REVIEW MY SUBMISSION/APPLICATION?

Benchmark applications and required materials are reviewed by the College of Education Teacher Education Faculty.

A list of all Benchmark 2 applicants will be sent over to the Dean of Students for review and approval.

## HOW WILL I KNOW IF I AM APPROVED TO CONTINUE TOWARD TEACHER CERTIFICATION?

Students will receive an email via DocuSign with a letter informing them of their acceptance or denial for that benchmark. Students who are accepted will read and sign their letters according to the specified directions on the form and will officially become teacher candidates. Failure to follow the stated instructions on the acceptance letter will nullify the letter and students will not be registered as candidates.

Students who are denied will be informed of the decision and any steps they may need to take if they choose to continue on a certification path and wish to be eligible at the next application window.

### **Benchmark Three – Admission to Practicum Two**

#### WHEN SHOULD I APPLY?

Benchmark three is completed during Teacher Ed Seminar and [Practicum I](#) and applications are due the 4<sup>th</sup> week of the enrolled semester.

Teacher candidates will initially be accepted contingently. In order to be fully admitted into benchmark three and be eligible for [Practicum II](#) and clinical teaching, teacher candidates must complete the remaining requirements by the end of the Practicum I semester. Teacher candidates must also have a cumulative and content GPA of 2.75 and be in good standing with the university.

#### WHAT SHOULD I DO?

By the fourth week of the semester, for contingent admission:

1. Complete the Admission to Practicum II application using the link found in the [Certification Preparation](#) course in BBL
2. Be enrolled in EDU 4101 and Practicum I (Spring Practicum)
3. Submit a completed Benchmark 3 Contingent Test Preparation Requirement form to BBLearn. Content exam scores must be at least 80% for a single content, or 80% overall with no single content below 75% for core subjects content exams on an approved exam within the allowed number of attempts.
4. Submit Practicum I contract to the Certification Preparation course in BBL

By the end of the semester, for full acceptance:

5. Submit the test release forms for both the Content and PPR exams to the Certification Preparation course in BBL. Your EDU 4101 professor will release you to test once you've met the following requirements:

- a. PPR with 90% or better
- b. Content area with a 90% overall with no single subject lower than 85%
- c. All qualifying scores must be obtained on an approved exam within an approved number of attempts in a CTX proctored setting
6. Successfully complete all [Practicum I](#) courses, including fieldwork hours, and EDU 4101
7. Submit [Practicum I](#) fieldwork documentation to the Certification Course in BBL:
  - a. Time log (Minimums: 45 hours for 4-8 and Content Curriculum; 60 hours for Core Subjects EC-6)
  - b. Formal observations (minimum of 1 per Practicum I course)
  - c. Cooperating teacher evaluation
  - d. Reflections for Practicum I, including reflection on first 15-day video (All reflections must be in one document and saved as a PDF)

#### WHO WILL REVIEW MY SUBMISSION/APPLICATION?

Benchmark applications and required materials are reviewed by the College of Education Teacher Education Faculty.

A list of all benchmark 3 applicants will be sent over to the Dean of Students for review and approval.

#### HOW WILL I KNOW IF I AM APPROVED TO CONTINUE TOWARD TEACHER CERTIFICATION?

Teacher candidates will receive an email via DocuSign with an attached letter informing them of their contingent acceptance or denial for that benchmark. Teacher candidates who are accepted will read and sign their letters according to the specified directions. Failure to follow the stated instructions will nullify a letter of acceptance. Teacher candidates will be fully accepted and will receive an updated acceptance letter once they have successfully completed [Practicum I](#) and the remaining benchmark three requirements.

#### WHAT IF I AM NOT ACCEPTED?

Teacher candidates who are not accepted to Practicum II will be advised to meet with their academic advisor(s) to determine their next steps.

