



SMU

ANNETTE CALDWELL SIMMONS
SCHOOL OF EDUCATION
& HUMAN DEVELOPMENT

Teacher Certification

Undergraduate & Post Baccalaureate Handbook 2014-2015



Annette Caldwell Simmons Hall
Department of Teaching & Learning
214-768-2346
<http://www.smu.edu/teacher>





Welcome to the Annette Caldwell Simmons School of Education and Human Development. I want to extend a warm welcome to you. I hope you will have a rewarding and successful academic career at Southern Methodist University. You are in a unique position to make a positive contribution to society and become part of the strong SMU legacy of commitment to education.

Our faculty of the Department of Teaching and Learning is comprised of scholar-practitioners who share knowledge that is valuable to real-world settings. We collaborate with schools, community service organizations, government organizations and national/international colleagues. The faculty strives for teaching excellence, academic rigor, intellectual curiosity, and accountability.

The mission of the school is to integrate theory, research and practice of education and human development; promote academic rigor and interdisciplinary collaboration; educate students for initial certification and professional practice; and nurture collaboration across the academic community.

I look forward to meeting many of you and working with you during your academic career at SMU, and I am always available for your support. Please stop by my office to say hello, ask a question, or simply to get acquainted.

Best Wishes,

Nancy H. Roberts, M. Ed
Director of the Undergraduate Programs

Department of Teaching & Learning

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Introduction

Conceptual Framework

The Department of Teaching and Learning includes educators dedicated to ongoing, rigorous scholarship across a variety of disciplines. Our faculty is committed to educating undergraduate and graduate students to become 21st century scholars and leaders. Our teaching and research are grounded in multiple perspectives that encompass behaviorist, cognitive, social-constructivist, and sociocultural approaches to scholarship. We prepare educators who are:

1. **Scholars and Leaders in Professionalism.** Our students display intellectual curiosity, engage in critical thinking, model collaboration, and leverage new technologies in their professional interactions. Through classroom-based, field-based, and technology-rich learning experiences, undergraduate students develop and refine the positive attitudes and dispositions that characterize educational leaders. Graduate students continue the journey of lifelong learning through global awareness, reflective, and evidence-based practice and informed implementation of innovation.
2. **Educators Committed to High-Quality Practice.** Our students stay well versed in the most current and available research from quantitative, qualitative, mixed methods, and multidisciplinary studies. They use the latest scholarship to guide their classroom practices and instructional design. Our courses in all the degree programs include clearly laid out competency-based requirements that emphasize creative instruction, innovative technologies, and personalized feedback.
3. **Leaders in Translating Research into Practice.** Undergraduate students implement teaching strategies that have been proven to be effective, and become leaders in the schools where they teach. Master's students become critical consumers of research and will lead their colleagues in efforts to translate research to practice. Doctoral students become active researchers as they work beside faculty in grant-funded research to expand scientific knowledge and disseminate research findings.
4. **Experts in Differentiated Instruction.** Our students are sensitive and responsive to diverse learners and understand the range of learning experiences and assessments available to help them differentiate for all students in the new digital age. Students adapt their educational methods to meet the needs of all students across sociocultural variations: linguistic, developmental, cognitive, ethnic, gender, and socio-economic status. They are committed to creating a variety of creative learning environments to address the full range of human potential and human development.

Texas Education Agency

The Texas Education Agency (TEA) is headed by the Commissioner of Education and is supported by a hierarchy of deputy commissioners, associate commissioners, division directors and agency staff. The State Board of Education (SBOE) guides and monitors activities and programs related to public education in Texas. The SBOE consists of 15 elected members representing different regions of the state. One member is appointed chair by the governor.

The mission of TEA is to provide leadership, guidance, and resources to help schools meet the educational needs of all students and prepare them for success in the global economy.

The State Board for Educator Certification (SBEC) was created by the Texas Legislature in 1995 to recognize public school educators as professionals and grant educators the authority to govern the standards of their profession. The Board oversees all aspects of the preparation, certification, and standards of conduct of public school educators.

The Texas Education Code requires that the Governor appoint the following 11 voting members of the Board, each serving a six-year term: four classroom teachers, one counselor, two administrators, and four citizens. Three non-voting members also serve on the Board: a dean of a college of education is appointed by the Governor; a staff member of the Texas Education Agency is appointed by the Commissioner of Education; and a staff member of the Texas Higher Education Coordinating Board is appointed by the Commissioner of Higher Education.

The Texas Education Code (TEC) is a set of the state laws governing public education in Texas. It applies to all educational institutions supported in whole or in part by state funds. The TEC directs the goals and framework of public education in Texas. It is established by the Texas Legislature.

