Course Description: This course will address professional identity for educators in the 21st century. The development of professional identity for teachers includes advocacy, communication, ethics, and leadership. This course synthesizes and builds on the knowledge and skills of all prior coursework to prepare candidates for the classroom. Prerequisites: All SEED educator preparation courses and admission to Educator Preparation Program.

Course Justification
SEED 4343 Education in a Global Society (3 credits; fully online) spans 15 weeks and contains extensive written content that includes the same information acquisition and demonstrable skills that are required of students in a face-to-face classroom; the time requirement for students engaging in online modules is approximately 3 hours or more per week. Outside work expectations are coordinated with the candidates’ clinical teaching experiences and include a comprehensive work sample that includes: pre-assessment/data lesson plans, post-assessment/data, analysis of data, impact on student learning, and reflection of the experience. Also expected is synthesis of personal perceptions of the Texas Educator Code of Ethics, membership in professional teacher organizations, and creation of a resume. For every hour the student spends engaging with the content, at least two hours are expected per week for 15 weeks in completing the outside work.

Timely Response Statement: Since this is an online course, I will do my best respond to email inquiries within 24 hours M-F, 8-3 pm, unless I am out of town at a conference then response time will be within 48-72 hours. However, due to the COVID pandemic and rapidly changing and demanding work/home life situations, there may be a possibility that I will not be able to respond in a timely manner.

Diversity Statement: The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

Program Learning Outcomes:
1. The candidate will develop and adapt content specific instruction based on the needs of diverse students in a global and digital society.
2. The candidate will develop and adapt data-driven assessment based on the needs of diverse students in a global and digital society.
3. The candidate will design an effective classroom management plan for diverse learner centered educational settings.
4. The candidate will demonstrate critical pedagogical strategies and professional dispositions through analyses of contemporary issues in education.
Student Learning Outcomes:

1. The candidate will apply knowledge and skills in his/her clinical practice derived from SED coursework. (TEKS training)
2. The candidate will abide by the Code of Ethics and Standard Practices for Texas Educators. (TEKS training)
3. The candidate will demonstrate an understanding of advocacy and teacher leadership. (TEKS training)

A. GOALS AND OBJECTIVES:

COMMISSIONER STANDARDS: ASSESSMENT FOR CONTEMPORARY CLASSROOMS

6A(i). Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.
6A(ii). Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.
6A(iii). Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.
6B(i). Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.
6B(ii). Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.
6C(i). Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.
6C(ii). Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.
6D(i). Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).
6D(ii). Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.
6D(iii). Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.

PPR TEST FRAMEWORK

2B. Accepts and respects students with diverse backgrounds and needs.
2D. Knows strategies for enhancing one’s own understanding of students’ diverse backgrounds and needs.
4G. Teaches, models and monitors organizational and time-management skills at an age-appropriate level (e.g., establishing regular places for classroom toys and materials for young children, keeping related materials together, using organizational tools, using effective strategies for locating information and organizing information systematically).
6G. Works with volunteers and paraprofessionals to enhance and enrich instruction and applies procedures for monitoring the performance of volunteers and paraprofessionals in the classroom.
9B. Understands issues related to the appropriate use of technology in society and follows guidelines for the legal and ethical use of technology and digital information (e.g., privacy guidelines, copyright laws, acceptable use policies).
9H. Identifies and addresses equity issues related to the use of technology.
11A. Applies knowledge of appropriate ways (including electronic communication) to work and communicate effectively with families in various situations.
11B. Engages families, parents, guardians and other legal caregivers in various aspects of the educational program.
11C. Interacts appropriately with all families, including those that have diverse characteristics, backgrounds and needs.
11D. Communicates effectively with families on a regular basis (e.g., to share information about students’ progress) and responds to their concerns.
11E. Conducts effective conferences with parents, guardians and other legal caregivers.
11F. Effectively uses family support resources (e.g., community, interagency) to enhance family involvement in student learning.
12A. Interacts appropriately with other professionals in the school community (e.g., vertical teaming, horizontal teaming, team teaching, mentoring).
12B. Maintains supportive, cooperative relationships with professional colleagues and collaborates to support students’ learning and to achieve campus and district goals.
12C. Knows the roles and responsibilities of specialists and other professionals at the building and district levels (e.g., department chairperson, principal, board of trustees, curriculum coordinator, technology coordinator, special education professional).
12D. Understands the value of participating in school activities and contributes to school and district (e.g., by participating in decision making and problem solving, sharing ideas and expertise, serving on committees, volunteering to participate in events and projects).
12E. Uses resources and support systems effectively (e.g., mentors, service centers, state initiatives, universities) to address professional development needs.
12F. Recognizes characteristics, goals and procedures associated with teacher appraisal and uses appraisal results to improve teaching skills.
12G. Works productively with supervisors, mentors and other colleagues to address issues and to enhance professional knowledge and skills.
12H. Understands and uses professional development resources (e.g., mentors and other support systems, conferences, online resources, workshops, journals, professional associations, coursework) to enhance knowledge, pedagogical skills and technological expertise.
12I. Engages in reflection and self-assessment to identify strengths, challenges and potential problems; improve teaching performance; and achieve professional goals.
13C. Applies knowledge of ethical guidelines for educators in Texas (e.g., those related to confidentiality, interactions with students and others in the school community), including policies and procedures described in the Code of Ethics and Standard Practices for Texas Educators.
13D. Follows procedures and requirements for maintaining accurate student records.
13F. Uses knowledge of the structure of the state education system, including relationships among campus, local and state components, to seek information and assistance.
13G. Advocates for students and for the profession in various situations.