- Candidates failing to complete any outstanding components and be accepted to benchmark 3 prior to the start of fall classes will not be eligible to enroll in Practicum II

- Practicum II Courses are only offered in the fall, so candidates will be required to wait a year and enroll in Practicum II the following fall if they wish to continue to pursue teacher certification upon graduation
- Students may complete any other outstanding coursework during the interim fall and spring or change majors

### **Benchmark Four – Admission to the Professional Semester – Clinical Teaching**

#### WHEN SHOULD I APPLY?

Benchmark applications are due the fourth week of each fall and spring semester. Teacher candidates will apply the semester prior to clinical teaching (generally during [Practicum II](#)).

Teacher candidates will initially be accepted contingently. In order to be fully admitted into benchmark four and be eligible for clinical teaching, teacher candidates must complete the remaining requirements. Teacher candidates must also have a cumulative and content GPA of 2.75 and be in good standing with the university.

#### WHAT SHOULD I DO?

By the fourth week of the semester, for contingent acceptance:

1. Complete Admission to the Professional Semester application using the link found in the [Certification Preparation](#) course in BBL
2. Submit the Practicum II contract to the [Certification Preparation](#) course in BBL.
3. Submit training certificates for all required trainings (completed during EDU 4101):
  - a. Dyslexia
  - b. Educator Ethics
  - c. Suicide Awareness and Prevention
  - d. Substance Abuse
  - e. Mental Health
4. Submit copies of registration forms or exam score reports for TExES PPR and Content exams
5. Have successfully completed at least 24 credit hours in your content area, with a content area GPA of at least 2.75

By the end of the semester, for full acceptance:

6. Successfully complete all [Practicum II](#) courses, including fieldwork hours
7. Submit [Practicum II](#) fieldwork documentation to the Certification Course in BBL:

- a. Time log (Minimums: 45 hours for 4-8 and Content Curriculum; 80 hours for Core Subjects EC-6)
  - b. Formal observations (minimum of 1 per [Practicum II](#) course)
  - c. Cooperating teacher evaluation
  - d. Reflections for Practicum II (All reflections must be in one document and saved as a PDF)
8. Successfully complete all coursework required for degree completion other than Clinical Teaching
  9. Pass TExES exams
    - a. Pedagogy & Professional Responsibilities EC-12 (PPR) (all certification areas)
    - b. Content exam (all certification areas)
    - c. Science of Teaching Reading (EC-6 and 4-8 Core Subjects; ELAR 4-8 and ELAR/SS 4-8)

#### WHO WILL REVIEW MY SUBMISSION/APPLICATION?

Benchmark applications and required materials are reviewed by the College of Education Teacher Education Faculty.

A list of all Clinical Teaching applicants will be sent over to the Dean of Students for review and approval.

#### HOW WILL I KNOW IF I AM APPROVED TO CONTINUE TOWARD TEACHER CERTIFICATION?

Teacher candidates will receive an email via DocuSign with an attached letter informing them of their contingent acceptance or denial for that benchmark. Teacher candidates who are contingently accepted will read and sign their letters according to the specified directions. Failure to follow the stated instructions will nullify a letter of acceptance. Teacher candidates will be fully accepted and receive an updated acceptance letter once they have successfully completed [Practicum II](#) and the remaining benchmark four requirements.

#### WHAT IF I AM NOT ACCEPTED?

Candidates failing to complete any outstanding components and be accepted to benchmark 4 and clinical teaching prior to the deadline to request placements will not be assigned a clinical teaching placement.

- If candidate wishes to continue to pursue teacher certification through Concordia University Texas, he/she may take the spring semester to complete

any outstanding Benchmark 4 requirements. If the candidate is then accepted to Benchmark 4 by the end of the spring semester, he/she may be assigned to a clinical teaching position the following fall. **-or-**

- If the candidate does not wish to continue to pursue teacher certification through Concordia University Texas, he/she may apply to change programs. Interdisciplinary Studies majors may apply to change degree plans to Interdisciplinary Studies without certification and continue to take classes toward graduation. Content area Education majors may apply to change degree plans to either major in their content area or multidisciplinary studies and continue to take classes toward graduation. These degree plans do not lead to certification through Concordia University.

