



TEXAS A&M UNIVERSITY
SAN ANTONIO

**College of Education and Human
Development
Educator CAFÉ Handbook
(Certification, Assessment, and Field Experiences)**



Table Of Contents

Educator CAFÉ Overview

TAMUSA- Mission and Vision Statements.....	4
College of Education Mission Statement.....	4
The Educator CAFÉ Program Goals.....	4

Certification Options and CAFÉ Admission Procedures

Certification Options.....	5
Criterion for Admission for Undergraduates.....	5
Application Dates.....	6
Continuing Participation/Retention Policy.....	6
Readmission Procedure.....	6

Certification Requirements

Program Progression.....	7
Application for Initial Certification.....	7
Preliminary Criminal History Evaluation (TEA).....	8

District Partners and Placements

District Choice List.....	8
Placement Process.....	9
Criminal History Background Check.....	9
Professionalism of All Teacher Candidates.....	10
Attendance and Tardies.....	10
Substituting.....	11
District Termination of Placement.....	11

Teacher Residency Program Opportunities

Participating Districts.....	12
District Selection and Placements.....	12

TEXES Exams for Teacher Certification

Examination Requirements for Certification.....	13
Required Exams.....	13
Testing Procedures for Current Candidates.....	14
Retake Procedures and Rules.....	15
Testing Procedures for Graduated Candidates.....	16
Testing Procedures for Former Candidates.....	16
Study Resources.....	17
Testing Accommodations.....	18
TEXES Exam Policies.....	18
Five Times Rule for Taking TEXES Exams.....	18

Educator CAFÉ Policies and Professional Standards

Retention Policies..... 19
Professional Disposition Evaluation..... 19
Fitness to Teach Standards..... 20
Growth Plan Document..... 21
Attendance and CR/NC..... 23
Incompletes and Repeats..... 23
Removal from the Educator CAFÉ..... 24
Educator CAFÉ Exit/Withdrawal Policy..... 24

Formal Appeals and Complaints

Educator CAFÉ Appeal Procedure..... 26
Complaints Regarding EPP §228.70..... 26

Academic Accommodations..... 26

Code of Ethics for Educators..... 27

Educator CAFÉ Contact Information..... 30

Educator CAFÉ Overview

Texas A&M University San Antonio

TAMUSA Mission

As a proud Hispanic-Serving and Military-Embracing Institution with a predominantly first-generation student population, Texas A&M University-San Antonio transforms lives and our community by delivering a quality higher education experience that is accessible and inclusive, and by empowering students for academic success, rewarding careers, and engaged global citizenship.

TAMUSA Vision

Texas A&M University-San Antonio will be a rising doctoral-granting university with a robust research portfolio, a national reputation for fostering equitable learning experiences and outcomes, and increasing influence as a catalyst for social, cultural, and economic impact.

College of Education and Human Development

COEHD Mission

Texas A&M University-San Antonio's College of Education & Human Development is committed to educational opportunities toward the completion of baccalaureate and graduate degree programs in San Antonio. Located on the south side of the city, the College of Education and Human Development is committed to serving the needs of the region by preparing qualified professionals to assume positions of responsibility and leadership in a global society.

Educator CAFÉ

Program Goals

1. Support the field development of teacher candidates through intentional coaching and research-based professional development.
2. Guide, monitor and assist students through the initial teacher certification process.
3. Develop and support the supervisory/evaluative/coaching skills of university field supervisors and campus cooperating teachers.
4. Work collaboratively with school districts to provide high quality field placement opportunities for teacher candidates.
5. Conduct rigorous screening of EPP applicants to identify well-qualified candidates who demonstrate a propensity to make valuable contributions to the field of education.

Certification Options and Admission Procedures

Texas A&M San Antonio offers a variety of teacher certifications. Candidates' degree plans must align with the degree plan that is being sought.

Educator CAFÉ Certification Options

- EC-6 Core Content with Science of Teaching Reading
- 4-8 Core Content with Science of Teaching Reading
- 4-8 English Language Arts with Science of Teaching Reading
- 4-8 Mathematics
- 4-8 Science
- 4-8 Social Studies
- 7-12 English Language Arts
- 7-12 Mathematics
- 7-12 Life Science
- 7-12 Science Composite
- 7-12 History
- 7-12 Social Studies Composite
- EC-12 Kinesiology
- EC-12 Special Education
- EC-12 Spanish
- Bilingual Supplemental
- Special Education Supplemental
- English as a Second Language

Criterion for Educator CAFÉ Admission

Please schedule a meeting with your advisor before completing an application for Educator CAFÉ admission. Your advisor will help you determine if you are ready to complete an application.

To be eligible for admission to the Educator CAFÉ students must:

- have a social security number.
- be Core Complete (noted at the top of your Degree Works);
- have an overall or last 60-hour GPA of 2.75 or better at the time in which the application is submitted.
- if seeking an EC-6, 4-8, EC-6 or 4-8 with Bilingual, EC-6 or 4-8 with Special Education, have taken the following courses and received a grade of C or better: HIST 2301, MATH 1350, MATH 1351, EDCI 1301; and,
- if seeking a 7-12 certification must also have completed 12 hours in major fields English, Social Studies or History or 15 hours in major fields Science or Math with a C or better in all Major Courses.

Applicants must:

- submit a writing sample with their application (prompt will be provided).
- participate in a formal interview (interviews will be scheduled individually).

Application Dates

The Educator CAFÉ applications for initial admission, Field Residency and Clinical Teaching are available the last two weeks of February for fall admission and the last two weeks of September for spring admission.

Applications can be accessed on the Educator CAFÉ webpage under “Student Resources”.

Continuing Participation Requirements

Candidates must continually maintain the following requirements to retain admission in the Educator CAFÉ:

- Overall or last 60-hour GPA of 2.75 or greater
- Declare and maintain a certification seeking degree plan
- Be an active TAMUSA student
- Meet semester benchmarks including testing requirements

Readmission Procedure

Candidates who do not maintain the above listed requirements will be formally removed from the Educator CAFÉ. The process for readmission to the Educator CAFÉ for current TAMUSA students is listed below.

