



University of North Texas at Dallas School of Education



Teacher Education 2023-2024 Handbook

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Frequently Used Terms

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

Clinical Teacher - A preservice teacher in the final phase of educator preparation, seeking initial certification by participating in Clinical Teaching I and II.

Clinical Teaching I - The 'Methods' semester of field experience of intensive Clinical Teaching (one 8-hour day each week for 14 weeks) in a partner school for all undergraduate Clinical Teachers nearing the final phase in the Educator Preparation Program, as described in (TAC) §228.35.

Clinical Teaching II - The 'Student Teaching' semester of field experience of intensive Clinical Teaching (8 hours daily for 14 weeks) in a partner school for all undergraduate Clinical Teachers 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 Clinical Teacher growth during the clinical teaching assignment, as described in Texas Administrative Code (TAC) §228.2.

Partner Districts - Districts that host Clinical Teachers and Interns, collaborating with the UNT Dallas Clinical Teaching Program during the final semesters of the Educator Preparation.

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

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

Teacher Candidate - Undergraduate and graduate students accepted to the UNTD SOE Teacher Education Preparation Program.

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

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 Clinical Teacher performance during 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.

Strategic Themes

- **Rooted in community.** Become the leading university in metro Dallas and the inner-ring suburbs.
- **Growth.** Increase enrollment, retention, and completion rates with experiential learning while developing critical thinking and marketable skills for every student.
- **Commitment.** Relentless focus on student success.

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 School of Education Teacher Ed Program, teacher candidates will work with their Program Coordinator to ensure timely program completion and graduation with initial teaching certification. Drop-in advising is available Monday-Friday, 11:00 AM - 2:00 PM.

Click [HERE](#) for more information about Academic Advising.

Click [HERE](#) to schedule a time to meet with your Academic Advisor.

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

Program Area	Faculty Program Coordinator	Email	Office Location	Office Phone
Dean SOE	Dr. Christine Remley	christine.remley@untdallas.edu	DAL 1 - 252	972-338-1502
Ed. Leadership Programs and Assistant Dean of SOE	Dr. Sheila Brown	Sheila.brown@untdallas.edu	DAL 1 - 260	972-338-1145
EC-6 Programs	Dr. Crista Banks	Crista.Banks@untdallas.edu	DAL 1- 258	972-338-1138
Mathematics Programs	Dr. Richard Chandler	Richard.chandler@untdallas.edu	FH 228	972-338-1588
4-8 Programs 7-12 Programs	Dr. Gwen Johnson	Gwendolyn.Johnson@untdallas.edu	DAL 1- 301B	972.338.1320
Curriculum & Instruction Graduate Programs	Dr. Michael Kessner-McShane	Michael.kessner-mcshane@untdallas.edu	DAL 1- 257	972-338-1139
Reading & Literacy	Dr. Cynthia Rodriguez	Cynthia.rodiguez@untdallas.edu	DAL 1 – 201L	972-338-1323
Bilingual and ESL	Dr. Patsy Sosa-Sanchez	Patsy.Sosa-Sanchez@untdallas.edu	DAL 1- 201K	972.338.1527

LOTE	Dr. Victor Lozada	Victor.lozada@untdallas.edu	DAL 1-201B	
EC-12 Special Education	Dr. Julie Southward	Julie.Southward@untdallas.edu	DAL 1-247	972-338-1141
Science Programs	Dr. Muhammed Yousufuddin	Muhammed.Yousufuddin@untdallas.edu	FH 252	972-338-1528
Director Clinical Practice	Emily Waneck	emily.waneck@untdallas.edu	DAL1 - 219	972-338-1346
Certification & Accountability Officer	Shannin Garrett	shannon.garrett@untdallas.edu	DAL 1 -	972-338-1121
Data Specialist	Nikki Walls	nikki.walls@untdallas.edu	DAL 1 - 231	972-338-1142

Teacher Education Certification Program

UNTD SOE 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 rules and regulations for the teaching profession.
- Communicate effectively 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 SOE 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) and 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. Refer to the UNT Dallas Academic Integrity Policy in the appropriate Catalog at <http://dallascatalog.unt.edu>.