### **BREAK IN ENROLLMENT**

Due to the rigor of and frequent changes to certification exams, if a student has not been enrolled at the university within the last academic year (or three semesters), that student will be administratively withdrawn from the Educator Preparation Program at Concordia and all test approvals will be removed.

A student who is withdrawn from a certification program without completing the program must reapply and be accepted to both the university and the certification program at Concordia University. He/she does so under the policies and program admission requirements, including tuition, fees and program benchmarks, in effect at the time of re-entry.

### **CALENDAR OF EVENTS**

The most up-to-date information about events and deadlines for the Teacher Education program is found on the [Current Teacher Education Students](#) page of the Concordia website. (College of Education → Teacher Education Program → Current Teacher Education Students)

### **CERTIFICATION EXAM RELEASE POLICY**

In order to register for a state certification exam, a student must be released by a college or university who verifies that they are prepared. A CTX teacher candidate is eligible to be released to take a certification exam while enrolled in or after completing EDU 4101 Teacher ED Seminar and after meeting established criteria as stated in the EDU 4101 syllabus.

Candidates who are released to take a TExES exam on or after June 18, 2019, have 60 days to register for and complete the exam they were released to take. If candidates do not complete their exam within the 60 days, their release to test will be removed and they will be required to complete additional study hours and meet additional assessment requirements to be re-released. This requirement will be satisfied using an agreed-upon resource like 240Tutoring or a similar program at the student's expense.

Please be aware the State Board of Educator Certification (SBEC) regularly updates certification requirements. This means that your coursework, exam scores, and even your Clinical Experience (Clinical Teaching) can expire. If you delay taking your exams and/or applying for standard certification, you may be required to repeat coursework and/or clinical experience.

### **CERTIFICATION EXAM RETAKE POLICY**

If a candidate fails to meet standard on a TExES Certification Exam, they must attend a test preparation session, develop, get approval for and follow a study plan, demonstrate mastery on an additional approved practice exam, and submit a Request for Release to Retest with documentation (log of hours, certificates, official practice exam scores) attached prior to being released to retest. Students will not be released based on exams taken more than 15 days prior to the request. Costs for study resources and practice exams are the responsibility of the candidate. Exams used to release a student to retake and exam must be taken in a proctored setting.

#### **Hours**

The study plan must include the number of hours indicated in the chart below:

Points from Passing	Study Hours Required per content area
1-3	25
4-6	50
6-9	75
10+	100

The study plan must be approved by the Chair of Undergraduate Teacher Education. Study and hours must be documented for each content area failed (Core Subjects EC-6

has five separate content hours). Candidates wishing to be released for Core Contents EC-6 or 4-8 will not be re-released to take an individual subject test unless they are only failing to meet standard in one content area. Students needing to re-test in two or more subject areas must be re-released for all needed areas at the same time.

### Recommended study activities to log

- Work through one or more online or printed test preparation resources such as
  - T-CERT <https://pact.tarleton.edu/tcert/>
  - 240 Tutoring [www.240tutoring.com](http://www.240tutoring.com)
  - Study.Com <https://study.com/>
  - Mometrix <https://www.mometrix.com/>
- Read, study and take the practice test in the Pearson Preparation manual: [http://www.tx.nesinc.com/PageView.aspx?f=GEN\\_PreparationMaterials.html](http://www.tx.nesinc.com/PageView.aspx?f=GEN_PreparationMaterials.html)
- More test preparation resources can be found on the Test Preparation Resource tab of the [Texas Certification](#) page

### Practice Exams

The student must demonstrate mastery on an approved practice exam. The following resources can be approved if the student has not previously used them to be released. Always check with your advisor or the program director for approval before selecting an exam.