- Ensure that all Educator CAFÉ admission requirements are met
- Apply for Readmission to the Educator CAFÉ during the application cycle
- Complete an interview with Educator CAFÉ faculty
- Submit a writing sample
- Pay \$35 TEA fee

Former students who have had a break in enrollment of more than one year from the university will need to

- Reapply to the university
- Meet with an advisor to determine if a degree plan change is required
- Apply for Readmission to the Educator CAFÉ during the application cycle
- Complete an interview with Educator CAFÉ faculty
- Submit a writing sample
- Pay \$35 TEA fee

Liability Insurance

Texas A&M San Antonio does not provide pre-service teachers with liability insurance. It is highly recommended that students enroll in an organization such as ATPE, TCTA, TSTA, or others in order to obtain liability insurance coverage.

Certification Requirements

Program Progression

1. Apply for Educator CAFÉ (EPP) Admission
 - Requirements:
 - Overall or last 60-hour GPA 2.75 or better
 - Core Complete with a C or better in all courses
 - Additional course completion based on degree plan
 - All major and education coursework C or better
2. Apply for Field Residency (degree plan determines if one or two semesters are required)
 - Requirements:
 - Formal admission to Educator CAFÉ (EPP)
 - Maintain overall or last 60-hour GPA 2.75 or better
 - All major and education coursework C or better
 - Complete and clear district background check
3. Apply for Clinical Teaching
 - Requirements:
 - Credit received for Field Residency (one or two semesters)
 - All coursework (except clinical teaching) in progress or complete
 - Passing score(s) on the Core Content TExES Exam
 - Maintain overall or last 60-hour GPA 2.75 or better
 - All major and education coursework C or better
 - Complete and clear district background check
4. Apply for Certification
 - Requirements:
 - Clinical Teaching complete with a grade of C or better
 - Degree conferred by university
 - All required TExES exams passed
 - Submit Certification Recommendation form
 - Complete TEA Certification Application and pay TEA fee
 - Complete and clear TEA Fingerprinting requirement

Applying for Certification

To apply for the Texas Standard Teaching Certificate, students must meet all requirements listed below. Students may refer to the Educator CAFÉ website for additional information related to Teacher Certification Requirements. Candidates should also access the website for instructions for submitting the Teacher Certification Recommendation Form.

1. All coursework must be complete, including Clinical Teaching with all education and major course grades a C or better.
2. Degree must be awarded and must be posted to the official transcript.
3. All required TExES content exams must be passed.
4. Teacher Certification Recommendation Form must be completed and submitted online or emailed to the certification officer.

5. Application for an Initial Standard Certification with TEA must be submitted and the TEA fee must be paid.
6. TEA fingerprinting process must be completed.

Preliminary Criminal History Evaluation (TEA Background Check)

Candidates who have been formally admitted to the Educator CAFÉ and have concerns about their background check may submit a Preliminary Criminal History Evaluation to TEA at any time to determine their eligibility for certification.

- Visit the TEA Fingerprinting FAQ page for additional information at: <https://tea.texas.gov/texas-educators/investigations/preliminary-criminal-history-evaluation-faqs>

District Partners and Placements

ASPIRE Districts

The ASPIRE Partnership between Texas A&M San Antonio and seven surrounding school districts (East Central, Edgewood, Harlandale, Somerset, South San Antonio, Southside, and Southwest) is an educational partnership built to empower South Bexar County schools, districts & their families to create a better life for themselves while strengthening the community.

The ASPIRE Partnership is creating a dynamic network of collective impact to build a brighter future for South Bexar County from enhancing the school-to-college pipeline to teacher preparedness to educational programs and support to accessible programs and services for teachers, students and families.

The ASPIRE partnership focuses on developing educational programs and services to support existing programs to develop teachers with an affirmation for the community where they live, work and learn; curriculum development for a dynamically changing world; and accessible programs that offer specialized services for children with special needs across south Bexar County and south San Antonio.

District Choice List

Candidates are allowed to identify a first choice and second choice district for placement as part of the application process for Field Residency and Clinical Teaching.

ASPIRE Districts:

- East Central ISD
- Edgewood ISD
- Harlandale ISD
- South San ISD
- Southside ISD
- Southwest ISD

Additional Districts:

- Boerne ISD
- Comal ISD
- Floresville ISD
- Jourdanton ISD
- Medina Valley ISD
- Pleasanton ISD
- North East ISD
- Northside ISD
- San Antonio ISD
- Schertz Cibolo Universal City ISD

Placement Process

Field Residency and Clinical Teaching placements are selected at the sole discretion of the school district. In most instances, it is possible to obtain a placement in the first or second choice of district. Note: Some districts are very large geographically— for example, Northside ISD. For any district that is selected, please be aware that you may be placed anywhere within that district; driving distances may be long.

According to TEA rule, candidates may not be placed at a site where the candidate "is related to the field supervisor, mentor, or cooperating teacher by blood (consanguinity) within the third degree or by marriage (affinity) within the second degree." Please note that many districts will not allow candidates to complete clinical teaching at a site where they have children, grandchildren, siblings or other close relatives.

Candidates may be placed in any grade level and/or in any content area that is covered by the certification that they are seeking. For example, a candidate seeking a 4-8 Core Content certificate may be placed in 4th, 5th, 6th, 7th, or 8th grade. Additionally, this candidate may be placed in an English class, a math class, a science class or a history class. Candidates may be placed in AP or Pre-AP classes for clinical teaching; however, candidates may not be placed in dual credit classrooms.

There is a formally agreed upon process negotiated by each school district and TAMUSA regarding how placements will be made. Candidates are expected to communicate all placement requests and questions to the Educator CAFÉ faculty ONLY. Candidates MAY NOT contact campuses, districts, or principals directly regarding placements. Candidates who break the chain of command or who contact schools or districts directly may be placed on a Growth Plan and/or removed from the Educator CAFÉ at the discretion of the Educator CAFÉ faculty.

Candidates who wish to complete clinical teaching outside of the immediate San Antonio area must obtain approval from the Educator CAFÉ faculty at least three months prior to the start of the clinical teaching semester. Each request will be handled on a case-by-case basis. Please note that it is extremely rare for the Educator CAFÉ to accommodate these requests and that all decisions are at the sole discretion of the Educator CAFÉ faculty.

District Criminal History Background Check

Each district has a unique criminal background check process. Candidates MUST pass the district criminal background check in order to complete field residency or clinical teaching within the district. Candidates may not begin on the assigned campus until the background check process is completed.

