



Student Handbook

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Welcome New Student!

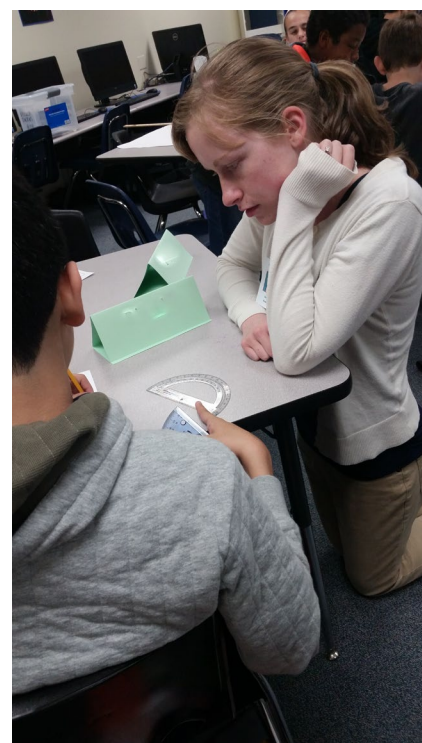
It is a pleasure to have you consider UTeach Dallas as part of your educational journey. A major goal of the UTeach Dallas program is to interweave quality educational experiences and teacher preparation with the deep content knowledge you are developing in your chosen degree program. We are excited to welcome you to our innovative program. The faculty of UTeach Dallas mirror the skill set we seek to groom: a mixture of STEM expertise, teaching and learning expertise, and practical experience in real public schools and classrooms.

UTeach Dallas was established in 2007, through competitively won funding for a replication of the nationally acclaimed teacher preparation program called UTeach. The UTeach model seeks to prepare the next generation of secondary science and math teachers, and continue to support those teachers once they have classrooms of their own. The shared goal of the UTeach Dallas faculty is to provide the best preparation possible for our students, and to support you as a learner and as a member of our community. UTeach Dallas teachers are certified through UTD's Teacher Development Center which has been an accredited certification program for many years. UTeach Dallas earned a commendation from the Texas Education Agency in 2020-2021 for producing teachers in high needs teaching areas (Secondary Mathematics). High percentages of UT Dallas recent science and math teacher graduates report that they were "prepared" or "well prepared" for many aspects of their first year of teaching by our preparation program. See the Texas Education Agency [ASEP Dashboard](#) for more information.

According to the Texas Education Agency, [TEA](#), math, science, technology education, and computer science are areas of high need in Texas. Since shortages in these topics continue across the US, [the national STEM teacher jobs outlook](#) is bright for graduate seeking STEM education jobs as well! TEC, §21.044(e)(3):

You, the students, are the heart of the UTeach Dallas program and the future of education in the Dallas area, our state, and beyond. We, the faculty, are thrilled that you are taking the first step to earning a teaching certificate through UTeach Dallas. We look forward to preparing you to change the world.

Welcome!



Chapter I: UTeach Dallas/ Natural Sciences & Mathematics Academic Advising

Academic Advising

Academic Advising is an integral part of undergraduate education. The goal of academic advising is to assist students in taking responsibility for developing meaningful educational plans compatible with their career and personal goals. Advising is more than imparting specialized knowledge; it includes helping students formulate important questions about the nature and direction of their education and helping them find answers to those questions. This process often involves the advisor directing the student to university publications and other university offices for answers to questions in order to allow the student to take ownership of their college experience and to function as an adult. Advisors will confer with students about course schedules and educational experiences, but students themselves are responsible for selecting the content of their academic program and making progress toward an academic degree.

UTeach Dallas students must contact the UTeach Dallas advisor each semester prior to registration. Each semester, well before registration, students are sent an email from the UTeach Dallas advisor (generally in late September during fall semesters and late February during spring semesters) requesting that they contact the advisor to discuss registration for the following semester. Students can discuss courses via email or schedule a virtual or in-person advising appointment for assistance with course planning. Do not wait until the week before registration to contact the advisor, as the advisor is usually booked through registration by then and may not be able to clear a registration hold before your registration time begins. Failure to contact the UTeach Dallas advisor in a timely manner will delay your registration, and the courses that you want/need may fill. You may contact the UTeach Dallas advisor by email (hailey.king@utdallas.edu) or phone (972-883-6485). You may also utilize the appointment scheduling system, which is listed on the UTeach Dallas website on the Advising page. If your major is outside of NS&M, you also need to contact your major advisor.

Undergraduate Advising:

Hailey King
hailey.king@utdallas.edu
Academic Advisor
UTeach Dallas Program
The University of Texas at Dallas
Founders North, Room 3.308P

NONDISCRIMINATION POLICY

The University of Texas at Dallas is committed to providing an educational, living and working environment that is welcoming, respectful and inclusive of all members of the university community.

An environment that is free of discrimination and harassment allows members of the university community to excel in their academic and professional careers. To that end, to the extent provided by applicable federal and state law, the University prohibits unlawful discrimination against a person because of their race, color, religion, sex (including pregnancy), sexual orientation, gender identity, gender expression national origin, age, disability, genetic information, or veteran status.

The University also requires faculty, staff and student employees to complete non-discrimination training as required by federal, state and university regulations.

Special Benefits of the UTeach Dallas Program:

In addition to UTeach Dallas providing an authentic teaching experience, undergraduate students will:

- Receive **personal, academic advising support** in order to complete a bachelor's degree in a STEM field (Science, Technology, Engineering or Math) in conjunction with a teaching degree. Most STEM majors who complete certification are eligible for a minor in Secondary STEM Education as well.
- Receive guidance to navigate the process of Texas teacher certification.
- Be provided resources to help pass the Texas Teacher Certification Exams (PPR and Content).
- Learn in **smaller classes** with instructors who have years of public school teaching experience.
- Be eligible for unique **scholarship** opportunities.
- Be eligible for **paid internship** opportunities available only through UTeach Dallas.
- Receive **job search** support for their first teaching job.
- **Receive** induction support for three years after graduation **from the UTeach Dallas program, including mentoring, new teacher kits, training, and materials check out.**

UTeach Dallas Courses:

Step 1 & Step 2 Courses

The UTeach Dallas Step 1 course (NATS 1141/1142) and UTeach Dallas Step 2 course (NATS 1143) are exploratory courses for students who may be interested in a teaching career. Freshmen may enroll in a special section of Step 1 that fulfills the NATS 1101 requirement for Natural Sciences & Mathematics majors.

Unlike many traditional teacher certification programs, UTeach Dallas students receive classroom experience as early as the first semester. Students are paired with a mentor teacher from a local classroom and will write and teach several lessons in the field, upper elementary placement for Step 1 and middle school placement for STEP 2. Students in these courses learn valuable skills, such as public speaking and classroom management. Many students say that this experience really helped them in their career choice even if they do not choose to obtain a teaching certificate through the program.

NOTE: All Students will have to pass a Criminal Background Check prior to visiting schools. Any criminal activity may prevent you from passing a local school volunteer background check application. If you cannot pass this check, you will be unable to participate in the course or complete certification.

