

UNT DallasTM

College of Education and Human Development

**2026 - 2027
Teacher Education Handbook**



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Frequently Used Terms

Applicant - A UNTD CEHD student seeking admission to the Teacher Education preparation program for any certificate class.

Clinical Teacher - A preservice teacher candidate in the final semester of educator preparation, seeking initial certification by participating in Clinical Teaching.

Early Field Experience - The 'Methods' semester of field experience of intensive Field Experience (one 8-hour day each week for 14 weeks) in a partner school for all undergraduate teacher candidates in their final year of the Educator Preparation Program, as described in (TAC) §228.35.

Clinical Teaching - The 'Student Teaching' semester of field experience of intensive Clinical Teaching (8 hours daily for 14 weeks) in a partner school for all undergraduate teacher candidates in the final semester of the Educator Preparation Program, as described in (TAC) §228.35.

Cooperating/Mentor Teacher - A certified, accomplished veteran teacher with a minimum of three years' experience in a partner district selected to teach, guide, support, assist, and monitor teacher candidates growth during the teaching assignment, as described in Texas Administrative Code (TAC) §228.2.

Partner Districts - Districts that host Teacher Candidates and Interns, collaborating with the UNT Dallas Early Field Experience and Clinical Teaching Program during the final semesters of the Educator Preparation Program.

Professional Intervention Plan (Growth Plan) - A Growth Plan is a written form initiated by the University Field Supervisor when a teacher candidate displays a lack of progress. The University Field Supervisor documents expectations that a teacher candidate must meet to pass field experience and clinical teaching and be recommended for certification.

Program Coordinator - Assigned faculty to lead the development and programming of specific programs.

Teacher Candidate - Undergraduate students accepted to the UNTD CEHD Teacher Education Preparation Program.

Texas-Teacher Evaluation Support System (T-TESS) - Formal Teacher Candidate and Intern evaluation completed by the University Field Supervisor at least four times during Early Field Experience. Failure to achieve a score of "Developing" or higher on each domain of the final evaluation will result in a "Not Passed" grade for a course.

University Field Supervisor (UFS) - A certified educator with advanced credentials, hired by UNT Dallas, responsible for onsite monitoring, guiding, observing, cooperating, supporting, evaluating, and providing constructive feedback to improve teacher candidate performance during Early Field Experience and Clinical Teaching, as described in Code (TAC) §228.2.

UNTD Mission Statement

Empower. Transform. Strengthen.

UNT Dallas empowers students, transforms lives, and strengthens communities.

Vision

Through education and community connectedness, UNT Dallas aspires to be the pathway to socioeconomic mobility in its primary market.

Values

- **Courageous Integrity:** Model exceptional standards and act in the best interest of our community.
- **Be Curious:** Cultivate opportunities for learning, creating, discovering, and innovating.
- **We Care:** Champion a people-first approach to building relationships and community.
- **Better Together:** Foster an inclusive environment of respect, belonging, and access for all.
- **Show Your Fire:** Exhibit passion and pride in the experiences we create.

College of Education and Human Development Mission Statement

In the College of Education and Human Development (CEHD), we serve tomorrow's high-quality educators from diverse backgrounds, cultivate the potential of educators through partnerships within their communities, and make a prominent impact on the teacher pipeline through transformational educational experiences and opportunities that provide upward mobility

TEA PERFORMANCE MEASURES

Performance Rating	PPR Pass Rates	Content Exam Pass Rates	Graduating Certified
2025 - <i>Accredited</i>	96%	89%	100%
2024 - <i>Accredited</i>	95%	87%	100%
2023 - <i>Accredited</i>	95%	85%	100%
2022 - <i>Accredited Warned</i>	90%	89%	54.1%
2021 - <i>Not rated (Disaster declaration)</i>	93%	88%	70.7%
2020 - <i>Not rated (Disaster declaration)</i>	96%	92%	62.7%

Advising

Academic Advising is an educational process that facilitates a teacher candidate's understanding of the meaning and purpose of higher education and fosters their intellectual and personal development toward academic success and life-long learning. Advisors evaluate teacher candidates' transcripts, help teacher candidates transfer credits for prior coursework, set class schedules, prepare degree plans, and track progress toward degree completion.

At UNT Dallas, education students work with a Student Success Advisor during their first sixty credit hours. **Once admitted into the CEHD Teacher Ed Program, teacher candidates will work closely with their Program Coordinator to ensure timely program completion and graduation with initial teaching certification.**

Click [HERE](#) for more information about Academic Advising and to schedule a time to meet with your Academic Advisor through EAB Navigate.

Teacher candidates can also consult with their assigned faculty program coordinator for questions about their degree plan, substitutions, and preparation for certification testing. See below for contact information.

IMPORTANT CONTACTS

Title	Faculty College of Education	Email	Office Location	Office Phone
Dean	Dr. Constance Lacy	constance.lacy@untdallas.edu	DAL 1 - 252	972-338-1502
Assistant Professor	Dr. Juan Borda	juan.borda@untdallas.edu	DAL 1 - 201 A	972-338-1983
Lecturer	Dr. Shelia Brown	shelia.brown@untdallas.edu	DAL 1 - 260	972-338-1145
Lecturer	Yolanda Graham	yolanda.graham@untdallas.edu	DAL 1 - 259	TBD
Lecturer	Dr. Elijah Granger	elijah.granger@untdallas.edu	DAL 1 - 201 C	972-338-1120
Assistant Professor	Dr. Janet Hanson	janet.hanson@untdallas.edu	DAL 1 - 261	TBD
Lecturer	Dr. Micheal Kessner-McShane	micheal.kessner-mcshane@untdallas.edu	DAL 1- 257	972-338-1139
Assistant Professor	Dr. Victor Lozada	victor.lozada@untdallas.edu	DAL 1- 201B	972-338-1984
Associate Professor	Dr. Ratna Naryan	ratna.naryan@untdallas.edu	DAL 1 - 201 N	972-338-1340
Lecturer	Dr. Deanne Paiva	deanne.paiva@untdallas.edu	DAL 1 - 201 P	TBD
Associate Professor	Dr. Cynthia Rodriguez	Cynthia.Rodriguez@untdallas.edu	DAL 1 – 201L	972-338-1323
Assistant Professor	Dr. Christina Salazar	christina.salazar@untdallas.edu	DAL 1 - 258	972-338-1503
Assistant Professor	Dr. Julie Southward	julie.southward@untdallas.edu	DAL 1- 247	972-338-1141
Director Clinical Practice	Emily Waneck	emily.waneck@untdallas.edu	DAL 1 - 219	972-338-1346
Senior Administrative Coordinator	Judith Nix	judith.nix@untdallas.edu	DAL 1 - 252	972-338-1345
Certification & Accountability Officer	Maya Gamble	maya.gamble@untdallas.edu	DAL 1 - 231	972-338-1121
Field Experience Coordinator	Torey Willis	torey.willis@untdallas.edu	DAL 1 - 221	TBD

Teacher Education Certification Program

UNTD CEHD Teacher Education Program is committed to graduating teachers with academic, dispositional, and professional characteristics worthy of students served. Teacher candidates are carefully

assessed throughout the program for teaching dispositions, teaching skills, and successful completion of all required courses.