Candidates who do not pass a district background check may be allowed to complete a background check with a second district. The candidate must receive approval from the Educator CAFÉ faculty prior to completing a second criminal background check. Candidates who do not pass two consecutive district background checks will be required to submit and pass the Preliminary Criminal History Evaluation with the TEA prior to progressing further with the Educator CAFÉ. Candidates who fail to submit the Preliminary Criminal History Evaluation with the TEA in the timeframe identified by the Educator CAFÉ faculty will be removed from the Educator CAFÉ.

Professionalism of All Teacher Candidates

All TAMUSA candidates are expected to abide by the dress code provided by the school district. There should be no visible tattoos, body piercings (excluding ear piercings for women), and no revealing clothing. Running shorts, cut-offs, leggings, tank tops, or flip-flops, etc. are never considered professional attire. Jeans may be worn if, and only if, it is the norm on the campus where you have been placed. In addition, all forms of electronic devices, such as cell phones, iPads, etc. should only be used for academic and instructional purposes. The Educator CAFÉ faculty recommend caution in the use of personal social media as this may reflect on your professional reputation. All field residency students are expected to abide by the observation schedule that is created and agreed upon by the candidate and the cooperating teacher at the beginning of the semester. All clinical teachers are expected to report to campus and depart campus on the same regular schedule as their cooperating teacher. Late arrivals and early departures due to performing other personal activities are not permitted.

Relationships with Students

All candidates should exercise extreme caution regarding interactions with students under their direction. It is not appropriate to socialize in any way, including on social media, with students within the district to which you have been assigned without the presence of the cooperating teacher. Field residency candidates and clinical teachers are considered professionals.

Attendance and Tardies

Field residency students are expected to abide by the observation schedule that is created and agreed upon by the candidate and the cooperating teacher at the beginning of the semester. Failure to do so will result in a Fitness to Teach and potentially being placed on a Growth Plan. In some cases, the candidate will be required to drop field residency and reapply the following semester.

Clinical teachers are expected to attend their placement each day and are required to abide by the cooperating teacher's duty hours. The clinical teaching semester has been designated as a minimum of **sixteen (16) weeks**. The school day must be at least seven (7) hours. Leaving the school campus during the school day is not permitted without prior approval. Clinical teachers may only miss 3 days total during the clinical teaching semester. Upon the third absence, students may be placed on a Growth Plan to address attendance. Any additional days missed

may be required to be made up at the end of the semester. It is the responsibility of the clinical teacher to inform the cooperating teacher, the university Field Supervisor, and the school office as early as possible in case of an illness or absence. Field Supervisors will contact Educator CAFÉ faculty when clinical teachers have two or more absences. Students are expected to adhere to the required duty hours set by the district. Tardiness will also be addressed as a disruption to the classroom and will result in submission of a Fitness to Teach and may result in being placed on a Growth Plan. Excessive tardies and/or absences may result in removal from clinical teaching and require that the candidate retake clinical teaching the following semester. Students must complete an “Attendance Policy and Request for Absence” form for all absences - including partial days (excluding on Campus seminar days). In addition, a “Clinical Teacher Absence Monitoring” form will be completed to track all absences.

During the clinical teaching semester, clinical teachers will observe the school schedule set by the district regardless of the holidays observed by TAMUSA. Clinical teachers are expected to be at school on campus/district staff development days and to participate in any professional development programs.

Substituting

Candidates who are completing field residency may choose to substitute teach throughout the semester; however, substitute teaching hours will NOT count towards field residency hours.

Clinical teachers are NOT allowed to substitute teach during clinical teaching. If you are asked to substitute for your cooperating teacher, or any other teacher on campus, during your clinical teaching semester, you must decline and inform your Field Supervisor as soon as possible. Please note, a clinical teacher may assume responsibility for the class part of the day if the cooperating teacher is in the building engaged in an activity related to supporting your clinical placement, such as meeting with your Field Supervisor.

District Termination of Placement

The placing of TAMUSA candidates in field residency and clinical teaching requires a cooperative relationship between Texas A&M University San Antonio and the partnering school districts. Each candidate must understand that her/his presence in the district, and in the classroom, is that of a guest. Occasionally there are circumstances in which the district determines that the candidate is not an appropriate fit for their district/campus. The district will notify the university regarding termination of the placement based upon the best interest of the district. This is a non-negotiable determination made by the school district and the university will not challenge such a decision. Under certain circumstances, the university may attempt to obtain a new placement for the candidate in another district; however, it is possible that the candidate will need to drop field residency or clinical teaching and complete it in the next semester.

Candidates who are terminated twice from districts/placements will not be allowed to continue in the Educator CAFÉ. If the candidate is terminated due to violation of the TAMUSA Student

Code of Conduct, the Texas Educator Code of Ethics, or unsatisfactory performance, the candidate may be placed on a Growth Plan or permanently removed from the Educator CAFÉ.

It is important to note that Clinical Teachers must have the full support and recommendation of both the cooperating teacher and the university Field Supervisor to successfully complete clinical teaching. Candidates who do not receive recommendation from both will receive an “F”, be placed on a Growth Plan, and be required to re-enroll in clinical teaching the next semester that it is offered. In some cases, a candidate may be removed from the Educator CAFÉ and required to change their degree plan to be eligible for graduation.

TAMUSA Termination of Placement

The Educator CAFÉ faculty has the authority to remove any candidate from a placement, including field residency, clinical teaching, or the Educator CAFÉ, as the result of significant policy violations or inappropriate behavior.

Teacher Residency Program Opportunities

There are various opportunities for candidates to participate in a Teacher Residency Program. Candidates who are chosen for the Teacher Residency Program participate in a year-long, paid, clinical teaching experience. Candidates who participate in the Teacher Residency Program will begin clinical teaching in the fall and finish in the spring. While there are many similarities, the Teacher Residency model varies based on the participating district. If you are interested in learning more about the Teacher Residency Program, please look on the Educator CAFÉ webpage under “Teacher Residency Program”.

Students should note that participating in a year-long clinical teaching placement will have implications related to any financial aid that a student may receive. In a traditional semester-long clinical teaching placement the clinical teacher registers for a clinical teaching course worth six (6) semester credit hours. In a year-long clinical placement, the student registers for a three (3) hour clinical teaching course each semester during the academic year. Thus, year-long clinical teachers are enrolled in the university less than half-time for financial aid purposes.

