INTRODUCTION TO THE SCHOOL OF EDUCATION HANDBOOK

This School of Education Handbook describes a teacher candidate’s program for standard certification as a classroom teacher in Texas. The handbook is meant to provide information that will help the teacher candidate understand the design, scope, and requirements of the teacher education programs at The University of Texas at Tyler. While your degree advisor and education advisor will assist you in completing the certification program, students have the responsibility to read and fully understand all information and to abide by all policies and procedures described. (See Handbook Agreement Form on the following page.)

This publication of the School of Education Handbook will serve as a guide to program requirements and School of Education (SOE) policies. The Handbook may be modified as Texas Administrative Code, the Texas Education Agency (TEA) or State Board for Educator Certification (SBEC) rules dictate or as program changes are mandated. You will be notified of substantive modifications through the Blackboard Organization, School of Education social media accounts, and email announcements.

Students have the responsibility to read and fully understand all information in this Handbook and to abide by all policies and procedures described.

COLLEGE OF EDUCATION AND PSYCHOLOGY
Mission Statement
The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, social justice, ethical practice, and respect for individual differences as a means of enhancing learning, leadership, service, and scholarship.

SCHOOL OF EDUCATION
Mission Statement
The mission of the undergraduate program in teacher education is to provide a positive environment and learning opportunities that foster the acquisition of knowledge, skills, and dispositions needed to become a successful and ethical teacher and lifelong learner. Critical content includes student learning and diverse learning characteristics, instructional strategies including technology, learning environments, communication, planning instruction, assessment, reflection and professional development, collaboration, ethics, and relationships.

UT TYLER HONOR CODE
Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.
By signing my name below I certify that I have read my School of Education Handbook, including the Code of Ethics, and I will be held accountable for information herein. I understand that if I have any questions about the information in this handbook, I will contact my advisor, faculty member, or Director of the School of Education.

I further certify that I will refer to my School of Education Handbook for the duration of my degree program and/or certification program and will stay abreast of modifications provided by the School of Education.

I understand that during my program, I will be governed by the Texas Administrative Code’s Code of Ethics and Standard Practices.

I acknowledge that it is my responsibility to check my Patriot email account, the School of Education social media sites, and the Blackboard Organizations on a frequent basis. Updates, deadlines, and School of Education alerts will be given to students through these networks.

In the event I should leave the program for one or more semesters, I understand that it is my responsibility to remain in contact with the School of Education and stay abreast of any information, application deadlines, program changes, etc., that may pertain to my degree and my teacher certification program. I also understand that laws that change during my time away will alter my program of study upon return to the School of Education.

Signed this the _______ day of ______________, 20____.

____________________________________
Student signature
The University of Texas at Tyler
FERPA Consent to Release Educational Records and Information
(This form to be signed, dated, and submitted to the education advisor for admission to program.)

This release represents your written consent to permit The University of Texas at Tyler to disclose educational records and any information contained therein to the specific individuals identified in the following paragraphs.

I, _______________________________________________ [print full name] am a candidate in the Educator Preparation Program at The University of Texas at Tyler and hereby give my voluntary consent to officials:

To share information within the School of Education for developmental purposes:
- Records relating to my performance in the field
- Records relating to certification exams

To the following person(s):
- School of Education program faculty and clinical supervisors
- The Office of Certification
- Deans and Department Chairs within my respective major and colleges
- Educators (i.e. administration and teachers) at the school location where I engage in field experiences and clinical teaching

These records are being released for the purpose of the following legitimate educational duties:
- Support and remediation on TExES exams
- Appropriate supervision for degree completion and certification support
- Recommendation for certification

I understand that under the Family Educational Rights and Privacy Act of 1974 (“FERPA” and commonly known as the “Buckley Amendment”) no disclosure of my records can be made without my written consent unless otherwise provided for in legal statutes and judicial decisions. I also understand that I may revoke this consent at any time (via written request to The University of Texas at Tyler’s School of Education) except to the extent that action has already been taken upon this release. Further, without such a release, I am unable to participate in any field-based experiences including clinical teaching, student teaching or internship.

