ECED 4110.501 Advocacy in Early Childhood

Fall 2020

Instructor Information:
Name: Cay McAninch, M. Ed.
Email: D2L email
Office hours: online only
Credits: 2 hours
Course Time & Location: Online

Prerequisites:
Enrolled in student teaching. (If you are not student teaching this semester send me an email and let me know. You will still be able to complete all assignments.)

I. Course Description:
A study of teacher roles and professional responsibilities including classroom management, advocacy, anti-bias curriculum, diversity issues, school violence, and developmentally appropriate practices.

NOTE: There is one LiveText assignment in this class: Advocacy Project,

II. Intended Learning Outcomes/Goals/Objectives:

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

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

**Academic excellence** through critical, reflective, and creative thinking

**Life-long learning**

**Collaboration** and shared decision making

**Openness** to new ideas, to culturally diverse people, and to innovation and change

**Integrity**, responsibility, diligence, and ethical behavior, and

**Service** that enriches the community.

To view the Conceptual Framework and complete list of proficiencies, visit [http://coe.sfasu.edu/about-us/vision-mission-and-core-values](http://coe.sfasu.edu/about-us/vision-mission-and-core-values)

ECED 4110 is the last early childhood course that EC6 candidates take, supports the Perkins College of Education’s Vision, Mission, Goals, and Core Values in that it addresses: **academic excellence** (through learning content and exhibiting critical, reflective, and creative thinking in assignments), **life-long learning** (as the course encourages candidates to producing quality work related to current, research-based content), **collaboration** (through discussions and emails), **openness** (to new ideas, theories, and philosophies exhibited through the advocacy project and professional philosophy paper), **integrity** (through demonstration of ethical and professional dispositions), and **service** (through the advocacy project).

The content of this course aligns to the Stephen F. Austin State University’s Strategic Plan Initiative 1 (enhance excellence in teaching and learning, research, scholarship, creative work, and service) and Initiative 5 (create new learning opportunities through additional interdisciplinary, international, service learning, and civic engagement experiences). The entire content intends to enhance learning for the candidates and assists them in learning how to implement research-based practices when teaching children. Also, the course includes an advocacy project which aligns to service learning and providing service to the field.

### Program Learning & Student Learning Outcomes:

**PLO 3** Candidates use their knowledge of students, learning, curriculum, environment, diversity, communication, and community to plan and implement collaborative, engaging, thought provoking, inquiry-based instruction to meet the needs of all learners (ACEI 3; InTASC 2, 3, 5, 7, 8)

- **SLO 3.1 Candidates investigate diversity, research-based, best instructional practices, school violence, how to establish classroom expectations, and how to implement classroom management strategies.**
  - **SLO 3.1.1 Assessment – Classroom Expectations/Management Quizzes** [PPR 1.1k (InTASC 1b, 1d, 1e, 1j, 2d, 7i, 8j), 1.3k (InTASC 1h, 2f, 2g, 2m, 8a, 8p, 10j), 1.4k (InTASC 2f, 3i), 1.5k (InTASC 2a, 2d, 2k, 2m, 8a, 8p), 1.6k (InTASC 21, 2e, 2f, 2i, 2o, 4i, 4l), 2.1k (InTASC 2n, 5s), 2.2k (InTASC 3c, 3j, 8h), 2.3k (InTASC3b, 5s), 2.6k (InTASC 3d, 3k, 5c, 10o), 2.7k (InTASC 3d, 3k, 5c, 10o), 2.9k (InTASC 3d, 3k, 10o), 2.11k, 2.13k (InTASC 3d, 10o), 2.16k (InTASC 3d, 3k, 10o), 2.21k (InTASC 3d), 2.1s (InTASC 3k), 2.3s (InTASC 3k), 3.2k (InTASC 3f, 5n, 8m, 8q), 4.2k (InTASC 10g)]; (TS1Di, TS2Biii, TS2Ci, TS4AI, TS4Aii, TS4Aiii; TS4Biii)