The Texas Administrative Code (TAC) is a compilation of all state agency rules in Texas. There are 16 titles in the TAC. Each title represents a category and related agencies are assigned to the appropriate title. Texas Administrative Code Title 19 Education Part 7 State Board for Educator Certification:

[http://info.sos.state.tx.us/pls/pub/readtac\\$ext.ViewTAC?tac_view=3&ti=19&pt=7](http://info.sos.state.tx.us/pls/pub/readtac$ext.ViewTAC?tac_view=3&ti=19&pt=7)

Areas of Study

Early Childhood – Grade 6

The three-hour core courses and the one-hour field experience courses for students preparing to teach elementary are designed to prepare teachers who are knowledgeable about children and how they learn, passionate about teaching, and resourceful problem-solvers. The courses are planned to provide a wide range of professional readings, cooperative learning experiences, authentic assignments that simulate the work of classroom teachers, and productive field experiences.

Grades 4-8

The three-hour core courses and the one-hour field experience courses for students preparing to teach grades four through eight are designed in both practical experience and theory needed for teaching preadolescents. Courses address the unique developmental needs of these students as well as effective teaching strategies.

Grades 7-12

Students enrolled in the program to prepare high school teachers will have the opportunity to be active participants in courses rich in both practical experience and theory needed for teaching adolescents. Courses address the unique developmental needs of these students as well as effective teaching strategies.

Early Childhood – Grade 12 Spanish, French, German, Art or Theater (All-level with subject)

Students seeking certification in these courses will be able to teach at any grade level. Field experience classes will provide the opportunity to observe and participate in both EC-6 and secondary classrooms.

Early Childhood –Grade 12 Music (All-level music)

In addition to meeting the requirements for a major in music, students in an All-Level Music certification program must complete 9 hours in education courses and 6 hours in student teaching. Students seeking music certification should consult with their advisors in the Meadows School of the Arts for courses they must take.

Criminal History Background Checks

In 2007, The Texas legislature passed a law (Senate Bill 9) requiring individuals working on public school campuses to submit a criminal history check. All students are required to submit to a criminal history background check prior to going onto any EC-12 campus. The student's name will be submitted to the school district that will host him/her for the field experience during any term.

At the time of application for the Standard Texas Teaching Certificate, each applicant will submit his/her fingerprints to the Texas Education Agency for a criminal history check by the Texas Department of Public Safety (DPS) and the Federal Bureau of Investigation (FBI).

Effective fall 2011, a conduct report will be requested from Student Life by the School of Education for each student who is applying to the Teacher Education program, and an updated report will be requested when the students apply to student teach.

The School of Education reserves the right to deny or revoke admission to the Simmons School of Education and Human Development, Department of Teaching and Learning Teacher Education program to any individual who has been convicted, received probation, or received deferred adjudication of crimes that involve violence or crimes against children.

A teacher candidate who has ever had an arrest that resulted in deferred adjudication, probation, or a conviction should be aware of the possible consequences related to the offense. If there are questions, he/she may contact the Certification Officer to discuss the potential ramifications.

At the time of application for the Standard Texas Teaching certificate, each applicant will submit his/her fingerprints to the Texas Education Agency for a criminal history check by the Texas Department of Public Safety (DPS) and the Federal Bureau of Investigation (FBI).

For Frequently Asked Questions – National Criminal History Background Check please go to:
<http://www.tea.state.tx.us/index2.aspx?id=5844>

Faculty & Facilities

Department of Teaching and Learning: Undergraduate Program

Dean	David Chard
Associate Dean	Michael McLendon
Department Chair	Paige Ware
Full-time Faculty	Abigail Pruitt
	Ann Batenburg
	Julie Bore
	Sherril English
	Barbara Morganfield
	Nancy Roberts , Director of Undergraduate Teacher Certification Field Experience Coordinator & Certification Officer
	Candace Walkington
	Annie Wilhelm
	Nancy Montgomery
Staff	Kathy Barrett , Advisor – Secondary Teacher Education
	Kay Kuner , Advisor – Early Childhood – Grade 6 Teacher Education

Simmons Hall Overview

1st floor

Suite 118-Applied Physiology Lab
 Classrooms: 138 and 144
 Student Break room/Vending (by south entrance)
 Suite 135-Master of Liberal Studies and Gifted Students Institute

2nd floor

Suite 247 - Office of the Dean
 Suite 234 - Dept. of Applied Physiology and Wellness
 Classrooms: 225, 221, 218, 213 and 208

3rd floor

Suite 345 - Dept. of Teaching and Learning
 Suite 306 - Dept. of Education Policy and Leadership

Lost and Found Policy

Items found in the School of Education Building should be turned in to suite 247 or if after 5:00 p.m., given to an instructor.

Requirements & Expectations

Disability Accommodations

Students needing academic accommodations for a disability must first be registered with Disability Accommodations & Success Strategies (DASS) to verify the disability and to establish eligibility for accommodations. Students may call 214-768-1470 or visit <http://www.smu.edu/Provost/ALEC/DASS> to begin the process. Once registered, students should then schedule an appointment with the professor to make appropriate arrangements.

Religious Observance

Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.)

