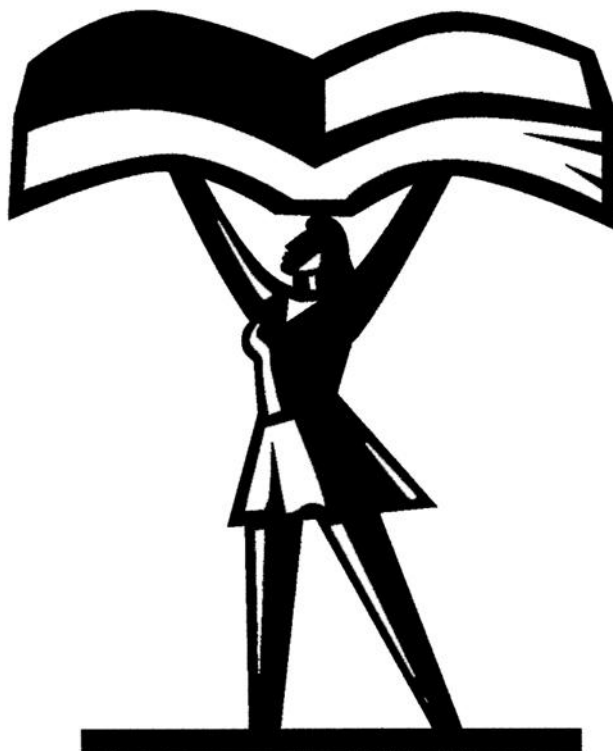


Teacher Education Program

Student Handbook

Texas Woman's University
College of Professional Education



Office of Student Support Services • Stoddard Hall 211
P.O. Box 425769 • Denton, Texas 76204
(940) 898-2829 • fax (940) 898-2830 • www.twu.edu/cope

Office of Student Support Services for the College of Professional Education

Staff advisors in Student Support Services offer personalized guidance to students pursuing careers in teaching. From advising prospective and current students to explaining degree options to unraveling the complexities of the certification process, the support office serves as a resource for all issues related to teacher preparation. Specifically, the office:

- Provides initial advising and degree plan preparation for interdisciplinary majors
- Assigns academic advisors for interdisciplinary majors
- Monitors admission to the Teacher Education Program
- Verifies completion of certification requirements and recommends candidates to SBEC for certification
- Checks eligibility for TExES registrations and provides approvals to test
- Supervises administration of TExES practice exams and disseminates scores
- Serves as an information clearinghouse for students seeking teacher certification

Hours and Location

The Office of Student Support Services is open
Monday - Friday, 8:00 a.m. - 5:00 p.m.
in Stoddard Hall, Room 211

For advising, appointments are preferred; however,
students without appointments will be seen if time permits.

To make an appointment, call **940-898-2829**.
For questions, email copeadvising@twu.edu

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Disclaimer for the TEP Student Handbook

The programs, policies, statements, and procedures contained in this handbook are subject to change by the department without prior notice. Texas Woman's University reserves the right to withdraw courses at any time, change fees, the calendar, curriculum, degree programs, degree requirements, and any other requirements affecting students. Changes will become effective whenever the appropriate authorities so determine and may apply to both prospective students and those already enrolled. Students should not construe this handbook as a contract, expressed or implied, between Texas Woman's University and any student, applicant, or faculty member.

The College of Professional Education (COPE) reserves the right to change policies contained within the handbook.

For further information, students should consult the TWU General Catalog and the information available on the following web sites:

Texas Woman's University:

www.twu.edu

College of Professional Education:

www.twu.edu/cope

Department of Teacher Education:

www.twu.edu/teacher-education

State Board for Educator Certification:

www.sbec.state.tx.us

Texas Education Agency:

www.tea.state.tx.us

State certification test Preparation Materials & Test Registration:

www.texas.ets.org

THEA (TASP):

Texas Higher Education Assessment (Texas Academic Skills Program)

www.thea.nesinc.com

Texas Higher Education Coordinating Board:

www.thecb.state.tx.us

Steps to Teacher Certification for Undergraduates

1. Gain admission to Texas Woman's University.
2. Declare a major in Interdisciplinary Studies or in a content area (i.e., math, science) as a student seeking teacher certification.
3. Prepare a degree plan with Student Support Services or your content-area advisor.
4. Apply for admission to the Teacher Education Program (Stoddard 211). Program admission is required for enrollment in Pedagogy and Professional Responsibilities courses.

