



Teacher Education Handbook

2023-2024

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PURPOSE AND OVERVIEW

The purpose of the Teacher Education Handbook is to outline specific beliefs, policies and procedures that govern the Teacher Education Program at Concordia University, Texas. Students will refer to the CTX [Student Handbook](#) for campus-wide policies and procedures.

The Teacher Education program is housed in and administered by the College of Education. As leaders in their fields of study, the faculty of the College of Education believe that all people are unique in the eyes of God, all children can learn, and that educational opportunities in the church, school, and community should be designed to meet the needs of individual children from all social, economic, ethnic and linguistic backgrounds. The Teacher Education program specifically prepares teacher candidates to serve in a variety of public and parochial schools including area Lutheran schools.

Students of Concordia University Texas who seek state certification, become teacher candidates when they are admitted into the Teacher Education Program (see [Benchmarks](#)). In addition to state certification, teacher candidates may obtain a Christian Teaching Diploma (CTD) or Lutheran Teaching Diploma (LTD) through religious and educational classes. Once approved by the faculty, LTD graduates may elect to become commissioned ministers of the Lutheran Church – Missouri Synod and receive a divine Call to a Lutheran school or congregation.

Teacher candidates in the College of Education at Concordia University Texas receive personal attention and a great deal of hands-on experience before becoming certified teachers (see [fieldwork](#)). The unique personal nature of learning at Concordia University Texas nurtures mind and spirit and prepares students to go out into the world to teach, minister, and impact students and their families. The Lutheran character of Concordia University Texas is integrated into each education class, which encourages teacher candidates to become engaging and inspiring educators who both love and challenge their students. Our graduates display this Concordia distinctive in the community and the world as they influence the next generation.

Concordia University Texas is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award Associate's, Bachelor's, Master's, and Doctoral degrees. The Teacher Education Program at Concordia University Texas is also approved by the Texas Education Agency (TEA) and is collaboratively planned, implemented, and evaluated by teacher education faculty and teachers from area K-12 schools. Concordia University Texas teacher candidates are involved in extensive field experiences in Texas Education Agency (TEA) accredited public schools and TEA-recognized private schools.

WHAT WE DO

The College of Education takes students who have shown initial interest in becoming teachers and leads them on a journey of discovery, learning and commitment. Each step of the process involves goal setting and assessment. Those students who decide to continue through the Teacher Education program may take steps to become certified educators through the state of Texas. While Concordia University Texas is a private Christian university, since its College of Education is involved with the certification of teachers, it must adhere to State Standards for Educators provided by the Texas Education Agency. The curriculum is therefore thoroughly aligned with the State Standards.

WHO IS THE COLLEGE OF EDUCATION

The faculty and staff in the College of Education are experts in their respective fields of study. All faculty have teaching experience in Lutheran and/or public schools, administrative experience, and all hold a master's degree or higher.

Chris Winkler, Ed.D., Senior Director of the College of Education

Undergraduate Teacher Education Faculty

Joanne Antrim, Ph.D., Chair of Advanced Literacy

Hannah Meineke, Ph.D., Coordinator of Placements

Carol Trovall, M.A., Chair of Undergraduate Teacher Education

TEACHER EDUCATION PROGRAMS

The academic majors are designed to prepare teacher candidates for certification in various subjects from early childhood through 12th grade. Each program provides a strong foundation in research-based effective teaching practices. Education courses often include field experiences beginning in the first year with fieldwork and culminating during the senior year with a semester-long (at least 70 full days) clinical teaching experience. Teacher candidates will complete fieldwork and clinical teaching in a variety of public and/or private school settings. LTD students' field experiences will also include Lutheran schools.

The specific knowledge and skills essential for teaching in each designated field of study are learned and practiced as students move through the program. The acquisition of this knowledge and the associated skills prepares teacher candidates for the Texas certification exams (TExES) and ultimately to be effective classroom teachers.

AREAS OF CERTIFICATION

While Concordia students can become certified in many areas, not all concentrations or majors can be paired with a teacher education degree and lead to teacher certification. Concordia Texas is credentialed by the Texas Education Agency (TEA) to provide a program and recommend students for the following Texas EC-12 teaching certifications:

Interdisciplinary Studies (EC-6 or 4-8)

- Core Subjects (Math, Science, English Language Arts & Reading, Social Studies, Fine Arts, PE and Health) with Science of Teaching Reading: Early Childhood – Grade 6
- Core Subjects (Math, Science, English Language Arts & Reading, and Social Studies) with Science of Teaching Reading: Grades 4 – 8

Education – Content Curriculum (Grades 4-8)

- English Language Arts and Reading with Science of Teaching Reading
- English Language Arts and Reading and Social Studies with Science of Teaching Reading
- Mathematics
- Mathematics and Science
- Science Composite (Natural Science only)
- Social Studies

Education – Content Curriculum (Grades 7-12)

- English Language Arts and Reading
- History
- Life Science
- Mathematics
- Science Composite
- Social Studies

All Level Certifications (Early Childhood – 12th grade)

- Music
- Physical Education

ACADEMIC ADVISORS

Each teacher candidate enrolled in an education program is assigned an education faculty advisor who is also a teacher education professor. The academic advisor will be accessible for help with course work as well as guiding teacher candidates through their academic program. Students who are seeking certification to teach in a specific content

area will also be assigned an advisor from the associated college to assist with program decisions regarding their concentration or second major.

ATTENDANCE

Each course syllabus will include a reference to the University's attendance policy and specify any unique expectations for the course.

College of Education Attendance

Teacher education students are preparing to be classroom teachers who will be responsible for students, therefore, we hold attendance in high regard. Students who fail to report to class on time and/or incur excessive absences may have difficulty being recommended for benchmarks.

