



Department of Education & Psychology

SOUTHWESTERN
ADVENTIST UNIVERSITY

Applicant and Candidate Handbook Educator Preparation Program

A program guide for Elementary, Secondary,
and Alternative Teacher Certification

Updated October 2025

Educator Preparation Program Information

The Southwestern Adventist University Education Department is committed to preparing individuals for elementary and secondary teacher certification. The program strives to develop effective teaching skills, pedagogical and content knowledge, and essential professional dispositions. This handbook contains information for pursuing certification for Texas public schools and Seventh-day Adventist schools. As a teacher education candidate, you are responsible for reading and understanding all the information contained in this handbook. Sign and submit final page to Education Department to verify your receipt and understanding of this document. Contact the department chair or administrative assistant if you need additional information.

CORE ASPIRATIONS AND PROGRAM LEARNING OUTCOMINES

The **core aspirations** of the Educator Preparation Program at Southwestern Adventist University reflect the ideals we strive to develop in each candidate. As graduates leave our program and begin a career in teaching our goal is each one will embody the five core aspirations listed below.

Southwestern graduates are:

- **Responsive**
 - Empathetic – *Responds with empathy to students, parents and colleagues*
 - Relational – *Strives to develop meaningful relationships of mutual trust and respect with students, parents, and colleagues*
- **Passionate**
 - Loves to learn and Inspires love of learning
 - Impactful – *Creates a positive impact*
- **Intentional**
 - Connects Theory to Practice – *Has deep understanding of theory and practice*
 - Engagement – *Understands how to promote engagement in learning*
- **Committed**
 - Christ-centered education
 - Culture of Growth – *Continually looks for ways to improve as a professional educator*
- **Competent**
 - Pedagogy – *Deep knowledge of relevant and effective pedagogy*
 - Essential knowledge – *Deep understanding of essential knowledge in teaching areas*

Program Learning Outcomes

In addition to our core aspirations, the program learning outcomes clarify our expectations for preservice teachers across the program.

- 1) Preservice teachers demonstrate a commitment to Seventh-day Adventist Christian beliefs, and to the integration of faith in the classroom.
- 2) Preservice teachers acquire knowledge of standards to develop effective objectives and lesson plans
- 3) Preservice teachers demonstrate content and pedagogical knowledge to facilitate student learning.
- 4) Preservice teachers create collaborative environments that foster positive engagement.
- 5) Preservice teachers use multiple forms of assessment to guide instruction and improve student achievement.
- 6) Preservice teachers employ culturally responsive, empathetic, and relational practices.
- 7) Preservice teachers show a commitment to professional growth and enthusiasm for ongoing learning.
- 8) Preservice teachers promote a sense of benevolence and community responsibility through service.

ADMISSION PROCESS

Candidates are admitted into the Educator Preparation Program (EPP) after satisfying all admission requirements.

- Candidates may apply after the successful completion of 60 credits
- Meet the 3.0 GPA requirement listed in the catalog. (*See Chair for exceptions -- 2.75 GPA*)
- Provide official transcripts to verify credits. In addition, check specific course requirements listed on the application form
- The application process includes
 - Background check
 - Two letters of reference
 - THEA test (or exemption)
 - Review of academic records
 - An interview with the department faculty -- All application documentation must be received prior to interview.

Candidates will be notified in writing of their acceptance or denial and any admission deficiency. Candidates must sign and return the admission letter within seven days to formally accept or deny admission.

Candidates seeking alternative certification should refer to catalog and TEA website for additional information. A PACT test may be required. <https://tea.texas.gov/texas-educators/preparation-and-continuing-education/becoming-a-certified-texas-educator-through-an-alternative-certification-program>

BACKGROUND CHECK

Students must complete a background check prior to admission to the program. A background check is required prior to clinical teaching and employment as pursuant to the TEC, §22.083 & §22.0835. The form can be obtained from the Education Department. Candidates may request a preliminary criminal history evaluation letter from TEA regarding the potential ineligibility for certification due to a previous conviction or deferred adjudication (a formal judgment on a disputed matter) for a felony or misdemeanor offense. The candidate is responsible for the \$31 fee to complete the background check. See current SBEC rules at <http://ritter.tea.state.tx.us/sbecrules/tac/chapter227/ch227b.html#227.105>.