Teacher Residency Program Participating Districts

- East Central ISD
- Edgewood ISD
- Harlandale ISD
- San Antonio ISD
- Somerset ISD
- South San ISD
- Southwest ISD

Teacher Residency Program Selection and Placements

Candidates who wish to participate in the Teacher Residency Program will be required to complete an application and potentially participate in an interview with the district. Candidates may apply for the Teacher Residency Program with more than one district. Once the districts and candidates have agreed to the terms of the agreement, the district will work with campus principals to place candidates with highly qualified and highly effective cooperating teachers. Candidates who choose to participate in the Teacher Residency Program will not have the option of requesting specific placements.

TE_xES Exams for Teacher Certification

TE_xES Examination Requirements for Certification

All candidates must pass the Core Content TE_xES exam prior to the clinical teaching semester to be eligible for clinical teaching. Candidates will not be eligible for certification until they have passed all required TE_xES exams for their certification area.

Required TE_xES Exams

Certification Area	Exams Needed
EC-6 Core Subjects with Science of Teaching Reading	#160 – Professional Pedagogy and Responsibilities (PPR) #391 – EC-6 Core Subjects #293 – Science of Teaching Reading (STR)
EC-6 Core Subjects with Science of Teaching Reading, All-level Special Education	#160 – Professional Pedagogy and Responsibilities (PPR) #391 – EC-6 Core Subjects #161 – Special Education #293 – Science of Teaching Reading (STR)
EC-6 Core Subjects with Science of Teaching Reading and Bilingual Education Supplemental	#160 – Professional Pedagogy and Responsibilities (PPR) #391 – EC-6 Core Subjects #293 – Science of Teaching Reading (STR) #164 – Bilingual Education Supplemental #190 – BTLTP-Spanish
4-8 Core Subjects with Science of Teaching Reading	#160 – Professional Pedagogy and Responsibilities (PPR) #211 – 4-8 Core Subjects #293 – Science of Teaching Reading (STR)
4-8 English Language Arts and Reading with Science of Teaching Reading	#160 – Professional Pedagogy and Responsibilities (PPR) #117 – English Language Arts and Reading 4-8 #293 – Science of Teaching Reading
4-8 Mathematics	#160 – Professional Pedagogy and Responsibilities (PPR) #115 – Mathematics 4-8
4-8 Science	#160 – Professional Pedagogy and Responsibilities (PPR) #116 – Science 4-8
4-8 Social Studies	#160 – Professional Pedagogy and Responsibilities (PPR) #118 – Social Studies 4-8

Secondary Content Areas (6-12 or 7-12)

#160 – Professional Pedagogy and Responsibilities (PPR)
-and-
The content exam for your concentration area:
#231 – English Language Arts and Reading 7-12
#233 – History 7-12
#238 – Life Science 7-12
#235 – Mathematics 7-12
#232 – Social Studies 7-12

All-Level Content Areas (EC-12)

#160 – Professional Pedagogy and Responsibilities (PPR)
-and-
The content exam for your concentration area:
#158 – Physical Education
#161 – Special Education (if Special Education ONLY)

Testing Procedure for Current Candidates

Note that there is a different procedure for the INITIAL attempt at a TExES exam and for RETAKES of a TExES exam.

INITIAL ATTEMPT - Core Content Exams: EC-6, 4-8 Core Content, 4-8 Subjects (ELAR, Math, SS, Science), 7-12 Subjects (ELAR, History, SS Composite, Life Science, Math), EC-12 Kinesiology, EC-12 Special Education

The Educator CAFÉ provides each admitted candidate with free access to their subject area core content course in Certify Teacher. Candidates wishing to have the TExES exam opened for the above referenced exams must follow these steps:

1. Study for the exam in Certify Teacher
2. Take and pass the Certify Teacher practice exam with at least an 80% or 260 scaled score.
 - a. Candidates who are seeking an EC-6 or 4-8 Core Content certification must pass each section of the practice exam with an 80% or better.
 - b. All candidates must take and pass the practice exam in one sitting. They may not save the practice exam and return to it later.
3. Submit a TExES Exam Request form to have the TExES exam opened. The form can be accessed on the Educator CAFÉ webpage under “Student Resources”. Candidates will be required to upload a copy of their passing practice test scores from Certify Teacher.
4. The certification officer will process the request and send the candidate an email with the status of the request. Please note that it may take up to 10 days to process the request.
5. If the request is approved, the candidate:
 - a. must register and pay for the TExES exam within 30 days or it will close
 - b. will only be allowed to have 1 TExES exam opened at a time
 - c. will be required to pass the core content exam(s) before any other exam will be opened

INITIAL ATTEMPT - Other Exams: PPR, Science of Teaching Reading (STR), Bilingual Supplemental, (BTLPT)

Candidates must pass the Core Content TExES exam prior to receiving approval to have another TExES exam opened. Candidates who have passed the Core Content TExES exam and wish to have one of the other TExES exams opened for the above referenced exams must follow these steps:

- Study and prepare for the TExES exam - please see the TExES exam Study Resource List below.
- Email the Educator CAFÉ testing specialist and request to have the Blackboard Practice exam course opened. The Blackboard Practice Exams can be taken from anywhere and at any time.
- Score an 80% or better on the Blackboard Practice exam and then submit the TExES Exam request form to have the TExES exam opened. The form can be accessed on the Educator CAFÉ webpage under “Student Resources”. Candidates will be required to upload a screenshot of their passing practice test scores from Blackboard.
- The certification officer will process the request and send the candidate an email with the status of the request. Please note that it may take up to 10 days to process the request.
- If the request is approved, the candidate:
 - a. must register and pay for the TExES exam within 30 days or it will close
 - b. will only be allowed to have 1 TExES exam opened at a time
 - c. will be required to pass the core content exam(s) before any other exam will be opened

RETAKE Procedure - All TExES Exams

Candidates who took the TExES exam and did not pass are required to complete the following steps:

1. Complete the 240 Tutoring modules for the TExES exam that you did not pass.
 - a. Candidates are responsible for the monthly 240 Tutoring fee - the Educator CAFÉ can provide a discounted rate
2. Take and pass a 240 Tutoring Practice exam with an 80% or better.
 - a. 240 Tutoring only allows 3 attempts at the practice exam
 - b. If a candidate does not pass a 240 Tutoring practice exam, then he/she must study and wait for AT LEAST 3 days before taking another 240 Tutoring practice exam
3. Once the 240 Tutoring Practice exam has been passed with an 80% or better, register to take the Pearson Representative Practice exam
 - a. The Representative Practice exams are only administered on campus
 - b. Contact the testing coordinator to register for the Representative Practice exam
 - c. Administration of the Representative Practice exam is limited so please plan accordingly
 - d. Representative Practice exam policies:
 - i. Candidates must wait a minimum of 30 days between retaking the Representative Practice exam
 - ii. Passing Representative Practice exam scores are valid for 90 days

- iii. Candidates must register for the Representative Practice exam at least 48 hours in advance of the testing day/time
- iv. Candidates must cancel registration for the Representative Practice exam at least 48 hours in advance of the testing day/time

**If candidates register and do not attend, it will count as a failed score, and you must wait 30 days before retaking the Representative Practice exam. (Emergencies will be handled on a case-by-case basis)

4. Once a score of 80% or better has been achieved on the Representative Practice exam, submit a request to have the TExES exam opened. The form can be accessed on the Educator CAFÉ webpage under “Student Resources”.
5. The certification officer will process the request and send the candidate an email with the status of the request. Please note that it may take up to 10 days to process the request.
6. If the request is approved, the candidate:
 - a. must register and pay for the TExES exam within 30 days or it will close
 - b. will only be allowed to have 1 TExES exam opened at a time
 - c. will be required to pass the core content exam(s) before any other exam will be opened

Testing Procedure for Graduated Candidates

Candidates who have graduated from TAMUSA with a certification seeking degree and have not yet obtained a standard teaching license must complete a request form to have a TExES exam opened.

The form can be accessed on the Educator CAFÉ webpage under “Student Resources”. Candidates will be asked to upload a copy of their passing practice test scores from either Certify Teacher or 240 Tutoring. Candidates who do not wish to provide practice test scores, must include a document that states “Refuse to take practice exam” with the form.

The certification officer will process the request and send the candidate an email with the status of the request. Please note that it may take up to 10 days to process the request.

If the request is approved, the candidate:

- must register and pay for the TExES exam within 30 days or it will close
- will only be allowed to have 1 TExES exam opened at a time
- will be required to pass the core content exam(s) before any other exam will be opened

Testing Procedure for Former Candidates

Candidates who have not graduated and have not attended TAMUSA for 1-4 years must complete the following to have a TExES exam opened:

1. Reapply for admission to TAMUSA
2. Once admitted to TAMUSA, complete an Educator CAFÉ application for Readmission to the Educator CAFÉ

- a. Applications for the fall semester are available the last two weeks of February
- b. Applications for the spring semester are available the last two weeks of September
3. Once readmitted to the Educator CAFÉ, refer to the Testing Procedures for Current Candidates

Candidates who have not graduated and have not attended TAMUSA for 5 or more years must complete the following to have a TExES exam opened:

1. Reapply for admission to TAMUSA
2. Once admitted, make an appointment with your advisor to be placed on a current degree plan and determine which courses are needed for graduation.
3. Once admitted to TAMUSA, complete an Educator CAFÉ application for Readmission to the Educator CAFÉ. There is a possibility that additional coursework and/or training will be required for readmission to the Educator CAFÉ
 - a. Applications for the fall semester are available the last two weeks of February
 - b. Applications for the spring semester are available the last two weeks of September
4. The Educator CAFÉ will review the documentation within your file to ensure that your field experience meets current TEA requirements. Completed coursework will be assessed to verify that all current standards are covered within previously completed coursework
5. Once readmitted to the Educator CAFÉ, refer to the Testing Procedures for Current Candidates

Taking the Teacher Certification Exams

Candidates who have received approval to take a TExES exam will receive an email from the certification officer with instructions for the next steps. Candidates must register and pay for the TExES exam within 30 days of receiving the email or the exam will be closed. Candidates who wish to change the registration date can do so through the Pearson website. Only 1 TExES exam will be opened for a candidate at a time.

Study Resources

NOTE** Materials listed below are not endorsed by Texas A&M-San Antonio. The list is provided as a service to students who may need additional resources while preparing to take their State Certification Exam.

1. Certify Teacher- \$35 per module with Discount Code.
2. 240 Tutoring: www.240tutoring.com
3. Test Prep Review: http://www.testprepreview.com/texas_practice.htm
4. Preparation manuals and study guides for TExES, are available online and at http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html

5. Texas Exam Practice Tests - <http://www.texasexampracticetests.com>
6. TExES Flashcard Study System: <http://www.flashcardsecrets.com/texas>
7. TCERT - <http://pact.tarleton.edu/tcert> TEA number is required.

Testing Accommodations

Candidates who receive DSS accommodations may use the accommodations for the practice exams; however, TEA and Pearson will determine if the candidate qualifies for accommodations when taking the TExES exams. Individuals who need to apply for testing accommodations should begin that process as soon as possible since documentation review can take up to 6 weeks to complete and other factors, such as the creation of special test forms, may delay testing.

Candidates should go to the Pearson Vue webpage for additional information:

<https://home.pearsonvue.com/Test-takers/Accommodations.aspx>

TExES Exam Policies

- Candidates must register pay for a TExES exam within 30 days of it being opened; the exam will close to registration after that time
- Candidates can only have 1 TExES exam opened at a time
- Candidates who take and fail a TExES exam must follow the procedures outlined below

Five Time Rule for Taking the TExES Exams

Texas Education Code §21.048 limits individuals to four attempts to retake any educator certification examination. This means that all testers are limited to a total of five attempts to pass a certification examination. The five attempts include the first attempt to pass the examination and four retakes.

TEA allows five attempts on a TExES exam. Candidates who take and fail a TExES exam five times, have the option to complete a TExES Waiver Request. Candidates cannot attempt a 6th attempt on a TExES exam without receiving a waiver from the state of Texas. Candidates should go to the following URL for more information regarding the test-limit waiver:

<https://tea.texas.gov/texas-educators/certification/educator-testing/test-limit-waiver-information>

Educator CAFÉ Policies and Professional Standards

Retention Policies

All TAMUSA candidates completing field residency or clinical teaching are expected to adhere to the Code of Ethics and Standard Practices for Texas Educators. The College of Education and Human Development will only recommend students for certification who meet qualifying criteria. Admission to the Educator CAFÉ does not guarantee continuation in the program. Students will be monitored to ensure that they continually meet the requirements of the Educator CAFÉ. Only those students who meet Educator CAFÉ Participation Requirements, as listed below, will be allowed to continue. Students pursuing an initial teacher's certification must meet fitness to teach standards that are assessed by faculty and program staff throughout the program.