- Certify Teacher
- 240Tutoring (must work through modules and quizzes to test)
- Representative Exam (paper at CTX)
- Other....

### **CERTIFICATION PROGRAM RETENTION POLICY**

Concordia University Texas strives to graduate and certify only candidates who will be effective educators. Candidates are expected to demonstrate their ability to be effective educators throughout their program and will be assessed for educational dispositions and skills, as well as academic success. If a candidate's GPA falls below the required GPA or other issues arise concerning the candidate's ability to be an effective educator, the candidate may be dismissed from the certification program.

Reasons candidates may be dismissed from the certification program may include, but are not limited to, the following, at the discretion of the College of Education.

- Undergraduate GPA or content GPA falls below 2.75
- Graduate GPA falls below 3.0

- Concordia University College of Education or Texas Educator Code of Ethics violation
- Failure to meet recommended improvements regarding concerns that arise during the Teacher Education Disposition Review Process
- Criminal Background Check that precludes placement
- Failure to successfully complete required benchmarks
- School district refuses to accept the student for field experience, clinical teaching or practicum
- Student withdraws from the university or has not been enrolled for a year (three semesters)

Students will only be released to test and/or recommended for certification in the certification area that the candidate was prepared. If the candidate fails to become certified within five years of graduating or there is a significant change made by SBEC in certification standards or test requirements, CTX may require additional coursework or training before granting test approval.

## **CERTIFICATION RECOMMENDATION REQUIREMENTS**

In order to be certified by the state of Texas to teach in a public school (K-12), teacher candidates must be recommended by a college or university. The following requirements must be met in order to be recommended for certification by CTX.

- Baccalaureate Degree with an Interdisciplinary Studies with Certification major and an associated EC-6 or 4-8 concentration – OR –
- Baccalaureate Degree with a Content Area Education Major and an associated concentration or major in an approved certification area – OR –
- *Baccalaureate Degree with Elementary, Middle School, Secondary, or Special Education Curriculum Major (only if enrolled catalog year prior to 2018-19)* – OR –
- *Minor in Education with Certification while majoring in Biology, English, History, Kinesiology (Generalist track), Mathematics) (only if enrolled catalog year prior to 2018-19)*
- Completion of courses designated by CTX for certification recommendation.
- Minimum or higher scores on the current state mandated TExES exams.

## **CLINICAL TEACHING**

Clinical teaching (also known as student teaching) is the culmination of the education experience at Concordia University Texas for students seeking certification. Teacher

candidates must have completed all other required coursework for their degree to be eligible for clinical teaching. Clinical teaching is a full-semester experience that provides a comprehensive experience of multiple grade levels, subject areas, and/or student populations. Teacher candidates must apply and be accepted (see [benchmark four](#) for further details) for clinical teaching (EDU 41200).

## **COURSE ROTATIONS**

While some education courses are offered every semester, most are only offered once a year, and a few are only offered every other year. Students are strongly encouraged to map out a graduation plan upon acceptance to the program and update it regularly in consultation with their advisor. The most up-to-date course rotation list for Teacher Education can be found on the [Course Rotations](#) page of the Concordia website. (Resources → Office of Student Registration and Records → Course Rotations)

## **ESL CERTIFICATION EXAM**

A student is eligible to take the ESL supplemental certification exam by request, after passing their content certification exam, as well as passing EDU 3320 Foundations of ESL, and at least one of the following: RDG 3326 Primary, RDG 3327 Intermediate, or RDG 3342 Literacy in the Content Area. A student will only be released one time to take the ESL supplemental certification exam prior to graduation.