BENCHMARK EXAMS FOR TEACHER CERTIFICATION

Candidates prepare for teacher certification throughout the program. Dedicated review courses and support for certification preparation is embedded in the program. Students enroll in:

- Spring semester of 3rd year - EDUC 495, Review for Core Subjects, EC- 6 & Science of Teaching Reading (elementary majors)
- Fall semester of 4th year- EDUC 496 Review for Pedagogy and Professional Responsibilities PPR, (elementary and secondary majors)
 - The courses are non-credit, designed to prepare students for the TExES certification exams.
 - Benchmark exams are offered in each course.
 - A score of 85% or higher on designated practice tests is required for approval to register for the official certification tests.

CERTIFICATION EXAM REQUIREMENTS

- **EC – 6th Certification**
Three exams are required for Texas State certification for elementary teachers:
 - PPR #160; Core Subjects, EC – 6 #391; and the Science of Teaching Reading #293.
- **K-12 Music/PE and Secondary, 7th – 12th grade**
Two exams are required for K-12 Music & PE and Content area majors, 7th – 12th grade
 - PPR #160 and the content area exam

Additional information can be found at <http://www.tx.nesinc.com/>

CERTIFICATION EXAM REGISTRATION AND ELIGIBILITY

Eligibility to register for official TExES certification exams include the following;

- Admitted to EPP or EPP graduate, in designated certification area
- 85% or higher on benchmark exam offered in review courses or as arranged by department
- Approval to test provided to TEA by department after meeting benchmark requirements

- Individuals are limited to one test attempt on a given day.
- Individuals may only register for tests in their certification area. Refer to your degree or certification plan to identify your required TExES exams.
- Set up your educator profile at <https://www.tx.nesinc.com>.

See additional certification information at: <https://tea.texas.gov/texas-educators/preparation-and-continuing-education/becoming-a-certified-texas-educator-through-a-university-program>.

CERTIFICATION EXAMS PERFORMANCE for PREVIOUS FIVE YEARS

The Pedagogy and Professional Responsibilities (PPR) and non PPR averages scores are listed in the chart below by academic year.

Year	Exams	Pass Rate
2024 – 2025	PPR	100%
	Non PPR	100%
2023 – 2024	PPR	100%
	Non PPR	100%
2022 – 2023	PPR	75%
	Non PPR	86%
2021 – 2022	PPR	80%
	Non PPR	90%
2020 – 2021	PPR	100%
	Non PPR	69%

FIELD BASED EXPERIENCES (FBE)

Time spent in local classrooms is integral to learning how to teach. Field based experience is a key part of our program at all levels. The duration and frequency of FBEs vary by program component and level. Most FBEs are coordinated through a specific course. They must include a combination of observation and classroom interactions. Candidates are accountable to complete all FBEs as course and program requirements. The Texas Education Agency requires field experiences in elementary, middle, and secondary schools. Consult course syllabi for procedures on completing and documenting field experience. A running record of FBEs along with a written response is required and must include signature of local campus teacher. Experiences before admission to the teaching program are not admissible for field experience hours. The limited use of paraprofessional/substitute teaching observations may be allowed.

A minimum of 50 clock-hours of field-based experience (FBE) is required prior to clinical teaching. Documentation to verify field-based experiences must be on file in the department (Texas Administrative Code—RULE §228.35).

PERFORMANCE BASED ASSESSMENT AND PROGRAM PORTFOLIO

Candidates will be evaluated throughout the program by completing performance based assessments embedded in required teaching methods courses. In addition to course-based performance-based assessments, candidates are expected to create a professional portfolio over the course of the program.