- **SLO 3.2 Candidates review student diversity and how diversity impacts learning.**
• SLO 3.2.1 Assessment – Diversity Assignment (ACEI 3; InTASC 2, 3, 5, 7, 8) [PPR 1.31k (InTASC 6c, 6l, 6m), 1.28s (InTASC 7l, 8b), 1.29s (InTASC 6e, 7l, 8b)]; (TS1Fiii, TS2Ai, TSSBi, TSSCi, TSSCii, TSSDi).
• SLO 3.3 Candidates consider strategies that implement developmentally appropriate practices (DAP) for early childhood learners.
  • SLO 3.3.1 Assessment – DAP Quiz (ACEI 3; InTASC 2, 3, 5, 7, 8) [PPR 1.2k (InTASC 2e, 2o), 3.2k (InTASC 3f, 5n, 8m, 8q), 3.4k (InTASC 3q, 3r, 8k)]; (TS2Cii)
• SLO 3.4 Candidates investigates how to analyze classrooms for an anti-bias approach.
  • SLO 3.4.1 Assessment – Anti-bias Classroom (ACEI 3; InTASC 2, 3, 5, 7, 8) [PPR 1.3k (InTASC 1h, 2f, 2g, 2m, 8a, 8p, 10j), 1.5k (InTASC 2a, 2d, 2k, 2m, 8a, 8p)]; (TS2Cii)
• SLO 3.5 Candidates review school violence and prevention.
  • SLO 3.5.1 Assessment – Violence Quiz (ACEI 3; InTASC 2, 3, 5, 7, 8) [PPR 2.21k (InTASC 3d)]
• SLO 3.6 Candidates select Technology Application TEKS, plan learning, and create techniques and instructional strategies including project-based learning to incorporate Technology Application TEKS to improve student learning.
• SLO 3.7 Candidates collect observable and measurable data to gauge student progress and adjust instruction in Technology Application TEKS.
  • SLO 3.6.1 & 3.7.1 - Technology Quiz [(T7.1s (ISTE 5c DESIGNER); T7.16s (ISTE 1a LEARNER)]

**PLO 5** - Candidates know, implement, evaluate, and reflect upon research-based teaching, professional ethics, and professional learning resources to establish and maintain positive collaborative relationships with families, colleagues, professional organizations, and community agencies to promote the intellectual, social, emotional, physical growth, and well-being of all children.

• SLO 5.1 Candidates investigate what advocacy and is and what it is not as they consider how to advocate for children, families, and their profession.
  • SLO 5.1.1 Assessment – Advocacy Quiz (ACEI 5; InTASC 9, 10) [PPR 4.7k (InTASC 10n); 4.19s].
• SLO 5.2 Candidates organize and plan an advocacy project which promotes the intellectual, social, emotional, physical growth, and/or well-being of children in the community.
  • SLO 5.2.1 Assessment – Advocacy Topic Assignment (ACEI 5) [PPR 4.7k (InTASC 10n)].
  • SLO 5.2.2 Assessment – Advocacy Project Assignment (ACEI 5; InTASC 9, 10) [PPR 4.7k (InTASC 10n), 4.7s (InTASC 10n), 4.8s (InTASC 9d, 10n), 4.10s (InTASC 8c); 4.17s]; (TS6Bi; TS6Dii); [T5.4s (ISTE 3c CITIZEN); T6.20s (ISTE 5b DESIGNER); T6.22s (ISTE 5b DESIGNER)].
• SLO 5.3 Candidates investigate the roles and responsibilities of teachers: communication, research-based practices, goals/objectives, materials/resources, non-instructional duties, technology and record keeping, paraprofessionals and volunteers.
  • SLO 5.3.1 Assessment – TR Quiz [PPR 1.11k (InTASC 4o), 1.12k (InTASC 6r, 7a, 7p), 1.13k (InTASC 4r, 6r, 7p), 1.16k (InTASC 4f, 5c, 5p, 7k, 7m, 8g, 8n, 8r, 10g), 1.18k (InTAXC 5p), 1.22k (InTASC 3g, 3h, 3m, 5l, 8o, 8q, 8r, 10g), 1.17s, 2.11k, 2.12k, 2.12s, 2.13s, 3.1k, 2.11s, 2.12s, 2.13s]; (TS1Ai, TS3Aiii)
  • SLO 5.3.2 Assessment – Teacher Roles & Responsibilities Discussion (ACEI 5; InTASC 9, 10) [PPR 4.4k, 4.5k, 4.7k, 4.9k, 4.5s (InTASC 1c, 3n, 7e, 8c), 4.7s (InTASC 10n), 4.8s (InTASC 9d, 10n), 2.9s (InTASC 3d), 4.10s (InTASC 8c), 4.13s (InTASC 9n)]; (TS3Aii, TS6Bi, TS6Dii); [T7.8k (ISTE 1a LEARNER)].
• SLO 5.4 Candidates evaluate the effectiveness of technology-based instruction.
• SLO 5.5 Candidates assess personal technology needs, set goals/objectives for their own learning, and develop/implement individual action plans for professional growth.
  • SLO 5.5.1 Assessment (assesses SLO 5.5) – Teacher Roles & Responsibilities Discussion (ACEI 5; InTASC 9, 10; [T7.8k (ISTE 1a LEARNER)].
  • SLO 5.4.1 & 5.5.1 Assessment - Technology Quiz [(T7.1s (ISTE 2a, 2b); T7.16s (ISTE 1a LEARNER)]
**ECED 4110  McAninch  Fall 2020  (email thru D2L)**

