Instructor: Dr. Amber Wagnon
Office: 209 N ECRC
Office Hours: T: 8:45-10:45; 1:00-2:00
TH: 8:45-10:45 and online by appointment
Office Phone: 936-468-2904
Email: aewagnon@sfasu.edu

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.

Prerequisites: Completed state required TEXES exam

Course Modality: This course is online, with three required Zoom meetings and nine non-required Zoom meetings.

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.

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.
13E. 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 proof read 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.

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:

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<thead>
<tr>
<th>Week 1</th>
<th>Due 9-3-23</th>
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<tr>
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<td>Refer to the Task 1 checklist in D2L and complete all tasks</td>
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<td>Refer back to handbook pages 9-19*(approximate page numbers) and Making Good Choices pages 9-17.</td>
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| Week 2 Due 9-10-23 | Read pages titled *Planning Task 1: Planning for Instruction and Assessment* (exact page numbers will vary for each content area handbook. And Read Making Good Choices pages 9-17

Tasks:

1. Talk to your cooperating/mentor teacher about edTPA and your timeline for teaching your edTPA lesson. Remember the submission date is **November 1st**, and you need to have your videos done by the end of October.
2. Collect your Video Permission Slips from students (if you haven't already)!
3. View the Lesson Planning Tips Document
4. Turn in your Lesson Plans by filling out the Lesson Plan Template |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 3 Due 9-17-23 | Refer back to EdTPA handbook to write the Task 1 Narrative, use the "Making Good Choices" document to guide your responses!

Tasks for Week 3

1. Watch the Task 1 Video
2. Read the Task 1 Tips page
3. Write your Task 1 Narrative
4. Submit your Task 1 Narrative |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| **Virtual Writing Day September 20th, 9 am- noon** | **Week 4 Due 9-24-23**

Tasks for this week:

1. Read the Tips for Assessment Design Document
2. Design your EdTPA Assessments for your Lessons. Your assessments should measure the TEKS you are teaching in your lesson.
3. Create a rubric for grading your assessments, this should align with your lesson and the TEKS (if it does not, you will be asked to redo the rubric)
4. Design a feedback plan so that you can give quality feedback to your students that can be documented in your EdTPA portfolio. (Task 3) |
Remember you should upload THREE (3) documents in the Dropbox for this week.

1. Your actual assessment you give to your students.
2. Your rubric for grading your assessment.
3. Your plan for giving written and verbal feedback to your students.

If you do not include ALL of the parts of this, then you will not get credit for this week. You must upload ALL of the assignments to get full credit. (You also may be asked to revise your documents for full credit.)

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<th>Week 5 Due 10-1-23</th>
<th>Tasks for this week:</th>
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<td>2. Look at the Evaluation Criteria Template provided in this section.</td>
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<td>3. Write your Evaluation Criteria page and turn it in the Dropbox.</td>
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<td>Remember that the Evaluation Criteria does not have a page limit, so anything you want the reader's to see or that you will refer to in your Task 3 Narrative needs to go in this document. This is a great place to include information that you may not be asked to provide in the Task 3 documents, but that you need to include for reference.</td>
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<th>Week 6 Due 10-8-23</th>
<th>Tasks for this week:</th>
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<tr>
<td></td>
<td>1. Read the Task 2 video section in your EdTPA portfolio, read &quot;Making good choices&quot; about task 2.</td>
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<td></td>
<td>2. Watch the video about Task 2.</td>
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<td>3. Talk to your mentor teacher to set up and plan your video sections.</td>
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<td>4. Video more than you need! Make sure you include the portion of your lesson that includes the assessment. ESPECIALLY if you are Physical Education or K-12 Performing Arts (Music and Dance), INCLUDE a video segment of ALL of your focus students with the entire class doing the assessment.</td>
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<td>5. Compress your videos and upload them to the Dropbox. If D2L will not let you do that, then just put them on a private YouTube page or Microsoft STREAM and include the link. YOU MAY NOT include links in your submission to EdTPA!!!!</td>
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</table>