See page 9 for admission requirements to the Teacher Education Program.

5. Achieve required scores on applicable TExES practice tests. A score of 75 on each exam is required for admission to Student Teaching and will determine your eligibility to take the state exams.
6. Apply to Student Teaching (Stoddard Hall 202).
7. By the 12th class day of the semester of graduation (4th class day in the summer), students must apply for graduation at <http://www.twu.edu/registrar/graduation.asp>.
8. Complete all university and major degree requirements. Refer to TWU General Catalog.
9. Pass all required TExES examinations.
10. Apply online for Texas Teacher Certification through the State Board for Educator Certification website. Apply no sooner than two months before completing all of your requirements, including state tests.

The State Board for Educator Certification (SBEC) cannot issue your certificate unless you apply. SBEC will conduct a criminal history check and can deny issuance of a certificate based on the results.

Admission to Texas Woman's University does not ensure admission to the Teacher Education Program.

Becoming a Teacher in Texas

To become a certified teacher in Texas you must complete two sets of requirements:

- University course work requirements for a Bachelor's Degree
- State-issued requirements for teacher certification

To meet the university course work requirements, students must complete:

- TWU core curriculum
- All classes in the University-approved major and the Education minor

Check your TWU Undergraduate Catalog for a complete description of degree requirements. Degree plans for Interdisciplinary Studies majors are included in this handbook.

To meet the state-issued requirements for teacher certification, students must complete:

- Bachelor's Degree
- Education minor
- A teaching residency (Student Teaching)
- Passing scores on the appropriate TExES examinations

Visit the State Board for Educator Certification website at www.sbec.state.tx.us for a complete description of requirements for teacher certification in Texas.

Choosing a Major

Undergraduate students seeking teacher certification will select a major in one of the following:

- College of Professional Education
- College of Arts and Sciences
- College of Health Sciences

All students seeking teacher certification will minor in Education. To satisfy the Education minor, students will complete the Pedagogy and Professional Responsibility course work (with a C or better) and the Student Teaching residency.

To identify your major, you must first determine which teaching certificate you wish to pursue. For example, if you choose to work with young children, you may select the Early Childhood-Grade 6 Generalist certificate. In this case, you would declare an Interdisciplinary Studies major through the College of Professional Education.

An individual planning to teach high school Biology might select a Grades 8-12 Science certificate. That student would declare a major in Biology through the College of Arts and Sciences. A student seeking certification in EC-12 Physical Education or in Deaf and Hard of Hearing would select a major in the College of Health Sciences.

Degree Plan/Certification Options

Early Childhood Certification Options

EC-6 Generalist*
EC-6 Bilingual Generalist*
EC-6 English as a Second Language Generalist*
EC-6 Generalist/Special Education*

Middle School Options

4-8 Generalist*
4-8 Bilingual Generalist*
4-8 English as a Second Language Generalist*
4-8 Generalist/Special Education*
4-8 English Language Arts and Reading*
4-8 Math**
4-8 Social Studies**
4-8 Science**

Grades 8-12 Options

Business Education** (Grades 6-12)
Computer Science**
Dance**
English Language Arts**
Family and Consumer Sciences – Composite (Grades 6-12)*
History**
Hospitality, Nutrition and Food Sciences*
Human Development and Family Studies*
Mathematics**
Life Science-Major in Biology**
Physical Science - Major in Chemistry**
Composite Science-Major in either Biology or Chemistry**
Social Studies**

EC-12 Options

Art**
Health Education***
Music**
Physical Education***
Education of the Deaf and Hard of Hearing***
Theatre Arts**

*Requires major in the College of Professional Education

**Requires major in the College of Arts and Sciences

***Requires major in the College of Health Sciences

Advising

All Interdisciplinary Studies majors should visit the COPE Office of Student Support Services in Stoddard Hall to meet with a staff advisor for an initial advising session. Student and advisor will prepare a degree plan based on certification area, determine course substitutions (if needed) and monitor progress in meeting requirements for the Teacher Education Program. Students who have completed at least 45 hours will then be assigned to a faculty advisor. When they are one year away from their expected date of graduation, students will return to Student Support Services to complete a DARS Degree Plan Verification Form to be filed in the Office of the Registrar.