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.

Web-based Plagiarism Detection: In some courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. This detection service may also identify if AI has been used on written assignments. If submitting to Turnitin, please remove your title page and other personal information.

Classroom Disruption:

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

Diversity/Tolerance Policy:

Teacher candidates are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to other nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions that violate the Code of Student's Rights, Responsibilities, and Conduct will be referred to the Dean of Teacher candidates as the instructor deems appropriate. <http://catalog.untDallas.edu/content.php?catoid=25&navoid=1990>

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 <http://www.untDallas.edu/disability>. 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 (upon successful completion of the program and passing 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. ([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. ([course sequence](#))

Education Degree with Special Education EC-12 Certification. Teacher candidates receive a Bachelor of Science in Education with a Special Education Texas state certification ([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. ([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. ([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. ([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. ([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. ([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. ([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 ([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. ([course sequence](#))

Admission to the Teacher Education Program (Candidacy)

To graduate with a bachelor's degree and meet the eligibility criteria for a standard teacher certification, formal admittance to the UNTD SOE 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 SOE Teacher Education Program. Candidates who do not take at least one course in the School of Education in an academic year may be removed from the Teacher Education Program and asked to reapply for candidacy to continue with the program. Candidates who are removed or leave the Teacher Education program are ineligible for certification testing.

Program Admission Requirements

According to the Texas Education Agency (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 School of Education (SOE) Teacher Education Program. Please visit our [SOE Teacher Education Program Admissions](#) website for information regarding eligibility or email SOEATE@untdallas.edu for more information.

To be considered for admission, a teacher candidate 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); **12 credit hours must have been completed at UNT Dallas.**

3. 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**). Please have both references sent to SOEATE@untdallas.edu.
4. Successfully completed a pre-admission departmental interview with an SOE faculty interview panel (see [website](#) for dates/times); and
5. Submit a writing sample on the day of the departmental interview (topic to be given on the date of the interview).
6. 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 ([TEA ID](#)) number. Candidates are strongly encouraged to take advantage of the tutorials available on the TEA website on creating a user TEAL account.
7. Signed acceptance and agreement to adhere to the [State of Texas Educator Code of Conduct](#) provisions.

IMPORTANT NOTE: *Applicants must meet the requirements below to be considered:*

- **Certification in Math (Grades 4-8):** Completed MATH 2424 with a C or better.
- **Certification in Math (Grades 7-12):** Completed MATH 3405 (formerly MATH 3320) with a C or better.
- **Certification in Science (Grades 4-8):** Completed BIOL 1710 and CHEM 1410, both with a C or better.
- **Certification in Science (Grades 7-12):** Completed BIOL 1720 and CHEM 1420, both with a C or better.
- **Certification in Social Studies (Grades 4-8):** Completed HIST 1050, HIST 2610, PSCI 1040, and ECON 1100 with a C or better.
- **Certification in ELAR Grades 4-8 and Grades 7-12:** Completed two ENGL courses at the 2000 level or higher with a C or better.
- **Certification in EC-6/ESL, Special Education (Grades EC-12), or Bilingual:** Completed two MATH courses and two SCIENCE courses with a C or better.
- **Certification in LOTE (Grades EC-12):** Completed two Spanish Advanced Level (3000-4000) courses with a C or better.

If your application is denied:

If your application is denied for any reason, including failure to accept an Offer, you must submit a new application.

If you are inactive:

If your status becomes “Inactive” with the university, you must reapply to the university **and** the Teacher Preparation Program for Admission.

The admission process does not guarantee continuation in the Teacher Education Program. Teacher candidates must adhere to all SOE 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 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.

