

UNIVERSITY OF DALLAS
DEPARTMENT OF EDUCATION

**CANDIDATE
EDUCATION
HANDBOOK**

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UNIVERSITY OF DALLAS

DEPARTMENT OF EDUCATION

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HANDBOOK**

The Department of Education at the University of Dallas (“Education Department”) complies with the certification requirements as set by the Texas Education Agency (“TEA”) and institutes its own requirements in addition to those set by TEA. The Education Department or TEA may from time to time change or modify their respective requirements. Accordingly, while this Candidate (Teacher) Education Handbook reflects current requirements and policies at the date of its printing, its content is subject to modification as necessitated by changes or modifications made by the Education Department or TEA.

UNIVERSITY OF DALLAS EDUCATION DEPARTMENT

CANDIDATE EDUCATION HANDBOOK

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**UNIVERSITY OF DALLAS
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PART ONE - OVERVIEW

Definitions

Educator Preparation Program (EPP) – An entity that must be approved by the State Board for Educator Certification to recommend candidates in one or more classes or certification.

Traditional Program – An educator preparation program that delivers undergraduate certification program with a bachelor’s degree.

Post-Baccalaureate Program – An educator preparation program, delivered by an accredited institution of higher education and approved by the State Board for Educator Certification to recommend candidates for certification, that is designed for individuals who already hold at least a bachelor’s degree from an accredited institution of higher education and are seeking an additional degree.

Alternative Certification Program – An approved educator preparation program, specifically designed as an alternative to a traditional undergraduate certification program, for individuals already holding at least a bachelor’s degree from an accredited institution of higher education.

Candidate – An individual who has been formally or contingently admitted to an educator preparation program.

Field Supervisor – An individual who is hired by an educator preparation program to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators.

Cooperating Teacher – An individual who guides, assists, and supports a candidate during a candidates’ clinical teaching or instructional practice assignment.

Mentor – An individual who guides, assists, and supports a candidate during a candidates’ internship assignment.

Administrator – An educator whose certification would entitle him or her to be assigned as a principal or assistant principal in Texas.

Clinical Teaching – An assignment that is a minimum of 14 weeks (no less than 65 full days) with a full day being 100% of the school day or a minimum of 28 weeks (no less than 130 half days) with a half day being 50% of the school day.

Internship – an assignment for a minimum of one full school year for the classroom teacher assignment for which the candidate is prepared. An EPP may permit an internship of up to 30 school days less than the minimum if due to maternity leave, military leave, illness, or late hire date. An internship assignment shall not be less than an average of four hours each day in the subject area and grade level of certification sought. Candidates must hold an intern or probationary certificate while participating in an internship.

Instructional Practice – An assignment that is a minimum of 14 weeks with a full or half day placement. This course is designed to meet the requirements of the Education Concentration or Religion/Theology Instruction.

Program Terminology

Depending on the program, the following terms can help you navigate this handbook:

Program Type	Class Title	Student Title	University Professor Title	Teacher at School
Traditional & Post Baccalaureate Programs:	Clinical Teaching	Candidate	Field Supervisor	Cooperating Teacher
Alternative Certification Program:	Internship	Candidate	Field Supervisor	Mentor
Education Concentration or Religion & Theology:	Instructional Practice	Candidate	Field Supervisor	Cooperating Teacher

Introduction

The purpose of this Handbook is to provide the candidate a comprehensive reference source. This Handbook outlines policies, procedures, and guidelines used in the University of Dallas Educator Preparation Program. It answers most of the questions asked by students regarding teacher certification, clinical teaching/internship and course requirements.

The UD Educator Preparation Program that results in an individual's recommendation to the State Board for Teacher Certification requires elements in addition to the degree earned at the University. A degree is not a guaranty of certification. Certification requirements are dictated by the Texas Education Agency (TEA), the State Board for Educator Certification (SBEC), and the State Board of Education (SBOE).

Those students who choose to be considered for the Educator Preparation Program must receive approval at two separate stages in the process. Each student must 1) apply for admission to the Educator Preparation Program and 2) apply for admission to Clinical Teaching or Internship. Those students who already have degrees from the University of Dallas or elsewhere must first apply to the Braniff Graduate School of Liberal Arts for either the Master of Arts in Teaching in Teaching Program (Post Baccalaureate Teaching Program) or the Non-Degree Seeking Program (Alternative Teaching Certification Program) to become a candidate seeking teacher certification.

Actions by the TEA, SBEC, and SBOE may dictate changes at any time in teacher certification policies and regulations. Please keep in close contact with the Department of Education Certification Officer to become aware of any changes.

Read the Handbook carefully. The contents of this Handbook, together with the University Bulletin, will help prevent future problems with your program.

Necessary Personal Skills of an Educator

Patience: This is likely the single most important skill. Kids these days are stubborn, and many lack the inherent respect for authority that we were taught at a young age. Spending a single day in a room full of raucous teenagers is enough to send any human being to the looney bin, which is why every good teacher needs patience in order to find a way to work with his students and earn their respect.

Adaptability: Different kids learn in different ways, and some lessons need unique teaching tools. Good teachers know how to adapt their lesson plan to their students, so that all the kids learn optimally. This trait can take some experience and practice in a classroom setting, so give it time.

Imagination: Whether you teach high school chemistry or kindergarten, nothing is a more effective tool than using your imagination to create new and interesting ways for your students to learn. You may be inspired by the work of another teacher, mentor or a TV commercial - it does not matter. All that matters is that you take the initiative to find new ways for your kids to learn the material.

Teamwork: Teachers could have a hard time without a wide variety of support staff around them. If you feel alone, your school principal, administrative staff, parent-teacher committee, and more are often available to provide you help. By working as a team, you may have an easier time increasing your students' ability to learn and have fun.

Risk Taking: Sometimes to get the big reward, you may need to take a risk. Being a teacher is about finding a way to get kids to learn, and sometimes these new learning methods can be risky. Stick to it and you'll soon find that others are following your teaching example.

Constant Learning: You can never know too much when you are a teacher, especially when it comes to the best way to teach your students. Great teachers are constantly looking for ways to expand their horizons with courses, workshops, and seminars. Make sure you do not become stagnant by taking courses to keep the content fresh in your mind.

Communication: Teachers will not succeed if they do not have good communication skills. Clear, concise, and to the point - the better your communication skills are, the easier your lessons will be. There are many different types of classes available to help some teachers who may need help improving their skills.

Mentoring: Teachers need to always remember that, aside from parents, they are one of the most consistent mentors in a child's life. That means setting a good example, at all times. Teachers may also have students that they spend extra time with being a mentor, which means that being a good role model is even more important.

Leadership: One of the other most important skills each teacher must have (besides patience) is leadership. Your students need someone to guide them, to be in charge, and set the tone of the class. Leadership is a difficult skill, meaning you may want to get outside help if you feel that you could use more work on this particular skill, or any other for that matter.

Source: Teacher Certification.com

<http://www.teachercertification.org/a/9-useful-skills-for-teachers.html>

Objectives of Teacher Education

As an independent liberal arts university, the University of Dallas has a unique contribution to make to the dialogue in teacher education. Teacher education at the University focuses not only on a sound academic preparation, but also on a strong professional preparation with specific emphasis given to moral and ethical issues embedded in what it means *to teach*. It is important to recognize that learning *to teach* is a collaborative process with students, faculty, the Department of Education, and practitioners in the field.

The primary objective of the educator preparation program is to lead, encourage, and allow prospective teachers to become responsible, articulate teachers with strong academic preparation; with professional attitudes that reflect knowledge of the learning process; and with a deeply felt sense of their role as models for their future students to emulate.

Responsibilities of Teachers

- Preparing lesson plans
- Teaching classes
- Evaluating student progress
- Encouraging students
- Acting as teacher-advisors for students
- Maintaining discipline in the classroom.
- Running extracurricular sports, clubs and activities (voluntary)
- Communicating with parents about students' progress.
- Continuing intellectual and professional development
- Working as part of a cooperative and diverse team of educators and administrators to carry out the vision and mission of the campus and school district

The program is planned within the mission of the University to meet standards for teacher education and certification as established by the Texas Education Agency. The curriculum incorporates a strong historical and philosophical approach. In addition, prospective teachers acquire knowledge and skills necessary to create enriching, rewarding classroom environments while differentiating instruction for their students living in a world of accelerating change.

Student Complaint Procedure for the University of Dallas Educator Preparation Program (EPP)

The University of Dallas is committed to treating all students fairly and respectfully. The University's policies that apply to students are published annually in the UD Bulletin and in the UD Student Handbook. In an instance of perceived violation of a University policy, a student may file a complaint. This policy provides two avenues for pursuing a complaint: an Informal Resolution Procedure and a Formal Resolution Procedure. Students may utilize either or both procedures. The UD Student Complaint Procedure can be seen below or it is available on-line on the UD website: <http://www.udallas.edu/studentcomplaints>.

For problems other than academic issues, students who have a grievance with the Educator Preparation Program should address it with the cooperating/mentor teacher or field supervisor first, the Chair of the Department of Education, then the Constantin College &/or the Braniff Graduate Dean's. The established University protocol described in the Student Complaints Policy will be followed. If the entire process does not result in resolution of the issue, the student may forward the written complaint to TEA.

UD Student Complaint Procedure

The University of Dallas is committed to treating all students fairly and respectfully. The University's policies that apply to students are published annually in the UD Bulletin and in the UD Student Handbook. These publications are available on-line on the UD website. In an instance of perceived violation of a University policy, a student may file a complaint. This policy provides two avenues for pursuing a complaint: an Informal Resolution Procedure and a Formal Resolution Procedure. Students may utilize either or both procedures.

As part of the orientation process, all candidates are made aware of the Complaint Procedure and asked to sign an affidavit. Please refer to *Appendix E* for the affidavit

Informal Resolution Procedure

The student arranges a meeting with the person involved with the complaint and/or with the direct supervisor of the person involved. For example, a student who perceives that he or she has been graded unfairly on an assignment should meet with the faculty member who assigned the grade. In this example, the meeting with the faculty member may be followed up with a meeting with the department chair or the original meeting might be with the department chair. Another example would be a complaint in the Business Office involving the Bursar. The student would meet with the Bursar and/or the Director of Finance.

If the informal process does not resolve the complaint, the student may utilize the formal complaint procedure.

Formal Resolution Procedure

A formal complaint is in writing and sets forth a statement of the issue, the University policy or procedures violated, and the specific remedy sought.

The complaint is normally submitted using an online form found on the UD website on the Student Complaints page. The complaint can also be submitted on paper to the appropriate office:

- Academic complaints to the appropriate academic dean
- Student Life complaints to the Dean of Students
- Business Office complaints to the Director of Finance
- Financial Aid complaints to the Dean of Enrollment
- Registrar Office complaints to the Registrar
- Unlawful Discrimination and Harassment to the Title IX Coordinator
- A complaint against a Dean, Director, Vice-President, etc., is submitted to the direct supervisor, such as the Provost or President
- A complaint against the President to the Chair of the Board of Trustees
- Other complaints to the Director of Human Resources

Level 1

Absent extraordinary circumstances, the person, normally a Dean or Director, to whom the complaint has been submitted conducts, within seven (7) business days of receiving the complaint, a formal conference with the student, permitting her or him to provide any necessary relevant information. The Dean or Director confers with the other person or persons involved and conducts an additional investigation as he or she deems necessary. Absent extraordinary circumstances, a written recommendation is sent within seven (7) business days of the first formal conference. The recommendation is sent to the student and the other involved person or persons. The written recommendation states the background information, the rationale for the recommendation, and the recommended remedy, if any. Copies of the original complaint and the written recommendation are kept in the Dean or Director's Office for a minimum of five years.

Level 2

If the complaint is not resolved in level 1, the student or one of the other involved parties may, with fourteen (14) business days of receipt of the level 1 recommendation, appeal to the direct supervisor of the person who wrote the recommendation. Absent extraordinary circumstances, the supervisor holds a hearing within fourteen (14) business days of receipt of the appeal or complaint. Absent extraordinary circumstances, a written recommendation is sent to the student and others within fourteen (14) business days of such hearing. In cases of appeals to level 2, copies of the original complaint and the level 1 and 2 written recommendations are kept in the supervisor's office for a minimum of five years.

Level 3

Except in the case of a complaint against the President, where the Board of Trustees has final authority, appeals of the level 2 recommendation are submitted to the President within fourteen (14) business days. The President makes the final decision. Absent extraordinary circumstances, the President's written decision is sent to the student and other parties within fourteen (14) business days of receiving the level 3 appeal. In cases of appeals to level 3, copies of the original complaint, the previous written recommendations, and the final decision are kept in the President's Office for a minimum of five years.

TEA Complaint Process

The official TEA complaint process can be found at http://tea.texas.gov/About_TEA/Contact_Us/Complaints/Complaints/

Scroll down and select “Educator Preparation Programs”. Complainants may contact TEA staff directly at: complaints_management@tea.texas.gov.

The complaint process allows for an applicant or a candidate in an educator preparation program to seek redress in areas where they feel that the program did not fulfill requirements for certification or for actions that the candidate feels are wrong. Educator preparation programs may also file a complaint about the actions of other programs when it involves a candidate transferring into a program.

Not all complaints fall under the authority of TEA. TEA has jurisdiction to investigate allegations of noncompliance regarding specific laws and rules, generally related to state and federal requirements. Complaints may address educator preparation program requirements listed in Texas Administrative Code (TAC) in Chapters 227, 228, 229, ethics (TAC 247), fingerprinting (TAC §§227,232) and certification (TAC §§230, 231, 232, 239, 241, 242). All complaints filed with the TEA must be in writing. TEA does not accept complaints by phone or complaints that are submitted anonymously. A person or entity may file a written complaint with TEA by filling out the [complaint form](#) online or by mailing or faxing a hard copy to the address on the form. You may fax your submission to (512) 463-9008 or email it to general_inquiry@tea.texas.gov.

To adequately review and address a complaint, TEA needs specific details. They must be able to identify a clear violation of TAC and determine whether the agency has authority to act upon the allegation.

Complaints submissions should include the following:

- The reasons you believe the issues raised in your complaint are valid. You should also indicate how you believe that TEA can assist you with this matter. Remember that TEA cannot assist you in understanding your contractual arrangement with the educator preparation program, arranging for a refund, obtaining a higher grade or credit for training, or seeking reinstatement to an educator preparation program.
- Documentation to support your claim when possible. For example, if you refer in your complaint to an educator preparation program policy, include a copy of the policy with your complaint. Helpful documentation might include letters or e-mails exchanged between the parties.

Texas Education Agency staff will send confirmation of a complaint within 30 days of receiving the submission. Remember, information the public sends to TEA by email may not be secure. Do not email sensitive information to TEA. The agency will remove confidential or sensitive information when replying by email. TEA will maintain confidentiality of information to the extent the law allows.

Referenced requirement: **TEXAS ADMINISTRATIVE CODE §228. 70**

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PART TWO – CERTIFICATION

General Information

Areas of Certification in Texas

The University of Dallas is an approved TEA Educator Preparation Program offering preparation leading to a Texas Standard Teaching Certificate in certain areas.