Field Experience

Teacher Education students must complete three Field Experience classes as an integral part of the Teacher Education program. Each field experience includes observation and planning for individual tutoring, working with small groups and working with the entire class at an assigned elementary or secondary school in the area. Each field experience class has a fixed location, schedule and instructor. Students must allow sufficient travel time to and from the assigned school. Field Experience III should be taken the semester before student teaching.

Whenever students are on a public school campus, they are expected to dress in a professional manner. This includes attending seminars held on public school campuses other than one's assigned school, stopping to visit teachers or administrators, visiting another campus, or attending extracurricular activities.

Dress Code

Appropriate professional appearance may not be sufficient to get a job, but the absence of it could cause one not to be offered! Ask for a copy of the school's (or district's) dress code, and also note the attire of successful educators in that building or district. The suggestions below will not take the place of a school's or district's dress requirements.

Men

- Facial hair and facial jewelry are prohibited in some districts.
- Solid dark colored jackets add authority, particularly when worn over a solid shirt.
- Best to begin are slacks, conservative sport jacket, shirt and tie; later on, slacks and sport shirt and tie, or slacks and sport shirt and jacket may feel appropriate.
- Avoid jeans unless the school is having a special jeans attire day.

Women

- Avoid split skirts and very short skirts. (Check skirt length when sitting down!) Remember that a skirt length that may be fashionable and appropriate for social attire may be inappropriate for a public school situation.
- Check appearance when raising arms to write on the whiteboard.
- Long hair is best when pulled back from the face so students can read lips and observe facial expressions.
- Avoid blouses/dresses that are cut low or that gape open when bending forward.
- Consider moderate to lower heeled shoes for greater comfort and support.
- Best bets are a conservative dress or skirt, blouse, and jacket.
- Makeup is fine, but go easy!
- Avoid jingly, attention-getting jewelry that may distract students.
- Avoid jeans unless the school is having a special jeans attire day.

Program Requirements

Early Childhood – Grade 6 required courses for minor and/or Teacher Education Certification

A description of each course listed below can be found on the Teaching & Learning web pages:

<http://www.smu.edu/Simmons/AreasOfStudy/TL/Current/CourseDescriptions>

- q EDU 5327 Integrating Teaching and Learning
- q EDU 5355 Teaching Math in Elementary School
- q EDU 5357 Emergent Literacy
- q EDU 5358 Conventional Literacy
- q EDU 5331 Content Area Studies for Elementary School
- q EDU 5318 Formative/Summative Assessment
- q EDU 5349 Learning Environment & Professionalism: EC-12
- q EDU 5121 Field Experience I
- q EDU 5122 Field Experience II
- q EDU 5123 Field Experience III

In addition to the Department of Teaching and Learning courses, the following are required to complete certification preparation. These requirements must be completed before any student can begin student teaching/internship.

1. Successful completion (C or better or CR if credit by testing) of 24 hours of content defined by the Texas Education Agency as: six hours each of English, mathematics, science and social studies. The English hours can be taken from either the English Department (ENGL) or Discernment and Discourse (DISC) courses. The math hours can be taken from either the Math Department (MATH) or from Statistical Science (STAT). Science courses can be taken in the Biological Sciences (BIOL), Chemistry (CHEM), Physics (PHYS), Earth Sciences (GEOL), Civil and Environmental Engineering (CEE 1331), Electrical Engineering (EE 1301), and/or Mechanical Engineering (ME 1301 or ME 1303). Social Studies hours can be taken in the following departments: History (HIST), Economics (ECO) and/or Political Science (PLSC).
2. Successful completion (C or better) of MATH 1305 Mathematics for Elementary and Middle School Teachers and EDU 5300 STEM. Both courses will be offered in the spring term. These classes can count as part of the 24 hours of content required for certification.

Secondary Education required courses for student teaching, internship and minor

A description of each course listed below can be found on the Teaching & Learning web pages:

<http://www.smu.edu/Simmons/AreasOfStudy/TL/Current/CourseDescriptions>

- q EDU 5327 Integrating Teaching & Learning
- q EDU 4300 Foundations of ESL Instruction
- q EDU 5348 Introduction to Diverse Learners
- q EDU 5367 Creating Successful Classrooms
- q EDU 5371 Content Area Methods
- q EDU 5318 Formative/Summative Assessment
- q EDU 5349 Learning Environment & Professionalism: EC-12
- q EDU 5124 Field Experience I
- q EDU 5125 Field Experience II
- q EDU 5126 Field Experience III

In addition to the Department of Teaching and Learning courses, the following are required to complete certification preparation. These requirements must be completed before any student can begin student teaching/internship.

1. Successful completion (C or better) of major that is recognized as a Texas teaching field.
2. Successful completion (C or better) of Math 1305 Mathematics for Elementary and Middle School Teachers, if teaching field is 4 - 8 Generalist. This course is offered in the spring term.

Music Education required course work in the Department of Teaching and Learning

In addition to any requirements from Meadows, Music Education students must complete the following education classes.