BENCHMARKS

The College of Education at Concordia University Texas takes preparation of teachers seriously; therefore, there are several benchmarks along the path toward certification to make sure teacher candidates are successfully progressing toward graduation and certification.

All benchmarks are due the fourth week of the semester in which the student is seeking acceptance to that benchmark. Benchmarks are then processed by the College of Education in October/November (Fall), February/March (Spring) and May (Summer).

All benchmark documents, including applications and recommendation forms are found in the [Certification Preparation](#) course in Blackboard (BB)

All benchmark requirements, except recommendations must be submitted to electronically or in Blackboard (BB) in the [Certification Preparation](#) course. All documents must be uploaded in PDF format.

Benchmark One – Admission to College of Education

WHEN SHOULD I APPLY?

Benchmark applications are due the fourth week of each fall and spring semester. Students will complete the requirements and apply while taking Introduction to Education.

Teacher Education Candidates who wish to transfer credit for Introduction to Education must have completed a minimum of 12 fieldwork/observations hours in K-12 school(s), written reflections on those hours and written a philosophy of education. To get the

credits transferred, the student must complete the [Intro to Education Transfer Request](#) form and attach the log of hours, reflections, and the essay. Students thus approved to transfer in credit for Introduction to Education should also apply for benchmark 1 their first semester at Concordia University Texas.

All teacher candidates must have a cumulative GPA of 2.75 to be admitted to the College of Education.

WHAT SHOULD I DO?

1. Log into the [Certification Preparation](#) course in Blackboard to access the items. All information for Benchmark 1 will be found under the *Benchmark 1* link.
2. Read through the *Teacher Education Handbook* including the Code of Ethics
3. Write and upload a 500-word essay, which meets or exceeds standards on the rubric provided in the Certification Preparation course, to the following writing prompt: My Philosophy of Education.
4. Complete the diagnostic assessment for your content area and submit the score report. For 240 tutoring, this will be called **Plan to Pass**.

All diagnostic and practice exams must be completed in a monitored/proctored setting. Check the [Teacher Education calendar](#) for exam dates or contact your advisor for more information.

5. Verify that [DegreeWorks](#) (in [MyInfo](#)) has your correct major/specialization. If it does not, contact your Student Central Academic Planner.
6. Submit Fieldwork Time Log/Evaluation and Reflections from Introduction to Education according to directions listed in the Certification Preparation course in BB. All documents must be uploaded in PDF format.
7. Complete Admission to the College of Education application using the link found in the Certification Preparation course.

WHO WILL REVIEW MY SUBMISSION/APPLICATION?

Benchmark applications and required materials are reviewed by the College of Education Teacher Education Faculty.

HOW WILL I KNOW IF I AM APPROVED TO CONTINUE TOWARD TEACHER CERTIFICATION?

Teacher candidates will receive an email via Dynamic Forms with a letter informing them of their acceptance or denial for that benchmark. Teacher candidates will read and sign the letter(s) as directed in the email. Failure to follow the stated instructions

will nullify a letter of acceptance. Students who are denied will be informed of the decision and any steps they may need to take if they choose to continue on a certification path and wish to be eligible at the next application window. Denied applications must be completed again and re-submitted.

HOW WILL I PREPARE FOR MY CERTIFICATION EXAMS?

All teacher candidates must pass one or more designated content exams and the Pedagogy and Professional Responsibilities (PPR) exam (or equivalent state approved performance exam) to earn their initial Texas certification and will be preparing for these exams throughout their program. Candidates are encouraged to make practical applications of their content knowledge as they progress through their content and education courses, knowing that they will be expected to retain the information they are learning in all of their classes for the exams. Candidates are also encouraged to familiarize themselves with the design and content of the exams outlined in the Preparation Manuals on the [Pearson website](https://www.pearson.com). In addition, during EDU 4101-Teacher Ed Seminar, students will identify and address gaps prior to being released to take the state exams.

Helpful study resources can be found on the CTX College of Education Website:
<https://www.concordia.edu/academics/college-of-education/texas-certification.html>

Benchmark Two – Admission to the Teacher Education Program

WHEN SHOULD I APPLY?

Benchmark applications are due the fourth week of each fall and spring semester. Students will complete the application process when they have met the criteria listed below, usually during the spring semester of their second year. Transfer students may apply during their first semester at Concordia University Texas, if they are transferring credits for Introduction to Education. Benchmark 1 and 2 may be applied for simultaneously if all requirements and criteria for both benchmarks have been met. Students must be accepted to Benchmark 1 in order to be accepted into Benchmark 2.

Criteria

- Successfully completed (or transferred) EDU 1201 Introduction to Education
- Cumulative GPA of 2.75, including any courses transferred into Concordia from another college or university
- Completed ENG 1317, ENG 1316, MTH 1351 or be exempt from the Basic Skills requirements

- Completed a minimum of 12 credit hours (or 15 credit hours in STEM certifications) in the content area that corresponds with the chosen certification program, with at least a 2.75 GPA for all content area credit hours.
- Complete 95% of the tutorials for content in 240 tutoring and achieve 65% or better overall on single subject full-length content area exams or 65% or better each of the 5 full-length subtests for core content exams. *All practice exams must be completed in a CTX monitored setting. Check the [Teacher Education calendar](#) for proctored exam dates or contact your advisor for more information.*
- Be in good standing with the university, including approval and recommendation by the College of Education faculty and the Dean of Students.

WHAT SHOULD I DO?