At this time the four general areas offered regularly are the following:

Early Childhood – 6th Grade (EC – 6) – Core Subjects

Middle School (grades 4-8) – Areas of emphasis include English Language Arts and Reading, Social Studies, Mathematics, Science, and English Language Arts and Reading/Social Studies Composite, and Mathematics/Science Composite

Secondary (grades 7-12) – Teaching fields include English Language Arts and Reading, History, Social Studies Composite, Mathematics, Life Science, Physical Science, Physics/Mathematics, and Science Composite

Early Childhood – 12th grade (EC – 12) – Art, Theater Arts, Languages Other Than English (LOTE) Spanish, French, German, and Latin

The University of Dallas offers a degree in Interdisciplinary Studies with emphasis in the areas of Early Childhood (EC – 6th grade) or Middle School (grades 4-8). Those students who wish to teach on the secondary level (grades 7-12) or EC-12 in Art, Theater Arts or LOTE must major in the teaching field and take secondary education coursework as electives.

A more detailed description of each program is available in the University Bulletin.

Out-of-State Certification

Any student wishing to seek certification in another state should make these intentions known prior to the senior year. The student must make an appointment with the certification officer to discuss additional or varying requirements of other states.

The State of Texas, along with forty-nine other states, have signed the interstate reciprocity contract as created by the National Association of State Directors of Teacher Education and Certification (NASDTEC). This contract facilitates movement of educators from state to state and makes it possible for an educator prepared by an approved educator preparation program to obtain a license in another state.

Time Table (See Appendix A)

1. Sophomore Year.
 - a. Contact the Department of Education regarding interest in teacher certification.
 - b. Pass the Basic Skills Requirements or show proof of exemption. See Appendix B.

2. Junior Year.
 - a. Degree/Certification Plan. No later than the fall semester of the junior year, the teacher candidate should make an appointment with his/her advisor to work out a formal degree/certification plan. Early completion of this step is important. Feel free to discuss any problems or questions pertaining to your program with the certification officer. A helpful rule would be to ignore rumors about certification and ask the Certification Officer any questions to which you need answers.

 - b. Maintain a 2.75 overall GPA and a 2.75 in pedagogy and teaching field courses.

 - c. Apply to the Educator Preparation Program the year prior to clinical teaching (for example: To participate in clinical teaching during the Fall of your senior year, you must apply no later than the Fall of your junior year.). You will be considered for admittance after successfully completing twelve hours of education coursework for elementary or middle school certification or nine hours of education coursework for secondary and all level certification.

3. Senior Year.
 - a. Maintain a minimum 2.75 overall GPA and a minimum 2.75 GPA in pedagogy and teaching field courses.

 - b. Clinical Teaching/Instructional Practice – usually in the fall of the senior year for Interdisciplinary Studies majors and secondary English; and spring of senior year for all other secondary and all level art students.

 - c. It is recommended that most clinical teaching/internship/instructional practice assignments be completed in the fall. Philosophy of Education (EDU/PHI 3335), a required course offered only in the fall, may be taken in the fall semester of Clinical Teaching/Instructional Practice.

 - d. Comprehensive Examinations – An Oral Comprehensive Examination will be required of all candidates for certification.

 - e. Passage of the TExES – Texas Examinations of Educator Standards for State certification. The candidate for certification must earn passing scores on two State tests, one in content and one in pedagogy and professional responsibility.

 - f. Complete a Candidate Placement File to be kept as a permanent record in the Department of Education.

 - g. Apply to the TEA for certification.

Residence Requirements

No candidate will be recommended for certification until he/she has completed at the University of Dallas the equivalent of one semester's work (at least twelve credits) at a satisfactory level. This requirement also applies to graduate students who want only to complete requirements for certification at the University of Dallas.

Admission to Educator Preparation Program

General Admission Requirements (As described in the University of Dallas General Bulletin)

Formal admission to the Educator Preparation Program is required for all students seeking Texas Teacher Certification. Admission requirements include the following:

1. An overall minimum grade point average of 2.75 (on a 4.0 scale) and a minimum 2.75 in pedagogical and teaching field courses.
2. Proficiency in each of the basic skills: reading, writing, math, critical thinking, and oral communication in English. A student can demonstrate proficiency by submitting a combination of current (within the last five years) passing scores on approved standardized tests, grades of B or better on approved UD courses, and/or successful performance on required University administered writing/critical thinking assessments. The writing assessment is administered during the admission process. Approved standardized tests and minimum passing scores are found in **Appendix B - Basic Skills Requirements or Exemptions**.
3. Completion of required general education courses as follows:
 - 12 hours for all certifications except for Math or Science Certification
 - 15 hours for Math or Science Certification (4-8 or 7-12)
4. The Core Subjects EC-6 and Middle School (grades 4-8) certification students must have successfully completed or be enrolled in at least 12 hours of Education pedagogy (EDU) courses to meet requirements for admission. Secondary (grades 7-12) must have completed successfully or be enrolled in at least 9 hours of EDU courses. Students who have not completed all general education requirements may apply for conditional acceptance.
5. A completed application form, resume and essay. These applications may be obtained in the Department of Education.
6. A certification plan developed by the candidate's University of Dallas, Department of Education Advisor.
7. Recommendation by the Department of Education faculty.

Alternative Teacher Certification

The University of Dallas offers elementary, middle school, secondary, and all level programs leading to Texas teacher certification through the University of Dallas Braniff Graduate School of Liberal Arts Non-Degree Seeking Program (Alternative Teacher Certification Program).

To Qualify a student must have the following:

1. A bachelor's degree from an accredited institution that reflects a broad base of coursework (English, history, science, math, political science, computer technology, speech, and fine arts). A review of the student's transcripts by the Certification Officer and Chair of the Department of Education will identify any deficiencies;
2. GPA of 2.75 or better on baccalaureate degree work;
3. Passing scores on Basic Skill Requirements or Exemptions (*See Appendix B*);
4. Pass the Pre-Admission Content Test (PACT) in the teaching field desired. See the TExES web page for more information: www.texas.ets.org.

Requirements for Admission to the Braniff Non-Degree Seeking Program (Alternative Teacher Certification Program):

1. A completed application and acceptance to the Braniff Graduate School of Liberal Arts;
2. A completed application form, resume and essay to the Department of Education Educator Preparation Program;
3. A certification plan prepared by the Department of Education
4. An interview with department member(s);
5. Speech proficiency will be assessed in department interview.

Texas State Certification

The Department of Education complies with the Texas state certification requirements as set by the Texas Education Agency (TEA), the State Board for Educator Certification (SBEC) and the State Board of Education (SBOE). At the time of this publication, the requirements are current; however, requirements may change at any time to reflect new state regulations.

Background Check Requirements

Enrolling in the educator preparation program is the first step in your preparation to be a licensed teacher. Ultimately, your suitability for certification as teacher will be evaluated by a state licensing agency, which in Texas is the Texas Education Agency. In Texas, as in many states, you may be ineligible for certification due to a criminal or deferred adjudication for a felony or a

misdemeanor offense. A copy of the current Texas Guidelines to consider the eligibility for teacher certification for individuals with criminal history can be reviewed at University of Dallas, Department of Education website under Educator Preparation Programs. If your record includes a criminal or deferred adjudication for a felony or misdemeanor offense, and you plan to seek licensure in Texas, you may request a criminal history evaluation letter from the Texas Education Agency to evaluate your potential ineligibility for certification due to a past conviction or deferred adjudication. Information related to the process for requesting a preliminary evaluation of certification eligibility in Texas is also included to assist you. Please consider these materials carefully and, if appropriate or if you are unsure, please take steps to review your potential ineligibility for certification before continuing the program and incurring the related tuition and fees.

<https://udallas.edu/constantin/academics/programs/education/teacher-certification.php>

Retention

The academic progress of each student admitted to the educator preparation program is reviewed each semester. Students who fail to do satisfactory work are placed on departmental probation. Continued unsatisfactory work results in dismissal from the program. Grades below C- in upper division (numbered 3000 or higher) education and teaching field courses do not satisfy certification requirements.

State Certification Examinations

Texas Senate Bill 50 requires that persons seeking certification in Texas perform satisfactorily on criterion-referenced examinations administered by the State. The purpose of these examinations is to ensure that each educator has the necessary content and professional knowledge required to teach. The State requires two TExES (Texas Examination of Educator Standards) tests: (1) content and (2) pedagogy and professional responsibilities. Students are required to take the content exam prior to clinical teaching/internship and the pedagogy and professional responsibilities exam during or at the end of clinical teaching/internship. Approval to take the tests comes from the Educator Preparation Program with registration online and study guides available from the Department of Education.

Students seeking reciprocity in other states should seek details about requirements from the Certification Officer.

Clinical Teaching

Clinical Teaching is not a requirement for completion of the Interdisciplinary Studies Degree. It is, however, a requirement for Texas Teacher Certification.

Clinical teaching is designed to provide candidates with an opportunity to (1) observe effective teaching in the local schools and (2) obtain experiences in the preparation of units of work preparatory to teaching followed by the experience of teaching under the supervision of a university field supervisor and a cooperating teacher. The intent of the course is to provide an intensive, sustained laboratory experience in which the student teacher assumes full classroom leadership as soon as appropriate.

The importance of clinical teaching dictates that successful completion of this assignment be a requirement for all candidates wishing to be certified. Only those candidates who have senior status (90 semester hours) may clinical teach. Final approval for this experience is restricted to those seniors who meet all catalog requirements and the following conditions:

1. Overall university quality point average of 2.75 (on a 4.0 scale) and a minimum cumulative average of 2.75 in professional education and specialization content courses.
2. Completion of at least three-fourths of the academic specialization (teaching field) and pedagogy course requirements.
3. Submission of all forms required by the Certification Officer no later than the prescribed, announced date each semester.

Candidates interested in clinical teaching must apply through the Certification Officer. This application process should take place one year prior to the semester of clinical teaching.

During the semester of clinical teaching, the candidate will be required to participate in a weekly one-hour seminar. The seminar offers the opportunity for in-depth reflections on the experience of teaching. Candidates will participate in presentations from guest speakers on topics of professional value (e.g., special education, bilingual education/ESL, education and legal issues, personnel issues and hiring practices, principal's expectations, and classroom management, etc.). In addition candidates will engage in discussions with Department of Education faculty and staff members about professional issues such as, but not limited to, pedagogy, curriculum, and assessment (e.g., TEKS, ELPs, STAAR, TExES, Code of Ethics, etc.). Candidates will also meet with their university field supervisors at the end of the seminars, and these meetings may extend beyond the seminar time if mutually convenient for the candidate and the university field supervisor. Failure to attend the seminar due to unexcused absences will jeopardize the candidate's final grade.

Internships

Internship is a requirement for Texas Teacher Certification through the Alternative Certification route.

Internship is designed to provide candidates with an opportunity to obtain experience in effective long-term planning, lesson preparation and delivery, classroom management, and collegial interaction with school members and stakeholders under the supervision of a university field supervisor and a mentor teacher. The intent of the internship is to provide an intensive, sustained laboratory experience in which the candidate assumes full classroom leadership.

The importance of internship dictates that successful completion of the internship be a requirement for all candidates wishing to be certified through Alternative Certification. Only those candidates who have completed the required 18 credit hours plus field-based experience may be placed in an internship. Final approval for this experience is restricted to those candidates who meet all requirements and the following conditions:

1. Overall university quality point average of 2.75 (on a 4.0 scale) and a minimum cumulative average of 2.75 in professional education and specialization content courses.
2. Completion of at least three-fourths of the academic specialization (teaching field) and pedagogy course requirements.
3. Submission of all forms required by the Certification Officer no later than the prescribed, announced date each semester.

Candidates interested in an internship must apply through the Certification Officer. This application process should take place one year prior to the semester of clinical teaching.

During the year of internship, the candidate will be required to participate in a weekly one-hour seminar. The seminar offers the opportunity for in-depth reflections on the experience of teaching. Candidates will participate in presentations from guest speakers on topics of professional value (e.g., special education, bilingual education/ESL, education and legal issues, personnel issues and hiring practices, principal's expectations, and classroom management, etc.). In addition candidates will engage in discussions with Department of Education faculty and staff members about professional issues such as, but not limited to, pedagogy, curriculum, and assessment (e.g., TEKS, ELPs, STAAR, TExES, Code of Ethics, etc.). Candidates will also meet with their university field supervisors at the end of the seminars, and these meetings may extend beyond the seminar time if mutually convenient for the candidate and the university field supervisor. Failure to attend the seminar due to unexcused absences will jeopardize the candidate's final grade.

Instructional Practice

Instructional Practice is a requirement for the Education Concentration and is for candidates not pursuing a Texas Teacher Certification.

Instructional Practice is designed to provide candidates with an opportunity to (1) observe effective teaching in the local schools and (2) obtain experiences in the preparation of units of work proprietary to teaching followed by the experience of teaching under the supervision of a university supervisor and a cooperating mentor teacher. The intent of the course is to provide an intensive, sustained laboratory experience in which the candidate experiences classroom leadership.

The importance of instructional practice dictates that successful completion of this assignment be a requirement for all candidates wishing to seek the Education Concentration. Only those candidates who have senior status (90 semester hours) may participate in instructional practice. Final approval for this experience is restricted to those seniors who meet all catalog requirements and the following conditions:

1. Overall university quality point average of 2.75 (on a 4.0 scale) and a minimum cumulative average of 2.75 in professional education and specialization content courses.
2. Completion of at least three-fourths of the academic specialization (teaching field) and pedagogy course requirements.
3. Submission of all forms required by the Certification Officer no later than the prescribed, announced date each semester.

Candidates interested in instructional practice must apply through the Certification Officer. This application process should take place one year prior to the semester of instructional practice.

During the semester of instructional practice, the candidate will be required to participate in a weekly one-hour seminar. The seminar offers the opportunity for in-depth reflections on the experience of teaching. Candidates will participate in presentations from guest speakers on topics of professional value (e.g., special education, bilingual education/ESL, education and legal issues, personnel issues and hiring practices, principal's expectations, and classroom management, etc.). In addition candidates will engage in discussions with Department of Education faculty and staff members about professional issues such as, but not limited to, pedagogy, curriculum, and assessment (e.g., TEKS, ELPs, STAAR, TExES, Code of Ethics, etc.). Candidates will also meet with their university field supervisors at the end of the seminars, and these meetings may extend beyond the seminar time if mutually convenient for the candidate and the university field supervisor. Failure to attend the seminar due to unexcused absences will jeopardize the candidate's final grade.

Comprehensive Examinations

At the University of Dallas, all candidates seeking certification must pass a written comprehensive examination; which is the TExES Pedagogy and Professional Responsibility (PPR). The written examination may be taken in the last semester of classes prior to graduation.

All applicants for a Texas teaching certificates as well as those seeking an education concentration must pass an oral examination, referred to as the Oral Comprehensive Examination, for certification as well as a written examination. Candidates for certification will prepare an Oral Comprehensive Examination in the semester of his/her clinical teaching/instructional practice experience. The Oral Comprehensive Examination occurs approximately the week after the ending of clinical teaching, and candidates will receive guidance regarding the Oral Comprehensive Examination requirements at least two weeks in advance of the Oral Comprehensive Examination date. Generally, the candidate will be assigned to a group of three or four other candidates; and each candidate will offer his/her own Oral Comprehensive Examination. Members of the Department of Education and, perhaps, a faculty member outside of the Department of Education will participate in the Oral Comprehensive Examination.

