



Teacher Development Center

Student Handbook

INSPIRING TEACHERS FOR DECADES

University of Texas at Dallas
Teacher Development Center
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Richardson, TX 75080
972-883-2730, Hours M-F 8am-5pm



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Welcome to the UT Dallas Teacher Development Center (TDC)!

We are thrilled you have been “Officially Admitted” to the TDC. You are on your way to becoming a Texas Certified Teacher who will make a difference in many students’ lives and will impact future generations. It takes a special person to take on the challenges of the teaching profession and we are here to support you in every way possible. Your success and growth as a teacher throughout your academic career, Clinical Teaching, Residency and into your first classroom as Teacher of Record is extremely important to all of us.

Our faculty has the highest credentials and extensive experience to prepare our students for future teaching and administrative positions. The Professors are here to guide and assist students to understand and retain the necessary information for state certification exams and future teaching.

We encourage you to reach out directly to us if you have any questions or concerns that may arise during your college years. The TDC office staff is here to positively strengthen your experience at UT Dallas.

Congratulations on being admitted to the TDC!

Ways to Keep in Touch and Updated on TDC News

You will receive a monthly TDC Super Nova Newsletter with pertinent information such as workshops, practice tests, deadlines, and other updates. Please read the newsletter carefully and be familiar with the TDC happenings.

Social Media

Keep up to date with important news from the TDC by following us on:



Instagram

@UTDTeach



Facebook

@Facebook.com/UTDallas.TDC

Teacher Development Center (TDC) Staff

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Education Faculty and University Field Supervisors can be found on our website:
www.UTDallas.edu/contact-us

Introduction: About Our Teacher Certification

The University of Texas at Dallas (UT Dallas) Teacher Development Center (TDC) is located in the School of Interdisciplinary Studies and offers all professional preparation courses required for teacher certification. The TDC focuses on providing Texas public schools with skilled teachers ready to shape the future of Texas. Since 1975, the University's teacher certification program has prepared thousands of individuals for the teaching profession.

The TDC's [teacher certification program](#) provides students rigorous, university-based course work with extensive field experience with a paid, two-semester residency program including clinical teaching or a supervised post-baccalaureate internship. We have one of the few paid residency programs for undergraduates in the area. The TDC staff and highly qualified senior lecturers possess the academic and career credentials that prepare students for successful teaching and administrative careers.

These **"Seven Principles"** of the TDC Learner-Centered Professional Education Program guided the design of our conceptual framework:

1. Classrooms and schools must be learner-centered.
2. Formative assessment provides information about the student and assists in designing and adopting instruction.
3. A deep foundation of factual knowledge must be organized conceptually to facilitate its retrieval, application and transfer.
4. Strategies are important in learning to solve problems and in becoming an independent, effective teacher.
5. Learning is developmental and influenced by the context.
6. Collaboration is important in creating a diverse learning community.
7. Reflection deepens the understanding of effective practices.

[\(Borko & Putnam, 1996; Bransford, Brown & Cocking, 1999, Darling-Hammond, 1998; Feiman-Nenser & Remillard, 1996; Shulman, 1990\)](#)

Why Become a Teacher?

- College Degree, certified teachers starting salary is \$60,000 in DFW Metroplex
- Incredible benefits including insurance and retirement
- Continually growing demand for teachers...job availability [Click here for more information.](#)
- Job security
- Teachers do not work during the summers and holidays...family friendly schedule
- Career growth opportunities into administration, principals and other leaders
- Joy of impacting the next generation and working with children
- Teach what you love!
- Every day is a unique and fun experience

Certifications the TDC Offers

- **Early Childhood to Grade 6:**
 - Core Subjects (all core content fields)
 - English as Second Language Supplemental Certification

- **Grades 4-8:**
 - Core Subjects (all core content fields)
 - English Language Arts & Reading (ELAR)
 - Mathematics
 - Science
 - Social Studies
 - English as Second Language Supplemental Certification

- **Grades 6-12:**
 - Physical Science
 - English as Second Language Supplemental Certification
 - Highly Recommended

- **Grades 7-12:**
 - Chemistry
 - English Language Arts & Reading (ELAR)
 - History
 - Life Science
 - Mathematics
 - Science (Composite-Biology, Chemistry, Earth Science, Physics)
 - Social Studies (Composite-History, Geography, Government, Economics)
 - English as Second Language Supplemental Certification
 - Highly Recommended

- **Grades 8 to 12:**
 - Computer Science
 - English as Second Language Supplemental Certification
 - Highly Recommended

All Academic Degrees

The TDC serves all academic schools at UT Dallas. An undergraduate student from any academic area who plans their course schedule carefully can complete both an academic degree and teacher certification in a timely manner. Students who already have a bachelor's or graduate degree can also earn their certification through the TDC.

Preparation is Key

All preparation courses required for teacher certification are offered, including curriculum and instruction, classroom management, methods courses, clinical teaching and a residency program. Students receive high-quality content in their teaching fields and practical classes in pedagogy, English as second language, concepts and educational technology.

Program Performance

- All teacher candidates **MUST** pass their TExES certification exams **PRIOR** to clinical teaching or Residency 2
- We one of the highest TExES exam passing rates with the state of Texas. [Click here for more information.](#)
- Since 1983, the TDC has recommended nearly 9,000 students for teacher certification.
- Our teacher certification program is accredited by the Texas Education Agency.
- The TDC has a paid year long (two semester) Residency Program so our students are first day classroom ready when they become teachers of record.
- UT Dallas teacher graduates are highly sought after by ISD's and many are offered multiple job opportunities.

Many of our graduates have later become principals, executive directors, and superintendents. Our graduates include a Teacher of the Year in Garland ISD, Teacher of the Year in Plano ISD, Milken Educator Award winner, Superintendent Service Award winner and many others.

Military Statement

TDC welcomes and encourages students with military backgrounds wanting to earn their Texas teacher certification to meet with our advisors. Former military service members may have military and educational backgrounds that may qualify for credits(s) toward the certification they seek. Please see [19 TAC §228.35\(a\)\(5\) \(A\)-\(B\)](#). TDC does not offer career and technical certifications (CTE) but you are welcome to discuss your training history and educational background. Each prospective candidate is considered on the basis of their own personal training and educational history. All veterans are required to take state certification exams.

Non-Military Statement

TDC welcomes and encourages students who are wanting to earn their Texas teacher certification to meet with our advisors. Students may have backgrounds, training and/or education that may qualify for credit(s) toward the certification they seek. Please see [19 TAC §228.35\(a\)\(5\) \(A\)-\(B\)](#). TDC does not offer technical certifications (CTE) but you are welcome to discuss your training history and educational background. Each prospective candidate is considered on the basis of their own personal training and educational history.

Equal Opportunity & Title IX

The University of Texas at Dallas is committed to providing a learning and working environment that is welcoming, respectful and inclusive of all members of the university community. The University prohibits all forms of discrimination in the administration of its employment and educational policies in accordance with federal and state laws. Retaliation for making a report or filing a complaint; participating in an investigation or proceeding; or otherwise opposing an unlawful practice is also prohibited.

Equal employment and educational opportunities are provided without regard to race, color, religion, sex (including pregnancy), sexual orientation, gender identity, gender expression, age, national origin, disability, genetic information, or veteran status. This means that no person will be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored or conducted by the University.

In accordance with Title IX of the Education Amendments of 1972, the university designated Title IX Coordinator in the [Office of Institutional Compliance](#) (IC).

For information regarding the complete code of conduct for UT Dallas students, go [to Student Code of Conduct](#).

Equal Opportunity Policies

Nondiscrimination Policy

The [Nondiscrimination Policy](#) prohibits all forms of discrimination based on race, color, religion, sex (including pregnancy), sexual orientation, gender identity, gender expression, age, national origin, disability, gender information or veteran status. Harassment is a form of discrimination as defined by this policy.

Sexual Misconduct Policy

The [Sexual Misconduct Policy](#) prohibits all forms of sex-based discrimination, extending its protections to sexual orientation, gender identity, gender expression, and sexual harassment. Sexual harassment is a form of sex discrimination as defined by this policy.

Policy for Reasonable Accommodations

The [Policy for Reasonable Accommodations](#) supports equal access and covers reasonable accommodations related to disability, pregnancy or related medical condition, and sincerely held religious beliefs in accordance with federal and state laws.

Reporting Resources

The Office of Institutional Compliance (IC) is responsible for providing guidance, support, assessment, and investigation for issues that may affect institutional compliance with regulatory

obligations, which includes responding to reports and investigating complaints of non-compliant condition, activity or conduct. For more information go to [Reporting Resources](#).

Criminal Background Check

A criminal background check will be required to complete your field hours, Clinical Teaching or Residency to receive a certificate. A full background check with fingerprinting will be required before clinical teaching. If you cannot successfully complete a criminal background check, you will not be able to be certified or to gain a job as a teacher in the state of Texas. You have the right to review the results of this check. Conviction of an offense can make you ineligible for the issuance of a certificate on completion of the certification program. For more detailed information, see Texas Education Code ([TEC](#)), [§227.1](#)

Important Dates & Deadlines

The University and the TDC have important dates and deadlines that must be met. The following is an updated calendar with the current semester's important dates.

<https://teach.utdallas.edu/admission-requirements/>

International Students

- TOEFL-Students from non-English speaking countries whose primary language is NOT English are required to take all four sections of the TOEFL (as the only approved test). The Texas Education Agency (TEA) requires applicants to score a 24 for Speaking, 22 for Listening, 22 for Reading and 21 for Writing. To register for the TOEFL, please login to the [ETS website](#).
- If an undergraduate or graduate degree was earned at an institution of higher education in a country outside the United States, please refer to the [list of countries \(pdf\)](#) approved by the State Board for Educator Certification (SBEC) to satisfy the English language proficiency requirement.
- Students must provide official transcripts to UT Dallas during admissions and all official transcripts must have a detailed evaluation completed by the [Foreign Credentials Service of America](#).

Admission Process for Undergraduate or Transfer Students

First Steps, Undergraduate or Transfer Students must:

- Meet with their Academic Advisor in their academic major to develop a degree plan.
- Call 972-883-2730 or email amy.crowell@utdallas.edu to schedule an appointment with a TDC Certification Advisor.
- Meet with a TDC Certification Advisor to develop your certification plan, complete all the necessary paperwork including a writing sample for Texas Education Agency (TEA) and watch a short video. This process takes approximately an hour and a half. See Appendix E for Admission Forms.
- Bring a copy of your degree plan to the TDC meeting.
- Follow us [@Facebook.com/UTDallas.TDC](https://www.facebook.com/UTDallas.TDC) and on [Instagram @UTDTeach](https://www.instagram.com/UTDTeach).

Official Admission Undergraduate or Transfer Students

- Students must have met with a TDC Certification Advisor, provided a degree plan, developed a certification plan, completed all the necessary paperwork (including an application for admission), provide a writing sample and watch a short video prior to Official Admission.
- Possess an overall GPA of 2.75 or higher *or* a GPA of 2.75 or higher for the last 60 semester hours of course work.
- Completed 12 SCH – 15 SCH in major/teaching field with no grade lower than a “C.”
- TSI – Exempt or Complete
- Students will need a Social Security number. A Social Security number is later required for Teacher Certification to complete the fingerprinting process.
- Students are required to adhere to the Code of Ethics and Standard Practices for Texas Educators and the Fitness to Teach Policy.
- Students are notified by UT Dallas email when they have been officially admitted to the TDC Program. Students must reply to the email immediately (within 7 days) to accept their admittance to the program.
- Students will be told to establish their TEAL (Texas Education Agency login), ECOS (Educator Certification Online System) and NES (National Evaluation Series) accounts for their Official Admission.
- Once admitted, students are expected to follow their established degree and certification plans each semester when registering for courses and check in with a TDC Certification Advisor and their Academic Advisor each semester.

Next Steps: Undergraduate & Transfer Students

The following are critical to your timely completion of your teacher certification plan and/or degree:

- Set up your TEAL, ECOS, and NES Testing accounts when directed to do so and respond to your Official Admission email from the TDC within 2 days.
- When you have been approved to take Classroom Management, Residency 1, Clinical Teaching or Residency 2, you must attend a mandatory Sign-Up Meeting at the beginning of the semester prior to the semester you intend to take the courses. If you do not, you will not be placed in a school district.
- Students MUST take the practice tests (free of charge) at the TDC prior to being released to take the TExES exams. Call the TDC to reserve a spot.
- Students must pass all their required TExES exams prior to starting your Clinical Teaching or Residency 1.
- Visit the [Texas Educator Certification Examination Program](#) for extensive information about the TExES certification exams.
- Download the [TDC's Study Guide](#) and find the link to download the frameworks and manuals for your exams. Review the Study Guide for suggestions on sites to assist you in studying.
- Review the TDC's Education Professors' TExES [Review Videos](#).
- Call the TDC at 972-883-2730 to sign up for the TExES [Review Workshops](#).
- Suggested testing timeline:
 - The content specialization exam should be taken after completing content (subject area) courses.
 - The Pedagogy & Professional Responsibility (PPR) exam should be taken by the end of October in the fall semester or the end of May in the spring semester during the Classroom Management course.
 - The Science of Teaching Reading (STR) exam should be taken after Diagnostic Reading (prerequisites Reading I & Reading II). However, if you are taking Diagnostic Reading during the semester you need to pass your exams, then you need to take the exam by the end of October in the fall semester and the end of May in the spring semester.

Note: If you need to retake a test, you must wait 30 days to register, so make sure you leave plenty of time to retest if necessary.

- Register to take your required TExES exams at [NES \(National Evaluation Series\)](#).
- **Reminder:** Make an appointment in the TDC office to attend a mandatory Sign-Up meeting the semester prior to the Classroom Management course and Clinical Teaching or Residency II. These meetings usually occur within the first 4 weeks of each semester. For example, if you are taking Classroom Management in Fall 2023, then you must go to a Classroom Management Sign Up Meeting in Spring 2023. Another

example, if you are taking Classroom Management in Spring 2024 then you must attend the Classroom Management Sign Up meeting in Fall 2023.

Admission Process for Alternative Certification (AC) or Post Baccalaureate (PB)

What is the Alternative Certification VS Post Baccalaureate?

A Post-Baccalaureate student is an individual who has already earned a bachelor's degree and is seeking a graduate degree and a teacher certification simultaneously. A student who has already earned a bachelor's degree and ONLY seeking a certification is called an Alternative Certification Student.

First Steps, Alternative Certification or Post Baccalaureate:

- Must have an undergraduate degree and/or graduate degree from an accredited university.
- Call 972-883-2730 to schedule an appointment with a TDC Certification Advisor.
- Meet with a TDC Certification Advisor to develop your certification plan and discuss your options.
- Bring a copy of your degree(s) and transcripts to the TDC meeting.
- Students must have at least a cumulative 3.0 GPA or in the last 60 hours.
- Students must complete a minimum of 15 hours of content field course work for those students pursuing Math or Science(s) Certifications (4-8, 6-12 or 7-12). Complete a minimum of 12 hours of content field coursework for those students pursuing teaching fields in Arts and Humanities.
- Students will also need a Social Security number. A Social Security number is later required for Teacher Certification to complete the finger printing process.
- Students are required to adhere to the Code of Ethics and Standard Practices for Texas Educators, Fitness to Teach Policy and the TDC Student Handbook.
- After your initial meeting then apply to UT Dallas (even if you have graduated from here you will need to reapply). You will apply as a "non-degree seeking graduate student". You will also be asked to submit a resume and an essay. Apply to the university immediately, do not wait. It may take a few weeks to be accepted.
- Follow us [@Facebook.com/UTDallas.TDC](https://www.facebook.com/UTDallas.TDC) and on [Instagram @UTDTeach](https://www.instagram.com/UTDTeach).