Registration and participation in Educator CAFÉ coursework requires candidates to adhere to the policies, procedures and instructions outlined in this handbook, the University Catalog, the Educator CAFÉ website, the Educator CAFÉ Blackboard Portal and any other means of written communication from the Educator CAFÉ faculty. At a minimum, candidates must abide by the following to maintain admission in the Educator CAFÉ:

- Be an active TAMUSA student
- Meet semester benchmarks including testing requirements
- Maintain an overall or last 60-hour GPA of 2.75 or greater
- Declare and maintain a certification seeking degree plan
- Meet or be actively working toward Fitness to Teach standards

Professional Disposition Evaluation

Periodically in each candidate's preparation, there will be checkpoints at which faculty, field supervisors and cooperating teachers will assess professional dispositions. Candidates identified as having significant concerns will be required to correct the areas of concern and may be placed on a growth plan or may be removed from the placement. All TAMUSA students placed in schools are expected to adhere to the Code of Ethics and Standard Practices for Texas Educators. The Code of Ethics and Practices is included herein.

Fitness to Teach Standards

The Fitness to Teach Standards include demonstration of emotional and mental fitness in candidates' interaction with others as well as conformance with the code of professional educator ethics of the state of Texas.

Candidates may have a Fitness to Teach Report created if any of the below standards have been violated. The fitness to teach reporting portal may be utilized by faculty, cooperating teachers, field supervisors, advisors and any other TAMUSA staff.

Candidates will be notified if a fitness to teach report is being created and will be sent a completed form via DocuSign to sign and date.

Fitness to Teach Standards

- Social Maturity: (Conduct Standard: Interacts with staff and students appropriately)
- Emotional Maturity: (Conduct Standard: Exhibits personal self-control using mature judgment)
- Effective Communication: (Conduct Standard: Uses professional language in oral and written communication. Effective communication includes showing respect for students, families, and co-workers, and avoiding use of derogatory terms and phrases. Effective communication also recognizes variation in expectations depending on the audience, with particular attention to the teacher's capacity as a role model to all students and their learning outcomes. Effective communication will therefore exhibit proficiency in appropriate grammar. Teachers should demonstrate ability to facilitate two-way communication with parents/guardians using available tools that are responsive to their language needs.)
- Initiative and Reliability: (Conduct Standard: Reliable and Responsible in meeting commitments)
- Ethical Standards: (Conduct Standards: Follows Code of Ethics and Standard Practices for Texas Educators as found in Chapter 247 of the Texas Administrative Code)
- Role Model: (Conduct Standard: Projects a professional image and positive attitude for students through professional attire, personal hygiene, respect for the rules of the school/district, respect for others, leadership, and demonstrated passion for their role as a teacher.)
- Receptiveness to Instruction: (Conduct Standard: Seeks and accepts guidance and demonstrates application)
- Aptitude for the Profession: (Conduct Standard: Displays a positive interest toward competence in teaching)
- Cooperation: (Conduct Standard: Works smoothly within social guidelines and with professional personnel and collaborates with colleagues to improve instruction for all students. A teacher exhibiting cooperation will take an active role in building a professional culture that supports school initiatives and programming inside and outside the classroom.)
- Student Motivation: (Conduct Standard: Maintains appropriate level of concern to support student effort and success, which is exhibited by student feedback highlighting the teacher's establishment of a safe and supportive learning environment, their willingness to help students learn, and demonstrated care for individual interests and learning goals)
- Critical Thinking (Conduct Standard: Demonstrates cognitive flexibility and problem solving)
- Sensitivity to Diversity (Conduct Standard: Demonstrates knowledge, skill, and respect in working with others from diverse backgrounds by modeling fair, equitable and appropriate treatment of all students, families, and co-workers.)

Growth Plan Document

Candidates who are identified as having significant concerns will be required to correct the areas of concern and may be placed on a Growth Plan. If a Growth Plan is developed, students must demonstrate satisfactory remediation prior to being allowed to proceed toward graduation. Failure to make satisfactory progress on a Growth Plan may result in removal from the placement and potentially the EPP.

Student Name:		K/J Number:		
District:		Campus:		
Cooperating Teacher:		Grade/Subject:		
Teaching Specialist:		Date:		
Schedule to Evaluate Growth Plan Progress:				
Step 1 – Identifying Reasons for Growth Plan				
Area(s) Identified for Improvement – (specify areas that require improvement from TTESS rubric or Fitness to Teach)				
•				
Evidence – (provide evidence that supports the concerns identified in focus areas)				
•				
Step 2 – Action Plan and Potential Consequences for Failure to				
Professional Growth Strategies & Activities – (identify strategies & activities pertaining to the area(s) of focus)				
Intervention Strategies	Actions Required by Student	Due Date/Timeline for Actions to Be Completed	Evaluation Measures/Evidence of Successful Completion	Potential Consequences for Failure to Satisfactorily Complete Action Plan
1.	1.	1.	1.	1. Dropped from Field Residency
2.	2.	2.	2.	2. Removed from EPP and will need to reapply for admission, interview, complete writing sample and pay \$35 TEA fee
3.	3.	3.	3.	3.
Initial Review		EPP Candidate Signature:		Date:

EPP Faculty Signature:	Cooperating Teacher Signature:	Date:
	Teaching Specialist Signature	Date:
Progress Report 1 (within 14 days of initial review):		
Follow-up 1	EPP Candidate Signature:	Date:
	Cooperating Teacher Signature:	Date:
	Teaching Specialist Signature:	Date:
Progress Report 2 (within 24 days of initial review):		
Follow-up 2	EPP Candidate Signature:	Date:
	Cooperating Teacher Signature:	Date:
	Teaching Specialist Signature:	Date:
Final Report (within 30 days of initial review):		
Final Follow-Up	EPP Candidate Signature:	Date:
Candidate has made sufficient progress: Yes <input type="checkbox"/> No <input type="checkbox"/>	Cooperating Teacher Signature:	Date:
	Teaching Specialist Signature:	Date:
Applied Consequences (if applicable):	EPP Faculty Signature:	Date:

Credit/No Credit

State certification requirements specify that students may not be certified if they earn any grade lower than a “C” in an education course that is required by the Educator Preparation Program. Clinical teachers must earn a grade of “C” or better in order to be recommended for certification. Students who do not earn a “C” or better in clinical teaching may repeat one time and will begin the second attempt on a Growth Plan. If a student does not earn a “C” or better during a second clinical teaching semester, the student will be removed from the Educator CAFÉ.

