

UNT | DALLAS

School of Education

Teacher Education Handbook 2019-2020



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UNT | DALLAS™

School of Education

Mission Statement

The School of Education (SOE) will prepare students for careers in education and prepare them to serve in linguistically and culturally diverse communities in the North Texas region and beyond. The SOE strives to strengthen area school districts in the UNT-Dallas community with high quality teachers who will ultimately serve under resourced youth. The SOE also works directly with school district and community college partners to support recruiting. We are also actively engaged with students and alumni to improve student retention and graduation rates.

Description of Certification Programs

Interdisciplinary Studies Degree with EC-6 and All Level Special Education Certification

Students receive a Bachelor of Science in Interdisciplinary Studies with an Early Childhood through grade 6 Generalist and a Special Education (all grade levels) Texas state certifications.

Interdisciplinary Studies Degree with EC-6 and ESL Certification

Students receive a Bachelor of Science in Interdisciplinary Studies with an Early Childhood through grade 6 Generalist and supplemental English as a Second Language (ESL) Texas state certification.

Interdisciplinary Studies Degree with EC-6 and Bilingual Certification

Students receive a Bachelor of Science in Interdisciplinary Studies with an Early Childhood through grade 6 Generalist and Bilingual Supplemental Texas state certification.

Interdisciplinary Studies Degree with 4-8 English, Language Arts and Reading and ESL Certification

Students receive a Bachelor of Science in Interdisciplinary Studies with a state teacher certification in grades 4-8 English, language arts and reading, and a supplemental certificate in English as a Second language (ESL).

Interdisciplinary Studies Degree with 4-8 Mathematics and ESL Certification

Students receive a Bachelor of Science in Interdisciplinary Studies with a state teacher certification in grades 4-8 mathematics and a supplemental certificate in English as a Second language (ESL).

Interdisciplinary Studies Degree with 4-8 Science and ESL Certification

Students receive a Bachelor of Science in Interdisciplinary Studies with a state teacher certification in grades 4-8 science and a supplemental certificate in English as a Second language (ESL).

Interdisciplinary Studies Degree with 4-8 Social Studies and ESL Certification

Students receive a Bachelor of Science in Interdisciplinary Studies with a state teacher certification in grades 4-8 social studies and a supplemental certificate in English as a Second language (ESL).

Interdisciplinary Studies Degree with EC-12 Languages Other Than English - Spanish Certification

Students receive a Bachelor of Science in Interdisciplinary Studies with a state teacher certification in all level Languages Other Than English – Spanish.

Bachelor of Arts in Mathematics with Secondary Teacher Certification

Students receive a Bachelor of Arts in Mathematics with state teacher certification in grades 7-12 math.

Advising

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

At UNT Dallas, students work with one of five Student Success Advisors during their first sixty credit hours. After the first sixty credit hours, students will work specifically with an advisor assigned to the School of Education.

To schedule an appointment, please email Advising@untdallas.edu with your name, ID number, major, and the date and time that works best for you. You may also stop by the Advising Office in the new Student Center to schedule your appointment.

Students can also consult with their assigned faculty program coordinator for questions related to their degree plan, substitutions, and preparation for certification testing.

Program	Faculty Program Coordinator	Email	Office Location	Phone
EC-6 Literacy and ELAR 4-8	Dr. Cynthia Rodriguez	Cynthia.Rodriguez@untdallas.edu	Dal 1 201L	972.338.1323
EC-6 Bilingual and ESL	Dr. Patsy Sosa-Sanchez	Patsy.Sosa-Sanchez@untdallas.edu	Dal 1 261	972.338.1927
Math, Science, and Social Studies 4-8	Dr. Gwen Johnson	Gwendolyn.Johnson@untdallas.edu	Dal 1 301B	972.338.1320
LOTE EC-12 - Spanish	Dr. Sheryl Santos-Hatchett	Sheryl.Santos-Hatchett@untdallas.edu	Dal 1 301A	972.780.3089

TK20

Undergraduate education courses require assignments that must be uploaded and assessed in the UNT Dallas Tk20 Assessment System. This requires a one-time purchase of Tk20, made during EDUC 3320 Foundations of Teaching. You can purchase at <https://teach.untdallas.edu/tk20>. During clinical teaching, candidate assessments will be collected in a field experience binder. Candidates will also complete Checkpoint 1, 2 & 3 portfolios in Tk20.

Calendar of Activities

Dates and deadlines for program application, admission, clinical teaching, TExES test support, and Elevate Symposia can be found at teach.untdallas.edu/dates-and-deadlines. Key activities and events can also be found <https://calendar.untdallas.edu/> if you filter for School of Education.

Dispositions Required for Student Teaching

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

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

1. Exhibits sound and professional judgment by following established university or public-school policies when interacting with peers, students, parents, or members of the community.
2. Maintains confidentiality of student records, correspondence, and conversations.
3. Uses emotional and social self-control and self-determination in personal interactions.
4. Demonstrates professional appearance and uses appropriate hygiene.
5. Maintains and uses a professional teacher-student and teacher-parent relationship.
6. Demonstrates positive attitudes toward the profession, students, parents, other educators, and support personnel.
7. Demonstrates ethical behavior as defined by the profession and Texas rules and regulations (Code of Ethics and Standard Practices for Texas Educators & INTASC Standards).
8. Exhibits a code of conduct that includes honesty, cooperation and integrity related to tests, assignments, interactions with UNT Dallas professors and personnel (UNT Dallas Code of Conduct).
9. Exhibits a collaborative approach applied to seeking solutions to problems with peers, students, faculty, parents, and administration.
10. Demonstrates the ability to work with diverse individuals.
11. Exhibits qualities of lifelong learning through engagement in completion of course requirements, continuous professional development, and is academically prepared. Lifelong learning is a term that applies to continuing one's education through university or community-based programs.
12. Exhibits professional competence in oral and written language which includes communication devices.

The instructor or student teaching supervisor who identifies a deficiency or behavior inconsistent with established dispositions for teaching will follow procedures that will include meetings with the student, problem-solving plan(s), and the possibility of dismissing a student from the program.

Admission to Teacher Education Committee

Purpose

The Admission to Teacher Education Committee of the School of Education serves the purpose of reviewing Teacher Education (TE) admission appeals, requests for exemptions from Teacher Education requirements, and issues of academic and professional performance in courses and programs in Teacher Education at the undergraduate and graduate levels. The ATE Committee is not the same as ad hoc faculty committees constituted when a student requests a grade appeal, although some committee members may be the same. For details on grade appeals and the ad hoc committees, see the UNT Dallas Undergraduate or Graduate Catalogues. Students also have all the rights, responsibilities, and avenues for appeal that are enumerated by the University of North Texas at Dallas Office of Student Affairs. The ATE Committee handles student teacher education matters from admission through clinical experience.