The purpose of the Oral Comprehensive Examination is to provide a context in which aspiring teachers can demonstrate evidence of emerging professional judgment. One way to define professional judgment is as *a goal-oriented decision-making or problem-solving process carried out in the interest of one's students wherein one gives reasoned consideration to relevant information, criteria, methods, context, principles, policies, and resources*. The educator preparation program at the University of Dallas is grounded in the belief that professional judgment emerges from strong disciplinary scholarship, from serious reflection on the moral and ethical issues embedded in what it means to teach, from experience in the classroom, and from participation and contribution to the professional conversation among members of the University of Dallas Department of Education, clinical teaching colleagues, and members of the wider educational community.

Grades that can be earned on the written examination and the Oral Comprehensive Examination are the following: Pass with Honors, High Pass, Pass, Low Pass, or Fail. A Low Pass may mean that to obtain a grade of pass, the student must complete additional preparation and work, to be assigned by the Department of Education, in order to strengthen areas of weakness. Failure means that the entire written examination or Oral Comprehensive Examination must be retaken. The student must correct major weaknesses before re-examination can be scheduled. At least one semester's work is usually involved.

Written Comprehensive Examination

The Instructional Practice candidate will successfully complete a written comprehensive exam in their major field of study.

Remember, to be recommended to the Texas Education Agency for certification, a student must:

1. Meet minimum Grade Point Average requirements for the University of Dallas Educator Preparation Program;
2. Pass University of Dallas Department of Education Oral Comprehensive Examination;
3. Pass appropriate Texas Examinations of Educator Standards (TExES) content test;
4. Pass appropriate TExES Pedagogy and Professional Responsibilities test;
5. Earn favorable review by Department of Education Faculty and Certification Officer.

Professional Membership

The University of Dallas Department of Education encourages its candidates to belong to professional organizations. Below is a list of some organizations:

- Kappa Delta Pi (KDP) www.kdp.org
- National Education Association (NEA) www.nea.org
- American Council on the Teaching of Foreign Languages (ACTFL) www.actfl.org
- Association for Middle Level Education (AMLE) www.amle.org
- Learn, Teach, Lead (ASCD) www.ascd.org
- Council for Exceptional Children (CEC) www.cec.sped.org
- International Reading Association (IRA) www.reading.org
- International Society for Technology in Education (ISTE) www.iste.org
- National Art Education Association (NAEA) www.arteducators.org
- National Association for the Education of Young Children (NAEYC) www.naeyc.org
- National Association for Gifted Children (NAGC) www.nagc.org
- National Council for Social Studies (NCSS) www.ncss.org
- National Council for Teachers of English (NCTE) www.ncte.org
- National Council for Teachers of Mathematics (NCTM) www.nctm.org
- National Science Teachers Association (NSTA) www.nsta.org

Learner-Centered Schools for Texas – A Vision of Texas Educators: Proficiencies for Teachers

The 1995 publication by TEA, *Learner-Centered Schools for Texas – A Vision of Texas Educators: Proficiencies for Teachers*, articulates “a vision of a learning community in which success for students is paramount.” These proficiencies reflect the desire of educators to work together to build learner-centered schools in which all educators and students are focused on learning.

Learner-Centered Knowledge

The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.

The teacher exhibits a strong working knowledge of subject matter and enables students to better understand patterns of thinking specific to a discipline. The teacher stays abreast of current knowledge and practice within the content area, related disciplines, and technology; participates in professional development activities; and collaborates with other professionals. Moreover, the teacher contributes to the knowledge base and understands the pedagogy of the discipline.

As the teacher guides learners to construct knowledge through experiences, they learn about relationships among and within the central themes of various disciplines while also learning how to learn. Recognizing the dynamic nature of knowledge, the teacher selects and organizes topics so students make clear connections between what is taught in the classroom and what they experience outside the classroom. As students probe these relationships, the teacher encourages discussion in which both the teacher's and the students' opinions are valued. To further develop multiple perspectives, the teacher integrates other disciplines, learners' interests, and technological resources so that learners consider the central themes of the subject matter from as many different cultural and intellectual viewpoints as possible.

Learner-Centered Instruction

To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.

The teacher is a leader of a learner-centered community, in which an atmosphere of trust and openness produces a stimulating exchange of ideas and mutual respect. The teacher is a critical thinker and problem solver who plays a variety of roles when teaching. As a coach, the teacher observes, evaluates, and changes directions and strategies whenever necessary. As a facilitator, the teacher helps students to link ideas in the content area to familiar ideas, to prior experiences, and to relevant problems. As a manager, the teacher effectively acquires, allocates, and conserves resources. By encouraging self-directed learning and by modeling respectful behavior, the teacher effectively manages the learning environment so that optimal learning occurs.

Assessment is used to guide the learner community. By using assessment as an integral part of instruction, the teacher responds to the needs of all learners. In addition, the teacher guides learners to develop personally meaningful forms of self-assessment.

The teacher selects materials, technology, activities, and space that are developmentally appropriate and designed to engage interest in learning. As a result, learners work independently and cooperatively in a positive and stimulating learning climate fueled by self-discipline and motivation.

Although the teacher has a vision for the destination of learning, students set individual goals and plan how to reach the destination. As a result, they take responsibility for their own learning, develop a sense of the importance of learning for understanding, and begin to understand themselves as learners. The teacher's plans integrate learning experiences and various forms of assessment that take into consideration the unique characteristics of the learner community. The teacher shares responsibility for the results of this process with all members of the learning community.

Together, learners and teachers take risks in trying out innovative ideas for learning. To facilitate learning, the teacher encourages various types of learners to shape their own learning through active engagement, manipulation, and examination of ideas and materials. Critical thinking, creativity, and problem solving spark further learning. Consequently, there is an appreciation of learning as a life-long process that builds a greater understanding of the world and a feeling of responsibility toward it.

Equity In Excellence For All Learners

The teacher responds appropriately to diverse groups of learners.

The teacher not only respects and is sensitive to all learners but also encourages the use of all their skills and talents. As the facilitator of learning, the teacher models and encourages appreciation for students' cultural heritage, unique endowments, learning styles, interests, and needs. The teacher also designs learning experiences that show consideration for these student characteristics.

Because the teacher views differences as opportunities for learning, cross-cultural experiences are an integral part of the learner-centered community. In addition, the teacher establishes a relationship between the curriculum and community cultures. While making this connection, the teacher and students explore attitudes that foster unity. As a result, the teacher creates an environment in which learners work cooperatively and purposefully using a variety of resources to understand themselves, their immediate community, and the global society in which they live.

Learner-Centered Communication

While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.

As a leader, the teacher communicates the mission of the school with learners, professionals, families, and community members. With colleagues, the teacher works to create an environment in which taking risks, sharing new ideas, and innovative problem solving are supported and encouraged. With citizens, the teacher works to establish strong and positive ties between the school and the community.

Because the teacher is a compelling communicator, students begin to appreciate the importance of expressing their views clearly. The teacher uses verbal, nonverbal, and media techniques so that students explore ideas collaboratively, pose questions, and support one another in their learning. The teacher and students listen, speak, read, and write in a variety of contexts; give multimedia and artistic presentations; and use technology as a resource for building communication skills. The teacher incorporates techniques of inquiry that enable students to use different levels of thinking.

The teacher also communicates effectively as an advocate for each learner. The teacher is sensitive to concerns that affect learners and takes advantage of community strengths and resources for the learners' welfare.

Learner-Centered Professional Development

The teacher, as a reflective practitioner dedicated to all students' success demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

As a learner, the teacher works within a framework of clearly defined professional goals to plan for and profit from a wide variety of relevant learning opportunities. The teacher develops an identity as a professional, interacts effectively with colleagues, and takes a role in setting standards for teacher accountability. In addition, the teacher uses technological and other resources to facilitate continual professional growth.

To strengthen the effectiveness and quality of teaching, the teacher actively engages in an exchange of ideas with colleagues, observes peers, and encourages feedback from learners to establish a successful learning community. As a member of a collaborative team, the teacher identifies and uses group processes to make decisions and solve problems.

The teacher exhibits the highest standard of professionalism and bases daily decisions on ethical principles. To support the needs of learners, the teacher knows and uses community resources, school services, and laws relating to teacher responsibilities and student rights. Through these activities, the teacher contributes to the improvement of comprehensive educational programs as well as programs within specific disciplines.

Texas Code of Ethics

The candidate must comply with the Texas Administrative Code of Ethics and sign and submit to the Certification Officer the Code of Ethics Affidavit by the date required. (*See Appendix D*)

Texas Administrative Code Title 19, Part 7, Chapter 247, 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 knowingly 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 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 or knowingly 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 or distribution of controlled substances and/or abuse of 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.

(N) Standard 1.14. The educator shall not assist another educator, school employee, contractor, or agent in obtaining a new job as an educator or in a school, apart from the routine transmission of administrative and personnel files, if the educator knows or has probable cause to believe that such person engaged in sexual misconduct regarding a minor or student in violation of the law.

(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.

(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.

**UNIVERSITY OF DALLAS
EDUCATION DEPARTMENT**

CANDIDATE EDUCATION HANDBOOK

**PART THREE:
CLINICAL TEACHING,
INTERNSHIP,
OR
INSTRUCTIONAL PRACTICE**

Admission Requirements for Clinical Teaching, Internship or Instructional Practice

Successful completion of Clinical Teaching or Internship is required of candidates who seek certification. It is taken in the final year. Candidates who have received a “D” or “F” in required education or academic emphasis (teaching field) courses may not take Clinical Teaching or Internship or Instructional Practice until the course has been repeated and a grade of “C” or higher obtained. Applications and supporting documents for Clinical Teaching, Internship, or Instructional Practice must be filed with the Certification Officer no later than one year prior to the desired assignment. Before a Clinical Teaching, Internship, or Instructional Practice assignment will be made, a candidate must meet the following requirements:

1. Submit an Admission Application to Educator Preparation Program.
2. Submit transcripts from all colleges and universities attended.
3. Achieve an overall minimum grade point average of 2.75 (on a 4.0 scale) and a minimum 2.75 in teaching field and pedagogical courses; no incompletes allowed.
4. Complete three-fourths of the courses in the academic emphasis or teaching field(s) and 12 credits in education for secondary teachers and 27 credits in education for elementary and middle school teachers.
5. Submit two academic recommendations.
6. Demonstrate professional conduct consistent with the Texas Educators’ Code of Ethics.
7. Receive favorable recommendations from all members of the teacher Education faculty.*

*If any faculty member judges a student to exhibit behavioral characteristics or communication skills that indicate potential problems in school settings, he/she may refer the student to the Teacher Education Review Committee (TERC) for review and evaluation. The TERC may recommend specific courses of action to the student and/or the faculty member.

The TERC is composed of members of the education faculty in consultation with other faculty members as needed. (*See Appendix C*)

It is recommended that during clinical teaching, internship, or instructional practice (unless it is a half day placement), no more than 12 semester hours should be taken by the candidate. A candidate who wishes to take more than 12 credits must obtain permission from the Chairperson of the Department of Education. No more than 15 credits, including Clinical Teaching/Internship/Instructional Practice, may be taken during the corresponding semester. Candidates must report any outside employment during the clinical teaching/internship/instructional practice semester to the chairperson as well.

Goals and Objectives of the Clinical Teaching/ Internship/Instructional Practice Program

The cooperative program of clinical teaching/internship/instructional practice provides actual classroom experiences to supplement the professional courses offered by the educator preparation program, in order to:

- Assist the candidate in developing a set of educational principles and truths in which he/she believes, before entering the profession;
- Strengthen the candidate's desire for professional growth and help him/her to assume responsibility for such growth;
- Give the candidate an insight into the complete school program in action;
- Provide the candidate with the opportunity to teach with confidence through planning, guiding, and evaluating learning experiences;
- Stimulate in clinical teaching/internship/instructional practice a professional attitude and a love of teaching.

To place the candidate in an actual classroom environment where he/she can work with an experienced teacher and continue to refine the mastery and utilization of teaching skills and practice by:

- Learning how to plan for instruction;
- Designing units and lessons based on the TEKS or the Diocesan curriculum;
- Growing in one's ability to understand students;
- Acquiring skills in classroom organization and management;
- Learning to effectively use instructional materials;
- Learning techniques of conducting classroom instruction;
- Learning to evaluate pupil growth using multiple assessments;
- Understanding the relationship between child development and the developmental process of learning;
- Learning to accept and provide for individual differences via differentiated instruction and understanding the need for keeping goals and procedures flexible for individual students;
- Developing skills and knowledge in effectively teaching ELLs and special student populations (e.g., disabled children, GT, etc.);

- Becoming more aware of how the subjects one takes can contribute to the needs and activities of students;
- Effectively employing technology in the classroom;
- Realizing one's growth as a professional must continue;
- Developing interest and enthusiasm for learning in one's students;
- Being innovative in matching materials to students, not vice versa;
- Encouraging students to assume responsibilities.

Clinical Teaching and Instructional Practice Courses

Interdisciplinary Studies/EC-6 and Grades 4-8

4847. Elementary/Middle School Clinical Teaching. The capstone course in teacher Education (grades PK-4 or 4-8). Application and participation in an accredited elementary school or a middle school. The candidate is supervised by a cooperating classroom teacher and a university field supervisor. Fourteen weeks/all day.

4147. Seminar in Elementary/Middle School Clinical Teaching. Weekly one-hour seminars *concurrent* with clinical teaching offers the opportunity for in-depth reflections on the experience of teaching. Advanced treatment of selected issues arising from the experience of teaching lead to independent work related to grade level and area of specialization. Educators from areas of concern will be utilized.

Secondary Education/Grades 7-12

4848. Secondary School Clinical Teaching. The capstone course in teacher education for grades 7-12. Application and participation in an accredited middle school or high school. The candidate is supervised by a cooperating classroom teacher and a university field supervisor. Fourteen weeks/all day.

4148. Seminar in Secondary School Clinical Teaching. Weekly one-hour seminars *concurrent* with clinical teaching offers the opportunity for in-depth reflections on the experience of teaching. Advanced treatment of selected issues arising from the experience of teaching leads to independent work related to teaching field(s). Educators from area of concern will be utilized.

All Level/EC-12/Art, Theater Arts, and Languages Other Than English (LOTE)

4849. All Grades Clinical Teaching. The capstone course in teacher education (grades PK-12). Application and participation in accredited elementary and secondary schools. The candidate is supervised by cooperating classroom teachers and a university field supervisor. Fourteen weeks/all day.

4149. Seminar in All Grades Clinical Teaching. Weekly one-hour seminars *concurrent* with clinical teaching offers the opportunity for in-depth reflections on the experience of teaching. Advanced treatment of selected issues arising from the experience of teaching leads to independent work related to teaching field(s).

Other: Instructional Practice in Religion and Theology

4350, 4850. Instructional Practice in Religion and Theology. The capstone course in teaching Religion or Theology (grades 1-12). Application and participation in an approved, accredited parochial school. The candidate is supervised by a cooperating classroom teacher and a university field supervisor. Instructional Practice can be half day (4350) or full day (4850).

4148. Seminar in Secondary School Clinical Teaching. Weekly one-hour seminars *concurrent* with clinical teaching/instructional practice offers the opportunity for in-depth reflections on the experience of teaching. Advanced treatment of selected issues arising from the experience of teaching leads to independent work related to teaching field(s). Educators from area of concern will be utilized.

Other: Instructional Practice for Education Concentration

3350. Instructional Practice. The capstone course in teaching Religion or Theology (grades 1-12). Application and participation in an approved, accredited parochial school. The candidate is supervised by a cooperating classroom teacher and a university field supervisor. Instructional Practice is a half day (3350) placement.