Weeks begin on Monday and they end on the next Sunday.

*see D2L for exact due dates - ALL assignments/quizzes may be submitted before due date

(weekday dates are Sunday nights at 11:59)

ALL assignments/discussions MUST include  *your name  *town of student teaching placement  *school name  *grade you are in at that time

<table>
<thead>
<tr>
<th>Week &amp; Date</th>
<th>Module(s)</th>
<th>Actions Due</th>
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<tbody>
<tr>
<td>Week 1  August 24</td>
<td>BEFORE CLASS BEGINS MODULE  SYLLABUS &amp; TIMELINE MODULE  LIVETEXT MODULE  APA MODULE</td>
<td>Review each module listed this week. Checklists: Syllabus &amp; Timeline, LiveText, &amp; APA  ***Discussion: Tell Us About YOU (see discussion board)</td>
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<tr>
<td>Week 2  August 31</td>
<td>CLASSROOM EXPECTATIONS  ADVOCACY</td>
<td>Review the entire Classroom Expectations module to learn what is expected. Reading: Chapter 1 &amp; 2 from the course textbook &amp; Diversity in the Classroom  ***Quiz: Chapter 1 &amp; 2; PLO 3, SLO 3.1 (ACEI 3) Begin the Diversity Assignment</td>
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<td>Week 3  September 7</td>
<td>CLASSROOM EXPECTATIONS  ADVOCACY</td>
<td>Reading: Chapters 3, 4, &amp; 5 from the course textbook; Review the Advocacy Module to determine the expectations; be sure the view the video  ***Quiz: Ch 3, 4, &amp; 5; PLO 3, SLO 3.1 (ACEI 3) Continue the Diversity Assignment</td>
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<tr>
<td>Week 4  September 14</td>
<td>CLASSROOM EXPECTATIONS  ADVOCACY</td>
<td>Reading: Chapters 6 &amp; 7 from the course textbook Reading: Defining Advocates and Advocacy  ***Quiz: Ch 6 &amp; 7; PLO 3, SLO 3.1 (ACEI 3)  ***Dropbox: Diversity Assignment; PLO 3, SLO 3.2</td>
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<td>Week 5  September 21</td>
<td>CLASSROOM EXPECTATIONS  ADVOCACY</td>
<td>Reading: Chapters 8 &amp; 9 from the course textbook Reading: How a Bill Becomes a Law  ***Quiz: Ch 8 &amp; 9; PLO 3, SLO 3.1 (ACEI 3) &amp;  ***Quiz: Advocacy PLO 5; SLO 5.1(ACEI 3)</td>
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<td>Week 6  September 28</td>
<td>CLASSROOM EXPECTATIONS  ADVOCACY</td>
<td>Reading: Chapters 10 &amp; 11 from the course textbook Reading: Advocacy Topic Assignment Directions --- Begin Advocacy Topic Assignment  ***Quiz: Ch 10 &amp; 11; PLO 3, SLO 3.1 (ACEI 3)</td>
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<td>Week 7  October 5</td>
<td>CLASSROOM EXPECTATIONS  ADVOCACY</td>
<td>Reading: Chapters 12 &amp; 13 from the course textbook Quiz: Ch 12 &amp; 13; PLO 3, SLO 3.1  ***Dropbox: Advocacy Topic; PLO 5, SLO 5.2 (ACEI 5) Final advocacy project may not be started until Topic Assignment is graded and approved.</td>
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<td>Week 8  October 12</td>
<td>CLASSROOM EXPECTATIONS  ADVOCACY</td>
<td>Reading: DAP Begin Advocacy Project  ***Quiz: DAP; PLO 3, SLO 3.3 (ACEI 3)</td>
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<td>Week 9  October 19</td>
<td>CLASSROOM EXPECTATIONS  ADVOCACY</td>
<td>Reading: Anti-Bias Analysis  ***Quiz: Anti-Bias; PLO 3, SLO 3.4 (ACEI 3) Reading: Understanding School Violence  ***Quiz: Violence; PLO 3, SLO 3.5 (ACEI 3)</td>
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### Week 10  
**October 26**