Committees

The School of Education has established one ATE Committee for students in the School of Education. The committee (a) hears student appeals of decisions related to their respective programs' requirements and consider requests for exceptions to these requirements, and (b) evaluates referrals from faculty members or programs regarding the admission or retention of specific students in Teacher Education.

Membership

This committee consists of four to five members who are full-time faculty members in Teacher Education. Members volunteer annually. There is no limit to the number of years a faculty member may serve on the ATE Committee. The ATE Committee selects a committee chair.

Student Initiated Appeals

Students may (a) appeal Teacher Education admission requirements or decisions; (b) appeal Teacher Education program requirements or decisions; or (c) appeal to take one or two Teacher Education courses before admission requirements are met. To initiate an appeal, a student obtains the appropriate Undergraduate Academic Appeal Form from the Student Advising Office. The student completes the form and attaches the required materials and documents and other information the student considers relevant and submits them to the Student Advising Office. Relevant materials are distributed and/or a meeting is held as soon as possible after the receipt of the appeal by the Department.

Faculty Initiated Appeals

Faculty in teacher education may refer a student to the ATE Committee when there are academic concerns or a concern about the student's potential to succeed in the teaching profession. These concerns include (but are not limited to) poor grades, inadequate academic progress, and/or conduct in or outside the classroom which would negatively affect a student's ability to teach as a student teacher or to succeed as a future teacher. Before making such referrals, faculty members should, if possible, counsel students informally about the concern(s).

To initiate the referral, faculty members complete an ATE student referral form which (a) indicates the nature of the concern(s) involved and (b) includes the faculty member's written statement related to the referral, along with any supporting documentation. The faculty member then sets a meeting with the student, at which time the referral form and supporting materials are discussed. The desired outcome of this meeting is to resolve the referral issue, but if the issues remain unresolved, the faculty member will ask the student being referred to sign the form in order to acknowledge awareness of the concerns, the receipt of counseling about them, and their referral to the ARR Committee. The student may submit a written statement of his/her position on the referral issue to the Chair of the ARR Committee.

The faculty member is responsible for delivering the referral form and the faculty member's written materials to the Chair of the ATE Committee. The Chair then sets a meeting of the ATE Committee. This meeting is held within ten working days of the receipt of the referral by the Department. The student is responsible for delivering his or her written statement to the ATE Chair before the meeting.

The ATE Process

ATE Committee members read the written appeals packet (student, faculty, and/or program) before the ATE Committee meets. Students and non-ATE faculty typically do not participate, but they may do so at the ATE Committee's request. All parties to an appeal should have the opportunity to address the ATE Committee if any party is given this privilege.

All individuals and groups involved in the appeal (student, faculty, program, Office of Student Affairs, school, etc.) are notified in writing of the ATE Committee's decision by the ATE Chair within two working days of the committee's meeting. Copies of all ATE written decisions are sent to the Office of Student Affairs. If the recommendation from the ATE is to dismiss or withdraw a student, the dean, School of Education must be notified and must approve the recommendation before any action is taken and before this information is sent to the student or anyone else. Copies of all materials from each appeal are stored in the UNT Dallas' electronic storage system.

Any party in the appeal has ten working days following the ATE Committees' decision to appeal to the Dean, School of Education. The Dean, after careful review of the decision, makes a ruling within ten working days.

Types of Decisions Made by the ATE Committees

Depending on the nature of the concerns and the ATE Committee's findings, the ATE Committee may decide on a range of actions including (but not limited to) granting or denying admission, removing the student from a program, reinstating a student in a program, or requiring the fulfillment of certain conditions for continuation in a program, or be allowed to take one or two education courses before admission.

Nothing in these ATE procedures shall preclude the university from also reviewing conduct matters that fall under the Code of Academic Integrity.

Program Admission Requirements

Admission to the Teacher Education Program

To be admitted a student must:

- ✓ Pass the Accuplacer, THEA, or TSI OR qualify for ACT/SAT/TAKS exemption
 - THEA: 240(Reading), 230(Math), 220(Writing)
 - TSI: Math 350, Reading 351, A score of 5 on the essay section, or you can receive a 4 on the essay and a score of 363 or above on the multiple-choice section
 - Accuplacer: 80(Reading), 90(Math-Arithmetic), 80/5 or 6 or higher on essay(Writing)
- ✓ Have a 2.75 overall GPA **AND** a 2.75 GPA for the last 60 credit hours
- ✓ A grade of "C" or better in all courses required for the degree
- ✓ Completed a minimum of 60 hours (junior level status)
 - Have completed two math courses
 - Have completed two science courses
 - Have completed two upper division Spanish courses at UNTD (EC-12 LOTE-Spanish only)
- ✓ Provide two professional reference forms, including one from college faculty (must be from two different individuals and excluding family members. LOTE EC-12 Spanish requires the faculty reference to be from a UNTD Spanish instructor)
- ✓ Completed Entrance Interview

Continuation in the Teacher Education Program is not guaranteed by the admission process.

Reference Forms

The Teacher Education Program requires that all applicants have two references, submitted on the forms provided with this Program Application. Reference forms need to be brought to the interview day in a signed and sealed envelope.

Application

Please visit <https://teach.untDallas.edu/teacher-education> for links to the application and reference forms.

Criminal Records

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

If you have ever been convicted of a felony or misdemeanor and would like to check your eligibility for teaching, you can go to the TEA website: https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs. On this page you will find information on obtaining preliminary Criminal History Review for Educator Certification Candidates. This service will allow those individual who are contemplating obtaining a Texas Teacher certificate in the future, the opportunity to have a review of an existing criminal history performed by agency staff. This process does not preclude a candidate from being required to submit to a national criminal history review, as required by statute, at the time of application for a teaching certificate.

Admission to Clinical 1: Methods

The Clinical I: Methods semester occurs when students enroll in Methods coursework. During this semester, students spend one day a week (1 full, 8 hour day or 2 half, four hour days) at an assigned placement school to complete field experience observations (the first five weeks of placement) and begin co-teaching models including: 1 teach, 1 observe; 1 teach-1 assist; and parallel teaching (during the final eight weeks of placement).