UNTD graduating teachers:

- Promote and operate within the legal guidelines defined by the profession and Texas Education Agency (TEA) rules and regulations for the teaching profession.
- Communicate effectively and appropriately with students, parents, families, colleagues, and other educational professionals.
- Demonstrate the knowledge and skills required to enter the classroom as a highly qualified teacher.
- Apply evidence-based, learner-centered instructional practices that actively engage students in learning.
- Use evidence-based resources and technologies appropriate for instructional and assessment goals to engage students in learning.
- Utilize formal, informal, and formative assessments of student performance in the instructional decision-making process.
- Use effective, evidence-based strategies to create and maintain a safe, positive, and productive classroom environment.
- Demonstrate concern for students' general welfare.
- Are committed to continued growth and development as a professional educator.

Educator Background and Criminal Records History Check: The Texas Education Agency conducts a national criminal history check on all applicants for certification. Texas Education Code (TEC) §22.0831 states, "The board shall review the national criminal history record information of a person who has not previously submitted fingerprints to the department or been subject to a national criminal history record information review."

The UNTD CEHD prepares educators for fields that require fieldwork, internship, practicum, service-learning, and/or clinical teaching. Placements occur in educational settings which require a criminal background check. Texas law requires that UNTD notify you of your potential ineligibility to obtain certification or a license due to a prior criminal conviction or deferred adjudication for a felony or certain misdemeanor offenses. Applicants are encouraged to review the [Texas Occupation Code, Chapter 53, Sections 53.001 through 53.105](#).

If you have ever been convicted of a felony or misdemeanor and would like to check your eligibility for teaching, you can go to the [TEA National Criminal History Checks](#) FAQs website. This page will provide information on obtaining a preliminary Criminal History Review for Educator Certification Candidates. This service will allow those individuals who are contemplating obtaining a Texas Teacher certificate in the future the opportunity to have a review of an existing criminal history performed by agency staff. This process does not preclude a candidate from being required to submit to a national criminal history review, as required by statute, at the time of application for a teaching certificate.

Teacher candidates who become ineligible for placement due to certain criminal convictions may have to withdraw from the course(s), may not be able to satisfy degree requirements, and be required to withdraw from their program of study. In addition, an individual convicted of certain offenses may be ineligible for a certification examination upon completing an educational program. Questions related to eligibility requirements should be directed to the [Texas Education Agency](#).

Plagiarism and Academic Honesty: Academic integrity is a hallmark of higher education. You must abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled per the University's policies and procedures. See the UNT Dallas Academic Integrity Policy [Code of Conduct & Honor Code - College of Law](#).

Academic dishonesty includes but is not limited to cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor or tampering with the academic work of other students. **The use of AI on classroom assignments without prior instructor approval constitutes academic dishonesty. AI may be used for classroom assignments only at the discretion of the instructor. Teacher candidates must be prepared to justify their use of AI upon request.**

Classroom Disruption: Teacher candidates are expected to always engage with the instructor and other students in class respectfully and civilly to promote a classroom environment conducive to teaching and learning. Teacher candidates who engage in disruptive behavior will be directed to leave the classroom. A teacher candidate directed to leave class due to disruptive behavior cannot return to class until they meet with a representative from the Dean of Students Office. The teacher candidate is responsible for meeting with the Dean of Students before class meets again and providing the instructor confirmation of the meeting. A teacher candidate directed to leave class will be assigned an unexcused absence for that class period and any other classes they missed because of not meeting with the Dean of Students.

Diversity/Tolerance Policy: Diversity/Tolerance Policy: Teacher candidates are encouraged to contribute their perspectives and insights to class discussions. However, *any language that is determined by the faculty member to be disruptive will not be tolerated.* Disruptions that violate the Code of Student's Rights, Responsibilities, and Conduct will *be referred to the Dean of Education* as the instructor deems appropriate. [Code of Conduct & Honor Code - College of Law](#)

Disability Accommodations: The University of North Texas at Dallas makes reasonable academic accommodations for individuals with disabilities. Teacher candidates seeking accommodations must register with the Disabilities Services Office (DSO) to verify eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to the faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time; however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delays in implementation. Note that a teacher candidate must obtain a new letter of accommodation for every semester and meet/communicate with each faculty member before implementation in each class.

Teacher candidates are encouraged to deliver accommodation letters during faculty office hours or by appointment. Faculty members have the authority to ask for a discussion such as a letter during their designated office hours to protect the privacy of the student. For additional information, see the Disability Services Office website at [Disability Services](#). You may also contact them by phone at 972-338-1777, by email at UNTDisability@untDallas.edu, or in Founders Hall, room 204.

Description of Certification Programs (students must successfully complete all required courses *and* pass state exams)

Education Degree with EC-6 and ESL Certification. Teacher candidates receive a Bachelor of Science in Education with an Early Childhood through grade 6 Generalist and supplemental English as a Second Language (ESL) Texas state certification. ([26/27 course sequence](#)).

Education Degree with EC-6 and Bilingual Certification. Teacher candidates receive a Bachelor of Science in Education with an Early Childhood through grade 6 Generalist and Bilingual Supplemental Texas state certification. ([26/27 course sequence](#)).

Education Degree with Special Education EC-12 Specialist and ESL Certification. Teacher candidates receive a Bachelor of Science in Education with an Early Childhood through grade 12 Special Education and a supplemental English as a Second Language (ESL) state certification ([26/27 course sequence](#)).

Education Degree with 4-8 Mathematics and ESL Certification. Teacher candidates receive a Bachelor of Science in Education with a state teacher certification in grades 4-8 mathematics and a supplemental English as a Second Language (ESL) certificate. ([26/27 course sequence](#)).

Education Degree with 4-8 English, Language Arts and Reading and ESL Certification. Teacher candidates receive a Bachelor of Science in Education with a state teacher certification in grades 4-8 English, language arts and reading, and a supplemental English as a Second Language (ESL) certificate. ([26/27 course sequence](#)).

Education Degree with 4-8 Science and ESL Certification. Teacher candidates receive a Bachelor of Science in Education with a state teacher certification in grades 4-8 science and a supplemental English as a Second Language (ESL) certificate. ([26/27 course sequence](#)).

Education Degree with 4-8 Social Studies and ESL Certification. Teacher candidates receive a Bachelor of Science in Education with a state teacher certification in grades 4-8 social studies and a supplemental English as a Second Language (ESL) certificate. ([26/27 course sequence](#)).

Bachelor of Arts in Biology with Secondary Teacher Certification. Teacher candidates receive a Bachelor of Arts in Biology with state teacher certification in grades 7-12 Life Science. ([26/27 course sequence](#)).

Bachelor of Arts in Mathematics with Secondary Teacher Certification. Teacher candidates receive a Bachelor of Arts in Mathematics with state teacher certification in grades 7-12 Math. ([26/27 course sequence](#)).

Bachelor of Arts in History with Secondary Teacher Certification. Teacher candidates receive a Bachelor of Arts in History with state teacher certification in grades 7-12 History ([26/27 course sequence](#)).