**ESL STANDARDS:**

2B. Uses knowledge of theories, concepts and research related to L1 and L2 acquisition to select effective, appropriate methods and strategies for promoting students’ English-language development at various stages.
3B. Knows effective instructional methods and techniques for the ESL classroom, and selects and uses instructional methods, resources and materials appropriate for addressing specified instructional goals and promoting learning in students with diverse characteristics and needs.
3C. Applies knowledge of effective practices, resources and materials for providing content-based ESL instruction, engaging students in critical thinking and fostering students’ communicative competence.
3E. Applies effective classroom management and teaching strategies for a variety of ESL environments and situations.

7D. Knows state-mandated Limited English Proficient (LEP) policies, including the role of the Language Proficiency Assessment Committee (LPAC), and procedures for implementing LPAC recommendations for LEP identification, placement and exit.

7E. Understands relationships among state-mandated standards, instruction and assessment in the ESL classroom.

8C. Applies knowledge of the various types of ESL programs to make appropriate instructional and management decisions.

10A. Applies knowledge of effective strategies advocating educational and social equity for ESL students (e.g., participating in LPAC and Admission, Review and Dismissal [ARD] meetings, serving on Site-Based Decision Making [SBDM] committees, serving as a resource for teachers).

And other standards listed by following this link:


III. Course Assignments, Activities, Instructional Strategies, use of Technology:

MAJOR COURSE ASSIGNMENTS:

1. EdTPA portfolio completed and submitted according to EdTPA guidelines as part of Texas teacher certification requirements.

QUALITY OF ASSIGNMENTS:

High professional standards are expected of all assignments. In order to obtain the full credit for an assignment, candidates must demonstrate higher order thinking skills (analyze data by applying theoretical and conceptual tools discussed in the course; construct convincing arguments; integrate information from various sources; evaluate various theoretical perspectives; etc.).

All writing assignments must be typed using 12-point Times New Roman or Calibri font, double-spaced. Please proofread your papers before submitting. Points will be deducted for inappropriate format, style, grammar, and spelling errors. Poorly written papers will be returned and resubmitted with appropriate corrections before credit is earned. Plagiarized assignments will be given a grade of zero. Any plagiarism involving the EdTPA submission may result in not only automatic failure of the course, but also failure to become certified as a teacher in Texas.

Technology: All work will be submitted via D2L and LiveText.

IV. Evaluation and Assessment (Grading):

Student grades will be determined by the following criteria:

To determine your grade, take the points earned and divide by the number of points possible. Letter grades for the course will be determined as follows: 90-100%=A, 80-89%=B, 70-79%=C, 60-69%=D, below 60%= F

V. Tentative Course Outline/Calendar:

| WEEK 1 | Each content area portfolio has a specific focus. It is important to plan your lesson with this focus in mind. |
| DUE SUNDAY 8/29 | |

And other standards listed by following this link:
Refer to the Task 1 checklist for help.

Refer back to handbook pages 9-19*(approximate page numbers) and Making Good Choices pages 9-17.

Tasks for Week 2

1. Submit your EdTPA proposal using the EdTPA proposal template
2. Begin working on your Task 1 narrative, use the Task 1 checklist for help
3. Complete the **TWO (2)** EdTPA discussion assignments

<table>
<thead>
<tr>
<th>WEEK 2</th>
<th>Read :</th>
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| **DUE SUNDAY 9/5** | ☐ Handbook pages 12-22 (may vary depending on content area)  
☐ Making Good Choices pages 9-1  
☐ **Select** one class for your edTPA portfolio  
☐ **Identify** potential edTPA learning segment of 3-5 consecutive lessons.  
☐ Ask your cooperating Teacher: What **TEKS** will we be covering in between **Identify a Central Focus**.  
☐ Participate in the Beginning edTPA - Introductions **Discussion Board**  
☐ Continue to Pass out and Pick Up - Video Permission Slips (form in Before Class Begins Module)  
☐ Submit your Final Draft of Context for Learning **Your Context for Learning Template can be found in the module titled "EdTPA Handbooks".** |

