

## The Gateway to Initial Teacher Certification at UTPB\*



Created by the faculty of  
The School of Education  
of  
\*The University of Texas of the Permian Basin  
Odessa, Texas

## Welcome from Dean

Dear Student:

The School of Education at University of Texas of the Permian Basin proudly welcomes you as a program candidate. The School enjoys a rich heritage of nearly four decades in preparing highly qualified teachers, counselors, and administrators, as well as other school professionals. The School serves as one of the most prolific producers of educators for West Texas. Our graduates are noted for successfully serving children in elementary and secondary schools, as well as communities, throughout the state, region, and the nation. The dedicated faculty in the School is not only recognized for its expertise in the preparation of professional educators and counselors, but also for excellence in support and attention provided to each student in our programs. Please know that we wish you well in your efforts to become an outstanding program graduate of UTPB's School of Education, and that we will do our part to make sure that you are successful in your career goals.

Sincerely,

Guy E. Mills, Ed.D.  
Dean  
School of Education  
University of Texas of the Permian Basin

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## **The Conceptual Framework of the School of Education of The University of Texas of the Permian Basin**

### Vision Statement

The **vision** of the School of Education is a community of life-long learners who actively reflect on the impact of their values, attitudes, beliefs, and practices.

### Mission Statement

The **mission** of the School of Education is to prepare pre-service and professional educators who are proactive in nurturing the life-long development of all learners. This mission will be accomplished by:

- Facilitating the acquisition of necessary knowledge, skills, and dispositions;
- Cultivating the value of diversity;
- Encouraging collaborative inquiry, innovation, and research;
- Promoting collegiality and service in schools and communities;
- Integrating technology into practice;
- Providing opportunities for professional growth; and
- Influencing educational practices and policies at the local, state, and national level.

The School's Vision and Mission Statements can be found under "Vision and Mission" on the School of Education's website located at <http://www.utpb.edu/educ>.

## Philosophy Statement

We, the faculty of the School of Education, believe that:

- Education is the foundation of a progressive society and critical to the development of citizens who will increasingly be part of a global community.
- Educators are the cornerstone of this foundation and the profession should be open to qualified individuals from all backgrounds.
- Schools of education play an integral role in meeting the complex challenge that faces our communities, states, and nation in preparing students, PK-16.
- All students can learn and it is our responsibility to create an environment that will facilitate student success.
- This collaborative environment should emphasize the importance of:
  - Diversity, which adds to the richness of the educational experience we provide students
  - A healthy, open dialogue about educational theory and practice
  - A knowledge of content appropriate for one's certification area
  - Modeling and teaching best practices to our students
  - The appropriate use of technology
  - Ongoing research and resultant change in the field of education
  - Keeping current about educational policy.
- People should be life-long learners who will contribute to the well-being of their community.

We value:

- The individualized instruction we can offer our students due to the small size of our university
- The choices we can offer our students with regard to medium (face-to-face, online, interactive television), time and location of courses
- The collegial relationship among the members of the School of Education and with faculty members from other disciplines
- Support from the administration for continual improvement of our efforts
- Competent pre-service teachers and practitioners who can balance their understanding of theory with day-to-day practice
- A process of on-going reflection and assessment, the outcome of which is a well-developed curriculum and appropriate procedures
- The contribution of community colleges in preparing students to complete their education at four-year institutions
- A community of life-long learners

We commit to:

- Assuring that our beliefs and values are evident in our actions
- Continual reflection and action with regard to our practices on an individual and unit basis
- Sharing our experience and expertise in the field of education with our students, university, community and state/national organizations
- Continuing our support of the alumni of our programs
- Conducting research and scholarship
- Adhering to and teaching the ethics of our profession

- Undertaking quality assessments and seeking additional accreditation  
(Southern Association of Colleges and Schools (SACS), NCATE, SPAs, Texas State Board of Educator Standards [[www.sbec.state.tx.us](http://www.sbec.state.tx.us)])

### Learning Outcomes for Teacher Candidates and Other School-Based Professionals:

In an abbreviated form, the learning outcomes are that each candidate will:

- Demonstrate content knowledge in their respective content-area
- Use appropriate processes and teaching practices
- Apply knowledge about child and adolescent development
- Incorporate knowledge of diversity in planning and delivering instruction
- Incorporate technology in planning and delivering instruction
- Plan for and assess students' learning
- Create an appropriate learning environment
- Communicate and collaborate with all stakeholders
- Engage in professional growth.

### Candidate Proficiencies

To achieve the learning outcomes, candidates must demonstrate that they “are gaining the knowledge, skills, and dispositions necessary to have a positive impact on P-12 student learning” (NCATE, 2000, p. 9). The following is a list of the specific knowledge, skills, and dispositions that the faculty has determined are important for each candidate to possess and exhibit.

**KNOWLEDGE:** Our candidates will exhibit knowledge about and understand the impact on teaching and student learning of:

- theoretical perspectives of the profession
- the content, processes, and practices appropriate for their students
- child and adolescent development
- diversity
- technology
- planning and assessment
- the learning environment and classroom management
- collaboration
- legal and ethical issues related to education

SKILLS: Our candidates will be able to:

- select appropriate content for use in lesson planning and delivery
- apply best practices to promote learning in all students
- use knowledge of life-span development to direct their teaching
- select from an array of techniques to meet the needs of diverse learners
- integrate the use of technology into the learning environment
- use appropriate assessments to measure students' developmental progress
- develop an appropriate learning environment
- apply classroom management techniques
- communicate with all members of the educational community (students, families, other educators, administration, community members)
- reflect on their professional performance in order to improve their professional effectiveness
- employ ethical and legal standards in education