Education Degree with EC-12 Languages Other Than English (LOTE) - Spanish Certification. Teacher candidates receive a Bachelor of Science in Education with a state teacher certification in all level Languages Other Than English – Spanish. ([26/27 course sequence](#)).

Admission to the Teacher Education Program (Candidacy)

To graduate with a Bachelor of Science in Education degree and meet the eligibility criteria for a standard teacher certification, formal admittance to the UNTD CEHD Teacher Education Program is required. Admission is only granted to those who demonstrate a desire to teach and readiness to take on the rigorous expectations of the professional program. Additionally, ***you must have a declared Bachelor of Science in Education major to be admitted and stay active as a candidate in the UNTD CEHD Teacher Education Program.*** Candidates who do not take at least one course in the CEHD in an academic year may be removed from the Teacher Education Program and asked to reapply for candidacy to continue with the program (see **inactivity policy**). Candidates who are removed or leave the Teacher Education program are ineligible to receive a bachelor's degree in education and certification testing.

Program Admission Requirements

According to the TEA, there are specific requirements for becoming a classroom teacher. One of these requirements is completing an approved Educator Preparation Program (EPP). ***Therefore, in addition to your admission to UNTD, you must become a candidate by formal admittance to the UNTD College of Education and Human Development Teacher Education Program.***

To be considered for admission, a student must:

1. Have a minimum 2.75 overall GPA **AND** a 2.75 GPA for the last 60 credit hours.
2. Completed a minimum of 60 hours (junior level status).
3. Demonstrates academic responsibility **by maintaining a grade of C or higher in all courses** applied toward the 120 credit hours required for graduation.

4. Create a TEAL (Texas Education Agency Login) account with the [Texas Education Agency](#) to complete an Educator Profile. The TEA system will assign the candidate a username and a unique TEA Identification number. Candidates are strongly encouraged to take advantage of the tutorials available on the TEA website on creating a user TEAL account.
5. Submit *one* professional reference (excluding family members) **AND** *one* UNTD Faculty Reference. **(Note: LOTE EC-12 Spanish requires the faculty reference from a UNTD Spanish instructor).**
6. Successfully completed a pre-admission departmental interview with a College of Education faculty interview panel (see [website](#) for dates); and
7. Submit a writing sample on the day of the departmental interview (topic to be given on the date of the interview).
8. Signed acceptance and agreement to adhere to the State of Texas Educator Code of Conduct provisions.

IMPORTANT NOTE

Applicants seeking certification pathways listed below must meet the following additional requirements to be considered for the Teacher Education Program:

- **Certification in EC-6/ESL/Bilingual, Special Education (Grades EC-12):** Successfully completed **MATH 1314** and two science courses (totaling 6 credit hours), each with a grade of C or better.
- **Certification in LOTE (Grades EC-12):** Completed two Spanish Advanced Level (3000-4000) courses (6 hours) with a C or better.

Applicants seeking certification pathways in a subject-specific content area must meet the following requirements to be considered for the Teacher Education Program:

- **Certification in 4-8 Math, Science, ELAR, or Social Studies:** *a minimum of 12 semester credit hours in the subject-specific content area for the certification sought.*
- **Certification in 7-12 ELAR, or Social Studies:** *a minimum of 12 semester credit hours in the subject-specific content area for the certification sought.*
- **Certification in 7-12 Math or Science:** *a minimum of 15 semester credit hours in the subject-specific content area for the certification sought.*

Please visit our CEHD [Teacher Education Program Admissions](#) website for information regarding eligibility and application link or email SOEATE@untDallas.edu for more information.

If your application is denied: If your application is denied for any reason, including failure to sign and return an acceptance offer, you must submit a new application by the next application due date, participate in an interview, and submit a new writing sample.

The admission process does not guarantee continuation in the Teacher Education Program. Teacher candidates must adhere to all CEHD and UNTD policies and procedures throughout program involvement.

Retention Policy

If a candidate's GPA falls below the required GPA (2.75) or other issues arise concerning a candidate's fitness to teach, the teacher candidate may be dismissed from the program. If dismissal occurs, students may refer to the [Code of Conduct](#) for the appeal process. Reasons candidates may be removed from the EPP may include, but are not limited to, the following:

- Failure to maintain a minimum 2.75 grade point average both overall and in major areas of study.
- [State of Texas Educator Code of Conduct](#) violation.
- UNTD Fitness to Teach violation.
- Criminal Background Check failure that precludes placement.
- Failure to make continual progress towards program completion.
- Failure to follow all attendance, dress code, and other guidelines.
- School/district refuses to accept the teacher candidate for field experience/clinical teaching.
- School/district requests that the teacher candidate be removed from a field/clinical teaching assignment.

Inactivity Policy (Taking semester off)

In alignment with TAC §228.31. Minimum Educator Preparation Program Obligations to All Candidates, Subsection (b),

*All EPPs shall have a published exit policy for dismissal of candidates that is reviewed and signed by candidates upon admission. **The exit policy must identify a point of dismissal for inactive candidates after no more than two years of inactivity, or university-based EPPs may adopt their institution's policy. An inactive candidate is one who is no longer completing coursework, training, and testing requirements with an EPP and is not a completer of the EPP.***

If the candidate is not enrolled in UNTD CEHD education courses for one semester, the candidate may return and continue in their coursework. However, if the candidate does not actively enroll in any UNTD CEHD course for 2 consecutive semesters, excluding summers, the candidate will have to reapply for admission into UNT Dallas, per our institutional policy. Additionally, the candidate will be removed from the CEHD and will have to reapply for candidacy during the next application cycle. All testing permissions will be removed until candidacy is reinstated. **Candidacy re-admission is not guaranteed.** (see Appendix E for inactivity policy document).

All candidates that have been inactive for a year or more will be removed from the UNTD CEHD and notified via your UNTD student email.

Change of Major

All teacher candidates pursuing a teaching certification must declare a **Bachelor of Science in Education**. If a teacher candidate changes their major, they must complete an exit interview by contacting the program coordinator to schedule an appointment. Once the Change in Major is completed, the teacher candidate will no longer be considered active in the UNTD CEHD Teacher Education Program and will not be eligible for teacher certification until they are again active in an Educator Preparation Program (EPP). Any TEA or Practice test approvals that have been granted will automatically be removed.