<http://www.smu.edu/Simmons/AreasOfStudy/TL/Current/CourseDescriptions>

- q EDU 2350 Educational Psychology
- q EDU 5327 Integrating Teaching & Learning
- q EDU 5349 Learning Environment & Professionalism: EC-12

Student Teaching/Internship

A description of each course listed below can be found on the Teaching & Learning web pages:

<http://www.smu.edu/Simmons/AreasOfStudy/TL/Current/CourseDescriptions>

EDU 4099 courses are designed to declare full time status for students. If the student does not register in one of these (as determined below), the student will lose full time status, and it may impact financial aid and insurance. Tuition cost for student teaching or internship is for 6 credit hours. Students cannot enroll in any other courses while student teaching.

EC-6 Undergraduates and Post-Baccalaureates

- q EDU 5363 Student Teaching
- q EDU 5364 Student Teaching
- q EDU 4099-002

EC-6 Internship (Post Baccalaureates only)

- q EDU 5385 Internship
- q EDU 5386 Internship
- q EDU 4099-001

Secondary Undergraduates and Post Baccalaureates

- q EDU 5373 Student Teaching
- q EDU 5374 Student Teaching
- q EDU 4099-002

Secondary Internship (Post Baccalaureates only)

- q EDU 5375 Internship
- q EDU 5376 Internship
- q EDU 4099-001

Code of Ethics

In addition to students being knowledgeable in the content they are preparing to teach, the Department of Teaching and Learning expects all students to demonstrate their understanding and practice of the dispositions identified by the Code of Ethics and Standard Practices for Texas Educators, Texas Administrative Code. Copies of the Dispositions and the Code of Ethics were given to students upon completion of the application.

As a professional program, the Simmons School of Education and Human Development, Department of Teaching and Learning reserves the right to recommend or not recommend teacher candidates for certification.

Departmental Expectations

The Department of Teaching and Learning grading scale for required EDU courses

95 – 100	A
93 – 94	A-
91 – 92	B+
88 – 90	B
85 – 87	B-
82 – 84	C+
79 – 81	C
77 – 78	C-
70 – 76	D

Students must repeat a required teacher education course if a grade below C(2.00) is earned.

Maintain GPA Requirements

- Students are to maintain a cumulative GPA of 2.5 for all University courses leading to a degree.
- If a student's cumulative GPA falls below 2.5, she or he will be placed on departmental probation. Students will not be allowed to enroll in any Teacher Education courses unless the course is being taken to remove a grade lower than a C.
- Students must have a 3.0 GPA in the required Teacher Education courses in order to apply for student teaching. GPA's are not rounded.
- Students must earn no grade lower than a C (2.0) in their content area.

Grade Point Average (G.P.A.)

The average is computed by multiplying the term hours of each course attempted by the grade points earned in the particular course and then dividing total number of grade points by the total number of hours attempted, excluding those hours for which grades are shown with an asterisk in the chart. (Undergraduate Catalog 2012-2013)

Grade		Points/T erm hr	Points/ 0 hour class	Points/ 1 hour class	Points/ 2 hour class	Points/ 3 hour class	Points/ 4 hour class
A	Excellent Scholarship	4.00	0.00	4.00	8.00	12.0	16.0
A-	Excellent Scholarship	3.70	0.00	3.70	7.40	11.1	14.8
B+	Good Scholarship	3.30	0.00	3.30	6.60	9.90	13.2
B	Good Scholarship	3.00	0.00	3.00	6.00	9.00	12.0
B-	Good Scholarship	2.70	0.00	2.70	5.40	8.10	10.8
C+	Fair Scholarship	2.30	0.00	2.30	4.60	6.90	9.20
C	Fair Scholarship	2.00	0.00	2.00	4.00	6.00	8.00
C-	Fair Scholarship	1.70	0.00	1.70	3.40	5.10	6.80
D+	Poor Scholarship	1.30	0.00	1.30	2.60	3.90	5.20
D	Poor Scholarship	1.00	0.00	1.00	2.00	3.00	4.00
D-	Poor Scholarship	0.70	0.00	0.70	1.40	2.10	2.80
F	Failure	0.00	0.00	0.00	0.00	0.00	0.00
P, CR	Pass, Credit	*	*	*	*	*	*
I	Incomplete	*	*	*	*	*	*
NC	No Credit Received	*	*	*	*	*	*
W	Withdrew	*	*	*	*	*	*
* Grades not included in grade point average							

Academic Integrity

Students are to adhere to SMU's Honor Code.

http://smu.edu/studentlife/studenthandbook/PCL_05_HC.asp

Attendance

- Students are to attend all classes.
- Students are to arrive for class on time and remain for the entire class.
- Attendance is part of the class grade.
- The instructor determines in all instances the extent to which absences and tardiness affect each student's grade. (Undergraduate Catalog 2012-2013)
- It is the responsibility of the students to make arrangements with the instructor **prior** to any University extracurricular activities' absences concerning any class notes, missed tests or assignments. (Undergraduate Catalog 2012-2013)
- It is the responsibility of the students to contact their Field Experience instructor if they are going to be absent due to illness before class begins. All other absences from Field Experience classes must have prior approval.