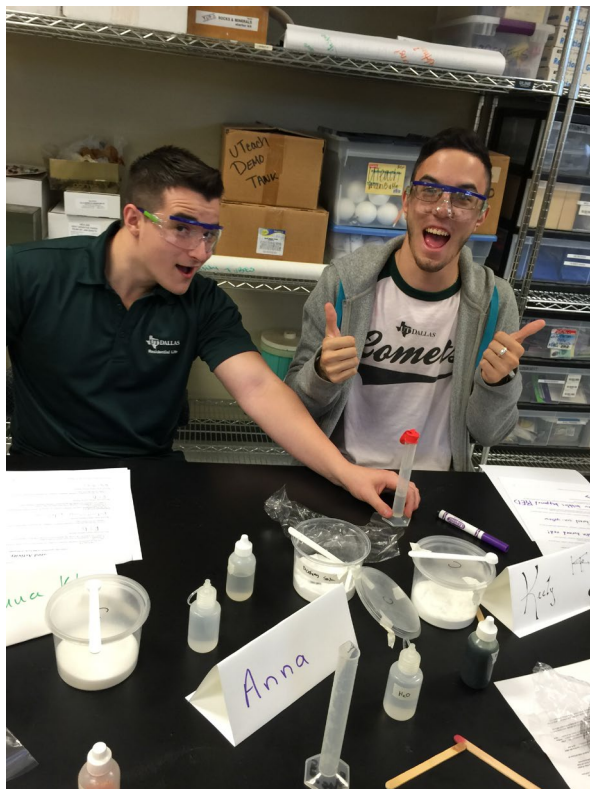
Beyond Step 1 & 2:

After completing the introductory courses, students will complete a sequence of three-hour courses that fulfill the state requirements for teacher certification. Courses include *Knowing and Learning* (NATS 3341), *Classroom Interactions* (NATS 3343), *History & Philosophy of Science & Medicine* (HIST 3328), *Research Methods* (NATS 4390) (science only), *Math Modeling* (MATH 3303) (mathematics and computer science only), and *Project-Based Instruction* (NATS 4341). In *Classroom Interactions*, students will complete fieldwork in a traditional, high school classroom in the teaching field of their choice. In *Project-Based Instruction*, students will author and teach a project-based unit in a non-traditional, PBI setting. Descriptions for each course in the certification sequence can be found in the university catalog at <https://catalog.utdallas.edu/> >Natural Science and Mathematics> UTeach Options

Note: Students seeking 4-8 certification must also complete 3 credit hours of Educational Psychology (PSY 3339) and 3 credit hours of Reading in the Content Area (ED 4353).

Apprentice (Clinical) Teaching:

The final semester at UTD will be dedicated to clinical teaching. Students will work full time in the field for 14 weeks with a cooperating teacher as they take on full responsibilities for leading a classroom of their own. In addition, students participate in a one (1) hour, evening seminar course where they receive support, instruction, and have time to complete their final portfolio requirements for graduation.



Chapter II: Certification Areas, Coursework, and the Portfolio

UTeach Dallas is designed to assist students in becoming certified in one of the following areas. Students will consult with the UTeach Dallas Advisor to determine how the UTeach Dallas courses will fit into their individual schedule.

<http://UTDallas.edu/uteach>

UTeach Dallas Certification Areas:

- 4-8 Mathematics
- 7-12 Mathematics
- 8-12 Computer Science
- 4-8 Science
- 7-12 Science
- 7-12 Life Science
- 7-12 Chemistry
- 6-12 Physical Science

Students will meet with the UTeach Dallas Academic Advisor to obtain information about courses required for their academic major and the UTeach Dallas Teacher Certification Program.



Portfolio

Each student in the UTeach Dallas program generates a teaching portfolio, a purposeful collection of work arranged to demonstrate his/her successful preparation for certification. Portfolio pieces are generated in UTeach Dallas upper-level classes and are evaluated by the Master Teachers. Students set up a website to house their portfolio prior to enrollment in Clinical Teaching. Final portfolio review is a portion of the grade in the Clinical Teaching Seminar, and a passing score is required for recommendation for certification.

You will need EVIDENCE for your portfolio. Save everything (ESPECIALLLY LESSON PLANS) from Step 1, Step 2, Knowing & Learning, Classroom Interactions, Project-Based Instruction, Research Methods, Math Modeling, and History & Philosophy of Science & Medicine; you'll be glad you did. You can store documents yourself or use a system such as UTD Box.

Your final portfolio will be an amazing, website-based portfolio that will be available for principals and administrators to view. It will contain samples of your lesson plans as well as your philosophy of teaching, your resume and samples of your subject area knowledge. Very few new teachers have anything like this and it is often a key element in school placement as you begin to look for a job.

Chapter III: Paid Internships and Scholarships

Internships

The UTeach Dallas program is designed to recruit and train talented STEM majors to become secondary teachers while they obtain a degree in the STEM field of choice. The UTeach Dallas program offers paid internships for students. Interns can work up to 20 hours a week during the fall and/or spring semesters. This allows UTeach Dallas students to supplement their income, while gaining skills that will help them become better teachers. At the beginning of each fall, spring, and summer semester, students are informed about possible internships. Examples of common activities for interns:

- Working with individual or small groups of students
- Tutoring peers or students from local districts
- Working on curriculum projects or research projects
- Assisting a teacher during a lesson
- Setting up lab materials for future lessons
- Working with inservice teachers in summer institutes(ex. Zebrafish Summer Institute)
- Serving as a counselor for a Science Math Education Summer Camp
- Organizing classroom/ stock room/ lab
- Teaching short lesson segments
- Preparing bulletin boards, displaying student work

For more information, visit our website at
<http://www.utdallas.edu/uteach/students/internships/>



Scholarships

All eligible UTeach Dallas students may apply for the following scholarships:

Robert Noyce/NSF (Not Currently Accepting Applications): Recipients may receive up to \$10,000/year (for Juniors, Seniors, and Post-Bacs). Recipients must commit to teaching in a STEM field in a high-needs district for two years for each year of scholarship support. For GPA requirements and more information:

<https://www.utdallas.edu/uteach/students/scholarships/robert-noyce/>

UTeach Dallas: Scholarships up to \$5000 for students with a drive to complete the UTeach Dallas program, but who are hitting financial obstacles. Scholarships include the Telabs, Greater Texas Foundation, and W.W. Caruth Jr. Foundation Scholarships.

Local ISDs: Some local districts are offering to pay students during their clinical teaching (student teaching) semester for amounts up to \$15,000. UTeach Dallas is actively seeking more of these opportunities for its students and will give information on these programs as the time approaches to choose a district with which to partner for apprentice teaching.

Additional Teaching Scholarships available: go to the UTeach Dallas website Scholarship page <http://www.utdallas.edu/uteach/students/scholarships/>



Chapter IV: Student Support

Student Organization: WeTeach

WeTeach is the UTeach Dallas student organization at The University of Texas at Dallas. We are a group of STEM majors specializing in STEM education. Our goal is to promote excellence in teaching and to bring students with similar career goals together. We hope to offer our members unique speakers who will provide our members with first-hand information.