4148. Seminar in Secondary School Clinical Teaching. Weekly one-hour seminars *concurrent* with clinical teaching/instructional practice offers the opportunity for in-depth reflections on the experience of teaching. Advanced treatment of selected issues arising from the experience of teaching leads to independent work related to teaching field(s). Educators from area of concern will be utilized. Fall and Spring.

Internship Courses

Please see Certification Officer for information regarding internship courses.

Calendars

Clinical Teaching/Instructional Practice: 14 Week Suggested Calendar EC-6/Grades 4-8/Grades 7-12

NOTE: This calendar is flexible and may be altered by the cooperating teacher as deemed necessary and helpful to the candidate.

The primary objective of the University of Dallas educator preparation program is to lead, encourage, and allow prospective teachers to become responsible, articulate teachers with strong academic preparation, with professional attitudes that reflect knowledge of the learning process, and with a deeply felt sense of their roles as models for their future students to emulate. The capstone course in the educator preparation program is Clinical Teaching. The University sends its candidates to master teachers who can both model what it means to be an effective teacher and offer appropriate contexts in which the pre-service teacher can explore what it means to teach.

While the candidate may assume responsibility for grading student work, the pacing of instruction and rendering of grades for students will be the responsibility of the cooperating teacher.

If the Department of Education were to create a week-by-week breakdown of the 14 weeks during which clinical teaching occurs, the weeks might look something like the calendar that begins at the bottom of this narrative. It also might look very different because ultimately the teaching faculty of the Department of Education trusts the unique interaction among the cooperating teacher, the university field supervisor, and the candidate to decide what the candidate can do at any point in time.

By the end of the 14-week clinical teaching experience, the university field supervisor must collect enough evidence to decide if the candidate can 1) do enough on his/her own to lead, encourage, and instruct students successfully, 2) recognize when students have learned and when they have not learned, and 3) demonstrate a determination to continue to explore what it means to teach.

The calendar is suggested below. Keep in mind that the process is ongoing and cumulative.

Week I: Candidates will observe cooperating teacher (CT). Candidates will become familiar with routines, names of students, scope and sequence of district curriculum, textbooks and resources, CT's "style," school policies, and school culture. Candidates may, if appropriate, grade papers, perform administrative tasks associated with teaching, present segments of lessons, etc. CT provides materials by which the candidate can come to know the school, the curriculum, etc. CT talks with the candidate about expectations for students and the nature of the students. The University Field Supervisor (FS) might "stop in" during the first week for an informal visit to check on things.

Week II: The candidate may begin to teach during one class period. If the CT has multiple sections of one given course, the candidate may implement lessons designed by the CT and modeled in a given class period. Or, a candidate may teach parts of lessons. Candidates should

be "on his/her feet" in some way during the second week. Candidates continue to observe the CT's classes that the candidate is not teaching. CT continues to "talk" to the candidate about all aspects of teaching: curriculum, lesson planning, assessment, grading, effective instructional strategies, etc.

Week III: Candidate continues teaching one class period and may be ready to add a second section of the same class in order to understand that the same content may require different approaches and different questions with a different set of students. Candidate begins to plan the lessons that will fulfill the curriculum objectives for the week or weeks to come. CT provides appropriate materials and guidance. CT is expected to see all lesson plans before they are taught. Candidate continues to observe the CT's classes that the candidate is not teaching. CT continues to "talk" to the candidate offering suggestions and assistance as needed. CT may begin to leave the class for a few minutes at a time to give candidate a chance to demonstrate independence while the CT remains in the school building. The FS will likely observe the candidate during this week.

Week IV: Candidate begins to implement the lessons that he/she has planned. CT is responsible for providing candidate with guidance in this process. CT will talk with the candidate about the strengths and weaknesses of the lessons implemented. Candidate is teaching all sections of one course. Candidate continues to observation in the CT's other classes. CT continues to "talk" to the candidate.

Week V: Candidate continues to plan and implement lessons for all sections of one course. Candidate begins to implement CT's lessons in a second course. The process for teaching the first course is repeated. CT continues to guide and "talk" with the candidate about teaching. At this point the CT should have a means by which to "talk" to the candidate about teaching. The "means" might be an evaluation instrument, perhaps the one used by the FS or the evaluation instrument used by the CT's school to appraise teachers. The "means" could simply be the "dialogue" that has developed between the CT and the candidate. Honesty is essential. The CT and candidate must be capable of focusing their collective attention on professional issues of teaching. Straightforward and "critical" dialogue is vital. Both the candidate and CT must reflect on and discuss his/her own respective teaching because self-reflection and collegial dialogue are CRUCIAL. The FS will likely observe the candidate during this week. The candidate is encouraged to videotape a "teach." The video can be used to provide a focus for continued dialogue. Videotaping must receive prior approval from the school administrator.

Week VI: Candidate continues to plan and implement lessons for two courses. Candidate begins to implement CT's plan for a third course (if there is one). "Talk" between CT and candidate continues. Evaluation is ongoing.

Weeks VII-XIII: Candidate plans and implements lessons for all courses (if appropriate). CT observes candidate and at times can leave candidate alone in the classroom while the CT remains in the school building. The FS will likely observe the candidate once or twice during these weeks.

Week XIV: At the beginning of this week, a mechanism for returning the students to the CT should be implemented. CT and candidate will need to coordinate this process. Candidate will be available to co-teach and/or assist the CT in other capacities. If appropriate, candidate observes other teachers at various levels at the discretion of the CT and FS to gain insight into various classroom management systems, teaching styles, and student learning.

Clinical Teaching: 14 Week Alternative Suggested Calendar for EC-6

Some EC-6 cooperating teachers chose to adopt a teaching responsibility schedule that is a variation of the previous schedule.

The self-contained elementary classroom has many subjects and various teaching groupings. Assume A, B, C ... represents a subject or a group (i.e. math skill group). An alternative schedule might look like the following.

Week I: Week I is the same as Week I above.

Week II: Week II is the same as Week II above. The candidate takes responsibility for planning and teaching subject/group (A).

Week III: Week III is similar to Week III above. The candidate continues teaching responsibility for subject (A), and adds a second subject (B). The candidate now has two teaching responsibilities. One responsibility, (A) is beginning the second week and the other, (B) is beginning the first week.

Week IV: Week IV is similar to Week IV above with the following change. The candidate releases subject (A), continues to teach subject (B), and adds subject (C). The candidate still has responsibility for two teaching preparations. Subject (B) is in the second week and subject (C) is in the first week.

Week V: The candidate releases subject (B), continues to teach subject (C) and add subject (D). The candidate continues to prepare and teach two subjects, (C) and (D).

Week VI: The candidate releases subject (C), continues to teach subject (D) and adds subject (E)

Weeks VI-X: The candidate adds and releases subject teaching responsibilities as needed by their assigned classroom needs. At the end of Week 9, the candidate should have taught every subject for at least two weeks. This type of schedule seems to allow the cooperating teacher to stay in teaching contact with all students in every subject during the first two-thirds of the clinical teaching time. Also, this time allows for the candidate to gain more details of “good teaching” with extended observation of the mentor.

Week X-XIII: The candidate has complete responsibility for teaching all subjects for about or up to two weeks.

Week XIV: Week XIV is the same as Week XIV

Clinical Teaching/Instructional Practice: 14 Week Suggested Calendar All Level (EC-12): Art, Theater Arts, and LOTE

NOTE: This calendar is flexible and may be altered by the cooperating teacher as deemed necessary and helpful to the candidate teacher.

The primary objective of the University of Dallas educator preparation program is to lead, encourage, and allow prospective teachers to become responsible, articulate teachers with strong academic preparation, with professional attitudes that reflect knowledge of the learning process, and with a deeply felt sense of their roles as models for their future students to emulate. The capstone course in the educator preparation program is Clinical Teaching. The University sends its candidates to master teachers who can both model what it means to be an effective teacher and offer appropriate contexts in which the pre-service teacher can explore what it means to teach.

While the candidate may assume responsibility for grading student work, the pacing of instruction and rendering of grades for students will be the responsibility of the cooperating teacher.

If the Department of Education were to create a week-by-week breakdown of the 14 weeks during which clinical teaching occurs, the weeks might look something like the calendar that begins at the bottom of this narrative. It also might look very different because ultimately the teaching faculty of the Department of Education trusts the unique interaction among the cooperating teacher, the university field supervisor, and the candidate to decide what the candidate can do at any point in time.

By the end of the 14-week clinical teaching experience, the university field supervisor must collect enough evidence to decide if the candidate can 1) do enough on his/her own to lead, encourage, and instruct students successfully, 2) recognize when students have learned and when they have not learned, and 3) demonstrate a determination to continue to explore what it means to teach.

The calendar is suggested below. Keep in mind that the process is ongoing and cumulative.

Generally, EC-12 candidates may be in an elementary/middle school for the first seven-week clinical teaching assignment and in a high school for the second seven-week assignment.

Week I: Candidates will observe cooperating teacher (CT). Candidates will become familiar with routines, names of students, scope and sequence of district curriculum, textbooks and resources, CT's "style," school policies, and school culture. Candidate may, if appropriate, grade papers, perform administrative tasks associated with teaching and present segments of lessons, etc. CT provides materials by which Candidate can come to know the school and the curriculum, etc. CT talks with Candidate about expectations for students and the nature of the students. The University Field Supervisor (FS) might "stop in" during the first week for an informal visit to check on things.

Week II: Candidate may begin to teach during one class period. If the CT has multiple sections of one given course, the candidate may implement lessons designed by the CT and modeled in a

given class period. Or, a candidate may teach parts of lessons. Candidates should be "on his/her feet" in some way during the second week. Candidates continues observing in classes he/she is not teaching. CT continues to "talk" to the Candidates about all aspects of teaching: curriculum, lesson planning, assessment, grading, effective instructional strategies, etc.

Week III: Candidate continues teaching the established grade level, adds a second grade level in order to explore different content and/or modifications of content appropriate for another grade level. Candidate examines the curriculum sequence that lies ahead and begins to write lesson plans for Week IV and/or Week V under careful guidance of the CT. The CT provides appropriate material and constructive comments. CT is expected to see all lesson plans before they are taught. The final responsibility for learning in the classroom remains that of the CT. Candidate continues to observe the CT's classes that the candidate is not teaching. While the candidate is teaching, the CT may begin to leave the class for a few minutes at a time to give candidate a chance to demonstrate independence while the CT remains in the school building. CT continues to "talk" to the candidate offering suggestions and assistance as needed. At this point the CT should have a means by which to "talk" to the candidate about teaching. The "means" might be an evaluation instrument, perhaps the one used by the FS or the evaluation instrument used by the CT's school to appraise teachers. The "means" could simply be the "dialogue" that has developed between the CT and the candidate. Honesty is essential. The CT and candidate must be capable of focusing their collective attention on professional issues of teaching. Straightforward and "critical" dialogue is vital. Both the candidate and CT must reflect on and discuss his/her own respective teaching because self-reflection and collegial dialogue are CRUCIAL. The FS will likely formally observe the candidate during this week.

Week IV: Candidate begins to implement the lessons that he/she has planned. CT is responsible for providing candidates with guidance in this process. CT will talk with the candidates about the strengths and weaknesses of the lessons implemented. The Candidate is teaching all sections of one course. The candidate continues observations in the CT's other classes. CT continues to "talk" to the candidate.

Week V-VI: The candidate will continue to implement lessons planned under the guidance of the CT. CT continues to observe the candidate; however, CT may leave the candidate during an entire period of instruction while the CT remains in the school building. Assessment and evaluation of the candidate are ongoing and reflected in the dialogue between the CT and the candidate. The FS may visit during this week. The candidate is encouraged to videotape a "teach." The video can be used to provide a focus for continued dialogue. Videotaping must receive prior approval from the school administrator.

Week VII: At the beginning of this week, a mechanism for returning the students to the CT should be implemented. CT and the candidate will need to coordinate this process. The candidate will be available to co-teach and/or assist the CT in other capacities. If appropriate, the candidate observes other teachers at various levels at the discretion of the CT and FS to gain insight into various classroom management systems, teaching styles, and student learning.

The Candidate will end first teaching assignment and begin the second teaching assignment.

Weeks VIII: Please see Week I. This week is mostly devoted to the candidate's adjustment to the classroom, CT teacher, school and the students. One notable difference is that the candidate comes with seven weeks of experience. Thus, it would be appropriate for the CT to expect the candidate to be more confident initially in teaching a class period or segment of a period.

Candidate teacher will need to become familiar with all curriculum materials and upcoming units of study. FS will most likely make an informal visit to the classroom this week.

Week VIII -XIV: Please see Weeks II – VII.

Instructional Practice: 14-Week Suggested Calendar Religion and Theology

NOTE: This calendar is flexible and may be altered by the cooperating teacher as deemed necessary and helpful to the candidate.

While the State of Texas does not offer certification for those who intend to teach theology, the University of Dallas Department of Education works with theology majors to prepare them for teaching positions in Catholic schools. Students who successfully complete recommended courses in education are eligible to apply for Instructional Practice in Religion and Theology. Thus, Instructional Practice in Religion and Theology serves as the capstone course in the educator preparation program for theology majors. The University sends its candidates to master teachers who can both model what it means to be a teacher and offer appropriate contexts in which pre-service theology teachers can explore what it means to teach.

Because each theology student enrolled in Instructional Practice in Religion and Theology is a full-time student at the University, the Department works diligently to find a placement that will allow the theology major the opportunity to gain as much teaching experience as is reasonable given the student's academic schedule. As a minimum, the theology candidates must have a schedule that allows him/her to meet regularly with at least one theology class. Thus, over a period of approximately 14 weeks, the candidate needs the opportunity to grow and develop as a teacher, moving from the first weeks of instructional practice during which he/she is observing and adjusting to classroom routines to later weeks when he/she is completely responsible for all teaching responsibilities.

If the Department of Education were to create a week-by-week breakdown of the weeks during which theology instructional practice occurs, the weeks might look something like the calendar noted below. It also might look very different because ultimately the Department of Education trusts the unique interaction among the cooperating teacher, the university field supervisor, and the candidate to decide what the candidate is able to do at any point in time.

By the end of the instructional practice experience, the university field supervisor must have collected enough evidence to decide if the theology candidate can 1) do enough on his/her own to lead, encourage, and instruct students successfully; 2) recognize when students have learned and when they have not learned; and 3) demonstrate a determination to continue to explore what it means to teach.

The calendar is suggested below. Keep in mind that the process is ongoing and cumulative.

Week I: Candidates will observe cooperating teacher (CT). Candidate will become familiar with routines, names of students, scope and sequence of theology curriculum, textbooks and resources, CT's "style," school policies and school culture. Candidate may, if appropriate, grade papers, perform administrative tasks associated with teaching, present segments of lessons, etc. CT provides materials by which the candidate can come to know the school, the curriculum, etc.

CT talks with candidate about expectations for students, the nature of students, and instructional concepts and strategies. The University Field Supervisor (FS) might "stop in" during the first week to become familiar with the school and classroom environment.

Week II: The Candidate may begin to teach. The Candidate may implement lessons designed by the CT. A candidate may teach parts of lessons and/or co-teach with the CT. The candidate might be "on his/her feet" in some way during the second week. The candidate continues observing the CT during times when the candidate is not teaching. CT continues to "talk" to the candidate and offer information, insights, and feedback.