The following are the UT Dallas links for applying to the TDC as an Alternative Certification or Post Baccalaureate:

Graduate Admission: <https://graduate-admissions.utdallas.edu/steps-to-admission/apply-now/>

Estimated Tuition: <https://bursar.utdallas.edu/tuition/tuition-plans-rates/>

Financial Aid: <https://fin.aid.utdallas.edu>

Official Admission for Alternative Certifications and Post Baccalaureate

- You will be required to take the Pre-Admission Content Test (PACT) to be admitted into the TDC. This will be discussed in your meeting with the TDC Certification Advisor.

When you are ready to take the PACT Test, make sure you are taking the correct test for your desired certification. This exam covers only subject matter in your content area. Do not be concerned about teaching methods or pedagogy. Here is the link for the PACT Test: <https://tea.texas.gov/texas-educators/certification/educator-testing/pre-admission-content-test>

- Once you have passed the PACT Test, applied online, and been admitted into the TDC then immediately schedule an appointment with the TDC Certification Advisor again to complete the required paperwork for TEA. It takes about an hour. See Appendix E for Admission Forms.
- If you do not pass the PACT test and need to take courses to complete the requirements for the certification you desire, we will work together on the courses you will need prior to taking the Education classes.
- After the previous steps are completed, you will receive an email from the TDC Certification Officer for your Official Admission. Students must reply to the email immediately (within 2 days) to accept their admittance to the program.
- Once Officially Admitted to the TDC we can register you for your courses.
- Students will be told in the email to establish their TEAL (TEA login), ECOS (Educator Certification Online System) and NES (National Evaluation Series) accounts for their Official Admission.
- After you have been **Officially Accepted** into the program and all the previous steps are completed *then the TDC can register you for the ED courses. See Registration Procedure on the next page.*

Next Steps for Alternative Certification and Post Baccalaureate

The following are critical to your timely completion of your teacher certification plan and/or degree:

- Set up your TEAL, ECOS, and NES Testing accounts when directed to do so and respond to your Official Admission email from the TDC within 2 days.
- When you have been approved to take Classroom Management, Residency 1, Clinical Teaching or Residency 2, or an Internship you must attend a mandatory Sign-Up Meeting at the beginning of the semester prior to the semester you intend to take the courses. If you do not, you will not be placed in a school district.
- Students **MUST** take the practice tests (free of charge) at the TDC prior to being released to take the TExES exams. Call the TDC to reserve a spot.
- Students must pass all their required TExES exams prior to starting your Clinical Teaching or Residency 1 and Internship.
- Visit the [Texas Educator Certification Examination Program](#) for extensive information about the TExES certification exams.

- Download the [TDC's Study Guide](#) and find the link to download the frameworks and manuals for your exams. Review the Study Guide for suggestions on sites to assist you in studying.
- Review the TDC's Education Professors' TExES [Review Videos](#).
- Call the TDC at 972-883-2730 to sign up for the TExES [Review Workshops](#).
- Suggested testing timeline:
 - The content specialization exam should be taken after completing content (subject area) courses.
 - The Pedagogy & Professional Responsibility (PPR) exam should be taken by the end of October in the fall semester or the end of May in the spring semester during the Classroom Management course.
 - The Science of Teaching Reading (STR) exam should be taken after Diagnostic Reading (prerequisites Reading I & Reading II). However, if you are taking Diagnostic Reading during the semester you need to pass your exams, then you need to take the exam by the end of October in the fall semester and the end of May in the spring semester.

Note: If you need to retake a test, you must wait 30 days to register, so make sure you leave plenty of time to retest if necessary.

Note: If you have an Internship all TExES tests must be passed prior to starting your first semester of the Internship.

- Register to take your required TExES exams at [NES \(National Evaluation Series\)](#).
- **Reminder:** Make an appointment in the TDC office to attend a mandatory Sign-Up meeting the semester prior to the Classroom Management course and Clinical Teaching or Residency II or Internship. These meetings usually occur within the first 4 weeks of each semester. For example, if you are taking Classroom Management in Fall 2023, then you must go to a Classroom Management Sign Up Meeting in Spring 2023. Another example, if you are taking Classroom Management in Spring 2024 then you must attend the Classroom Management Sign Up meeting in Fall 2023.

Request to Change Certification

Once admitted, if a student desires to change certifications, they must formally request to do so with their TDC Certification Advisor. A Request to Change Certification form must be completed, signed, and given to the TDC Certification Officer to change the certification with Texas Education Agency. Other paperwork will also need to be changed/updated per the Certification Advisor including a new degree plan (if an undergraduate student) indicating the correct certification. If the student is an Alternative Certification or Post Baccalaureate, then they may be required to take the PACT test in their new content area. The form is in Appendix C.

Registration

Undergraduates, Post Baccalaureates & Alternative Certification: Students may NOT enroll in any Education (ED) classes until “Officially Admitted” into the *Teacher Certification Program*. As of Spring 2023 the TDC must register all students for their Education courses. When registering please use the Registration Form in Appendix B and email it to the TDC. You may also request a fillable digital version by emailing amy.crowell@utdallas.edu Allow 72 hours for the TDC to register you. Once you have been registered by the TDC, then you will receive a confirmation email. Check your student portal to make sure you have been registered for the classes you requested. If there is an error, then respond to the confirmation email.

Sequencing

- Reading I, Reading II and Diagnostic Reading must be taken in order.
- Reading I is a prerequisite of Reading II and Reading II is a prerequisite of Diagnostic Reading.
- Classes such as American Public Schools, Educational Psychology and Reading I are taken prior to taking methods courses. Please follow your certification plan.

Observation Hours

Student responsibilities:

1. Fulfill 15 clock hours of student observation from field-based experiences in ED 3314: American Public School *AND* in ED 4352: Reading I *OR* ED 4353: Reading in the Secondary Content *in full* as described in TAC.
2. Student observations **MUST** occur in a variety of grade levels and content areas.
3. Keep their Time Records for each 15 hours of field-based experience work updated for submission with all required information evident as indicated on Time Record.
4. Name, TEA-ID#, school/campus, classroom teacher signature, dates; start/end times, total time.
5. Brief description of interactions with students; (Use prompt)
6. Time in classroom with students; *AND*
7. Classroom teacher signature *AND* teacher initials.
8. Complete a time record for each campus level, (Elementary, Middle and High School.)
9. Complete 5 hours of field-based experience work at each campus level.
10. Complete time record in ink. Pencil will not be accepted.
11. Write a thoughtful Reflective Essay about each 15 clock-hour field-based experience(s) providing brief descriptions of their experience(s) and their reflective thoughts, insights about the experience(s).
12. Students *in ED 3314: American Public School* will submit **to their instructor** Time Records and Reflective Essay documents as one electronic document using this file naming format: C4_ last name.first initial _TEA-ID # _obsdoc1

13. Students in ED 4352: Reading I OR ED 4353: Reading in the Secondary Content will submit to their instructor Time Records and Reflective Essay as one document electronically using this file naming format:

C4_last name.first initial_TEA-ID #_obsdoc2

14. ALL students engaged in the student observation requirement will submit the hard copy of their Time Records and Reflective Essay to their UTD instructor on the date specified by their UTD instructor.

Note: TEA rule for being formally admitted

According to TEA rule, a student must be officially admitted to the Teacher Development Center BEFORE taking any educational classes. Observation hours accrued prior to official acceptance, may NOT count towards this requirement.

Residency & Field Based Experiences

Students are required to complete field-based experiences. Our program is designed to allow professional education students to work in schools with teachers and students while becoming familiar with the culture of schools and their communities. State law requires educator preparation entities to provide evidence of ongoing and relevant field-based experiences in a variety of educational settings with diverse student populations. Note: A paid Residency is not guaranteed. The school/district must interview potential Residents and they make the final selection. Funding per schools/districts also differ and a paid Residency position may not be available.

Paid Residency (Usually Fall/Spring Sequence)

The PAID Residency includes a professional education course sequence, Classroom Management and Residency I followed by Residency II.

- Residency I (Semester I): Students are required to be in their assigned ISD classroom all day, three (3) days a week for the entire semester and are paid \$15 an hour.
- Residency II (Semester II): Students are required to be in their assigned ISD classroom all day five (5) days a week for the entire semester and are paid \$22 an hour.
- Both semesters the student is in an ISD classroom with a highly qualified, experienced teacher chosen by the school.
- Both semesters combined total income \$20,000 (may differ in schools/districts).
- Residencies are not guaranteed. The ISDs offering Residencies vary. Students must interview for Residency positions with the school district. If approved for the Residency opportunity, then the TDC will schedule an interview with the student in the ISD.

Unpaid Field Based Experience (Does not have to be a Fall/Spring Sequence)

The UNPAID field-based experience includes a professional education course sequence including Classroom Management and Clinical Teaching.

- Classroom Management course (Semester I) Students are required to be in their assigned ISD classroom two (2) days a week, 2 hours a day minimum (4 hours a week) for the entire semester totaling 60 hours for the semester. Note: Students can not combine weekly hours into a few weeks. They must be in the classroom every week for the semester.
- Clinical Teaching (Semester II): Students are required to be in their assigned ISD classroom all day five (5) days a week for the entire semester.
- Both semesters the student is in an ISD classroom with a highly qualified, experienced teacher chosen by the school.

Internship

The teaching Internship is an opportunity available to students who already have an undergraduate degree. Students eligible for an internship must complete a university-supervised teaching assignment as a contracted teacher of record in an approved, accredited school/district.

Internships are completed in cooperation with an approved, accredited school/district that provides a mentoring teacher during the internship year. This cooperative partnership represents the practical application of the teaching and learning processes. *The internship requires special permission from the UT Dallas TDC Director.*

Eligibility for an internship requires the candidate to demonstrate high ethical standards, exhibit professional maturity and meet the following requirements:

- Possess a bachelor's degree from an accredited university.
- Student must be accepted to the university and admitted to the TDC.
- All certification courses must be taken and passed prior to an Internship.
- Pass all required TExES examinations for the specific teaching certification sought prior to the Internship.
- The student must secure a contract as the faculty of record for an academic year with an approved, accredited school. The student is completely responsible for finding their own two-semester Internship position.
- Register for the UT Dallas TDC two semester Internship courses.
- Pay tuition for the two semester internship courses plus the \$250 internship fee each semester.

Mandatory Meetings

EXTREMELY IMPORTANT: In the semester **PRIOR** to Classroom Management, Residency 1, Clinical Teaching or Residency 2 students **must** attend a meeting called the Classroom Management Sign Up Meeting. *Call the TDC the first week of the PRIOR semester to sign-up for*

the meeting. If you miss this mandatory meeting, you will NOT be able to take Classroom Management and complete your Field Based Experience on time. For example, if you are taking Classroom Management in Fall 2023, then you must go to a Classroom Management Sign Up Meeting in Spring 2023. Another example, if you are taking Classroom Management in Spring 2024 then you must attend the Classroom Management Sign Up meeting in Fall 2023. The same holds true for Residency 1, Clinical Teaching or Residency 2.

Handbooks: Field Based Experience, Clinical Teaching & Residency

When you attend the Orientation for either Field Based Experience, Clinical Teaching or Residency, you will receive a separate Handbook for the path you have chosen.

Texas Administration Code: Educator's Code of Ethics

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

END OF TEXAS ADMINISTRATION CODE: EDUCATOR'S CODE OF ETHICS

Fitness to Teach Policy

The Teacher Development Center (TDC) offers a curriculum designed to academically prepare individuals for the teaching profession. However, satisfying the curriculum and testing requirements alone does not make a candidate worthy for UT Dallas to recommend the candidate to the State of Texas for teaching certification. All teacher candidates in the Teacher Development Program are expected to demonstrate their preparedness to teach children and youth. This preparation results from the combination of successful completion of university coursework and the demonstration of important human characteristics of dispositions all teachers should possess. The following are the Technical Standards which are part of the Fitness to Teach Policy for your review. See Appendix A in this Handbook for the entire version of the UTD TDC's Fitness to Teach Policy.

Technical Standards

The Technical Standards are incorporated in the Fitness to Teach Policy. These standards include the abilities and skills necessary for the profession as a UTD - Teacher's Development Certificate student, to possess certain physical, mental, and emotional abilities / skills to function effectively and efficiently in the role of K-12 teacher. A student must also demonstrate a set of abilities and skills referred to as 'technical standards' which include the following seven (7) categories: observation, communication, motor, intellectual, behavioral, and social, emotional intelligence, and environment.

Reasonable accommodations for students with documented disabilities will be considered on an individual basis, but a student must be able to perform in an independent manner. Such accommodations will be provided in accordance with The University of Texas at Dallas, Office of Student AccessAbility. ***The following abilities and skills are required, with or without accommodations.***

Abilities and Skills Necessary for the Profession:

- Physical and mental proficiency
- Energy to fulfill responsibilities of the role
- Visual acuity (with corrective devices as needed)
- Color vision, depth perception, peripheral vision
- Auditory acuity (with corrective devices as needed)
- Speech which can be understood by all persons across the lifespan
- Tactile ability
- Manual dexterity in all limbs
- Strength to push, pull and lift
- Strength / ability to carry, stoop, squat, and bend

Ability to:

- Reach above shoulder height
- Stand / walk for long periods of time
- Organize and effectively manage time to meet deadlines
- Perform neat and accurate work
- Respond to increasing pressure, emergencies, and workloads
- Set priorities
- Communicate effectively with the health care team and consumer of health care services, both verbally and nonverbally
- Document completely and legible, using acceptable professional terminology
- Computer literacy
- Technical Standards of the Profession

Observation:

Students must have sufficient sensory capacity to observe and participate in the classroom, laboratory, and all practicum settings. Functional vision, hearing, olfactory and tactile sensation must be adequate to accurately observe or assess children's growth, development, and learning / classroom environments.

Communication:

Students must be able to communicate effectively in the classroom, laboratory, and all practicum settings with children, families, mentor teachers, staff, and college faculty. Students must demonstrate evidence of effective written and verbal communication skills, and technological literacy.

Motor:

Students must have sufficient motor function to participate in basic education procedures and to provide effective, quality care to children and adolescents. Motor function includes both gross and fine motor skills, strength and coordination, physical stamina, and should be sufficient to allow the student to endure long periods of sitting, standing, walking, bending, lifting, twisting, and crouching and moving about in classroom environments.

Intellectual:

To complete any coursework in the TDC Program, the student must be able to demonstrate mastery in reading and comprehension and use them together to demonstrate critical thinking and reasoning when working with children/adolescents in the K-12 setting. Students must be able to adhere to professional ethics and demonstrate a professional manner and insight in the communication process.

Behavior and Social:

Students must possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment and prompt completion of all academic and classroom responsibilities. The development of mature, sensitive, and effective relationships with school children/adolescents, families and other early childhood professionals is essential. The role requires flexibility, compassion, integrity, motivation.

