SED 300.01E--The Teaching Profession
COURSE SYLLABUS: Spring 2013

Instructor: Susan Bishop, Ad Interim Faculty
Office Location: EdS 248D
Office Hours: Tuesday & Thursday 11:00-1:30
Office Phone: 903-468-6066
Cell Phone: 903.217.2216
Office Fax: 903-886-5581
University Email Address: susan.bishop@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Required Text:

Required Resources:

• Field-Based Teacher Education Handbook from: http://web.tamu-commerce.edu/academics/colleges/educationHumanServices/educatorCertificationAcademicServices/Available%20Programs/fieldBased/documents/fieldBasedProgramHandbook.pdf

• Your content area from the TExES preparation Manual website: http://texas.ets.org/texes/prepMaterials/

• Your TEKS for your content area: http://www.tea.state.tx.us/index2.aspx?id=6148

• English Language Proficiency Standards http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4

Course Description:
The Teaching Profession. Three semester hours. The course provides prospective teachers with a beginning foundation for understanding learners, enhancing student achievement, and understanding the teaching environment. The course will emphasize the structure, organization, management, and governance of the American school system and current issues related to the teaching profession. The legal, ethical, and multicultural foundations of teaching will be discussed.

Thirty hours of professional field experiences are required to successfully complete SED 300.
Prerequisite: passing scores on the THEA (minimum score of 250), ACT (23), SAT (550), Accuplacer (88) or Compass (90). One of the previously mentioned tests must be successfully completed before the student teaching semester.

Student Learning Outcomes:
1. The learner will be an active and engaged participant in small and whole group discussion forums by analyzing, constructing/creating, and evaluating information presented within the textbook, external readings/resources, student research, class activities, and field-experience.

2. The learner will demonstrate understanding of the course materials through objective examinations and preparing and peer-microteaching, and group interdisciplinary lesson projects.

3. The student will participate in 30 hours of early field-experience in classrooms to gain an understanding of secondary teachers and the diversified needs of all learners in addition to ELLs and learners with special needs.

4. The learner will study the process of creating clear expectations, standards driven rubrics and assessments, and the processes of designing curriculum units and lesson plans.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments
This course consists of a series of activities and assessments to assist you in achieving the outcomes/objectives for the course. Each week you will work on various combinations of assignments, activities, discussions, readings, research, etc.

1. 30 Hours of Early Field Experience, a Mentor Teacher EFE Rating Form, and a reading score of 250 on the THEA (or previously mentioned alternative tests) are required for the successful completion of SED 300. THEA must be successfully completed before the student teaching semester.

2. Attendance of all class meetings is required and is essential to your success in this course. Absences from a class will result in a “0” for class attendance and participation for that particular class day. Pay careful attention to punctuality, you will have points deducted for being tardy or leaving early. Remember your attendance and punctuality is a reflection of your professionalism.

3. Completion of all assigned readings from the text and any supplemental materials and on-time delivery is expected. No late work will be accepted. The completion of all written assignments and projects exhibit your scholarship and professionalism. Some examples of the assignments that may be expected of you are: written reflections from field experiences and textbook content, self-assessments, thoughtful participation in class discussions, debates, group sessions, group activities, chapter quizzes, reflective written assignments, lesson plans, project presentation, mid-term and final exam.

4. Participation in thirty hours (30) of documented field experience

Notes:
1. Please turn off cell phones, and all other electronic devices when entering class.
2. A word to the wise: clean up your Facebook page prior to sending in your applications.
Attendance Policy

The work in this course is accomplished in collaborative work groups and with independent assignments. Punctuality, dependability, and the ability to accomplish group goals and individual goals are considered effective ways to demonstrate the professionalism required for success in the field-based teacher education program. **If you miss any class period, you will receive a zero for that day’s attendance and participation grade (total of 300 points for the semester).** You will not be able to make up any of the in-class work for that class period. **If you miss more than three classes, you may be withdrawn from the course.** Extemporaneous circumstances will be taken into consideration, if the student initiates a conference with the instructor.

**University Related Excused Absences:** When absences are related to an approved University event, your supervisor will need to contact the instructor with the details of the absence **before** the date. You will need to meet with the instructor to receive class notes and assignments to be completed prior to the next class meeting. **Grading procedures:** For an approved/excused absence you will receive full credit for attendance. The participation grade will be reflective of your completion of the day’s assignments.