Certification Testing

Certification exams required by certification pathways include

CERTIFICATION PATHWAY	REQUIRED TExES EXAMS
EC-6 and ENGLISH AS A SECOND LANGUAGE (ESL)	CORE EC-6, PPR, STR, ESL SUPPLEMENTAL
EC-6 and BILINGUAL	CORE EC-6, PPR, STR, BILINGUAL SUPPLEMENTAL, BTLPT
SPECIAL EDUCATION EC-12/ ESL	PPR, SPECIAL EDUCATION EC-12, ESL SUPPLEMENTAL
MATHEMATICS/ESL 4-8	MATHEMATICS CONTENT 4-8, PPR, ESL SUPPLEMENTAL
SOCIAL STUDIES/ESL 4-8	SOCIAL STUDIES CONTENT 4-8, PPR, ESL SUPPLEMENTAL
SCIENCE/ESL 4-8	SCIENCE CONTENT 4-8, PPR, ESL SUPPLEMENTAL
ENGLISH/LANGUAGE ARTS/READING (ELAR)/ESL 4-8	ELAR CONTENT 4-8, PPR, STR, ESL SUPPLEMENTAL
MATHEMATICS 7-12	MATHEMATICS CONTENT 7-12, PPR
SCIENCE 7-12	SCIENCE CONTENT 7-12, PPR
HISTORY 7-12	HISTORY 7-12, PPR
LANGUAGES OTHER THAN ENGLISH (LOTE) EC-12	SPANISH: LOTE-SPANISH EC-12, PPR

Texas Examinations of Educator Standards Framework

TExES tests are based on content described by a set of competencies (a test framework) for the test. The frameworks for each content exam are available on the [Texas Educator Certification Examination](#) website as part of the test preparation materials. The test framework (including competencies and descriptive statements) for each TExES test articulates the Texas-specific knowledge and skills expected of public-school educators in Texas and offers examples of topics that may be covered on the test. The TExES test frameworks align with appropriate Texas standards for educators and the TEKS, the mandated state curriculum for candidates.

Each test is divided into major content domains – broad areas of content within the test that reflect an organizational principle understandable to individuals studying and working in the field. Each domain is divided into several competencies that define content knowledge that Texas educators determined to be important to the job of an educator in the field. Competencies are conceptual statements that reflect some of the skills, knowledge, and understanding needed by educators in Texas public schools. The number of competencies within each domain may vary depending on the content's breadth.

Test Preparation

The UNTD CEHD Teacher Education Department offers multiple opportunities for candidates to take a Representative Practice Exam. These practice exams are designed to mirror a real-time testing process. Additional resources are available to candidates through outside test preparation from independent vendors and book publications. Candidates may obtain information on these options from the Teacher Certification Accountability Officer at the Teacher Candidate Resources & Forms tab at [Student Resources and Forms](#) and select Certification Testing.

All Teacher Candidates must earn a score of 85% (equivalent to 255/300) or better on all online practice exams in all program areas. Candidates must show evidence of a study plan, study program, or study session with a faculty member to retake the practice exam. This process must be repeated until the candidate achieves an 85% or higher (equivalent to 255/300) on ALL exams required in their program area.

Eligibility for the TExES Exams Policy

Per rules outlined in [Texas Administrative Code 228.40\(b\)](#), the UNTD CEHD Teacher Education Program is responsible for verifying the candidate's readiness to take the TExES exams. Candidates need approval to register for the Texas educator certification exams. Submit a request for licensure examination approval after passing the required practice test. Please note test takers are limited to **5 attempts** on any Texas educator certification test under [Texas Education Code §21.048\(a-1\)](#).

IMPORTANT NOTE!! Per TEA - Candidates are responsible for ensuring that the name in their testing account matches the first and last names on the ID documents presented to the test center. **If your ID documents do not match the first and last name used when you registered, you will be prohibited from testing, and your exam fees will be forfeited.**

Access to the Texas Teacher Certification Testing (TExES) is available only to teacher candidates who meet specific criteria:

- The candidate must be currently enrolled in the Teacher Education Program and in *good standing*.
- Earn an 85% (equivalent to 255/300) or better on all practice exams in all program areas.
- Submit a completed "[Request for Licensure Examination Approval Form](#)" before registering to take the exam.
- Candidates take the appropriate content TExES practice exam and provide the Certification Officer with documented verification that they have completed test preparation review hours. See specific guidelines at the [Teacher Candidate Resources and Forms](#) website.
- All teacher candidates must show evidence of a study plan addressing area(s) of weakness on any exam that has not been passed. It is recommended you meet with your program coordinator for information on study sessions when needed. Repeat the process until you successfully pass ALL exams required in all program areas.

Study Materials: Because the TExES assessments cover the wide range of knowledge required for teaching, many sources may help candidates prepare for the assessments and their teaching experience. UNT at Dallas does not guarantee that using recommended materials will result in better performance on a test, and there may be other resources not listed here that will help prepare to take tests.

TExES Study Guides: Each test is based on a framework or list of objectives in the study guides. Each question on the test assesses your knowledge of one of the objectives. These study guides also contain sample questions that will give you an idea about the types of questions that may be asked on the test. Study guides are available at no cost through the [Texas Educator Certification Examination](#) website.

Texas Essential Knowledge and Skills (TEKS): Chapter 75 of the Texas Administrative Code, the State Board of Education Rules for Curriculum (commonly known as the TEKS), outlines Texas' curriculum guidelines. The Texas Essential Knowledge and Skills were an important influence in determining the content of the TExES tests because they define the content that Texas teachers are required to teach. You may view and download the TEKS at TEA's [Texas Essential Knowledge and Skills](#) page.

State-Adopted Textbooks: The most recently adopted textbooks and teacher guides in the courses you will be eligible to teach may also be helpful in your test preparation. If a Texas public school already employs you, you may be able to borrow textbooks from your district. Additionally, some Education Service Centers (ESC) and some university libraries have the textbooks available for reference purposes, if not to checkout.

Journals and Other Materials from Professional Organizations: Most content areas have a corresponding professional organization. For example, if you are planning to be an algebra teacher and are going to take the Mathematics TExES test, you may wish to contact the National Council of Teachers of Mathematics to find out about their publications. Though they may not have materials specific to the TExES, they generally publish journals, policy statements, and/or current research that may aid in your test preparation. In addition to printed materials, local chapters often have meetings and workshops on pertinent topics.

EARLY FIELD EXPERIENCE, CLINICAL TEACHING, and RESIDENCY

Dispositions Required for Student Teaching

The CEHD focuses on preparing educators who demonstrate the requisite skills, knowledge, and dispositions expected of a professional in fostering student-centered learning environments. Throughout your teacher preparation program, you must demonstrate measurable growth in the following 12 points:

Teacher Candidates should

- Demonstrates academic responsibility **by maintaining a grade of C or higher in all courses** applied toward the 120 credit hours required for graduation.
- Adhere to the Code of Ethics and Standards for Texas Teachers, as described in TAC §247.2 (Appendix C).
- Recognize and accept that the Cooperating Teacher is responsible for what may or may not be done in the classroom. If the Teacher Candidate has concerns, these need to be discussed with the Cooperating Teacher.
- Know and follow the rules, regulations, and policies of the district and campus. This includes maintaining confidential information that may have been obtained through student records, conversations, etc.
- Dress and act in a professional manner, following the dress codes of the school district.
- Arrive and depart the school site in accordance with the school's policy for all teachers. Teacher Candidates and Interns must arrive early and stay late for instructional meetings, vertical and horizontal team planning, and/or preparation for class.
- Attend mandatory Professional Development sessions on the UNT Dallas campus.
- Seek and obtain exposure to content, curriculum, resources, technology, and standards (i.e., Texas Essential Knowledge and Skills (TEKS), the State of Texas Assessment of Academic Readiness (STAAR), etc.)
- Study the campus's yearly scope and sequence, curricular documents and requirements, instructional standards (TEKS), and expected student outcomes.
- Write high-quality lesson plans for EACH lesson before the teaching opportunity and share a copy with the Cooperating Teacher and the University Field Supervisor. A hard copy of lesson plans needs to be available for the University Field Supervisor.
- Teach high-quality lessons using content and language standards, student objectives, instructional strategies, and student outcomes.
- Demonstrate the ability to respond appropriately to learners from diverse linguistic, cultural, economic, or racial backgrounds.
- Demonstrate effective oral and written interpersonal communication skills.