## **FIELDWORK**

Fieldwork is a critical component of the teacher education experience at Concordia University Texas in preparing our candidates for their clinical teaching experience and ultimately to take on the role of classroom teacher. Fieldwork placements are coordinated by the placement coordinator; however, teacher candidates must complete any required district applications each academic year for placement. Teacher candidates will observe, assist, co-teach and teach during their fieldwork experiences. The list below is designed to help teacher candidates understand the differences between observing, assisting, co-teaching, and teaching. Students will be analyzing student learning in the cycle of planning, instruction and assessing throughout all of these activities.

### Observing

- Take notes regarding the classroom environment, lesson planning and delivery, student engagement and evidence of learning, etc

- Make connections between planning, instruction and assessment practices being observed and the theories, readings, and class discussions you are having at CTX
- Note questions that arise to ask the cooperating teacher or your professor later when you debrief
- Learn the names, strengths and needs of the students and build a positive rapport with them

Assisting – Ask the cooperating teacher how best to assist or use your time

- Monitor students as they work and give one-to-one assistance
- Distribute papers or materials
- Help assess student work to determine whether they are meeting the objectives being taught and practiced
- Assist with routines and transitions and consider how particular routines help the teacher and students focus on teaching and learning

Co-Teaching – offer to co-teach once you are comfortable

- Parallel Teaching – jointly plan a lesson with the cooperating teacher, then divide the class in half and each teach the same lesson to the two groups at the same time maximizing your individual strengths and lower student to teacher ratio
- Supplemental Teaching – work with a small group of students to teach or re-teach a particular learning objective that they need
- Station Teaching – facilitate the learning at a particular station which requires direct instruction or may be new
- Team Teaching – jointly plan a lesson with the cooperating teacher, then determine how each will interact throughout the lesson. Any of the above methods may be employed.

Teach a Lesson of your own following the cycle of effective teaching

- Plan, discuss, and modify a lesson once you know the students and their needs well enough
- Teach the lesson using the pre-selected targeted strategies and resources
- Assess student outcomes (how did they perform the task you required?)
- Reflect on the lesson (analyze how it went in writing)

Although the state of Texas mandates 30 hours of fieldwork, Concordia Texas education programs require between 90 and 200 hours of fieldwork. Listed below are the classes and minimum hours of fieldwork associated with each class.

NOTE: Actual fieldwork hours may vary by class, placement, and delivery method.

### **All Teacher Education Certification Majors**

EDU 2201	Introduction to Education	20 hours
SPED 3301	Introduction to Exceptional Learners	15 hours

### **Interdisciplinary Studies with Certification Majors**

#### *Primary Practicum*

ECE 3320	Early Childhood Curriculum, Methods, Materials	30 hours
RDG 3326	Language and Literacy for Primary Grades	30 hours

#### *Intermediate Practicum*

EDU 3301	Mathematical Methods-Elem	20 hours
EDU 3305	Science and Health Methods-Elementary	20 hours
EDU 3312	Methods of Social Studies	20 hours
RDG 3327	Language and Literacy for Intermediate Grades	20 hours

### **Content Area Education with Certification Majors**

All content area certification students will take the following course

RDG 3342	Literacy in the Content Area	45 hours
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Plus one of the following courses:

EDU 4300*	Content Methods (most 4-8 and 7-12 contents)	45 hours
KIN 4310	Kinesiology Internship (K-12 PE certifications)	45 hours
RDG 3327	Lang & Lit for Intern. Grades ( <i>ELAR and ELAR/SS 4-8</i> )	45 hours

*\*4-8 candidates may substitute the appropriate course from the Intermediate Practicum for EDU 4300)*

### **Lutheran Teacher Diploma or Christian Teacher Diploma add**

EDU 3333	Teaching Religion	15 hours
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### **Special Education Concentration**

SPED 3302	Language and Intercultural Communication Issues	15 hours
SPED 3304	Consultation and Collaboration for Exceptional Learner	15 hours
SPED 4305	Methods for Teaching the Exceptional Learner	10 hours

The fieldwork requirements for each course are outlined in each course syllabus. Teacher candidates are expected to keep an accurate time log, including having the cooperating teacher verify their time log. Teacher candidates are also expected to complete assigned reflections about their fieldwork experiences and make connections to theory, course readings, and class discussions.