Week III: The Candidate adds teaching responsibilities during the class periods. The Candidate begins to plan the lessons that will fulfill the curriculum objectives for the week or weeks to come. CT provides appropriate materials and guidance. CT must see all lesson plans before they are taught. The Candidate continues observations of the CT when the candidate is not teaching. CT continues to "talk" to the candidate. CT may begin to leave the class for a few minutes at a time to give the candidate a chance to demonstrate independence while the CT remains in the school building. The FS will likely observe the candidate during this week.

Week IV: The candidate begins to implement the lessons that he/she has planned and that have been approved by the CT. CT is responsible for providing the candidate with guidance in this process. CT will talk with the candidate about the strengths and weaknesses of the lessons implemented and assist the candidate in self-evaluation. The Candidate should be teaching approximately 50% of the time. CT continues to "talk" to the candidate offering suggestions and assistance as needed.

Week V: The candidate continues to plan and implement lessons for the course. CT continues to guide and "talk" offering concrete feedback orally and in writing. At this point the CT should have a means by which to "talk" to the candidate about teaching. The "means" might be an evaluation instrument, perhaps the one used by the FS or the evaluation instrument used by the CT's school to appraise teachers. The "means" could simply be the "dialogue" that has developed between the CT and the candidate. Honesty is essential. The CT and candidate must be capable of focusing their collective attention on professional issues of teaching. Straightforward and "critical" dialogue is vital. Both the candidate and CT must reflect on and discuss his/her own respective teaching because self-reflection and collegial dialogue are CRUCIAL. The FS will likely observe the candidate during this week.

Week VI: The candidate continues to plan and implement lessons. At this point, the candidate may take over the class in its entirety. The decision resides with the CT – based on the professional judgment of the CT. "Talk" between CT and the candidate continues. Evaluation is ongoing.

Weeks VII-XIV: The candidate continues to plan and implement lessons for course(s). CT observes the candidate and can leave the candidate alone at times if appropriate while the CT remains in the school building. By the end of Week XIII, a mechanism for returning the students to the CT should be implemented. The FS will likely observe the candidate once or twice during these weeks.

Cooperating Teacher/Mentor Role and Responsibilities

The cooperating teacher or mentor is an experienced, masterful teacher who has been carefully matched with the candidate by the Department of Education and/or the school district. The special, unique relationship between the cooperating teacher or mentor and the candidate is a quintessential association that will significantly influence the professional development of the candidate. By agreeing to supervise the candidate, the cooperating teacher or mentor will share his/her expert knowledge, skill, instructional materials and ideas, and time to the benefit and professional growth of the candidate. The cooperating teacher or mentor will model best practices, have high expectations of the candidate, and determine the candidate's professional responsibilities and obligations before, during, and after the school day. The cooperating teacher or mentor will review and critique the candidate's unit and lesson plans, materials, and assessments and continuously engage in dialogue with the candidate by offering candid, constructive feedback and advice regarding the candidate's strengths and needs. In addition, the cooperating teacher or mentor will notify the university field supervisor in an early and timely manner if additional assistance is needed in mentoring the candidate. The cooperating teacher or mentor is a respected, professional partner to whom the candidate and the Department of Education are sincerely grateful.

University Field Supervisor Role and Responsibilities

The university field supervisor respects and appreciates the special relationship between the cooperating teacher and the candidate and also looks forward to a professional association with the cooperating teacher. The university field supervisor's role is to support and facilitate the success of the candidate while in collegial collaboration with the cooperating teacher and the candidate. Hence, the university field supervisor welcomes communication with the cooperating teacher so that the needs of the candidate can be fully understood and assistance can be given in a timely manner. The university field supervisor will observe the candidate during four to five classroom visitations for at least 45 minutes on each occasion; however, additional observations may occur as deemed necessary by the university field supervisor and as requested by the cooperating teacher and/or the candidate. In addition to meeting the requirements and expectations of the cooperating teacher, the candidate will communicate and meet with the university field supervisor and fulfill additional obligations that are specific to the Department of Education and monitored by the department faculty and staff (e.g., attendance at weekly Clinical Teaching Seminars, written reflections, interview portfolio, Teacher Placement File, etc.). At the conclusion of the clinical teaching experience, the university field supervisor will seek a recommendation from the cooperating teacher regarding an overall evaluation of the quality of the candidate's performance; however, the rendering of the final grade for clinical will be the responsibility of the university field supervisor.

Syllabus

At the beginning of the clinical teaching/internship/instructional practice experience, each university field supervisor will prepare, give a copy of, and discuss with the candidate a syllabus that explains the purpose, objectives, and requirements of the candidate during the clinical teaching/internship/instructional practice experience.

First 15 Days of School Year

TEA requires all candidates to experience a full range of professional responsibilities that shall include the start of the school year. The start of the school year is defined as the first 15 instructional days of the school year. 19 TAC 228.35(e)(2)(F).

To fulfill this requirement all candidates' participating in clinical teaching/instructional practice in the Spring semester will be required to take part in field-based observations the first 15 days of the school year in the Fall. The candidate is required to keep documentation of observation time for the first 15 days. The documentation of involvement in the first 15 days is required to be turned into the University Field Supervisor at the end of the candidate's first 15 days experience. It is then placed in the candidate's education file. Please refer to *Appendix G* for the appropriate form.

Accounting for Time

Also during the clinical teaching/internship/instructional practice, the candidate is required to keep a Clinical Teaching Log, which must be verified by the cooperating/mentor teacher. This document includes dates, start and end times each day. The candidates will include the time they spent prior to the official start of school in professional development on the log as well. It is important to note that this time of professional development does not count toward the 14 week/70 days of classroom instruction required by TEA. Please refer to *Appendix H* (Fall) and *Appendix I* (Spring) for the appropriate form.

Classroom Appraisals

The University of Dallas Department of Education uses an appraisal instrument that is based on the TEA educator preparation standards and the T-TESS instrument. The final appraisal of candidates relies on both formative and summative assessments.

Formative assessment refers to information collected periodically *during* clinical teaching /internship/instructional practice to guide, monitor, and support continuous learning relative to the TEA teacher preparation standards and the T-TESS criteria. The final assessment refers information that quantitatively and qualitatively summarizes the overall clinical teaching /internship/instructional practice performance *after* clinical teaching/internship/instructional practice has been completed.

The evaluation and documentation of candidate's teaching performance relies on three assessment instruments, the *Formative Appraisal (Appendix K)*, the *Final University Field Supervisor Appraisal*, and the *Final Cooperating or Mentor Teacher Appraisal (Appendix L)*. The *Formative Appraisal* is designed to document and provide written feedback aimed at improving candidate's performance. The university field supervisor is expected to complete the *Formative Appraisal* for each classroom observation. Ordinarily, a university field supervisor makes four or five classroom observations during the clinical teaching/internship/instructional practice semester. While not every TEA educator preparation standard or T-TESS domain, evaluation dimension, or performance question may be addressed during a single observation, the evaluator is expected to collect reasonable evidence from a cumulative set of observations for completing the *Final University Field Supervisor Appraisal* instrument by the end of the clinical teaching/internship/instructional practice semester. These quantitative ratings for the *Final University Field Supervisor Appraisal* instrument are not strict averages of the formative ratings. Instead, they summarize performance based on consideration of both TEA standards, the T-TESS domains and the personal growth achieved within the given clinical

teaching/internship/instructional practice context across the entire semester. The *Final University Field Supervisor Appraisal* instrument synthesizes the quantitative performance ratings indicated on the formative appraisals with other information relevant to TEA standards and T-TESS criteria.

The university field supervisor is responsible for the final grade for clinical teaching/internship/instructional practice performance. That grade is based on both the quantitative and qualitative (evaluator notes, shared resources, etc.) record of candidate's performance and growth.

Formative Quantitative Appraisal

The university field supervisor and the cooperating or mentor teacher engage in reflective dialogue with the candidate throughout the clinical teaching/internship/instructional practice process. Based on this dialogue and an actual classroom observation, the university field supervisor is expected to offer written feedback to the candidate using the *Formative Appraisal* instrument. The university field supervisor is required to offer the *Formative Appraisal* after each observation. Ordinarily, a university field supervisor will make four or five classroom observations during the clinical teaching/internship/instructional practice semester. All *Formative Appraisal* instruments completed by the university field supervisor will be placed in the candidate's file in the Department of Education; and copies will be given to the candidate, the university field supervisor, the cooperating or mentor teacher, and the building administrator. If the cooperating or mentor teacher wishes to offer written formative feedback during the clinical teaching/internship/instructional practice semester, which is optional, he/she may use an appraisal instrument.

Final Appraisal

At the completion of clinical teaching/internship/instructional practice, the university field supervisor and the cooperating or mentor teacher each complete the *Final University Field Supervisor Appraisal* instrument. The *Final Appraisal* instrument synthesizes the quantitative performance ratings from the formative appraisals as well as qualitative (evaluator notes, shared resources, etc.) aspects of professional development. The *Final Appraisal* instrument is placed in the candidate's file in the Department of Education and become part of the candidate's Teacher Placement File.

Texas Teacher Educator Standards

The candidate will read, have available, and follow the Texas Teacher Educator Standards for both content and pedagogy and professional responsibilities relevant to his/her respective teaching level and subject area.

Texas Examinations of Educator Standards (TExES)

The candidate is required to pass the TExES content examination for his/her respective certification prior to clinical teaching and take the Pedagogy and Professional Responsibilities

(PPR) examination during or at the end of clinical teaching. The candidate must confer with the Certification Officer prior to taking either the content or PPR examinations.

Certification Test Preparation

The University of Dallas Educator Preparation Program curriculum is designed to include certification test preparation embedded in course work. Students, however, are required to pass Certify Teacher practice exams (if available for their certification class) prior to granting permission to take the content and pedagogy test. Other testing review options can be accessed through the University of Dallas, Department of Education website under Student Resources/Preparing for your Certification Test (<https://udallas.edu/constantin/academics/programs/education/student-resources.php>)

Those students entering the Alternative Certification Program must submit a passing TExES PACT content exam score prior to being admitted to the EPP.

Clearances

Candidates in public schools must receive clearance via a Criminal Background Check from the respective school district, and some public school districts also require TB test clearance. Catholic schools require confirmation of Safe Environment Training and a Criminal Background Check clearance. Candidates in both public and parochial schools must comply with all clearance requirements prior to clinical teaching/internship/instructional practice. Please refer to the University of Dallas Educator Preparation Program webpage for detailed information regarding new mandates from TEA on criminal background checks:

<https://udallas.edu/constantin/academics/programs/education/teacher-certification.php>

Confidentiality

The candidate must adhere to all district and school policies, rules, and regulations and state and federal laws regarding confidentiality related to school records and other confidential information to which the candidate has access. The candidate must also manifest professional and ethical judgment when engaging in any and all discussions about school issues with students, parents, personnel, and community members.

School and Classroom Responsibilities

The candidate accepts the responsibilities of a professional educator who has professional obligations to students, parents, teachers, administrators, the University of Dallas, and other community members. The candidate is expected to be on time or early for every school day and for every school event. The candidate not only must be thoroughly prepared for each school day, but also must be in attendance as needed and requested by the cooperating teacher/mentor and the university field supervisor for after school and before school meetings and events. Per the approval of the cooperating teacher/mentor, candidates are encouraged to attend staff development and in-service sessions prior to and during clinical teaching/internship/instructional practice; departmental and grade level meetings; parent conferences; co- and extra-curricular activities; etc.

Absences and Tardies

If an emergency occurs necessitating absence or late arrival to any clinical teaching, internship, or instructional practice activity, the candidate must notify as soon as possible the cooperating teacher/mentor **and** the university field supervisor. The university field supervisor, in discussion with the Certification Officer, will make a determination concerning absence reconciliation.

Dress and Decorum

The candidate must dress and act as a professional educator. While in the school and related school events, the candidate must reflect proper decorum remembering that he/she represents a noble profession and that he/she is a role model for children. Candidates must comply with the dress code of their respective districts and schools and be properly groomed. Women must wear professional attire (e.g., dresses, skirts, and slacks) with attention to modesty. Men must wear professional attire (e.g., long sleeve shirts, ties, and slacks) and comply with the district and school requirements regarding the issue of facial hair. Inappropriate clothing includes, but is not limited to, shorts, flip-flop sandals, jeans (unless authorized by the school on a “casual” day), and t-shirts.

Electronic Devices

When visiting schools and classrooms, students will not use cell phones, engage in text messaging, and use computers for personal use or any other electronic devices for personal use unless germane to classroom instruction or unless an emergency situation exists.

School Policies Regarding Emergencies

To ensure the safety of children and other building personnel, the candidate must receive information from either the cooperating teacher and/or the appropriate school administrator to make certain the candidate is aware of and knows how to comply with all regulations, policies, and procedures related to emergency situations such as, but not limited to, bad weather closings, fire and natural disasters, lockdowns, and other emergencies.

Liability Insurance

Before beginning clinical teaching/internship/instructional practice, the candidate must give evidence to the Certification Officer that the candidate has acquired professional liability insurance. The candidate may consider a professional organization such as Association of Texas Professional Educators (ATPE) or another credible source. Currently, ATPE offers teacher trainees free membership which includes liability insurance among other benefits. See *Appendix F* for the Liability Affidavit.

Substitute Teaching

During the clinical teaching/internship/instructional practice experience, the candidate may not act in the capacity of a substitute teacher; and the candidate may not receive any remuneration or compensation during clinical teaching/instructional practice. If the cooperating teacher/mentor is

absent for part or all of a day, the administration must provide a substitute authorized by the school and/or district. As the candidate gains experience, the cooperating teacher/mentor may deem it appropriate for him/her to leave the classroom at times to allow the candidate more independence; however, the cooperating teacher/mentor must remain in the school building and be accessible to the candidate when/if needed.

Electronic Interview Portfolio

Each candidate must design and develop an electronic interview portfolio that will be submitted at the end of the clinical teaching/internship/instructional practice experience to be evaluated by the university field supervisor. The information below offers suggestions regarding the preparation of the interview portfolio; however, the candidate does not need to adhere to these suggestions but, rather, use his/her own style and creativity while also complying with the requirements of his/her university field supervisor.

An interview portfolio will be submitted to and evaluated by the university field supervisor at the end of the clinical teaching/internship/instructional practice experience. This portfolio should provide a quality resource for anyone who would want to know about the clinical teaching/instructional practice experience. When selecting items to be placed in the interview portfolio, imagine that the candidate is applying for a teaching position and has come to an interview with a building administrator and/or a team of educators and will show the portfolio during the interview to reinforce or elaborate upon the candidate's practice. Indeed, the interview portfolio will become an important part of the interviewing process when you seek your initial and future teaching positions.

The interview portfolio evaluation will be based on the following: content, visual appeal, organization, literacy, and quality.

Reminder:

Be cognizant of your professional responsibility to protect the confidentiality and anonymity of colleagues, students, and parents. For example, last names should be omitted or pseudonyms substituted when needed and appropriate. Permission must be secured from students, colleagues, parents, etc. if they can be identified in photographs, videos, etc. Be sure also to talk with your Cooperating/Mentor Teacher and comply with all FERPA requirements regarding confidentiality related to written work, photos, videos, etc.

The items below are merely suggestions or "food for thought" regarding what might be included in your portfolio.