- Consult with the Cooperating Teacher and the University Field Supervisor for constructive feedback regarding effective research and evidence-based best practices for current student groups.
- Complete all requirements assigned by the University Field Supervisor (i.e., lesson plan, lesson observation forms, classroom management plan, self-assessment/reflection forms, program/process evaluation, Checkpoints, etc.) and submit on or before the required deadline.
- Set personal goals for improvement after each observation and coaching cycle.

The instructor or student teaching supervisor who identifies a deficiency or behavior inconsistent with established dispositions for teaching will follow procedures that will include meetings with the teacher candidate to develop a problem-solving plan(s) and the possibility of recommending the dismissal of a candidate from the UNTD CEHD Teacher Education program.

An internship or clinical teaching experience must occur in an actual school setting rather than a distance learning lab or virtual school setting, as described in (TAC) §228.35. Teacher Candidates are placed in a supportive environment with an accomplished Cooperating or Mentor teacher with a proven record of student success. Field Experience and Clinical Teaching placement will correspond with the subject area certification, as described in (TAC) 228.35. Core classes must be completed before application for admission into Early Field Experience teaching.

TRADITIONAL CLINICAL EXPERIENCE

Early Field Experience: Teacher Candidates must meet the following criteria:

- Achieve a minimum 2.75 Cumulative GPA for CORE, MAJOR, and OVERALL.
- Successfully completed (C or better) all CORE coursework (**all** 1000, 2000, and 3000 level courses).
- Successfully completed **all** Teacher Education required courses for your certification area(s).
 - Bilingual: Must have a minimum grade of B in EDBE 3470/3480.
 - LOTE: Completed a minimum of 24 upper-division Spanish courses (SPAN 3000 or 4000) with a minimum of a 3.0 GPA.
- Complete the application by the published deadline (Fall - October 15, Spring - April 15)
- Demonstrate evidence of successful completion of **at least one** certification exam within your selected pathway prior to applying to Early Field Experience.

The Early Field Experience Teacher

- Applies and receives admittance
- Enrolls in the corresponding UNT Dallas Early Field Experience Methods courses.
- Receives placement on a partner campus with a Cooperating Teacher based on the intended certification area(s).
- Completes Field Experience for 8 hours weekly (one full 8-hour day) over the course of 14 weeks.

- Uses co-teaching models, including One Teach-One Observe, One Teach-One Assist, and Parallel Teaching (during the final weeks of placement).
- Receives frequent informal observations by a University Field Supervisor and a minimum of one formal observation, which includes pre-conference, observation, and post-conference with constructive feedback.

Clinical Teaching: Student Teaching Admission to Clinical Student Teaching (EDUC 4200) -

This semester occurs when the teacher candidate enrolls in the final course (six credit hours) and spends full days (at least 7 hours) over a 14-week semester in an assigned clinical teaching placement with a university field supervisor. While completing Student Teaching, the expectation is as follows:

- The teacher candidate works with the cooperating teacher under six different co-teaching models.
- Complete at least four (4) formal observation cycles, which include a pre-conference and a post-conference that the university field supervisor facilitates.
- Utilizes audio/video recording to reflect on the practices.

Teacher candidates applying to Clinical Teaching: Student Teaching must meet the following criteria:

- Current enrollment in Early Field Experience: Methods courses, with a minimum of 6 credit hours at UNT Dallas and current major, BS, Education
- Demonstrate evidence of successful completion of **ALL** certification exams within your selected pathway prior to applying to Clinical Teaching.
- No evidence of failed, dropped, OR Incomplete courses during Early Field Experience
- A minimum 2.75 GPA for CORE, MAJOR, and OVERALL.
- Completion of all coursework except EDUC 4200 Student Teaching
- Complete the Clinical Teaching application by the published deadline prior to the semester of entrance.

The Clinical Teacher

- Completes Early Field Experience successfully, applies for Clinical Teaching: Student Teaching, and receives acceptance
- Enroll in 6 credit hours for the final semester.
- Receives placement on a partner campus for 14 weeks with a Cooperating Teacher in a classroom appropriate for the intended area of certification. In some cases, this placement may be two 7-week placements for two certification areas. Secondary Clinical Teachers may receive teaching assignments at the middle school, junior high, and/or senior high school levels.
- Completes Clinical Teaching for a minimum of 7 hours daily over the course of 14 weeks.
- Complete four (4) informal “walk-through” observations. These may be scheduled or unscheduled.
- Completes at least four (4) 45-minute formal observation cycles with a University Field Supervisor. A formal observation cycle includes pre-conference, observation, and post-conference, followed by constructive feedback, and may include a video recording to reflect on practice.

RESIDENCY TEACHER EDUCATION PREP PROGRAM

The UNTD CEHD Vetted Teacher Residency is a high-quality teacher preparation model in which a teacher candidate spends a full academic year working in a K–12 classroom alongside an experienced mentor/host teacher while completing their final year in the teacher education preparation program. The Texas Education Agency (TEA) developed the vetted residency designation to identify preparation programs that met state expectations for high-quality residency experiences and to support partnerships between educator preparation programs (EPPs) and school districts. A significant benefit of the residency is that teacher candidates are paid while completing their residency, allowing them to gain extensive, supervised classroom experience while earning an income as they complete their preparation for teacher certification.

The purpose of this enhanced certification pathway is to provide candidates with opportunities to (a) develop knowledge and skills related to content, pedagogy, technology, classroom management, assessment, and evaluation through coursework and (b) develop an understanding of schools, students, lesson planning, and the teaching and learning process through participation in a practice-based setting with Host Teachers and University Field Supervisors. Residency Teachers are expected to participate as members of the school staff and are responsible for following all applicable district and school policies and procedures. Following the initial observation period, the Residency Teacher assumes increasing responsibility for participating in the instructional process under the guidance and supervision of the Host Teacher and University Field Supervisor. During this period, Residency Teachers may monitor individual student progress, provide instructional support, and facilitate small-group learning in collaboration with the Host Teacher. This gradual increase in responsibility allows candidates to apply knowledge and skills from their coursework in an authentic classroom setting while receiving ongoing guidance, feedback, and support.

Teaching Assignments:

A Residency teaching experience must take place in an actual school setting rather than a distance learning lab or virtual school setting, as described in (TAC) §228.35. Residency Teachers are placed in a supportive environment with an accomplished Cooperating or Mentor teacher who has a proven record of student success and meets all placement criteria, including more than 3 years of teaching and 3 years of receiving a proficient, or above on TTESS. Residency placement will correspond with the subject area certification, as described in (TAC) §228.91. Core classes must be completed before application for admission into clinical teaching.