Students seeking degrees in the College of Arts and Sciences or the College of Health Sciences are advised by a departmental representative; however, the staff in Student Support Services will answer questions pertaining to Texas certification. Faculty members who advise students seeking certification are listed below:

Department	Advisor	Office	Phone	Email
Art	Diane Gregory	ART 203	940/898-2540	dgregory@mail.twu.edu
Business Education	Phyllis Mercer	CFO 403	940/898-2103	pmercer@mail.twu.edu
Computer Science	Don Edwards	MCL 302	940/898-3275	dedwards@mail.twu.edu
Dance	Gladys Keeton	DGL 200	940/898-2088	gkeeton@mail.twu.edu
Deaf Education	Chad Smith	MCL 806	940/898-2026	csmith17@mail.twu.edu
English	Bruce Krajewski	CFO 906	940/898-2324	bkrajewski@mail.twu.edu
Health Education	Gay James	CFO 1006	940/898-2831	gjames@mail.twu.edu
History	Lybeth Hodges	CFO 603	940/898-2136	lhodges@mail.twu.edu
Mathematics	Cathy Banks	MCL 416	940/898-2770	cbanks@mail.twu.edu
Music	Vicki Baker	MUS 204	940/898-2511	vbaker@mail.twu.edu
Physical Education	Terry Senne	PH 208F	940/898-2584	tsenne@mail.twu.edu
Science-Major in Biology	Sandra Westmoreland	GRB 230	940/898-2351	swestmoreland@mail.twu.edu
Science-Major in Chemistry	Rich Jones	SCI 213P	940/898-2557	Rjones2@mail.twu.edu
Social Studies	Lybeth Hodges	CFO 603	940/898-2136	lhodges@mail.twu.edu
Theatre Arts	Patrick Bynane	MUS 200	940/898-2518	sbenge@mail.twu.edu
Family & Consumer Sciences	Joyce Armstrong	HDB 104G	940/898-2690	jarmstrong@mail.twu.edu

Admission to the Teacher Education Program

The State Board for Educator Certification (SBEC) requires that each teacher preparation program establish minimum criteria for admission that must be met by all teacher education candidates. At TWU, the admission criteria includes:

- Completion of EDUC 2003 (C or better) or concurrent enrollment in EDUC 2003/3003/3001
- Cumulative GPA of 2.75
- TASP/THEA Scores: Reading 260, Math 240, Writing 240 OR
Accuplacer Scores: Reading 80, Math 65, Writing 82/6 OR
ACT Scores: Verbal 19, Math 19, Composite 23; OR
SAT Scores: Verbal 500, Math 500, Composite 1070
ACT and SAT scores cannot be more than five years old
- Successful completion of SPCH 1013 or other course approved to meet Oral Communication competency
- Signed application for admission to the Teacher Education Program

Assessment Requirements

All teacher candidates in Texas must demonstrate basic skills in reading, written communication and math. At TWU, you can meet this requirement through scores acquired from taking from the THEA, Accuplacer, ACT or SAT. No student who is seeking certification through TWU is exempt from taking one of these exams and making the required scores.

- The Accuplacer is offered regularly at TWU through the Office of Undergraduate Studies. Information on dates, location, and registration can be found at <http://www.twu.edu/aac/accuplacer-test-dates.asp>. The cost of the test is \$10 per section or \$29 for all three sections. This exam includes two scores for written communication—one for sentence skills and the other for essay writing.
- Students who choose to take the THEA can contact local community colleges and universities for their next available Quick THEA. For state-administered dates, go www.thea.nesinc.com. You may take one, two, or all three parts of the THEA at any administration. You do not need to take THEA if you have already met the TASP requirement.
- ACT or SAT scores are applicable if you took the test no more than five years ago. Use of the Verbal or Math score on either test also requires meeting the requisite composite score for the exam.

Taking the TExES

The State Board for Educator Certification requires that all students seeking certification in Texas perform satisfactorily on comprehensive examinations. For most certifications, students must pass an exam in their content area and another covering the Pedagogy and Professional Responsibilities course work.