Change of Major

All teacher candidates pursuing teacher certification 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 SOE 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	PPR, SPECIAL EDUCATION EC-12
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
LANGAGES 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 [Pearson](#) 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 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 soetcao@untdallas.edu or go to the Teacher Candidate Resources & Forms tab at <https://www.untdallas.edu/soe/resources/> 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 develop a study plan and acquire a signature on the completed study plan from the Certification officer to retake the 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 SOE 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 admitted to the Teacher Education Program and in *good standing*.
- 85% (equivalent to 255/300) or better on all practice exams in all program areas.
- Teacher Candidates must 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 submit a study plan addressing area(s) of weakness on any exam that has not been passed. Completed Study Plan(s) must be sent to the Certification Officer for feedback and/or additional resources (Study sessions, TX preparation books, etc.). 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 Dallas does not guarantee that using materials in this list 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 Pearson website at www.tx.nesinc.com.

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.

CLINICALS

Dispositions Required for Student Teaching

The School of Education focuses on preparing educators who respect differences, celebrate diversity, and 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:

Clinical Teacher Candidates should

- Adhere to the Code of Ethics and Standards for Texas Teachers, as described in TAC §247.2 (Appendix F).
- Recognize and accept that the Cooperating Teacher is responsible for what may or may not be done in the classroom. If the Clinical 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. Clinical Teachers 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 SOE 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. Clinical Teachers are placed in a supportive environment with an accomplished Cooperating or Mentor teacher with a proven record of student success. Clinical placement will correspond with the subject area certification, as described in (TAC) 228.35. Core classes must be completed before application for admission into clinical teaching.

Clinical I: Methods:

Students applying to Clinical I: Methods must meet the following criteria:

- Achieve a minimum 2.75 Cumulative GPA for CORE, MAJOR, and OVERALL.
- Successfully completed all CORE coursework (**all** 1000 and 2000 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 Clinical I application by the published deadline (Fall - October 15, Spring - April 15)
- Demonstrate evidence of successful completion of **ALL** certification exams within your selected pathway prior to applying to Clinical I.

The Clinical I Teacher

- Applies and receives admittance to Clinical I: Observation
- Enrolls in the corresponding UNT Dallas Methods courses.
- Receives placement on a partner campus with a Cooperating Teacher based on the intended certification area(s).
- Completes Clinical Teaching 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.

**Undergraduate Clinical I Methods Requirements by Certification Area
(Courses Restricted to Clinical Teacher Candidates Only)**

ELAR 4-8	MATH 4-8	SCIENCE 4-8	SS 4-8	EC-6 SPED	EC-6 BILG	EC-6 ESL	LOTE EC-12	Life Science 7-12	Math 7-12
EDRE 4861	EDME 4351	EDME 4330	EDRE 4861	EDEE 4330	EDEE 4330	EDEE 4330	EDBE 4395	EDUC 4340	EDSE 4060
EDRE 4820	EDEE 4350	EDEE 4330	EDEE 4320	EDEE 4350	EDEE 4350	EDEE 4350	EDBE 4480*		EDUC 4340
EDUC 4340	EDUC 4340	EDUC 4340	EDUC 4340	EDUC 4340	EDUC 4340	EDUC 4340	EDBE 4370*		
				EDRE 4861	EDRE 4861	EDRE 4861	EDUC 4340		
*Restricted for LOTE Only, not bilingual									

Clinical II: Student Teaching:

Admission to Clinical II 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 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 II: Student Teaching must meet the following criteria:

- Current enrollment in Clinical 1: Methods courses, with a minimum of 6 credit hours residency at UNT Dallas and current major, BS, Education
- No evidence of failed, dropped, OR Incomplete courses during Clinical 1
- A minimum 2.75 GPA for CORE, MAJOR, and OVERALL.
- Completion of all coursework except EDUC 4200 Student Teaching
- Successful completion of Checkpoint II (during Clinical I) with a minimum grade of B
- Complete the Clinical II application by the published deadline prior to the semester of entrance.
- Successful completion of all certification exams required by the teacher candidate's certification pathway.

The Clinical II Teacher

- Completes Clinical I successfully, applies for Clinical II: Student Teaching, and receives acceptance
- Enrolls 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 Student 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.