Residency I

- Applies and receives admittance to Early Field Experience. The teacher candidate indicates what district they choose for residency placement and goes through pre-screening and interviews with campus principals.
- Enrolls in the corresponding UNT Dallas Methods courses.
- Receives placement on a partner campus with a Host Teacher based on the intended certification area(s) and following the selection rubric along with collaboration from district personnel.
- Completes Residency Teaching for 4 days a week, beginning with professional development and being present for the first day of instruction with students, logging at least 512 hours.

- Uses co-teaching models including One Teach-One Observe; One Teach-One assist; and Parallel Teaching (during the entirety of placement).
- Receives 8 informal observations by a University Field Supervisor, with the first one being within the first 4 weeks of placement.
- Receives 2 formal observations which include pre-conference, observation, and post-conference with constructive feedback, with the first one being within the first 4 weeks of placement and the 2nd one being at the midway point of the semester.

Residency II

- Completes Residency I successfully, applies for Residency II Student Teaching, and receives acceptance.
- Enrolls in 6 credit hours for the final semester.
- Continues placement on a partner campus full time, 5 days a week with the same Host Teacher in a classroom appropriate for the intended area of certification.
- Completes Residency Student Teaching for a minimum of 750 hours, with 400 of those hours being direct teaching.
- Complete four (4) informal “walk-through” observations.
- Completes a minimum of two (2) 45-minute formal observation cycles with a University Field Supervisor. A formal observation cycle includes pre-conference, observation, post-conference, followed by constructive feedback.

UNT Dallas requires a minimum of 2.75 cumulative GPA to qualify for graduation (no exceptions).

Below are important documents that will be helpful as you enter your senior year:

- [Clinical Teacher Handbook](#)

Please do not hesitate to contact SOEClinical.Field@untDallas.edu for questions.

Teacher Candidates Employed as Educational Assistants: All teacher candidates seeking initial certification are required to clinical teach for a period of 14 weeks. Assignments that must be completed by the candidate include creating lesson plans, observation by your field supervisor at least 4 times, and observation by the cooperating teacher. If you would like to continue employment as an aide or paraprofessional during the TEA-required Clinical Teaching semester, you will need to meet with the Clinical Director to ensure you meet criteria and what steps to take (see Appendix I).

Multi-site Placements: Clinical Teachers seeking a specialization in Special Education or LOTE EC-12 will complete one-half of their experience in a setting specific to the specialization and the remainder of the semester in an elementary grade consistent with their certification, as described TAC 228.35(A)(ii).

Admissions Review and Appeals Process: The application for Early Field Experience & Clinical Teaching is online and submitted at the semester midpoint before entrance. Announcements about the application link and application deadlines will be posted on campus, posted on the website, and announced through UNTD email and Canvas courses.

Applications are submitted to the UNT Dallas CEHD Early Field Experience and Clinical Teaching Admissions Committee for review and approval. Teacher candidates may appeal the committee's decision by submitting a letter of appeal to the Committee chairperson within **seven days** from the date of the DENIAL LETTER. A teacher candidate appeal **does not** guarantee a reversal in the decision. Your letter of appeal should be addressed to the Admissions Committee and must include the following information: candidate name and ID, the reason why you were denied, rationale on why you feel the committee should reconsider, and measures you are taking to remedy the situation if any are needed. Please email your letter of appeal to soeclinical.field@untdallas.edu.

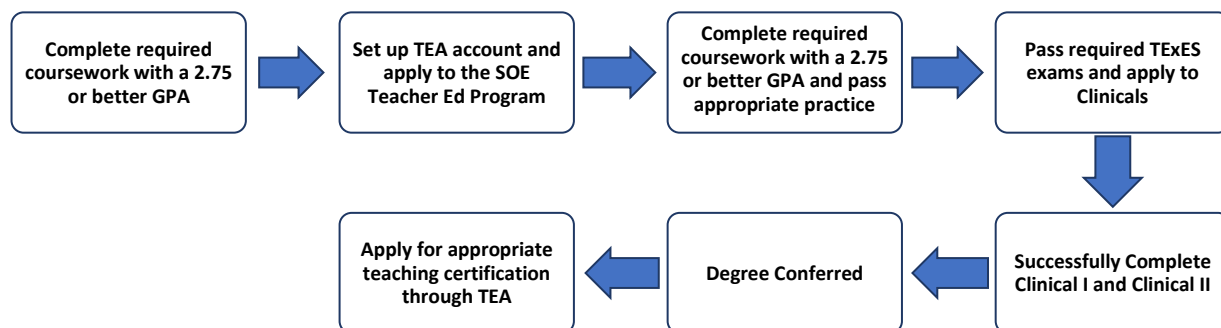
NOTE: If you have received a Denial Letter due to not fulfilling a contingency, you do not have the option to appeal. You will need to reapply the following semester.

Once admitted to Early Field Experience & Clinical Teaching, teacher candidates must complete a background check with their corresponding placement school district. Information regarding background checks will be emailed to the candidate.

Requirements for Graduation

Degree applications are accepted only by undergraduate teacher candidates with a minimum overall 2.75 GPA. Deadlines for filing for graduation are strictly enforced and are posted on the [website](#), in the advising offices, and elsewhere in university publications. It is each candidate's responsibility to ensure that the graduation application is submitted in a timely fashion.

Steps to Obtaining a Texas Teaching Certification



APPENDIX

APPENDIX A

Calendar of Activities

Dates and deadlines for program application, admission, clinical teaching, and TExES test support can be found at [Student Resources and Forms](#). Key activities and events can also be found on the CEHD [Dates and Deadlines](#) page.

Important Calendar of Dates – 2026-2027

University Wide Dates	Fall 2026	Spring 2027
First Day of Class	August 24, 2026	January 11, 2027
Census Date	September 9, 2026	January 27, 2027
Graduation Application Deadline	September 20, 2026	February 7, 2027
Labor Day	September 7, 2026	NA
Fall Break	November 26-27, 2026	NA
Spring Break	NA	March 8-12, 2027
Martin Luther King Jr. Day	NA	January 18, 2027
Last Day of Class	December 3, 2026	May 8, 2027
Final Exams	December 7-12, 2026	May 3-8, 2027
Commencement	TBD	May 11, 2027
Degree Conferral	December 31, 2026	May 31, 2027
Teacher Education, Field Experience, & Clinical Teaching Program Admissions	FALL	SPRING
Early Field Experience and Clinical Teaching Application Due	October 15, 2026	April 15, 2027
Teacher Education Program Application Due	November 1, 2026	March 25, 2027 (and July 15, 2027)
Teacher Education Program In-Person Interviews	TBD	TBD
Teacher Candidate Induction Ceremony	NA	April 13, 2027

APPENDIX B

CHECKLIST TO COMPLETE PROGRAM AND CERTIFICATION

To Complete the program:

- Successfully complete prescribed Education and Pedagogy courses on your degree plan.
- Successfully completed Early Field Experience (Methods) and Clinical Teaching (Student Teaching).
- Have a final, minimum 2.75 cumulative (true) GPA overall, core, and pedagogy.
- Successfully graduated with a Bachelor of Science degree in Education.

To Be Eligible for Teacher Certification:

- Successfully complete the Teacher Education Program, including Early Field Experience and Clinical Teaching.
- Successfully passed all required TExES certification exams.
- Complete a bachelor's degree.