Emotional Intelligence:

Students must possess and further develop emotional intelligence. Emotional intelligence encompasses knowledge and management of one's own emotional life and the skills to process the various workplace and situations that arise when working with children and their families, or strained work environments or coworker relationships. Responses to giving and receiving feedback both positive and negative are also a part of emotional intelligence.

Environment:

TDC requires management of multiple roles, tasks, and decisions simultaneously. Working with school children/adolescents requires high moral standards. Students with a criminal history will likely not have employment opportunities in the Education programs and may also not be able to complete the practicum/fieldwork requirements for the programs.

END OF FITNESS TO TEACH POLICY & TECHNICAL STANDARDS

Criminal History Evaluation

Before participating in any field-based training, Classroom Management, Clinical Teaching or Residencies, students will be required to undergo school district criminal history checks.

Prior to receiving educator certification in Texas, all applicants must undergo a criminal history background check as a requirement for certification. Information regarding requirements for fingerprinting may be found on the TEA website:

<https://tea.texas.gov/texas-educators/investigations/fingerprinting/fingerprinting-and-registry-for-schools>

Preliminary Evaluation of Certification Eligibility

A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense. For more information about the Preliminary Criminal History Evaluation go here: [http://tea.texas.gov/Texas Educators/Investigations/National Criminal History Checks-FAQs/](http://tea.texas.gov/Texas_Educators/Investigations/National_Criminal_History_Checks-FAQs/)

English as Second Language (ESL) Supplemental Exam

Students who are required or elect to take the Education course ED 4351 ESL for K-12 will take a practice exam, when they pass the practice exam with an 80% or higher, they will be released by the TDC to take their ESL Supplemental Certification exam. This exam needs to be taken immediately after passing the practice exam. Contact the TDC's Certification Officer, Sheetal Kumar, by calling 972-883-2730 or Sheetal.Kumar@UTDallas.edu. If you are teaching EC-6 or 4-8, most of the school districts are requiring students to have this supplemental certification. *Note: Many of the school districts are requiring all teachers in their district including 7-12 to have the ESL Supplemental Certification. The TDC highly recommends all students take ED 4351 and get this certification.*

Taking the TExES Exams: Texas Examinations of Educator Standards (TExES)

Students must be officially admitted to the TDC program prior to taking the TExES certification exams. All candidates for initial Texas teacher certification must pass all the required TExES certification examinations required for their certification.

- 1) Pedagogy and Professional Responsibilities (PPR) EC-12.
- 2) Content specialization at the appropriate grade level.
- 3) Effective January 2021, all EC-6 Core Subjects, 4-8 Core Subjects and 4-8 ELAR will take an additional examination. *The Science of Teaching Reading*.

Suggested Testing Timeline for TExES certification exams:

- Take the PPR exam by the end of October in the fall semester or the end of March in the spring semester or upon completion of Classroom Management.
- Take the Content exam after you complete most or all of your content (subject area) courses.
- Take the Science of Teaching Reading (STR) after completing Reading I, Reading II and Diagnostic Reading. **Note: You must plan ahead because you must wait 30 days to register to retake the test.** If you are taking Diagnostic Reading the semester you must pass your state exams, then you will still need to take the test by the end of October.

Plan ahead so you have the cost of the tests on hand when you are ready to take them. The current cost of each TExES test is \$118.87 each (\$116+ \$2.87 gov. fee) and the STR test is \$139. Go to the NES Person website to schedule your appointment. [Click here...NES Pearson Website.](#)

IMPORTANT: If you do not pass the exams, you must wait 30 days until you can register to retest. All state tests must be completed with a passing score to proceed to Clinical Teaching, Residency 2 and Internships. Review the **Test Taking Tips** in Appendix C. The better prepared you are mentally and physically the better you will do on the exam.

Limitations on TExES Exam Registrations

State-wide and local performance data indicate that candidates who take a single TExES exam on each test date are more successful than candidates who take multiple exams on a single test date. Exceptions may be made for ESL Supplemental Certificate exams with approval from program directors.

Candidates are limited to a total of five attempts to pass an official certification examination under Texas Education Code §21.048. Candidates who reach the 5-time testing limit must apply for a test-limit waiver to retake through the Texas Education Agency.

Accommodations on TExES Exams

Teacher candidates who need accommodations during the administration of the TExES exams must contact NES Pearson at least 30 days prior to taking the exams. Candidates are responsible for submitting the required paperwork to NES Pearson to receive accommodations on the official TExES exams.

Candidates register for an official TExES exam accommodations according to the policies and procedures described on the [NES Pearson website](#).

Preparation for TExES Licensure Exams

The TDC has one of the highest passing rates in Texas for the TExES Licensure Exams because we prepare our students from the beginning of their education to the last class with the right information to be exceptionally prepared. The TDC also offers the following for FREE:

- Students must take practice tests (in group settings) for state certifications. Practice tests are available twice a month through the TDC. Reserve a space by calling 972-883-2730. If a student has failed a TExES Licensure Exam, they will receive a Study Plan from the Certification Officer. The student must take a practice exam before they are released to retake the exam.
- Workshops: Each semester we offer workshops for students studying for their certification tests. Reserve your spot by calling 972-883-2730 and look at the upcoming [workshop schedule](#).
- Our Professors' [Test Prep videos](#).
- Texas Education Agency Test Frameworks & Manuals www.tx.nesinc.com
- Texas Education Agency STR Test Manual www.tea.texas.gov/str

Other Resources for a fee:

- Learning Liaisons (also has PACT) www.learningliaisons.com
- Certify Teacher www.certifyteacher.com *Guaranteed to pass the real test or your money back!*
- Pass the TExES, www.passthetexes.com
- TExES Flashcard Study System, www.flashcardsecrets.com/texes
- TExES Secrets Study Guide, www.mo-media.com/texes
- 240 Tutoring, www.240tutoring.com
- Ultimate Guide to the Generalist EC-6, www.ultimatetexesguide.com
- TExES Master, <http://www.texes.net/index.php>
- T-CERT TExES Certification Review for Teachers <https://pact.tarlton.edu/tcert/>
- TutoringEZ, www.tutoringez.com 15% off with code **Temoc15**

STR Resources to assist with terminology and practice:

- Getting to know the Science of Teaching and Reading, <https://www.zaner-bloser.com/science-of-reading-resource-hub.php>
- STR Practice Questions & review videos: <https://www.youtube.com/watch?v=55Nv9CE3Q>
- Constructed Response Example & Practice: <https://www.youtube.com/watch?v=5dmSywt4w74>

For a downloadable version of the above Test Prep information go to <https://teach.utdallas.edu/teacher-certification/certification-tests/>

Program Completed & Ready for Certification!

No Need to Submit Scores to TDC

Students do not need to submit their TExES exam scores to the TDC. ETS (Educational Testing Service) will report your scores directly to the Texas Education Agency (TEA). The TDC will view your TExES exam scores through the TEA website for recommendation purposes.

Apply for Certification

A student applies for certification when you enter into the last 2-3 weeks of your clinical teaching (2nd semester of your residency program) you may apply for certification, pay the certification application fee (\$78) as well as complete and pay the fee for fingerprinting (\$40.25).

Recommended for Certification

Undergraduates: If you have successfully applied for your Texas Teachers Certificate with the TEA, you will be recommended for certification when your degree is posted by the Registrar's Office (on average, 4 weeks after graduation). You will receive an automatic email from the TEA to the email address you listed in your TEA profile saying you were recommended for certification. Once you receive that email, it will take TEA 5-10 business days to post your certificate in your TEA account for viewing and/or printing.

Post-Baccalaureates: If you have successfully applied for your Texas Teachers Certificate with the TEA, you will be recommended for certification when your University Field Supervisor has posted your grade for clinical teaching. You will receive an automatic email from the TEA to the email address you listed in your TEA profile saying you were recommended for certification. Once you receive that email, it will take the TEA 5-10 business days to post your certificate in your TEA account for viewing and/or printing.

Recommendation Email from TEA

TEA will send you a confirmation e-mail once you have been recommended by the TDC. This e-mail will be sent to the address you have listed in your TEA account.

Receipt of Certificate

Certificates are viewable online through your TEA account. You will not be notified once your certificate has been awarded.

TDC Recommendations for Other Certifications

The TDC only recommends you for your initial certificate. Once you are certified, you may add a certificate(s) through the Additional Certification by Exam option. Please visit the [Texas Education Agency website](#) for more information.

Apply for Certification Even if Not Teaching

It is important to apply for teacher certification once you have completed all the program requirements even if you are not teaching immediately because the state is continuously updating/changing available teaching certificates and their requirements including adding new exams. If your certification track no longer exists when you apply for certification, you may be required to complete additional coursework and/or testing in order to be eligible for recommendation by the TDC.

Teacher Development Center Complaints/Grievance Procedures

You have the right to raise a concern or lodge a complaint and to seek to redress in areas where you felt that the program did not fulfill requirements for certification or for actions that you feel are wrong. All conferences are confidential.

To raise a concern or file a complaint: Contact Dr. Barbara Ashmore, Director, Teacher Development Center, Baa47@utdallas.edu or 972-883-2730.

The University of Texas at Dallas Student Complaint Resources page is also a resource and may be found at <https://catalog.utdallas.edu/2013/undergraduate/resources/student-complaints>

You also have the right to file a complaint about the Teacher Development Center directly to the Texas Education Agency (TEA) at www.tea.texas.gov. To raise a concern or file a complaint, type "EPP complaints" in the search field.

Exit Policy

UT Dallas & TDC Exit Policy for Dismissal of Candidates from the Educator Preparation Program TAC §228.20(h) (See Appendix E for Exit Policy form students sign at admission.)

(h) All EPPs shall have a published exit policy for dismissal of candidates that is reviewed and signed by candidates upon admission.

UT Dallas is committed to educating, graduating, and certifying candidates who will be effective educators. Evidence of potential effectiveness includes academic, dispositional, professional, and personal qualities. Teacher candidates are carefully assessed throughout the educator preparation program for teaching dispositions as well as teaching skills and successful course completion. If a candidate's major or overall GPA falls below the required GPA or other issues arise concerning a candidate's fitness, ability, and/or demonstration of the ability to teach, the teacher candidate may be dismissed from the program.

Reasons candidates may be removed from the Educator Preparation Program may include, but not be limited to, the following, at the discretion of the Dean of Interdisciplinary School with the advice of the Certificate Team Committee that represents the certification area being sought by the candidate. (*The Director of the TDC, Assistant Director of Advising & Recruiting and the Assistant Director of Accountability and Certification will serve in the decision-making capacity in lieu of the Dean of Interdisciplinary Studies).

- Failure to maintain a minimum 2.75 grade point average both overall and in major area of study
- Standard of Conduct/Educator Code of Ethics violation
- UT Dallas Fitness to Teach violation
- Criminal Background Check that precludes placement
- Failure to make continual progress towards program completion
- Failure to become certified within five years of graduation/finishing
- Failure to follow all attendance, dress code, and other guidelines
- After finishing the program, a significant change in the standards or test requirements for the certification field in which the student prepared and the candidate has not successfully completed all required certification testing
- School/district refuses to accept the student for field experience/clinical teaching
- School/district requests that the candidate be removed from a field/clinical teaching assignment
- Leave of Absences are recommended not to extend past one semester. Extended Leave of Absences will cause removal from the TEA system and will require readmission into the EPP.
- A Leave of Absence of five (5) years or more will result in a student having to repeat the entire professional development sequence upon return to the program.

Non-Participation in Teacher Certification Program

If at any time a student who has been “Officially Admitted” to the Teacher Certification Program decides not to continue with their certification or taking a break longer than a semester, then they must complete a Non-Participation form and return it to the TDC. (See Appendix F for form.) Before pausing or formally withdrawing from the program, please note the following factors that may impact certification in the state of Texas at a future date.

1. Certification testing approval was established under UT Dallas’ Teacher Certification Program at admission. A formal request for release of testing approval is required in the event of application to another Educator Preparation Program (EPP) in the state of Texas.
2. Leave of Absences are recommended not to extend past one semester. Extended Leave of Absences will cause removal from the Texas Education Agency system and will require readmission into the EPP.
3. A Leave of Absence of five (5) years or more will result in a student having to repeat the entire professional development sequence upon returning to the program.



Teacher Development Center

Student Handbook Acknowledgement Form

Download Student Handbook Online at

<https://teach.utdallas.edu/tdcstudenthandbook/>

In an effort to better utilize technology at UT Dallas and practice ecological responsibility, we have placed the Student Handbook on the Teacher Development Center (TDC) website. To access the handbook, please go to Teach.UTDallas.edu and click the link for the Student Handbook.

It is important for the student to read this handbook and refer to it during the year. While the University will assist the student in planning the student's progress through the course of study and activities described in this handbook, it remains the student's responsibility to plan and achieve the requirements in a timely and satisfactory manner while meeting mandatory deadlines.

A student must remain in good standing with the University and TDC to remain eligible to pursue a teacher certification. The University's student code of conduct and academic policies are enlarged for students in the TDC. Students who are becoming teachers are seeking positions which our society deems special and impact our children. As a result, higher standards are expected.

I understand that the information contained in the TDC Student Handbook is current as of June 2023. The University and TDC reserve the right to change or modify policies and this handbook without notice or obligation. Students will be notified of substantive changes via campus email and the Handbook will then be modified effective the date the notice is sent.

Printed Name: _____

Signature: _____

Date: _____ Student ID# _____

Appendix A

Fitness to Teach Policy

FITNESS TO TEACH POLICY

The Teacher Development Center (TDC) offers a curriculum designed to academically prepare individuals for the teaching profession. However, satisfying the curriculum and testing requirements alone does not make a candidate worthy for The University of Texas at Dallas (UTD) to recommend the candidate to the State of Texas for teaching certification. All teacher candidates in the UTD Teacher Certification Program (TCP) are expected to demonstrate their preparedness to teach children and youth. This preparation results from the combination of successful completion of university coursework and the demonstration of important human characteristics of dispositions all teachers should possess.

A. Required Documentation cited

Prior to admission to the TCP, all teacher candidates will be apprised of the *Fitness to Teach* (FTT) policy. This policy applies to all students upon enrollment in the TCP as well as students completing coursework in the TDC requiring interaction with schools, and remains so until the completion of their program.

Students must be in good standing with UTD.

- a. Students seeking admission to the undergraduate TCP who have ever been referred to UTD's Dean of Student's Office may have their referrals and outcomes considered by the Director of the TDC to determine whether to grant admission to the TCP. Admission to the TCP is at the discretion of the Director of the TDC.
- b. Students who have cases pending with the Dean of Student's Office will not be considered for admissions to the TCP until the case has been fully adjudicated.

B. Fitness to Teach Criteria

In addition to curriculum and testing requirements stated in the UTD catalog and other UTD policies, all TDC teacher candidates will be held accountable to the criteria specified in this policy, including dispositions for teaching. **Dispositions for teaching are defined as those professional attitudes, values, and beliefs expected of an education professional.**

If all criteria are not met satisfactorily, teacher candidates may be denied full acceptance into the TCP and or denied the opportunity to student teach. Without unconditional acceptance into the TCP and successful completion of all coursework, field experience, and student teaching or its equivalent, the TDC does not recommend teacher candidates for Texas Teacher Certification. As a professional program, the TDC reserves the right to recommend or not recommend teacher candidates for certification.