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 begin to plan your clinical semesters:

- [Clinical Teacher Handbook](#)

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

Undergraduate Clinical II Internship Requirements by Certification Area

ELAR 4-8	MATH 4-8	SCIENCE 4-8	SS 4-8	EC-6 SPED	EC-6 BILG	EC-6 ESL	LOTE EC-12	Science 7-12	Math 7-12
EDUC 4200: Student Teaching									

Clinical Teachers Employed as Educational Assistants

Clinical Teachers employed as certified educational assistants may complete clinical teacher requirements to satisfy the clinical teaching assignment through instructional duties for a minimum of 14 weeks (490 hours). See the Educator Aide Exemption section of this document in Appendix H.

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).

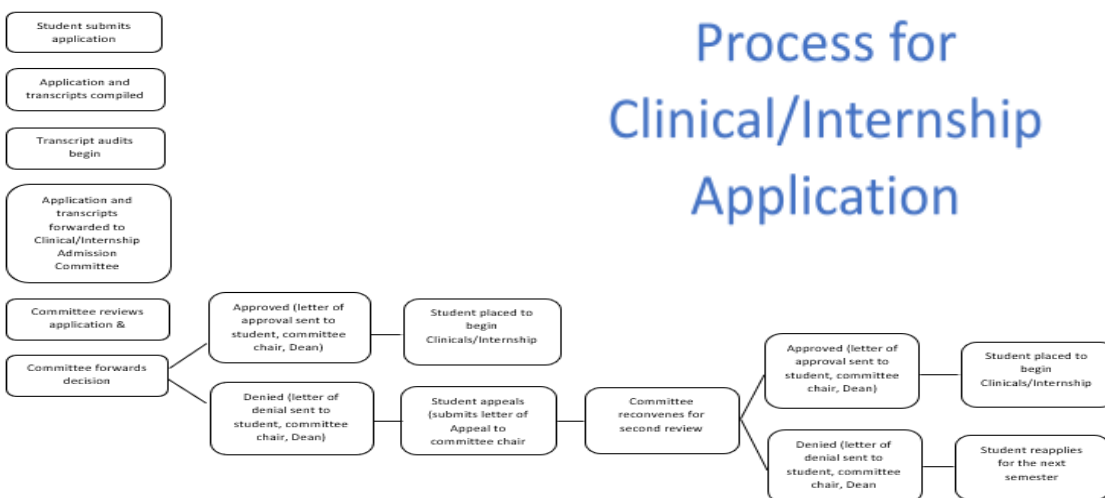
Clinical Admissions Review and Appeals Process:

The [application for Clinical I Observation](#) & Clinical II Student 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.

Clinical applications are submitted to the UNT Dallas SOE Clinical Admissions Committee for review and approval. Teacher candidates may appeal a committee's decision by submitting a letter of appeal to the Clinical Admissions 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 Clinical 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 letter, you do not have the option to appeal. You will need to reapply the following semester.

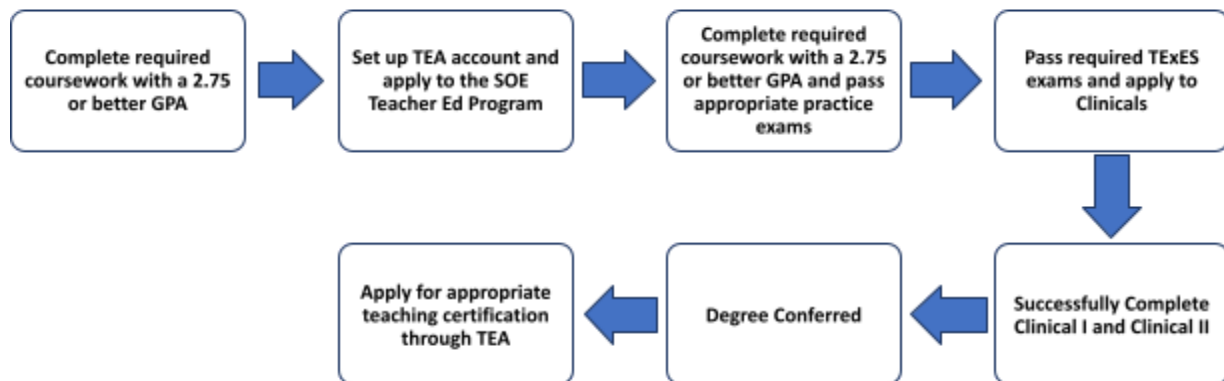
Once admitted to Clinical I & Clinical Internship II, teacher candidates must complete a background check with their corresponding placement school district. Information regarding background checks will be emailed to the candidate.