Course professors will provide coaching, mentoring and feedback throughout the fieldwork experience, including written feedback on the reflections.

It is the teacher candidate's responsibility to save and upload all time logs, reflections, and evaluations into the Certification Course in BBLearn for the appropriate Benchmarks.

## **GRADUATION REQUIREMENTS**

Completion of all program requirements with:

1. Cumulative GPAs of 2.75 on all work attempted at Concordia University Texas and all courses in the major
2. A grade of "C" or better in all degree plan courses.

## **LUTHERAN TEACHER DIPLOMA/CHRISTIAN TEACHER DIPLOMA**

The Lutheran Teacher Diploma (LTD) is the culmination of a program that certifies a graduate as ready for placement into the teaching ministry of The Lutheran Church—Missouri Synod. LTD candidates are called by congregations for service as teachers in Lutheran Schools and congregations. This ministry encompasses a broad spectrum of opportunities to serve students of the school, their parents, and the total congregation.

The Christian Teacher Diploma (CTD) is the culmination of a program that certifies a graduate for teaching ministry in a non-LCMS Christian School.

The faculty must approve each candidate for the Lutheran Teacher Diploma (LTD) or Christian Teacher Diploma (CTD). Candidates must meet the following criteria in order to be presented to the faculty for approval:

1. Complete the Concordia Texas Teacher Education Program.
2. Be an active member of a congregation affiliated with The Lutheran Church-Missouri Synod for LTD or active member in a Christian church for CTD
3. Complete required courses for LTD or CTD as listed in the [Undergraduate Catalog](#)
4. Complete at least 7 weeks of Clinical Teaching in a TEA (Texas Education Agency) accredited Lutheran School (LTD only)
5. Receive required LTD or CTD recommendation.

## **PRACTICUM SEMESTERS**

Interdisciplinary Studies with Certification Majors (EC-6 and 4-8)

### **Practicum I**

ECE 3320 Early Childhood Curriculum, Methods, Materials (*for EC-6 only*)

RDG 3326 Language and Literacy for Primary Grades (*for EC-6*)  
EDU 3340 Societal Relations & Classroom Management  
EDU 4101 Teacher Ed Seminar

### **Practicum II**

EDU 3301 Mathematical Methods-Elem  
EDU 3305 Science and Health Methods-Elementary  
EDU 3312 Methods of Social Studies  
RDG 3327 Language and Literacy for Intermediate Grades

### Content Area Education with Certification Majors

**Practicum I - All content area certification students will take the following course:**

EDU 3340 Societal Relations & Classroom Management  
EDU 4101 Teacher Ed Seminar  
RDG 3342 Literacy in the Content Area

**Practicum II - Content area certification students will take the course below associated with the certification being sought**

EDU 4300\* Content Methods (all 7-12; Music EC-12; \*option for 4-8 Content Curriculum)  
KIN 4310 Kinesiology Internship (EC-12 PE)

RDG 3327 Lang & Lit for Intern. Grades (*ELAR and ELAR/SS 4-8 required*)

*\*4-8 content curriculum candidates may substitute the appropriate course from the Intermediate Practicum for EDU 4300)*

### **PI LAMBDA THETA**

Senior students who meet eligibility requirements (cumulative GPA of 3.50 or greater) will be eligible for membership to Pi Lambda Theta. Pi Lambda Theta is an international honorary society and professional organization dedicated to the advancement of education.

It is the responsibility of the student to join Pi Lambda Theta.

For more information, visit Pi Lambda Theta's website at [www.pilambda.org](http://www.pilambda.org).

### **REPEATING EDUCATION COURSES**

A student must earn a C or better in all courses in their education degree plan. A student may only repeat one education course (e.g. EDU 2201, RDG 3311, SPED 3301, ECE 3320) over the course of their degree.