- selected unit and daily lesson plans that you created
- instructional resources and references employed
- effective strategies and activities and related handouts that you created
- traditional and alternative assessments that you created

- individual accommodations for students noting differentiated instruction
- video tape of a lesson that you have taught
- listing of conferences and staff development sessions attended and certificates (e.g., Texas teaching certificate or letter of completion from the Certification Officer; memberships in professional organizations such as Kappa Delta Pi, ATPE, etc.)
- community service and volunteer work

Candidate's Placement File

The Department of Education will maintain a Candidate Placement File (personal placement folders) for candidates completing teacher certification to supplement applications for teaching positions. The files will be kept in the student permanent files in the Department of Education. Upon request by the applicant, the Candidate's Placement File is sent to a school district after application for employment has been submitted. It is **IMPORTANT** that addresses and places of employment be current with the Department.

Completion/submission of the Candidate's Placement File documents is a requirement for the Clinical Teaching Seminar. The Candidate's Placement File will include the documents listed below:

1. **Résumé**
2. **Personal Statement** - statement concerning your reasons for wanting to be a teacher which may include the following: family and home background, community experiences, out-of-school experiences (as a wage earner, travel), professional ambitions (type of position desired five to ten years from now, etc.), further university and professional training desired.
3. **Two Recommendation Forms**
 - a. If you are earning elementary certification: Two Faculty members of the Department of Education
 - b. If you are a double major in Interdisciplinary Studies and another discipline or are an Interdisciplinary Studies major with a concentration: One Faculty from Education, one from the other discipline.
 - c. If you are earning middle school, secondary or all level certification: One Faculty from Education and one from your major.
4. **Letters of Recommendation** - The University Field Supervisor and the Cooperating /Mentor Teacher will write letters of recommendation addressed to **"To Whom It May Concern."**
5. **Two Final Appraisal Forms** (See *Appendix J*)
 - a. University Field Supervisor
 - b. Cooperating/Mentor Teacher
6. **Student's Records Release Authorization** - The Candidate's Placement File WILL NOT be released to a school district or school without a signature on the Waiver of Right of Access to Education Records, in compliance with the Buckley Amendment.
7. **Official Transcript** from University of Dallas.

Job Seeking Advice

1. Conduct an internet search of the school districts and schools that you think may be of interest to you. This will assist you in focusing your search and in supplying you with needed information not only when you apply for teaching positions, but also when you interview for positions.
2. Apply immediately to the Human Resources Department of the school districts of interest. Complete the application thoroughly and accurately. If permitted by the Human Resources Department, select some schools of interest in those districts and send to the principals the following: (a) a cover letter (one page) highlighting your interest and qualifications, stating that you have already applied with the district's Human Resources Department; and (b) your résumé. Be sure your contact information is current, especially in the summer months and during Winter Break. Double check the information in the cover letter making certain that you have the correct names and titles, spelling of names, addresses, etc. And, of course, check all other information to ensure quality. Proofread! Proofread!

NOTE: Some school district Human Resources Departments do not want you to contact principals because they prefer to coordinate and send all information to principals. Find out the proper policy and procedure and follow them. If applying to a Catholic school, apply to the respective diocese first and then contact principals of schools where you wish to teach and send the information noted above.. If applying to private schools, you generally send the information to the building principals directly.

3. Prepare thoroughly for the interview. Anticipate questions and possible responses. Be as familiar with the school district and/or school as possible. Check the internet, etc. Dress professionally. Drive to the school prior to the interview date to make certain that you know how to get there. Leave in plenty of time so that you arrive at the location early, but do not go into the building more than 10 minutes before the interview. Bring technology to access your professional interview portfolio. Remember to follow-up with a thank you note that is carefully crafted and proofread!
4. Call or email the Certification Officer and any professors to let them know that you are seeking a teaching position. Let them know where you have applied. They may know someone in a district and/or school who might be helpful to you.
5. The Certification Officer handles all Candidate Placement Files. The Candidate Placement File will be sent free of charge via email. Some district Human Resources/Personnel Departments send for the Candidate Placement File themselves; others ask the applicant to request that the placement file be sent to them. Check the application regarding this.
6. If you would like to teach in the district and/or school where you did your clinical teaching, discuss this with your cooperating teacher and the school principal before you complete your clinical teaching assignment.
7. If a district of interest to you is hosting a job fair, attend it. This is an excellent opportunity to meet principals and other administrators who make hiring decisions.

Apply with the district before attending the job fair and check via district websites for information regarding registration requirements. Make a number of packets of information and include a cover letter and resume. Come very early, at least one hour or more in advance of the starting time, as there will be many applicants and parking may be problematic. Dress professionally. Expect to have very brief interviews (5-10 minutes). These are screening interviews and may lead to other interviews in the future. The job fairs are hosted in various locales: in school districts at school campuses or central administration offices, at universities, and at large complexes in the Dallas-Ft. Worth Metroplex when several school districts host a job fair together.

8. Remember, applying for teaching positions is a time-consuming process. Begin the process immediately; proofread your materials; be proactive and positive! Be sure to make a file for each school district and/or school where you have applied, keeping copies of communication and notes regarding important dates, contacts, interviews, etc.

Cover Letter Suggestions

Remember that writing an excellent, one-page cover letter takes significant time and thought! Proofread! Place the cover letter first, followed by your resume.

1. Write one page only, making a template - be sure to change correctly the information to customize the letter for each person to whom you send the letter.
2. Be sure that you have the proper spelling of names and titles and schools, etc.
3. Be sure to:
 - Briefly introduce yourself stating your name and the teaching position for which you are applying. Avoid narrow request such as stating that you are interested in teaching 4th grade or American history.
 - Briefly state that you have already applied with the school district, private school, or diocese and be sure that you have already done so.
 - State when you will be fully certified in Texas; state your area of Texas teacher certification (e.g., EC-6; History, grades 7-12).
 - Briefly state why you are interested in their school and district.
 - Briefly state where you completed student teaching (district, school, grade level).
 - Briefly highlight your educational philosophy, commitment to the profession, qualifications, and achievements.
 - In the final paragraph--state appreciation for the administrator's consideration; let the administrator know that you would welcome an opportunity to speak with him/her further regarding your qualifications and interest in the school; and give your contact information (email, phone number, home address where you can be reached presently and throughout the summer and holidays).

Reminder: Do not contact or send a cover letter with information to an individual school principal if the school district application process states not to do so.

Interview Suggestions and Possible Interview Questions

Interview Suggestions

1. Know where you are going ahead of time. Arrive in the parking lot early but do not arrive at the interview site more than 10 minutes early.
2. Do your research and know as much about the school (and district) as possible.
3. Be prepared to be interviewed by one person or a team of people.
4. Be positive and never offer criticism of another colleague or employer.
5. Prepare for the interview and anticipate questions.
6. Wear your professional best.
7. If a hand is extended in greeting, shake hands firmly (without too strong or weak a grip).
8. Maintain good eye contact throughout the interview.
9. Be authentic! Smile!

Possible Interview Questions

- Why do you want to be a teacher? What influenced your decision to teach?
- What do you consider the most important qualities of a successful teacher?
- Describe and assess the most significant learning experience during your student teaching experience.
- What are the most significant challenges facing teachers today and how will you meet these challenges?
- How much time does it take to be an effective teacher?
- Describe your classroom and how you envision its being arranged.
- Assess your strengths and weaknesses as a teacher.
- What teaching resources do you consider invaluable and indispensable?
- What teaching strategies do you find most effective to ensure student success?

- How do you plan to differentiate instruction to meet the needs of your students?
- How will you meet the needs of special education students who are included in your classroom?
- How will you meet the needs of English Language Learners (ELLs) in your classroom?
- How will you build literacy in your classroom?
- Describe the “ideal administrator” and the “ideal teacher” with whom you would like to associate.
- How do teachers become masterful?
- How do you know when students are successful?
- Is teaching an art or a science?
- Does the affective domain deserve as much attention as the cognitive domain of teaching/learning?
- What is your level of expertise related to technology and how do you implement technology in the classroom?
- What types of assessments do you believe are most essential to analyzing and promoting student success?
- What classroom procedures and expectations do you deem most essential to effective classroom management?
- What will you do to ensure your professional growth throughout your teaching career?
- What is the most important book, article, or research that you have read that significantly influenced your teaching philosophy?
- Describe a lesson that you have taught and assess the level of success of your students. If you were to teach the lesson again, what would you want to retain and reinforce and what would you want to change? Why?
- When you have a student who is not academically successful, what do you do to facilitate the student’s success?
- When you have a student who is lethargic and/or recalcitrant, what do you do to facilitate the student’s success?
- Select one or two adjectives that your students would offer to describe you.
- Select one or two adjectives that a colleague would offer to describe you.

- Select one or two adjectives that you would use to describe yourself.
- Why do you think that you would be a match for our school and our students?
- How will you communicate with parents regarding their students' progress?
- Explain how you would use cooperative/collaborative learning in your classroom as opposed to traditional group work.
- Describe and assess your teaching "style."
- How will you facilitate in the classroom your students' success on the statewide accountability tests and the Texas Academic Performance Report rating of our school?

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**UNIVERSITY OF DALLAS
EDUCATION DEPARTMENT**

CANDIDATE EDUCATION HANDBOOK

PART FOUR – APPENDICES

Appendix A

Elementary and Secondary Teacher Certification Timetable for FALL Clinical Teaching

Sequence	Undergraduate Certification Requirements
Freshman	<ul style="list-style-type: none"> • UD core requirements • Establish and continue contact with UD academic advisor • Express interest in earning certification to your advisor
Sophomore	<ul style="list-style-type: none"> • Continue conversation with advisor regarding interest in teacher certification • Meet basic skills requirements via SAT/ACT scores or pass all parts of the TSI test • Maintain Overall GPA of 2.75 including courses relating to Teaching Field
Junior (FALL)	<ul style="list-style-type: none"> • Begin education (EDU) courses • Develop Degree/Certification Plan with Education Academic Advisor • Apply for Admission to Teacher Certification Program by semester deadlines: <ul style="list-style-type: none"> • Fall (to teach fall senior year) October (Date TBD) • Complete the Education FERPA form • Accept the Letter of Admissions into Teacher Certification Program • Set up account with the Teacher's Education Agency (TEA) • Maintain Overall GPA of 2.75 including courses relating to Teaching Field
Junior (SPRING) <i>*Enroll in Course EDU 5000 for Pre-Clinical Teaching Fees</i>	<ul style="list-style-type: none"> • Continue education (EDU) courses • Review Degree/Certification Plan with Education Academic Advisor • Pass Certify Teacher online study course for Content Testing • Take & Pass Content Test before end of semester (May), if you don't pass you are responsible for passing before Clinical Teaching begins. • Attend Clinical Teaching Orientation and submit all required documentation (Code of Ethics, Liability Insurance, Complaints Procedure, Records Release) • Maintain Overall GPA of 2.75 including courses relating to Teaching Field.
Senior (FALL) <i>*Enroll in Course EDU 5001 for Clinical Teaching Fees</i>	<ul style="list-style-type: none"> • Clinical Teaching for Interdisciplinary Studies and Secondary Majors • Oral Presentation for Candidates • Submit Placement File to Certification Officer • Review Degree/Certification Plan with Education Academic Advisor • Maintain Overall GPA of 2.75 including courses relating to Teaching Field
Senior (SPRING)	<ul style="list-style-type: none"> • Maintain 2.75 overall GPA • Pass Certify Teacher online study course for PPR Testing • Pass TExES Pedagogy and Professional Responsibility test, if you don't pass you are responsible for passing before Final Certification can be completed. • Complete mandates by TEA (Dyslexia, Mental Health, Substance Abuse & Suicide Prevention) • Written Comprehensive Exams if needed • Complete Degree (once completed and all paperwork submitted to Certification Officer) THEN.... • Submit application online to SBEC for Texas Certification, completing all application requirements and fees

Secondary Teacher Certification Timetable for SPRING Clinical Teaching

Sequence	Undergraduate Certification Requirements
Freshman	<ul style="list-style-type: none"> • UD core requirements • Establish and continue contact with UD academic advisor • Express interest in earning certification to your advisor
Sophomore	<ul style="list-style-type: none"> • Continue conversation with advisor regarding interest in teacher certification • Meet basic skills requirements via SAT/ACT scores or pass all parts of the TSI test • Maintain Overall GPA of 2.75 including courses relating to Teaching Field.
Junior (FALL)	<ul style="list-style-type: none"> • Begin education (EDU) courses • Develop Degree/Certification Plan with Education Academic Advisor • Maintain Overall GPA of 2.75 including courses relating to Teaching Field.
Junior (SPRING)	<ul style="list-style-type: none"> • Continue education (EDU) courses • Review Degree/Certification Plan with Education Academic Advisor • Apply for Admission to Teacher Certification Program by semester deadlines: <ul style="list-style-type: none"> Spring – (to teach spring of senior year) February (Date TBD) • Complete the Education FERPA form • Accept the Letter of Admissions into Teacher Certification Program • Set up account with the Teacher’s Education Agency (TEA) • Maintain Overall GPA of 2.75 including courses relating to Teaching Field.
Senior (FALL) <i>*Enroll in Course EDU 5001 for Pre-Clinical Teaching Fees</i>	<ul style="list-style-type: none"> • Continue Education (EDU) courses • Review Degree/Certification Plan with Education Academic Advisor • Pass Certify Teacher online study course for Content Testing • Take & Pass Content Test before end of semester (NOV), if you don’t pass you are responsible for passing before Clinical Teaching begins. • Attend Clinical Teaching Orientation and submit all required documentation (Code of Ethics, Liability Insurance, Complaints Procedure, Records Release) • Maintain 2.75 overall GPA; 2.75 in teaching field
Senior (SPRING) <i>*Enroll in Course EDU 5001 for Clinical Teaching Fees</i>	<ul style="list-style-type: none"> • Clinical Teaching for Secondary Majors • Oral Presentation for Candidates • Written Comprehensive Exams if needed • Submit Placement File to Certification Officer • Maintain Overall GPA of 2.75 including courses relating to Teaching Field • Pass Certify Teacher online study course for PPR Testing • Pass TExES Pedagogy and Professional Responsibility test, if you don’t pass you are responsible for passing before Final Certification can be completed. • Complete mandates by TEA (Dyslexia, Mental Health, Substance Abuse & Suicide Prevention) • Complete Degree (once completed and all paperwork submitted to Certification Officer) THEN.... • Submit application online to SBEC for Texas Certification, completing all application requirements and fees

Appendix B

BASIC SKILLS REQUIREMENTS

Based on Texas Success Initiative (TSI) Assessments

Texas Administrative Code

Title 19	Education
Part 7	State Board for Educator Certification
Chapter 227	Provisions for Educator Preparation Candidates
Subchapter A	Admissions to Educator Preparation Programs
Rule 227.10(a)(5)	Admissions Criteria

“An Applicant must demonstrate basic skills in reading, written communication, and mathematics by meeting the requirements of the Texas Success Initiative under the rules established by the Texas Higher Education Coordinating Board (THECB) in Part 1, Chapter 4, Subchapter C, of this title (relating to Texas Success Initiative), including one of the requirements established by Rule 4.54 of this title (relating to Exemptions, Exceptions, and Waivers).”

“Beginning with the institutions’ first class day of Academic Year (fall) 2013, an institution of higher education shall use the TSI Assessment offered by the College Board as the only Board-approved assessment instrument under this title. Any previously-employed assessments (ACCUPLACER, Compass, THEA, Asset, Compass ESL, ACCUPLACER ESL) can no longer be used under this title for entering students who initially enroll in any course on or after the institutions’ first class day in Fall 2013 or for any students retesting for TSI purposes. Institutions administering the TSI Assessment must follow the requirements and processes for test administration as set forth by the THECB and the test vendor.”