**Tardy Policy:** It is important that you be on-time (early) to class. You should be in the classroom, seated and ready to begin the day’s lesson. Coming late to class is distracting and disruptful to the instructor and your classmates. Three tardies will count as one absence; three absences may have you withdrawn from the class.

**Class Participation Grade**

There will be a Class Participation Grade for each class period (5 points). The Class Participation Grade will be determined by your attentiveness and contributions to the lesson. Points will be deducted for use of cell phones, laptop use, and talking while others are talking.
**Grading**

**SED 300 GRADING**

A semester letter grade is earned based on the total points earned throughout the semester for the components of the class. The total points are then applied to a percentage system:

\[
A = 90 - 100\% \quad B = 80 - 89\% \quad C = 70 - 79\% \quad D = 60-69\% \quad F = 59\% \text{ or below}
\]

<table>
<thead>
<tr>
<th>Components</th>
<th>Points Possible</th>
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</thead>
<tbody>
<tr>
<td><strong>Class Attendance:</strong> 5 points per class--10 pts per week Present, on time and remain the entire class</td>
<td>150</td>
</tr>
<tr>
<td><strong>Class Participation:</strong> 5 points per class-10 pts per week (includes attentiveness, contributions, activities and assignments for each class meeting)</td>
<td>150</td>
</tr>
<tr>
<td><strong>Philosophy of Teaching Project</strong></td>
<td>(100 Total)</td>
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<tr>
<td>Part 1: Introduction—Week 6</td>
<td>25</td>
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<tr>
<td>Part 2: Reflection—Week 7</td>
<td>25</td>
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<tr>
<td>Part 3: Rough Draft—Week 9</td>
<td>25</td>
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<tr>
<td>Part 4: Final Philosophy—Week 12</td>
<td>25</td>
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<tr>
<td><strong>SED 300 Class Notebook</strong></td>
<td>(50 Total)</td>
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<tr>
<td>Graded Week Two</td>
<td>25</td>
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<tr>
<td>Graded Week Sixteen--Final Exam</td>
<td>25</td>
</tr>
<tr>
<td><strong>Micro Peer-Teaching</strong></td>
<td>100</td>
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<tr>
<td>5 to 7 Minute Presentation including Lesson Outline</td>
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<tr>
<td><strong>Interdisciplinary Teaching Project</strong>—Week 15</td>
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<tr>
<td>Group Activity—3 to 4</td>
<td>100</td>
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<tr>
<td>Best Teaching Strategies Incorporated and Lesson Plan</td>
<td></td>
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<tr>
<td><strong>Textbook Chapter Reflections:</strong></td>
<td></td>
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<tr>
<td>Due to eCollege in the Dropbox by midnight of the due date announced</td>
<td>100</td>
</tr>
<tr>
<td><strong>Early Field Experience Reflections</strong></td>
<td>(100 Total)</td>
</tr>
<tr>
<td>1 Due February 28</td>
<td>10</td>
</tr>
<tr>
<td>2-5 Due March 7 (Before Spring Break)</td>
<td>40</td>
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<tr>
<td>6-9 Due April 23</td>
<td>40</td>
</tr>
<tr>
<td>10 Due April 30</td>
<td>10</td>
</tr>
<tr>
<td><strong>Midterm Examination</strong> March 7</td>
<td>100</td>
</tr>
<tr>
<td><strong>Final Examination</strong> Week of May 6</td>
<td>100</td>
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<tr>
<td><strong>Miscellaneous Assignments</strong></td>
<td></td>
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<tr>
<td>Discussion Prompts</td>
<td>150</td>
</tr>
<tr>
<td>Lesson Plan</td>
<td></td>
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<tr>
<td>Assessment Tool</td>
<td></td>
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<tr>
<td>Philosophy Presentation</td>
<td></td>
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<tr>
<td>Technology Contribution</td>
<td></td>
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<tr>
<td>(Plus, others at instructor’s discretion)</td>
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<tr>
<td><strong>Total Points Possible</strong></td>
<td>1200</td>
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</tbody>
</table>
**SED 300 Class Notebook**

- SED 300 Class Notebook (large notebook) with dividers labeled as follows with printouts:
  - Week Two
    1. Syllabus/Calendar/Class Info (agendas, procedures, etc.)
    2. Field-Based Teacher Education Handbook
    3. TExES Preparation Manual for the PPR (Pedagogy and Professional Responsibilities)
    4. TExES Preparation Manual for your Content Area
    5. TEKS for your content area
    6. ELPS English Language Proficiency Standards
  - Week Sixteen—Final Add the following
    7. SED 300 Handouts
    8. SED 300 Projects/Assignments
    9. EFE Reflections 1-9
    10. Philosophy of Education Paper

The notebook will be graded during Week Two and Week Sixteen during the Final Exam.