## **RESIDENCY REQUIREMENTS**

Candidates for a B.A. degree with an Interdisciplinary Studies or Content Area Education Major with Teacher Certification requirements must include the entire professional semester among the 32 semester hours required to be earned in residency at Concordia University Texas.

## **THE COLLEGE OF EDUCATION CODE OF ETHICS**

The purpose of the Code of Ethics is to establish standards of conduct for students, professors and staff members in the College of Education and to provide a procedure that offers basic assurances of fundamental fairness to any person accused of violations of these standards. Each student, professor and staff member in the College of Education is bound by the provisions of this Code of Ethics and is presumed to be familiar with all of these standards.

“As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their disciplines. They demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student’s true merit. They respect the confidential nature of the relationship between the professor and the student. They avoid any exploitation, harassment, or discriminatory treatment of students.” (American Association of University Professors Statement, 1990)

College of Education students, professors and staff members conduct themselves in a manner that is consistent with the highest degree of ethical integrity. In addition to compliance with all standards and policies in the CTX Student and Faculty Handbooks, students, professors and staff members in the College of Education will

- A. Demonstrate professional behavior when representing the College of Education of Concordia University Texas in any activity on campus or in the community. Behaviors consistent with this standard include, but are not limited to, the following:
  - 1) Complying with the “Code of Ethics and Standard Practice for Texas Educators (effective September 1, 2002).” [SBEC Rule 247.2](#)
  - 2) Complying with all policies, statutes, and rules established by state and local agencies as well as those established by Concordia University Texas and the local schools for any field assignments.

- 3) Recognizing and respecting diversity that exist in the classroom and planning accordingly.
  - 4) Supporting a safe physical and emotional learning environment.
  - 5) Collaborating with others in a positive, cooperative and courteous manner.
  - 6) Not falsifying or misrepresenting any facts, documents, reports or information given to faculty, staff, cooperating teachers/site supervisors, university supervisors, students, colleagues or others.
  - 7) Not disclosing information about College of Education students or PK-12 students obtained in the course of professional service or fieldwork unless disclosure serves a compelling professional purpose or is required by law.
- B. Demonstrate professional behavior when using technology. Concordia University Texas College of Education students are to use technology for instructional and research purposes, whether using CTX's resources or at a PK-12 institution. Behaviors consistent with this standard include, but are not limited to, the following:
- 1) Obtaining permission to use and giving appropriate citations for using some or all of another's work.
  - 2) Adhering to all Acceptable Use and other computing policies of Concordia University Texas as outlined on the CTX website [www.concordia.edu](http://www.concordia.edu).
- C. Demonstrate a professional respect for all students, supervisors and faculty as well as the education profession. In the Concordia University Texas College of Education emphasis is placed on the creation of an inclusive learning environment. Behaviors consistent with this standard include, but are not limited to, the following:
- 1) College of Education students view each relationship with their professors, supervisors, fellow students and PK-12<sup>th</sup> grade students with a positive attitude and a belief that each one is a special child of God and each interaction is an opportunity to enhance their professional growth.
  - 2) Faculty and staff members view each relationship with College of Education students with a positive attitude and the belief that each one is a special child of God who has many gifts and talents that may contribute greatly to the education profession.
  - 3) College of Education students treat cooperating teachers, site supervisors, university supervisors, students, staff, colleagues, faculty and others with fairness and respect.
  - 4) College of Education students comply with all policies stated in each course syllabus.