Practice Tests

To be eligible to take the state TExES exams, students must pass the corresponding practice test with a minimum score of 75 or obtain permission from their content-area advisor. TWU's Office of Lifelong Learning administers the following practice exams once each month:

- Pedagogy and Professional Responsibilities EC-4
- Pedagogy and Professional Responsibilities 4-8
- Pedagogy and Professional Responsibilities 8-12
- Pedagogy and Professional Responsibilities EC-12
- Generalist EC-4
- Generalist 4-8
- Special Education Supplemental
- English Language Arts and Reading 4-8
- English Language Arts and Reading 8-12
- Bilingual Education Supplemental EC-4
- Bilingual Education Supplemental 4-8
- Art EC-12
- Science 4-8
- Science 8-12

The schedule of testing dates is available in Student Support Services and on the Lifelong Learning web page, where you may also register. The website is www.twu.edu/ce. Students may take one test per session. Admission to the Teacher Education Program is not required before attempting the practice tests.

- Scores will be emailed within one week of the administration; score reports will be mailed within three weeks.
- Non-TWU student scores will be reported to the student only.
- Deadline for registration is noon the day before the test date.
- Check with Lifelong Learning for current test fee. No refunds will be given once the test has been administered.
- Contact your advisor for qualifying tests for all other certification areas not listed above.

State-administered TExES

All TExES exams are offered as paper-based tests on designated dates each testing year (September through August). In an effort to provide greater access to testing, some exams are also offered via computer at specially-equipped test centers multiple times each month. A computer-administered test (CAT) cannot be re-taken via CAT within 60 days.

Check the TExES website at www.texas.ets.org for the list of certification exams offered by computer. The site also provides test dates, deadlines and complete registration instructions.

Registration

After earning the required score on one or both of the practice tests or receiving approval from your advisor, you can request authorization to take the real exam from the Office of Student Support Services. Admission to the Teacher Education Program is required to receive authorization to test.

Internet Registration. You may register via the Internet at any time, 24 hours daily, seven days a week, during all registration periods (i.e., regular, late, and emergency). **Internet registration periods end promptly at 11:59 p.m. (central time) on the dates of the regular, late, and emergency registration deadlines for each test administration.** Payment is by credit card only.

- To obtain an authorization to test, send an email request with your name, TWU student ID number and the name of the test you will be taking to lkobler@mail.twu.edu or bwilson2@mail.twu.edu. E-mail requests for a test approval must be received by 2:00 p.m. on the registration deadline to obtain the approval by the day's end. Once you've been approved, you'll receive an email notification providing registration instructions.
- Go to www.texas.ets.org, select "Register" and follow the instructions provided.

Registration By Mail. Students who do not have access to a debit or credit card can print a registration form from the website and send payment with the completed form to ETS.

- To obtain an authorization to test, send an email request with your name, TWU student ID number and the name of the test you will be taking to lkobler@mail.twu.edu or bwilson2@mail.twu.edu. E-mail requests for a test approval must be received by 2:00 p.m. on the registration deadline to obtain the approval by the day's end.
- Once you've been approved to take a test, complete the registration form and mail to the address listed on the form. Checks or money orders should be made out to ETS.
- Registration by mail is not available for emergency registration.

NOTE: An admission ticket is required each time you take a test. You may print your admission ticket from the online registration system at www.texas.ets.org.

Attention Special Education Teachers

Uncertainty surrounding the All-level Special Education certificate has prompted the Texas Education Agency to clarify requirements for Special Education teachers. According to TEA guidelines, which are based on No Child Left Behind standards, teachers must meet applicable highly-qualified requirements for the grade level and the subject area taught. Consequently, teachers with the EC-12 Special Education certificate will not be highly qualified to teach in secondary areas. Students who choose to take the EC-12 Special Education TExES cannot be hired as teacher of record in subjects beyond the 8th grade but can only serve in a support role or as consultants or co-teachers in classrooms with a teacher of record.

Because the EC-12 certificate continues to be under scrutiny, the safest route to certification for Special Education teachers is the Special Education Supplemental, which can be added to any initial certificate. Students who plan to teach in classrooms from Early Childhood through 8th grade will take the EC-4 Generalist or 4-8 Generalist TExES (decided by the student's degree plan), the corresponding PPR exam, and the Special Education Supplemental. Students who wish to teach at the high school level should consult with school districts for their individually-developed guidelines. At this time, there is no certificate that will ensure employment for secondary areas.