WeTeach Opportunities:

- Dedicated to serving the local community
- Supporting endeavors to education
- Group socials
- Bi-monthly meetings
- Outreach for the local elementary, middle, and high schools with tutoring and other educational events
- Guest speakers in the field
- Providing tutoring in a variety of subjects
- Teaching improvement trainings and problem solving skills



Join the Facebook group for the most up to date information:

[UTD WeTeach FB group](#)

Find more details at the WeTeach website: <http://utdwetech.wixsite.com/utdwetech>

Chapter V: Application to Program



UT Dallas Teacher Candidate Enrollment Calendar

UT Dallas has a rolling enrollment for students seeking their teacher certification. Students (including transfer students) must enroll with at least 12 hours at UTD and generally are sophomores or juniors. All post-baccalaureate students are admitted immediately upon entrance into the university.

| Official Admission | Coursework | Pre-clinical Teaching Semester | Clinical Teaching |
|---|--|---|---|
| Students are notified by Certification officer. Formal offer is extended through email. Students must immediately respond to the offer by responding "I accept", by UT Dallas email. In addition, students must set up TEAL (to get TEA login), ECOS (Educator online System) and ETS accounts <u>within a seven day time period</u> before official admission is complete. | Students complete required coursework for both their certification classes and their degree. | Students are encouraged to take advantage of university resources to prepare for their PPR and content exams. Students must test before they are allowed to enter clinical teaching. Students must have completed their 30 hours of fieldwork by the end of this semester. | Students complete a minimum of 15 weeks of clinical teaching. After students' degrees are posted, they are encouraged to apply for certification. Post-bacs can apply as soon as they are finished with clinical teaching. |
| Admission Window 2022-2023 school year runs from August 21, 2022 to Dec 16 th , 2022 and continues Jan 17 th 2023 to August 20 th , 2023. Admission for the 2023-2024 school year runs from August 21 st , 2023 to December 16, 2024 and continues Jan 17 th , 2023 to August 19 th , 2024. | | | |
| Sample Admission Calendar Examples | | | |
| Students who are admitted to university request admittance into program. | Over the next several semesters, students finish coursework. | Students must finish their 30 hours of field work and complete and pass their PPR and content exams | Students complete clinical teaching then apply for certification |
| Sample Fall Start | | | |
| Feb. 15th, 2022 Student requests admittance. Email is sent by certification officer. By Feb. 22nd 2022 students must have responded by official email and set up their three accounts. | August 2022 | Aug 20th 2022- Dec 5th 2023 | Jan 5th 2024- May 1st 2024 |
| Sample Spring Start | | | |
| September. 15th, 2022 Email is sent by certification officer. By September. 22nd 2022 students must have responded by official email and set up their three accounts. | Jan 2023 | Jan 9th 2023- May 5th 2024 | Aug 20th 2024- Dec 5th 2024 |

Application to the University’s Teacher Certification program

Application to the University’s Teacher Certification program occurs during your time in Classroom Interactions for undergraduates and immediately on entering the program for those with a degree. To be formally admitted to the Certification program, you must meet with the University’s Certification Officer, who is housed in the Teacher Development Center.

- Before you meet with the Certification Officer, you will meet with the UTeach Dallas academic advisor to develop a degree/ certification plan. Bring this plan with you when you meet with the Certification Officer.

- 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 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](#)
- You must meet the requirements below for official admission.

Official Admission Undergrads:

- 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.
- Complete 15 semester credit hours in major/teaching field with no grade lower than a “C-.”
- **TSI** (Texas Success Initiative)– Exempt or Complete
- Social Security Number – The Texas Education Agency requires a Social Security number to complete the fingerprinting process and be certified by the state.
- Students must complete an application for admission to the Teacher Certification Program. The rubric-graded, Step 2 Final Project and presentation are considered your application essay.
- 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 email when they have been officially admitted to the Teacher Certification Program. Students must **reply** to the email **within 7 days** to accept their admittance to the program.
- **TEAL** (TEA login), **ECOS** (Educator Certification Online System) and **NES** accounts must be established.

Official Admission with Previous Degree:

- Individuals who hold a degree must have an undergraduate or graduate degree from an accredited university. If you hold a degree from an accredited college or university and have never enrolled in an Educator Preparation Program (EPP), you might qualify to register for a Pre-Admission Content Test (**PACT**). Detailed **PACT** information is available at the certification testing website: <https://www.tx.nesinc.com/>. Taking PACT does not ensure admittance into an Educator Preparation Program. Programs may have additional admission requirements.
- **GPA** of 2.75 or higher in their most recent degree.
- Complete a minimum of 15 hours of Content coursework
- Apply to UT Dallas as a non-degree seeking, Science Education graduate student. UTeach Dallas certification can also be combined with the Master of Arts in Teaching degree in Science or Mathematics Education
- Meet with a UTeach Dallas Advisor to develop your certification plan.
- After meeting with the UTeach Dallas Advisor, all students must meet with the

university's Certification Officer in the Teacher Development Center to gain formal admission into the program. Students must decide if they wish to complete only certification (in which case they will be considered an alternative certification seeker). Conversely, they may decide to combine certification with a master's degree, completing them both concurrently and completing certification before graduation. In this case, they would be considered to be in a post baccalaureate (postbac) program and need to apply for both certification and the MAT in Science or Mathematics Education. Students may finish their graduate program and certify afterwards, but would need to change to an alternative certification designation. The UTeach Dallas advisor will help guide you through this process and find what works best for you. All students must complete this step before being allowed to register for classes.

In either case, students must complete an entrance essay based on the following criteria:

1. Knowledge: Describe your background knowledge, both STEM related and/or your knowledge of pedagogy and teaching that makes you an ideal candidate for the teaching profession.
2. Experience: What experiences do you have in your background that would inform your journey towards being a teacher? Describe your interests, activities, professional organization affiliations, offices held, employment, and volunteer activities that have contributed to your desire in becoming a teacher. What has prepared you for this profession?
3. Skills: What skills do you possess that would help you run a classroom, develop relationships with children, and bring STEM to life for your students?
4. Aptitude: Describe what led you to seek a teacher certification. What makes you want to be a teacher? Why would you be a great asset to our program?

Essays are rubric graded and students must score an average of 2.0 or above to be admitted.

- Social Security Number – The Texas Education Agency requires a Social Security number to complete the fingerprinting process and be certified by the state.
- Students are required to adhere to the Code of Ethics and Standard Practices for Texas Educators and Fitness to Teach Policy.
- Students are notified by email when they have been officially admitted to the Teacher Certification Preparation Program. Students must reply to the email **within 7 days** to accept their admittance to the program.
- **TEAL** (TEA login), **ECOS** (Educator Certification Online System) and **NES** accounts must be established.

International Students:

- 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](#).
- 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.

These important Next Steps are critical to your timely completion of your teacher certification plan.