**TECHNOLOGY REQUIREMENTS**

The following information has been provided to assist you in preparing to use technology successfully in this course.

- Internet access/connection – high speed recommended (not dial-up)
- Word Processor (i.e. MS Word or Word Perfect)
- Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0)
- Macintosh OS X along with a recent version of Safari 2.0 or better.
- eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.
- Perform a Browser Test prior to the start of your course. To launch a browser test, login in to eCollege, click on the “myCourses” tab, and then select the —Browser Test link under Support Services.

**ACCESS AND NAVIGATION**

**Access and Log in Information**

This course will be utilizing eCollege to enhance the learning experience. eCollege is the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to MyLeo:  

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or the helpdesk@tamuc.edu.
COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Use my contact information: cell phone and email address to reach me outside of class. Expect a reply within 48 hours. (please no calls before 7:00am or after 8:00pm)

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
- **Help:** Click on the 'Help' button on the toolbar for information regarding working with eCollege

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Format for papers handed in for this class:

- Use APA style for citations within text and for the reference page;
- Margins – Left 1., Right 1, Top and Bottom 1; Font - 12 point Times New Roman, Double Space;
- Header – on right side in 8 point include your full name, course identification, and semester; number pages starting with the first page on the bottom right.

Example of citation in text:
The U.S. government states that educational agencies and schools are accountable for student success and that adequate yearly progress as determined by measurable objectives must be met (NCLB, 2001, p. 81).

Example of references:

From a journal:

From a website:

From a book:
University Specific Procedures:

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu
Student Disability Resources & Services