Student Work

- Students should complete all assignments in a professional manner.
- Students should meet all timelines for assigned work.

Communication Skills

- Students are expected to demonstrate effective communication skills.
- Students are expected to use Standard English in all communications both written (including emails and text messages) and oral.

Etiquette

- Students are expected to dress appropriately for the activities and classes.
- Students should not use cell phones while in class. Computers can be used for taking notes or doing instructor-directed tasks.
- Students should be aware of the instructor's office hours and make appointments when in need of assistance or with a concern.
- Students should be considerate of classmates and demonstrate a professional attitude at all times.

Personal Information

The information presented in this handbook is accurate at the time of printing; however, policies are subject to change based on Simmons School and state guidelines. Check with an advisor before making a major decision based on the contents of this handbook.

Student Identification Number

The University assigns each student an eight-digit SMU identification number. Students should use this number whenever contacting their advisor or instructors. This is the primary means the Teaching and Learning Department has to identify the students' academic record and transactions related to the records. (Undergraduate Catalog 2014-2015)

Name Change

A student who has a change in name must provide the University Registrar's Office his or her Social Security card or the form issued by the Social Security Administration. All grade reports, transcripts and diplomas are issued only under a person's legal name as recorded by the University Registrar's office. (Undergraduate Catalog 2014-2015)

This is also the name the Teaching and Learning Department will submit to the Texas Education Agency.

Teacher Education Minor

The following minors are available in Education:

- Elementary Teaching
- Secondary Teaching
- All Level Teaching (Art, Theatre or Foreign Languages)

To earn a minor in Education, one must have completed the 24 hours of course work in the Teacher Education program before graduation. Student teaching course work is not part of the teacher education minor but is required for certification.

Students should check their Degree Progress Report Summary page for minor hours and GPA.

Work Plan

It is the student's responsibility to keep the work plan up-to-date. Students will need to keep in touch with their advisor. The most efficient way to communicate will be via emails.

EC – 6 Advising

Kay Kuner kkuner@smu.edu

Secondary & All-Level Advising

Kathy Barrett kbarrett@smu.edu

The University-assigned email address is the official address for University electronic correspondence, including related communications with advisors, faculty members and academic units. (Undergraduate Catalog 2014-2015) The advisor will periodically send important information to Teacher Education students. It is expected that all students will monitor their SMU emails at least weekly.

It is the student's responsibility to be aware of all pertinent dates listed on the Academic Calendar out of the Registrar's office. http://smu.edu/registrar/academic_calendar.asp The deadline for adding courses, dropping courses without grade record and changing sections for each term is listed in the Official University Calendar. Students may drop a course with a grade of W (Withdrawn) through approximately midterm by using the student Access.SMU Self Service. The specific deadline is listed in the Official University Calendar.

Advising for Enrollment

All students admitted to the Teacher Education program are expected to meet with their advisors each term. Students may make an appointment to visit with their advisor any time during the academic year. Our administrative assistant will help make an appointment.

Schedules for each term are posted and updated on the Department of Teaching and Learning's website according to the University schedule. This schedule will always have the most up-to-date information. <http://www.smu.edu/Simmons/AreasOfStudy/TL/Current/SemesterSchedules>

Before the enrollment date, advisors will give permission to Teacher Education students based on their current work plan. If students need to alter their work plan, they must see their advisor either during an Open-Drop-in-Day (2nd and 4th Wednesday) or call and make an appointment.

Students enrolling in Field Experience I, II or III will have to meet with their advisor. Each section is limited to 6 students. These are assigned on a first come basis.

Students enrolling in Student Teaching or Internship will receive their permission from our department manager. Permission will be granted after all criteria for student teaching has been fulfilled.

Undergraduate students who will be enrolling in student teaching as a Post-Baccalaureate will not receive permission for student teaching until after their degree has been conferred by the Registrar's Office. Our department manager will contact these students once the change has occurred.

Withdrawal from Program

It is the student's responsibility to notify the advisor if it becomes necessary to withdraw from the program and complete an exit form. If the student does not enroll in any education courses for three consecutive terms, his/her file will become inactive.

Student Files/Records

It is the policy of Simmons School of Education and Human Development, Department of Teaching and Learning to retain all student files for five years as per the Texas Administrative Code Rule §228.40.

Honors & Awards

Scholar Award

Each year the Department of Teaching and Learning presents Scholar Awards to two undergraduate Teacher Education students that meet the award's criteria of strong academic achievement, outstanding performance in field experience classes, and promise in growth and service to the education professions.