All teacher candidates referred for review are expected to participate in *Fitness to Teach* process. Refusal to participate will not terminate or invalidate the *Fitness to Teach* process. *Fitness to Teach* reviews are internal institutional reviews and are not open to the public,

including family members, friends, and other professionals unless specifically requested by the Director of the TDC.

C. Technical Standards

Abilities and skills necessary for the profession as a University of Texas at Dallas - Teacher's Development Certificate student, it is necessary to possess certain physical, mental, and emotional abilities and skills to function effectively and efficiently in the role of K-12 teacher. A student must also demonstrate a set of abilities and skills referred to as 'technical standards' which include the following seven (7) categories: observation, communication, motor, intellectual, behavioral and social, emotional intelligence, and environment.

Reasonable accommodations for students with documented disabilities will be considered on an individual basis, but a student must be able to perform in an independent manner. Such accommodations will be provided in accordance with The University of Texas at Dallas, Office of Student AccessAbility. ***The following abilities and skills are required, with or without accommodations.***

Abilities and Skills Necessary for the Profession:

- Physical and mental proficiency
- Energy to fulfill responsibilities of the role
- Visual acuity (with corrective devices as needed)
- Color vision, depth perception, peripheral vision
- Auditory acuity (with corrective devices as needed)
- Speech which can be understood by all persons across the lifespan
- Tactile ability
- Manual dexterity in all limbs
- Strength to push, pull and lift
- Strength and ability to carry, stoop, squat, and bend
- Ability to:
 - Reach above shoulder height
 - Stand and walk for long periods of time
 - Organize and effectively manage time to meet deadlines
 - Perform neat and accurate work
 - Respond to increasing pressure, emergencies, and workloads
 - Set priorities
 - Communicate effectively with the health care team and consumer of health care services, both verbally and nonverbally
 - Document completely and legibly, using acceptable professional terminology
 - Computer literacy
- Technical Standards of the Profession

Observation:

Students must have sufficient sensory capacity to observe and participate in the classroom, laboratory, and all practicum settings. Functional vision, hearing, olfactory and tactile sensation must be adequate to accurately observe or assess children's growth, development, learning and classroom environments.

Communication:

Students must be able to communicate effectively in the classroom, laboratory, and all practicum settings with children, families, mentor teachers, staff, and college faculty. Students must demonstrate evidence of effective written and verbal communication skills, and technological literacy.

Motor:

Students must have sufficient motor function to participate in basic education procedures and to provide effective, quality care to children and adolescents. Motor function includes both gross and fine motor skills, strength and coordination, physical stamina, and should be sufficient to allow the student to endure long periods of sitting, standing, walking, bending, lifting, twisting, crouching and moving about in classroom environments.

Intellectual:

To complete any coursework in the TDC Program, the student must be able to demonstrate mastery in reading and comprehension and use them together to demonstrate critical thinking and reasoning when working with children and adolescents in the K-12 setting. Students must be able to adhere to professional ethics and demonstrate a professional manner and insight in the communication process.

Behavior and Social:

Students must possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment and prompt completion of all academic and classroom responsibilities. The development of mature, sensitive, and effective relationships with school children/adolescents, families and other professionals is essential. The role requires flexibility, compassion, integrity, motivation.

Emotional Intelligence:

Students must possess and further develop emotional intelligence. Emotional intelligence encompasses knowledge and management of one's own emotional life and the skills to process the various workplace and situations that arise when working with children and their families, strained work environments or coworker relationships. Responses to giving and receiving feedback both positive and negative are also a part of emotional intelligence.

Environment:

TCP requires management of multiple roles, tasks, and decisions simultaneously. Working with school children/adolescents requires high moral standards. Students with a criminal history will likely not have employment opportunities in the education programs and may also not be able to complete the practicum/fieldwork requirements for the programs.

Risks for Education Professionals:

- The TDC student must be aware of potential risks related to teaching and caring for children which may include, but are not limited to the following:
- Exposure to communicable and infectious diseases
- Exposure to blood and body fluids

- Environmental hazards (e.g., slippery floors, various levels of lighting, various room and outdoor temperatures, exposure to sunlight, poor outdoor air quality, rain, and other weather-related elements, etc.)
- Lifting young children & moveable furnishings and equipment
- Legal, moral & ethical dilemmas
- Liability Issues

UTD Teacher Development Program Practicum/Fieldwork requirements:

Students may be full time or part time in the program, however if a student is working in the field, they may or may not be able to complete this experience in the program/school where they are working or in their actual classroom. They should be aware of this prior to enrolling in the programs so that they can prepare in advance for this required experience.

Criminal History:

Students with a criminal history will likely not have employment opportunities in the education programs and may also not be able to complete the practicum/fieldwork requirements for the programs.

Physical Health and Emotional Health:

Students should be in good physical and emotional health to be a student in the education programs. *For example:* Students may have to lift children, get down on floor level or low-level chairs to interact with young children, move around the classroom easily, work with children and families of various abilities and backgrounds, deal with stressful situations, etc. Employment in the field often requires TB, drug tests and physician examinations. Practicum/fieldwork requirements may also include these components and thus students again may not be able to complete the practicum requirements for the programs.

D. Completed Criminal History Review

In accordance with Texas Education Code section 22.083, an examination of each teacher candidate's criminal history will be conducted by the independent school district (ISD) or school field-based entity prior to participation in field-based course work, including field experience and student teaching. Criminal history record information including both conviction and arrest records is obtained. An ISD or other school field-based entity may deny a student's placement based upon the results of that student's criminal history background examination. If a student cannot complete course-required field work because of his/her criminal history, the student will be required to withdraw from the course. The student may retake the course if and when his/her criminal history changes allow him/her to be cleared by the ISD or school field-based entity. If the offense is such that it will preclude any further fieldwork, the student will be released from the TCP.

Note:

No otherwise qualified teacher candidate shall, on the basis of disability, be subjected to discrimination or excluded from participation in the TCP. A teacher candidate with a disability may be protected by Section 504 of the Vocational Rehabilitation Act and the Americans with Disabilities Act, thereby being eligible for a reasonable accommodation that provides an equal opportunity to meet the academic criteria related to professional behavior and scholastic performance.

Any otherwise qualified teacher candidate with a qualified disability who requests an accommodation must notify the Office of Student AccessAbility and provide documentation as needed. The Office of Student AccessAbility makes recommendations for accommodations. A TDC ad hoc committee will review academic performance criteria in light of individual circumstances to explore issues of appropriate accommodations. An initial assessment, subsequent plans, use of outside experts (including the Office of Student AccessAbility), and periodic checks between the committee and the teacher candidate are appropriate courses of action in making accommodations.

E. Admission to the Teacher Certification Program (TCP)

1. Admission:

All teacher candidates at UTD are admitted to the Teacher Certification Program upon application, interview, submission of writing sample, and satisfactory completion of all admission criteria.

2. Official Admission:

Official Admission in the Teacher Certification Program is granted prior to taking education courses if the following conditions are met:

- a. There are no outstanding negative *Fitness to Teach* reviews a candidate has not successfully remedied.
- b. The teacher candidate has earned the required grades with a cumulative GPA of 2.75 or in the last 60 hours of coursework.
- c. Students core courses are complete.

3. Probationary Acceptance:

The teacher candidates are placed on probationary status in the case of a Level 1 or 2 Formal Review. (See below.) Teacher candidates remain on probationary status until such time as they have successfully completed a remediation plan or a decision to revoke candidacy has been made. If a student successfully completes a remediation plan

and additional *Fitness to Teach* referrals arise, the student's full program history will be reviewed to determine the student's status in the TCP.

F. Conditions for Completion of Clinical/Student Teaching/Internship

Successful completion of student teaching/internship is a prerequisite for meeting teacher certification *requirements*. *Students may attempt to successfully complete student teaching/internship a maximum of two times at UTD. If the student does not successfully complete the second student teaching/internship experience, they will not be eligible to enroll in student teaching a third time.* The student may appeal to the *Fitness to Teach Council* to be reinstated only in the case of documented extenuating circumstances.

G. Review of Teacher Candidates at UTD

All teacher candidates referred for review are expected to participate in the process. Refusal to participate will not terminate the process. The level of review will depend on factors such as the nature, severity, frequency of the incident or concern. For example, repeated violations may result in immediate Formal Review: Level 2. Violations of the UTD student code of conduct and/or host school district's or school field-based entity's faculty code of conduct will result in immediate Formal Review: Level 2.

1. Informal Review:

An informal review involves a faculty member and a teacher candidate. When a faculty member has concerns about a teacher candidate meeting any of the *Fitness to Teach* criteria, the faculty member will:

- a. discuss the concerns directly with the teacher candidate and seek to work with the candidate to resolve the difficulties;
- b. advise the Director of the TDC of the concern(s) in order to identify potential patterns and issues related to the teacher candidate;
- c. document dates and content of meetings with the teacher candidate; and
- d. send copies of all documentation to the TDC to be placed in the teacher candidate's file.

If a problem arises in the field, the cooperating teacher of the host school district may discuss concerns directly with the appropriate TDC personnel.

- Field Experience: Coordinator, Student Teaching & Field Experience Programs
- Student Teaching/Internship: UTD University Field Supervisor
- The teacher candidate may also be included in this meeting.

2. Formal Review: Level 1

When a faculty member is sufficiently concerned about a teacher candidate's fitness to teach, s/he will complete the *Fitness to Teach Formal Review: Level 1* form. The completed form(s) is given to the Director of the TDC or his/her designee. At the conference with the teacher candidate, a remediation plan will be developed. The nature and content of the remediation plan will be specific to the situation with remedial criteria stated in measurable, objective terms including a timeline for accomplishment of the stated criteria. The remedial plan will be signed by all parties involved. If the teacher candidate fails to successfully complete the remediation plan within the stated timeline, s/he will be placed on Formal Review: Level 2. If the teacher candidate successfully accomplishes the remediation plan, s/he will be removed from probationary status. The remediation plan may continue for more than one semester depending on individual circumstances.

3. Formal Review: Level 2

If a second incident or concern arises for a teacher candidate, if a teacher candidate fails a Level 1 remediation plan, or the seriousness of the incident warrant, the *Fitness to Teach Council* will be convened. The *FTT Council* (made of faculty and chaired by the Director of the TDC or his/her designee) will meet to:

- a. review the paperwork,
- b. interview the faculty member(s) who have instructed the teacher candidate to date,
- c. interview the teacher candidate, and
- d. make a determination regarding the teacher candidate's suitability to continue in the TCP.

The teacher candidate is afforded due process throughout these proceedings. Following a Level 2 review, the teacher candidate may submit a letter of appeal to the Dean of Interdisciplinary Studies. The Dean's decision is final.

Appendix B

Registration Form

Appendix C

Change Certification Form



Teacher Development
Center

Request to Change Certification

Date _____

Student ID# _____

Printed Name of Student _____

I am requesting to have my Texas Teacher Certification changed with the UT Dallas Teacher Development Center and the state of Texas. I have changed all UT Dallas documentation to reflect the certification change with my Certification Advisor.

Current Certification: _____

Request change to the following certification:

I acknowledge by changing certifications my course work may change and I may be required to take additional courses. I also acknowledge by changing certifications the state certification tests will change and additional tests may be required.

Student Signature: _____

Advisor Signature: _____

Appendix D

Testing Tips

Test Taking Tips

Right Before the Test...

...You should try to do the following:

- ✓ Get at least 8 hours of sleep each night during the week leading up to the test.
- ✓ Eat a nutritious breakfast the morning of your test.
- ✓ If you are particularly sensitive to the effects of caffeine, monitor your consumption.
- ✓ Bring any necessary paperwork with you to the test, as indicated when you registered, such as a photo ID with signature and the registration forms.
- ✓ If you are supposed to bring supplies then make sure you have plenty of sharpened pencils, erasers, and scratch paper.
- ✓ Complete a few warm-up questions the morning of the test, allowing yourself to get into test-taking mode.

Tips for During the Test...

- ✓ Read the directions *carefully*, making certain that you understand exactly what is expected.
- ✓ Read each question *carefully* and note key words and phrases so you only have to read the question once.
- ✓ Always read multiple-choice questions cautiously. First pause and try to predict the correct answer before looking at the answer options.
- ✓ Do not read into the question what is not there.
- ✓ If you are still unsure about the correct answer, reread the question and try to eliminate one or two choices that are clearly wrong so you can make an educated guess.
- ✓ Budget your time, allowing yourself enough time to answer all parts of the test.
- ✓ Pace yourself and work carefully; do not allow yourself to become stuck on any one question.
- ✓ Remember that all tests are timed, even those with accommodations.
- ✓ Use all the allotted test time if you need to. There is no prize for finishing before the time limit runs out.
- ✓ If you have time left over, avoid changing answers because it is more likely that you will make the wrong choice. Keep in mind that, for some tests, you cannot go back once you've locked in your answer.

After the Test:

- ✓ Reward yourself for completing the test.
- ✓ If you feel you did not do as well as you would have liked, give yourself sufficient time to relax and regroup before planning your next attempt.
- ✓ Assess what you think you may be able to do more efficiently.
- ✓ Worrying and stressing about your scores until they arrive will not alter the outcome—so, take a deep breath and go about your daily routine.

Appendix E
Admission Forms:
Undergraduate
Alternative Certification
Post Baccalaureate
UTeach

Appendix E

Undergraduate Admission Forms

UG Benchmarks for Admission to the Teacher Development Center

Name: _____

Admission GPA: _____

UTD ID: _____

Subject GPA: _____

Certification Level: (circle) EC-6 4-8 7-12

Subject Hours: _____

Teaching Field: _____

TEA # _____

Undergraduate

| Undergraduate Benchmarks | Rcd Date | initials |
|--|----------|----------|
| Academic Degree Plan for Major (UG) on file | | |
| Certification Plan signed | | |
| Official Transcript(s) (from all colleges) | | |
| 2.75 GPA (minimum) – overall or last 60 hours | | |
| Subject/Content GPA Calculation Page | | |
| TSI: Exempt or Complete | | |
| Application for Admission to the TDC signed | | |
| Texas State Educator’s Code of Ethics Receipt Form Signed | | |
| Fitness to Teach Policy Receipt Form Signed | | |
| Demographic Form Signed | | |
| Criminal History Form Signed | | |
| Request/Permission to Test Form Signed | | |
| ED Class Information Guidelines Receipt Form Signed | | |
| Discipline Checks Statement of Affirmation | | |
| Student Handbook Acknowledgement | | |
| Exit Policy Form Signed | | |
| TX Licensure Exam Guidelines (given to student) | | |
| Certification Exam Study Guide (given to student) | | |
| Checklist for Admission into the TDC (given to student) | | |
| Interview Rubric | | |
| Writing Sample & Rubric | | |
| Fitness to Teach Video: Watched | | |
| Official Admission in UT Dallas email ACCEPTED | | |
| Attend Sign-up Meeting and met criteria for Classroom Management | | |
| OBS Doc 1(Reflection and 15 hours) | | |
| OBS Doc 2 (Reflection and 15 hours) | | |
| Submit Classroom Management Time Log | | |
| Attend Clinical/Residency 2 Sign-Up Meeting and met criteria | | |
| Submit Clinical Teaching Time-Log | | |
| Submit Dyslexia Training Certificate | | |
| Submit Substance Abuse Certificate | | |
| Submit TBSI Certificate | | |
| Submit Youth Suicide Prevention Certificate | | |
| Disposition Incidents (Fitness to Teach) | | |
| | | |
| | | |
| | | |



Teacher Development
Center

The University of Texas at Dallas
Undergraduate Application for Admission
TEACHER CERTIFICATION PROGRAM

UTD I.D. _____

Name _____ Date of Birth _____ SSN _____

Address _____ City, State, Zip _____

Cell Phone _____

Gender _____ Race/Ethnicity _____ UTD E-Mail _____

EC-6 CERTIFICATE

4-8 CERTIFICATE

7-12 CERTIFICATE

_____ EC-6 Core Subjects/STR

_____ 4-8 Core Subjects/STR

_____ Computer Science 8-12

_____ 4-8 English, Language Arts and Reading/STR

_____ English, Language Arts and Reading

_____ 4-8 Mathematics

_____ History

_____ 4-8 Science

_____ Life Science

_____ 4-8 Social Studies

_____ Mathematics

_____ Physical Science 6-12

_____ Science

_____ Social Studies

_____ Chemistry

Major: _____

I wish to apply for admission to the Teacher Development Program at the University of Texas at Dallas. I understand that I will not be considered for admission to Teacher Development until I have provided the Teacher Development Center with a copy of my complete transcript, a completed degree plan made by my academic advisor, and a **GPA of 2.75 or better**.