Portfolio

The portfolio is an ongoing project for students seeking teacher certification that begins as a requirement in EDUC 2003, the first course listed in the Education minor. Transfer students who take an equivalent course elsewhere will begin their portfolio in EDUC 3003. Students prepare their portfolio at various points throughout their program under the guidance of their pedagogy professors. They must submit a completed portfolio to his/her university supervisor no later than four weeks before the last day of student teaching in the semester in which he/she intends to graduate.

The purpose of the portfolio is:

- To prepare materials that demonstrate the knowledge and skills acquired in Texas Woman's University's Teacher Education Program.
- To present materials that demonstrate to a potential employer an understanding of the major concepts emphasized in their program, and the skills required to be a successful teacher.

Building the Portfolio

The portfolio includes the following components:

1. Résumé
2. Philosophy of Education
3. Classroom Management Plan
4. Artifacts demonstrating what was learned in the pedagogy classes
5. Additional material that demonstrates proficiency

Portfolio Artifacts

Bolded items are artifacts that also serve as graded class assignments. Only corrected, polished copies should be placed in portfolio. Self-selection of artifacts is encouraged upon completion of 4000-level PPR courses and for interviewing purposes.

To Be Assessed/Checked in EDUC 2003

- Binder (1½"- 2" black with clear plastic)
- Cover sheet on front of notebook
- 6 Dividers with labeled tabs:
 1. Table of Contents
 2. Credentials
 3. Domain I – Designing Instruction and Assessment to Promote Student Learning
 4. Domain II – Creating a Positive, Productive Classroom Environment
 5. Domain III –Implementing Effective, Responsive Instruction and Assessment
 6. Domain IV –Fulfilling Professional Roles and Responsibilities
- Title page on inside of notebook
- Table of contents (page listing behind tab)
- Working Resume (Credentials)
- Unofficial Transcript (Credentials)
- **Professional Development Plan** (Domain IV)*
- **Professional Development Activity** (Domain IV)*
- **Ethical Dilemma, Decision Tree** (use of technology for visual aid), Reflection (Domain IV)*
- **Self-Assessment** (Domain IV)*

To Be Assessed/Checked in EDUC 3003

Philosophy of Education (Domain I)

Professional Development Summary & Reflection (Domain IV)

Unit and Lesson Plan (Domain I)

Copy of Signed Degree Plan (Credentials)

To Be Assessed/Checked in EDUC 4113

Mentor Evaluations (Domain IV)

Student Selected Field Activities (Domain I)

School Climate Survey (Domain II)

Lesson Plan/Interactive Bulletin Board (Domain III)

Teacher Questioning/Field Activity (Domain III)

Assessment Assignment/Student Reflection (Domain III)

*If transferring in EDUC 2003 from another institution, the student should check with his/her EDUC 3003 instructor for possible artifact substitutions.

To Be Assessed/Checked in EDUC 4243

Mentor Evaluations (Domain IV)

Philosophy of Classroom Management (Domain II)

Student Centered Discipline Plan (Domain II)

Procedures/Routines (Domain II)

Classroom Layout with Analysis (VAD) (Domain II)

Love and Logic Observation/Reflection (Domain II)

Discipline with Dignity Observation/Reflection (Domain II)

To Be Assessed/Checked during Student Teaching

Certification test results as available (Credentials)

Updated resume (Credentials)

Letters of recommendation (Credentials)

Artifacts demonstrating effectiveness with students (Domains I-IV)

Other suggestions: Honors, Awards, Certificates

Student Teaching Evaluations, Official Transcripts, and other Test Results will be added after Graduation.

Student Teacher Program

Reminder: Passing score of at least 75 on all applicable practice exams (content area and PPR) is a prerequisite to student teaching. Please check with your academic advisor to determine the practice exams to be completed. Prospective student teachers are required to attend a pre-placement meeting during the semester prior to student teaching. During this enrollment meeting, members of the Professional Development Center will:

- Review the requirements and expectations for Student Teaching
- Guide students in the application process for Student Teaching
- Provide deadlines and review the Student Teaching calendar
- Answer questions and address concerns

For meeting dates, times and locations, check the website for the Professional Development Center (PDC) at <http://www.twu.edu/professional-development-center/>. Or, you may contact the PDC by calling 940-898-2734.