The portfolio serves as a repository for artifacts from methods courses, unit plans, teaching videos, and field-based experiences. Items selected for the portfolio should provide evidence of student learning objectives met throughout the program. A written reflection is required for each artifact and must contain clear connection to the student learning outcomes. The portfolio provides evidence for successful progression through the program at specified checkpoints. A professional presentation will occur in the final semester of the program. The portfolio checkpoints as listed below.

1. The portfolio is initially created in EDUC 254 Introduction to Teaching (Freshmen year).
2. A checkpoint will occur at the time of formal admission to the program (Sophomore year).
3. A third checkpoint occurs in EDUC 350 Digital Literacy (Junior year).
4. The final checkpoint occurs in the final semester of the program in EDUC436 (Senior year).

Portfolio requirements, rubrics and samples are provided in the Google sites link: <https://sites.google.com/view/swaueducportfolios/home>. Not required for Alternative Certification candidates. (See Appendix D for progression chart and rubrics)

PROGRESSION THROUGH THE PROGRAM

It is our goal to help each candidate develop as a professional educator. To ensure a smooth progression through the program, candidates should meet with their advisor each semester. Progression requires maintaining a GPA of 3.0 or higher, successful completion of all required coursework in a timely manner, meeting program learning outcomes as evidenced in the professional portfolio and an ongoing ability to meet the technical standards of the program. (See Appendix A, Progression Matrix, and Appendix C, Technical Standards at the end of this document.)

CLINICAL TEACHING

Clinical teaching occurs during the final semester of the program and requires submission of a completed graduation plan, clinical teaching application and department approval. It is the culminating experience of the preparation program and provides real-world classroom experience. Clinical teachers complete a total of 490 hours, and they are engaged in planning, teaching and assessing lessons, preparing materials, and completing all teaching requirements as directed by the cooperating teacher. It is a fulltime experience, requiring daily attendance during teacher contract hours over the course of 14 consecutive weeks (excluding school breaks). Refer to the Student Teacher Handbook for additional information. Consult with the Student Teaching Coordinator to obtain additional information.

In the rare event an individual requests to complete student teaching outside of Texas, a written request is required at least one semester in advance. All requests must comply with Texas Administrative Code and require approval from Texas Education Agency and the department faculty.

All **Department of Defense Education Activity (DoDEA)** schools, wherever located, and all schools accredited by the Texas Private School Accreditation Commission (TEPSAC) are approved by the TEA for purposes of field-based experience, internship, student teaching, clinical teaching, and/or practicum. Texas Administrative Code (TAC) §228.35(d)(4)(A)

An educator preparation program may file an application with the TEA for approval, subject to periodic review, of a public or private school located within any state or territory of the United States, as a site for an internship, student teaching, clinical teaching, and/or practicum required by this chapter. Texas Administrative Code §228.35(d)(4)(b)

APPLICATION FOR CLINICAL TEACHING

Candidates should apply for clinical teaching at least one semester in advance of start date. The following requirements must be satisfied for a clinical teaching placement. Requirements include:

- Application for clinical teaching placement
- Approved graduation plan on file with registrar's office. All transfer credits must be received by registrar's office prior to plan approval.
- Evidence of ability to meet program technical standards
- Faculty approval
- One attempt at official TExES Core Subjects, EC-6th grade, #391 exam or or PPR #160

Candidate Placement in Clinical Teaching

The education department has cooperative agreements with local school districts and Seventh-day Adventist schools in the area. The timely submission of clinical teaching documents and an approved graduation plan is essential. Watch due dates as posted in the department and on campus.