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 <https://www.untDallas.edu/soe/resources/>. Key activities and events can also be found on the SOE [Dates and Deadlines](#) page.

Important Calendar of Dates – 2023-2024

University Wide Dates	Fall 2023	Spring 2024
First Day of Class	August 21, 2023	January 16, 2024
Census Date	September 7, 2023	January 31, 2024
Graduation Application Deadline	September 22, 2023	February 9, 2024
Labor Day	September 4, 2023	NA
Thanksgiving Break	November 23-24, 2023	NA
Spring Break	NA	March 11-15, 2024
Last Day of Class	November 30, 2023	May 2, 2023
Final Exams	December 4-9, 2023	May 6-11, 2023
Commencement	December 12, 2023	May 14, 2023
Degree Conferral	December 31, 2023	May 31, 2023
Teacher Education Program Admissions & Clinical Teacher	FALL	SPRING
Clinical I and Clinical II Application Due	October 15, 2023	April 15, 2024
Teacher Education Program Application Due	November 1, 2023	April 1, 2024 (and July 15, 2024)
Teacher Education Program In-Person Interviews	November 8 and 10, 2023	April 8, 10, and 12, 2024 (and July 22, 2024)
Teacher Education		
Teacher Candidacy Induction Ceremony	NA	April 15, 2024

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 Clinical I (Methods) and Clinical II (Student Teaching).
- Have a final, minimum 2.75 cumulative (true) GPA overall, core, and pedagogy.
- Graduate with a Bachelor of Science degree in Education.

To Be Eligible for Teacher Certification:

- Successfully complete the Teacher Education Program, including Clinical Teaching.
- Successfully pass 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

<https://tea.texas.gov/texas-educators/preparation-and-continuing-education/continuing-professional-education-cpe>

APPENDIX C

PROFESSIONALISM RUBRIC

	SIGNIFICANTLY ABOVE EXPECTATIONS (5)	AT EXPECTATIONS (3)	SIGNIFICANTLY BELOW EXPECTATIONS (1)
Professional Growth and Learning	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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	<p>Systematically and consistently utilizes formative and summative school and individual student achievement data to:</p> <ul style="list-style-type: none"> ● Analyze the strengths and weaknesses of all his/her students, ● Plan, implement, and access instructional strategies to increase student achievement 	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● Rarely utilizes student achievement data to address strengths to guide instructional decisions related to student achievement.

	<p>and decrease achievement gaps between subgroups of students,</p> <ul style="list-style-type: none"> • 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. 	<p>planning of instructional units.</p>	
School and Community Involvement	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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	<p>Actively and consistently contributes to the school community by assisting others, including successful engagement in three or more of the following:</p> <ul style="list-style-type: none"> • Collaborative planning with subject and/or grade level teams • Actively leading in a professional learning community (mentoring, leading PD opportunities) 	<p>Contributes to the school community by assisting others, including at least two of the following:</p> <ul style="list-style-type: none"> • Collaborative planning with subject and/or grade level teams, • Actively participating in a professional learning community, • coaching/mentoring 	<ul style="list-style-type: none"> • Inconsistently contributes to the school community by assisting and/or mentoring others.

APPENDIX D

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

Professional Improvement Plan (PIP)

A Professional Improvement Plan (PIP) is a tool designed to support teacher residents 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 resident 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 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 resident. 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 resident 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 resident 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 maintains written documentation from the meeting with the teacher resident. If the issue(s) is resolved, no further action is necessary. The concern, suggestions and progress are documented in writing.