Undergraduate certification applicants must satisfy the following requirements:

Interdisciplinary Studies Degree

1. Admission to the Teacher Education Program
2. A minimum 2.75 overall grade point average
3. Satisfactory completion (grade of C or higher) of all courses in the Interdisciplinary major and the Education minor with the exception of Student Teaching
4. Mastery of content area evidenced by a TExES practice exam score of 75 or above

EC-12, Grades 8-12 or Grades 4-8 Specialization Degree

1. Admission to the Teacher Education Program
2. A minimum 2.75 overall grade point average
3. Satisfactory completion (grade of C or higher) of all courses in the Education minor with the exception of Student Teaching
4. Satisfactory completion (as defined by the major department) of all courses in the major
5. Mastery of teaching practice-based content evidenced by completion of recommending program's TExES eligibility criteria

A score of 75 or above on the Special Education Supplemental practice exam is not required for Student Teaching; however, it remains a requirement to receive an approval to take the TExES.

Every prospective student teacher must gain admission to the Teacher Education Program before he/she will be admitted into Student Teaching.

Student Teaching Program

Once education students are admitted into Student Teaching, they are placed in a supportive environment with a cooperating veteran teacher who has three or more years experience in his/her current grade level and teaching area. Texas Woman's University student teacher assignments meet the following criteria:

- Only one student teacher is assigned to one elementary cooperating teacher in a self-contained classroom during one semester.
- One 4-8 or 8-12 student teacher is assigned to one cooperating teacher. (In team teaching situations, more than one student teacher may be assigned to the team; however, each student teacher is assigned to a different team member.)
- Cooperating teachers and supervising professors will work together to develop an effective clinical experience for student teachers.

- Grades 4-8 and 8-12 student teachers may receive teaching assignments at the middle school, junior high, and/or senior high levels. Student teaching assignments will correspond with the subject area certification.
- Student teachers in physical education, music, art, and education of the hearing impaired will receive assignments on both elementary and secondary levels since their certification in these areas will reflect preparation for teaching grades K-12.
- EC-6 Generalist and 4-8 Generalist student teachers seeking a specialization in Special Education, Bilingual Education or ESL will complete one-half of their experience in a setting specific to the specialization and the remainder of the semester in a grade consistent with their certification.

Classroom Responsibility

Through a gradual accumulation of instructional and operational skills, student teachers will eventually assume responsibility for the total classroom.

- Elementary student teachers assume total responsibility for at least two complete days during the final week of the first assignment and for at least one full week at the end of the second assignment or for one to two full weeks toward the end of a full semester assignment.
- Grades 4-8 and 8-12 student teachers will accept responsibility for at least three classes during the student teaching assignment and will assume total responsibility for at least two of those classes for at least one full week during the assignment. The areas in which secondary student teachers assume total responsibility for at least one full week must be in the subject for which they plan to receive certification.

Professional Standards

Student teachers should participate as fully as possible as members of the school staff; thus, they are obligated to follow the policies which other staff members in the school system follow.

Role and Responsibility

The objectives of student teaching:

- Participate in and adhere to the policies, activities and programs in the school
- Become familiar with the school, faculty, staff and students
- Demonstrate an ability to respond appropriately to learners from diverse linguistic, cultural or racial backgrounds
- Become familiar with cooperating teacher's yearly curricular and instructional goals
- Become familiar with and incorporate the content, objectives, student outcomes and curriculum into planning and instruction

Student Teaching Program

- Demonstrate effective oral and written interpersonal communication skills
- Display the highest standards of professionalism and a commitment to improve the learning environment and the teaching profession
- Observe the planning process and attend all available planning meetings
- Become familiar with the classroom instruction and discipline management plan
- Observe and reflect upon curricular and instruction practices and research
- Implement a variety of learner-centered methods of instruction

Assessment

The purpose of the student teaching semester in the practice-based program is two-fold:

- To learn about content, pedagogy, technology, classroom management and assessment/evaluation through course content
- To learn about schools, students, planning, and the teaching and learning process by working in a practice-based setting with cooperating teachers

Evaluation

Both the cooperating teacher and the university supervisor will jointly evaluate the student teacher's performance and provide feedback to the student teacher on a regular basis. However, the university supervisor is ultimately responsible for the student teacher's final evaluation and grade. The student teacher should discuss any questions regarding his/her final grade with the university supervisor or the coordinator of student teaching.