Local campuses and cooperating teachers accommodate teacher candidates on a voluntary basis, specific grade levels or specializations may or may not be available on a particular campus during any given semester. Campus administrators make the final placement decisions for their campus. We strive to accommodate field placement requests with consideration for candidate preferences; however, we do not guarantee a placement at your requested grade level or campus. Additional information regarding clinical teaching can be found at <https://tea.texas.gov/about-tea/laws-and-rules/sbec-rules-tac/sbec-tac-currently-in-effect/19-tac-chapter-228>

SUPPLY AND DEMAND FORCES ON EDUCATOR WORKFORCE

The latest information regarding supply and demand forces on the educator workforce is found in the Occupational Outlook Handbook. It reads, “Teaching positions in pre, elementary, and secondary schools are expected to increase at an average rate in the future. However, demand will be greatest for teachers with expertise in science, math, and bilingual education.”

<https://www.educationcorner.com/job-outlook-for-teachers.html>

COMPLAINTS AGAINST EDUCATOR PREPARATION PROGRAM

Southwestern Adventist University (SWAU) provides a process for students, employees, former employees, cooperating teachers, mentors, and administrators of cooperating schools and districts who have complaints or grievances against the SWAU Education Department. This process is on file with Texas Education Agency and can be found linked below.

Initial Step: Contact the Chair of Education and Psychology to seek an informal resolution. Next Step: If a resolution is not found, contact the Vice President for Academic Affairs. If an informal resolution is not appropriate or not successful in resolving the complaint, a formal process may be initiated. If the informal and formal complaint process has not resolved the issue, you may contact the Texas Education Agency.

The process and timeline are explained in the Educator Preparation Program Complaint Policy. A copy is available online <https://swau.edu/academics/elementary-education/> and in print in the Education Department. If you have any questions or concerns about this policy and process, please contact Dr. Cheryl The, Chair Education and Psychology at cthe@swau.edu.

Contact Texas Education Agency at <https://tea.texas.gov/texas-educators/preparation-and-continuing-education/complaints->

SIGN AND REVIEW REQUIRED DOCUMENTS

Review the required documents in the appendix. After reading, sign the page in Appendix C and return to the Education Department. Additional information may be added to the program as mandated by the Texas Education Agency. Stay in contact with your advisor to receive important updates.

APPENDIX A

Program Progression Matrix and Calendar

Southwestern Adventist University
Educator Preparation Program (EPP) Program Progression

FRESHMEN YEAR	<p>Take Texas Higher Education Assessment (THEA) test OR Equivalent if you did not score . . .</p> <ul style="list-style-type: none"> ○ SAT – Math 500; Verbal 500 ○ ACT – Composite 21; Math 19; Language 19 <p><i>The THEA tests basic skills and knowledge in writing, reading and math.</i></p> <ul style="list-style-type: none"> • Meet with your advisor, obtain a copy of the program matrix. Retain for use in planning your courses each semester. Follow program matrix. • Initial introduction to professional portfolio
SOPHOMORE YEAR	<p style="text-align: center;">SPRING SEMESTER:</p> <ul style="list-style-type: none"> • Make application to Educator Preparation Program (EEP) after 60 hours (hours enrolled in current Spring Semester can count). • Freshman Comp, Math, Speech, and Research Writing must be completed (again, can be concurrently enrolled in these classes during Spring Semester). <p style="text-align: center;"><u>Prior to Acceptance to EPP</u></p> <p><u>Submit by March 1st</u></p> <ul style="list-style-type: none"> • Application that includes essay • Background check (fee) • Supply email addresses for two references • Create a Texas Education Agency Login account. Provide your TEA# to Education Department. https://tea.texas.gov/texas-educators/certification/educator-certification-online-system <input type="checkbox"/> Interview with Teacher Education Committee (watch for posted dates). • Evidence of ongoing development of portfolio <p>Note – Students cannot register for Junior-Senior level EDUC courses until being accepted in EPP.</p>
JUNIOR YEAR	<p style="text-align: center;">SPRING SEMESTER:</p> <ul style="list-style-type: none"> • Register for EDUC495 – TExES Prep #1 for Texas State certification tests: Core Subjects, EC-6, #391, EC-6 & Science of Teaching Reading, #263. Attend weekly review sessions and take practice test for EC-6 content test (secondary students need not register for this, but rather take state content test in their subject area). Must earn a minimum of 80% on practice test to obtain approval for official certification tests. • Complete a graduation plan by April 10th. It must be signed by advisor and submitted to the records office for final approval. • Submit an application to student teach. An approved graduation contract is required for approval to student teach. • Spring/Summer – Register for official Core Subjects #391 – <u>Must attempt the Core Subjects, EC – 6th grade, #391 prior to student teaching in senior year.</u> http://www.tx.nesinc.com/TestView.aspx?f=HTML_FRAG/TX291_TestPage.html • Portfolio checkpoint - show evidence of progression (EDUC 350 Digital Technology)
SENIOR YEAR	<p style="text-align: center;">FALL SEMESTER:</p> <ul style="list-style-type: none"> • Register for EDUC496 – TExES Prep #2 – Pedagogy & Professional Responsibilities, #160. Attend weekly review sessions Must earn a minimum of 80% on practice test to obtain approval for official certification tests. <p style="text-align: center;">SPRING SEMESTER:</p> <ul style="list-style-type: none"> • Portfolio Presentation (in EDUC 436 – Classroom Management). • Register for TExES PPR #160 & Science of Teaching Reading
Teacher Certification	<p>After completing all TExES exams apply to TEA for certification. \$78 fee, program approval, & fingerprints (fee). North American Division of SDA Certification – apply at Union office</p>