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

Stage 2 Action Plan Development

- The University Field Supervisor schedules a meeting with the teacher resident to discuss the issue(s) which may include a lack of progress. This is documented on the Professional Improvement Plan.
- The PIP Committee, comprised of the University Field Supervisor, Clinical Teaching Director, and Assistant Dean of the School of Education, will meet to review PIP documentation.
- The PIP Committee will develop an Action Plan for the teacher resident. Signatures are required.
- The teacher resident will have 14 days to complete the task(s) on the Action Plan.

- Copies of the PIP are distributed to the teacher resident, 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 resident may request termination or pause of participation in the UNTD SOE Teacher Residency experience for medical or personal reasons.
- The Clinical Teaching Director and Chair of Clinical Internship can recommend removal of the teacher resident from a placement and termination of the clinical teaching experience.

APPENDIX E

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... <small>(Teacher candidate did not fulfill the minimum requirements for...Teacher candidate failed to provide)</small>	
STRATEGIES		
DEADLINE		

University Field Supervisor Signature

Date

Teacher Candidate Signature

Date

APPENDIX F
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) 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

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 G
UNIVERSITY OF NORTH TEXAS AT DALLAS
SCHOOL OF EDUCATION/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 School of Education 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 H

Texas Educator Aide Exemption Processes

Step 1: Qualifications and State Requirements

Note: Qualifications and program requirements under Texas Administrative Code §228.35. Preparation Program Coursework and/or Training. Review information for the state of Texas requirements for Certified Educator Aides from the Texas State Board for Educator Certification (SBEC).

Candidates employed as certified educational aides

(1) Clinical Teaching Assignment. Candidates employed as certified educational aides may satisfy their clinical teaching assignment requirements through their instructional duties.

(A) If an EPP permits candidates employed as certified educational aides, as defined by Chapter 230, Subchapter E, of this title (relating to Educational Aide Certificate), to satisfy the clinical teaching assignment requirements through their instructional duties, the clinical teaching assignment must be for a minimum of 490 hours (14-week equivalent).

(B) An EPP may permit an educational aide employed in clinical teaching to be excused from up to 35 required hours due to maternity leave, military leave, or illness.

(C) Clinical teaching is successful when the candidate demonstrates proficiency in each of the educator standards for the assignment and the field supervisor and cooperating teacher recommend to the EPP that the candidate be recommended for a standard certificate. If the field supervisor or cooperating teacher does not recommend the candidate for a standard certificate, the person who does not recommend the candidate must provide documentation supporting the lack of recommendation to the candidate and either the field supervisor or cooperating teacher.

Step 2: Educator Aide Tuition Support

Regarding tuition-related matters for the Educator Aide Exemption, request information with financial aid (financialaid@untDallas.edu). Financial Aid is housed within the Division of Student Affairs, and they have processes to complete to obtain financial support.

Educational Aide Exemption

To encourage certified educational aides to complete standard teacher certification, Texas provides need-based exemptions of tuition payments and certain mandatory fees at Texas public institutions of higher education for qualified individuals where funding is available.

Eligibility: Currently employed, full-time, certified educator aides Academic

Requirements: Satisfactory academic progress

Other Requirements: Note UNTD Financial Aid Division guidelines and timelines.

Step 3: Submission of Records and Verification of Qualifications

- Connect with the Director of Clinical Practice and provide the required records and documentation: (a) current and valid Educator Aide certification by the Texas Education Agency State Board for
- Educator Certification and (b) copy of your service record and employment with the district where you want to obtain certification.
- Submit all records to SOEclinical.field@untDallas.edu.
- Note that your district placement should be where you want to obtain standard teacher certification.
- We must still collect documentation of your professional teaching to demonstrate mastery of all standards commensurate with 19 TAC Chapter 228 Section (k), (1), (C) copied above.
- Complete an Educational Aide Verification form and have your campus principal sign it. Return it to the Director of Clinical Practice.