- You must have a 3.0 UTeach Dallas GPA and a 2.75 overall GPA.
- Visit the NES website (<https://www.tx.nesinc.com/>) for information about the TExES Certification Exams.
 - Select **Preparation Materials** to view the Content and PPR Test Manuals.
 - Print the **Test at a Glance** for both of your required TExES exams.
- Plan ahead for Clinical Teaching and your TExES exams:
 - You are required to pass both TExES exams for your teacher certification to be eligible for Clinical Teaching.
 - Make sure you have the opportunity to retake each test if necessary.
- Suggested testing timeline for TExES exams:
 - Take the PPR exam no later than the beginning of Project-Based Instruction.
 - Take the Content exam after you complete most or all of your content (subject area) courses but no later than the beginning of the semester prior to Clinical Teaching.
- Make an appointment to take TExES practice tests – free of charge to UTeach Dallas students – before taking the official TExES exams. Practice exams are offered in the Teacher Development Center.
- Reserve a spot for the TExES review workshops for the PPR and Content exams. Workshops are offered each semester at no cost to you. Workshops are offered in the Teacher Development Center.
- To begin the registration process for your TExES exams, call or visit the Teacher Development Center office.
 - Complete the forms to get approval to test for your TExES exams.
 - [Register online](#) with NES for your TExES exams.
 - TExES exams are \$116.00 each.
- Pass both Content and PPR TExES exams.
- You will be contacted to attend a Student Teacher Sign-Up meeting the semester before you intend to student teach. These meetings usually occur within the first six weeks of classes each fall and spring semester.

Chapter VI: Apprentice (Clinical) Teaching

UTeach Dallas students complete a minimum of 14 weeks of full-day teaching in the field in their Clinical Teaching semester. UTeach Dallas recommends that you do not take other courses along with this assignment, but permits that one course may be taken if it is necessary for graduation and does not interfere with the school day.

Responsibilities

Everyone involved in the Clinical Teaching program--you, your cooperating teacher, your field supervisor and your university supervisor--has well-defined responsibilities. We want to do everything we can to make certain that these expectations are met so that everyone enjoys a positive experience. If you have concerns about your Clinical Teaching experience, you should make them known to your cooperating teacher and your field supervisor. You should also contact Dr. Jim McConnell, UTeach Dallas Clinical Teaching coordinator and professor of your Apprentice Teaching class at james.mcconnell@utdallas if you have concerns that may require additional assistance. Of course, all of your concerns will be kept confidential.

The teachers and mentors associated with Clinical Teaching are highly professional and competent. However, unforeseen problems may arise from time to time, and it is important that you let someone know about your concerns so that they can be dealt with right away. ***Do not wait until the end of the semester to seek assistance with a lingering problem or misunderstanding.***

Responsibilities of Clinical Teacher

1. Meet the principal and assistant principal and become familiar with the school climate and culture.
2. Know and follow the rules, regulations, and policies of the school. This includes the use of any confidential information you may obtain through student records, conversations, etc. Uphold school safety standards and understand school emergency response procedures.
3. Maintain an ethical and professional attitude toward all members of the school community. In part, this means holding in confidence your personal opinions about people with whom you interact (students, teachers, staff, parents, and administrators). Read and sign an agreement to abide by the Texas Administrative Code 247, Educators Code of Ethics Also included at the end of this handbook.
4. Recognize and accept that the cooperating teacher has the ultimate responsibility for what you may or may not do in the classroom.
5. Make yourself available for regular planning and feedback sessions with your cooperating teacher and university field supervisor.
6. Make adequate lesson plans in ***advance*** of teaching assignments and share copies with the cooperating teacher and university field supervisor. Make revisions as recommended by your cooperating teacher, and obtain final approval prior to lesson implementation.
7. Attend all required Apprentice (clinical teaching) seminars and related events.
8. Dress in a professional manner.

9. Assess your growth as a teacher throughout the semester.
10. Integrate technology-learning tools to enhance instruction and learning, and to support your own pre-professional growth.
11. Demonstrate professionalism through punctuality and accurate, courteous communication.

Responsibilities of Cooperating Teacher

1. Attend the required mentor training for Apprentice Teaching (Clinical Teaching)
2. In all interactions, treat the clinical teacher as a professional.
3. Introduce the clinical teacher to the class on the first day of attendance.
4. Acquaint the clinical teacher with materials and resources available in the school on the first day or soon thereafter.
5. Require lesson plans from the clinical teacher in advance of the actual teaching. Review these plans carefully, recommend revisions as needed, and approve final plans prior to implementation.
6. Allow the clinical teacher to assume responsibilities as soon as he/she exhibits the readiness to do so. Early in the semester, work with your clinical teacher to develop a Student Plan to pace and scaffold increasing teaching responsibilities.
7. Encourage the clinical teacher to be creative and to try new teaching strategies.
8. Require lesson plans from the clinical teacher in advance of the teaching assignments.
9. Conduct regular cooperative planning sessions with the clinical teacher. There should be one session at the beginning of the semester followed by weekly and/or daily sessions.
10. Observe the clinical teacher teaching on a regular basis and provide a written copy of your observation to both the clinical teacher and field supervisor.
11. Provide an organized feedback session for each observation (in addition to incidental observations and remarks) and provide the clinical teacher and university supervisor with a written summary of the feedback session.
12. Complete required clinical teaching evaluation forms, as listed on the UTeach Dallas AT Calendar. **Cite specific examples of the observed behaviors as supporting evidence and submit the form electronically.** Discuss each evaluation with the clinical teacher. These reports are followed up by conferences about of these reports. At mid-semester, concrete suggestions for improvement should be identified and then communicated in writing to all parties involved.

Responsibilities of Field Supervisor

1. Attend training and orientation meeting for all clinical teachers and cooperating teachers under your supervision. Provide and/or attend an orientation for your cooperating teachers.
2. Conduct a minimum of five conferences. Establish equitable procedures for scheduling observations and conferences.
3. Review the Student Plan for appropriate pacing and scaffolding of broad planning

and teaching experiences to promote increasing self-direction and competence. Provide guidance to both the clinical teacher and cooperating teacher with respect to the pacing of experiences and steady development of the clinical teacher's professional competencies.

4. Observe each clinical teacher on a regular basis and provide the clinical teacher and the cooperating teacher with a written account of your observations.
5. Monitor the progress of each clinical teacher and maintain regular communication with each cooperating teacher.
6. Conduct an individual feedback session for each observation made and provide the clinical teacher and cooperating teacher with a written summary of the results.
7. Help student teachers with any problems that may arise in their clinical teaching assignments. Contact Dr. Jim McConnell, your clinical teaching coordinator at james.mcconell@utdallas for urgent or persistent issues.
8. Conduct a three-way mid-term and final three-way conference with the cooperating teacher and clinical teacher to discuss the evaluation of the clinical teacher.
9. Complete the Formative Assessment at mid-semester and the Summative Assessment at the end of the semester. **Cite specific examples of observed behaviors as supporting evidence.** Discuss each evaluation with the clinical teacher. At mid-semester, concrete suggestions for improvement should be identified and then communicated in writing to the clinical teacher and cooperating teacher.
10. Keep a file of memos, announcements, and all communication pertaining to the responsibilities of a field supervisor. Maintain communications by checking your e-mail and telephone messages daily and responding promptly. The field supervisor must be available for communications and meet deadlines.
11. Communicate with your coordinator on a regular basis to ensure that you are both up-to-date on your clinical teacher's progress in the schools.

Your Assignment

Your clinical teaching assignment has been made with much care and attention to the suitability of your placement. Changes in assignments are not made after clinical teaching begins except in highly unusual circumstances. If you experience what seem to be insurmountable problems with your placement, please notify your university supervisor at once.