APPENDIX B
TEA EDUCATOR'S CODE OF ETHICS

Texas Administrative Code

TITLE 19

EDUCATION

PART 7

STATE BOARD FOR EDUCATOR CERTIFICATION

CHAPTER 247

EDUCATORS' CODE OF ETHICS

RULE §247.2

Code of Ethics and Standard Practices for Texas Educators

Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

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

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

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

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

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

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

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

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

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

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

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

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

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

(2) Ethical Conduct Toward Professional Colleagues.

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

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

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

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

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

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

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

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

(3) Ethical Conduct Toward Students.

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

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

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

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

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

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

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

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

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

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

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

APPENDIX C

TECHNICAL STANDARDS AND PROFESSIONAL DISPOSITIONS

SOUTHWESTERN ADVENTIST UNIVERSITY EDUCATION DEPARTMENT
Educator Preparation Program

Technical Standards and Professional Dispositions
Student Self-Assessment

Name: _____ Date _____

Circle all that apply

Elementary	Secondary: Content Area _____	
Psychology w/School Guidance	Credential: State	SDA
Alternative Certification	Master's Degree: Leadership	Literacy History

Review the technical standards and professional dispositions for the EPP. You will be assessed throughout the program on these standards. Sign below to indicate you have read and understand this document.

Technical Standards/Professional Dispositions
Communication <i>Expresses him/herself clearly and effectively in written and oral English</i> <i>Ability to communicate concepts, instructions & expectations</i> <i>Communicates with professionalism</i>
Problem Solving Ability; Flexible and Innovative <i>Anticipates potential problems, can provide solutions and alternative ways of thinking; Ability to be flexible and open when plans change, open to new learning</i>
Interpersonal Skills <i>Ability to build relationships, work collaboratively and support team members</i> <i>Communicate in difficult situations (i.e., upset parent, disagreement with administration, solve problem with colleague)</i>
Open and Inclusive, Respects Diverse Perspectives <i>Ability to respect differing points of view, values diverse perspectives</i> <i>Supports students of differing abilities, backgrounds and cultures</i>
Organization & Time Management <i>Plans ahead, organizes workflow and completes projects in timely manner.</i> <i>Arrives on times for appointments, completes work on time</i>
Leadership & Professional Dispositions <i>Willing to accept guidance from administrators, mentors or others in leadership</i> <i>Willing to accept leadership role in classroom, take full responsibility for learning, safety and more</i>
Safe Environment <i>Ability to provide safe environment for students, both physical and emotional safety</i> <i>Demonstrates appropriate judgement, Keeps calm under pressure</i>
Intellectual-Conceptual Abilities <i>Ability to analyze, reason, integrate and synthesize</i> <i>Read, comprehend and interpret information; create appropriate academic work</i>
Energy and Enthusiasm <i>Has energy and enthusiasm for teaching profession</i> <i>Stamina and physical health to fulfill duties of classroom teacher</i>
Those seeking SDA Credential <i>Personal Commitment to Seventh-day Adventist Values and Christian Education</i>