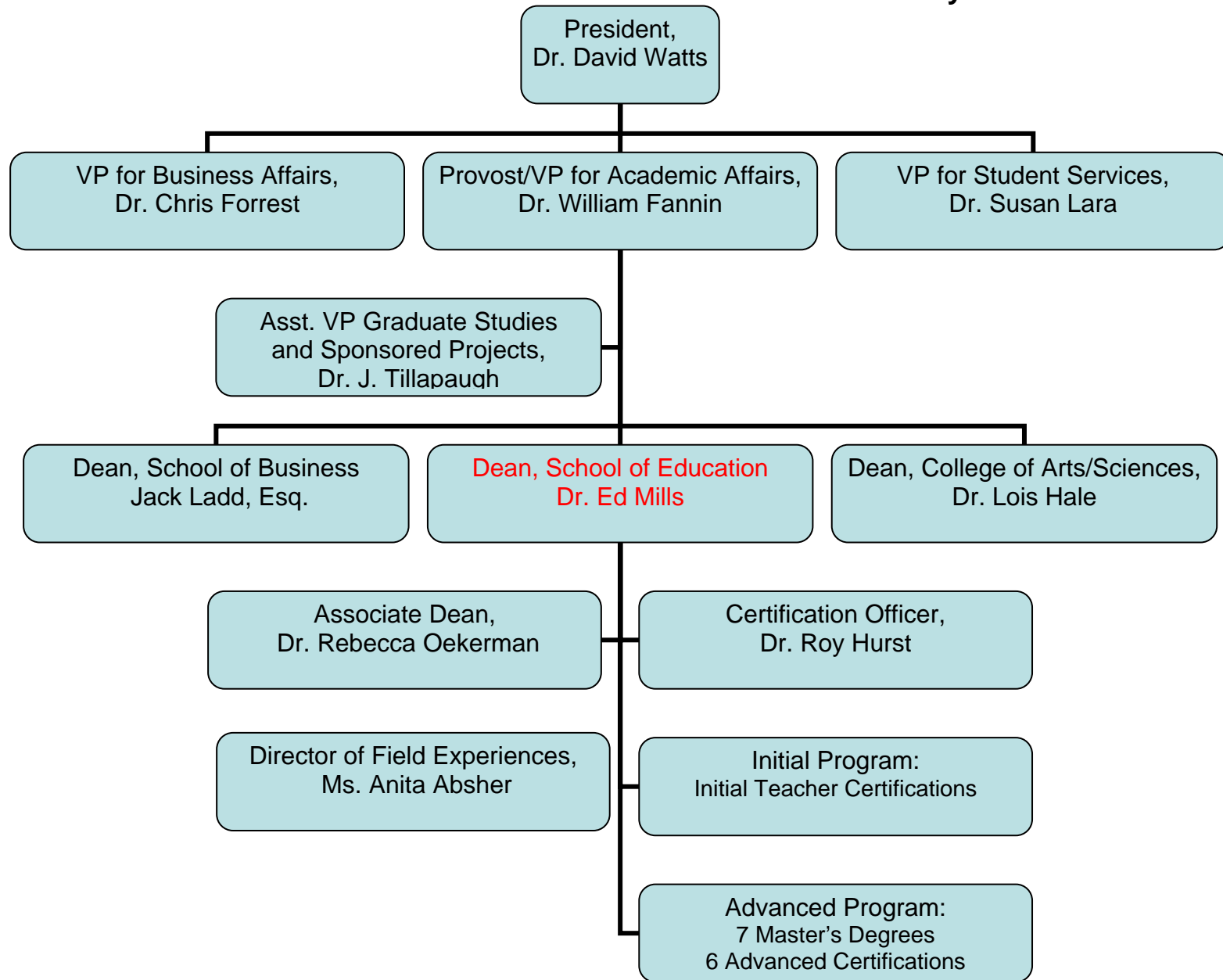
DISPOSITIONS: Our candidates will demonstrate a/an:

- respect for themselves and a positive regard for others
- passionate nature about learning
- belief in the value of a learner-centered instruction
- dedication to providing a safe and supportive learning environment
- acknowledgement of and respect for the fact people are shaped by their cultures
- commitment to clear and accurate communication
- professional and ethical attitude
- desire to keep current on educational research and practice.

In addition, the faculty also delineated specific Diversity Proficiencies that candidates should know:

1. Instill the awareness of diversity for implementing inclusive instruction
2. Incorporate the diverse nature of learning and teaching as exemplified in the global community.
3. Model critical global thinking through coursework
4. Conceptualize diversity experiences from a variety of perspectives:
  - a) to strive for social justice, equality, and equity for all learners
  - b) to continue the process of self-growth, narrowing the student achievement gap in our nation
  - c) to empower all learners as citizens in a global society

## The School of Education's Place in the University



## Administrators, Faculty Members, and Support Staff

Name & Position	Office/Phone/E-Mail
Dr. Ed Mills Dean, Professor Educational Leadership	MB 3214A 552-2120 mills_e@utpb.edu
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Ms. Teresa Evans Advising and Testing Coordinator	MB 3215C 552-2159 <a href="mailto:evans_t@utpb.edu">evans_t@utpb.edu</a>

Updates on faculty members can be found at  
<http://www.utpb.edu/educ/information/faculty.htm>

## Certifications Offered through UTPB and Corresponding State Examinations

**Certifications Offered  
through UTPB**

**Corresponding State Examinations \***  
First is content area exam, next is Pedagogy  
and Professional Responsibilities (PPR) exam.  
Exam number is in parentheses.

**Grades EC - 4**

Generalist	Generalist EC-4 (101) / PPR EC-4 (100)
Bilingual Generalist	Bilingual Generalist EC-4 (103) / PPR EC-4 (100)
ESL Generalist	ESL Generalist EC-4 (104) / PPR EC-4 (100)

**Grades 4 - 8**

Generalist	Generalist 4-8 (111) / PPR 4-8 (110)
Bilingual Generalist	Bilingual Generalist 4-8 (119) / PPR 4-8 (110)
ESL Generalist	ESL Generalist 4-8 (120) / PPR 4-8 (110)
English Language Arts & Reading	ELA & Reading 4-8 (117) / PPR 4-8 (110)
Social Studies	Social Studies 4-8 (118) / PPR 4-8 (110)
Mathematics	Mathematics 4-8 (115) / PPR 4-8 (110)
Science	Science 4-8 (116) / PPR 4-8 (110)
Math and Science	Mathematics & Science (114) / PPR 4-8 (110)
English Language Arts & Reading & Social Studies	ELA, Reading & Social Studies 4-8 (113) / PPR 4-8 (110)