Students applying to Clinical I: Methods (after January 2020), must meet the following criteria:

- Prior admission to Teacher Education Program and current BS, Interdisciplinary Studies major
- Minimum 2.75 Cumulative GPA and Major GPA
- Complete Checkpoint I (during EDUC 3320) and completion of course with a minimum grade of B (**Incomplete** course will not be accepted)
- Successfully complete all coursework prior to Clinical I enrollment. Students missing ONE class may apply and present a rationale letter with application to committee.
 - Bilingual: Must have a minimum grade of B in EDBE 3470/3480.
 - Special Education: must have a minimum grade of B in EDRE 4861 and EDEE 4350.
 - LOTE: Completed a minimum of 24 upper division Spanish courses (SPAN 3XXX or 4XXX) with a minimum if a 3.0 GPA
- Complete the Clinical I application in TK20 by the assigned deadline prior to the semester of entrance
- All candidates will need to demonstrate evidence of diagnostic test scores for each certification exam in their area. Diagnostics can be taken through [Certify Teacher](#), [Tutoring 240](#), [T-CERT](#), or [State of Texas Interactive Exams](#). Diagnostic scores required by certification track include:
 - **EC-6/ESL**: EC-6, PPR, and ESL Supplemental
 - **EC-6/SpEd**: EC-6. PPR, and SpEd EC-12
 - **EC-6 Bilingual**: EC-6, PPR, Bilingual Supplemental, BTLPT
 - **4-8 Math**: 4-8 Math, PPR, ESL Supplemental
 - **4-8 SS**: 4-8 SS, PPR, ESL Supplemental
 - **4-8 Science**: 4-8 Science, PPR, ESL Supplemental
 - **4-8 ELAR**: 4-8 ELAR, PPR, ESL Supplemental
 - **7-12 Math**: 7-12 Math, ESL Supplemental
- All candidates will need to submit a [study plan](#) addressing areas of weakness identified on the diagnostic certification exams.

Admission to Clinical 2: Student Teaching (EDUC 4200)

The Clinical II: Student Teaching semester occurs when students enroll in their final course (six credit hours) and spend full days (at least 7 hours) over 14 full weeks in an assigned clinical placement with a supervisor. During this time, students work with the mentor teacher under six different co-teaching models, complete at least 4 formal observation cycles with pre-conferences and post-conferences, and utilize video to reflect on their practice.

Students applying to Clinical II: Student Teaching (after January 2020), must meet the following criteria:

- Current enrollment in Clinical 1: Methods courses, with a minimum of 6 credit hours residency at UNT Dallas and current major, BS, Interdisciplinary Studies
- A minimum 2.75 GPA

- Completion of all coursework except EDUC 4200 Student Teaching, unless otherwise approved
- Successful completion of Checkpoint II (during Clinical I) with a minimum grade of B
- Complete the Clinical II application in TK20 by the assigned deadline prior to the semester of entrance
- Demonstrate evidence of meeting the following licensure examination benchmarks:
 - All Candidates:
 - 85% or higher on the PPR representative exam (take [here](#))
 - 85% or higher on a representative supplemental exam (ESL/SpEd/BILG) (take with [Pearson](#). If not available, take in [Certify Teacher](#))
 - A score report showing an attempt on the actual content TExES (EC-6 Core or 4-8/7-12 Content). You can find the [request for approval](#) here, which needs to be submitted before you [register to test](#) with the state. (*Note: To be approved to test, you will need an 85% or higher on a representative exam from the [UNT Dallas testing center](#), [Pearson](#) interactive exam, [T-CERT](#) module, or on [Certify Teacher](#)*)
- All candidates will need to submit a [study plan](#) addressing areas of weakness on any actual exam that has not been passed to date.

Clinical Admissions Review and Appeals Process

The application for Clinical I & Clinical Internship II is online via TK20 and submitted at the midpoint of the semester prior to entrance. Announcements about the application link and application deadlines will be posted on campus, posted on the website and announced through courses.

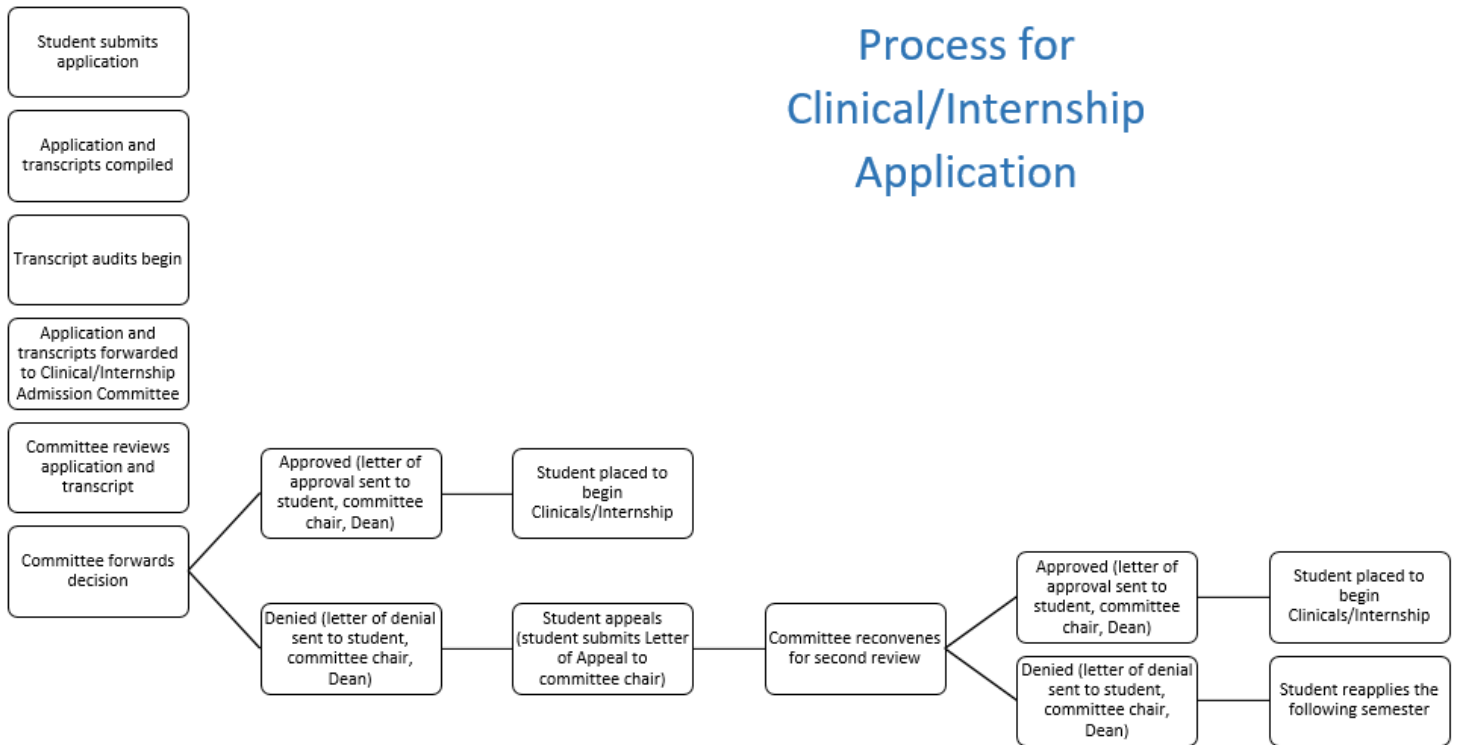
Clinical applications are submitted to the UNT Dallas SOE Clinical Admissions Committee for review and approval. Students may appeal a committee's decision **ONLY ONCE** by submitting a letter of appeal to Clinical Admissions Committee chairperson, and **does not** guarantee a reversal in decision.