Dean's Award

The Dean's Award sponsored by the Education Deans of Independent Colleges and Universities of Texas (EDICUT) and selected by the Department of Teaching and Learning faculty is awarded each spring to one outstanding pre-service educator. This honor also has a cash award for \$200.00.

Pi Lambda Theta

Founded by educators in 1910, Pi Lambda Theta is the oldest national educational honor society in the field of education and has the most stringent academic requirements. Pi Lambda Theta is headquartered in Bloomington, Indiana. It is the most recent member of Phi Delta Kappa (PDK) Professional Education Association family, which publishes *Kappan* magazine.

Membership in the society is by invitation only and is open to both undergraduate and graduate students who intend to pursue a career in education. The invitation is based on superior scholastic achievement (cumulative GPA of 3.75) from the student and nominations of high potential for professional leadership by the Simmons' Department of Teaching and Learning faculty.

Each spring, an induction ceremony is held by the Department to formally commemorate membership in this most prestigious organization. Pi Lambda Theta members are entitled to wear gold honor cords and pins at graduation under their regalia.

Testing

Texas Examinations of Educator Standards (TExES)

The TExES tests are criterion-referenced examinations designed to measure a candidate's knowledge in relation to an established criterion rather than to the performance of other candidates.

State Examinations Required for EC-6 Certification:

V TExES Generalist EC-6

V TExES Pedagogy and Professional Responsibilities (PPR) EC-12

State Examinations Required for Grades 4-8:

V TExES – Generalist 4-8 or Generalist EC-6

V TExES – Pedagogy and Professional Responsibilities (PPR) EC-12

V TExES – Content Area 4 – 8 (i.e. math, English, science, etc.)

State Examinations Required for Grades 7-12:

V TExES – Content Area 7-12 (i.e. math, English, science, etc)

V TExES – Pedagogy and Professional Responsibilities (PPR) EC-12

State Examinations Required for All-Level Certificates: (music, art, foreign language, theater)

V TExES – Content Area EC-12

V TExES – Pedagogy and Professional Responsibilities (PPR) EC-12

Department Qualifier Exams

There are two exams required by the State of Texas before becoming a certified teacher. It is recommended that students take the Generalist/Content Area exam, and then the Pedagogy & Professional Responsibilities (PPR) exam. Before being given approval to take the TExES exams, students must first take a qualifier exam given by SMU and have a passing score of at least 80%. Scores earned below 80% will require retaking the qualifier exam. Any student who fails to make 80% on the second qualifier exam must meet with a designated faculty member to develop an individual preparation plan. Once the qualifier exam is passed, the student will be given approval for the state exam. Qualified students will receive an email with instructions on how to register for the TExES exams.

Qualifier exam dates will be determined at the beginning of each academic calendar year.

Students can view the qualifier testing schedule and register for exams at

<http://www.smu.edu/Simmons/AreasOfStudy/TL/Current/QualifyingExam>

Students can also pick up a testing schedule in the advising office.

**Both qualifier and state examinations must be passed
before you are allowed to student teach.**

Qualifier should be taken when the students have . . .

- **Generalist EC-6 exam**
 - Enrolled in or completed EDU 5358 Conventional Literacy
 - Enrolled in or completed EDU 5331 Content Area Studies for Elementary School
- **Content Area exam**
 - Enrolled in or completed EDU 5371 Content Area Methods and completed most of their declared major courses
- **PPR exams**
 - Completed or enrolled in EDU 5349 Learning Environment & Professionalism

Official information concerning testing for Texas Educator Certification

Registration Bulletins	http://www.texas.ets.org/registrationBulletin/
Preparation Materials	http://www.texas.ets.org/prepMaterials/
Study Tips	http://www.texas.ets.org/assets/pdf/studytips_0607.pdf
Reducing Test Anxiety	http://www.texas.ets.org/assets/pdf/testanxiety_0607.pdf
Frequently Asked Questions	http://www.texas.ets.org/faq/
Alternative Testing Arrangement	http://www.texas.ets.org/alternativeTesting/
Manuals	http://www.texas.ets.org/prepMaterials/

(Click on a title listed below Addendum Notices. Each manual has a sample test with answers.)

For test takers with disabilities or health-related needs, contact Disability Services:

<http://cms.texas-ets.org/alternativetesting/>

Phone:

ETS Disability Services

1-866-387-8602 (toll free in the U.S., U.S. Territories and Canada)

1-609-771-7780 (all other locations)

Monday to Friday 8:30 a.m. to 5:00 p.m. EST

TTY: 1-609-771-7714

Fax: 1-609-771-7165

E-mail: stassd@ets.org

Mail:

ETS

Disability Services

PO Box 6054

Princeton, NJ 08541-6054

Student Teaching/ Internship

All undergraduate students applying for student teaching must meet the following guidelines:

EC-6 grade Teacher Education program

- Have a cumulative GPA of 2.5 for all university courses leading to a degree.
- Have a GPA of 3.0 for all required Teacher Education courses
- Have successfully completed the 24 hours of content requirements
 - Must include MATH 1305 and EDU 5300
 - Must have no grade lower than a C (2.0)
- Have passed the SMU qualifiers for both state exams