Teacher Development Advisor

Date

Applicant

Date

A criminal background check will be required to complete your field hours and clinical teaching to receive a certificate. A full background check with fingerprinting will be required before clinical teaching. If you cannot successfully complete a criminal background check, you will not be able to certify or gain a job as a teacher in the state of Texas. You have the right to review the results of this check. Conviction of an offense can make you ineligible for the issuance of a certificate on completion of the certification program. For more detailed information, see Texas Education Code (TEC), §227.1

I HEREBY ACKNOWLEDGE RECEIPT OF THE ABOVE INFORMATION.

Applicant _____ Date _____

(For Use by Office of Teacher Development Center)

Application _____ Certification Plan _____ Degree Plan _____ Transcript _____

Cumulative GPA _____ TSI Status _____

Date Admitted in Teacher Education _____



Teacher Development
Center

Statement of Affirmation

Texas Educators' Code of Ethics Rule §247.2

As per TAC §247.2 Code of Ethics and Standard Practices for Texas Educators, I affirm that I will comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents and members of the community and will safeguard academic freedom, as set forth by the Texas Administrative Code §247.2

As a Texas educator I will maintain the dignity of the profession. I will respect and obey the law, demonstrate personal integrity and exemplify honesty.

I affirm that I am responsible for reading and thoroughly understanding the Texas Educators' Code of Ethics TAC §247.2 and will abide by all enforceable standards of this rule.

Signature

Print Name

UTD ID (Student's Only)

TEA ID

Date



Teacher Development Center

FITNESS TO TEACH POLICY

Statement of Affirmation

The Family Educational Rights and Privacy Act (FERPA) protects student confidentiality by placing certain restrictions on the disclosure of information contained in a student's education record.

As a teacher candidate in the Teacher Certification Program, I affirm I will comply with the *Fitness to Teach Policy*. As a teacher candidate in the Teacher Certification Program, I will maintain the dignity of my profession as an educator. I will demonstrate personal integrity and exemplify honesty. I affirm I have read and thoroughly understand the *Fitness to Teach Policy* and will abide by all aspects of this policy.

By signing this form, I agree that university personnel may provide information from my education records, including discipline records, to the Teacher Education Program at the University of Texas at Dallas as a condition of participation in the program.

This consent shall remain in effect throughout by enrollment at the University or until revoked by me.

Teacher Candidate's Name (print): _____

Signature: _____

Date: _____



Teacher Development
Center

This Demographic Information is Required by The United States Department of Education
(USDE)

Ethnicity:

_____ Hispanic or Latino

_____ Not Hispanic or Latino

Race:

_____ American Indian or Alaska Native

_____ Asian

_____ Black or African American

_____ Hawaiian or other Pacific Islander

_____ White

_____ Two or More Races

Print Name: _____

Signature: _____

Date: _____



Teacher Development
Center

Preliminary Criminal History Evaluation

A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

http://tea.texas.gov/Texas_Educators/Investigations/National_Criminal_History_Checks-FAQs/

For more detailed information about criminal background checks, please see the Texas Education Code:

<https://tea.texas.gov/sites/default/files/ch227a-New-Fig-Link.pdf>

Print Name

Signature

Date _____

The University of Texas at Dallas
TEExES ETS Request Form (Permission to Test Form)
www.tx.nesinc.com Region 10 TEAL Help Line: 972-348-1706

Personal (NOT UTD) Email Address: _____

Student Name (must be exact as on Identification):

(Last Name) (First Name) (Middle Name)

(Your name on this form **MUST** match the name on your Driver's License or other I.D. you plan to take to the test site).

Social Security Number: _____ Date of Birth: _____

UTD I.D.: _____ TEA I.D.: _____

Cell Phone: _____

Test Name(s): _____

Test Number(s): _____

Race/Ethnicity: _____ Gender: _____

Undergraduate: _____ UTD Post Baccalaureate: _____ Alternative Cert. _____ Post Baccalaureate: _____

Below are the TEExES Test Names and Test Numbers:

TESTS:

391 Core Subject EC-6
211 Core Subject 4-8
154 English as a Second Languages Supplemental
293 Science of Teaching Reading
115 Mathematics 4-8
116 Science
217 English Language Arts and Reading 4-8
118 Social Studies 4-8
160 Pedagogy and Professional Responsibilities EC-12

TESTS:

231 English Language Arts and Reading 7-12
232 Social Studies 7-12
233 History 7-12
235 Mathematics 7-12
236 Science 7-12
237 Physical Science 6-12
238 Life Science 7-12
240 Chemistry 7-12
241 Computer Science 8-12

NOTE:

By signing this TEExES NES Request Form, I understand that the Teacher Development Center Staff has a legitimate right to access my TEExES Certification Exam scores and nay other relevant data from TEA.

Student's Signature: _____

Date of Request: _____

Certification Officer's Name Printed: _____

Certification Officer's Signature: _____



Education Classes (ED) Information

Undergraduates, Post Baccalaureates & Alternative Certification: Students may NOT enroll in any ED classes until ADMITTED into the *Teacher Certification Program*. As of Spring 2023 the TDC must register you for all of your Education courses.

Sequencing:

- Reading I, Reading II and Diagnostic Reading must be taken in order.
- Reading I is a prerequisite of Reading II and Reading II is a prerequisite of Diagnostic Reading.

Registering

- TDC does not automatically enroll/register you in Classroom Management, Clinical Teaching, Residency I & Residency II

Observation Hours (prior to Classroom Management & Residency I)

- All students must complete 15 hours of observation hours in ED 3314 American Public School & 15 hours in ED 4352 Reading I OR ED 4353 Reading in the Content Area for a total of 30 hours prior to taking Classroom Management & Residency I.

Residency & Field Based Experiences

Students are required to complete field-based experiences. Our program is designed to allow professional education students to work in schools with teachers and students while becoming familiar with the culture of schools and their communities. State law requires educator preparation entities to provide evidence of ongoing and relevant field-based experiences in a variety of educational settings with diverse student populations.

Paid Residency (Fall/Spring Sequence)

The PAID Residency includes a professional education course sequence, Classroom Management and Residency I followed by Residency II.

- Residency I (Semester I): Students are required to be in their assigned ISD classroom all day three (3) days a week for the entire semester and are paid \$15 an hour.
- Residency II (Semester II): Students are required to be in their assigned ISD classroom all day five (5) days a week for the entire semester and are paid \$22 an hour.

Residency & Field Based Experiences Continued on Next Page



Residency & Field Based Experiences Continued

Unpaid Field Based Experience (Does not have to be a Fall/Spring Sequence)

The UNPAID field-based experience includes a professional education course sequence including Classroom Management and Clinical Teaching.

- Classroom Management course (Semester I) Students are required to be in their assigned ISD classroom two (2) days a week, 2 hours a day minimum for the entire semester. Total 60 hours for the semester. Note: Students can not combine weekly hours into a few weeks. They must be in the classroom every week for the semester.
- Clinical Teaching (Semester II): Students are required to be in their assigned ISD classroom all day five (5) days a week for the entire semester.
- **IMPORTANT NOTE:** In the semester **PRIOR** to Classroom Management, you **must** attend a meeting called the Classroom Management Sign Up Meeting. *Call the TDC the first week of the PRIOR semester to sign-up for the meeting.* If you miss this mandatory meeting, you will NOT be able to take Classroom Management and complete your Field Based Experience.



It is important to meet with your Academic Advisor and Teacher Certification Advisor every semester to make sure you are taking the classes in the correct order and attending the necessary TDC meetings in a timely fashion.



Teacher Development
Center

Discipline Checks

Statement of Affirmation

The Family Educational Rights and Privacy Act (FERPA) protects student confidentiality by placing certain restrictions on the disclosure of information contained in a student's education records.

By signing this form, I agree that university personnel may provide information from my education records, including discipline records, to the Teacher Education Program at the University of Texas at Dallas as a condition of participation in the program.

This consent shall remain in effect throughout my enrollment at the University or until revoked by me.

Student signature

Date



Teacher Development Center

Student Handbook Acknowledgement Form
Download Student Handbook Online at
<https://teach.utdallas.edu/tdcstudenthandbook/>

In an effort to better utilize technology at UT Dallas and practice ecological responsibility, we have placed the Student Handbook on the Teacher Development Center (TDC) website. To access the handbook, please go to Teach.UTDallas.edu and click the link for the Student Handbook.

It is important for the student to read this handbook and refer to it during the year. While the University will assist the student in planning the student's progress through the course of study and activities described in this handbook, it remains the student's responsibility to plan and achieve the requirements in a timely and satisfactory manner while meeting mandatory deadlines.

A student must remain in good standing with the University and TDC to remain eligible to pursue a teacher certification. The University's student code of conduct and academic policies are enlarged for students in the TDC. Students who are becoming teachers are seeking positions which our society deems special and impact our children. As a result, higher standards are expected.

I understand that the information contained in the TDC Student Handbook is current as of June 2023. The University and TDC reserve the right to change or modify policies and this handbook without notice or obligation. Students will be notified of substantive changes via campus email and the Handbook will then be modified effective the date the notice is sent.

Printed Name: _____

Signature: _____

Date: _____

UTD Student ID#: _____



Teacher Development Center

Exit Policy

UT Dallas & TDC Exit Policy for Dismissal of Candidates from the Educator Preparation Program TAC §228.20(h)

(h) All EPPs shall have a published exit policy for dismissal of candidates that is reviewed and signed by candidates upon admission.

UT Dallas is committed to educating, graduating, and certifying candidates who will be effective educators. Evidence of potential effectiveness includes academic, dispositional, professional, and personal qualities. Teacher candidates are carefully assessed throughout the educator preparation program for teaching dispositions as well as teaching skills and successful course completion. If a candidate's major or overall GPA falls below the required GPA or other issues arise concerning a candidate's fitness, ability, and/or demonstration of the ability to teach, the teacher candidate may be dismissed from the program.

Reasons candidates may be removed from the Educator Preparation Program may include, but not be limited to, the following, at the discretion of the Dean of Interdisciplinary School with the advice of the Certificate Team Committee that represents the certification area being sought by the candidate. (*The Director of TDC, Assistant Director of Advising & Recruiting and the Assistant Director of Accountability and Certification will serve in the decision-making capacity in lieu of the Dean of Interdisciplinary Studies).

- Failure to maintain a minimum 2.75 grade point average both overall and in major area of study
- Standard of Conduct/Educator Code of Ethics violation
- UT Dallas Fitness to Teach violation
- Criminal Background Check that precludes placement
- Failure to make continual progress towards program completion
- Failure to become certified within five years of graduation/finishing
- Failure to follow all attendance, dress code, and other guidelines
- After finishing the program, a significant change in the standards or test requirements for the certification field in which the student prepared and the candidate has not successfully completed all required certification testing
- School/district refuses to accept the student for field experience/clinical teaching
- School/district requests that the candidate be removed from a field/clinical teaching assignment
- Leave of Absences are recommended not to extend past one semester. Extended Leave of Absences will cause removal from the TEA system and will require readmission into the EPP.
- A Leave of Absence of five (5) years or more will result in a student having to repeat the entire professional development sequence upon return to the program.

I have read, understand, and agree to the expectations for performance and Exit Policy for Dismissal from the UT Dallas Educator Preparation Program as described in this document and in accordance with TAC §228.20(h).

Printed Name

Signature of Candidate

Date

Appendix E

Alternative Certification Admission Forms

Alternative Certification Benchmarks for Admission into the Teacher Development Center

Name: _____

Admission GPA: _____

UTD ID: _____

Subject GPA: _____

Certification Level: (circle) EC-6 4-8 7-12

Subject Hours: _____

Teaching Field: _____

TEA # _____

Alternative Certification

| Alternative Certification Benchmarks | Rcd Date | initials |
|--|----------|----------|
| Supplemental Entrance Form | | |
| Certification Plan signed | | |
| Official Transcript(s) (from all colleges) | | |
| 2.75 GPA (minimum) – overall or last 60 hours | | |
| Subject/Content GPA Calculation Page | | |
| TSI: Exempt or Complete | | |
| Application for Admission to the TDC signed | | |
| Texas State Educator's Code of Ethics Receipt Form Signed | | |
| Fitness to Teach Policy Receipt Form Signed | | |
| Demographic Form Signed | | |
| Criminal History Form Signed | | |
| Request/Permission to Test Form Signed | | |
| ED Class Information Guidelines Receipt Form Signed | | |
| Discipline Checks Statement of Affirmation | | |
| Student Handbook Acknowledgement | | |
| Exit Policy Form Signed | | |
| TX Licensure Exam Guidelines (given to student) | | |
| Certification Exam Study Guide (given to student) | | |
| Checklist for Admission into the TDC (given to student) | | |
| Interview Rubric | | |
| Writing Sample & Rubric | | |
| Fitness to Teach Video: Watched | | |
| Official Admission in UT Dallas email ACCEPTED | | |
| Attend Sign-Up meeting and met criteria for Classroom Management | | |
| OBS Doc1 (Reflection and 15 hours) | | |
| OBS Doc 2 (Reflection and 15 hours) | | |
| Submit Classroom Management Time Log | | |
| Attend Clinical/Resident 2 Sign up Meeting and met criteria for Clinical | | |
| Submit Clinical Teaching Time-Log | | |
| Submit Dyslexia Training Certificate | | |
| Submit Substance Abuse Certificate | | |
| Submit TBSI Certificate | | |
| Submit Youth Suicide Prevention Certificate | | |
| Disposition Incidents (Fitness to Teach) | | |
| | | |
| | | |
| | | |



Teacher Development Center

Supplemental Entrance Form for Degree Holder Candidates

There are 2 pathways to certification through the Teacher Development Center for students who already hold a bachelor's degree or higher.

1. Post-Baccalaureate Pathway

The post-baccalaureate pathway is appropriate for students who wish to complete a graduate degree simultaneously at UT Dallas while obtaining their certification. Students must not apply for graduation until the semester in which they will complete their teacher certification requirements.