Student Conduct

All students enrolled at the University shall follow the policies of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook).
<table>
<thead>
<tr>
<th>Week</th>
<th>Class Activities</th>
<th>Due Next Week</th>
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</thead>
<tbody>
<tr>
<td><strong>Week One</strong></td>
<td><strong>Course Introduction</strong></td>
<td><strong>Prepare SED 300 Class Notebook</strong></td>
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<tr>
<td></td>
<td>Course Overview</td>
<td><strong>Discussion Prompts:</strong></td>
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<tr>
<td></td>
<td>Information concerning SED 300, Early Field Experience (EFE) and Field-Based Teacher Education (FBTE) and will be presented.</td>
<td>- Introduce yourself to the Class</td>
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<td>- Why do you want to be a teacher?</td>
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<td><strong>Week Two</strong></td>
<td>PPR Pre-Assessment &amp; Review</td>
<td><strong>Note:</strong></td>
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<tr>
<td></td>
<td>SED 300 Notebook Check</td>
<td><strong>EFE January 30 deadline</strong></td>
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<td></td>
<td>EFE—Early Field Experience and FBTE—Field-Based Teacher Education Program</td>
<td>✓ Submit application</td>
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<td>Information and Instructions</td>
<td>By 8:00 am to Ed North 202</td>
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<td></td>
<td>Autobiography Expectations</td>
<td><strong>FBTE February 4 deadline</strong></td>
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<td></td>
<td></td>
<td>✓ Submit application</td>
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<td>By 8:00 am to Ed North 202</td>
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<td></td>
<td></td>
<td>Read Chapter 4</td>
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<td><strong>Week Three</strong></td>
<td>Chapter 4</td>
<td>Chapter 4 Reflection</td>
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<td><strong>Safe Learning Environments</strong></td>
<td>Safe Learning Environment</td>
<td>Read Chapter 3</td>
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<td>Establishing norms for the classrooms</td>
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<td><strong>Week Four</strong></td>
<td>Chapter 3</td>
<td>Prepare a 5 to 7 minute Microteaching Demonstration</td>
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<tr>
<td><strong>Diversity</strong></td>
<td>Diversity in the Classroom</td>
<td>Create a Mini-Lesson Outline to submit prior to demonstration</td>
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<td>Diversity Case Studies</td>
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<td></td>
<td>Microteaching Demonstration Guidelines</td>
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<td></td>
<td>(Submit topic for Micro-teaching Demonstration for approval)</td>
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<tr>
<td><strong>Week Five</strong></td>
<td>Microteaching Demonstrations</td>
<td>Read Chapter 5 and TExES Competencies</td>
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<tr>
<td><strong>Student Microteaching Demonstrations</strong></td>
<td>(5-7 minute time-limit)</td>
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<td></td>
<td>Submit Mini-Lesson Outline</td>
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<tr>
<td><strong>Week Six</strong></td>
<td>Chapter 5</td>
<td>Read Chapter 6 Philosophy Project Part 1 due</td>
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<tr>
<td><strong>Instructional Planning</strong></td>
<td>Instructional Planning</td>
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<tr>
<td><strong>TExES Competencies</strong></td>
<td>TExES Competencies Activity</td>
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<tr>
<td><strong>Week Seven</strong></td>
<td>Chapter 6</td>
<td>Prepare a detailed course content Lesson Plan using template</td>
</tr>
<tr>
<td><strong>Lesson Planning</strong></td>
<td>Course Syllabi, Instructional Units and Curriculum Integration</td>
<td>Read Chapter 11</td>
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<tr>
<td></td>
<td>Dissecting the Lesson Plan Template</td>
<td>EFE Reflection #1 due</td>
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<td></td>
<td>Submit Philosophy Project Part 1</td>
<td>Philosophy Project Part 2 due</td>
</tr>
</tbody>
</table>
| Week Eight | Chapter 11  
Assessment Overview  
Assessment Activities  
Discuss Mid-Term Exam  
Submit EFE Reflection #1  
Submit Philosophy Project Part 2 | Prepare an assessment tool for previous lesson plan  
Study for Mid-Term  
EFE Reflections 2-5 due  
Philosophy of Education Presentations Due |
<table>
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<tbody>
<tr>
<td><strong>Assessing and Reporting Student Achievement</strong></td>
<td></td>
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</tbody>
</table>
| Week Nine | Philosophy of Education Presentations  
Mid-Term Examination  
Submit EFE Reflections 2-5 | Re-Read Chapter 3  
Philosophy Project Part 3 due  
Rough Draft of Paper |
| **Mid-Term** |  |
| Week Ten | Chapter 3  
Addressing Cultural Diversity and Different Learning Styles  
Submit Philosophy Project Part 3 | Adapt previous lesson plan to meet the needs of three special populations  
Read Chapter 10 |
| **Special Populations** |  |
| Week Eleven | Chapter 10  
Educational Technology, Media, Computer Based Instructional Tools, and Other Resources  
Submit Special Population Modifications | Research technology resources for instructional planning and bring to class ready to share  
Re-Read Chapter 4 |
| **Technology in the Classroom** |  |
| Week Twelve | Share Technology Resources  
Chapter 4  
Establishing and Maintaining a Safe and Supportive Classroom Learning Environment  
Discuss Interdisciplinary Group Teaching Project Guidelines due Week Fourteen | Create Classroom Management Plan  
Philosophy Project Part 3 due (Rough Draft of Paper)  
Read 320 to 324 &276-278 |
| **Classroom Procedures, Routine, and Management** |  |
| Week Thirteen | Code of Ethics  
Fair Use Guidelines and Copyright laws  
Parental Communication  
Community Involvement  
Submit Philosophy of Education Final Paper—Part 4 |  |
| **Professionalism in Education** |  |
| Week Fourteen | PPR Post Assessment Course Overview  
Prepare & Practice Interdisciplinary Teaching Presentations | Presentations of Group Interdisciplinary Teaching Project |
| **Interdisciplinary Teaching Projects** |  |
| Week Fifteen | Post PPR Assessment Results Discussion (Final Review)  
Presentation of Interdisciplinary Teaching Project (Group Activity) | Study for Final  
SED 300 Notebook to be graded during Final |
| **Week 15** |  |
| Week Sixteen | Final Exam—SED 300 Notebook Graded |  |