**TEACHER ROLES & RESPONSIBILITIES ADVOCACY**

- **Continue Advocacy Project**
  - Checklist: Classroom Expectations

  - Review the entire Teacher Roles & Responsibilities module to learn what is expected
  - Reading: All module pages and websites
  - **Quiz: Teacher Roles** (PLO 5; SLO 5.3)

**Week 11  
November 2**

**TEACHER ROLES & RESPONSIBILITIES ADVOCACY**

- **Discussion: Teacher Roles and Responsibilities**; PLO 5, SLO 5.3
  - Checklist: Teacher Roles & Responsibilities

**Week 12  
November 9**

**TECHNOLOGY & TEACHING ADVOCACY**

- Reading: Teaching and Technology module
  - **Quiz: Technology** PLO 3, SLO 3.6, 3.7; PLO 5, SLO 5.5, 5.6
  - Checklist: Technology & Teaching

**Week 13  
November 16**

**TECHNOLOGY & TEACHING ADVOCACY**

- **Dropbox & Livetext: Advocacy Project**; PLO 5, SLO 5.2
  - (This is not due until next week in dropbox. It is on the timeline to encourage you to turn it in early.)

**Week 14  
Thanksgiving November 23**

**Enjoy your break!**

**Week 15  
November 30**

**ADVOCACY**

- **Dropbox & Livetext: Advocacy Project**; PLO 5, SLO 5.2
  - Checklist: Advocacy Project

**Week 16  
December 7**

**Enjoy your graduation week!**

Visit the Celebration – This course is complete.

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### III. Course Assignments, Activities, Instructional Strategies, Use of Technology:

1. **Quizzes** (Ch. 1 & 2, Ch. 3, Ch. 4, Ch. 5, Advocacy, Ch. 7 & 8, DAP, Bias, Violence, Teacher Roles, Technology) (ACEI 3, 5; InTASC 2, 3, 5, 7, 8)- (20 pts. total)
   - The purpose of these quizzes is to assess your understanding of the textbook and other module readings. Additionally, these quizzes assess certain SLOs in the course.

2. **Discussions (10 pts.)**
   - Teacher Roles and Responsibilities (3 pts.) (ACEI 5; InTASC 9, 10). – In this discussion, you will:
     - create an approximately 700 word discussion that describes the roles and responsibilities of a teacher in our field today.