Secondary Teacher Education program

- Have a cumulative GPA of 2.5 for all university courses leading to a degree.
- Have a GPA of 3.0 for all required Teacher Education courses
- Have successfully completed all the major requirements
 - Must include MATH 1305 for 4 – 8
 - Must have no grade lower than a C (2.0)
- Have passed the SMU qualifiers for both state exams

All post-baccalaureate students applying for student teaching must meet the following guidelines:

- Have a GPA of 3.0 for all required teacher education courses
- Have passed the SMU qualifiers for both state exams

Student teaching is the culminating clinical experience of the certification program. During student teaching, the teacher candidate has an opportunity to observe the teacher and the students, plan motivating lessons, assess student learning, reflect on his/her own progress toward effective teaching, and eventually take on the responsibility of full day teaching. The student teaching experience is one full term. The student teacher follows the coordinating teacher's work days and hours of the district to which he/she is assigned. The student teacher's holidays are the same as those of the assigned school district, *not* the University's holidays.

All student teaching applicants must attend a mandatory Student Teaching Orientation meeting. All students must attend even if they think they will be doing an internship instead of student teaching. No student will receive permission to enroll if he/she does not attend this orientation.

There will be seminar sessions at SMU's main campus as part of the student teaching requirement. Dates and time will be listed in the student teacher handbook.

Student teaching placement for all Teacher Education students except All-level music students is coordinated with Dallas Independent School District (DISD), Richardson ISD (RISD), and Plano ISD (PISD). Only compelling reasons, such as a health problem or other hardship, will be considered sufficient to waive the policy. A student may petition the Teacher Education Faculty for an exception to this policy. However, exceptions will be rare. Students who wish to petition should write a letter to the Undergraduate Committee explaining in detail why the exception is needed. The Undergraduate Committee will review the request and will notify the student in writing of the decision.

Student Teaching as a Post Baccalaureate

If a student is eligible to graduate the term before student teaching, the student will receive a reduced tuition rate for student teaching as a post baccalaureate student.

Students must notify the department manager if there are plans to graduate before student teaching. A new application form must be completed as a post baccalaureate. After the degree is conferred, the new application will be entered into Access.SMU as a post baccalaureate. Students will be notified through email when that process is complete. At that point, students may enroll in student teaching. Please do not enroll until notified by the administrative assistant.

Internship

In order to complete an internship instead of student teaching, the following criteria must be followed:

- Student has a baccalaureate degree.
- Student has passed all state tests.
- Student has completed the student teaching application and attended the mandatory orientation meeting.
- Student has found a teacher-of-record position with an accredited Texas school. The school can be public, charter or private. A list of schools may be found at <http://www.tea.state.tx.us/accredstatus/> and www.tepsac.org/index.cfm
- Student is prepared to teach the required two terms.
- Student's teaching assignment mirrors student's certification preparation.

Procedure after obtaining an internship as the teacher of record:

- Ø Notify the program's department manager.
 - Ø Request the Probationary Certificate Information form from the department manager.
 - Ø Ask the principal to complete and sign the form.
 - Ø Fax the form to our office at 214-768-2171.
-
- Student must apply for a Probationary Certificate on the TEA website.
 - Fingerprinting is required by the state. Follow the instructions on the SBEC website for fingerprinting - <http://www.tea.state.tx.us/index2.aspx?id=5364>
 - Interns will immediately email the Teaching & Learning office, nhroberts@smu.edu, with the school name and district information.
 - Student will be required to attend an internship seminar which will meet several times during the school year throughout the internship.
 - Handbooks will be distributed at the first seminar meeting.
 - The student's mentor will need to come to the first seminar meeting.
 - Once the internship is completed and posted to the transcript, the student will be able to apply for a five year standard certificate.

Certification

Applying for Educator Certification

1. Demonstrate content and professional knowledge through the completion of **education course work** (content and professional education) with satisfactory GPA and graduate
2. Demonstrate content and professional skills and dispositions through the completion of **field experience** (including student teaching/internship)
3. Demonstrate content and professional knowledge, skills, and dispositions through passing **state certification exams**

After all the above requirements have been completed, degrees conferred (this could take up to 4 weeks), and the students are in good standing with the University, SMU will recommend them for initial certification.

Students will need to follow the procedures for fingerprinting as required by the state. Once the student has been notified that the recommendation has been sent, student will be able to apply for a five year standard certificate (fee required) and initiate the criminal background check through the fingerprinting process (fee required). Follow the instructions on the SBEC website for fingerprinting. <http://www.tea.state.tx.us/index2.aspx?id=5364>. Teacher Certification is not complete without the application, fees, and the fingerprinting being processed.

The state will not mail a copy of the certificate to the student. Students will have to download their copy.

After initial certification has been approved by TEA, students may then register for any additional certifications by examination.