2. Alternative Certification Pathway

The alternative certification pathway is appropriate for students who do not plan to complete a graduate degree simultaneously with a teacher certification program or for students who plan to graduate with their degree prior to completion of the certification program.

Degree holder candidates must be admitted to the university's teacher certification program as either a post-baccalaureate student or an alternative certification student prior to enrolling in any UTeach Dallas certification course.

If a post-baccalaureate student has a change in a situation that requires the student to graduate prior to completing the teacher certification program requirements, the student must re-apply for admission to the university's teacher certification program as an alternative student.

I am applying to the Teacher Development Center program as (check one)

- _____ A post-Baccalaureate Candidate
_____ An Alternative Certification Candidate

Signature

Date

Printed Name

Alternative Certification Teacher Certification Plan

The University of Texas at Dallas



Teacher Development Center

Name: _____ SSN: _____

UTD ID: _____ UTD Email: _____

Address: _____
(Street, City, State & Zip)

US Citizen Yes No GPA: _____ Major: _____ Degree Held: _____

Target Certification: _____

Total Semester Hours Required: _____

SCH _____ Reading Courses: _____

SCH _____ Professional Development: _____

SCH 6 Student Teaching or Internship: _____

SCH _____ Academic Specialization: _____

SCH _____ Additional Requirements: _____

Required TSI Status: _____

Required TExES Exams: _____ PPR _____ Content _____ Other _____

I acknowledge this plan is a guide for certification and I must meet all requirements. I also understand a minimum GPA of 2.75 is required in a teaching field and in professional development course work.

Student Signature _____ Date _____

Authorized Advisor (Print) _____ Date _____

Authorized Advisor's Signature _____



Teacher Development Center

THE UNIVERSITY OF TEXAS AT DALLAS
Application for Admission
Alternative Certification

UTD I.D. #: _____

Name: _____ Social Security #: _____

Address: _____
Street City State Zip

Date of Birth: _____ U.S. Citizen: Yes _____ No _____

Gender: _____ Cell Phone: _____

Race/Ethnicity: _____ Alternative Phone: _____

E-Mail: _____ Business Phone: _____

Degree(s) you now hold:

Degree: _____ University: _____ Major: _____ Date Received: _____

Degree: _____ University: _____ Major: _____ Date Received: _____

Degree: _____ University: _____ Major: _____ Date Received: _____

Other colleges you have attended: _____

Expected enrollment at UTD: Year: _____ Fall _____ Spring _____ Summer _____

Certification only _____ OR Degree seeking _____

Do you already hold a valid Texas Teaching Certificate? Yes _____ No _____ (If YES, please provide the Teacher Development Center with a copy of your certificate.)

List teaching field(s) in which already certified: _____

CHECK CERTIFICATE OR ENDORSEMENT FOR WHICH APPLYING:

- | | |
|---|--|
| ____ EC-6 Core Subjects | ____ History 7-12 |
| ____ 4-8 Core Subjects | ____ Mathematics 7-12 |
| ____ English Language Arts & Reading 4-8 | ____ Chemistry 7-12 |
| ____ Mathematics 4-8 | ____ Life Science 7-12 |
| ____ Science 4-8 | ____ Physical Science 6-12 |
| ____ Social Studies 4-8 | ____ Science 7-12 (Composite Field) |
| ____ Computer Science 8-12 | ____ Social Studies 7-12 (Composite Field) |
| ____ English Language Arts & Reading 7-12 | |

Cumulative Grade Point Average: _____ (Based on scale A=4, B=3, C=2, etc.)

Number of Graduate Course Hours: _____ Graduate GPA: _____

If this is a *career change*, please explain: _____

I understand that I must:

- Provide the Teacher Development Center with a copy of my complete transcripts with verification of a GPA of at least 3.0 overall or for the last 60 hours of coursework.
- Meet one of the minimum entrance examination requirements (TSI Status, SAT, ACT, GRE) of the certification program as listed in the Teacher Development Center Guidelines and TDC Website at the time of entrance to the program.

A criminal background check will be required to complete your field hours and clinical teaching to receive a certificate. A full background check with fingerprinting will be required before clinical teaching. If you cannot successfully complete a criminal background check, you will not be able to certify or gain a job as a teacher in the state of Texas. You have the right to review the results of this check. Conviction of an offense can make you ineligible for the issuance of a certificate on completion of the certification program. For more detailed information, see Texas Education Code ([TEC, §227.1](#))

I HEREBY ACKNOWLEDGE RECEIPT OF THE ABOVE INFORMATION.

Applicant _____ Date: _____



Teacher Development Center

Statement of Affirmation

Texas Educators' Code of Ethics Rule §247.2

As per TAC §247.2 Code of Ethics and Standard Practices for Texas Educators, I affirm that I will comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents and members of the community and will safeguard academic freedom, as set forth by the Texas Administrative Code §247.2

As a Texas educator I will maintain the dignity of the profession. I will respect and obey the law, demonstrate personal integrity and exemplify honesty.

I affirm that I am responsible for reading and thoroughly understanding the Texas Educators' Code of Ethics TAC §247.2 and will abide by all enforceable standards of this rule.

Signature

Print Name

UTD ID (Student's Only)

TEA ID

Date



Teacher Development Center

FITNESS TO TEACH POLICY

Statement of Affirmation

The Family Educational Rights and Privacy Act (FERPA) protects student confidentiality by placing certain restrictions on the disclosure of information contained in a student's education record.

As a teacher candidate in the Teacher Certification Program, I affirm I will comply with the *Fitness to Teach Policy*. As a teacher candidate in the Teacher Certification Program, I will maintain the dignity of my profession as an educator. I will demonstrate personal integrity and exemplify honesty. I affirm I have read and thoroughly understand the *Fitness to Teach Policy* and will abide by all aspects of this policy.

By signing this form, I agree that university personnel may provide information from my education records, including discipline records, to the Teacher Education Program at the University of Texas at Dallas as a condition of participation in the program.

This consent shall remain in effect throughout by enrollment at the University or until revoked by me.

Teacher Candidate's Name (print): _____

Signature: _____

Date: _____



Teacher Development
Center

This Demographic Information is Required by The United States Department of Education
(USDE)

Ethnicity:

Hispanic or Latino

Not Hispanic or Latino

Race:

American Indian or Alaska Native

Asian

Black or African American

Hawaiian or other Pacific Islander

White

Two or More Races

Print Name: _____

Signature: _____

Date: _____



Teacher Development
Center

Preliminary Criminal History Evaluation

A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

http://tea.texas.gov/Texas_Educators/Investigations/National_Criminal_History_Checks-FAQs/

For more detailed information about criminal background checks, please see the Texas Education Code:

<https://tea.texas.gov/sites/default/files/ch227a-New-Fig-Link.pdf>

Print Name

Signature

Date _____

The University of Texas at Dallas
TEXES ETS Request Form (Permission to Test Form)
www.tx.nesinc.com Region 10 TEAL Help Line: 972-348-1706

Personal (NOT UTD) Email Address: _____

Student Name (must be exact as on Identification):

(Last Name) (First Name) (Middle Name)

(Your name on this form **MUST** match the name on your Driver's License or other I.D. you plan to take to the test site).

Social Security Number: _____ Date of Birth: _____

UTD I.D.: _____ TEA I.D.: _____

Cell Phone: _____

Test Name(s): _____

Test Number(s): _____

Race/Ethnicity: _____ Gender: _____

Undergraduate: _____ UTD Post Baccalaureate: _____ Alternative Cert. _____ Post Baccalaureate: _____

Below are the TEXES Test Names and Test Numbers:

TESTS:

391 Core Subject EC-6
211 Core Subject 4-8
154 English as a Second Languages Supplemental
293 Science of Teaching Reading
115 Mathematics 4-8
116 Science
217 English Language Arts and Reading 4-8
118 Social Studies 4-8
160 Pedagogy and Professional Responsibilities EC-12

TESTS:

231 English Language Arts and Reading 7-12
232 Social Studies 7-12
233 History 7-12
235 Mathematics 7-12
236 Science 7-12
237 Physical Science 6-12
238 Life Science 7-12
240 Chemistry 7-12
241 Computer Science 8-12

NOTE:

By signing this TEXES NES Request Form, I understand that the Teacher Development Center Staff has a legitimate right to access my TEXES Certification Exam scores and nay other relevant data from TEA.

Student's Signature: _____

Date of Request: _____

Certification Officer's Name Printed: _____

Certification Officer's Signature: _____



Undergraduates, Post Baccalaureates & Alternative Certification: Students may NOT enroll in **any** ED classes until ADMITTED into the *Teacher Certification Program*. As of Spring 2023 the TDC must register you for all of your Education courses.

Sequencing:

- Reading I, Reading II and Diagnostic Reading must be taken in order.
- Reading I is a prerequisite of Reading II and Reading II is a prerequisite of Diagnostic Reading.

Registering

- TDC does not automatically enroll/register you in Classroom Management, Clinical Teaching, Residency I & Residency II

Observation Hours (prior to Classroom Management & Residency I)

- All students must complete 15 hours of observation hours in ED 3314 American Public School & 15 hours in ED 4352 Reading I **OR** ED 4353 Reading in the Content Area for a total of 30 hours prior to taking Classroom Management & Residency I.

Residency & Field Based Experiences

Students are required to complete field-based experiences. Our program is designed to allow professional education students to work in schools with teachers and students while becoming familiar with the culture of schools and their communities. State law requires educator preparation entities to provide evidence of ongoing and relevant field-based experiences in a variety of educational settings with diverse student populations.

Paid Residency (Fall/Spring Sequence)

The PAID Residency includes a professional education course sequence, Classroom Management and Residency I followed by Residency II.

- Residency I (Semester I): Students are required to be in their assigned ISD classroom all day three (3) days a week for the entire semester and are paid \$15 an hour.
- Residency II (Semester II): Students are required to be in their assigned ISD classroom all day five (5) days a week for the entire semester and are paid \$22 an hour.

Residency & Field Based Experiences Continued on Next Page

Residency & Field Based Experiences Continued from Previous Page

Unpaid Field Based Experience (Does not have to be a Fall/Spring Sequence)

The UNPAID field-based experience includes a professional education course sequence including Classroom Management and Clinical Teaching.

- Classroom Management course (Semester I) Students are required to be in their assigned ISD classroom two (2) days a week, 2 hours a day minimum for the entire semester. Total 60 hours for the semester. Note: Students can not combine weekly hours into a few weeks. They must be in the classroom every week for the semester.
- Clinical Teaching (Semester II): Students are required to be in their assigned ISD classroom all day five (5) days a week for the entire semester.
- **IMPORTANT NOTE:** In the semester **PRIOR** to Classroom Management, you **must** attend a meeting called the Classroom Management Sign Up Meeting. *Call the TDC the first week of the PRIOR semester to sign-up for the meeting.* If you miss this mandatory meeting, you will NOT be able to take Classroom Management and complete your Field Based Experience.



It is important to meet with your Academic Advisor and Teacher Certification Advisor every semester to make sure you are taking the classes in the correct order and attending the necessary TDC meetings in a timely fashion.



Teacher Development
Center

Discipline Checks

Statement of Affirmation

The Family Educational Rights and Privacy Act (FERPA) protects student confidentiality by placing certain restrictions on the disclosure of information contained in a student's education records.

By signing this form, I agree that university personnel may provide information from my education records, including discipline records, to the Teacher Education Program at the University of Texas at Dallas as a condition of participation in the program.

This consent shall remain in effect throughout my enrollment at the University or until revoked by me.

Student signature

Date



Teacher Development Center

Student Handbook Acknowledgement Form

Download Student Handbook Online at

<https://teach.utdallas.edu/tdcstudenthandbook/>

In an effort to better utilize technology at UT Dallas and practice ecological responsibility, we have placed the Student Handbook on the Teacher Development Center (TDC) website. To access the handbook, please go to Teach.UTDallas.edu and click the link for the Student Handbook.

It is important for the student to read this handbook and refer to it during the year. While the University will assist the student in planning the student's progress through the course of study and activities described in this handbook, it remains the student's responsibility to plan and achieve the requirements in a timely and satisfactory manner while meeting mandatory deadlines.

A student must remain in good standing with the University and TDC to remain eligible to pursue a teacher certification. The University's student code of conduct and academic policies are enlarged for students in the TDC. Students who are becoming teachers are seeking positions which our society deems special and impact our children. As a result, higher standards are expected.

I understand that the information contained in the TDC Student Handbook is current as of June 2023. The University and TDC reserve the right to change or modify policies and this handbook without notice or obligation. Students will be notified of substantive changes via campus email and the Handbook will then be modified effective the date the notice is sent.

Printed Name: _____

Signature: _____

Date: _____

UTD Student ID#: _____



Teacher Development Center

Exit Policy

UT Dallas & TDC Exit Policy for Dismissal of Candidates from the Educator Preparation Program TAC §228.20(h)

(h) All EPPs shall have a published exit policy for dismissal of candidates that is reviewed and signed by candidates upon admission.

UT Dallas is committed to educating, graduating, and certifying candidates who will be effective educators. Evidence of potential effectiveness includes academic, dispositional, professional, and personal qualities. Teacher candidates are carefully assessed throughout the educator preparation program for teaching dispositions as well as teaching skills and successful course completion. If a candidate's major or overall GPA falls below the required GPA or other issues arise concerning a candidate's fitness, ability, and/or demonstration of the ability to teach, the teacher candidate may be dismissed from the program.

Reasons candidates may be removed from the Educator Preparation Program may include, but not be limited to, the following, at the discretion of the Dean of Interdisciplinary School with the advice of the Certificate Team Committee that represents the certification area being sought by the candidate. (*The Director of TDC, Assistant Director of Advising & Recruiting and the Assistant Director of Accountability and Certification will serve in the decision-making capacity in lieu of the Dean of Interdisciplinary Studies).

- Failure to maintain a minimum 2.75 grade point average both overall and in major area of study
- Standard of Conduct/Educator Code of Ethics violation
- UT Dallas Fitness to Teach violation
- Criminal Background Check that precludes placement
- Failure to make continual progress towards program completion
- Failure to become certified within five years of graduation/finishing
- Failure to follow all attendance, dress code, and other guidelines
- After finishing the program, a significant change in the standards or test requirements for the certification field in which the student prepared and the candidate has not successfully completed all required certification testing
- School/district refuses to accept the student for field experience/clinical teaching
- School/district requests that the candidate be removed from a field/clinical teaching assignment
- Leave of Absences are recommended not to extend past one semester. Extended Leave of Absences will cause removal from the TEA system and will require readmission into the EPP.
- A Leave of Absence of five (5) years or more will result in a student having to repeat the entire professional development sequence upon return to the program.

I have read, understand, and agree to the expectations for performance and Exit Policy for Dismissal from the UT Dallas Educator Preparation Program as described in this document and in accordance with TAC §228.20(h).