3. **DropBox Assignments (70 pts.)**
   - Diversity Assignment (10 pts.) (ACEI 3; InTASC 2, 3, 5, 7, 8) – You will:
     - Create a table that outlines the number of children in each of the diverse categories in your school and the children’s needs and respond to questions (ACEI 3; InTASC 2, 3, 5, 7, 8)
   - Advocacy Topic Assignment (5 pts.) (ACEI 5; InTASC 9, 10). – You will:
List your topic by name.
Follow the topic with one to two paragraphs describing how you will promote the intellectual, social, emotional, physical growth, and well-being of all children
Include APA citations in the paragraph(s) to support from research why you are doing what you are doing.
Include a reference section at the end that is APA accurate.

• Advocacy Project Assignment & a LiveText Assignment (28 pts.) (ACEI 5; InTASC 9, 10; ISTE ST V). — You will:
  Shoot a two to three minute video that advocates for an issue.
  Create a one-page brochure to accompany your video.
  Present the video and brochure to a person that has the capacity to influence local, state, national, or international policy: a principal, school board member, superintendent, mayor, council person, legislature, congressman, senator, an officer of a professional organization, etc.
  Discuss your topic with them and gain their perspective.
  Craft an approximately two-page reflection of your project.

• Bonus Points (2 pts.)
  You will receive two (2) bonus points for participating in the course evaluation.

IV. Evaluation and Assessments (Grading):

A = 90 - 100 points
B = 80 - 89 points
C = 70 - 79 points
F < 70

There is one LiveText assignments in this class: Advocacy Project. Assignments that include LiveText requirements will receive a zero (0) if the assignments are not uploaded into the appropriate course dropbox and in LiveText. LiveText assignments are necessary for program assessment.

VI. Readings & References:

Required Text & Other Materials

LIVETEXT - This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA email to another account and do not receive an email concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these emails.
If you have questions about obtaining or registering your LiveText account, call ext. 1267 or email SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or email livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.


References


VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes;
3. Making decisions on faculty tenure, promotion, pay, and retention.

Students in the COE electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and
retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the COE, the course evaluation process has been simplified and is completed electronically through MYSFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

You will receive two (2) bonus points for completing this important evaluation in this course.

**VIII. Student Ethics and Other Policy Information**
**Class Attendance and Excused Absences (Policy 6.7):**

All assignments/assessments/discussion postings are expected by the due dates. If you find that you are unable to make a deadline, email the instructor prior to the due date with a legitimate reason for missing the due date. Acceptance of late work is at the discretion of the instructor.

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignment are expected in all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence (SFA Policy 6.7).

**Academic Accommodation for Students with Disabilities (Policy 6.1/6.6):**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/)

**Academic Dishonesty:**

Abiding by university policy 4.1 on academic integrity is a responsibility for all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty:**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Penalties for academic dishonesty may include, but are not limited to reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university.
Student Appeals:

A student who wishes to appeal a decision related to academic dishonesty should follow procedures outlined in the policy, Academic Appeals by Students (6.3).

Withheld Grades Semester Grades (Policy 5.5):

At the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes and F, except as allowed through policy (i.e., Active Military Service (6.14)). If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct (Policy 10.4):

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the ICare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936 468 2703.

Acceptable Student Behavior:

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Code of Ethics for the Texas Educator:

Additional Information:

Code of Ethics for the Texas Educator:
The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

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

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

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

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

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

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

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver's license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <http://www.texas.ets.org/registrationBulletin/>). YOU must
provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information

The State of Texas Elementary Education TExES Preparation Law

As required by Texas Administrative Code Rule §228.35, educator preparation programs shall provide each candidate with training that includes at least six clock-hours of explicit certification test preparation that is not embedded in other curriculum elements (excerpt from the law).

In the SFASU Elementary Education Department preparation for the TExES PPR exam is offered in RDG 322 for EC6 candidates.

For the EC6 TExES exam, the preparation is offered in ELE 303.

Also, the ESL test preparation is offered in RDG 415.