1. Schedule and participate in a professional interview with College of Education faculty. (Interview dates and times will be posted each semester in the [Certification Preparation](#) course in BB.)
2. Secure two recommendations from faculty members for admission to the Teacher Education Program as follows (this is an electronic form, not a letter of recommendation):
 - Choose two professors: one content professor (Math, Science, History, English, etc.), from the college of your concentration/content certification area, and one College of Education faculty member from whom you have taken a class.
 - Initiate the electronic recommendation form (located in BB) to the selected professors asking them to complete and submit it via email to teacher.education@concordia.edu.
 - Submit a full-length Practice Test Report from 240 Tutoring showing 65% or better overall on single subject content area exams or 65% or better on all subtests for core content exams. *All qualifying practice exams must be completed in a CTX proctored setting. Check the [Teacher Education calendar](#) for proctored exam dates or contact your advisor for more information.*
3. Complete B2 Admission to the Teacher Education Program application using the link found in the [Certification Preparation](#) course in BB.

WHO WILL REVIEW MY SUBMISSION/APPLICATION?

Benchmark applications and required materials are reviewed by the College of Education Teacher Education Faculty.

A list of all Benchmark 2 applicants will also be sent to the Dean of Students for review and approval.

HOW WILL I KNOW IF I AM APPROVED TO CONTINUE TOWARD TEACHER CERTIFICATION?

Students will receive an email via Dynamic Forms with a letter informing them of their acceptance or denial for the benchmark. Students who are accepted will read and sign their letter according to the specified directions in the letter and will officially become teacher candidates. **Failure to follow the stated instructions on the acceptance letter will nullify the letter and students will not be registered as candidates.**

Students who are denied will be informed of the decision and any steps they may need to take if they choose to continue on a certification path and wish to be eligible at the next application window.

Benchmark Three – Admission to Practicum Two

WHEN SHOULD I APPLY?

Benchmark 3 is completed during Teacher Ed Seminar and [Practicum I](#). Applications are due the 4th week of the enrolled semester.

Teacher candidates will initially be accepted (or denied) contingently. In order to be fully admitted into benchmark three and receive a placement for [Practicum II](#), teacher candidates must complete the remaining requirements by the end of the Practicum I semester. Teacher candidates must also have a cumulative and content GPA of 2.75 and be in good standing with the university.

WHAT SHOULD I DO?

By the fourth week of the semester, for contingent admission:

1. Complete the Admission to Practicum II application using the link found in the [Certification Preparation](#) course in BB.
2. Be enrolled in EDU 4101 and your First Practicum.
3. Submit a Practice Test Report from an approved vendor taken in a proctored setting showing 75% or better overall on single subject content area exams or 75% or better on all subtests for core content exams. *Check the [Teacher Education calendar](#) for proctored exam dates or contact your advisor for more information.*
4. Submit Practicum I contract to the Certification Preparation course in BB.

By the end of the semester, for FULL acceptance (TO RECEIVE A P-2 PLACEMENT):

5. Submit the test release forms for both the Content and PPR exams to the Certification Preparation course in BB. Your EDU 4101 professor will release you to test once you've met the following requirements:
 - a. PPR with 80% or better
 - b. Content area with 80% or better on single subject content area exams or 80% or better on all subtest for core content exams
 - c. All qualifying scores must be obtained on an approved exam within an approved number of attempts in a CTX proctored setting
6. Successfully complete all [Practicum I](#) courses, including fieldwork hours, and EDU 4101.
7. Submit [Practicum I](#) fieldwork documentation to the Certification Course in BB:
 - a. Time log (Minimums: 50 hours for Core Subjects 4-8 and all Content Curriculum; 60 hours for Core Subjects EC-6)
 - b. Formal observations (minimum of 1 per Practicum I course)
 - c. Reflections for Practicum I (All reflections except first 15-day video reflections must be in one document and saved as a PDF); First 15-day video reflections from Practicum I and II will be combined and submitted to benchmark 4 at the end of Practicum II
8. Note: students who are below standard on one of their exams but meeting all other requirements may be approved to re-enroll in EDU 4101 and be fully accepted to Practicum II while retaking EDU 4101.

WHO WILL REVIEW MY SUBMISSION/APPLICATION?

Benchmark applications and required materials are reviewed by the College of Education Teacher Education Faculty.

A list of all benchmark 3 applicants will be sent to the Dean of Students to verify their standing with the university.

HOW WILL I KNOW IF I AM APPROVED TO CONTINUE TOWARD TEACHER CERTIFICATION?

Teacher candidates will receive an email via Dynamic Forms with an attached letter informing them of their contingent acceptance or denial for that benchmark. Teacher candidates who are accepted on contingency will read and sign their letter according to the specified directions. Failure to follow the stated instructions will nullify a letter of contingent acceptance. Teacher candidates will be fully accepted and receive an

updated acceptance letter once they have successfully completed [Practicum I](#) and the remaining benchmark three requirements.

WHAT IF I AM NOT ACCEPTED?

Teacher candidates who are not FULLY accepted to Practicum II will be advised to meet with their academic advisor(s) to determine their next steps.

- Candidates failing to complete any contingent components and be accepted to Benchmark 3 prior to the start of fall classes will be UNENROLLED from Practicum II by the Student Academic Planner and the campus will be informed.
- Practicum II courses are only offered once a year, so candidates may be required to wait a year to enroll in Practicum II if they wish to continue to pursue teacher certification upon graduation.
- Students may complete any other outstanding coursework during the interim or change majors.

Benchmark Four – Admission to the Professional Semester – Clinical Teaching

WHEN SHOULD I APPLY?

Benchmark applications are due the fourth week of each fall and spring semester. Teacher candidates will apply the semester prior to clinical teaching (generally during [Practicum II](#)).