Printed Name

Signature of Candidate

Date

Appendix E

Post Baccalaureate Admission Forms

PB Benchmarks for Admission to the Teacher Development Center

Name: _____

Admission GPA: _____

UTD ID: _____

Subject GPA: _____

Certification Level: (circle) EC-6 4-8 7-12

Subject Hours: _____

Teaching Field: _____

TEA # _____

Post Baccalaureate

| Post Baccalaureate Benchmarks | Received Date | initials |
|--|---------------|----------|
| Supplemental Entrance Form | | |
| Certification Plan signed | | |
| Official Transcript(s) (from all colleges) | | |
| 2.75 GPA (minimum) – overall or last 60 hours | | |
| Subject/Content GPA Calculation Page | | |
| TSI: Exempt or Complete | | |
| Application for Admission to the TDC signed | | |
| Texas State Educator’s Code of Ethics Receipt Form Signed | | |
| Fitness to Teach Policy Receipt Form Signed | | |
| Demographic Form Signed | | |
| Criminal History Form Signed | | |
| Request/Permission to Test Form Signed | | |
| ED Class Information Guidelines Receipt Form Signed | | |
| Discipline Checks Statement of Affirmation | | |
| Student Handbook Acknowledgement | | |
| Exit Policy Form Signed | | |
| TX Licensure Exam Guidelines (given to student) | | |
| Certification Exam Study Guide (given to student) | | |
| Checklist for Admission into the TDC (given to student) | | |
| Interview Rubric | | |
| Writing Sample & Rubric | | |
| Fitness to Teach Video: Watched | | |
| Official Admission in UT Dallas email & ACCEPTED | | |
| Attend Sign-up Meeting and met criteria for Classroom Management | | |
| OBS Doc 1 (Reflection and 15 hours) | | |
| OBS Doc 2 (Reflection and 15 hours) | | |
| Submit Classroom Management Time Log | | |
| Attend Clinical/Resident 2 Meeting and met criteria | | |
| Submit Clinical Teaching Time-Log | | |
| Submit Dyslexia Training Certificate | | |
| Submit Substance Abuse Certificate | | |
| Submit TBSI Certificate | | |
| Submit Youth Suicide Prevention Certificate | | |
| Disposition Incidents (Fitness to Teach) | | |
| | | |
| | | |
| | | |



Teacher Development
Center

Supplemental Entrance Form for Degree Holder Candidates

There are 2 pathways to certification through the Teacher Development Center for students who already hold a bachelor's degree or higher.

1. Post-Baccalaureate Pathway

The post-baccalaureate pathway is appropriate for students who wish to complete a graduate degree simultaneously at UT Dallas while obtaining their certification. Students must not apply for graduation until the semester in which they will complete their teacher certification requirements.

2. Alternative Certification Pathway

The alternative certification pathway is appropriate for students who do not plan to complete a graduate degree simultaneously with a teacher certification program or for students who plan to graduate with their degree prior to completion of the certification program.

Degree holder candidates must be admitted to the university's teacher certification program as either a post-baccalaureate student or an alternative certification student prior to enrolling in any UTeach Dallas certification course.

If a post-baccalaureate student has a change in a situation that requires the student to graduate prior to completing the teacher certification program requirements, the student must re-apply for admission to the university's teacher certification program as an alternative student.

I am applying to the Teacher Development Center program as (check one)

A post-Baccalaureate Candidate

An Alternative Certification Candidate

Signature

Date

Printed Name

The University of Texas at Dallas, Teacher Development Center
800 W. Campbell Rd., HH 32, Office: HH 2.9
Richardson, TX 75080-3021
972-883-2730

Post Baccalaureate Teacher Certification Plan
The University of Texas at Dallas



Teacher Development
Center

Name: _____ SSN: _____

UTD ID: _____ UTD Email: _____

Address: _____
(Street, City, State & Zip)

US Citizen Yes No GPA: _____ Major: _____ Degree Held: _____

Target Certification: _____

Total Semester Hours Required: _____

SCH _____ Reading Courses: _____

SCH _____ Professional Development: _____

SCH 6 Student Teaching or Internship: _____

SCH _____ Academic Specialization: _____

SCH _____ Additional Requirements: _____

Required TSI Status: _____

Required TExES Exams: _____ PPR _____ Content _____ Other _____

I acknowledge this plan is a guide for certification and I must meet all requirements. I also understand a minimum GPA of 2.75 is required in a teaching field and in professional development course work.

Student Signature _____ Date _____

Authorized Advisor (Print) _____ Date _____

Authorized Advisor's Signature _____



Teacher Development Center

THE UNIVERSITY OF TEXAS AT DALLAS
Application for Admission
Post Baccalaureate Certification

UTD I.D. #: _____

Name: _____ Social Security #: _____

Address: _____
Street City State Zip

Date of Birth: _____ U.S. Citizen: Yes _____ No _____

Gender: _____ Cell Phone: _____

Race/Ethnicity: _____ Alternative Phone: _____

E-Mail: _____ Business Phone: _____

Degree(s) you now hold:

Degree: _____ University: _____ Major: _____ Date Received: _____

Degree: _____ University: _____ Major: _____ Date Received: _____

Degree: _____ University: _____ Major: _____ Date Received: _____

Other colleges you have attended: _____

Expected enrollment at UTD: Year: _____ Fall _____ Spring _____ Summer _____

Certification only _____ OR Degree seeking _____

Do you already hold a valid Texas Teaching Certificate? Yes _____ No _____ (If YES, please provide the Teacher Development Center with a copy of your certificate.)

List teaching field(s) in which already certified: _____

CHECK CERTIFICATE OR ENDORSEMENT FOR WHICH APPLYING:

- | | |
|---|--|
| ____ EC-6 Core Subjects | ____ History 7-12 |
| ____ 4-8 Core Subjects | ____ Mathematics 7-12 |
| ____ English Language Arts & Reading 4-8 | ____ Chemistry 7-12 |
| ____ Mathematics 4-8 | ____ Life Science 7-12 |
| ____ Science 4-8 | ____ Physical Science 6-12 |
| ____ Social Studies 4-8 | ____ Science 7-12 (Composite Field) |
| ____ Computer Science 8-12 | ____ Social Studies 7-12 (Composite Field) |
| ____ English Language Arts & Reading 7-12 | |

Cumulative Grade Point Average: _____ (Based on scale A=4, B=3, C=2, etc.)

Number of Graduate Course Hours: _____ Graduate GPA: _____

If this is a *career change*, please explain: _____

I understand that I must:

- Provide the Teacher Development Center with a copy of my complete transcripts with verification of a GPA of at least 3.0 overall or for the last 60 hours of coursework.
- Meet one of the minimum entrance examination requirements (TSI Status, SAT, ACT, GRE) of the certification program as listed in the Teacher Development Center Guidelines and TDC Website at the time of entrance to the program.

A criminal background check will be required to complete your field hours and clinical teaching to receive a certificate. A full background check with fingerprinting will be required before clinical teaching. If you cannot successfully complete a criminal background check, you will not be able to certify or gain a job as a teacher in the state of Texas. You have the right to review the results of this check. Conviction of an offense can make you ineligible for the issuance of a certificate on completion of the certification program. For more detailed information, see Texas Education Code (TEC), §227.1

I HEREBY ACKNOWLEDGE RECEIPT OF THE ABOVE INFORMATION.

Applicant _____ Date: _____



Teacher Development Center

Statement of Affirmation

Texas Educators' Code of Ethics Rule §247.2

As per TAC §247.2 Code of Ethics and Standard Practices for Texas Educators, I affirm that I will comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents and members of the community and will safeguard academic freedom, as set forth by the Texas Administrative Code §247.2

As a Texas educator I will maintain the dignity of the profession. I will respect and obey the law, demonstrate personal integrity and exemplify honesty.

I affirm that I am responsible for reading and thoroughly understanding the Texas Educators' Code of Ethics TAC §247.2 and will abide by all enforceable standards of this rule.

Signature

Print Name

UTD ID (Student's Only)

TEA ID

Date



Teacher Development Center

FITNESS TO TEACH POLICY

Statement of Affirmation

The Family Educational Rights and Privacy Act (FERPA) protects student confidentiality by placing certain restrictions on the disclosure of information contained in a student's education record.

As a teacher candidate in the Teacher Certification Program, I affirm I will comply with the *Fitness to Teach Policy*. As a teacher candidate in the Teacher Certification Program, I will maintain the dignity of my profession as an educator. I will demonstrate personal integrity and exemplify honesty. I affirm I have read and thoroughly understand the *Fitness to Teach Policy* and will abide by all aspects of this policy.

By signing this form, I agree that university personnel may provide information from my education records, including discipline records, to the Teacher Education Program at the University of Texas at Dallas as a condition of participation in the program.

This consent shall remain in effect throughout by enrollment at the University or until revoked by me.

Teacher Candidate's Name (print): _____

Signature: _____

Date: _____



Teacher Development
Center

This Demographic Information is Required by The United States Department of Education
(USDE)

Ethnicity:

_____ Hispanic or Latino

_____ Not Hispanic or Latino

Race:

_____ American Indian or Alaska Native

_____ Asian

_____ Black or African American

_____ Hawaiian or other Pacific Islander

_____ White

_____ Two or More Races

Print Name: _____

Signature: _____

Date: _____



Teacher Development Center

Preliminary Criminal History Evaluation

A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

http://tea.texas.gov/Texas_Educators/Investigations/National_Criminal_History_Checks-FAQs/

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Print Name

Signature

Date _____

The University of Texas at Dallas
TEXES ETS Request Form (Permission to Test Form)
www.tx.nesinc.com Region 10 TEAL Help Line: 972-348-1706

Personal (NOT UTD) Email Address: _____

Student Name (must be exact as on Identification):

(Last Name) (First Name) (Middle Name)

(Your name on this form **MUST** match the name on your Driver's License or other I.D. you plan to take to the test site).

Social Security Number: _____ Date of Birth: _____

UTD I.D.: _____ TEA I.D.: _____

Cell Phone: _____

Test Name(s): _____

Test Number(s): _____

Race/Ethnicity: _____ Gender: _____

Undergraduate: _____ UTD Post Baccalaureate: _____ Alternative Cert. _____ Post Baccalaureate: _____

Below are the TEXES Test Names and Test Numbers:

TESTS:

391 Core Subject EC-6
211 Core Subject 4-8
154 English as a Second Languages Supplemental
293 Science of Teaching Reading
115 Mathematics 4-8
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231 English Language Arts and Reading 7-12
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233 History 7-12
235 Mathematics 7-12
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238 Life Science 7-12
240 Chemistry 7-12
241 Computer Science 8-12

NOTE:

By signing this TEXES NES Request Form, I understand that the Teacher Development Center Staff has a legitimate right to access my TEXES Certification Exam scores and may other relevant data from TEA.

Student's Signature: _____

Date of Request: _____

Certification Officer's Name Printed: _____

Certification Officer's Signature: _____

Undergraduates, Post Baccalaureates & Alternative Certification: Students may NOT enroll in any ED classes until ADMITTED into the *Teacher Certification Program*. As of Spring 2023 the TDC must register you for all of your Education courses.

Sequencing:

- Reading I, Reading II and Diagnostic Reading must be taken in order.
- Reading I is a prerequisite of Reading II and Reading II is a prerequisite of Diagnostic Reading.

Registering

- TDC does not automatically enroll/register you in Classroom Management, Clinical Teaching, Residency I & Residency II

Observation Hours (prior to Classroom Management & Residency I)

- All students must complete 15 hours of observation hours in ED 3314 American Public School & 15 hours in ED 4352 Reading I **OR** ED 4353 Reading in the Content Area for a total of 30 hours prior to taking Classroom Management & Residency I.

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- Residency I (Semester I): Students are required to be in their assigned ISD classroom all day three (3) days a week for the entire semester and are paid \$15 an hour.
- Residency II (Semester II): Students are required to be in their assigned ISD classroom all day five (5) days a week for the entire semester and are paid \$22 an hour.

Residency & Field Based Experiences Continued on Next Page

Residency & Field Based Experiences Continued from Previous Page

Unpaid Field Based Experience (Does not have to be a Fall/Spring Sequence)

The UNPAID field-based experience includes a professional education course sequence including Classroom Management and Clinical Teaching.

- Classroom Management course (Semester I) Students are required to be in their assigned ISD classroom two (2) days a week, 2 hours a day minimum for the entire semester. Total 60 hours for the semester. Note: Students can not combine weekly hours into a few weeks. They must be in the classroom every week for the semester.
- Clinical Teaching (Semester II): Students are required to be in their assigned ISD classroom all day five (5) days a week for the entire semester.
- **IMPORTANT NOTE:** In the semester **PRIOR** to Classroom Management, you **must** attend a meeting called the Classroom Management Sign Up Meeting. *Call the TDC the first week of the PRIOR semester to sign-up for the meeting.* If you miss this mandatory meeting, you will NOT be able to take Classroom Management and complete your Field Based Experience.



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Teacher Development
Center

Discipline Checks

Statement of Affirmation

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Student signature

Date



Teacher Development Center

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Printed Name: _____

Signature: _____

Date: _____

UTD Student ID#: _____



Teacher Development Center

Exit Policy

UT Dallas & TDC Exit Policy for Dismissal of Candidates from the Educator Preparation Program TAC §228.20(h)

(h) All EPPs shall have a published exit policy for dismissal of candidates that is reviewed and signed by candidates upon admission.

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Reasons candidates may be removed from the Educator Preparation Program may include, but not be limited to, the following, at the discretion of the Dean of Interdisciplinary School with the advice of the Certificate Team Committee that represents the certification area being sought by the candidate. (*The Director of TDC, Assistant Director of Advising & Recruiting and the Assistant Director of Accountability and Certification will serve in the decision-making capacity in lieu of the Dean of Interdisciplinary Studies).

- Failure to maintain a minimum 2.75 grade point average both overall and in major area of study
- Standard of Conduct/Educator Code of Ethics violation
- UT Dallas Fitness to Teach violation
- Criminal Background Check that precludes placement
- Failure to make continual progress towards program completion
- Failure to become certified within five years of graduation/finishing
- Failure to follow all attendance, dress code, and other guidelines
- After finishing the program, a significant change in the standards or test requirements for the certification field in which the student prepared and the candidate has not successfully completed all required certification testing
- School/district refuses to accept the student for field experience/clinical teaching
- School/district requests that the candidate be removed from a field/clinical teaching assignment
- Leave of Absences are recommended not to extend past one semester. Extended Leave of Absences will cause removal from the TEA system and will require readmission into the EPP.
- A Leave of Absence of five (5) years or more will result in a student having to repeat the entire professional development sequence upon return to the program.

I have read, understand, and agree to the expectations for performance and Exit Policy for Dismissal from the UT Dallas Educator Preparation Program as described in this document and in accordance with TAC §228.20(h).