School Placement

TWU will strive to grant a student's request concerning a preferred location for the student teaching experience; however, they must select their first through fourth choices from the following list of school districts:

Allen

Argyle

Arlington

Aubrey

Birdville

Carrollton/Farmers Branch

Celina

Crowley

Coppell

Dallas

Decatur

Denton

Eagle Mountain-Saginaw

Fort Worth

Frisco

Gainesville

Garland

Grand Prairie

Grapevine-Colleyville

Hurst-Euless-Bedford

Irving

Keller

Lake Dallas

Lewisville

Little Elm

McKinney

Mesquite

Northwest

Pilot Point

Plano

Ponder

Richardson

Sanger

Absences

The student teaching experience consists of a full semester (or two half-semester sessions).

No absences are accepted except in cases of personal illness or death in the immediate family.

Under no circumstance should a student teacher be absent without notifying the cooperating teacher, university supervisor, and coordinator of student teaching. (If the absence is longer than one day, the student teacher should call at the start of each day.) A doctor's excuse is required for student teachers who are absent for three or more days due to illness.

It is important that student teachers:

- Maintain the same school day as the cooperating teacher, working after hours as necessary to perform student teaching responsibilities
- Observe their assigned school districts' holiday schedules
- Not participate in administering physical punishment to students, nor may they serve as witnesses as staff members administer physical punishment
- Exhibit professionalism in dress and grooming. Student teachers should not wear shorts, flip flops, revealing clothing or clothing with offensive language
- Refrain from substitute teaching during the student teaching semester except for one day near the end of the experience in those districts which have authorized a free day for the cooperating teacher

Personal Liability Insurance

Student teachers must provide the coordinator of student teaching with proof of liability insurance for up to \$500,000 per incident before beginning a student teaching assignment. Student teachers are encouraged to become members of a professional education organization like the Texas Student Education Association (TSEA). Through this organization, education students receive liability insurance while student teaching. If the student teacher chooses not to join a professional education organization, he/she may purchase liability insurance through another source.

Criminal Check, TB Test, Special Data Form

Many participating school districts require a criminal background check before the student teacher can enter the classroom. If the district requires a criminal check, the coordinator of student teaching will provide the student with a criminal history authorization form. (Some districts may require a TB test, health card, emergency card, fingerprints and/or a special data form.)

Due Process

Student teachers who experience problems during their program should follow the procedures as indicated:

- Schedule a quiet time to consult with the cooperating teacher and express concerns
- Contact the university supervisor to discuss concerns

TEXES

A passing grade on all applicable TEXES exams is required for teacher certification. If a student teacher desires a second teaching field, he/she can request a test "by examination only" after completing his/her initial certification.

Applying for Teacher Certification

To be recommended for certification by TWU, you must complete the following:

- Graduation.
- Passing scores on all applicable TEXES exams, which are listed on your degree plan.
- Student Teaching or other appropriate professional teaching experience.

It is your responsibility to initiate the application for teacher certification to SBEC.

How to apply:

- Do not apply any sooner than two months prior to completing all requirements.
- Apply online through the SBEC website: www.sbec.state.tx.us. No paper applications are accepted. You are applying for a standard Texas certificate.
- Request fingerprinting information from SBEC. This is part of the criminal history background check. SBEC will perform a criminal history check and can deny issuance of a certificate based upon the results. Some students will be exempt from this process. Please check with SBEC if you have any questions.
- Be sure to designate Texas Woman's University as your recommending university.
- TWU will complete the recommendation process only after all requirements are completed. Grades must be posted and graduation must be confirmed by the Registrar's Office.
- After TWU recommends acceptance of your application for certification, the State Board for Educator Certification (SBEC) issues the certificate.

Career Services

Employment Opportunities in Education

Students should begin to consider employment possibilities toward the end of their junior year or at the beginning of their final year of preparation in teacher education. Texas Woman's University's Career Services provides a wide range of services to prospective graduates and graduates, including assistance with career planning and employment in school and non-school settings.

Career Services is a member of the American Association for Employment in Education, Inc. This organization publishes an annual Job Search Handbook for Educators and an annual Directory of Public School Systems in the United States. Career Services provides these resource materials to help students with their job search. (The AAEE Job Search Handbook for Educators is provided to student teachers during the Student Teacher Orientation. Additional copies are available in Career Services, located in the Human Development Building, Suite 200.)