Teacher candidates will initially be accepted contingently. In order to be fully admitted into benchmark four and be eligible for clinical teaching, teacher candidates must complete the remaining requirements prior to receiving a clinical teaching placement. Teacher candidates must also have a cumulative and content GPA of 2.75 and be in good standing with the university.

WHAT SHOULD I DO?

By the fourth week of the semester prior to clinical teaching, for contingent acceptance:

1. Submit the Practicum II contract to the [Certification Preparation](#) course in BB.
2. Submit training certificates for all required trainings (completed during EDU 4101):
 - a. Dyslexia
 - b. Educator Ethics
 - c. Suicide Awareness and Prevention

- d. Substance Abuse
- e. Mental Health
- 3. Submit copies of registration forms or exam score reports for TExES PPR and Content exams.
- 4. Have successfully completed at least 24 credit hours in your content area, with a content area GPA of at least 2.75.
- 5. Complete the B4 Admission to the Professional Semester application using the link found in the [Certification Preparation](#) course in BB.

By the end of the semester, for full acceptance (TO RECEIVE A CLINICAL TEACHING PLACEMENT:

- 6. Successfully complete all [Practicum II](#) courses, including fieldwork hours.
- 7. Submit [Practicum II](#) fieldwork documentation to the Certification Course in BB:
 - a. Time log (Minimums: 50 hours for 4-8 and Content Curriculum; 105 hours for Core Subjects EC-6)
 - b. Formal observations (minimum of 1 per [Practicum II](#) course)
 - c. Reflections for Practicum II (All reflections except First 15 Day video reflections must be in one document and saved as a PDF)
 - d. First 15-day video reflections from Practicum I and II - combined into one PDF document
- 8. Successfully complete all coursework required for degree completion other than Clinical Teaching.
- 9. Submit official PASSING score reports for TExES exams
 - a. Pedagogy & Professional Responsibilities EC-12 (PPR) (all certification areas)
 - b. Content exam (TExES exam required for your certification area)
- 10. Submit the Test Release Form for the Science of Teaching Reading (STR) exam if required (EC-6 and 4-8 Core Subjects; ELAR 4-8 and ELAR/SS 4-8 only). In order to be released for the STR exam, you must score 80% or better on the practice exam taken in a proctored setting.

WHO WILL REVIEW MY SUBMISSION/APPLICATION?

Benchmark applications and required materials are reviewed by the College of Education Teacher Education Faculty.

A list of all Clinical Teaching applicants will be sent over to the Dean of Students for review and approval.

HOW WILL I KNOW IF I AM APPROVED TO CONTINUE TOWARD TEACHER CERTIFICATION?

Teacher candidates will receive an email via Dynamic Forms with an attached letter informing them of their contingent acceptance or denial for that benchmark. Teacher candidates who are contingently accepted will read and sign their letter according to the specified directions. Failure to follow the stated instructions will nullify a letter of acceptance. Teacher candidates will be fully accepted and receive an updated acceptance letter once they have successfully completed [Practicum II](#) and the remaining benchmark four requirements.

WHAT IF I AM NOT ACCEPTED?

Candidates failing to complete any outstanding components and be accepted to benchmark 4 and clinical teaching prior to the deadline to request placements will not be assigned a clinical teaching placement.

- If the candidate wishes to continue to pursue teacher certification through Concordia University Texas, the candidate may take the spring semester to complete any outstanding Benchmark 4 requirements. If the candidate is then accepted to Benchmark 4 by the end of the spring semester, the candidate may be assigned to a clinical teaching position the following fall. **-or-**
- If the candidate does not wish to continue to pursue teacher certification through Concordia University Texas, the candidate may apply to change programs. Interdisciplinary Studies majors may apply to change degree plans to Interdisciplinary Studies without certification and continue to take classes toward graduation. Content Area Education majors may apply to change degree plans to either major in their content area or multidisciplinary studies and continue to take classes toward graduation. These degree plans do not lead to certification through Concordia University.

BREAK IN ENROLLMENT

Due to the rigor of and frequent changes to certification exams, if a student has not been enrolled at the university within the last academic year (three consecutive semesters), that student will be administratively withdrawn from the Educator Preparation Program at Concordia and all test approvals will be removed.

A student who is withdrawn from a certification program without completing the program must reapply and be accepted to both the university and the certification program at Concordia University. The applicant does so under the policies and

program admission requirements, including tuition, fees and program benchmarks, in effect at the time of re-entry.

CALENDAR OF EVENTS

The most up-to-date information about events and deadlines for the Teacher Education program is found on the [Current Teacher Education Students](#) page of the Concordia website. (College of Education → Teacher Education Program → Current Teacher Education Students)

CERTIFICATION EXAM RELEASE POLICY

In order to register for a state certification exam, a student must be released by a college or university who verifies that they are prepared. A CTX teacher candidate is eligible to be released to take a certification exam after being accepted into Benchmark 2 and after meeting established criteria as stated in the EDU 4101 Teacher ED Seminar syllabus. This usually happens while enrolled in or after completing EDU 4101. Students have 15 days to apply for release after meeting the practice test score requirement.

Candidates who are released to take a TExES exam on or after June 18, 2019, have 60 days to register for and complete the exam they were released to take. If candidates do not complete their exam within the 60 days, their release to test will be removed and they will be required to complete additional study hours and meet additional assessment requirements to be re-released. This requirement will be satisfied using an agreed-upon resource like 240Tutoring or a similar program at the student's expense.

Please be aware the State Board of Educator Certification (SBEC) regularly updates certification requirements. This means that your coursework, exam scores, and even your Clinical Experience (Clinical Teaching) can expire. If you delay taking your exams and/or applying for standard certification, you may be required to repeat coursework and/or clinical experience.