Once admitted to Clinical I & Clinical Internship II students must complete a background check with their corresponding placement school district. Information for background check will be emailed to student

Clinical Admissions Contact

Dr. Patsy Sosa-Sanchez at Patsy.Sosa-Sanchez@untdallas.edu

Process for Clinical/Internship Application



Certification Testing

Texas Examinations of Educator Standards Framework

TExES tests are based on content described by a set of competencies (a test framework) for the test. The frameworks for each content exam are available on the Pearson website as part of the test preparation materials (<http://www.tx.nesinc.com>). The test framework (including competencies and descriptive statements) for each TExES test articulates the Texas-specific knowledge and skills expected of public school educators in Texas and offers example of topics that may be covered on the test. The TExES test frameworks are explicitly aligned with appropriate Texas standards for educators and with the TEKS, the mandated state curriculum for candidates.

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

Test Preparation

The Teacher Education Department offers multiple opportunities for candidates to take a TExES Practice Exam. These practice sessions are designed to mirror a real time testing process. Additional resources are available to candidates in the form of outside test preparation through independent vendors and book publications. Candidates may obtain information on these options from the Teacher Certification Accountability Officer or go to the Student Resources & Forms tab at www.teach.untDallas.edu.

Eligibility to Test Policy

Per rules set forth in Texas Administrative Code 228.40(b), the University of North Texas at Dallas Teacher Education Program is responsible for verifying the candidate’s readiness to test. Candidates should contact the Certification Updated 2/2020

Officer to obtain approval to begin the testing process. Once eligibility to test is verified, the Certification Officer will submit test approval to the Texas Education Agency (TEA).

Access to the Texas teacher certification testing (TExES) is available only to teacher candidates who meet specific criteria.

1. The candidate must be admitted to the Teacher Education Program and in good standing.
2. Candidates take the appropriate content TExES practice exam and provide the Certification Officer with documented verification that they completed a test preparation program. See specific guidelines at the student resources forms at www.teach.untDallas.edu/certification-testing

Study Materials

Because the TExES assessments cover the wide range of knowledge required for teaching, there are many sources that may help candidates prepare for the assessments and for their teaching experience. UNT Dallas does not guarantee that the use of materials in this list will result in better performance on a test, and there may be other materials not listed here that will be helpful in preparing to take tests.

- **TExES Study Guides:** Each test is based on a framework, or list of objectives, which is included in the study guide. Each question on the test assesses your knowledge of one of the objectives. These study guides also contain sample questions that will give you an idea about the types of questions that may be asked on the test. Study guides are available at no cost through the Pearson website at www.tx.nesinc.com.
- **Texas Essential Knowledge and Skills (TEKS):** Chapter 75 of the Texas Administrative Code, the State Board of Education Rules for Curriculum, (more commonly known as the TEKS) outlines Texas' curriculum guidelines. The Texas Essential Knowledge and Skills were an important influence in determining the content of the TExES tests because they define the content that Texas teachers are required to teach. You may view and download the TEKS at www.tea.state.tx.us
- **State-Adopted Textbooks:** The most recently adopted textbooks and teacher guides in the courses you will be eligible to teach may also be helpful in your test preparation. If you are already employed by a Texas public school, you may be able to borrow textbooks from your district. Additionally, some Education Service Centers and some university libraries have the textbooks available for reference purposes, if not to checkout.
- **Journals and Other Materials from Professional Organizations** Most of the content areas included have a corresponding professional organization. For example, if you are planning to be an algebra teacher and are going to take the Mathematics TExES test, you may wish to contact the National Council of Teachers of Mathematics to find out about their publications. Though they may not have materials specific to the TExES, they generally publish journals, policy statements, and/or current research that may aid you in your test preparation. In addition to the printed materials, local chapters often have meetings and workshops on pertinent topics.
- **College Texts, Notes, and Assignments:** When reviewing materials from college coursework in preparation for a TExES exam, you may wish to focus your study on courses that included content that will be assessed on the test. For example, if you are studying for the Special Education test and feel you need additional work in the subarea of Characteristics and Needs of Individuals with Disabilities, you may wish to study your notes and text from the course that examined the range of disabilities, rather than materials from a course in one specific disability.
- **On Line Test Preparation Options**
 - **CertifyTeacher:** (<http://www.certifyteacher.com>) Web-based program providing flashcards, study mode, exam mode, and review answers components designed to provide information and strategies as well as evaluate candidates' proficiency with skills and knowledge tested on the exam. UNT Dallas students are provided a discounted price of \$25.00 when they enter the discount code. Enrollment is offered with free renewals and ongoing until the candidate passes the appropriate exam.
 - **T-CERT – TExES Certification Exam Review for Teachers** (<https://pact.tarleton.edu/TCERT/>) Online modules, including videos and study materials for the PPR and some content. This program is free but does require preregistration with the student's TEA ID number to obtain a user ID and password. TEA ID numbers can be obtained with the assistance of the Certification Officer.