It is important for you to recognize that you are a guest in the school, and that your cooperating teacher bears the responsibility of determining what is best for her or his students. It is up to the classroom teacher to determine what responsibilities you will assume and when. If you demonstrate competence, responsibility, and tact, you will likely have many opportunities to begin teaching early in your experience and to try innovative teaching strategies. If you experience any problems, be sure to inform your university supervisor as soon as possible.

Professional Liability

As a clinical teacher, you are entitled to the same protection of law accorded to the

cooperating teacher and the principal in the school where you are assigned. This protection does not apply in cases where there is use of excessive force in the discipline of students or negligence resulting in bodily injury to students. Nor does the protection apply to the operation or use of any motor vehicle.

The University has not provided you with liability insurance and you may want to look into insurance coverage offered by organizations such as ATPE and TCTA. This means that until you begin full teaching responsibilities, you should not be left alone on a regular basis with your class for extended periods of time (small pull-out groups are fine). In addition, you should not be left alone on a playground or field trip with a group of students without a licensed teacher within “shouting distance.” These rules are for your own protection, and it is important that you alert your university supervisor immediately if they are being violated.

If you have been approved as a substitute teacher in the district in which you are clinically teaching, you are protected with liability insurance by the school district on days you serve as a substitute. However, it is still recommended that you consider the purchase of additional health and liability coverage.

Different school districts have different policies when it comes to permitting clinical teachers to serve as substitutes. Make certain that you understand what your district’s particular policies are before you get involved in what could be a “sticky” situation. When in doubt, check with your university supervisor.

Calendar

University regulations require that all instructors follow the University Course Schedule as printed unless all students in a given course agree at the beginning of the semester to a modified schedule. There may be times when the University has a holiday and the schools are in session. However, for many of you this break in your contact with the classroom could interfere with a sequence of instruction. You will proceed with your clinical teaching. If you must take the University holiday, then you are required to provide the cooperating teacher with lesson plans for these days so that your absence will not be detrimental to the children. For those days on which the school district has a holiday and the University is in session, your program may require you to attend sessions on campus. No clinical teachers will be excused on these days. If the school or school district is conducting inservice sessions on staff development days, then you are expected to attend these sessions unless your university notifies you that the school district or campus principal has specifically indicated that student teachers should not attend.

Absences

Perfect attendance during clinical teaching is expected. If you must be absent, you will need to contact both your cooperating teacher and your field supervisor as soon as possible. Days that you miss will be made up at the end of the practicum and clinical teaching experiences unless your university supervisor approves another arrangement. Clinical teachers are responsible for preparation, planning, teaching and debriefing during school days. Clinical teachers should plan to mirror their cooperating teachers' hours as

closely as possible. Lateness is inexcusable.

If you are scheduled to teach on a day that you will be absent, you should send lesson plans and/or materials to the school for your cooperating teacher. Failure to notify the specified individuals in the case of an absence may result in the termination of your assignment. It is the responsibility of each student to notify your field supervisor, university supervisor, and cooperating teacher, in advance, that you will be absent from class on a religious holiday and to receive, in advance, their approval for scheduling make-up time and work.

Absences are to be made up. If you request an absence to attend an out-of-town job interview, then you must make-up the absence. If you are absent because of illness, then you are expected to make up the absence. Arrangements for making up absences are to be made in consultation with your university supervisor. If at any time, in the judgment of your university supervisor and/or cooperating teacher, your absences are excessive, your assignment may be terminated.

Clinical Teaching Evaluation

A copy of the clinical teacher Final Evaluation forms will be given to you at the start of the semester. These forms will be completed by both your Field Supervisor and Cooperating Teacher at the end of the semester. You should become familiar with these forms and seek feedback from your Field Supervisor and Cooperating Teacher throughout the semester with respect to the categories included.

At the end of the semester, you will review these evaluation forms and submit them electronically. Your signature indicates that you have reviewed the forms, not that you necessarily agree with them.

You can usually expect that the evaluation by your Field Supervisor will vary somewhat from that of the Cooperating Teacher. They will have seen you at different times doing different things so they likely may develop some different impressions.

Outside Responsibilities

Outside activities (e.g., employment, sports, sororities, fraternities) should be held to a minimum during clinical teaching. During this period of time, your first responsibility is to the students you teach. Outside responsibilities should not interfere with your clinical teaching responsibilities.



WORDS TO THE WISE

1. Instructional materials prepared using supplies provided by the school usually remain with the school at the completion of the clinical teaching assignment. If you know that you will want to keep some of the instructional materials for your own future use, check with your school's policy and then decide whether you will want to purchase the necessary supplies yourself.
2. ***Administering medicine to your students is not permitted at any time.*** Even if your cooperating teacher gives you the 'go ahead', you must decline and cite University policy as your reason for doing so.
3. ***Corporal punishment (even in the mildest form) is not permitted at any time.*** Be very careful of the ways in which you touch your students, especially when you become angry or frustrated.
4. Do not drive your own car to take students on a field trip or to deliver them anywhere away from campus. You could be legally liable for any accidents or injuries.
5. Make sure to make healthy choices about your diet, exercise, and rest. It is critical that you take care of yourself during clinical teaching so that you may meet the rigorous demands that the semester imposes.
6. Should you be asked to substitute for your cooperating teacher during clinical teaching, contact your university supervisor immediately. Students will be allowed to substitute for their own cooperating teacher only and on a very limited basis with the following conditions: A) they must be registered and have completed training with the district's substitute office, and B) prior authorization for substituting must be secured in agreement with the university supervisor, cooperating teacher, campus principal, and the student.
7. Grading papers only for the subjects you are teaching is a practice you are encouraged to follow during clinical teaching. If you are experiencing pressure from your cooperating teacher to grade papers of students with whom you do not work, you should notify your university supervisor immediately.
8. Writing lesson plans during class time is not permitted during times when students are in the classroom. When you are not teaching, you should observe your cooperating teacher and/or monitor your students as they work.
9. First impressions are extremely important in the public schools. Dress like a professional at all times. This is not to suggest that you have to purchase an expensive wardrobe. It is advisable; however, that you ask about the dress code and observe what the faculty members are wearing and then dress accordingly. Some districts provide written dress codes for teachers on district Web sites or in faculty handbooks. Good grooming is part of the professional image you create.

Chapter VII: Recommendation for Certification

Certification Requirements in Texas

- apply for certification
- complete an undergraduate degree
- complete an approved certification program
- pass both required exams
- complete the [required fingerprinting process](#). Some students may have already completed this process. Check with your University Supervisor if you have questions.

Certification Process

As soon as grades are posted, UTeach Dallas provides program completion documentation to the University's Certification Officer. The Certification Officer checks the list above and recommends students for certification if all of the requirements are met.

Documentation is *not* sent if:

- you are registered for courses after your clinical teaching semester
- you are missing degree requirements
- you have not applied to graduate

Undergraduates: Degrees must become official before you can be recommended for certification.

Degree-holders: You can be recommended for certification as soon as grades post.

Where's My Certification?