- 5) Faculty members are fair and balanced in their evaluation of student work.
  - 6) College of Education students complete course assignments in required time frames.
  - 7) College of Education students exhibit a positive attitude toward the education profession and their chosen content area(s).
- D. Demonstrate personal conduct consistent with professional behavior. Behaviors consistent with this standard include, but are not limited to, the following:
- 1) College of Education students accept constructive criticism from peers, faculty, supervisors or others.
  - 2) Faculty members encourage the free exchange of ideas among themselves and their students.
  - 3) College of Education students consistently attend scheduled classes and meetings.
  - 4) Faculty members meet classes as scheduled, post and maintain office hours, advise students and provide access to course requirements and other information as needed.
  - 5) College of Education students comply with all class and school policies and procedures in classes and field assignments.
  - 6) College of Education faculty and students maintain a professional appearance in all field assignments, complying with all dress standards and policies expected of a school's professional staff. The following practices/items are generally not considered professional: exposed body piercings or tattoos, jeans, revealing attire, sweat pants, tank tops, and other casual dress as designated by the setting.
  - 7) College of Education faculty, staff and students develop and adhere to appropriate professional relationships.  
Candidates are not permitted to develop a friendship that conflicts with professional roles or develop a romantic and/or sexual relationship with a PK-12 student or cooperating teacher/site supervisor, university instructor, staff member or supervisor. Faculty are not permitted to hinder any student's academic progress or create a situation in which any student is either favored or negatively impacted. Faculty may not determine award grades for reasons other than academic performance or demonstration of professional skills, attitudes or knowledge in the PreK-12<sup>th</sup> grade classroom.
  - 8) College of Education faculty, staff and students will comply with all laws and code prohibiting the following
    - sexual harassment or accusing others inappropriately of sexual harassment

- issuing implied or explicit threats to faculty, supervisors, students, staff or colleagues.
- attending class or field assignments under the influence of illegal drugs or alcohol.
- using any form of harassment such as phone calls, emails, or written communication toward other students, faculty, staff or colleagues.

It is the expressed responsibility of the faculty to set behavioral standards for class and field assignments as well as academic standards. As a Christian community of learners, certain behaviors are expected and faculty establishes and upholds those expectations. If these standards are not met, College of Education faculty are responsible for following protocols (in addition to those in the CTX Student Handbook) which may include dismissing the student from a class or field assignment, revoking admission to the Certification Program, or setting conditional requirements for continuation in the Certification Program.

Protocols for reporting, discussing and taking action regarding ethics violations can be found in the CTX Student Handbook.

**Texas Administrative Code**

<b>TITLE 19</b>	<b>EDUCATION</b>
<b>PART 7</b>	<b>STATE BOARD FOR EDUCATOR CERTIFICATION</b>
<b><u>CHAPTER 247</u></b>	<b>EDUCATORS' CODE OF ETHICS</b>
<b>RULE §247.2</b>	<b>Code of Ethics and Standard Practices for Texas Educators</b>

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Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) Standard 1.2. The educator shall not intentionally, knowingly, or recklessly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or that are used to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) Standard 1.11. The educator shall not intentionally, knowingly, or recklessly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use, abuse, or distribution of controlled substances, prescription drugs, and toxic inhalants.

(M) Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(H) Standard 2.8. The educator shall not intentionally or knowingly subject a colleague to sexual harassment.

(3) Ethical Conduct Toward Students.

(A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- (i) the nature, purpose, timing, and amount of the communication;
- (ii) the subject matter of the communication;
- (iii) whether the communication was made openly, or the educator attempted to conceal the communication;
- (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- (v) whether the communication was sexually explicit; and
- (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242; amended to be effective December 27, 2016, 41 TexReg 10329; amended to be effective October 21, 2018, 43 TexReg 6839



This is to verify that:

I have received, read, understand and will comply with the Concordia University Teacher Education Handbook; and

I understand that updates may be made to the Teacher Education Handbook, in order to continue to meet Texas requirements and laws for certification preparation programs; and therefor, will keep myself informed of these updates by reviewing the most current version of the Teacher Education Handbook at the start of each semester.

I agree to follow the *Code of Ethics and Procedure for Violation* for the College of Education.

Printed Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_ Student ID #:   B00