- **Performance-based Academic Coaching Team - PACT** (<https://pact.tarleton.edu/pact/index.cfm>): This site is designed to help all educators. PACT provides a full line of support for the novice and veteran teachers, teacher candidates and administrators. The program is free, but the Certification Officer must enroll you.
- **TExES Exam Books:**
 - ***The Best Test Preparation for the TExES– Examination for the Certification of Educators in Texas***
By Research & Education Association - This series of test preparation books includes full-length exams from the TExES content and professional development exams, a review of key educational theories and concepts, and a review of legal matters that are relevant to teachers.
 - ***Pass the TExES (PPR)***
By Mark Mentze - The book covers all levels, and includes easy-to-study outlines, worksheets, study techniques and helps, and a CD.
 - ***TExES 191 Generalist EC-6***. Rosado, Luis. (2010) ISBN# 9780738606859.
 - ***Passing the PPR TExES Exam for EC-12 Teachers: Keys to Certification and Ethical Teaching***.
 - ***Preparing to Teach Texas Content Areas – The TExES EC-6 Generalist and the ESL Supplement***.
By Nath, Janice L. and Ramsey, John M. (2011) ISBN 13:978-0-13-7040258-5

The Texas Education Agency and the University of North Texas at Dallas do not endorse any commercially developed study guides. If you choose to purchase one, be sure to keep your focus on the objectives listed in the TExES Study Guide. UNT Dallas does not guarantee that the use of materials in this list will result in better performance on a test, and there may be other materials you may discover on your own that will be helpful in preparing to take tests.

Beginning in Fall 2011, the state English Language Proficiency Standards (ELPS) will be embedded in the K-12 PPR test, which all of our education majors are required to take for certification purposes. These links will help you better understand the purpose and framework of the ELPS, which have replaced the ESL TEKS of recent years. If you are not familiar with the ELPS, please take some time to educate yourself so that you can see how they are already incorporated into your course work. Our goal is to ensure that students are proficient in their knowledge of and ability to use both the TEKS and the ELPS, as this will be crucial for success on the PPR and in the classroom.

- <http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4> – Link to the actual ELPS
- [Navigating the ELPS Video Presentation \(wmv\)](#)- 1 hour webinar explaining the ELPS
- [http://portal.esc20.net/portal/page/portal/doclibraryroot/publicpages/ELPS/Tab/ELPS_082809\(2\).pdf](http://portal.esc20.net/portal/page/portal/doclibraryroot/publicpages/ELPS/Tab/ELPS_082809(2).pdf) – Handout to accompany the webinar listed above. It is very helpful in conjunction with the webinar.
- [Navigating the ELPS Slideshow \(pdf\)](#)- PowerPoint presentation about the ELPS.
- One more valuable tool, a vertical (across grade level) alignment of TEKS & ELPS
<http://www.englishspanishteks.net>

Candidates can succeed, as they plan with the end in mind. It is important to the faculty and staff of the UNT Dallas Teacher Education Program that candidates become the best teachers of young Texans, and this certification exam process is one way to celebrate how highly qualified each candidate is becoming.

TExES Registration

Upon obtaining approval to test, the candidate must complete the following steps for test registration:

Create a TEAL (Texas Education Agency Login) account with the Texas Education Agency (<http://tea.tx.gov>) to complete an Educator Profile. The TEA system will assign the candidate a user name and a unique TEA Identification (TEA ID) number. It is strongly encouraged that candidates take advantage of the tutorials available on the TEA website on how to create a user TEAL account.

After obtaining the TEA ID number, go to the TExES online registration system (www.tx.nesinc.com) and create a testing account. After the testing account has been created, follow the instructions for registering for a test. The system will guide the candidate step-by-step through the test registration process. At this point the candidate will be able to view the approved examinations in his/her profile. Registration fees are paid electronically with a credit/debit card or e-check. Registration by mail is available only for test takers who do not have access to an electronic form of payment.

The BTLPT Spanish and LOTE exams are offered in designated testing windows. Testing sites are limited and appointments are scheduled on a first come first served basis.

Valid and acceptable identification with the candidate's name, signature and photograph is required for admission to a test. ID requirements are strictly enforced. It is the candidates' responsibility to verify they have acceptable identification prior to signing up for a test. More detailed information and a list of acceptable ID documents are available on the Texas Educator Certification Examination Program website at www.tx.nesinc.com.

Texas Educator Certification Examination requires that all test registrants be photographed and fingerprinted as confirmation of identity. It is important to note that some CAT testing centers are now using electronic detection scanning devices (e.g., hand-held detectors/wands). If an individual fails to comply with these security measures, he/she will be dismissed from the test and forfeit the testing fees.

Requirements for Graduation

Degree applications are accepted only from undergraduate students who have a minimum overall C (2.0) average. Deadlines for filing for graduation are strictly enforced and are posted on the website, in the advising offices and elsewhere in university publications. It is each student's responsibility to ensure that the application for graduation is submitted in a timely fashion.

Steps to Obtaining a Teaching Certificate

Before UNT Dallas students can become fully certified teachers they must meet specific requirements university and the Texas Education Agency (TEA) requirements.

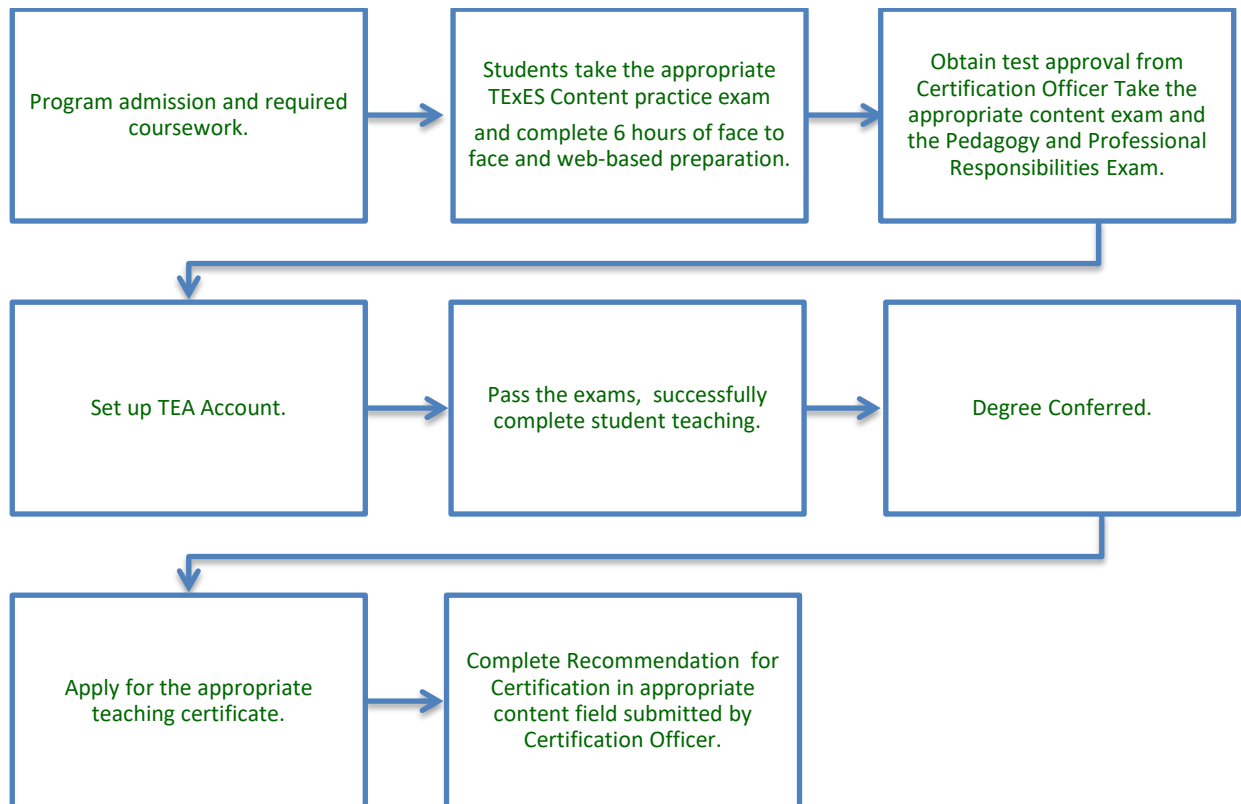
- ❖ All teacher education students are required to file a degree plan in one of the following areas:
 - Early Childhood – Grade 6 Generalist with Bilingual Education
 - Early Childhood – Grade 6 with English as a Second Language
 - Early Childhood – Grade 6 with Special Education Early Childhood – Grade 12
 - English, Language Arts & Reading Grades 4-8 with English as a Second Language
 - Mathematic Grades 4-8 with English as a Second Language
 - Science Grades 4-8 with English as a Second Language
 - Social Studies Grades 4-8 with English as a Second Language
 - Mathematics Grades 7-12
 - Languages Other Than English – Spanish EC-12