**Grades 8 - 12**

Art ( <i>through Summer 2008</i> )	Secondary Art (ExCET 06) / PPR 8-12 (130)
Business Education	Business Education 6-12 (176) / PPR 8-12 (130)
Chemistry	Chemistry 8-12 (140) / PPR 8-12 (130)
Computer Science	Computer Science 8-12 (141) / PPR 8-12 (130)
English Language Arts & Reading	ELA and Reading 8-12(131) / PPR 8-12 (130)
History	History 8-12 (133) / PPR 8-12 (130)
Journalism	Journalism 8-12 (156) / PPR 8-12 (130)
Life Sciences	Life Science 8-12 (138) / PPR 8-12 (130)
Mathematics	Mathematics 8-12 (135) / PPR 8-12 (130)
Science Composite	Science 8-12 (136) / PPR 8-12 (130)
Social Studies	Social Studies 8-12 (132) / PPR 8-12 (130)
Spanish	Spanish 6-12 (ExCET 47) PPR 8-12 (130)
Speech Communication	Speech 8-12 (155) / PPR 8-12 (130)
Physical Sciences	Physical Sciences 8-12 (137) / PPR 8-12 (130)

**All-Level EC-12**

Art ( <i>through Summer 2008</i> )	All-Level Art (ExCET 05) / PPR EC-12 (160)
Art ( <i>beginning April 2007</i> )	Art EC-12 (178) / PPR EC-12 (160)
Music	Music EC-12 (177) / PPR EC-12 (160)
Physical Education	Physical Education EC-12 (158) / PPR EC-12 (160)
Special Education	Special Education EC-12 (161) / PPR EC-12 (160)

**Supplemental Certifications (additions to a base certificate)**

Bilingual Education EC—4	Bilingual Education EC-4 (102)
Bilingual Education 4-8	Bilingual Education 4-8 (112)
ESL	ESL (154)
Special Education	Special Education (163)

\* Unless otherwise stated, the state examination is the Texas Examination of Educator Standards (TExES). Downloadable Preparation Manuals are available at <http://texes.ets.org/texes/prepMaterials/>.

## Bachelor's Degrees Associated with Certifications

CERTIFICATION	APPROVED MAJORS	MINORS APPROVED FOR THIS MAJOR	HOURS REQUIRED
<b>EC-4 Generalist</b>	Child and Family Studies	Any minor except PSYC or SOCI	124-130
	Multidisciplinary Studies	No minor required	130
	Humanities	No minor required	139
	Biology	Any minor	136-139
	History	Any minor	136-139
	Psychology	Any minor except CHLD or SOCI	136-139
	Art	BIOL, ERSC, HIST, MATH, PSYC, SPED, BILESL	139
	English	BIOL, ERSC, HIST, MATH, PSYC, SPED, BILESL	136-139
	Sociology	BIOL, ERSC, ENGL, HIST, MATH, SPED, BILESL	136-139
	Spanish	BIOL, ERSC, HIST, MATH, PSYC, SPED, BILESL	136-139
<b>EC-4 Bilingual Generalist</b>	Child and Family Studies	Any minor except PSYC or SOCI	130-136
	Multidisciplinary Studies	No minor required	130
	Biology	BILESL	136
	English	BILESL	139
	History	BILESL	136
	Psychology	BILESL	139
	Sociology	BILESL	139
	Spanish	BILESL	139
<b>4-8 Generalist</b>	Multidisciplinary Studies	No minor required	121-123
	Biology	ENGL, HIST, MATH, PSYC, BILESL	139
	English	BIOL, ERSC, HIST, MATH, PSYC, BILESL	139
	History	BIOL, ERSC, ENGL, MATH, PSYC, BILESL	139
	Psychology	BIOL, ERSC, HIST, MATH	139
<b>4-8 Bilingual Generalist</b>	Multidisciplinary Studies	No minor required	121-123
	Biology	BILESL	133
	History	BILESL	133
	Psychology	BILESL	136
<b>4-8 Math</b>	Mathematics	Any minor	130-138
	Biol, Engl, Hist, Psc, Span	MATH minor plus Math 2350 or 2412	130
<b>4-8 Science</b>	Biology	CHEM, ENSC, ERSC, GEOG	136
	Earth Science	No minor required	136
<b>4-8 Math/Science</b>	Biology	MATH	136

<b>4-8 English/Reading</b>	English	Any minor	126-132
	Humanities (Engl. Emphasis)	No minor required	129
<b>4-8 Social St.</b>	History	PLSC or GEOG	136
<b>4-8 Eng/Rdg/SocSt</b>	English	HIST	136
	History	ENGL	136
<b>8-12 English/Reading</b>	English	Any minor	120
	Humanities (Engl. Emphasis)	No minor required	120
<b>8-12 History</b>	History	Any minor	120
	Humanities (Hist. Emphasis)	No minor required	120
<b>6-12 Spanish</b>	Spanish	Any minor	120
<b>8-12 Social St.</b>	History	PLSC or GEOG	122-125
	Political Science	HIST	131
<b>8-12 Computer Science</b>	Computer Science	MATH	139
<b>8-12 Math</b>	Mathematics	Any minor	125-131
<b>8-12 Science</b>	Biology	ERSC	136
<b>8-12 Life Sci.</b>	Biology	Any minor	126-132
<b>8-12 Chemistry</b>	Chemistry	Any minor (or second major)	139
<b>8-12 Phys. Sci.</b>	Chemistry	Any minor (or second major)	139
<b>8-12 Journalism</b>	Communication	Any minor	120
<b>8-12 Speech</b>	Communication	Any minor	120
<b>EC-12 Art</b>	Art	No minor required	120
<b>EC-12 Music</b>	Humanities (Music emphasis)	No minor required	130-132
<b>EC-12 Phys. Ed.</b>	Kinesiology	Any minor	135-139
<b>EC-12 Spec. Ed.</b>	Child and Family Studies	Special Populations	139
	Psychology	Special Populations	139