Field Residency students who receive no credit (N/C) for the field residency course will have the opportunity to retake the field residency course the following semester. Field Residency students who receive two N/C grades for a field residency course will be removed from the Educator CAFÉ.

Incompletes and Repeats

Field Residency

Candidates will not, under any circumstances, receive an incomplete for field residency. If the candidate does not successfully complete all field residency requirements, then they must reapply for field residency and start over the next semester.

Clinical Teaching

In some cases, in order to exhibit proficiency in concept mastery and performance requirements, students may need additional time or may need to repeat a semester of clinical teaching. The Educator CAFÉ, based on recommendation by the field supervisor or cooperating teacher, may require a student to complete an additional week of clinical teaching at the end of the semester. This most often occurs when a student has been placed on a growth plan and needs a little more time to show progress.

If the field supervisor or the cooperating teacher cannot fully support the recommendation of the clinical teacher for certification, the clinical teacher may be required to repeat clinical teaching during the next semester that it is offered. Students may only repeat clinical teaching one time. If a candidate is unsuccessful during the second clinical teaching experience, then they will be removed from the Educator CAFÉ.

Incompletes for clinical teaching will be issued only on very rare occasions and only after every attempt is made to complete the clinical teaching requirements within the semester. In order to qualify for an Incomplete, at least 70% of clinical teaching requirements must have been met and evidence of extreme extenuating circumstances must be approved by the Educator CAFÉ faculty. Candidates who do not complete 70% of the clinical teaching requirements will not receive credit for the semester and will need to reapply to complete clinical teaching during the next semester..

Removal from the Educator CAFÉ

The most common reasons why a candidate is removed from the Educator CAFÉ are listed below.

- Overall or last 60-hour GPA falls below 2.75
- Receive two NC grades for a field residency course
- Receive a D or F for two clinical teaching courses
- Be terminated from a district placement on two occasions
- Unable to make sufficient progress on a Growth Plan
- Severe violation of the Educator Code of Ethics

Please note that the Educator CAFÉ faculty may determine that a candidate should be removed from the Educator CAFÉ for a reason not listed.

Educator CAFÉ Exit/Withdrawal Policy

Failure to comply with the stipulations listed below may result in being exited from the TAMUSA Educator CAFÉ.

Candidates shall:

1. remain professional with COEHD faculty, EPP faculty, district professionals and staff at all times including, but not limited to:
 - i. adherence to TEA Code of Ethics
 - ii. adherence to COEHD Fitness to Teach
2. adhere to program policies within TEA guidelines as established by the COEHD including, but not limited to:
 - i. ensure that they are prepared to receive a standard teaching certificate, COEHD shall establish benchmarks and structured assessments to track my progress and ensure that they are adequately prepared to pass the appropriate content exams required for classroom teacher certification.
 - ii. COEHD shall determine my readiness to take the appropriate certification exams based on the Educator CAFÉ's data- informed protocols.
 - iii. I understand that the COEHD evaluates the design and delivery of components in the Educator CAFÉ based on performance data and research practices and uses these data to continuously improve the program, which may result in changes to certification exam approval policy at any time.
 - iv. COEHD retains documents showing evidence of my eligibility for admission to the program and evidence of completion of program requirements for a period of five (5) years after I complete, withdraw from, or am discharged or released from the program.

3. adhere to the plans established by COEHD faculty and EPP staff to ensure completion of program requirements; I will not exceed established timelines established to acquire a teaching certificate.
4. if applicable, attend prescribed courses/trainings as required by TEA for certificate issuance.
5. participate in test preparation using Blackboard practice exam, Certify Teacher and/or 240Tutoring as assigned to me by Educator CAFÉ faculty or staff
 - i. complete test prep assignments as per the schedule provided by COEHD faculty and Educator CAFÉ faculty or staff.
 - ii. acquire a minimum 80% on all domains on Blackboard practice exams and/or Certify Teacher exam mode, administered under test conditions for preparation for both content-pedagogy and pedagogy exams.
 - iii. Complete and submit any remediation program as assigned by Educator CAFÉ faculty or staff.
 - iv. Failure to pass a TExES exam on the first attempt will increase the cut score required to earn a second attempt and may require additional remediation activities.
 - v. I understand that, per TEA, I am limited to five (5) attempts on any TExES exam title.
6. notify Educator CAFÉ faculty or staff if I voluntarily withdraw from the certification program.
 - i. If I am inactive from the TAMUSA coursework for greater than 12 months, I will be removed from the Educator CAFÉ as a teacher candidate and will no longer have TExES exam eligibilities.
 - ii. If I am inactive from TAMUSA for greater than 12 months, I will need to reapply to the University and the Educator CAFÉ.
 - iii. I understand that policies in effect at the time of reapplication will apply to the new admission.
 - iv. If I change my major and complete a bachelor's degree without a teacher certification component, I will no longer be eligible to reapply to the TAMUSA Educator CAFÉ after I earn my bachelor's degree.
 - v. I understand that I can request a transfer form from the TAMUSA Educator CAFÉ to apply to another EPP.
7. notify the Educator CAFÉ faculty or staff if a change has occurred with my criminal background history that will adversely affect clearance on the TEA criminal background check for certification.

Formal Appeals and Complaints

Educator CAFÉ Appeal Procedure

Students who wish to contest an Educator CAFÉ policy or decision must follow the specific procedure below:

1. Submit an appeal to the Educator CAFÉ through the Educator CAFÉ Appeals Portal found on the Educator CAFÉ website under “Student Resources” within three (3) days from the date of the incident which is being appealed.
2. The Educator CAFÉ Office will convene a panel to review and process the appeal.
3. A written copy of the decision will be given to the student and maintained in the Educator CAFÉ database.
4. The student may accept the appeal decision or escalate the matter to the COEHD Associate Dean.
5. Decisions made by the COEHD Associate Dean are final.