**Virtual Writing Day, October 11th**
| Week 7  
Due 10-15-23 | Tasks for this week: |
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<tr>
<td>1. Read the directions for Task 2 in your handbook!</td>
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<tr>
<td>2. Write your Task 2 narrative and upload it to the dropbox!</td>
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<td>3. Make sure you include timestamps from your video within your narrative and describe the clothing of your focus students so that the reader's understand what is happening with them!</td>
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| Week 8  
Due 10-22-23 | Before beginning Task 3, view the video and read: |
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<tr>
<td>Handbook pages 29-37* (pages are approximate and vary by content area handbook)</td>
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<tr>
<td>Making Good Choices pages 27-33</td>
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<tr>
<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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<th>Tasks for this week:</th>
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<tr>
<td>1. Complete Artifacts for Task 3</td>
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<td>1. Analyzing student learning, includes student assessment scores</td>
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<td>2. Evidence of feedback from student work samples, student self reflections</td>
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<td>3. Assessment commentary</td>
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<td>4. Concrete examples of evidence of language used by students indicated understanding of content</td>
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Since you can only write 9 pages for the Task 3 Narrative, if you need to write more about part of your assessment, you can put that information in the Evaluation Criteria Document. Refer to the Evaluation Criteria Document as needed throughout your Task 3 Narrative.

- **Virtual Writing Day October 25th (please take professional development leave from your school district to attend)**

| Week 9  
Due 10-29-23 | SUBMIT YOUR EDTPA PORTFOLIO BY November 1st! |
<table>
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<tr>
<td>Read all of the documents in this module before submitting. If you do not follow the EdTPA requirements for file types, you will not pass.</td>
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<td>If you have trouble with any type of technology during submission, you can contact Joe Strahl at <a href="mailto:strahlj@sfasu.edu">strahlj@sfasu.edu</a>.</td>
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<td>If you have a major life event that prevents you from submitting on Nov. 1, talk to your instructor ASAP so you can know the next submission date.</td>
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<td>Delaying your submission will result in a delay in receiving your scores. If you submit this later, you may need to check with your EdTPA office for details on submitting.</td>
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VI. Readings:
Required text for the course is: provided on D2L

Additional Resources

Pearson TEXES EDTPA 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

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.

Please visit the following link to the updated Student Code of Conduct and Academic Integrity:
https://www.sfasu.edu/docs/policies/10.4.pdf

Article IV – Prohibited Academic Conduct

Any Student who commits an act of academic dishonesty is subject to discipline. Academic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person without giving sufficient credit, taking an examination for another person, or any act designed to give unfair advantage to a Student or the attempt to commit such acts. a. Cheating is the following or attempt to do the following: i. Copying from the test paper (or other assignment) of another Student, engaging in written, oral, or any other means of communication with another Student during a test, or giving aid to or seeking aid from another person during a test or on another assignment where doing so is prohibited by the Faculty member; ii. Possession and/or use during a test of materials which are not authorized by the person giving the test, such as class notes, calculators, electronic devices, books, or specifically designed “crib notes”; iii. Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters, but which will be used again either in whole or in part, without permission of the Faculty member; iv. Falsifying research data, laboratory reports, and/or other records or academic work offered for credit; vi. Using any sort of unauthorized resources or technology in completion of educational activities. Policy Number: 10.4 Last Revised: Date

b. Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements. c. Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam. d. Misrepresenting facts for academic advantage to the University or an
agent of the University. This includes providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual; and providing false or misleading information in an effort to injure another Student academically or financially.

**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/](http://www.sfasu.edu/disabilityservices/). Location: Human Services Building, room 325. Phone: (936) 468-3004.

**Withheld Grades: Policy 5.5**

Upon the request from student to the instructor of record and at the discretion of the instructor of record with the approval of the academic unit head, a grade of WH may be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work by the deadline set by the instructor of record, not to exceed 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., Military Service Activation (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.

If a student has been found guilty of academic dishonesty, a grade of "WP" or "WH" may be changed to "WF" at the discretion of the faculty member. In the case of a grade change to "WF", the course will not count towards the six course drop limit since the student is incurring an academic penalty.

**Student Mental Health Resources**

SFA values students' mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students' 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)

Health and Wellness Hub (corner of E. College and Raguet) • 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.

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. 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 SFA.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@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 Q classroom time logs
   - 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