## Schedule of Education Courses by Semester

	Fall	Spring	Summer*
EDUC 3322 Literature in the Classroom	X	X	X
EDUC 3352 Students with Special Needs	X	X	X
EDUC 3362 Foundations of Bilingualism & Multiculturalism	X	X	X
EDUC 3370 Foundations of Education	X	X	X
EDUC 4099 Seminar: Student Teaching	X	X	No
EDUC 4201 Professionalism in the Field of Education	X	X	X
EDUC 4310 Early Intervention	X		Even
EDUC 4311 ECE: Social and Emotional Development	X	X	X
EDUC 4312 ECE: Practices	X	X	No
EDUC 4313 Emergent Literacy	X	X	
EDUC 4314 Language Development in the Young Child	X	X	X
EDUC 4315 Cognition and Biliteracy	X		No
EDUC 4316 Methods of Teaching a Second Language 4th-12 <sup>th</sup>	X		No
EDUC 4317 Second Language Acquisition Principles EC-4 <sup>th</sup>	X	X	No
EDUC 4321 Classroom Instruction and Management: Grades 4-8	X		Even
EDUC 4322 Classroom Instruction and Management: Grades 8-12	X	X	Odd
EDUC 4324 Reading and Literacy: EC-Grade 4	X	X	No
EDUC 4325 Reading and Literacy: Grades 4-8		X	No
EDUC 4326 Reading and Literacy in the Content Area	X	X	No
EDUC 4329 First and Second Language Acquisition	X	X	X
EDUC 4332 Curriculum In Physical Education	X		
EDUC 4333 The Theory and Practice of Teaching: Elem. PE		X	
EDUC 4334 The Theory and Practice of Teaching: Secondary PE	X		
EDUC 4336 Issues in Multilingualism	X		
EDUC 4351 Educational Assessment	X		
EDUC 4352 Collaborative Teaching & Inclusive Practices		X	X
EDUC 4353 Emotional and Behavioral Disorders		X	
EDUC 4354 Learning Disabilities		X	
EDUC 4355 Mental Retardation	X		
EDUC 4356 Behavior Management	X		
EDUC 4363 Methods of Teaching in the Bilingual Classroom		X	No
EDUC 4370 Teaching Social Studies for Grades 8-12		X	
EDUC 4371 Teaching English Language Arts for Grades 8-12		X	No
EDUC 4372 Teaching Mathematics & Science: EC-Grade 4	X	X	No
EDUC 4373 Teaching Language Arts and Social Studies: EC-Grade 4	X	X	No
EDUC 4374 Teaching Mathematics and Science: Grades 4-8		X	No
EDUC 4375 Teaching Language Arts and Social Studies: Grades 4-8	X		No
EDUC 4376 Teaching Science for Grades 8-12	X		No
EDUC 4377 Teaching Mathematics for Grades 8-12	X		No
EDUC 4378 Teaching Visual Arts		X	No
EDUC 4389 Teaching Business Education		X	
EDUC 4379 - 4387 Student Teaching	X	X	No
EDUC 4399 Seminar: Internship	X	X	No
EDUC 4389/4391	X	X	
EDUC 4679 - 4687 Student Teaching	X	X	No
EDUC 4692 Practicum: Internship	X	X	No

\* Given available funds

## Field Experiences for Education Courses

Course No.	Hours Required	Activities Required	Students w/ Whom Experience is Done
3370	5	Junior Achievement or Approved Alternative	K-12
4312	10	Teach large group lesson, facilitate a center, lead music or PE activity, read stories, assist teacher as needed	Pre - K
4315	20	Observer/participant in bilingual classroom during Spanish Language arts. Students observe, tutor small groups, Teach lessons and plan with teacher	K – 2
4316	15	Observer/participant in ESL. Students observe, tutor and teach lessons during ESL time	Grades 4-12
4317	15	Observer/participant in ESL or bilingual classroom. Students observe, tutor and teach lessons.	Grades K-4
4321	3	Observation and interview	Grades 4-8
4322	3	Observation and interview	Grades 8-12
4324	12	Observation/participation	Grades K-4
4325	12	Observation, tutorials, mini-lessons, 1 strategic reading lesson (all in one-on-one format or small groups)	Grades 4-8
4326	12	Observation/participation	Grades 6 – 12
4333	10	Observation (5 hrs); guided teaching (5 hrs)	Grades K-6
4334	12	Observation (6 hrs); guided teaching (6 hrs)	Grades 7-12
4353	20	Observe in classrooms with students who exhibit emotional/behavioral disorders	Self contained, ED Grades 4-12
4354	20	Observe in classrooms with students who exhibit learning disabilities	LD–Resource Grades 1-12
4355	20	Observe in classrooms with students who exhibit mental retardation	MR, EC-Gr. 12
4363	15	Observation, tutoring small groups and teaching lessons in a bilingual classroom during the content area teaching time	Grades K-2
4370	12	Observation (6 hrs); tutoring/working with students (6 hrs)	Grades 8-12
4371	12	Observations, tutorials, read aloud/strategy, writing response, mini-lesson, lesson from basal (all can be done one-on-one or in small groups)	Grades 8-12
4372	12	Observation (4 hrs); tutoring/working with small groups (7 hrs); teaching to whole class (1 hr)	Grades K-4
4373	12	Observation/participation	Grades K-4
4374	12	Observation (1-2 hrs); tutoring/working with small groups (7-9 hrs); teaching to whole class (1-2 hrs)	Grades 4-8
4375	12	Observations, tutorials, read aloud/strategy, writing response, mini-lesson, lesson from basal (all can be done one-on-one or in small groups)	Grades 4-8
4376	12	Observation (4 hrs); tutoring/working with small groups (7 hrs); teaching to whole class (1 hr)	Grades 8-12
4377	12	Observation (4 hrs); tutoring/working with small groups (7 hrs); teaching to whole class (1 hr)	Grades 8-12
4378	12	Observation (3-4 hrs); tutoring/working with small groups (6-8 hrs); teaching to whole class (0-1 hrs.)	Grades K-12

## Candidate Assessment System

Candidates in the initial certification programs pass through four “gates”. The following chart illustrates the assessments that are used to monitor candidates’ progress through the program. The requirements are the same for both bachelor degree seeking and post-baccalaureate candidates, except that in some cases post-baccalaureate candidates (e. g., candidates seeking certification to teach a content area in grades 8-12) may be required to pass their content-area tests to complete gate 2.