CERTIFICATION EXAM RETAKE POLICY

If a candidate fails to meet standard on a TExES Certification Exam, they must do the following: develop, get approval for and follow a study plan; demonstrate mastery on an additional approved practice exam and submit a Request for Release to Retest with documentation (log of hours, certificates, official practice exam scores) attached prior to being released to retest. Students will not be released based on exams taken more than

15 days prior to the request. Costs for study resources and practice exams are the responsibility of the candidate. Exams used to release a student to retake an exam must be taken in a proctored setting.

Hours

The study plan must include the number of hours indicated in the chart below:

Points from Passing	Study Hours Required per content area
1-3	25
4-6	50
6-9	75
10+	100

The study plan must be approved by the Chair of Undergraduate Teacher Education. Study and hours must be documented for each content area failed (Core Subjects EC-6 has five separate content hours). Candidates wishing to be released for Core Contents EC-6 or 4-8 will not be re-released to take an individual subject test unless they are only failing to meet standard in one content area. Students needing to re-test in two or more subject areas must be re-released for all needed areas at the same time.

Recommended study activities to log

- Work through one or more online or printed test preparation resources such as
 - 240 Tutoring www.240tutoring.com
 - Certify Teacher <https://www.certifyteacher.com/>
 - T-CERT <https://pact.tarleton.edu/tcert/>
 - Study.Com <https://study.com/>
 - Mometrix <https://www.mometrix.com/>
- Read, study and take the practice test in the Pearson Preparation manual: http://www.tx.nesinc.com/PageView.aspx?f=GEN_PreparationMaterials.html
- More test preparation resources can be found on the Test Preparation Resource tab of the [Texas Certification](#) page

Practice Exams

The student must demonstrate mastery on an approved practice exam. The following resources can be approved if the student has not previously used them to be released.

Always check with your advisor or the program director for approval before selecting an exam.

- Certify Teacher
- 240Tutoring (must work through modules and quizzes to test)
- Representative Exam (paper at CTX)
- Other....

CERTIFICATION PROGRAM RETENTION POLICY

Concordia University Texas strives to graduate and certify only candidates who will be effective educators. Candidates are expected to demonstrate their ability to be effective educators throughout their program and will be assessed for educational dispositions and skills, as well as academic success. If a candidate's GPA falls below the required GPA or other issues arise concerning the candidate's ability to be an effective educator, the candidate may be dismissed from the certification program.

Reasons candidates may be dismissed from the certification program may include, but are not limited to, the following, at the discretion of the College of Education.

- Undergraduate GPA or content GPA falls below 2.75
- Graduate GPA falls below 3.0
- Concordia University College of Education or Texas Educator Code of Ethics violation
- Failure to meet recommended improvements regarding concerns that arise during the Teacher Education Disposition Review Process
- Criminal Background Check that precludes placement
- Failure to successfully complete required benchmarks
- School district refuses to accept the student for field experience, clinical teaching or practicum
- Student withdraws from the university or has not been enrolled for a year (three consecutive semesters)

Students will only be released to test and/or recommended for certification in the certification area that the candidate was prepared. If the candidate fails to become certified within five years of graduating or there is a significant change made by SBEC in certification standards or test requirements, CTX may require additional coursework or training before granting test approval.

CERTIFICATION RECOMMENDATION REQUIREMENTS

In order to be certified by the state of Texas to teach in a public school (K-12), teacher candidates must be recommended by a college or university. The following requirements must be met in order to be recommended for certification by CTX.

- Baccalaureate Degree with an Interdisciplinary Studies with Certification major and an associated EC-6 or 4-8 concentration – OR –
- Baccalaureate Degree with a Content Area Education Major and an associated concentration or major in an approved certification area – OR –
- Completion of courses designated by CTX for certification recommendation.
- Minimum or higher scores on the current state mandated TExES exams.
- Meeting all benchmark requirements

CLINICAL TEACHING

Clinical teaching (also known as student teaching) is the culmination of the educational experience at Concordia University Texas for students seeking teacher certification. Teacher candidates must have completed all other required coursework for their degree to be eligible for clinical teaching. Clinical teaching is a full-semester experience that provides a comprehensive experience of multiple grade levels, subject areas, and/or student populations. Teacher candidates must apply and be accepted (see [benchmark four](#) for further details) for clinical teaching (EDU 41200).

COURSE ROTATIONS

While some education courses are offered every semester, most are only offered once a year, and a few are only offered every other year. Students are strongly encouraged to map out a graduation plan upon acceptance to the program and update it regularly in consultation with their advisor. The most up-to-date course rotation list for Teacher Education can be found on the [Course Rotations](#) page of the Concordia website. (Resources → Office of Student Registration and Records → Course Rotations)

CRIMINAL HISTORY EVALUATIONS & FINGERPRINTING

Before participating in any field or clinical experience, students will be required to undergo school district criminal history checks.

Prior to certification, all certification applicants are required to submit fingerprints for a national criminal history background check. Information regarding requirements for fingerprinting can be found on the TEA website at: <https://tea.texas.gov/texas-educators/investigations/fingerprinting/fingerprinting-for-certificate-applicants>

Felony convictions or misdemeanors involving moral turpitude may result in denial of certification. If you have a criminal record and would like it evaluated as to eligibility for certification, you may request this service from SBEC. The fee is \$50.00 and is non-refundable. The evaluation is based on and limited to the information that you provide. Criminal histories are evaluated on a case by case basis and you will receive a preliminary criminal history evaluation letter by email.