- ❖ Continued admission and retention in the Teacher Education Program.

- ❖ Everyone seeking to become a teacher in Texas must pass a comprehensive certification exam known as the Texas Examinations of Educator Standards (TExES). Students take the TExES certification exam for the

appropriate teaching field plus the pedagogy and professional responsibilities (PPR) exam. EC-6 Generalist with Bilingual Education also requires the completion of the Bilingual Target Language Proficiency Test (BTLPT).

- Refer to Clinical Admissions for expectations around testing as it relates to program progression.
- ❖ Upon successful completion of the TExES exams, the students apply for their teaching certificate on the TEA website: <https://secure.sbec.state.tx.us/SBECOnline/login.asp>.
- All candidates applying for a teaching certificate through TEA must submit their fingerprints for review by state and national law enforcement agencies.
- ❖ Candidates must submit the UNTD SOE Recommendation for Certification. The UNT Dallas Certification Accountability Officer will submit a recommendation for certification after the bachelor's degree is officially posted to the student's transcript, and internship and all tests are passed.



Texas Administrative Code: Educators' Code of Ethics

TITLE 19 EDUCATION
PART 7 STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER 247 EDUCATORS' CODE OF ETHICS
RULE §247.2 Code of Ethics and Standard Practices for Texas Educators

Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

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

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

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

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

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

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

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

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

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

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

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

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

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

(2) Ethical Conduct Toward Professional Colleagues.

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

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

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

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

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

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

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

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

(3) Ethical Conduct Toward Students.

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

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

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

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

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

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

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

the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

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

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

(i) the nature, purpose, timing, and amount of the communication;

(ii) the subject matter of the communication;

(iii) whether the communication was made openly, or the educator attempted to conceal the communication;

(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;

(v) whether the communication was sexually explicit; and

(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

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

APPENDIX

Field Experience Substitution Request

Name _____ Student ID _____

Certification: EC-6 Gen/Bilingual EC-6 Gen/ESL EC-6 Gen/EC-12 Special Education
 4-8 ELAR/ESL 4-8 Math/ESL 4-8 Science/ESL
 4-8 Science/ESL 7-12 Math EC-12 LOTE - Spanish

Semester/Year Requesting Field Experience Substitution _____

Field Experience Course(s) Requesting Substitution:

- EDBE 4480** Bilingual Approaches to Content-Based Learning (bilingual classroom)
- EDBE 4490** Teaching ESL EC-12 (ESL classroom)
- EDEE 4330** Science in Grades EC-6 (science classroom)
- EDEE 4350** Math in Grades EC-8 (math classroom)
- EDME 4351** Math in Grades 4-8 (math classroom)
- EDME 4330** Science in Grades 4-8 (science classroom)
- EDRE 4861** Integrated Lang Arts/Soc Stud Grades EC-8 (ELAR/social studies classroom)
- EDSE 4840** Instructional Strategies (math classroom)
- EDSP 4340** Classroom Management (observing behavior in the classroom)

***ALL assignments associated with the field experience portion of the above listed courses are still required.**

For the field experience substitution request to be considered:

- The teacher candidate must submit the required form at the time of application for field experience.
- The teacher candidate must currently be employed as an instructional, certified teacher's aide in a school and remain in a teacher's aide assignment for the duration of the requested semester of substitution.
- The teacher candidate's work assignment must be in the certification subject area and certification grade level of the teacher candidate's degree plan.
- The teacher candidate's work assignment must be in the content area required by the field experience requirements of each course requested.
- The teacher candidate must be working with a certified teacher.
- The teacher candidate's school must be accredited by the Texas Education Agency.
- All assignments associated with the field experience portion of the course(s) are still required.

Required Documentation:

Teacher aides must submit to the Field Experience Office (Dallas 1, 201C) for each semester seeking this substitution of field experience:

1. The online Pre-Clinical or Clinical I Field Experience Application (Qualtrics application)
2. A current copy of the district contract indicating the assignment as an instructional aide.
3. This completed document signed by building administrator.

Submitting the application is not a guarantee of substitution. Notification of acceptance will be sent via the candidate's UNT Dallas email account. *(Complete both sides)*

Educational Aide Clinical Teaching Responsibility Framework (Clinical I)

Educational Aide: Please present a copy of this framework to your principal and return a (signed) copy to the Field Experience Office. If there are any questions, please contact Khiandra Woods Khiandra.woods@untdallas.edu

The purpose of this responsibility framework is to ensure all members are aware of certain duties that should be fulfilled. This document reflects our common interests in preparing educational aides to become certified teachers.

The University of North Texas at Dallas will...

1. Provide on-going training to the educational aides through supervision by a university supervisor.
2. Recommend the educational aide for Texas teacher certification upon graduation and satisfactory completion of all state and program requirements.