<b>Gates</b>	<b>Assessments Used</b>
<b>1 : Portfolio Creation</b>	<ul style="list-style-type: none"> <li>• Completion of EDUC 3370, Foundations of Education, with grade of “C” or better and fulfillment of all requirements including creation of candidate portfolio and portfolio assessment #1</li> </ul>
<b>2 : Admission to Teacher Certification Program</b>	<ul style="list-style-type: none"> <li>• Completion at least 60 SCH with:               <ul style="list-style-type: none"> <li>- 2.5+ GPA overall</li> <li>- 2.75+ GPA in major and in minor/area of specialization)</li> <li>- grade of C (or better) in COMM 1315, Introduction to Public Speaking, or equivalent course</li> </ul> </li> <li>• Satisfactory scores on THEA or equivalent assessment of reading, writing and math skills</li> <li>• Completion of Teacher Education core courses with 2.75+ GPA and no grade lower than “C”</li> <li>• Completion of Candidate Disposition Progress Report (CDPR) by candidates and by faculty for each candidate while enrolled in EDUC 3352, The Exceptional Child</li> <li>• Completion of program admission application</li> <li>• Depending on certification being sought, pass the appropriate content area TExES</li> </ul>
<b>3: Admission to Student Teaching or Internship</b> (A candidate enrolls in an internship if hired by a school district before completing all requirements for certification.)	<ul style="list-style-type: none"> <li>• GPAs of 2.5+ overall and 2.75+ in education courses and major</li> <li>• Pass appropriate content area TExES</li> <li>• Completion of applicable reading courses and methods courses</li> <li>• Have no more than 6 SCH left to complete bachelor's degree</li> <li>• Participation in one-on-one interview</li> <li>• Completion of CDPR by candidate and by faculty for each candidate during specified methods course</li> <li>• Portfolio assessment #2</li> </ul>
<b>4: Recommendation for Initial Certification</b>	<ul style="list-style-type: none"> <li>• Pass appropriate content area and PPR TExES</li> <li>• Successfully completion of student teaching or internship which includes portfolio assessment #3</li> <li>• Graduate with a bachelor’s degree (if not a post-baccalaureate candidate).</li> </ul>

## Admission to the Teacher Certification Program

Candidates may apply for admission to the Teacher Certification Program during the semester in which the last Education core course (PSYC 3341, EDUC 3352, EDUC 3362, EDUC 3370) is being completed. Those who have not been admitted cannot enroll for any education courses beyond the core.

The following are required:

1. THEA (TASP) scores of 260 on Reading, 240 on Writing, and 240 on Math. Approved alternatives include:
  - a. SAT combined score of 1070 with at least 525 on both the verbal and mathematics tests. (Tests taken within past 5 years.)
  - b. ACT composite score of 26 with at least 22 on both the English and Mathematics tests. (Tests taken within past 5 years.)
  - c. TAAS scores of 1780 on writing, 89 on reading, and 86 on math. (Tests taken within past 3 years.)
  - d. GRE combined score of 1050 on verbal and math, with at least 500 in each area. (Tests taken within the past 5 years)
  - e. COMPASS scores of 90 on reading, 52 on math, and 7 on writing. (Test taken within the past 3 years)
  - f. A student may appeal for exemption, based on courses taken within the past 5 years. Exemption from the
    1. writing section requires grades of "A" in both ENGL 1301 and 1302.
    2. math section requires a grade of "A" in college algebra or its equivalent.
    3. No exemptions from the reading section will be granted.
2. Grade of "C" or better in COMM 1315 or equivalent.
3. Completion of 60 semester hours of college course work with a GPA of 2.5 or higher (includes UTPB hours and transfer hours).
4. GPA of 2.75 or higher in the major and minor (or specialization).
5. Completion of the education core courses with a GPA of 2.75 or higher and no grade lower than "C".
6. Completion of a supervised education experience.
7. Signed certification plan, criminal history release, and degree plan or deficiency plan filed with the Certification Office.
8. Completed application packet, including biographical information and three letters of recommendation.
9. Post-baccalaureate candidates: Passing score on the content-area ExCET/TEXES.

The application and supporting documents are submitted to the Certification Office.

## **Admission to Student Teaching**

### **Admission Requirements**

Candidates may apply to student teach or do an internship during the semester in which the last education course(s) are being completed.

The following are required:

1. Have a GPA of, at least,
  - a. 2.5 overall
  - b. 2.75 in the academic specialization
  - c. 2.75 in education/pedagogy courses
2. Complete all professional education and methods courses with no grade below a "C".
3. Have no more than 6 SCH left to complete a bachelor's degree.
4. Pass content-area state examinations (TExES or ExCET) and TOPT, if required.
5. Receive a favorable recommendation from the Admission, Retention, and Dismissal Subcommittee of the Teacher Education Council.

### **Student Teacher Roundups**

Information meetings called Roundups are held each February and September for candidates who plan to student teach in the following semester. Students must attend one of the meetings or meet individually with the School of Education's Director of Field Experiences.

### **General Information on Student Teaching**

Student teaching lasts one full semester (14 weeks) and is a full-time commitment.

Student teaching does not occur during the summer semester.

Specific information is located in the UTPB Student Teaching Handbook.

## **Recommendation for Initial Certification**

Once a candidate has successfully completed student teaching, passed the appropriate content area and PPR TExES, and if an undergraduate, earned a bachelor's degree, he may apply for teacher certification. This process begins in the School of Education Certification Office and follows the guidelines established by the state. More information can be found at the State Board for Educator Certification website: <http://www.sbec.state.tx.us/SBECOnline/certinfo/becometeacher.asp>.

## Portfolio Creation and Assessment

The School of Education has established learning outcomes for all teacher certification candidates. The learning outcomes, in brief, are:

- Demonstrate content knowledge in their respective content-area
- Use appropriate processes and teaching practices
- Apply knowledge about child and adolescent development
- Incorporate knowledge of diversity in planning and delivering instruction
- Incorporate technology in planning and delivering instruction
- Plan for and assess students' learning
- Create an appropriate learning environment
- Communicate and collaborate with all stakeholders
- Engage in professional growth.

The numerals in parentheses located after the names of the assignments correspond to the learning outcomes, although the outcomes are also taught through numerous other activities and assignments. The assignments listed here **must** be placed in the candidate's portfolio. Work completed for other assignments can also be included at the candidate's discretion.