Wondering where your certification is? Here are some possibilities:

- Did you [apply to graduate](#)? Is your [degree official yet](#)?
- Did you [apply to SBEC](#) yet?
- Have you completed the [fingerprinting process](#)?
- Have you taken and passed both exams?
- Did you finish course work or degree requirements *after* Apprentice (Clinical) Teaching? [Send us an email](#) to let us know you're ready to be certified.
- Did you finish course work for certification *after* your degree became official? [Send us an email](#) to let us know you're ready to be certified.

Questions?

We're here to help! [Send us an email](#) and we'll get it figured it out.

**IMPORTANT INFORMATION ABOUT EXITING THE PROGRAM:
EXITING THE UTEACH DALLAS PROGRAM:**

Although we hope that your journey with us ends in certification, you may need to leave the program before that happens. Before pausing or formally withdrawing from the Educator Preparation Program (EPP), 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’s UTeach Dallas Program at admission to the EPP through the Teacher Development Center. 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 return to the program.

Those wishing to withdraw should fill out the Educator Preparation Program Non-Participation form available in the UTeach Dallas Advisor’s office. Students who have not been enrolled in a program course for multiple semesters may be contacted about their plans. Failure to reply may result in removal from the program.

In rare situations, students may be removed from the program. The Department head of Science and Mathematics Education (Director of UTeach Dallas) along with the advice of the Certificate Team Committee (The Associate Director of UTeach Dallas, UTeach Dallas Advisor, University Supervisor of Clinical Teaching and other Master Teachers) will serve in the decision-making capacity. Reasons candidates may be removed from the UTeach Dallas Educator Preparation Program may include, but not be limited to, the following,

- 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 earn a minimum of a “B” (3.0) in all restricted teacher education courses
- 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.

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.

Chapter VII: Texas Code of Teacher Ethics and Standard Practices

RULE §247.2 Code of Ethics and Standard Practices for Texas Educators

Students in UTeach Dallas address the Texas Code of Ethics and Practices for Texas Educators throughout various courses in the program and are required to abide by its policies. Links are listed below.

Students can access the Teacher Educator Standards on the website

http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/

Students can access the Teacher Educator Code of Ethics on the website

http://tea.texas.gov/Texas_Educators/Investigations/Educators_Code_of_Ethics/



Chapter VIII: Complaints/Grievances

UTeach Dallas Complaints/Grievances Procedures

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

To raise a concern or file a complaint:

1. Contact UTeach Dallas Associate Director, Katie Donaldson, with your complaint at katie.donaldson@utdallas.edu or 972-883-6427.
2. If your concern is not resolved to your satisfaction and you want to speak with someone else, contact UTeach Dallas Co-Director, Dr. Mary Urquhart, at urquhart@utdallas.edu or 972-883-6485 to schedule an appointment.

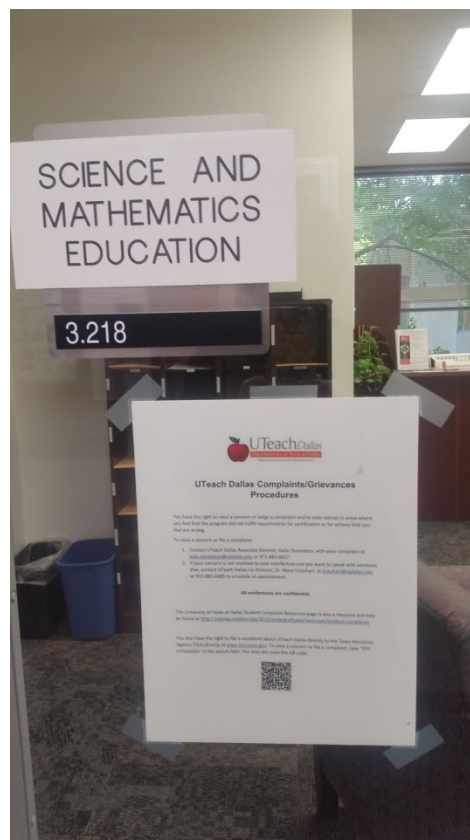
All conferences are confidential.

The University of Texas at Dallas [Student Complaint Resources page](#) is also a resource.

You also have the right to file a complaint about UTeach Dallas directly to the Texas Education Agency (TEA) directly at www.tea.texas.gov. To raise a concern or file a complaint, type “EPP complaints” in the search field. You may also scan the QR code.

Rating for UTeach Dallas over the last 5 year from TEA

| YEAR | TEA Rating |
|------|---------------------------------------|
| 2021 | Not Rated: Declared State of Disaster |
| 2020 | Not Rated: Declared State of Disaster |
| 2019 | Accredited |
| 2018 | Accredited-Warned |
| 2017 | Accredited |



Addendum A:



UTeach Dallas

FITNESS TO TEACH POLICY

UTeach Dallas 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 UTeach Dallas Teacher Development Program (UTeach Dallas TDP) 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 formal admission to the UTeach Dallas TDP at the CI level, all teacher candidates will be apprised of the *Fitness to Teach* (FTT) policy. This policy applies to all students upon enrollment in the Teacher Certification Program (TCP) as well as students completing coursework in the UTeach Dallas TDP requiring interaction with schools, and remains so until the completion of their program.

1. In October and March, a reminder will be sent to faculty from the Directors/Assistant Director of UTeach Dallas to use the *Fitness to Teach* forms for *Identification of Outstanding Students*, *Informal Review Summary*, *Formal Review: Level 1 or 2*, and/or the *Remediation Plan*. Faculty may submit the referral forms at any time prior to or during professional level courses.
2. The completion of these forms will allow UTeach Dallas to: (1) identify teacher candidates who display outstanding knowledge and/or skills who deserve recognition, and (2) identify those teacher candidates who have some difficulties, which raise concerns about the candidate's ability to complete the program successfully. All forms completed will be sent to the Director of UTeach Dallas.
3. Students must be in good standing with UTD.
 - a. Students seeking admission to the undergraduate UTeach Dallas TDP who have ever been referred to UTD's Dean of Student's Office may have their referrals and outcomes considered by the Director of UTeach Dallas to determine whether to grant admission to the TDP. Admission to the UTeach Dallas TDP is at the discretion of the Director of UTeach Dallas.

- b. Students who have cases pending with the Dean of Student's Office will not be considered for admissions to the UTeach Dallas TDP 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 UTeach Dallas 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 UTeach Dallas TDP and /or denied the opportunity to student teach. Without unconditional acceptance into the UTeach Dallas TDP and successful completion of all coursework, field experience, and student teaching or its equivalent, UTeach Dallas does not recommend teacher candidates for Texas Teacher Certification. As a professional program, UTeach Dallas reserves the right to recommend or not recommend teacher candidates for certification.

All teacher candidates referred for review are expected to participate in the *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 UTeach Dallas.

1. 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 allowing 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 UTeach Dallas TDP.

2. Academic Requirements

- a. Teacher candidates attend all classes as required. Preparedness for class and punctuality are expected at all times.
- b. Teacher candidates complete course assignments in a professional manner according to the timelines designated by the course instructor.

c. Teacher candidates complete all field experiences in a professional and timely manner as required.

d. *Scholastic Integrity:*

The teacher candidate demonstrates honesty and integrity by being truthful about background, experiences, and qualifications; doing one's own work; giving credit for the ideas of others; and providing proper citation of source materials.

e. *Communication Skills:*

The teacher candidate displays written and oral skills expected of an education professional demonstrating the ability to comprehend information and communicate ideas and feelings.