The University Supervisor will...

- Provide on-site evaluation of the educational aide during his/her clinical teaching semester.
- Maintain open lines of communication regarding educational aide progress/growth.
- Provide any and all documentation of professional growth to ILT members when requested.
- Serve as the liaison between the university and school district.

The Educational Aide will...

- Meet all requirements for retention in the University of North Texas at Dallas Teacher Education Program.
- Understand this agreement is designed for aides who are working directly with students “at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose,” within UNT Dallas’ service area. (Texas Administrative Code, Title 19, Part 7, Chapter 228, Rule 228.2)
- Continue to be employed in a placement that is consistent with the aide’s target certification.
- Perform instructional duties for the full day where the educational aide is “doing the work of a teacher of record.” For example, lesson planning, delivering instruction, implementing classroom management plan, grading, communicating with parents, etc.

The Cooperating Teacher is asked to...

- Provide professional support and guidance to the educational aide in the areas of classroom management, best teaching practices, instructional strategies, curriculum development, lesson planning, procedures for the first days of school, district and building policies, learning resources, special needs students, professional development, and other areas of concern to the educational aide.
- Provide ongoing professional assistance in meeting district expectations in teaching. This support may include co-teaching, informal observations, modeling of effective teaching practices, peer coaching sessions, etc.
- Discuss the educational aide’s growth with the university supervisor.

The Campus Principal and District Personnel are asked to...

- Verify the educational aide is assigned to and working with cooperating teachers consistent with the aide’s target certification.
- Verify the educational aide is assigned to and working with cooperating teachers who have more than three years of classroom teaching experience.
- Verify the educational aide is performing instructional duties for the full day. For example, lesson planning (long range and daily), delivering instruction, implementing classroom management plan, grading, communicating with parents, etc.

Administrator's Verification of Educational Teacher Aide Status Clinical I

Employment Information (please print clearly)

Teacher Candidate Name _____
School District _____
Campus _____
First and Last Name of Cooperating Teacher _____
Grade/Subject Area _____
Certification(s) held by Cooperating Teacher _____
Cooperating Teacher's Years of Classroom Experience _____
Campus Phone Number _____
Principal's Name _____
Principal's Email _____

For clinical teaching, the educational aide must have a true clinical teaching experience.

- Assigned to work in the same classroom with qualified cooperating teachers for the duration of clinical teaching (14 weeks).
- Will not be used as a substitute teacher.
- Will co-plan with the cooperating teacher and will work with small groups
- Will meet the same requirements as clinical teachers as outlined in the UNT Dallas Clinical Teaching Handbook.

Teacher Candidate's Signature _____ Date _____

Principal's Signature _____ Date _____

**In each case, the signature verifies that all information submitted is accurate and true.*

**Principal may be contacted for verification.*

Educational Aide Clinical Teaching Responsibility Framework (Clinical II)

Educational Aide: Please present a copy of this framework to your principal and return a (signed) copy to the Field Experience Office. If there are any questions, please contact Khiandra Woods Khiandra.woods@untdallas.edu

The purpose of this responsibility framework is to ensure all members are aware of certain duties that should be fulfilled. This document reflects our common interests in preparing educational aides to become certified teachers.

The University of North Texas at Dallas will...

3. Provide on-going training to the educational aides through supervision by a university supervisor.
4. Recommend the educational aide for Texas teacher certification upon graduation and satisfactory completion of all state and program requirements.

The University Supervisor will...

1. Provide on-site evaluation of the educational aide during his/her clinical teaching semester.
2. Maintain open lines of communication regarding educational aide progress/growth.
3. Provide any and all documentation of professional growth to ILT members when requested.
4. Serve as the liaison between the university and school district.

The Educational Aide will...

1. Meet all requirements for retention in the University of North Texas at Dallas Teacher Education Program.
2. Understand this agreement is designed for aides who are working directly with students "at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose," within UNT Dallas' service area. (Texas Administrative Code, Title 19, Part 7, Chapter 228, Rule 228.2)
3. Continue to be employed in a placement that is consistent with the aide's target certification.
4. Perform instructional duties for the full day where the educational aide is "doing the work of a teacher of record." For example, lesson planning, delivering instruction, implementing classroom management plan, grading, communicating with parents, etc.
5. For EC-6 Core Subjects certification, a "split assignment" is required: 7 weeks in a K-2nd grade setting and 7 weeks in a 3rd-5th grade setting. There should be at least a one grade level gap between the two placements.
6. For EC-6 Core Subjects /EC-12 Special Education certifications, a "split assignment" is required: 7 weeks at an elementary campus and 7 weeks at a middle school or high school campus.

The Cooperating Teacher is asked to...

1. Provide professional support and guidance to the educational aide in the areas of classroom management, best teaching practices, instructional strategies, curriculum development, lesson planning, procedures for the first days of school, district and building policies, learning resources, special needs students, professional development, and other areas of concern to the educational aide.
2. Provide ongoing professional assistance in meeting district expectations in teaching. This support may include co-teaching, informal observations, modeling of effective teaching practices, peer coaching sessions, etc.
3. Discuss the educational aide's growth with the university supervisor.

The Campus Principal and District Personnel are asked to...

1. Verify the educational aide is assigned to and working with cooperating teachers consistent with the aide's target certification.
2. Verify the educational aide is assigned to and working with cooperating teachers who have more than three years of classroom teaching experience.
3. Verify the educational aide is performing instructional duties for the full day. For example, lesson planning (long range and daily), delivering instruction, implementing classroom management plan, grading, communicating with parents, etc.

Administrator's Verification of Educational Teacher Aide Status (Clinical II)

Employment Information (please print clearly)

Teacher Candidate Name _____
School District _____
Campus _____
First and Last Name of 1 st Cooperating Teacher _____
Grade/Subject Area _____
Certification(s) held by Cooperating Teacher _____
Cooperating Teacher's Years of Classroom Experience _____
First and Last Name of 2 nd Cooperating Teacher _____
Grade/Subject Area _____
Certification(s) held by Cooperating Teacher _____
Cooperating Teacher's Years of Classroom Experience _____
Campus Phone Number _____
Principal's Name _____
Principal's Email _____

For clinical teaching, the educational aide must have a true clinical teaching experience.

- Assigned to work in the same classroom with qualified cooperating teachers for the duration of clinical teaching (14 weeks).
- Will not be used as a substitute teacher.
- Will co-teach and co-plan with the cooperating teachers.
- Will meet the same requirements as clinical teachers as outlined in the UNT Dallas Clinical Teaching Handbook.