More information about the criminal background check can be found at:

https://tea.texas.gov/Texas_Educators/Investigations/National_Criminal_History_Checks-FAQs

ESL CERTIFICATION EXAM

A student is eligible to take the ESL supplemental certification exam by request, after passing their content certification exam, as well as passing EDU 2320 Teaching Culturally and Linguistically Diverse Students, and at least one of the following:

- RDG 3326 Primary Literacy
- RDG 4327 Intermediate Literacy
- RDG 3342 Disciplinary Literacy.

A student will only be released one time to take the ESL supplemental certification exam prior to graduation.

FIELDWORK

Fieldwork is a critical component of the teacher education experience at Concordia University Texas in preparing our candidates for their clinical teaching experience and ultimately to take on the role of classroom teacher. Fieldwork placements are coordinated by the placement coordinator; however, teacher candidates must complete any required district applications each academic year for placement. Teacher candidates will observe, assist, co-teach and teach during their fieldwork experiences. The list below is designed to help teacher candidates understand the differences between observing, assisting, co-teaching, and teaching. Students will be analyzing student learning in the cycle of planning, instruction and assessing throughout all of these activities.

Observing

- Take notes regarding the classroom environment, lesson planning and delivery, student engagement and evidence of learning, etc

- Make connections between planning, instruction and assessment practices being observed and the theories, readings, and class discussions you are having at CTX
- Note questions that arise to ask the cooperating teacher or your professor later when you debrief
- Learn the names, strengths and needs of the students and build a positive rapport with them

Assisting – Ask the cooperating teacher how best to assist or use your time

- Monitor students as they work and give one-to-one assistance
- Distribute papers or materials
- Help assess student work to determine whether they are meeting the objectives being taught and practiced
- Assist with routines and transitions and consider how particular routines help the teacher and students focus on teaching and learning

Co-Teaching – offer to co-teach once you are comfortable

- Parallel Teaching – jointly plan a lesson with the cooperating teacher, then divide the class in half and each teach the same lesson to the two groups at the same time maximizing your individual strengths and lower student to teacher ratio
- Supplemental Teaching – work with a small group of students to teach or re-teach a particular learning objective that they need
- Station Teaching – facilitate the learning at a particular station which requires direct instruction or may be new
- Team Teaching – jointly plan a lesson with the cooperating teacher, then determine how each will interact throughout the lesson. Any of the above methods may be employed.

Teach Lessons of your own following the cycle of effective teaching

- Plan, discuss, and modify a lesson once you know the students and their needs well enough
- Teach the lesson using the pre-selected targeted strategies and resources
- Assess student outcomes (how did they perform the task you required?)
- Reflect on the lesson (analyze how it went in writing)

Although the state of Texas mandates 30 hours of fieldwork, Concordia Texas education programs require between 90 and 200 hours of fieldwork. Listed below are the classes and minimum hours of fieldwork associated with each class.

NOTE: Actual fieldwork hours may vary by class, placement, and delivery method.

All Teacher Education Certification Majors

EDU 1201	Introduction to Education	12 hours
EDU 2310	Introduction to Exceptional Learners	15 hours

Interdisciplinary Studies with Certification Majors

Primary Practicum

60 hours

- ECE 3320 Early Childhood Curriculum, Methods, Materials
- RDG 3326 Language and Literacy for Primary Grades

Intermediate Practicum

105 hours

- EDU 3301 Mathematical Methods-Elem
- EDU 3305 Science and Health Methods-Elementary
- EDU 3312 Methods of Social Studies
- RDG 3327 Language and Literacy for Intermediate Grades

Content Area Education with Certification Majors

Practicum I

- RDG 3342 Disciplinary Literacy 50 hours

Practicum II (one of the following courses)

- EDU 4300* Content Methods (most 4-8 and 7-12 contents) 50 hours
- KIN 4310 Kinesiology Internship (K-12 PE certifications) 50 hours
- RDG 4327 Intermediate Literacy (*ELAR and ELAR/SS 4-8*) 50 hours

**4-8 candidates may substitute the appropriate course from the Intermediate Practicum for EDU 4300)*

Residency Students (in lieu of Intermediate Practicum)

EDU 4102 Teacher Residency

210 hours

Lutheran Teacher Diploma or Christian Teacher Diploma add

EDU 3333 Teaching Religion

15 hours

The fieldwork requirements for each course are outlined in each course syllabus. Teacher candidates are expected to keep an accurate time log, including having the cooperating teacher verify their time log. Teacher candidates are also expected to complete assigned reflections about their fieldwork experiences and make connections to theory, course readings, and class discussions.

Course professors will provide coaching, mentoring and feedback throughout the fieldwork experience, including written feedback on the reflections.

It is the teacher candidate's responsibility to save and upload all time logs, reflections, and evaluations into the Certification Course in BB for the appropriate Benchmarks.

GRADUATION REQUIREMENTS

Completion of all program requirements with:

1. Cumulative GPAs of 2.75 on all work attempted at Concordia University Texas and all courses in the major
2. A grade of “C” or better in all degree plan courses.

LUTHERAN TEACHER DIPLOMA/CHRISTIAN TEACHER DIPLOMA

The Lutheran Teacher Diploma (LTD) is the culmination of a program that certifies a graduate as ready for placement into the teaching ministry of The Lutheran Church—Missouri Synod. LTD candidates are called by congregations for service as teachers in Lutheran Schools and congregations. This ministry encompasses a broad spectrum of opportunities to serve students of the school, their parents, and the total congregation.

The Christian Teacher Diploma (CTD) is the culmination of a program that certifies a graduate for teaching ministry in a non-LCMS Christian School.