Must be officially conferred by the Registrar's Office, which can take at least 4-6 weeks after the graduation ceremony.

- Pass appropriate state certification exams (TExES) for content AND pedagogy.
- Submit a fingerprinting application and fee once you have passed the necessary exams.

If a District has already fingerprinted you, you should not have to apply again.

- Submit the certification application and fee to TEA once you have passed the necessary exams.

***Email the Certification Officer once an application has been submitted.**

- Pass Federal background check.
- Receive a recommendation from UNT Dallas.
- TEA grants teacher certification.

Posts to your TEA Account – no hard copy – may be viewed, attached, or printed.

Renew every five years - Continuing Professional Education (CPE) – 150 clock hours
[Standard Certificate Renewal and Continuing Professional Education \(CPE\) Information | Texas Education Agency](#)

APPENDIX C

Texas Administrative Code: Educators' Code of Ethics

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) described by TEC, §22A.201(a); or

(ii) directly related to student behavior or school property.

(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. Factors that may be considered in context and on the totality of the circumstances in assessing whether appropriate boundaries were maintained include, but are not limited to:

(i) physical proximity or physical contact beyond the professional role or that the student has indicated is unwelcome, unless such contact is professionally required;

(ii) contacting or meeting the student beyond the professional role or making efforts to gain access to or time alone with a student with no discernible professional purpose;

(iii) transporting the student without permission from the student's legal guardian or in violation of school board policy, unless for an emergency;

(iv) taking or possessing a photo or video of the student beyond the professional role or in violation of school board policy; and

(v) showing favoritism or isolation through gifts, rewards, or privileges.

(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 context and on the totality of the circumstances 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;

(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; and

(vii) whether the communication could be reasonably interpreted as threatening the welfare and/or safety of 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; amended to be effective August 2, 2026, 51 TexReg 4867.

Acceptance of TEA Code of Ethics

I accept and will adhere to the TEA Code of Ethics and all university and college requirements.

_____	_____	_____
Candidate's Printed Name	Candidate's Signature	Date

APPENDIX D
UNIVERSITY OF NORTH TEXAS AT DALLAS
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
TEACHER PREPARATION PROGRAM

Student Name (PRINT): _____ **EUID:** _____

Professional Dispositions Statement
Department of Teacher Education
University of North Texas Dallas

The Teacher Education program at the UNT Dallas CEHD focuses on preparing educators who respect difference, celebrate diversity, and demonstrate the requisite skills, knowledge, and dispositions expected of a professional in fostering student-centered learning environments.

Over the course of your teacher preparation program, it is expected that you have measurable growth in the following 12 points:

1. Exhibits sound and professional judgment by following established university or public school policies when interacting with peers, students, parents, or members of the community.
2. Maintains confidentiality of student records, correspondence, and conversations.
3. Uses emotional and social self-control and self-determination in personal interactions.
4. Demonstrates professional appearance and appropriate hygiene.
5. Maintains and uses a professional teacher-student and teacher-parent relationship.
6. Demonstrates positive attitudes toward the profession, students, parents, other educators, and support personnel.
7. Demonstrates ethical behavior as defined by the profession and Texas rules and regulations ([Code of Ethics and Standard Practices for Texas Educators](#)).
8. Exhibits a code of conduct that includes honesty, cooperation, and integrity related to tests, assignments, and interactions with UNT Dallas professors and personnel ([UNT Dallas Code of Conduct](#)).
9. Exhibits a collaborative approach applied to seeking solutions to problems with peers, students, faculty, parents, and administration.
10. Demonstrates the ability to work with diverse individuals.

11. Exhibits qualities of lifelong learning through engagement in completion of course requirements, continuous professional development, and is academically prepared. Lifelong learning is a term that applies to continuing one's education through university or community-based programs.
12. Exhibits professional competence in oral and written language, which includes electronic devices. The instructor or student teaching supervisor who identifies a deficiency or behavior inconsistent with established dispositions for teaching will follow procedures that include meetings with the student, problem-solving plan(s), and the possibility of dismissing a student from the program.

Please sign and date below indicating your understanding of the Professional Dispositions Statement as a student in the Teacher Education Program with the University of North Texas Dallas.

Teacher Candidate Signature

Date

APPENDIX E
UNIVERSITY OF NORTH TEXAS AT DALLAS
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
TEACHER PREPARATION PROGRAM
INACTIVITY POLICY STATEMENT

Inactivity Policy (Taking semester off):

In alignment with TAC §228.31. Minimum Educator Preparation Program Obligations to All Candidates, Subsection (b),

All EPPs shall have a published exit policy for dismissal of candidates that is reviewed and signed by candidates upon admission. The exit policy must identify a point of dismissal for inactive candidates after no more than two years of inactivity, or university-based EPPs may adopt their institution's policy. An inactive candidate is one who is no longer completing coursework, training, and testing requirements with an EPP and is not a completer of the EPP.

If the candidate is not enrolled in CEHD courses for one semester, the candidate may return to the EPP and continue in their coursework. However, if the candidate does not actively enroll in any CEHD course for 2 consecutive semesters, excluding summers, the candidate will have to reapply for admission into UNT Dallas, per our institutional policy. Additionally, the candidate will be removed from the EPP/CEHD and will have to reapply for candidacy during the application cycle. All testing permissions will be removed until candidacy is reinstated. Candidacy admission is not guaranteed.

All candidates that have been inactive for a year or more will be removed from the EPP and notified via email.

I have read the above language and understand the exit policy for the EPP at UNT Dallas CEHD.

Teacher Candidate Signature

Date

TEA ID #

APPENDIX F

PROFESSIONALISM RUBRIC

	SIGNIFICANTLY ABOVE EXPECTATIONS (5)	AT EXPECTATIONS (3)	SIGNIFICANTLY BELOW EXPECTATIONS (1)
Professional Growth and Learning	• Uses feedback from observations and self-assessment to significantly improve performance in identified areas of need. Consistently prepared and highly engaged in professional learning opportunities. • Engages in the evaluation process with eagerness by seeking feedback from supervisors and colleagues. • Consistently self-reflects on evidence of instruction, accurately matching evidence to the rubric in both areas of strength and areas of growth.	• Uses feedback from observations and self-assessment to implement and reflect on personal improvement strategies. • Prepared and engaged in professional learning opportunities. Engages in the evaluation process with evidence of a focus on improving practice and openness to feedback. • Self-reflections on evidence on instruction largely match the expectations of the rubric.	• Inconsistently uses feedback from observations to improve and demonstrates little evidence of growth on targeted indicators. • Unprepared or disengaged in professional learning opportunities provided. • Engages in the evaluation process without evidence of a focus on continued improvement of practice. Self-reflections do not match the expectations of the rubric or assessment of the evaluator.
Use of Data	Systematically and consistently utilizes formative and summative school and individual student achievement data to: • Analyze the strengths and weaknesses of all his/her students, • Plan, implement, and access instructional strategies to increase student achievement	• Utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions to increase student achievement. • Analyzes student work to guide the	• Rarely utilizes student achievement data to address strengths to guide instructional decisions related to student achievement.