All students seeking admission to a teacher preparation program at a college or university in Texas must have met Texas Success Initiative Assessment (TSI) ...

	Math Score	Reading Score	Writing Score	Essay Score
TSI – Phase I (entering Fall 2013 or after)	Minimum 350	Minimum 350	Minimum 350	Minimum 5
TSI – Phase II (entering Fall 2017 or after)	Minimum 356	Minimum 355	Minimum 350	Minimum 5
TSI – Phase III (entering Fall 2019 or after)	Minimum 369	Minimum 359	Minimum 350	Minimum 5

OR one of the following exemptions (ACT, SAT, TAKS, TOEFL, or GRE) standards.

	Composite	Math	English/Reading	Writing	Expiration Date
ACT	Minimum 23	Minimum 19	Minimum 19 exempt for reading & writing sections	N/A	5 years from date of testing
SAT (administered prior to Mar. 2016)	1070 Critical Reading (formerly Verbal) & Math	Minimum 500	Minimum 500 exempt for reading & writing sections	N/A	5 years from date of testing
SAT * (administered March 2016 or later)	No Combined Score	Minimum 530	Minimum 480 exempt for reading & writing sections		5 years from date of testing
TAAS & TLI		Minimum 86	Minimum 89	Minimum 1770	3 years from date of testing
TAKS (11 th grade Exit)		Minimum 2200	Minimum 2200	Minimum 3	5 years from date of testing
STAAR End-of- Course		Minimum Level 2 score of 4000 on Algebra II	Minimum Level 2 score of 4000 on English III		5 years from date of testing
GRE <i>Effective December 27, 2016</i>	Verbal: Minimum 143	Quantitative: Minimum 140	Analytical Writing: Minimum 3.0		5 years from date of testing

**Mixing or combining scores from the SAT administered prior to March 5, 2016 and the SAT administered on or after March 5, 2016 is not allowable.*

Rule 230.11(b) – any applicant for a Texas educator certificate must be able to communicate listen, read, write and comprehend the English Language sufficiently to use it easily and readily in daily communication and teaching.

TOEFL <i>Effective May 2006</i>	Speaking: Minimum 26				2 years from date of testing
TOEFL <i>Effective October 22, 2017 19 TAC 230</i>	Speaking: Minimum 24	Listening: Minimum 22	Reading: Minimum 22	Writing: Minimum 21	2 years from date of testing

If you do not have the above scores to meet this requirement, please contact the Certification Officer to discuss other exemptions, exceptions, or waivers.

Other Exemptions, Exceptions, & Waivers:

- 1) A student who has graduated with an associate or baccalaureate degree from an institution of higher education.
- 2) A Student who transfers to an institution from a private or independent institution of higher education or an accredited out-of-state institution of higher education and who as satisfactorily completed college-level coursework as determined by the receiving institution.
- 3) A Student who has previously attended any institution and has been determined to have met readiness standards by that institution. For students meeting non-Algebra intensive readiness standards in mathematics as defined in 19 TAC 4.59(d)(1)(B) relating to Determination of Readiness to Perform Entry-Level Freshman Coursework), institutions may choose to require additional preparatory coursework/interventions for Algebra intensive courses, including MATH 1314/1324/1414 (or their local equivalent). It is the institutions' responsibility to ensure that students are clearly informed of the consequences of successful completion of a mathematics pathways model which results in meeting the mathematics college readiness standard only for specific courses.
- 4) A student who is enrolled in a certificate program of one year or less (Level-One certificates, 42 or fewer semester credit hours or the equivalent) at a public junior college, a public technical institute, or a public state college.
- 5) A student who is serving on active duty as a member of the armed forces of the United States, the Texas National Guard, or as a member of a reserve component of the armed forces of the United States and has been serving for at least three years preceding enrollment.
- 6) A student who on or after August 1, 1990, was honorably discharged, retired or released from active duty as a member of the armed forces of the united States or the Texas National Guard or service as a member of a reserve component of the armed forces of the United States.
- 7) A student who successfully completes a college preparatory course under Texas Education Code 28.014 is exempt for a period of twenty-four (24) months from the date of high school graduation with respect to the content area of the course. The student must enroll in the student's first college-level course in the exempted content area in the student's first year of enrollment in an institution of higher education. The exemptions applies only at the institution of higher education that partners with the school district in which the student is enrolled to provide the course. Additionally, an institution of higher education may enter into a Memorandum of Understanding with a partnering institution of higher education to accept the exemptions for the college preparatory course.
- 8) An institution may exempt a Non-Degree Seeking or Non-Certificate Seeking Students.

- 9) ESOL Waiver – An institution may grant a temporary waiver from the assessment required under this title for students with demonstrated limited English proficiency in order to provide appropriate ESOL/ESL coursework and interventions. The waiver must be removed after the student attempts 15 credit hours of developmental ESOL Coursework or prior to enrolling in entry-level freshman coursework, whichever comes first, at which time the student would be administered the TSI Assessment. Funding limits as defined in Texas Education Code 51.3062(1)(1) and (2) for developmental education still apply.

- 10) Any student who has been determined to be exempt in mathematics, reading, and/or writing under subsection (a) or (b) of this section shall not be required to enroll in developmental coursework and/or interventions in the corresponding area of exemption.

TEA - Amended to be effective May 11, 2017.

Appendix C TEACHER EDUCATION REVIEW COMMITTEE

APPEAL REQUEST

This form must be typed.

Name	Student ID Number
Address	City/State/Zip
Phone	Email Address

Brief Statement of Request

Documentation

- Letter outlining reasons for request
- Letters of support/recommendations
- Transcript (student copy)

Student Signature

Action of Committee Recommendation _____

Date

Signature of Committee Chair

Appendix D

Code of Ethics Affidavit

Department of Education

Student Affirmation of Code of Ethics

Name _____

I attest, by my signature below, that the TEA Code of Ethics was presented to me in the Clinical Teaching Seminar during the _____ (signify semester). I have studied the Code of Ethics and understand that I am bound by it as a teacher.

Signature _____

Date _____

Appendix E

Student Complaint Procedure Affidavit

Department of Education

Student Affirmation of Student Complaint Procedure

Name: _____

I attest, by my signature below, that I have received and read the Student Complaint Procedure was in the Clinical (Student) Teaching Seminar during the _____ semester.

Signature: _____

Date: _____

Appendix F

Liability Insurance Affidavit

Department of Education

Student Affirmation of Liability Insurance

Name: _____

I attest, by my signature below, that the important of obtaining liability insurance was explained to me in the Clinical (Student) Teaching Seminar during the _____ semester. I have joined one of the Texas state teacher organizations as a student/student teacher to obtain the organization's liability insurance for student teachers. I have attached proof of membership to this form.

Signature: _____

Date: _____

Appendix G UNIVERSITY OF DALLAS DEPARTMENT OF EDUCATION

First Fifteen Day Experiences Log

Course: _____ Practicum **Semester/Yr:** _____

University of Dallas Student: _____

School: _____ **Grade/Subject:** _____ **Cooperating Teacher:** _____

Observation Day of Week	Observation Date	Time: Begin	Time: End	Time: Total	Cooperating Teacher's Initials	Practicum Student's Initials
Summary of Interaction with Students:						
Summary of Interaction with Students:						
Summary of Interaction with Students:						
Summary of Interaction with Students:						

TOTAL # OF HOURS: _____ *(please include hours from 2nd page)*

By signing below, you agree that the hours listed above are accurate for reporting to the Texas Education Agency (TEA):

UD Student: _____ Date: _____

Cooperating Teacher: _____ Date: _____

UD Professor: _____ Date: _____

We welcome your comments and evaluation, please use the provided Evaluation Form!
Thank you for helping us to provide this practicum experience for our students!
University Contact: Kathryn Penland, kpenland@udallas.edu, (972) 721-5389 (o)

Observation Day of Week	Observation Date	Time: Begin	Time: End	Time: Total	Mentor Teacher's Initials	Practicum Student's Initials
Summary of Interaction with Students:						
Summary of Interaction with Students:						
Summary of Interaction with Students:						
Summary of Interaction with Students:						
Summary of Interaction with Students:						
Summary of Interaction with Students:						
Summary of Interaction with Students:						
Summary of Interaction with Students:						

Appendix H Clinical Teaching Log (FALL) Candidates

University of Dallas, Department of Education Clinical Teaching Log (FALL)

Candidate's
 Name: _____
 District: _____
 School/Campus: _____
 Subject/Grade: _____

Field Supervisor: _____
 Semester & Year: _____

AUGUST				CT INITIALS	SEPTEMBER				CT INITIALS	OCTOBER				CT INITIALS
Date	Time In:	Time Out:	Total Time		Date	Time In:	Time Out:	Total Time		Date	Time In:	Time Out:	Total Time	
TOTAL DAYS FOR AUGUST:					TOTAL DAYS FOR SEPTEMBER:					TOTAL DAYS FOR OCTOBER:				

NOVEMBER				CT INITIALS	DECEMBER				CT INITIALS
Date	Time In:	Time Out:	Total Time		Date	Time In:	Time Out:	Total Time	

TOTAL DAYS FOR NOVEMBER:		TOTAL DAYS FOR DECEMBER:	
---------------------------------	--	---------------------------------	--

TOTAL DAYS:	
--------------------	--

For each day, please fill in the date and time in/out, then total each day. A day is considered at least seven hours. Your clinical teaching must be fourteen weeks (a total of seventy days). At the end of each week, have your cooperating teacher verify your attendance with their initials. This form will be submitted at the end of the clinical teaching experience to the Certification Officer to document your completion of clinical teaching.

Appendix I Clinical Teaching Log (SPRING) Candidates

University of Dallas, Department of Education Clinical Teaching Log (SPRING)

Candidate's
Name: _____
District: _____
School/Campus: _____
Subject/Grade: _____

Field Supervisor: _____
Semester & Year: _____

JANUARY				CT INITIALS	FEBRUARY				CT INITIALS	MARCH				CT INITIALS
Date	Time In:	Time Out:	Total Time		Date	Time In:	Time Out:	Total Time		Date	Time In:	Time Out:	Total Time	
TOTAL DAYS FOR JANUARY:					TOTAL DAYS FOR FEBRUARY:					TOTAL DAYS FOR MARCH:				

APRIL				CT INITIALS	MAY				CT INITIALS
Date	Time In:	Time Out:	Total Time		Date	Time In:	Time Out:	Total Time	
TOTAL DAYS FOR APRIL:					TOTAL DAYS FOR MAY:				

TOTAL DAYS:	
--------------------	--

For each day, please fill in the date and time in/out, then total each day. A day is considered at least seven hours. Your clinical teaching must be fourteen weeks (a total of seventy days). At the end of each week, have your cooperating teacher verify your attendance with their initials. This form will be submitted at the end of the clinical teaching experience to the Certification Officer to document your completion of clinical teaching.

Appendix J

Faculty Recommendation Form for Placement File

Important: This reference form will be reproduced. Please do not write on the back. Please type or print with black ink.

Student: _____ has registered with this office for a teaching position and would appreciate your recommendation.

In what capacity do you know this applicant? _____

How long have you know this applicant? From _____ To _____

Please complete the items below by indication a number as follows:
5 = Superior; 4 = Very Good; 3 = Good; 2 = Fair; 1 = Poor

Ability to originate and act upon own ideas _____

Ability to integrate and correlate ideas _____

Ability to express self orally _____

Ability to express self in writing _____

Attitude toward work and self-motivation _____

Ability as a leader _____

Personal appearance _____

Poise and self-control _____

Sense of responsibility _____

Professionalism _____

Potential as a teacher, all things considered _____

General Remarks: Please state any further information that you feel is pertinent for the placement of this applicant.

Print Name

Sign Name

Date

Appendix K

UD Clinical Teaching Formative Assessment

Classroom Observation # _____

UD Clinical Teacher: _____ Date: _____

Cooperating Teacher: _____ Begin Time: _____ End Time: _____

UD Field Supervisor: _____ School: _____

Grade Level/Subject Area: _____ Total Number of Students in Class: _____ Girls: _____ Boys: _____

Principal: _____ District: _____

5 = Distinguished (Always)	4 = Accomplished (Consistent)	3 = Proficient (Regularly)					2 = Developing (Inconsistent)		1 = Improvement Needed (Rarely)	0 = Not Observed / Not Applicable
		1	2	3	4	5	NA	EVIDENCE		
Domain I: Planning [Assessed During Pre-Conference]										
1.1 Standards and Alignment. The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with the standards and are appropriate for diverse learners. Standards Basis: 1A, 1B, 3A, 3B, 3C. Expectations in this dimension include										
a. Goals aligned with state content standards										
b. All activities, materials, and assessments are relevant to students										
c. All activities, materials, and assessments provide appropriate time for lesson and lesson closure										
d. All activities, materials, and assessments fit into the broader unit and course objectives										
e. All activities, materials, and assessments are appropriate for diverse learners										

5 = Distinguished (Always)	4 = Accomplished (Consistent)	3 = Proficient (Regularly)			2 = Developing (Inconsistent)		1 = Improvement Needed (Rarely)	0 = Not Observed / Not Applicable	EVIDENCE
		1	2	3	4	5			
f. All objectives are aligned to the lesson's goal.									
g. Integration of technology when applicable.									
h. Lesson plan was submitted before observation.									Attach lesson plan to this document
1.2 Data and Assessment. The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction. Standards Basis: 1B, 1F, 2B, 2C, 5A, 5B, 5C, 5D. Expectations in this dimension include									
a. Formal and informal assessments to monitor progress of all students.									
b. Consistent feedback to students, families, and other school personnel while maintaining confidentiality.									
c. Analysis of student data connected to specific instructional strategies.									
1.3 Knowledge of Students. Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students. Standards Basis: 1A, 1B, 1C, 2A, 2B, 2C. Lesson plan submitted offers explicit evidence of									
a. Connection to students' prior knowledge and experiences									
b. Adjustment to address strengths and gaps in background knowledge, life experiences, and skills of all students.									
1.4 Activities. The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement. Standards Basis: 1B, 1C, 1D, 1E. Lesson plan submitted offers explicit evidence of									
a. Questions that promote all students to engage in complex, higher order thinking									Examples of higher order questions a. _____

5 = Distinguished (Always)	4 = Accomplished (Consistent)	3 = Proficient (Regularly)			2 = Developing (Inconsistent)		1 = Improvement Needed (Rarely)	0 = Not Observed / Not Applicable	EVIDENCE
		1	2	3	4	5			
									b. _____ c. _____
									d. Instructional groups based on the needs of all students
									e. Information so that all students understand their individual roles within instructional groups.
									f. Activities, resources, technology, and instructional materials aligned with instructional purposes
Domain II: Instruction [Assessed During Post-Conference]									
2.1 Achieving Expectations. The teacher supports all learners in their pursuit of high levels of academic and social-emotional success. Standards Basis: 1B, 1D, 1E, 2A, 2C, 3B, 4A, 4D, 5B. During the class, the student teacher shows evidence that he/she									
									a. Sets academic expectations that challenge all students
									b. Persists with the lesson until there is evidence that most students demonstrate mastery of the objective _____ % of students mastered objective Does this coincide with assessment data analysis? _____
									c. Addresses student mistakes and follows through to ensure student mastery
									d. Provides students opportunities to make choices relevant to their own learning What choices were given to students?
2.2 Content Knowledge and Expertise. The teacher uses content and pedagogical expertise to execute lessons aligned with state standards, related content, and student needs. Standards Basis: 1A, 1C, 1E, 1F, 2C, 3A, 3B, 3C. During the class, the student teacher shows evidence that he/she									
									a. Conveys accurate content knowledge in multiple contexts. Number of content mistakes _____