An array of services:

- Career Library – Contains career information books, occupational biographies, pamphlets, videotapes and other resources related to career development and employment.
- Seminars and Workshops – Cover a variety of career and work related issues including resume writing, interviewing techniques, Dress for Success, and career day and job-search strategies.
- Career Days – Brings employers from government, business, health organizations, school districts and the non-profit sector to campus to allow students to learn about their organizations, career opportunities and job requirements.
- Career Counseling – Assists students with choosing a major and other career and employment concerns. Interest inventories and computerized career guidance programs such as SIGIPLUS & FOCUS II are used as assessment tools.
- Career Exploration Class – Assists students with exploring careers, selecting a major, and developing lifelong career planning skills. Prerequisite: Sophomore standing (see your advisor).
- Cooperative Education – Combines classroom study with practical work experience and is offered by many academic programs. Upon graduation, the student will have both a degree and work experience.
- Student Employment – Available both on campus and off campus for part-time temporary employment.
- Resume Critique and Employment Counseling – Assists students with planning a job search. Receive advice on writing a resume, interviewing skills and job search techniques. Students should register with Career Services during the first semester of their senior year.

Pedagogy and Professional Responsibilities Course Descriptions

Undergraduate Course Descriptions - (Must make a grade of C or better in all courses)

EDUC 2003: Schools and Society

Professional roles, responsibilities, and structure of American and Texas educational systems; legal and ethical requirements of professional educators. Importance of family involvement in the educational process. Utilization of effective interaction and communication with families, school personnel and other members of the educational community.

- Three lecture hours a week
- Prerequisites: None

EDUC 3001: Integrating Technology for Effective Learning

Introduction to integrating technology in education; principles and strategies for using software and Internet tools for both teacher productivity and student learning.

- One hour a week/Internet course
- Co-requisite: EDUC 3003, Learning, Theory and Development
- Prerequisites: EDUC 2003 or concurrent enrollment in EDUC 2003
- Admission to Teacher Education Program

EDUC 3003: Learning Theory and Development

Overview of the major learning theories and developmental models that impact student learning; instruction that promotes meaningful, integrated, active inquiry, and participation in the learning process.

- Three lecture hours a week
- Prerequisites: EDUC 2003 or concurrent enrollment in EDUC 2003
- Co-requisite: EDUC 3001, Integrating Technology for Effective Learning
- Admission to Teacher Education (For detailed admission requirements, please see page 5.)

EDUC 4001: Integrating Technology into Instruction and Assessment

Technology in design and delivery of instruction and assessment; uses for technology in curricula; activities that successfully model subject-area technology integration strategies.

- One hour per week/Internet course
- Co-requisites: EDUC 4113 and EDUC 4243
- Prerequisites: EDUC 2003, EDUC 3003, and EDUC 3001
- Not offered during summer

EDUC 4113: Design and Implementation of Instruction and Assessment

Design and implementation of instruction appropriate for all students; continuous and appropriate assessment; responsive instruction and effective communication techniques; instructional strategies that actively engage students in the learning process; timely, high-quality feedback.

- Three lecture hours a week
- Prerequisites: EDUC 2003, EDUC 3003, and EDUC 3001
- Co-requisites: EDUC 4001 and EDUC 4243
- Not offered during summer

EDUC 4243: Classroom Environment and Management

Factors which foster a positive climate for learning, equity, and excellence; physically and emotionally safe and productive environment; effective learner-centered strategies for managing student behavior; social, legal, and ethical issues regarding the use of technology within the teaching and learning environment.

- Three lecture hours a week
- Co-requisites: EDUC 4113 and EDUC 4001
- Prerequisites: EDUC 2003, EDUC 3003, and EDUC 3001
- Not offered during summer

Undergraduate PPR Course Sequence Options

Semester 1	Semester 2	Semester 3	Semester 4
EDUC 2003	EDUC 3001 EDUC 3003	EDUC 4001 EDUC 4113 EDUC 4243	Student Teaching*
---- OR ----			
EDUC 2003 EDUC 3001 EDUC 3003	EDUC 4001 EDUC 4113 EDUC 4243	Student Teaching*	

EDUC 3003/3001 do not have to be taken in the semester immediately following EDUC 2003. It is recommended, however, that you take the 3000- level classes, the 4000-level classes and Student Teaching in succession.

* Passing score on all applicable practice exams (PPR, EC-6 Generalist, Bilingual Generalist, etc.) is a prerequisite to Student Teaching.