Additional comments:

Signature

APPENDIX D

PROGRESSION AND TIMELINE FOR E-PORTFOLIO PLO RUBRIC (CHECKPOINT 1 & 2) PRESENTATION RUBRIC (CHECKPOINT 2)



Department of Education & Psychology
SOUTHWESTERN
ADVENTIST UNIVERSITY

E-Portfolio
Performance Based Assessment Progression Chart and Ongoing Assessment

Go to Google Sites for full E-Portfolio Details and Rubrics

<https://sites.google.com/view/swaeducportfolios/home>

Candidate Name _____ Expected Graduation Date _____

Degree and desired certification _____

Spring semester of freshmen year a. Creation of e-portfolio – evidence of first phase of e-portfolio (format, headings, initial contents) in EDUC 244 Intro to Teaching.	Date Completed & Notes
Spring semester of sophomore year a. Candidates apply for admission into the 2 nd phase of the program, include portfolio link b. Candidates participate in an interview with a faculty admission committee c. Technical Standards rubric is used for evaluation. A score of 80% is required for admission to EPP	
Spring semester of the junior year a. Candidates will participate in a progress review based on program learning outcomes (PLOs) and Texas Educator Standards. Evaluation will be based on selected assignments added to the e-portfolio. E-portfolio checkpoint will occur in EDUC 350 Digital Literacy by a faculty committee. Students must earn 80% on e-portfolio checkpoint.	
Fall semester of senior year (or semester prior to clinical teaching) a. Approval to Student Teach, faculty vote required	
Spring semester of senior year (December graduates – Fall semester of senior year) a. Evidence of adequate development and professionalism based on program learning outcomes (PLOs) and Texas Educator Standards required in senior year. program learning outcomes will be reviewed in the final checkpoint for the e-portfolio. E-portfolio checkpoint will occur in EDUC 436 Classroom Management by a faculty committee. Students must earn 80% on e-portfolio checkpoint.	

See scoring rubrics on Canvas.

Program learning outcomes and Texas Educator Standards listed below.

E-Portfolio RUBRIC

Program Learning Outcomes (PLOs) aligned with Texas Educator Standards (TES)

Student Name: _____

Date: _____ Expected Graduation Date: _____

Indicate: Checkpoint #1 (Junior year)

OR Checkpoint #2 (Senior year)

Program Learning Outcomes	Improvement Needed (0 -1)	Developing (2 - 3)	Proficient (4)	Accomplished (5)
0 – 1 Needs Improvement: Needs extensive support, is not able to work on own to complete task and skills 2 – 3 Developing: Demonstrates some skill, continues to need guidance and support to be proficient 4 Proficient: Demonstrates proficiency in completing tasks and skills with little to no assistance 5 Accomplished: Demonstrates consistent and effective skill. Often goes above and beyond expectations				
1) Preservice teachers demonstrate a commitment to Seventh-day Adventist (SDA) Christian beliefs, and to the integration of faith in the classroom. (Students seeking SDA teaching credentials).				
Artifacts or examples:				
2) Preservice teachers acquire knowledge of standards to develop effective objectives and lesson plans. (TES 1)				
Artifacts or examples:				
3) Preservice teachers create collaborative environments that foster positive engagement (TES 2)				
Artifacts or examples:				
4) Preservice teachers demonstrate content and pedagogical knowledge to facilitate student learning. (TES 3)				
Artifacts or examples:				
5) Preservice teachers employ culturally responsive, empathetic, and relational practices. (TES 4)				
Artifacts or examples:				
6) Preservice teachers use multiple forms of assessment to guide instruction and improve student achievement. (TES 5)				
Artifacts or examples:				
7) Preservice teachers show a commitment to professional growth and enthusiasm for ongoing learning. Preservice teachers honor the Texas Education Agency Educator Code of Ethics. (TES 6)				
Artifacts or examples:				
8) Preservice teachers promote a sense of benevolence and community responsibility through service.				
Artifacts and examples:				
<div>80% required, lower than 80% requires action plan</div> <div style="display: flex; justify-content: space-between;"> Total / 40 % </div>				