The faculty must approve each candidate for the Lutheran Teacher Diploma (LTD) or Christian Teacher Diploma (CTD). Candidates must meet the following criteria in order to be presented to the faculty for approval:

1. Complete the Concordia Texas Teacher Education Program.
2. Be an active member of a congregation affiliated with The Lutheran Church-Missouri Synod for LTD or active member in a Christian church for CTD
3. Complete required courses for LTD or CTD as listed in the [Undergraduate Catalog](#)
4. Complete at least 7 weeks of Clinical Teaching in a TEA (Texas Education Agency) accredited Lutheran School (LTD only)
5. Receive required LTD or CTD recommendation.

PRACTICUM SEMESTERS

Interdisciplinary Studies with Certification Majors (EC-6 and 4-8)

Practicum I

ECE 3320	Early Childhood Curriculum, Methods, Materials (<i>for EC-6 only</i>)
RDG 3326	Language and Literacy for Primary Grades (<i>for EC-6</i>)
EDU 3340	Societal Relations & Classroom Management
EDU 4101	Teacher Ed Seminar

Practicum II

- EDU 4305 Mathematical Methods-Elem
- EDU 4307 Science and Health Methods-Elementary
- EDU 4312 Methods of Social Studies
- RDG 4327 Language and Literacy for Intermediate Grades

Content Area Education with Certification Majors

Practicum I - All content area certification students will take the following courses:

- EDU 3340 Societal Relations & Classroom Management
- EDU 4101 Teacher Ed Seminar
- RDG 3342 Literacy in the Content Area

Practicum II - Content area certification students will take the course below associated with the certification being sought.

- EDU 4300* Content Methods (all 7-12; Music EC-12; *option for 4-8 Content Curriculum)
- KIN 4310 Kinesiology Internship (EC-12 PE)
- RDG 4327 Lang & Lit for Interim. Grades (*ELAR 4-8 and ELAR/SS 4-8 required*)

**4-8 content curriculum candidates may substitute the appropriate course from the Intermediate Practicum for EDU 4300)*

PI LAMBDA THETA

Senior students who meet eligibility requirements (cumulative GPA of 3.50 or greater) will be eligible for membership to Pi Lambda Theta. Pi Lambda Theta is an international honorary society and professional organization dedicated to the advancement of education.

It is the responsibility of the student to join Pi Lambda Theta.

For more information, visit Pi Lambda Theta's website at www.pilambda.org .

Retaking and REPEATING EDUCATION COURSES

A student must earn a C or better in all courses in their education degree plan. A student may only retake one education course (e.g. EDU 1201, RDG 3311, ECE 3320) after scoring below a C over the course of their degree. Students needing an additional semester to meet testing standards may repeat EDU 4101 for credit.

RESIDENCY REQUIREMENTS

Candidates for a B.A. degree with an Interdisciplinary Studies or Content Area Education Major with Teacher Certification requirements must include the entire professional semester among the 32 semester hours required to be earned in residency at Concordia University Texas.

THE COLLEGE OF EDUCATION CODE OF ETHICS

The purpose of the Code of Ethics is to establish standards of conduct for students, professors and staff members in the College of Education and to provide a procedure that offers basic assurances of fundamental fairness to any person accused of violations of these standards. Each student, professor and staff member in the College of Education is bound by the provisions of this Code of Ethics and is presumed to be familiar with all of these standards.

“As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their disciplines. They demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student’s true merit. They respect the confidential nature of the relationship between the professor and the student. They avoid any exploitation, harassment, or discriminatory treatment of students.” (American Association of University Professors Statement, 1990)

College of Education students, professors and staff members conduct themselves in a manner that is consistent with the highest degree of ethical integrity. In addition to compliance with all standards and policies in the CTX Student and Faculty Handbooks, students, professors and staff members in the College of Education will

- A. Demonstrate professional behavior when representing the College of Education of Concordia University Texas in any activity on campus or in the community. Behaviors consistent with this standard include, but are not limited to, the following:
 - 1) Complying with the “Code of Ethics and Standard Practice for Texas Educators (effective September 1, 2002).” [SBEC Rule 247.2](#)

- 2) Complying with all policies, statutes, and rules established by state and local agencies as well as those established by Concordia University Texas and the local schools for any field assignments.
 - 3) Recognizing and respecting diversity that exist in the classroom and planning accordingly.
 - 4) Supporting a safe physical and emotional learning environment.
 - 5) Collaborating with others in a positive, cooperative and courteous manner.
 - 6) Not falsifying or misrepresenting any facts, documents, reports or information given to faculty, staff, cooperating teachers/site supervisors, university supervisors, students, colleagues or others.
 - 7) Not disclosing information about College of Education students or PK-12 students obtained in the course of professional service or fieldwork unless disclosure serves a compelling professional purpose or is required by law.
- B. Demonstrate professional behavior when using technology. Concordia University Texas College of Education students are to use technology for instructional, assessment and research purposes, whether using CTX's resources or at a PK-12 institution. Behaviors consistent with this standard include, but are not limited to, the following:
- 1) Obtaining permission to use and giving appropriate citations for using some or all of another's work.
 - 2) Adhering to online study and testing guidelines to avoid academic dishonesty (e.g. refraining from copying, recording or memorizing specific exam questions, accessing online assessments out of the proctored setting, sharing and/or studying specific questions rather than concepts, etc.)
 - 3) Adhering to all Acceptable Use and other computing policies of Concordia University Texas as outlined on the CTX website www.concordia.edu.
- C. Demonstrate a professional respect for all students, supervisors and faculty as well as the education profession. In the Concordia University Texas College of Education emphasis is placed on the creation of an inclusive learning environment. Behaviors consistent with this standard include, but are not limited to, the following:
- 1) College of Education students view each relationship with their professors, supervisors, fellow students and PK-12th grade students with a positive attitude and a belief that each one is a special child of God and each interaction is an opportunity to enhance their professional growth.
 - 2) Faculty and staff members view each relationship with College of Education students with a positive attitude and the belief that each one is

a special child of God who has many gifts and talents that may contribute greatly to the education profession.