<table>
<thead>
<tr>
<th>WEEK 3</th>
<th>Last week you submitted your proposal for your edTPA lesson.</th>
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</table>
| **DUE SUNDAY 9/12** | • Review the feedback provided for your proposal and make any necessary changes before writing your lesson plans.  
• **This week** you will write lesson plans for your edTPA learning segment. There is a lesson plan template included in this module.  
• As you are planning, refer back to handbook pages 12-22 and Making Good Choices pages 9-17. |

| Tasks to complete in Week 3 | 1. Complete the discussion board activity  
2. Complete your first draft of Task 1 lesson plans |

<table>
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<tr>
<th>WEEK 4</th>
<th>Read - Understanding Rubric Level Progressions (<strong>pages vary by content area, please refer to the module titled Handbooks, Supplemental Resources, and Template to access URLP for your content area. Read the section for Rubrics 1-5</strong>)</th>
</tr>
</thead>
</table>
| **DUE SUNDAY 9/19** | Tasks for this week:  
1. Complete Discussion Board Activity |
<table>
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<tr>
<th>Week 5</th>
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<tr>
<td><strong>DUE SUNDAY 9/26</strong></td>
<td>2. Submit your Commentary for Task 1 (this will complete your work on Task 1)</td>
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<tr>
<td></td>
<td>3. Complete Peer Review Checklist activity</td>
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<tr>
<td></td>
<td>Read: Handbook pages about Instruction Task Two</td>
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<td></td>
<td><strong>TIP:</strong> Skip ahead to next week and use the Task 2 Rubric Checklist to help you plan your own Task 2.</td>
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<tr>
<td></td>
<td>For technical help on videoing, time stamping, clipping video, or compressing, please contact Joe Strahl <a href="mailto:strahljl@sfasu.edu">strahljl@sfasu.edu</a> 936-468-3825</td>
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<td></td>
<td>Task for this week: Complete videos of yourself teaching your lessons, for the sake of the commentary you need to write, it is helpful to transcribe the videos so that you can use quotes from yourself in your video commentary.</td>
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<tr>
<th>WEEK 6</th>
<th>Video edTPA Lessons</th>
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<tr>
<td><strong>DUE SUNDAY 10/3</strong></td>
<td>☐ Download and save video each day and write a brief reflection on how your lesson went</td>
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<td></td>
<td>☐ Select video clips and compress (Instructions in D2L) (see evidence chart for specific file length, type, and size)</td>
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<td></td>
<td>☐ <strong>Clip 1.</strong> how you actively engage students in content area skills (vary by handbook see What Do I Need To Do in your handbook for Task 2)</td>
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<td></td>
<td>☐ <strong>Clip 2.</strong> Show how you support students to practice and apply the content area skills (vary by content area).</td>
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<td>☐ Write: Respond to all commentary prompts, analyzing your teaching and your students’ learning.</td>
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<td></td>
<td>☐ <strong>Upload</strong> your video clips and commentary</td>
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<td>☐ Email a copy of the checklist to your partner</td>
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<td>☐ Collect and keep ALL student work from the lessons</td>
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**Begin working on TASK 3**
<table>
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<tr>
<th>WEEK 7</th>
<th>DUE SUNDAY 10/10</th>
<th>Handbook pages 29-37* (pages are approximate and vary by content area handbook)</th>
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<tr>
<td></td>
<td></td>
<td>Making Good Choices pages 27-33</td>
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<td></td>
<td></td>
<td>Understanding Rubric Level Progressions 33-46 (pages are approximate and vary by content area, read through Rubrics 11-15 in your URLP)</td>
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<td><strong>Tasks for this week:</strong></td>
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<td>□ Complete Artifacts for Task 3 including</td>
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<td>- Analyzing student learning, includes student assessment scores</td>
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<td>- Evidence of feedback from student work samples, student self reflections</td>
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<td>- Assessment commentary</td>
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<td>- Concrete examples of evidence of language used by students indicated understanding of content</td>
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<td>□ Complete peer checklist for Task 3</td>
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<tr>
<th>WEEK 8</th>
<th>DUE SUNDAY 10/17</th>
<th>S311 REGISTER for edTPA - Submit receipt to Live Text</th>
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<tr>
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<td>▪ Reflect on feedback and peer collaborations and make any necessary revisions to your Tasks 1-3 edTPA portfolio.</td>
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<td>▪ Complete the Final Submission Checklist</td>
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<td>▪ Submit final copy of Tasks 1-3 into LIVETEXT (refer to the evidence chart in your handbook to ensure that your artifacts and commentary meet ALL requirements)</td>
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<tr>
<td>□ Transmit portfolio from LiveText to Pearson on Oct. 21st, 2021.</td>
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<td>Delaying your submission will result in a delay in receiving your scores.</td>
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<tr>
<th>WEEK 10</th>
<th>DUE SUNDAY 10/31</th>
<th>Environment and Climate</th>
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<tr>
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<td>Complete Activities and Readings According to Instructions in Module</td>
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<tr>
<th>WEEK 11</th>
<th>DUE SUNDAY 11/7</th>
<th>Ethics</th>
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<td>Complete Activities and Readings According to Instructions in Module</td>
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VI. Readings:

Other required readings for the course are provided on D2L.

Additional Resources

Pearson TEXES website

https://www.tx.nesinc.com/

Pearson TEXES PPR test prep materials


Every kid needs a champion, Ted Talk by Rita Pierson

https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare

LiveText Statement:

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 e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050
or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

FEM Statement:

In this course you must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience/clinical teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from www.livetext.com for a fee of $18.00. You should already have this module from your SED 450 class, but if you did not purchase it in that course, you must purchase it for this course.

VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. 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 Perkins College of Education, 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.

VIII. Student Ethics and Other Policy Information:

Attendance

Attendance is mandatory. This course constitutes a portion of your professional preparation. You have two excused absences. Any more than the allowed absences may result in the lowering of the final grade in the course by a letter. Since this is an online course, failure to submit two or more assignments online is considered the equivalent of two absences.

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at 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 (including the first 12 day attendance report) 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.

Student Code of Conduct

Disruptive Behavior--Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. 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 at SFA.

Students with Disabilities

To obtain disability-related accommodations and / or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325 (936) 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/ Location: Human Services Building, room 325. Phone: (936) 468-3004.

Academic Integrity

Academic integrity is a responsibility of 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 polity 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.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Penalties for Academic Dishonesty

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university

Student Appeals

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).
**Withheld Grades: Policy 5.5**

At the discretion of the instructor of record and with the approval of the academic unit head, 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 an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Acceptable Student Behavior**

**Student Code of Conduct: Policy 10.4**

Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm. 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 at SFA.

SFASU values students’ mental health and the role it plays in academic and overall student success.

SFA provides a variety of resources to support student mental health and wellness.

Many of these resources are free, and all of them are confidential.

**On-campus Resources:**

SFASU Counseling Services

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

3rd Floor Rusk Building

936-468-2401

SFASU Human Services Counseling Clinic

[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)

Human Services Room 202

936-468-1041
Crisis Resources:

Burke 24-hour crisis line 1(800) 392-8343

Suicide Prevention Lifeline 1(800) 273-TALK (8255)

Crisis Text Line: Text HELLO to 741-741

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.

Rules for SFA Secondary Students

While Observing, Tutoring, Interning, or Completing Field Experience Hours

1. Dress and grooming should be in keeping with the school’s faculty dress code. Remember that appropriate dress is helpful in establishing a professional image in the eyes of public school personnel and students. All grooming should be conservative and under no circumstances violate the student or teacher dress code. If your professor or district teacher suggests you refrain from wearing certain items and you continue to do so, you will receive a deficiency notice.

2. You should act professionally at all times when interacting with school personnel, students, parents, and other interns.

3. Failure Clause: You may immediately earn an “F” in BOTH SED 4343 and 4342 due to the following reasons:
   • You falsify any records or documents, including hour sheets
   • Your placement site teacher or administrator asks for you to be removed
   • You have violated state or federal law
   • You have violated The Code of Ethics and Standard Practices for Texas Educators
   • You have violated school and/or district policy
   • You have violated university policy
   • Any other egregious acts of non-professional behavior
• You take, consume, sell, provide, or have in your possession, alcohol or illegal drugs in any form, on a school campus or at an event where you are receiving field experience hours

I understand that any of the above violations will result in an “F” in BOTH SED 4343 and 4342, and possible dismissal from the Secondary Education program and the Educator Preparation Program at SFA as well.

4. You may also earn an “F” in the course or the lab due to the following reasons:
   • In SED 4343 and 4342, you have not completed your required number of field experience hours.

5. Be respectful of your district teacher and remember that you are a guest in his/her classroom. Never attempt to usurp his/her authority. If you have issues with your mentor teacher, you are required to inform your university instructor as soon as possible.

6. Treat your tutoring, interning, or observing like a job. Consider the district teacher your job supervisor and notify them in advance of any absence. If you sign up to observe, tutor, or intern at a specified time and you cannot attend, please text or email the district teacher before that class period.

IX. Other Relevant Course Information:

References