5 = Distinguished (Always)	4 = Accomplished (Consistent)	3 = Proficient (Regularly)			2 = Developing (Inconsistent)		1 = Improvement Needed (Rarely)	0 = Not Observed / Not Applicable	EVIDENCE
		1	2	3	4	5			
									Types of thinking used by students: a. _____ b. _____
2.3 Communication. The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort. Standards Basis: 1D, 1E, 2A, 3A, 4D. During the class, the student teacher shows evidence that he/she									

5 = Distinguished (Always)	4 = Accomplished (Consistent)	3 = Proficient (Regularly)			2 = Developing (Inconsistent)		1 = Improvement Needed (Rarely)	0 = Not Observed / Not Applicable	EVIDENCE
		1	2	3	4	5			
									questions that focus on the objective of the lesson and provoke discussion.
									e. Uses probing questions to clarify and elaborate learning.
									f. Asks higher-order thinking questions Examples of higher-order thinking questions embedded in lesson. 1. _____ 2. _____
									g. The effective use of instructional time, including the balancing of wait time with various questioning techniques Type of questions _____ Average wait time _____
2.4 Differentiation. The teacher differentiates instruction, aligning methods and techniques to diverse student needs. Standards Basis: 1C, 1F, 2A, 2B, 2C, 3C, 4A, 5A, 5C, 5D. During the class, the student teacher shows evidence that he/she									
									a. Adapts lessons to address individual needs of all students.
									b. Regularly monitors the quality of student participation and performance Technique(s) used to monitor participation and performance. 1. _____ 2. _____ 3. _____
									c. Provides differentiated instructional methods and content to ensure students have opportunity to master what is being taught.
									d. Recognizes when students become confused or disengaged and responds to student learning or social/emotional needs.
2.5 Monitor and Adjust. The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments. Standards Basis: 1D, 1F, 2B, 2C, 3B, 4D, 5C, 5D. The student teacher shows evidence that he/she									

5 = Distinguished (Always)	4 = Accomplished (Consistent)	3 = Proficient (Regularly)			2 = Developing (Inconsistent)		1 = Improvement Needed (Rarely)	0 = Not Observed / Not Applicable	EVIDENCE
		1	2	3	4	5			
a. Consistently invites input from students to monitor and adjust instruction and activities									
b. Adjusts instruction and activities to maintain student engagement									What adjustments are made?
c. Monitors student behavior and responses for engagement and understanding.									What checks for student understanding are used?
Domain III: Learning Environment [Assessed During Pre-Conference and/or Post-Conference]									
3.1 Classroom Environment, Routines and Procedures. The teacher organizes a safe, accessible and efficient classroom. Standards Basis: 1D, 4A, 4B, 4C, 4D. The student teacher shows evidence of									
a. Using procedures, routines, and transitions that are clear and effective.									
b. Giving students opportunities to actively participate in groups, manage supplies and equipment with very little teacher direction.									
c. Maintaining a safe classroom organized to support learning objectives and is accessible to most students.									
3.2 Managing Student Behavior. The teacher establishes, communicates and maintains clear expectations for student behavior. Standards Basis: 4A, 4B, 4C, 4D. The student teacher									
a. Consistently implements the campus and/or classroom behavior system in a proficient way									
b. Manages the classroom so that most students meet expected classroom behavior standards									
3.3 Classroom Culture. The teacher leads a mutually respectful and collaborative class of actively engaged learners. Standards Basis: 1E, 1F, 3B, 4C, 4D, 5A, 5B, 5D. The student teacher									

	5 = Distinguished (Always)		4 = Accomplished (Consistent)		3 = Proficient (Regularly)		2 = Developing (Inconsistent)		1 = Improvement Needed (Rarely)		0 = Not Observed / Not Applicable		
	1	2	3	4	5	NA	EVIDENCE						
a. Engages all students in relevant, meaningful learning													
b. Guides students to work respectfully individually and in collaborative groups													
Domain IV: Professional Practices and Responsibilities [Assessed During Pre-Conference and/or Post-Conference]													
4.1 Professional Demeanor and Ethics. The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities. Standards Basis: 6B, 6C, 6D. The student teacher													
a. Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators													
b. Meets all professional standards relevant to attendance													
c. Meets all professional standards relevant to appearance													
d. Meets all professional standards relevant to behavior (e.g. cell phone, social media, language, interactions with students)													
e. Advocates for the needs of all students													
4.2 Goal Setting. The teacher reflects on his/her practices. Standards Basis: 5D, 6A, 6B. The student teacher													
a. Sets both short- and long-term professional goals based on self-assessment, reflection, and supervisor feedback.													
b. Meets all professional goals resulting in improvement to practice and student performance (based on either self-													

5 = Distinguished (Always)	4 = Accomplished (Consistent)	3 = Proficient (Regularly)			2 = Developing (Inconsistent)		1 = Improvement Needed (Rarely)	0 = Not Observed / Not Applicable	EVIDENCE
		1	2	3	4	5			
									assessment or university supervisor / cooperating teacher feedback).
									c. Submits timely and insightful reflections based on university supervisor requirements.
4.3 Professional Development. The teacher enhances the professional community. Standards Basis: 3A, 6A, 6B, 6C. During the student teaching semester, the student teacher									
									a. Collaboratively practices in all scheduled and/or recommended professional development activities, campus professional learning communities, grade- or subject-level team membership, committee membership or other opportunities.
									b. Seeks resources to foster knowledge and skills
									c. Addresses goals from university supervisor
4.4 School Community Involvement. The teacher demonstrates leadership with students, colleagues and community members in the school, district and community through effective communication and outreach. Standards Basis: 2A, 2B, 4A, 4D, 5B, 6B, 6C, 6D. The student teacher									
									a. Works with the cooperating teacher to contact parents in support of students' academic and social/emotional growth
									b. Actively participates in school outreach activities
									c. Communicates the mission, vision and goals of the school to students, colleagues, parents, and families.
									d. Engages in school related activities (e.g., PTA meetings, sporting events, academic

5 = Distinguished (Always)	4 = Accomplished (Consistent)		3 = Proficient (Regularly)			2 = Developing (Inconsistent)		1 = Improvement Needed (Rarely)	0 = Not Observed / Not Applicable
	1	2	3	4	5	NA	EVIDENCE		
competitions, drama/music performances)									

Pre-Conference: Answered by the Clinical Teacher

Date: _____ Time: _____

What should students know and be able to do by the end of the lesson?

What will the teacher and students be doing to show progress toward mastery of the objectives?

How will the teacher know that students have mastered the objectives?

Is there anything in particular that you want me to watch for during your lesson?

Do you need to talk to me before the lesson?

Post-Conference:

Date: _____ Time: _____

Which **two (2)** dimensions of the rubric were evident teaching strengths (reinforcement)? Please identify and justify.

Which **two (2)** dimensions of the rubric were evident areas of teaching needing growth? Please identify and explain.

Goals/Recommendations/Comments:

The university supervisor and student teacher have met and agreed to the above stated reinforcement, refinement, and goal(s)/recommendation(s):

UD Field Supervisor Signature: _____ Date: _____ Time: _____

UD Student Teacher Signature: _____ Date: _____ Time: _____

Appendix K

Final Student Teacher Appraisal and Recommendation: Parts I and II

Important: This form will be included in the student teacher’s permanent Placement File and reproduced. Please do not write on the back. Please type or print with black ink.

Student Teacher: _____ School District: _____

Name of School: _____ Subject(s)/Grade Levels: _____

Student Teaching Contract Dates (Month/Year): From _____ to _____

Please complete Part I and Part II of the Final Student Teacher Appraisal and Recommendation.

Part I. Student Teacher Performance Ratings

Please rate the student teacher’s performance on the seven domains of teaching performance indicated below. Use the following ratings to indicate the appropriate level of performance:

- 4 = Greatly Exceeded Expectations for Student Teacher Performance
- 3 = Exceeded Expectations for Student Teacher Performance
- 2 = Met Expectations for Student Teacher Performance
- 1 = Did Not Meet Expectations for Student Teacher Performance
- 0 = Not Observed / Not Applicable

PDAS Domain	PDAS Evaluation Dimensions	Relevant Questions Considered	Rating
Domain I: Active, Successful Student Participation in the Learning Process	a. Quantity and quality of active student participation in the learning process is evident. b. Students are challenged by instruction and make connections to work and life applications, both within the discipline and with other disciplines.	1. Are most of the students in the class actively engaged in the learning most of the time? 2. Do the students know what they are supposed to be doing? 3. Are the students responding to high level questions – according to Bloom’s Taxonomy? 4. Are the students engaged in a variety of tasks – beyond just listening to the teacher? 5. Are the students making connections with the learning? 6. Do the students attempt to connect the learning with aspects of their own lives?	
Domain II: Learner-Centered Instruction	a. The instructional content is based on appropriate goals and objectives. b. The instructional content includes basic knowledge and skills, as well as central themes and concepts, both within the discipline and with other disciplines. c. The instructional strategies are aligned with learning objectives and activities, student needs, and work and life applications, both within the discipline and with other disciplines. d. The instructional strategies promote application of learning through critical thinking and problem solving. e. The teacher uses appropriate motivational and instructional strategies which successfully and actively engage students in the learning process.	1. Is there a lesson plan to guide the instruction? 2. Does the plan offer objective(s), assessment(s), and brief instructional procedures? 3. Does the instructional plan offer opportunity for learning different kinds of knowledge: factual, conceptual, procedural, and meta-cognitive? 4. Does the instruction promote learning by expecting students to solve problems which demand higher levels of cognitive processing – such as analysis, evaluation, and synthesis (creation)? 5. Does the teacher implement the plan with “authority” – and use materials, examples, and strategies that motivate students to learn and that engage students in active learning? 6. Are the elements of the instructional plan – objective(s), assessment(s), and strategies aligned with standards, student needs, and the real world? 7. Are the students engaged in active instructional conversations and tasks or are they passively following along during in a teacher-directed script?	

PDAS Domain	PDAS Evaluation Dimensions	Relevant Questions Considered	Rating
Domain III: Evaluation and Feedback on Student Progress	a. The teacher aligns assessment and feedback with goals and objectives and instructional strategies. b. The teacher uses a variety of evaluation and feedback strategies which are appropriate to the varied characteristics of the students.	1. Does the teacher collect appropriate, varied, and sufficient information from each student to determine progress on goals and objectives? 2. Does the teacher provide frequent and relevant feedback in support of student learning? 3. Does the teacher offer both formative and summative assessments that are aligned with standards, objectives, and student needs? 4. Is the teacher able to justify grade book and grading policy with respect to state and national assessment systems, local policy, and individual student needs?	
Domain IV: Management of Student Discipline, Instructional Strategies, Time, and Materials	a. The teacher effectively implements the discipline-management procedures approved by the district. b. The teacher establishes a classroom environment which promotes and encourages self-discipline and self-directed learning. c. The teacher selects instructional materials which are equitable and acknowledge the varied characteristics of all students. d. The teacher effectively and efficiently manages time and materials.	1. Does the teacher offer an “authoritative” classroom management plan that supports learning and complies with district policy? 2. Does the teacher implement a classroom management plan that promotes and encourages self-discipline and self-directed learning? 3. Does the teacher maintain “authority” in the classroom with classroom procedures that optimize student discipline? 4. Does the teacher maintain an appropriate instructional pace? 5. Does the teacher select materials, assessments, and instructional strategies that support varied needs and characteristics of students?	
Domain V: Professional Communication	a. The teacher uses appropriate and accurate written, verbal, and non-verbal modes of communication with students. b. The teacher uses appropriate and accurate written, verbal, and non-verbal modes of communication with parents, staff, community members, and other professionals. c. The teacher’s interactions are supportive, courteous, respectful, and encouraging to students who are reluctant and having difficulty.	1. Does the teacher engage in “instructional conversations” with the students? 2. Does the teacher use appropriate professional discourse with all members of the school community? 3. Does the teacher listen and ask questions more than he/she talks and tells? 4. Does the teacher respect the confidentiality of sensitive information? 5. Does the teacher fully participate in the professional dialogue – without engaging in petty, negative, or “gossip-oriented” conversations?	
Domain VI: Professional Development	a. The teacher determines and participates in professional development goals and activities that are aligned with the goals of the campus and the goals of the district. b. The teacher correlates professional development activities with assigned subject content and the varied needs of students. c. The teacher exhibits a willingness to collaborate with colleagues and other professionals for continuous growth and development. d. The teacher correlates professional development activities with the prior performance appraisal.	1. Does the teacher identify and evaluate significant elements of his/her teaching that are effective and/or need improvement? 2. Is the teacher willing to step outside of his/her comfort zone – and try new techniques, strategies? 3. Does the teacher show evidence of growth/improvement in teaching? 4. Does the teacher constantly self-evaluated? 5. Does the teacher discuss teaching success and effectiveness in terms of student success and achievement?	
Domain VII: Compliance With Policies, Operating Procedures and Requirements	a. The teacher contributes to making the whole school safe and orderly and a stimulating learning environment for children. b. The teacher respects the rights of students, parents, colleagues, and the community.	1. Does the teacher cheerfully comply with policies, operating procedures, and requirements? 2. Does the teacher respect all members of the community? 3. Does the teacher contribute to the school community – beyond compliance with rules and policies?	

PDAS Domain	PDAS Evaluation Dimensions	Relevant Questions Considered	Rating
Domain VIII: Improvement of Academic Performance of All Students On The Campus	a. The teacher diagnoses student needs and provides performance feedback related to all appropriate TEKS/STAAR objectives. b. The teacher aligns the planning and delivery of instruction to all appropriate TEKS/STAAR. c. Teacher collaborates with other faculty/administration to improve STAAR-related performance of all students on the campus. d. The teacher identifies students who are at-risk and develops appropriate strategies to assist these students. e. Teacher monitors attendance of all students and intervenes to promote regular attendance.	1. Does the teacher speak “authoritatively” about the TEKS and STAAR with respect to the needs of individual students? 2. Does the teacher collaborate with faculty, administration, and family to improve the STAAR-related performance of each student on campus? 3. Does the teacher recognize indicators of poor or mediocre student performance – and seek appropriate resources to support students? 4. Does the teacher model and promote good attendance and support good student attendance? [N.B. PDAS Domain VIII: Improvement of Academic Performance of All Students On The Campus was included on student teacher assessment instruments for discussion purposes only.]	NA
Potential as a teacher, all things considered			

Part II. Letter of Recommendation

On a separate sheet, please write a letter of recommendation to a prospective employer for the above named student teacher. The letter serves as a qualitative summary of the student teacher’s performance, professionalism, and potential as a teacher. When writing the letter, please include details that respond to the *Relevant Questions Considered* within the *PDAS Evaluation Dimensions* and that offer a more personal context to the student teaching “story.” Address the letter to “To Whom It May Concern” and submit it with this document.

Please check your role / responsibility with respect to the above named student teacher:

University Supervisor

Cooperating Teacher

Signature _____ Date _____

Name _____ Title _____
(print or type)

Institution _____ Department _____

Complete Address _____

Phone Number _____