1) *Written:*

The teacher candidate writes clearly using correct grammar and spelling; demonstrates professional level skills in written English; understands written content presented in the program; and adequately completes all written assignments as specified by faculty.

2) *Oral:*

The teacher candidate communicates effectively with other students, faculty, staff and professionals; expresses ideas and feelings clearly; demonstrates willingness and ability to listen to others; demonstrates professional level skills in spoken English; understands oral content presented in the program; adequately completes all oral assignments; and meets the objectives of field placement experiences as specified by faculty.

3) *Electronic Communication:*

The teacher candidate refrains from inappropriate communication with a faculty member and/or a student including electronic communications by cell phone, text message, instant message, Facebook, Twitter, or any other social network communications.

3. Personal and Professional Requirements

a. A teacher candidate does not reveal confidential information concerning students unless disclosure serves a professional purpose or is required by law.

b. Teacher candidates demonstrate interpersonal skills required for successful professional teaching. These skills include:

1) a commitment to accept and try new ways of teaching;

2) the ability to accept and act upon constructive criticism;

3) the ability to understand the perspective of others concerning teaching;

- 4) the ability to separate personal and professional issues when in the classroom or completing professional course work;
 - 5) the ability to work collegially with parents, teachers, staff, and administrators in school settings and elsewhere;
 - 6) the ability to work collegially and productively with classmates in course assigned group projects; and
 - 7) the disposition to always act for the benefit of all students.
- c. The teacher candidate does not sexually harass others; make verbal or physical threats; become involved in sexual relationships with their students, supervisors, or faculty; abuse others in physical, emotional, verbal or sexual ways.
 - d. Teacher candidates demonstrate positive personal hygiene habits.
 - e. Teacher candidates dress appropriately in their professional contexts such as class or in a school building.
 - f. Teacher candidates adhere to the *Code of Ethics and Standard Practices for Texas Educators*.
4. Cultural and Social Attitudes and Behavior
- a. Teacher candidates demonstrate respect for superiors, peers, and children and youth in all settings.
 - b. Teacher candidates understand and appreciate the value of diversity and look beyond self in interactions with others; respect differences of race, ethnicity, religion, social class, and cultural heritage.
 - c. Teacher candidates exhibit acceptance of and provide accommodations for exceptional learners.
 - d. Teacher candidates are able to work productively with their peers.
 - e. Teacher candidates are able to speak in a manner appropriate to the context of the classroom.
 - f. Teacher candidates must display positive attitudes toward faculty, colleagues, and students and their parents.
 - g. Teacher candidates demonstrate positive social skills in professional and social interactions with faculty, colleagues, parents, and students.

5. Physical Skills

The teacher candidate exhibits motor and sensory abilities sufficient to attend and participate in class and practicum placements, with or without accommodations as recommended by the Office of Disabilities Services.

Note:

No otherwise qualified teacher candidate shall, on the basis of disability, be subjected to discrimination or excluded from participation in the UTeach Dallas TDP. 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 Disability Services and provide documentation as needed. The Office of Disability Services makes recommendations for accommodations. A UTeach Dallas 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 Disabilities Services), and periodic checks between the committee and the teacher candidate are appropriate courses of action in making accommodations.

6. Emotional Dispositions

a. Stress Management:

The teacher candidate demonstrates the ability to deal with current life stressors through the use of appropriate coping mechanisms. He or she handles stress effectively by using appropriate self-care and developing supportive relationships with colleagues, peers, and others.

b. Emotional and Mental Capabilities

- 1) The teacher candidate uses sound mature judgment.
- 2) The teacher candidate demonstrates the emotional and mental health required to function effectively as a teacher.

c. Cognitive Dispositions

- 1) Teacher candidates think analytically about educational issues.
- 2) Teacher candidates are thoughtfully reflective about their practice.
- 3) Teacher candidates are flexible, open to new ideas, and willing and able to modify their beliefs and practices.
- 4) Teacher candidates question and test their assumptions regarding teaching and schooling.

C. Admission to the UTeach Dallas Teacher Certification Program through the Teacher Development Center at UTD (UTeach Dallas TCP)

1. Provisional Admission:

All teacher candidates in UTeach Dallas are provisionally admitted to the UTeach Dallas Teacher Certification Program upon application, interview, submission of writing sample (Step 2 final project), and satisfactory completion of all admission criteria during the semester in which Classroom Interactions is taken.

2. Official Admission:

Official Admission in the UTeach Dallas Teacher Certification Program is granted prior to the student teaching (or internship) experience 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 successfully completes Step 1, Step 2, Knowing and Learning, and is currently enrolled in Classroom Interactions;
- c. The teacher candidate has met THEA or approved alternative requirements;
- d. The teacher candidate has earned the required grades and GPA in the last 60 hours of coursework; and
- e. The teacher candidate has earned the required grades and GPA in any and all teacher preparation courses.

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 UTeach Dallas TCP.

D. Conditions for Completion of Clinical (Apprentice) Teaching

Successful completion of Clinical Teaching is a prerequisite for meeting teacher certification requirements. *Students may attempt to successfully complete Clinical Teaching a maximum of two times at UTD. If the student does not successfully complete the second Clinical teaching experience, they will not be eligible to enroll in Clinical 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.

E. 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 UTeach Dallas 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 UTeach Dallas 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 UTeach Dallas personnel.

- Field Experience: Field Course Master Teacher
- Clinical Teaching: 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 UTeach Dallas 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 UTeach Dallas 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 UTeach Dallas TDP.

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 Natural Sciences and Mathematics. The Dean's decision is final.

UT DALLAS
The University of Texas at Dallas
Fitness to Teach
Identification of Outstanding Student

Teacher Candidate: _____ UTD ID: _____

Course Title: _____ Date: _____

I have observed or evaluated this teacher candidate in the following context(s):

Advising Class Field Experience Student Teaching

Other: -

Directions: Please summarize why the teacher candidate is recognized as an Outstanding Student. Attach additional sheets as needed.

Submitted by: _____ Position: _____
Please Print

Please return to the Directors of UTeach Dallas, FN 3.218

UT DALLAS

The University of Texas at Dallas

Fitness to Teach Formal Review: Level 1

Teacher Candidate: _____ UTD ID: _____

Course Title: _____ Date: _____

The concern is: (Check all that apply)

Academic Requirements Personal & Professional Requirements Physical Skills

Cultural & Social Attitudes and Behavior Emotional Dispositions

Directions: Please attach additional sheets as needed.

1. State your concern(s) for the teacher candidate.
2. Summarize your discussion with the teacher candidate regarding the concern(s) and its Remediation Plan.

Student signature indicates notification regarding concern(s) and is not an indication of agreement.

Printed names: _____
Teacher Candidate Faculty

Signatures: _____
Teacher Candidate Faculty

Date Signed: _____
Teacher Candidate Faculty

Please return to the Directors of UTeach Dallas, FN 3.218

UT DALLAS
The University of Texas at Dallas
Fitness to Teach
Formal Review: Level 2

Teacher Candidate: _____ UTD ID: _____

Course Title: _____ Date: _____

The concern is: (Check all that apply)

Academic Requirements Personal & Professional Requirements Physical Skills

Cultural & Social Attitudes and Behavior Emotional Dispositions

Directions: Please attach additional sheets as needed.