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SED 300.01E  
Bishop, Susan
Secondary Education 300: Schools and Society
Early Field Experience (EFE)
V.I.P. Assignment: To Be Completed On or Before

WE WILL WORK ON THIS IN CLASS

Vital information

- Apply online for your **early field experience observation hours**. **Thirty hours** of field observation are required for ELED/SED 200 & 300, MLED 402, RDG 350 & 370, and ECE 364.
- The deadline for registering for field observation is **8:00 AM on January 30, 2013**. Navigate to the necessary website, read all information, and submit your application. (Submit only ONE application)

Go to [https://www.tamu-commerce.edu/teacher/efe/efemain.asp](https://www.tamu-commerce.edu/teacher/efe/efemain.asp)

- Look under Programs
- Look under Early Field Experience (EFE)
- Completely read the site. Under —Essential memo and Forms for the EFE you will find the forms that need to be printed and completed during the early field experience. The documents are: Rating Form (to be completed and signed by Mentor Teacher and/or Principal), Log Sheet, an on-line EFE Reflection, Nine EFE Reflections, and your Philosophy of Education paper to be submitted to your instructor in a manila folder.

**Criminal Background Checks** – It is imperative that you visit the Educator Certification Office (ED North 204) to obtain a Criminal Background Check Form. Please know that observation applications will **not be processed** / sent to districts without the completed criminal background form attached to your EFE application. Districts **will not make assignments** without having the background form completed / submitted. Therefore, assignments will not be made until this process is completed. Only applications with completed background forms will be processed / sent to districts for observation assignments.

**School districts will not accept late applications.**

**You MUST submit your applications and your Criminal Background Checks by the Deadline January 30th by 8:00am.**

Once you have completed your 30 hours of observation, the Observation Log Sheet, Mentor Rating Form, EFE Observation Reflection Form, Nine Reflections, and your Philosophy of Education Paper will be submitted in a folder with your name, date, course and section clearly
printed on the front. ALL Early Field Experience Observation Hours must be completed and your final reflection paper must be handed in on or before **Wednesday, January 30, 2013.**

Do not procrastinate—begin immediately upon approval and complete your 30 hours!

**Field-Based Teacher Education Program (FBTE)**

**Application Website**

WE WILL TALK ABOUT THIS IN CLASS, BUT YOU WILL NEED TO COMPLETE THIS ON YOUR OWN

Go to this website: https://www.tamu-commerce.edu/teacher/field/FBInfo.asp

Look under Programs then Field-Based Teacher-Ed Application

*For Fall 2013 Intern or Intern/Resident Placement, the deadline for submitting your complete application packet to Ed North, 202, is February 4, 2013*

Application Fee $40.00 (non-refundable)

Please read the website completely. You will need the following items, in order:

2. Copy of your Degree Evaluation
3. Completed Checklist of Requirements form.
4. Schedule of Courses form. (Click your level to view the appropriate form.)
   - 8th - 12th &
   - EC-12th Grade (All Level)
5. Signed Commitment Contract.
6. Autobiography (Stapled together). Note: Please include your maiden name, if married.
   Secondary/All-Level Applicants-submit 10 copies of autobiography.
   This is a very important document. Prospective school districts; administrators and mentor teachers review it before making placements.
7. Manila file folder (Put all contents in the manila file folder to turn in to Education North Building, 202 to Mrs. Mitzi Hughes.)

**MANILA FILE FOLDER INFORMATION-** Please print neatly in pencil the following information on the tab of the manila folder:

- Last Name, First Name Level (EC-4, 4-8, 8-12, or All Level)
- Social Security No.
- Teaching Field (for 4-8, 8-12, or All Level Only)
- First Interview Choice CWID

**DEADLINE FOR TURNING IN YOUR (COMPLETE) APPLICATION IS** February 4th
NOTE: ONLY APPLICATIONS WITH ALL ATTACHMENTS WILL BE ACCEPTED.