### Portfolio Components and Assessments for EC-4 Candidates

#### Assessment #1

##### **Portfolio Components:**

Collected during:

EDUC 3370, Foundations of Education

- At a minimum:
  - Certification of completion of field experience
  - Signed certification plan
  - Signed bachelor's degree plan
  - Essay: Why I Want to Be a Teacher
  - Copy of appropriate TExES Competencies (PPR & Content Area) (#1)
  - Initial Candidate Handbook

##### **Portfolio Assessment:**

**Conducted as a part of EDUC 3370**

Assessment #2**Portfolio Components:**

Collected during:

EDUC 3322

- Assignments: Creative Dramatics (#4)

EDUC 3352

- Candidate Dispositions Progress Report completed by candidate
- Assignment: Power point presentation on disability (#4)

EDUC 3362

- Assignment: Research Paper on Learning Styles as Diversity (#4)

EDUC 4311

- Assignments: Classroom Design (#7)

EDUC 4313

- Assignments: (1) Storytime Lesson (#8)  
(2) Forms of Assessment (#6)

EDUC 4324

- Assignment: Interactive Literature-Based Activity or Game (#6)

EDUC 4312

- Assignment: Unit (#3)

EDUC 4372

- Assignment: Math TEKS Activity (#2)

EDUC 4373

- Assignment: Twin Text Unit (#2)
- Candidate Dispositions Progress Report completed by candidate and reflection on how responses might have changed from first self-assessment

EDUC 4363: (EC-4 Bilingual Generalist Candidates only)

- Assignment: Unit (#2)

**Portfolio Assessment:**

**Due and assessed as a part of the application for admission to student teaching/internship**

### Assessment #3

#### **Portfolio Components:**

Completed during:

EDUC 4680 or 4681

- Assignments: (1) Student Teaching Notebook  
(2) Candidate Work Sample

EDUC 4099

- Response to information presented on parent conferences (#9)
- Response to information presented on ethical standards and professional guidelines (#9)

#### **Portfolio Assessment:**

**Due and assessed as a part of EDUC 4099**

## Portfolio Components and Assessments for 4<sup>th</sup>-8<sup>th</sup> Grade Candidates

### Assessment #1

#### **Portfolio Components:**

Collected during:

EDUC 3370, Foundations of Education

- At a minimum:
  - Certification of completion of field experience
  - Signed certification plan
  - Signed bachelor's degree plan
  - Essay: Why I Want to Be a Teacher
  - Copy of appropriate TExES Competencies (PPR & Content Area) (#1)
  - Initial Candidate Handbook

#### **Portfolio Assessment:**

**Conducted as a part of EDUC 3370**

### Assessment #2

#### **Portfolio Components:**

Collected during:

EDUC 3352

- Candidate Dispositions Progress Report completed by candidate
- Assignment: Power point presentation on disability (#4)

EDUC 3362

- Assignment: Research Paper on Learning Styles as Diversity (#4)

EDUC 3322 [*Generalist, Language Arts, and Social Studies candidates*]

- Assignments: Creative Dramatics (#4)

EDUC 4321

- Assignments: (1) Lesson Plan (#6)  
(2) Create a classroom schemata and class rules/policies (#7)

EDUC 4325

- Assignment: Unit Plan (#2)

EDUC 4326

- Assignment: Technology Lab Experience (#5)

EDUC 4374 [*Generalist, Math, and Science candidates*]

- Assignment: Unit Plan (#3)

EDUC 4375 [*Generalist, Language Arts, and Social Studies candidates*]

- Assignment: Field Packet (#8)
- Candidate Dispositions Progress Report completed by candidate and reflection on how responses might have changed from first self-assessment

**Portfolio Assessment:**

**Due and assessed as a part of the application for admission to student teaching/internship**

Assessment #3

**Portfolio Components:**

Completed during:

EDUC 4682, 4683 or 4684

- Assignments: (1) Student Teaching Notebook  
(2) Candidate Work Sample

EDUC 4099

- Response to information presented on parent conferences (#9)
- Response to information presented on ethical standards and professional guidelines (#9)

**Portfolio Assessment:**

**Due and assessed as a part of EDUC 4099**

## **Portfolio Components and Assessments for 6<sup>th</sup>-12<sup>th</sup> or 8<sup>th</sup>-12<sup>th</sup> Grade Candidates**

### Assessment #1

#### **Portfolio Components:**

Collected during:

EDUC 3370, Foundations of Education

- At a minimum:
  - Certification of completion of field experience
  - Signed certification plan
  - Signed bachelor's degree plan
  - Essay: Why I Want to Be a Teacher
  - Copy of appropriate TExES Competencies (PPR & Content Area) (#1)
  - Initial Candidate Handbook

#### **Portfolio Assessment:**

**Conducted as a part of EDUC 3370**

### Assessment #2

#### **Portfolio Components:**

Collected during:

EDUC 3352

- Candidate Dispositions Progress Report completed by candidate
- Assignment: Power point presentation on disability (#4)

EDUC 3362

- Assignment: Research Paper on Learning Styles as Diversity (#4)

EDUC 4316

- Foreign Language assignment
- Bilingualism and Multiculturalism perceived in your community
- Lessons Plans for Teaching Content Area to English Language Learners

EDUC 4322

- Assignments: (1) Create a classroom schemata and class rules/policies (#7)  
(2) Review of District Policies (#8)

EDUC 4326

- Assignment: Technology Lab Experience (#5)

EDUC 4370 (*History and Social Studies Candidates*)

- Assignments: (1) Unit Plans (#2, #3, #6)  
(2) Field Packet Activities (#8)
- Candidate Dispositions Progress Report completed by candidate and reflection on how responses might have changed from first self-assessment

EDUC 4371 (*English Language Arts Candidates*)

- Assignments: (1) Unit Plans (#2, #3, #6)  
(2) Field Packet Activities (#8)
- Candidate Dispositions Progress Report completed by candidate and reflection on how responses might have changed from first self-assessment

EDUC 4376 (*Science Candidates*)

- Assignments: (1) Unit Plan (#2, #3, #6)  
(2) Field Packet Activities (#8)

EDUC 4377 (*Math Candidates*)

- Assignments: (1) Model Lesson (#2, #3, #6)  
(2) Field Packet Activities (#8)