1. State your concern(s) for the teacher candidate.
2. Please briefly describe the behavior, situation or class requirement and the setting(s) in which it was recognized that motivated you to complete this form. Attach additional sheets as needed.

Following the review of the data presented from the previous FTT meetings, the interview with the teacher candidate, and the interview with concerned faculty, the FTT Council make the following recommendation:

- Student may proceed in the TCP without a Remediation Plan.
- Student may proceed in the TCP with the attached Remediation Plan.
- Student may not proceed in the TCP and is released from the TCP effectively immediately.

The student's signature indicates notification regarding the FTT Council's decision and is not an indication of agreement.

Student:

Signature *Date*

Council Signatures:

Please Print *Signature*

Please Print *Signature*

Please Print *Signature*

Please Print *Signature*

Please Print *Signature*

Please Print *Signature*

Please return to the Directors of UTeach Dallas, FN 3.218

UT DALLAS

The University of Texas at Dallas

Fitness to Teach

Formal Review: Level 2

Remediation Plan

Teacher Candidate: _____ UTD ID: _____

Course Title: _____ Date: _____

The concern is: (Check all that apply)

Academic Requirements Personal & Professional Requirements Physical Skills

Cultural & Social Attitudes and Behavior Emotional Dispositions

Directions: Indicate the Remediation Plan below including timelines and benchmarks as required. Please attach additional sheets as needed.

Student signature indicates agreement with the Remediation Plan and consent to follow the Plan.

Printed names: _____
Teacher Candidate Faculty or Council Chair

Signatures: _____
Teacher Candidate Faculty or Council Chair

Date Signed: _____
Teacher Candidate Faculty or Council Chair

Please return to the Directors of UTeach Dallas, FN 3.218

Fitness to Teach

Statement of Affirmation

Print Name _____

As a teacher candidate in the UTeach Dallas Teacher Certification Program, I affirm I will comply with the *UTeach Dallas Student Handbook* and *Fitness to Teach Policy*.

As a teacher candidate in the UTeach Dallas Teacher Certification Program, I will maintain the dignity of my profession as an educator. I will demonstrate personal integrity and exemplify honesty.

I have read and thoroughly understand the *UTeach Dallas Student Handbook* and *Fitness to Teach Policy* and will abide by all aspects of this policy.

Teacher Candidate's Signature

Date

I have read and thoroughly understand the *Texas Administrative Code, Title 19, Part 7, Chapter 247, §247.2, Code of Ethics and Standard Practices for Texas Educators* and will abide by all aspects of this policy.

Teacher Candidate's Signature

Addendum B

Pathway to UTeach Dallas Certification!

Classroom Interactions

- Hear Apprentice (Clinical) Teaching introduction presentation in class
- MUST have 2.75 cumulative GPA and 3.0 in UTeach courses
- MUST meet with TDC Certification officer and official enroll as a candidate for a teaching certificate, (call to make appt 972-883-2730)*
- Provide a copy of the Official Certification Plan from TDC to Mrs. King

Research Methods

- Meet with TDC again if necessary, to receive codes to take PPR & content TExES exams
- Maintain a 2.75 cumulative GPA and a 3.0 in UTeach courses
- Register for PPR and Content TExES exams for a date by early in the next semester, attend a PPR review session given by TDC or UTeach Dallas, take an online practice exam!

PBI

- Attend an Apprentice (Clinical) Teaching seminar with Dr. McConnell and take professional head-shot for website
- Take PPR and content tests by early in semester, MUST PASS BOTH before enrolling in Apprentice (Clinical) Teaching (AT)
- Maintain a 2.75 cumulative GPA and a 3.0 in UTeach courses
- Set up student teaching/portfolio website
- Begin to collect materials for portfolio (resume, cover letter, teaching philosophy, etc.)
- Receive placement and complete fingerprinting (end of semester).

Apprentice (Clinical) Teaching

- May ONLY take ONE other course with AT.
- Complete your degree within the GPA requirements!
- Complete **FINAL PORTFOLIO!**
- Complete Weekly Lesson Plans in a timely fashion.
- Make an A or B in Apprentice (Clinical) Teaching
- Be recommended for certification by your school mentor teacher and university supervisor

*****Keep Dr. McConnell Updated on Progress*****

**Note: Postbac and graduate students who did not start the UTeach Dallas program as an undergraduate will apply for certification before entering Step 1.*

UTeach Dallas Portfolio Check Sheet

Final score at end of AT must meet or exceed: 4 in first 3 sections, 2 in other sections

| Section | Portfolio Score | | | | | Comments |
|--|-----------------|---|---|---|---|----------|
| Philosophy Statement (K&L) | 0 | 1 | 2 | 3 | 4 | |
| Cover Letter (CI) | 0 | 1 | 2 | 3 | 4 | |
| Résumé (CI) | 0 | 1 | 2 | 3 | 4 | |
| Website Creation (PBI) | 0 | 1 | 2 | 3 | 4 | |
| Equity and Inclusive Design (CI) | 0 | 1 | 2 | 3 | 4 | |
| Artifacts (any exemplary lesson plans) | 0 | 1 | 2 | 3 | 4 | |
| Reflections on Improvement Area | 0 | 1 | 2 | 3 | 4 | |

- Many of these have multiple sections. Be sure that you are completing every section.

UNSATISFACTORY—0 points

The reflection is not submitted or lacks evidence where it is reasonable to expect evidence. The reflection is not clearly related to the proficiency. The reflection is not clearly written and proof-read or is unprofessional in tone. The proficiency demonstrates a lack of control over the basics of grammar, spelling, and punctuation.

BEGINNING COMPETENT—1 point

The reflection displays a limited understanding of the main ideas in the proficiency, is merely descriptive, or superficial. Evidence may be only marginally related to the proficiency or it is not made clear how the evidence relates. The reflection should be clearly written and proof-read and demonstrate a basic command over the conventions of spelling, punctuation and grammar.

COMPETENT—2 points

The reflection displays a general understanding of the proficiency, moving beyond basic description and into thoughtful reflection, including the importance of the proficiency's main idea and/or possibilities for improvement. The evidence is clearly related to the proficiency. The reflection may discuss the implications for the students and teacher. The proficiency is clearly written, proof-read, and demonstrates control over the basics of grammar, punctuation, and spelling.

COMPETENT—3 points

The reflection displays a clear understanding of the proficiency, moving beyond simple description and into thoughtful reflection, including the importance of the proficiency's main idea as well as possibilities for improvement. The evidence is strongly related to the proficiency. The reflection discusses the implications for the students and teacher. The proficiency is clearly written, proof-read, and demonstrates control over the basics of grammar, punctuation, and spelling.

ADVANCED COMPETENT—4 points

The student displays a comprehensive understanding of the proficiency and proposes ideas for improvement. The student also discusses the implications of the proficiency for the secondary student and for the teacher. Evidence is clearly and strongly related to the proficiency and contributes significantly to the clarity of the reflection. The proficiency is well-organized, proof-read, and logical. The student demonstrates more than a basic command of grammar, spelling, and punctuation, with few if any errors.