KEEP A COMPLETE COPY FOR YOUR RECORDS.
Undergraduate Graduation Checklist
Graduation is almost here, make sure you are ready for it!

http://www.tamu-commerce.edu/registrar/pdfs/UndergradChecklist.pdf

1. Total Hours for degree met? (Must be at least 120 hrs)
2. Required Institutional-25% of course work taken at TAMU-Commerce?
3. Last Number Institutional Required-24 out of last 30 hrs?
4. Overall GPA at least 2.00 (2.50 for Certification Students)?
5. University Studies Met?
6. Major (plus support if applicable) Course Requirements Met?
7. Major GPA is at least 2.00 (2.50 for Certification Students)?
8. Major Required courses have C's or better?
9. At least 6 hours are advanced in Major?
10. All Certification Requirements Met? (Internship/Residency/Etc.)
11. 2nd Major (plus support if applicable) Course Requirements Met?
12. 2nd Major GPA is at least 2.00 (2.50 for Certification Students)?
13. Minor (plus support if applicable) Requirements Met?
14. Minor GPA is at least 2.00 (2.50 for Certification Students)?
15. Junior Level Essay Met?
16. Senior Level Check Met (minimum 60 hrs)?
17. Advanced Hour Check Met?
18. 24 Advanced Hours taken at TAMU-Commerce?
19. A&M Commerce GPA 2.00 Met (2.50 for Certification Students)?
PPR Information—Very Important

Registration information for a TExES/ExCET/TExMaT examination.

1. Go to www.tea.state.tx.us

   • Click on EducAtor Login (top right side-bar)
   • If you already have a TEA account, enter your username and password under “Existing Users login here”

     Existing Users login here:

     Username:  
     Password:  

     You will need to review and confirm your information in your profile is correct.

   OR

   • If you are a new user, click on

     New User? To create a new account with TEA press the button below.

     Enter your information carefully using the name that is on the ID document you will present on the day of the test. Your TEA ID number will be listed in your profile once you have logged in or created your account. You will need this TEA ID number to register for a test. It will be located next to your SSN. STOP!!! Do not go any further in this website. Please, log off your Online account.

2. Go to www.texes.ets.org and click on “Your Account” above “welcome”. Then click on “Go to Login”, or if you do not have one, you may create a “New User” account. You will need your TEA ID number. The information you provide to create your account must match the information that is in your Online account profile. Click on “Register”, login and click on “register for a test”. *You will only be able to register for the tests for which you are approved.

   1. Select a test
      a. CAT - Computer-administered test
      b. PBT – paper based test given 11/03/2012 and 06/08/2013
      c. Phone registration is only available during emergency registration
      d. TExMaT – test given 11/03/2012, 06/08/2013
   2. Select a location: City
   3. Select a Testing Center
   4. Select a Date
   5. Select Options: AM or PM
   6. Pay for the test with a credit card. The test fee during regular registration is $120. Additional $35 PBT test fee for late registration and an additional $75 PBT test fee for emergency registration.
If you need further help with the registration process, call ETS Customer Service at 1-800-205-2626 or email texes-excel_inquiries@ets.org.

**Important information:**

- Check the ETS TExES website 24 hours before testing and print a new admission ticket to bring with you to the test location.
- You must have acceptable and valid ID with signature and photograph to be admitted to a test center. When scheduling a test, test takers must use exactly the same name as shown on the primary identification document that they will present at the test center.
- ONLY #2 pencils are allowed in the test centers.
- Test takers are not allowed to bring cell phones, smartphones (e.g., BlackBerry, iPhone), personal digital assistants (PDA’s) and other electronic or photographic devices into the test center. **Anyone who brings these types of items into the test center will be dismissed from the test, their test fees will be forfeited and their scores will be canceled.**
- Arrive at the test center **30 minutes** prior to the start time listed on your admission ticket.
Useful Resources for Your Professional Library:


Print and Web Resources


TExES Competencies Aligned with SED 300

English Language Proficiency Standards
http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4

Pedagogy and Professional Responsibilities EC-12
http://texes.ets.org/texes/prepMaterials/

- **Competency 001**: The teacher understands human development processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.

- **Competency 002**: The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students’ learning.

- **Competency 003**: The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

- **Competency 004**: The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessment.

- **Competency 005**: The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

- **Competency 006**: The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

- **Competency 007**: The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

- **Competency 008**: The teacher provides appropriate instruction that actively engages students in the learning process.

- **Competency 009**: The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

- **Competency 010**: The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

- **Competency 011**: The teacher understands the importance of family involvement in children’s education and knows how to interact and communicate effectively with families.

- **Competency 012**: The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

- **Competency 013**: The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.