- 3) College of Education students treat cooperating teachers, site supervisors, university supervisors, students, staff, colleagues, faculty and others with fairness and respect.
 - 4) College of Education students comply with all policies stated in each course syllabus.
 - 5) Faculty members are fair and balanced in their evaluation of student work.
 - 6) College of Education students complete course assignments in accordance with deadlines.
 - 7) College of Education students exhibit a positive attitude toward the education profession and their chosen content area(s).
- D. Demonstrate personal conduct consistent with professional behavior. Behaviors consistent with this standard include, but are not limited to, the following:
- 1) College of Education students accept constructive criticism from peers, faculty, supervisors or others.
 - 2) Faculty members encourage the free exchange of ideas among themselves and their students.
 - 3) College of Education students consistently attend scheduled classes and meetings.
 - 4) Faculty members meet classes as scheduled, post and maintain office hours, advise students and provide access to course requirements and other information as needed.
 - 5) College of Education students comply with all class and school policies and procedures in classes and field assignments.
 - 6) College of Education faculty and students maintain a professional appearance in all field assignments, complying with all dress standards and policies expected of a school's professional staff. The following practices/items are generally not considered professional: exposed body piercings or tattoos, jeans, revealing attire, sweat pants, tank tops, and other casual dress as designated by the setting.
 - 7) College of Education faculty, staff and students develop and adhere to appropriate professional relationships.
- Candidates are not permitted to develop a friendship that conflicts with professional roles or develop a romantic and/or sexual relationship with a PK-12 student or cooperating teacher/site supervisor, university instructor, staff member or supervisor. Faculty are not permitted to hinder any student's academic progress or create a situation in which any student is either favored or negatively impacted. Faculty may not

determine award grades for reasons other than academic performance or demonstration of professional skills, attitudes or knowledge in the PreK-12th grade classroom.

- 8) College of Education faculty, staff and students will comply with all laws and code prohibiting the following
- sexual harassment or accusing others inappropriately of sexual harassment
 - issuing implied or explicit threats to faculty, supervisors, students, staff or colleagues.
 - attending class or field assignments under the influence of illegal drugs or alcohol.
 - using any form of harassment such as phone calls, emails, or written communication toward other students, faculty, staff or colleagues.

It is the expressed responsibility of the faculty to set behavioral standards for class and field assignments as well as academic standards. As a Christian community of learners, certain behaviors are expected and faculty establishes and upholds those expectations. If these standards are not met, College of Education faculty are responsible for following protocols (in addition to those in the CTX Student Handbook) which may include dismissing the student from a class or field assignment, revoking admission to the Certification Program, or setting conditional requirements for continuation in the Certification Program.

Protocols for reporting, discussing, and taking action regarding ethics violations can be found in the CTX Student Handbook.

Texas Administrative Code

TITLE 19	EDUCATION
PART 7	STATE BOARD FOR EDUCATOR CERTIFICATION
<u>CHAPTER 247</u>	EDUCATORS' CODE OF ETHICS
RULE §247.2	Code of Ethics and Standard Practices for Texas Educators

Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) Standard 1.2. The educator shall not intentionally, knowingly, or recklessly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or that are used to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) Standard 1.11. The educator shall not intentionally, knowingly, or recklessly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use, abuse, or distribution of controlled substances, prescription drugs, and toxic inhalants.

(M) Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(H) Standard 2.8. The educator shall not intentionally or knowingly subject a colleague to sexual harassment.

(3) Ethical Conduct Toward Students.

(A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- (i) the nature, purpose, timing, and amount of the communication;
- (ii) the subject matter of the communication;
- (iii) whether the communication was made openly, or the educator attempted to conceal the communication;
- (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- (v) whether the communication was sexually explicit; and
- (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242; amended to be effective December 27, 2016, 41 TexReg 10329; amended to be effective October 21, 2018, 43 TexReg 6839

COMPLAINT FORM (LEVEL I)

Note: Be sure you have read the College of Education Complaint Procedure prior to completion of this form.

Today's Date: _____

Name: _____

Email: _____

Other Contact Info: _____

Mailing Address: _____

Circle One: Undergrad Graduate

Campus: _____

- 1. Summarize the complaint below. Please be as specific as possible, including pertinent dates.**
- 2. Describe your efforts to resolve the complaint in other ways.**
- 3. Be sure to attach any relevant documentation, if available.**

To be completed by the College of Education

Form Received By: _____

Date Received: _____

Conference must be held within ten (10) days of the receipt of the written complaint.

Conference Date: _____

Student must receive a response within ten (10) days of the conference.

Response From: _____ **Date:** _____

**CONCORDIA UNIVERSITY TEXAS
COLLEGE OF EDUCATION**

COMPLAINT APPEAL FORM (LEVEL II)

Note: Be sure you have read the College of Education Complaint Procedure prior to completion of this form.

Today's Date: _____

Name: _____

Email: _____

Other Contact Info: _____

Mailing Address: _____

Circle One: Undergrad Grad

Campus: _____

1. State below the reason why the Level I Complaint is being appealed. Note that no additional information can be introduced, only the reason for the appeal.

2. Be sure to attach the Level I Complaint Form to this document.

To be completed by Concordia University

Form Received By: _____

Date Received: _____

Meeting Date: _____