E-Portfolio Presentation Rubric Checkpoint 2 - FINAL

Name _____

Key: 0 – 1 Needs Improvement: Needs extensive support, is not able to work on own to complete task and skills 2 – 3 Developing: Demonstrates some skill, continues to need guidance and support to be proficient 4 Proficient: Demonstrates proficiency in completing tasks and skills with little to no assistance 5 Accomplished: Demonstrates consistent and effective skill. Often goes above and beyond expectations					
Layout					
<ul style="list-style-type: none"> Design is attractive, colorful, and shows creativity. The e-portfolio is easy to read. Fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings enhance the presentation. Horizontal and vertical white space is always used appropriately. Background and colors enhance the readability and aesthetic quality of the text 	1	2	3	4	5
Comments:					
Navigation					
<ul style="list-style-type: none"> Major section headings are clear and easy to understand. Links are logical and easily followed. Multi-linked pages; all links work 	1	2	3	4	5
Comments:					
Graphics					
<ul style="list-style-type: none"> Graphics enhance text; most images are student produced. Graphics have proper size, resolution, colors, and cropping. Background is subtle and does not make it difficult to view text or graphics. 	1	2	3	4	5
Comments:					
Reflections					
<ul style="list-style-type: none"> All reflections include a detailed description of the activity and a detailed account of all skills learned. All reflections include personal reactions that are descriptive and insightful. Reflections are associated with SWAU Education Department's SLOs. 	1	2	3	4	5
Comments:					
Mechanics					
<ul style="list-style-type: none"> There are no errors in grammar, capitalization, punctuation, and spelling. 	1	2	3	4	5
Comments:					
Use of Multimedia					
<ul style="list-style-type: none"> All of the multimedia enhance the purpose of the e-portfolio, create interest, and are appropriate. The content of the e-portfolio is enhanced in an original way. All of the examples are appropriate for the chosen purpose. 	1	2	3	4	5
Comments:					
Presentation					
<ul style="list-style-type: none"> Demonstrates a strong, positive feeling about topic during entire presentation. Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation. Student presents information in logical, interesting sequence which audience can follow 	1	2	3	4	5
Comments:					

Score ____ / 35

[28/35 is passing (80%)]

APPENDIX E

SIGNATURE PAGE TO SIGN AND RETURN

Print and Sign, Submit with application

Candidate Name _____

Teacher Candidate Handbook

I have read and understand the Teacher Candidate Handbook.

Candidate's Signature

Date

Background Check

I understand that I may request a preliminary criminal history evaluation letter from the Texas Education Agency (TEA) regarding the potential ineligibility for certification due to a previous conviction or deferred adjudication (a formal judgment on a disputed matter) for a felony or misdemeanor offense.

Candidate's Signature

Date

Code of Ethics

I have read and understand the Texas Teacher Educator Code of Ethics (Appendix B).

Candidate's Signature

Date

Technical Standards/Professional Dispositions

I have reviewed the Southwestern Adventist University Technical Standards/Professional Dispositions (Appendix C). I understand that if the criteria listed above are not met satisfactorily, I may be denied approval to student teach and continuance in the program.

Candidate's Signature

Date