Complaints Regarding the COEHD EPP

§228.70. Complaints and Investigations Procedures.

(a) Purpose. Texas Education Agency (TEA) staff shall maintain a process through which a candidate or former candidate in an educator preparation program (EPP), an applicant for candidacy in an EPP, an employee or former employee of an EPP, a cooperating teacher, a mentor, a site supervisor, or an administrator in a public or private school that serves as a site for clinical teaching, internship, or practicum experiences may submit, in accordance with subsection (c)(1) of this section, a complaint about an EPP for investigation and resolution.

Complaints should be referred to the TEA:

https://tea.texas.gov/About_TEA/Contact_Us/Complaints/TEA_Complaints_Management/

NOTE: Prior to clinical teaching and employment as an educator, candidates must undergo a criminal history background check. An individual convicted of a felony or misdemeanor offense may be ineligible for issuance of a certification. According to TAC §227.101(c), “A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.”

Academic Accommodations

Academic Accommodations for Persons with Disabilities: The Americans with Disabilities Act Amendments Act (ADAAA) of 2008 and the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights protection for persons with disabilities. Title II of the ADAAA and Section 504 of the Rehabilitation Act require that

students with disabilities be guaranteed equal access to the learning environment through the provision of reasonable and appropriate accommodation of their disability. If you have a diagnosed disability that may require an accommodation, please contact Disability Support Services (DSS) for the coordination of services. The phone number for DSS is (210) 784-1335 and email is dss@tamusa.edu.

Code of Ethics and Standard Practices for Texas Educators

Adopted by the State Board for Educator Certification (SBEC)

PREAMBLE

The Texas educator strives to create an atmosphere that will nurture to fulfillment the potential of each student. The educator is responsible for standard practices and ethical conduct toward students, professional colleagues, parents, and the community. The code is intended to govern the profession, and interpretations of the Code shall be determined by the Professional Practices Commission. The educator who conducts his affairs with conscientious concern will exemplify the highest standards of professional commitment.

PRINCIPLE I

PROFESSIONAL ETHICAL CONDUCT

The Texas educator should endeavor to maintain the dignity of the profession by respecting and obeying the law, demonstrating personal integrity, and exemplifying honesty.

STANDARDS

1. The educator shall not intentionally misrepresent official policies of his school district or educational institution and shall clearly distinguish those views from his personal attitudes and opinions.
2. The educator shall honestly account for all funds committed to his charge and shall conduct his financial business with integrity.
3. The educator shall not use institutional or professional privileges for personal or partisan advantage.
4. The educator shall accept no gratuities, gifts or favors that might impair or appear to impair professional judgment.
5. The educator shall not offer any favor, service or thing of value to obtain special advantage.
6. The educator shall not falsify records, or direct or coerce others to do so.

PRINCIPLE II

PROFESSIONAL PRACTICES AND PERFORMANCE

The Texas educator, after qualifying in a manner established by law or regulation, shall assume responsibilities for professional teaching practices and professional performance and shall continually strive to demonstrate competence.

STANDARDS

1. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications and shall adhere to the terms of a contract or appointment.
2. The educator shall possess mental health, physical stamina, and social prudence necessary to perform the duties of his professional assignment.
3. The educator shall organize instruction that seeks to accomplish objectives related to learning.
4. The educator shall continue professional growth.
5. The educator shall comply with written local school board policies, state regulations, and applicable state and federal laws.

PRINCIPLE III

ETHICAL CONDUCT TOWARD PROFESSIONAL COLLEAGUES

The Texas educator, in exemplifying ethical relations with colleagues, shall accord just and equitable treatment to all members of the profession.

STANDARDS

1. The educator shall not reveal confidential information concerning colleagues unless disclosure serves professional purposes or is required by law. The educator shall not willfully make false statements about a colleague or the school system.
2. The educator shall adhere to written local school board policies and legal statutes regarding dismissal, evaluation, and employment processes.
3. The educator shall not interfere with a colleague's exercise of political and citizenship rights and responsibilities.
4. The educator shall not discriminate against, coerce, or harass a colleague on the basis of race, color, creed, national origin, age, sex, handicap, or marital status.
5. The educator shall not intentionally deny or impede a colleague in the exercise or enjoyment of any professional right or privilege.
6. The educator shall not use coercive means or promise special treatment in order to influence professional decisions or colleagues.
7. The educator shall have the academic freedom to teach as a professional privilege, and no educator shall interfere with such privilege except as required by state and/or federal laws.

PRINCIPLE IV

ETHICAL CONDUCT TOWARD STUDENTS

The Texas educator, in accepting a position of public trust, should measure success by the progress of each student toward realization of his potential as an effective citizen.

STANDARDS

1. The educator shall deal considerately and justly with each student and shall seek to resolve problems including discipline according to law and school board policy.
2. The educator shall not intentionally expose the student to disparagement.
3. The educator shall not reveal confidential information concerning students unless disclosure serves professional purposes or is required by law.
4. The educator shall make reasonable effort to protect the student from conditions detrimental to learning, physical health, mental health, or safety.
5. The educator shall endeavor to present facts without distortion.
6. The educator shall not unfairly 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, creed, sex, handicap, national origin, or marital status.
7. The educator shall not unreasonably restrain the student from independent action in the pursuit of learning or deny the student access to varying points of view.

PRINCIPLE V

ETHICAL CONDUCT TOWARD PARENTS AND COMMUNITY

The Texas educator, in fulfilling citizenship responsibilities in the community, should cooperate with parents and others to improve the public schools of the community.

STANDARDS

1. The educator shall make reasonable effort to communicate to parents' information, which should be revealed in the interest of the student.
2. The educator shall endeavor to understand community cultures and relate the home environment of students to the school.
3. The educator shall manifest a positive role in school public relations.

Note: Students exhibiting a pattern of concerns will be referred to the EPP Faculty. Failure to remediate areas of concern in a growth plan may result in a recommendation for the student to be dropped from the Educator Preparation Program. Students dropped from the Educator Preparation Program will be required to shift to a non- certification degree program in order to graduate.

Educator CAFÉ Contact Information

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