Teacher Candidate's Signature _____ Date _____

Principal's Signature _____ Date _____

**In each case, the signature verifies that all information submitted is accurate and true. Principal may be contacted for verification.*

Weblinks

Texas Education Agency: <https://tea.texas.gov/>

Pearson Website: <http://www.tx.nesinc.com/Home.aspx>

Council of Chief State School Officers: (INTASC) <https://ccsso.org/resource-library/intasc-model-core-teaching-standards>

National Association of Professional Development Schools: <https://napds.org/>

TK20: <https://teach.untDallas.edu/tk20>

Faculty Leadership Contact Information

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Dr. Marco Shappeck
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Dr. Patsy Sosa-Sanchez
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Dr. Gwendolyn Johnson
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Dr. Sheryl Santos-Hatchett
Professor, Former Dean, and Program Coordinator EC-12 LOTE -Spanish
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Currently Vacant
Program Coordinator, EC-6/EC-12 Special Education

Dr. Mychelle Smith
Assistant Professor and Program Coordinator for M, Ed. Curriculum and Instruction with Initial Teacher Certification and Graduate Alternative Certification Program
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Staff Contact Information

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Certification Officer

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Arleen Gil

Administrative Coordinator

Arleen.Gil@untdallas.edu

Dal 1 241

Calendar of Dates – 2019-2020

(dates may change, so please keep up with program communications)

University Wide Dates	Fall 2019	Spring 2020
First Day of Class	August 26, 2019	January 13, 2020
Census Date	September 11, 2019	January 29, 2020
Next Semester Undergraduate Enrollment Opens	October 14, 2019 (for Spring 2020)	April 13, 2020 (for Fall 2020)
UNT-Dallas Graduate School Priority Application Deadline	Dec 1, 2019 (for Spring 2020)	May 1, 2020 for Summer May 22, 2020 for Summer I July 1 for Summer II
UNT-Dallas Graduate School Late Application Deadline (fees assessed)	January 3, 2020 (for Spring 2020)	TBD – visit https://gradschool.untdallas.edu for dates and deadlines
Graduation Application Deadline	November 11, 2019	April 13, 2020
Last Day of Class	December 5, 2019	April 30, 2020
Commencement	December 13, 2019	May 15, 2020
Degree Conferral	December 31, 2019	May 31, 2020
**For university academic calendars: https://registrar.untdallas.edu/academic-calendars		
Teacher Education Clinical I and Clinical II Student Deadlines and Events	Fall 2019	Spring 2020
Clinical I Orientation	August 13, 2019	January 9, 2020
Clinical I: First Week of Placement	August 19, 2019	January 13, 2020
Clinical I: Final Week of Placement (unless make-up days required)	Week of November 18, 2019	Week of May 4, 2020
Clinical II Orientation	August 8, 2019	December 17, 2019
Clinical II: First Day of Student Teaching	August 14, 2019	January 13, 2020
Clinical II: Placement Switch	October 7, 2019	February 24, 2020
Final Day of Clinical II Placement (unless need make up days)	December 11, 2019	May 8, 2020
Masters, Education Program Application Deadlines	Fall 2019	Spring 2020

Application Deadline	August 1, 2019	December 1, 2019
Document Deadline	August 8, 2019	December 10, 2019
Summer Application and Document Deadlines	N/A	Summer : May 11, 2020 Summer 1: June 1, 2020 Summer 2: July 6, 2020
See the UNT Dallas Graduate School Program page for more information.		
Undergraduate Teacher Education Program Deadlines	Fall 2019	Spring 2020
Alonzo Scholarship list of qualifying students sent to Financial Aid Department on the Census Date	September 11, 2019	January 29, 2020
Checkpoint 1, 2, and 3 Deadline*	December 6, 2019	May 15 th
Field Experience Binders Deadline	December 11, 2019	May 15 th
Key Assignments Deadline*	December 11, 2019	May 15 th
Teacher Education (Grad & Undergrad) Program Admissions & Clinical Teacher Admissions	Fall 2019	Spring 2020
Teacher Education Program Information Session	September 25, 2019	February 11 & 12, 2020 (For Fall 2020)
Clinical I and Clinical II Application Window	October 1 – November 1, 2019 (for Spring 2020)	February 1 – March 1, 2020 (for Fall 2020)
Teacher Education Program Application & Interview Day	October 18, 2019 (for Spring 2020)	March 6, 2020 (For Fall 2020)
Teacher Education Program Admissions Signing Day	October 25, 2019 (for Spring 2020)	March 27, 2020 (for Fall 2020)
Clinical I & II Teaching Background Check Deadline <i>(for those entering the next semester)</i>	November 22, 2019 (for Spring 2020)	March 20, 2020 (for Fall 2020)
Teacher Education TExES	Fall 2019	Spring 2020
PPR Practice Test Attempt (for students applying to Clinical I)	November 1, 2019	March 1, 2020

PPR Real Test Passing Score (for students applying to Clinical II)	January 1, 2020	April 1, 2020
Pass Oral/Written Spanish Proficiency Test (for bilingual supplemental cert students applying to Clinical I)	November 1, 2019	March 1, 2020
ESL/BTLPT Practice Test Attempt (for students applying to Clinical I)	November 1, 2019	March 1, 2020
ESL/BTLPT Real Test Passing Score (for students applying to Clinical II)	November 1, 2019	March 1, 2020
Content Test Attempt (for students applying to Clinical II)	November 1, 2019 (rep. test)	February 1, 2020 (rep. test)
PACT Test Passing Score (for graduate teacher education students applying for internship the following semester)	December 1, 2019	August 1, 2020
Content Real Test Attempt (for students applying to Clinical II)	January 1, 2020	April 1, 2020
Elevate Institute Symposia Series –Event 1	October 25, 2019	January 31, 2020
Elevate Institute Symposia Series – Event 2	November 2, 2019	March 2, 2020
Elevate Institute Symposia Series – Event 3	November 9, 2019	March 31, 2020
Elevate Institute Symposia Series – Event 4	November 22, 2019	April 18, 2020
School Counselor Program Admissions	Fall 2019	Spring 2020
Program Application (for the following semester start date)	October 12, 2019 (for Spring 2020)	March 15, 2020 (for Fall 2020)
Invitation to Interview	November 12, 2019 (for Spring 2020)	April 6, 2020 (for Fall 2020)
Interviews	November 14, 2019 (for Spring 2020)	April 23, 2020 (for Fall 2020)

*May vary by expectations of the course instructor