**Portfolio Assessment:**

**Due and assessed as a part of the application for admission to student teaching/internship**

Assessment #3

**Portfolio Components:**

Completed during:

EDUC 4685

- Assignments: (1) Student Teaching Notebook  
(2) Candidate Work Sample

EDUC 4099

- Response to information presented on parent conferences (#9)
- Response to information presented on ethical standards and professional guidelines (#9)

**Portfolio Assessment:**

**Due and assessed as a part of EDUC 4099**

## Portfolio Components and Assessments for EC-12<sup>th</sup> Grade Candidates

### Assessment #1

#### **Portfolio Components:**

Collected during:

EDUC 3370, Foundations of Education

- At a minimum:
  - Certification of completion of field experience
  - Signed certification plan
  - Signed bachelor's degree plan
  - Essay: Why I Want to Be a Teacher
  - Copy of appropriate TExES Competencies (PPR & Content Area) (#1)
  - Initial Candidate Handbook

#### **Portfolio Assessment:**

**Conducted as a part of EDUC 3370**

### Assessment #2

#### **Portfolio Components:**

Collected during:

EDUC 3352

- Candidate Dispositions Progress Report completed by candidate
- Assignment: Power point presentation on disability (#4)

EDUC 3362

- Assignment: Research Paper on Learning Styles as Diversity (#4)

EDUC 4326

- Assignment: Technology Lab Experience (#5)

EDUC 4332 (PE only)

- Assignments: (1) Power Point Presentation (#5)  
(2) Unit Plan (#6)

EDUC 4333 (PE only)

- Assignment: Lesson Plans (#2 and #3)

EDUC 4334 (PE only)

- Assignments: (1) Course exams (#8)  
(2) Lesson Plans (#2 and #3)

EDUC 4352 (Special Education only)

- Assignment: Course exams (#8)

EDUC 4354 (Special Education only)

- Assignment: Two content lesson Plans (#7)

EDUC 4356 (Special Education only)

- Assignment: Behavior Intervention Plan

EDUC 4378 (Art only)

- Assignments: Lesson Plans (#2 and #3)

**Portfolio Assessment:**

**Due and assessed as a part of the application for admission to student teaching/internship**

Assessment #3

**Portfolio Components:**

Completed during:

EDUC 4686/4679

- Assignments: (1) Student Teaching Notebook  
(2) Candidate Work Sample

EDUC 4099

- Response to information presented on parent conferences (#9)
- Response to information presented on ethical standards and professional guidelines (#9)

**Portfolio Assessment:**

**Due and assessed as a part of EDUC 4099**

## Candidate Dispositions Statement

As a part of the development of the Conceptual Framework, the faculty of the School of Education delineated candidate dispositions that consider important for all candidates to possess and exhibit.

Our candidates will demonstrate a/an:

- respect for themselves and a positive regard for others
- passionate nature about learning
- belief in the value of a learner-centered instruction
- dedication to providing a safe and supportive learning environment
- acknowledgement of and respect for the fact people are shaped by their cultures
- commitment to clear and accurate communication
- professional and ethical attitude
- desire to keep current on educational research and practice.

Candidates' dispositions are assessed by faculty via the Candidate Disposition Progress Report (CDPR) at several points in candidate's process of earning teacher certification. Other individuals including, but not limited to, the faculties of the School of Education and of the College of Arts and Sciences may also elect to submit a Candidate Disposition Brief Report (CDBR) at any time. Candidates are always given the opportunity to review reports submitted by faculty and sign that they have read the report. However, the candidate's signature on the report does not necessarily imply the candidate's agreement with what is written on a CDPR or CDBR. A candidate may write a response to the report.

Each candidate also assesses his/her dispositions. This is done via the CDPR at regular intervals in the process of earning teacher certification.

Candidates who are suspected of not possessing and/or exhibiting the delineated dispositions will meet with the appropriate faculty members and/or administrators. Candidates who have, on repeated occasions, demonstrated that they do not possess these dispositions may be counseled out of the TCP.

## Teacher Certification Program Policies

### Basic Lesson Plan

The faculty of the Teacher Certification Program faculty has adopted a basic lesson plan (see Appendix A). The plan is distributed in education courses and is to be used by the candidates. (Teacher Certification Meeting Minutes 10/14/02)

### Maximum Age of Education Courses and Certification Plans

The maximum age of education courses to be used for certification purposes shall be 5 years. (Teacher Education Council Meeting Minutes 11/1/02)

A certification plan will expire in three years from the date signed by the UTPB certification advisor and the candidate. (Teacher Certification Meeting Minutes 6/10/02)

### Readmission to Certification Program

A candidate will be required to have his/her certification plan reevaluated with the possibility of having to be readmitted to the certification program if he/she has been inactive for one academic year. (Teacher Education Council Meeting Minutes 11/1/02)

### TEExES Pretests and Methods Courses

A prerequisite for enrolling in any methods courses (EDUC 4316, 4370, 4371, 4372, 4373, 4374, 4375, 4376, 4377, 4378) is taking the appropriate Pedagogy and Professional Responsibilities (PPR) diagnostic test.

Candidates not earning a passing score on the PPR diagnostic test will be required to enroll in EDUC 4201, Professionalism in the Field of Education, concurrently with the methods courses. Candidates can re-take the diagnostic test halfway through the semester and, if a passing course is earned, may discontinue EDUC 4201. (Teacher Certification Meeting Minutes 11/4/02)

To pass a methods course, a candidate must pass the appropriate Pedagogy and Professional Responsibilities diagnostic test or receive a grade of "I" (incomplete) in the course. (Teacher Certification Meeting Minutes 6/17/02)

### Passing the TEExES

Candidates are required to pass the appropriate content area TEExES before being admitted into student teaching.

Candidates are required to pass the appropriate PPR TEExES to earn a grade of "S" for EDUC 4099 which is taken concurrently with student teaching. (Teacher Education Council Meeting Minutes 11/1/02)

### **Determining Course Grades**

The following are the levels established by the faculty of the School of Education:

Undergraduate courses:

- A 90 – 100%
- B 80 - 89%
- C 70 - 79%
- D 60 - 69%
- F Below 60%

### **Plagiarism Statement**

All work submitted for a grade in this course must be **your original effort**.