Laws & Associations

Important public laws that pre-service and professional educators must know:

Texas Laws

Education Code Title 2. Public Education Subtitle D. Chapter 21. Educators

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.21.htm>

TAC Title 19 Education, Part 8, State Board for Educator Certification, Chapter 247 Educators' Code of Ethics

§247.1 Purpose and Scope: Definitions

§247.2 Code of Ethics and Standard Practices for Texas Educators

[http://info.sos.state.tx.us/pls/pub/readtac\\$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y](http://info.sos.state.tx.us/pls/pub/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y)

Family Code Title 5. The Parent-Child Relationship and the suit affecting the Parent-Child Relationship Subtitle E. Protection of the Child Chapter 261.

Investigation of Report of Child Abuse or Neglect

<http://www.statutes.legis.state.tx.us/SOTWDocs/FA/htm/FA.261.htm>

TAC, Title 19 Chapter 38 §38.005 Protective Eye Devices in Public Schools

Teachers and students must wear industrial-quality eye-protective devices in appropriate situations as determined by school district policy.

Civil Practice and Remedies Code, Title 5 Code 101.001

School district employees may be held liable in circumstances involving: use of excessive force in the discipline of students; negligence resulting in bodily injury to students; or the operation, use, or maintenance of any motor vehicle. It is important for pre-service and professional educators to know district policies and procedures as written in board policies and handbooks.

<http://www.statutes.legis.state.tx.us/Docs/CP/htm/CP.101.htm>

Texas Penal Code § 21.12. Improper Relationship between Educator and Student

The age of the student is not a factor.

<http://www.statutes.legis.state.tx.us/docs/pe/htm/pe.21.htm>

Federal Law

Individuals with Disabilities Education Act Public Law 105.17 (IDEA 2004)

All teachers must follow the Individualized Educational Program (IEP) developed for any student in special education in any/all classrooms. Teachers can call an Admission, Review and Dismissal (ARD) meeting to change the IEP, but they cannot ignore the IEP. Teachers can be sued as an individual for ignoring an IEP.

Teacher Associations in Texas

It is important that pre-service teachers are aware of teacher groups.

Statewide general teacher associations:

[American Federation of Teachers - Texas](#)
[Association of Texas Professional Educators](#)
[Texas Classroom Teachers Association](#)
[Texas State Teachers Association](#)

Content area teacher associations:

[Texas Association of Journalism Educators](#)
[Texas Association of Biology Teachers](#)
[Texas Business & Technology Educator's Association](#)
[Vocational Agriculture Teachers Association of Texas](#)
[Texas Computer Education Association](#)
[Texas Middle School Association](#)
[Texas Association for Health, Physical Education, Recreation & Dance](#)
[Texas Art Education Association](#)
[Texas Council of Teachers of Mathematics](#)
[Texas Social Studies Supervisors Association](#)
[The Texas Council for the Social Studies](#)
[Science Teachers Association of Texas](#)
[Texas Teachers of English to Speakers of Other Languages](#)
[Texas Council of Teachers of English Language Arts](#)
[Texas Music Educator's Association](#)

Agreement Forms

Southern Methodist University
Simmons School of Education and Human Development
Department of Teaching and Learning
2014-2015

HANDBOOK AGREEMENT FORM: Student Copy

By signing my name below, I certify that I have read my Department of Teaching and Learning Teacher Education Handbook (Handbook) and I will be held accountable for information herein. I understand that if I have any questions about the information in this Handbook, I will contact my advisor.

I further certify that I will refer to my Handbook for the duration of my Teacher Education program and/or certification program and will stay abreast of modifications provided by the Department of Teaching and Learning. I acknowledge that it is my responsibility to check my SMU email account on a frequent basis.

In the event I should leave the program for two terms or more, I understand that it is my responsibility to remain in contact with the Advising Office of the Department of Teaching and Learning and to stay abreast of any information, application deadlines, program changes, etc., that may pertain to my Teacher Education program.

Student Name (print)

Student ID

Student Signature

Date

Southern Methodist University
Simmons School of Education and Human Development
Department of Teaching and Learning
2014-2015

HANDBOOK AGREEMENT FORM: *To be returned to Teacher Education Advisor*

By signing my name below, I certify that I have read my Department of Teaching and Learning Teacher Education Handbook (Handbook) and I will be held accountable for information herein. I understand that if I have any questions about the information in this Handbook, I will contact my advisor.

I further certify that I will refer to my Handbook for the duration of my Teacher Education program and/or certification program and will stay abreast of modifications provided by the Department of Teaching and Learning. I acknowledge that it is my responsibility to check my SMU email account on a frequent basis.

In the event I should leave the program for two terms or more, I understand that it is my responsibility to remain in contact with the Advising Office of the Department of Teaching and Learning and to stay abreast of any information, application deadlines, program changes, etc., that may pertain to my Teacher Education program.

Student Name (print)

Student ID

Student Signature

Date