	and decrease achievement gaps between subgroups of students, • Plan future instructional units based on the analysis of his/her student's work, • Reflect on using instructional strategies that led or impeded student learning.	planning of instructional units.	
School and Community Involvement	• Regularly organizes and leads activities and events that positively impact school results and culture. • Always adheres to school and district personnel policies and serves as a leader and model for others. • Regularly works with peers to contribute to a safe and orderly learning environment and actively facilitates improvement in schoolwide culture.	• Regularly supports and contributes to school activities and events • Regularly adheres to school and district personnel policies. • Regularly works with peers to promote a safe and orderly learning environment.	• Rarely supports school activities and events. Inconsistently adheres to school and district personnel policies. • Rarely works with peers to contribute to a safe and orderly learning environment.
Leadership	Actively and consistently contributes to the school community by assisting others, including successful engagement in three or more of the following: • Collaborative planning with subject and/or grade level teams • Actively leading in a professional learning community (mentoring, leading PD opportunities)	Contributes to the school community by assisting others, including at least two of the following: • Collaborative planning with subject and/or grade level teams, • Actively participating in a professional learning community, • coaching/mentoring	• Inconsistently contributes to the school community by assisting and/or mentoring others.

APPENDIX G

UNT | DALLAS[™]

School of Education

Disposition Infraction Form

Student: _____ Student ID# _____

Current Placement (if applicable): _____

Updated Placement (if applicable): _____

Mentor Teacher: _____ Field Supervisor: _____

Certification Area: _____

Cause(s) for concern:

_____ Communication _____ Integrity/Ethics _____ Personality

_____ Professionalism _____ Physical Health (Job-related functions)

Briefly describe the specific cause for concern. Attach any additional documentation.

List the measure the student will implement to address concern. Attach any additional documentation.

*Signatures below confirm that the student, _____ will continue to fulfill measures of improvement for the aforementioned concern during Clinical 1/Clinical 2 SOE placement. Student is aware that after two (2) documented infractions, School of Education will proceed with further disciplinary actions, which may include, but are not limited to **program dismissal**.*

Faculty Signature: _____ Date: _____

Student Signature: _____ Date: _____

☐ Email Program Coordinator/Advisor

APPENDIX H

Professional Improvement Plan (PIP)

A Professional Improvement Plan (PIP) is a tool designed to support teacher candidates who are not demonstrating progress on the T-TESS POP Cycle Observation Report including the T-TESS rubric competencies. The PIP outlines specific action steps a teacher candidate must complete in order to show progress in the domains and criteria identified in the plan.

The University Field Supervisor or the Clinical Teaching Director can initiate a PIP using data collected from the mentor teacher and campus administrators, walkthrough data, program faculty, or personal observations. The following steps are to be taken in completing the PIP.

Stage 1

Intervention The initiating personnel will discuss concerns with the teacher candidate. This discussion will include:

- reasons and examples of the problem;
- noted behaviors that may be affecting progress or success; and
- review of periodic academic or performance status (as appropriate).

The teacher candidate will have the opportunity to reflect and discuss performance status which will be used to identify strengths and areas of growth. The PIP will be the written document that initiates the steps to improve performance. The teacher candidate will have a maximum of 14 days to complete the Action Steps of the PIP and have a follow-up meeting with the initiating personnel. The initiating personnel maintain written documentation from the meeting with the teacher candidate. If the issue(s) is resolved, no further action is necessary. The concern, suggestions and progress are documented in writing.

NOTE: If the teacher candidate does not meet all requirements of Stage 1 of the PIP, the teacher candidate will move to Stage 2.

Stage 2 Action Plan Development

- The University Field Supervisor schedules a meeting with the teacher candidate to discuss the issue(s) which may include a lack of progress. This is documented on the Professional Improvement Plan.
- The PIP Committee, composed of the University Field Supervisor, Clinical Teaching Director, and Assistant Dean of the CEHD, will meet to review PIP documentation.

- The PIP Committee will develop an Action Plan for the teacher candidate. Signatures are required.
- The teacher candidate will have 14 days to complete the task(s) on the Action Plan.
- Copies of the PIP are distributed to the teacher candidate, the mentor teacher, the University Field Supervisor and the Clinical Teaching Director.

Stage 3 Final Intervention and/or Evaluation

- The University Field Supervisor will work with the Clinical Teaching Director (and other roles as appropriate) to determine further action(s) to be taken.
- A teacher candidate may request termination or pause of participation in the UNTD CEHD Teacher Preparation Program for medical or personal reasons.
- The Clinical Teaching Director and Chair of Clinical Internship can recommend removal of the teacher candidate from a placement and termination of participation in the Teacher Preparation Program.

Professional Improvement Plan (PIP)

TEACHER CANDIDATE NAME	UNTD ID	DATE
EXPECTATION	The Teacher Candidate will...	
EVIDENCE	Documentation by Responses from:	
CONCERNS	Evidence from four sources suggest that... (Teacher candidate did not fulfill the minimum requirements for...Teacher candidate failed to provide)	
STRATEGIES		
DEADLINE		

University Field Supervisor Signature

Date

Teacher Candidate Signature

Date

APPENDIX I

Texas Educator Aide Processes

Document for UNT Dallas teacher candidates employed as teacher's aides or paraprofessionals by the district and approved to continue employment in this role during clinical teaching by both UNTD's Educator Preparation Program and the district.

Dear Principal [REDACTED]:

You are receiving this document because you have an Educational Aide (Teacher's Assistant), _____, working in your school who is currently enrolled in the [REDACTED] Teacher Certification Program at the University of North Texas Dallas. All teacher candidates for initial certification are required to do clinical teaching for a period of 14 weeks. If you would like this candidate to continue his/her employment during the TEA-required clinical teaching semester, you will need to agree to the following conditions required by the program.

The individual must be in a [REDACTED] classroom (list area of certification) with a certified teacher who:

- is collaboratively assigned by the educator preparation program (EPP) and campus administrator has at least three years of teaching experience
- is an accomplished educator as shown by student learning
- has completed cooperating teacher training, including training in how to coach and mentor teacher candidates, by the EPP within three weeks of being assigned to a clinical teacher
- is currently certified in the certification category for the clinical teaching assignment for which the clinical teacher candidate is seeking certification
- guides, assists, and supports the candidate during the candidate's clinical teaching in areas such as planning, classroom management, instruction, assessment, working with parents, obtaining materials, district policies
- reports the candidate's progress to that candidate's field supervisor
- submits his/her Texas Educator Certificate
- has a high level of commitment to the candidate's professional development, an eagerness to continue professional growth, effective communication skills, and outstanding collaboration skills

Assignments that must be completed by the candidate include:

- create lesson plans and be observed by your field supervisor at least 4 times

- observation by the cooperating teacher and sign off for completion and certification

I agree to _____ completing the above requirements while working as a teacher's aide. I have read this document and agree with the candidate participating in clinical teaching requirements at this campus and district. I will collaborate with UNTD to collaboratively assign a qualified Cooperating Teacher for the candidate and ensure that his/her documents are submitted. I also agree to ensure that the clinical teaching experience meets Texas Administrative Code and Texas Education Code requirements.

School District _____ Campus _____

Name of Principal (print) _____

Principal's Signature _____ Date _____