Printed Name

Signature of Candidate

Date

Appendix E

UTeach Admission Forms

UTeach Track/UG/AC/PB

Benchmarks for Admission to the Teacher Development Center Certification Program

Name: _____

Admission GPA: _____

UTD ID: _____

Subject GPA: _____

Certification Level: (circle) E4-8 7-12

Subject Hours: _____

Teaching Field: _____

TEA # _____

Undergraduate or Post Baccalaureate (circle)

| UTeach Certification Benchmarks | Received Date | initials |
|---|---------------|----------|
| Supplemental Entrance Form AC and PB ONLY | | |
| Academic Degree Plan for Major (UG) on file | | |
| Certification Plan signed | | |
| Official Transcript(s) (from all colleges) | | |
| 2.75 GPA (minimum) – overall or last 60 hours | | |
| TSI: Exempt or Complete | | |
| Application for Admission to the TDC signed | | |
| Texas State Educator’s Code of Ethics Receipt Form Signed | | |
| Fitness to Teach Policy Receipt Form Signed | | |
| Demographic Form Signed | | |
| Criminal History Form Signed | | |
| Request/Permission to Test Form Signed | | |
| Discipline Checks Statement of Affirmation | | |
| Student Handbook Acknowledgement Form | | |
| Exit Policy Form Signed | | |
| TX Licensure Exam Study Guide (given to student) | | |
| Certification Exam Study Guide (given to student) | | |
| Checklist for Admission into the TDC (given to student) | | |
| Interview Rubric | | |
| Writing Sample | | |
| Official Admission in UT Dallas email ACCEPTED | | |
| Fitness to Teach | | UTeach |
| Meet Criteria for enrollment in Project-Based Instruction | | UTeach |
| Meet Criteria for enrollment in UTeach Apprenticeship | | UTeach |
| Disposition Incidents (Fitness to Teach) | | UTeach |
| | | |
| | | |
| | | |
| | | |



UTeach Dallas

School of Natural Sciences and Mathematics – Science/Mathematics Education Department
Secondary Teacher Preparation Program for Science, Mathematics, and Computer Science

Supplemental Entrance Form for Degree Holder Candidates

There are 2 pathways to certification through UTeach Dallas for students who already hold a bachelor's degree or higher.

1. Post-Baccalaureate Pathway

- The post-baccalaureate pathway is appropriate for students who wish to complete a graduate degree concurrently with the UTeach Dallas teacher certification program. Students must not apply for graduation until the semester in which they will complete their teacher certification requirements. *All graduate program requirements and teacher certification requirements must be met prior to graduation.*

2. Alternative Certification Pathway

- The alternative certification pathway is appropriate for students who do not plan to complete a graduate degree concurrently with the UTeach Dallas teacher certification program or for students who plan to graduate with their degree prior to completion of the certification program.

Degree holder candidates must be admitted to the university's teacher certification program as either a post-baccalaureate student or an alternative certification student prior to enrolling in any UTeach Dallas certification courses.

All students will be admitted as alternative certification candidates unless a meeting with the graduate advisor and the UTeach Dallas advisor determines that students will not graduate prior to certification.

I am applying to the UTeach Dallas program as (check one)

A Post-Baccalaureate Candidate

An Alternative Certification Candidate

Signature

Date



Teacher Development Center

The University of Texas at Dallas Undergraduate Application for Admission TEACHER CERTIFICATION PROGRAM

UTD I.D. _____

Name _____ Date of Birth _____ SSN _____

Address _____ City, State, Zip _____

Cell Phone _____

Gender _____ Race/Ethnicity _____ UTD E-Mail _____

EC-6 CERTIFICATE

4-8 CERTIFICATE

7-12 CERTIFICATE

_____ EC-6 Core Subjects/STR

_____ 4-8 Core Subjects/STR

_____ Computer Science 8-12

_____ 4-8 English, Language Arts and Reading/STR

_____ English, Language Arts and Reading

_____ 4-8 Mathematics

_____ History

_____ 4-8 Science

_____ Life Science

_____ 4-8 Social Studies

_____ Mathematics

_____ Physical Science 6-12

_____ Science

_____ Social Studies

_____ Chemistry

Major: _____

I wish to apply for admission to the Teacher Development Program at the University of Texas at Dallas. I understand that I will not be considered for admission to Teacher Development until I have provided the Teacher Development Center with a copy of my complete transcript, a completed degree plan made by my academic advisor, and a GPA of 2.75 or better.

Teacher Development Advisor _____ Date _____ Applicant _____ Date _____

A criminal background check will be required to complete your field hours and clinical teaching to receive a certificate. A full background check with fingerprinting will be required before clinical teaching. If you cannot successfully complete a criminal background check, you will not be able to certify or gain a job as a teacher in the state of Texas. You have the right to review the results of this check. Conviction of an offense can make you ineligible for the issuance of a certificate on completion of the certification program. For more detailed information, see Texas Education Code (TEC), §227.1

I HEREBY ACKNOWLEDGE RECEIPT OF THE ABOVE INFORMATION.

Applicant _____ Date _____

(For Use by Office of Teacher Development Center)

Application _____ Certification Plan _____ Degree Plan _____ Transcript _____

Cumulative GPA _____ TSI Status _____

Date Admitted in Teacher Education _____



Teacher Development Center

Statement of Affirmation

Texas Educators' Code of Ethics Rule §247.2

As per TAC §247.2 Code of Ethics and Standard Practices for Texas Educators, I affirm that I will comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents and members of the community and will safeguard academic freedom, as set forth by the Texas Administrative Code §247.2

As a Texas educator I will maintain the dignity of the profession. I will respect and obey the law, demonstrate personal integrity and exemplify honesty.

I affirm that I am responsible for reading and thoroughly understanding the Texas Educators' Code of Ethics TAC §247.2 and will abide by all enforceable standards of this rule.

Signature

Print Name

UTD ID (Student's Only)

TEA ID

Date



Teacher Development Center

FITNESS TO TEACH POLICY

Statement of Affirmation

The Family Educational Rights and Privacy Act (FERPA) protects student confidentiality by placing certain restrictions on the disclosure of information contained in a student's education record.

As a teacher candidate in the Teacher Certification Program, I affirm I will comply with the *Fitness to Teach Policy*. As a teacher candidate in the Teacher Certification Program, I will maintain the dignity of my profession as an educator. I will demonstrate personal integrity and exemplify honesty. I affirm I have read and thoroughly understand the *Fitness to Teach Policy* and will abide by all aspects of this policy.

By signing this form, I agree that university personnel may provide information from my education records, including discipline records, to the Teacher Education Program at the University of Texas at Dallas as a condition of participation in the program.

This consent shall remain in effect throughout by enrollment at the University or until revoked by me.

Teacher Candidate's Name (print): _____

Signature: _____

Date: _____



Teacher Development Center

This Demographic Information is Required by The United States Department of Education
(USDE)

Ethnicity:

_____ Hispanic or Latino

_____ Not Hispanic or Latino

Race:

_____ American Indian or Alaska Native

_____ Asian

_____ Black or African American

_____ Hawaiian or other Pacific Islander

_____ White

_____ Two or More Races

Print Name: _____

Signature: _____

Date: _____



Teacher Development
Center

Preliminary Criminal History Evaluation

A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

http://tea.texas.gov/Texas_Educators/Investigations/National_Criminal_History_Checks-FAQs/

For more detailed information about criminal background checks, please see the Texas Education Code:

<https://tea.texas.gov/sites/default/files/ch227a-New-Fig-Link.pdf>

Print Name

Signature

Date _____

The University of Texas at Dallas
TEXES ETS Request Form (Permission to Test Form)
www.tx.nesinc.com Region 10 TEAL Help Line: 972-348-1706

Personal (NOT UTD) Email Address: _____

Student Name (must be exact as on Identification):

(Last Name) (First Name) (Middle Name)

(Your name on this form **MUST** match the name on your Driver's License or other I.D. you plan to take to the test site).

Social Security Number: _____ Date of Birth: _____

UTD I.D.: _____ TEA I.D.: _____

Cell Phone: _____

Test Name(s): _____

Test Number(s): _____

Race/Ethnicity: _____ Gender: _____

Undergraduate: _____ UTD Post Baccalaureate: _____ Alternative Cert. _____ Post Baccalaureate: _____

Below are the TEXES Test Names and Test Numbers:

TESTS:

391 Core Subject EC-6
211 Core Subject 4-8
154 English as a Second Languages Supplemental
293 Science of Teaching Reading
115 Mathematics 4-8
116 Science
217 English Language Arts and Reading 4-8
118 Social Studies 4-8
160 Pedagogy and Professional Responsibilities EC-12

TESTS:

231 English Language Arts and Reading 7-12
232 Social Studies 7-12
233 History 7-12
235 Mathematics 7-12
236 Science 7-12
237 Physical Science 6-12
238 Life Science 7-12
240 Chemistry 7-12
241 Computer Science 8-12

NOTE:

By signing this TEXES NES Request Form, I understand that the Teacher Development Center Staff has a legitimate right to access my TEXES Certification Exam scores and any other relevant data from TEA.

Student's Signature: _____

Date of Request: _____

Certification Officer's Name Printed: _____

Certification Officer's Signature: _____



Teacher Development
Center

Discipline Checks

Statement of Affirmation

The Family Educational Rights and Privacy Act (FERPA) protects student confidentiality by placing certain restrictions on the disclosure of information contained in a student's education records.

By signing this form, I agree that university personnel may provide information from my education records, including discipline records, to the Teacher Education Program at the University of Texas at Dallas as a condition of participation in the program.

This consent shall remain in effect throughout my enrollment at the University or until revoked by me.

Student signature

Date



Teacher Development Center

Student Handbook Acknowledgement Form
Download Student Handbook Online at
<https://teach.utdallas.edu/tdcstudenthandbook/>

In an effort to better utilize technology at UT Dallas and practice ecological responsibility, we have placed the Student Handbook on the Teacher Development Center (TDC) website. To access the handbook, please go to Teach.UTDallas.edu and click the link for the Student Handbook.

It is important for the student to read this handbook and refer to it during the year. While the University will assist the student in planning the student's progress through the course of study and activities described in this handbook, it remains the student's responsibility to plan and achieve the requirements in a timely and satisfactory manner while meeting mandatory deadlines.

A student must remain in good standing with the University and TDC to remain eligible to pursue a teacher certification. The University's student code of conduct and academic policies are enlarged for students in the TDC. Students who are becoming teachers are seeking positions which our society deems special and impact our children. As a result, higher standards are expected.

I understand that the information contained in the TDC Student Handbook is current as of June 2023. The University and TDC reserve the right to change or modify policies and this handbook without notice or obligation. Students will be notified of substantive changes via campus email and the Handbook will then be modified effective the date the notice is sent.

Printed Name: _____

Signature: _____

Date: _____

UTD Student ID#: _____



Teacher Development Center

Exit Policy

UT Dallas & TDC Exit Policy for Dismissal of Candidates from the Educator Preparation Program TAC §228.20(h)

(h) All EPPs shall have a published exit policy for dismissal of candidates that is reviewed and signed by candidates upon admission.

UT Dallas is committed to educating, graduating, and certifying candidates who will be effective educators. Evidence of potential effectiveness includes academic, dispositional, professional, and personal qualities. Teacher candidates are carefully assessed throughout the educator preparation program for teaching dispositions as well as teaching skills and successful course completion. If a candidate's major or overall GPA falls below the required GPA or other issues arise concerning a candidate's fitness, ability, and/or demonstration of the ability to teach, the teacher candidate may be dismissed from the program.

Reasons candidates may be removed from the Educator Preparation Program may include, but not be limited to, the following, at the discretion of the Dean of Interdisciplinary School with the advice of the Certificate Team Committee that represents the certification area being sought by the candidate. (*The Director of TDC, Assistant Director of Advising & Recruiting and the Assistant Director of Accountability and Certification will serve in the decision-making capacity in lieu of the Dean of Interdisciplinary Studies).

- Failure to maintain a minimum 2.75 grade point average both overall and in major area of study
- Standard of Conduct/Educator Code of Ethics violation
- UT Dallas Fitness to Teach violation
- Criminal Background Check that precludes placement
- Failure to make continual progress towards program completion
- Failure to become certified within five years of graduation/finishing
- Failure to follow all attendance, dress code, and other guidelines
- After finishing the program, a significant change in the standards or test requirements for the certification field in which the student prepared and the candidate has not successfully completed all required certification testing
- School/district refuses to accept the student for field experience/clinical teaching
- School/district requests that the candidate be removed from a field/clinical teaching assignment
- Leave of Absences are recommended not to extend past one semester. Extended Leave of Absences will cause removal from the TEA system and will require readmission into the EPP.
- A Leave of Absence of five (5) years or more will result in a student having to repeat the entire professional development sequence upon return to the program.

I have read, understand, and agree to the expectations for performance and Exit Policy for Dismissal from the UT Dallas Educator Preparation Program as described in this document and in accordance with TAC §228.20(h).

Printed Name

Signature of Candidate

Date

Appendix F

Non-Participation Form



Teacher Development Center

Educator Preparation Program Non-Participation Form

Return this completed form to the Teacher Development Center Advisor who will place it in your certification file.

FULL Name: _____

Permanent Address: _____

City: _____ State: _____ Zip: _____

Phone Number: _____

UTD Email: _____

Permanent Email: _____

Certification Classification: (example: EC-6) _____

Please mark one of the choices below:

- I am formally withdrawing from the Teacher Development Center Educator Preparation Program at UT Dallas and acknowledge that I am no longer eligible to (initial each line below):
- _____ enroll in Education classes
- _____ continue in test preparation, including practice testing
- _____ obtain testing approval for state certification exams
- I need to take a break from the program and expect to return to the program by _____
- This form was completed by the Teacher Development Center Advisor because the student has not responded or submitted the Educator Preparation Program Non-Participation Form.

Before pausing or formally withdrawing from the Educator Preparation Program, please take note of the following factors that may impact seeking certification in the state of Texas at a future date.

- Certification testing approval was established under UT Dallas' Teacher Development Center's Program at admission. A formal request for release of testing approval is required in the event of application to another Educator Preparation Program (EPP) in the state of Texas.
- Leave of Absences are recommended not to extend past one semester. Extended Leave of Absences will cause removal from the TEA system and will require readmission into the EPP.
- A Leave of Absence of five (5) years or more will result in a student having to repeat the entire professional development sequence upon returning to the program.



Teacher Development Center

My signature below indicates my acknowledgement of the consequences of withdrawing from a certification program or failing to maintain the prescribed program sequence. I further understand that any adverse outcomes, including ineligibility for testing or recommendation for certification, application to other programs, and exclusion or disqualification of coursework completed toward program requirements are my sole responsibility and the University of Texas at Dallas, Teacher Development Center will bear no liability for these or any similar circumstances.

Candidate FULL Printed Name

Date

Candidate Signature

Date

Teacher Development Center Advisor

Date

Teacher Development Center Advisor Signature

Date

FOR OFFICE USE ONLY:

Is this student in good standing with the University of Texas at Dallas? Yes _____ or No _____

If no, please explain.

Appendix G

Talent & Multimedia Release Form



Talent and Multimedia Release Form

For valuable consideration, I do hereby authorize The University of Texas at Dallas, and those acting pursuant to its authority to:

- a) Record my participation and appearance on videotape, audiotape, film, photograph or any other medium.
- b) Use my name, likeness, voice and biographical material in connection with those recordings.
- c) Exhibit or distribute such recording in whole or in part without restrictions or limitation for any educational or promotional purpose, which The University of Texas at Dallas, and those acting pursuant to its authority, deem appropriate.
- d) Exhibit or distribute any written documentation in whole or in part without restrictions or limitation for any educational or promotional purpose, which The University of Texas at Dallas, and those acting pursuant to its authority, deem appropriate.

Name: _____
PRINT

Address: _____

Phone: _____
PREFERRED OTHER

Email: _____
PREFERRED OTHER

Signature: _____ Date: _____

Parent/Guardian Name: _____
(if under 18)

Parent/Guardian Signature: _____ Date: _____
(if under 18)

Witness Signature: _____ Date: _____

IMPORTANT! PLEASE ADD YOUR SOCIAL MEDIA IN SPACES BELOW:

Instagram: _____ Twitter: _____ Facebook: _____