The work cannot be copied from:

- Materials purchased or copied from a pre-made kit,
- A lesson plan, activities or worksheets downloaded from the Internet (in part or in whole),
- Another individual's work (to include but not be limited to a current or former student, current or former classroom teacher)
- Your own work completed for another class
- Any other copyrighted materials.

If you use any of the materials listed above as a **source (or inspiration)** for your work, you must give credit to that individual.

## Frequently Asked Questions

**Q: What is a teacher certification program (TCP) advisor? How do I know who my advisor is?**

A: Your TCP advisor is a member of the faculty of the School of Education who is assigned to assist you with matters related to teacher certification. You will be mailed a letter from the UTPB Teacher Certification Office in which the name and contact information of the advisor is provided. The TCP advisor will develop and sign your certification plan, advise you as to the courses to be taken and the order in which the courses are to be taken, and assist you in planning to take the TExES. It is important to meet with this individual at least once a semester.

**Q: What are diagnostic tests?**

A: Diagnostic tests (also called pre-tests) are tests used to determine whether a candidate is prepared to take the state examinations for teacher certification. The tests have the same format as the state exams but are shorter in length. You can begin taking these tests after you have been admitted to the TCP. Arrangements for taking the tests are made through the Certification Office but the tests are administered in the University's PASS Office. After receiving authorization to take a diagnostic test, you will set up a time to take the test during the regular operational hours of the PASS Office. The tests are then scored by personnel in the Certification Office and the results are mailed to you. There is no cost to take the diagnostic tests. The passing score for PPR diagnostic test is 75%. The passing scores for the content-area tests vary by discipline.

**Q. What is the TExES?**

A. The Texas Examination of Educator Standards (TExES) is a standardized test developed by the State Board of Educator Certification (SBEC) to assess whether the candidate is prepared to become a teacher in Texas. Each candidate will take two tests, one that assesses knowledge of content area and the other assessing knowledge of pedagogy (Pedagogy and Professional Responsibilities).

The exams are administered 6 times a year at regular testing sites, of which UTPB is one. Dates for administration of the exams are posted on the SBEC website ([www.sbec.state.tx.us](http://www.sbec.state.tx.us)). Exams are also administered via computer at sites including Midland and Odessa. The current cost for regular registration is approximately \$82 per test. Computer based testing may cost an additional fee. The passing minimum score on any TExES is 240, the maximum score is 300.

**Q. What is an “internship”?**

A. An internship is UTPB's response to a school district's decision to hire an individual who is not certified to teach. An internship takes the place of student teaching and occurs while the individual is teaching in his/her own classroom. The intern enrolls in 3-6 SCH of coursework and is required to have at least two evaluations of his/her teaching done by a school administrator.

**Q. Why am I not earning a bachelor's degree in education?**

A. In Texas, public institutions of higher education (universities, colleges) are not permitted to offer undergraduate degrees in education. So, candidates will be earned their bachelor's degree through the College of Arts and Sciences.

## **Code of Ethics and Standard Practices for Texas Educators**

The Code of Ethics and Standard Practices for Texas Educators as established in the Texas Administrative Code, Title 19, Part 7, Chapter 247, Rule §247.2 sets forth the “standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom” that must be maintained by educators in Texas. The Code can be found online at

[http://info.sos.state.tx.us/pls/pub/readtac\\$ext.TacPage?sl=R&app=9&p\\_dir=&p\\_rloc=&p\\_tloc=&p\\_ploc=&pg=1&p\\_tac=&ti=19&pt=7&ch=247&rl=2](http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2).

## **Acronyms Explained**

CDBR – Candidate Disposition Brief Report

CDPR – Candidate Disposition Progress Report

ESL – English as a Second Language

ExCET – Examination for Certification of Educators in Texas

NCATE – National Council for the Accreditation of Teacher Education

PPR – Pedagogy and Professional Responsibilities

SPA – Specialized Professional Association

TCP – Teacher Certification Program

TEXES – Texas Examination of Educator Standards

THEA – Texas Higher Education Assessment

TOPT – Texas Oral Proficiency Test

UTPB – The University of Texas of the Permian Basin

## Signature Page

This form is to be completed and given to the instructor of the course in which downloading this handbook was required. Please read the statement carefully and sign and date the statement.

Detach here.

---

I have read the contents of this handbook for candidates in the initial teacher certification program (TCP) at UTPB. I understand the information presented here and my responsibilities as a candidate for teacher certification through UTPB. I have resolved questions that I had about the information in the handbook and can abide by the requirements and regulations established by the faculty of the TCP of UTPB.

\_\_\_\_\_  
Candidate's Signature

\_\_\_\_\_  
Date of Signature

\_\_\_\_\_  
Printed Name of the Candidate.

\_\_\_\_\_  
Student ID number

## Appendix A

### UTPB Basic Lesson Plan Format

Grade/Class

Title/Topic/Theme/Unit

Length of Lesson

**TEKS or Pre-K Curriculum Guidelines** – List the TEKS or PreK Guidelines that are addressed in the lesson. Please list the subject area(s), number(s) and write a brief description of the TEKS/Guidelines incorporated in the lesson

**Objectives** – Describe in terms of observable behavior, precisely what you want students to achieve. (For example: At the end of the lesson the student will be able to...)

**Assessment** – Each lesson must include at least, but preferably more than, one strategy for determining the extent to which students are achieving the lesson's objectives.

**Accommodations/Modifications/Enrichment**

Accommodations – changing anything but the curriculum, changing the “how”

Modifications – changing the curriculum based on students' IEPs

Enrichment – enhancing the curriculum

**Materials** – List all the materials the teacher needs to teach the lesson and all the materials needed by the student to complete the activities.

**Resources** – Cite where information used to plan the lesson was found (e. g., textbook, teacher's guide, instructional magazines, educational websites) or credit the person whose original ideas were used

**Introduction** – brief activity/discussion to focus and motivate students, statement of lesson objective or rationale for lesson (e. g., bell-ringer, sponge activity, warm-up)

**Procedures** – will vary according to the design/purpose of lesson

**Closure** – brief review of lesson and student reflections on what they learned

**Reflections on Lesson** – what went right with the lesson or how the lesson might be altered if presented again