__________________________  ______________________
Signature of Candidate                      Date

__________________________  ______________________
UT Tyler Student ID                      Email Address
IMPORTANT PHASE INFORMATION

Admission to the School of Education: Each teacher candidate must be admitted to the School of Education during the first semester of education. Candidates may not advance to Phase II without having been admitted.

Education courses are offered in “Phases”—Phase I; Phase II; Phase III; Phase IV—with the successful completion of one phase being a prerequisite/benchmark for beginning the next phase. Note: A grade of “C” or better is required in every course taken, with a final composite GPA of 2.5 required for all education courses and an overall GPA of 2.5 for all courses that lead to the degree and certification.

- Phase I is the basis or foundation for each candidate’s certification program. Classroom observation is required at each level of the public school—elementary, middle, and high school. Admission to the School of Education program, successful completion of all courses with a “C” or better, passing all required benchmarks, and a cumulative GPA of 2.5 are required for admission into the School of Education and advancement to Phase II.

- Phase II builds on this foundation and begins to prepare the candidate to perform in the classroom. Teacher candidates have teaching experience with small groups and individuals in a classroom as appropriate to the level of certification being sought. During Phase II, all teacher candidates are requested to take a diagnostic content representative TExES for remediation and support purposes. Teacher candidates must also complete three hours of TExES preparation for advancement. Successful completion of all courses with a “C” or better, passing all required benchmarks including making acceptable progress in the clinical experience, and a cumulative GPA of 2.5 are required for advancement to Phase III.

- Phase III continues to build on Phases I and II as teacher candidates have more experiences related to planning lessons, implementing them, and assessing EC-12 students. During Phase III, teacher candidates must pass the content TExES. It is optional for teacher candidates to attempt the TExES PPR during this semester. However, you should be preparing for the TExES PPR. To receive permission to take the PPR, you must take the full-length practice test for ETS and earn a score of 85% or higher. Successful completion of all courses with a “C” or better, passing TExES, passing all required benchmarks including making acceptable progress in the clinical experience, and a cumulative GPA of 2.5 are required for advancement to Phase IV.

- Phase IV, student teaching, is the capstone for the certification process as teacher candidates spend a full semester in the classroom with a certified teacher. During this semester, teacher candidates must attempt the TExES PPR. (Remember to be approved for the PPR, you must score a 85% or higher on the ETS interactive PPR.) Successful completion of all courses with a “C” or better, earning a grade of “CR” in Student Teaching (EDUC 4640) is required for graduation. You must earn a grade of “CR” in Student Teaching Seminar (EDUC 4057) and pass all TExES exams to be recommended for certification.

NOTE: You are required to complete a supervisor evaluation at the end of each semester.
PROGRAM CHECKLIST REQUIREMENTS

The following checklist may serve to guide you throughout your program.

Phase I

☐ Attend Phase I orientation.
☐ Complete admission to the School of Education.
☐ Schedule meeting with advisor
☐ Complete Phase I successfully.
☐ Register for Phase II courses and submit application for Phase II clinical experiences.
☐ Enroll in Education - Clinical Experiences organization in Blackboard.

Phase II

☐ Take Content Area Diagnostic TExES
☐ Complete six hours of TExES preparation in your content area
☐ Schedule meeting with advisor
☐ Complete Phase II successfully
☐ Register for Phase III courses and submit application for Phase III clinical experiences.
☐ Enroll in Testing_and_Certification organization in Blackboard.

Phase III

☐ Take and pass content area TExES
☐ Schedule meeting with advisor for graduation check
☐ Submit Clinical Teaching application to the Office of Clinical Experiences
☐ Complete Phase III successfully
☐ Register for Phase IV courses, student teaching, and student teaching seminar
☐ Complete graduation application after Phase III grades are posted.
☐ Complete the free full-length interactive PPR at http://www.utttyler.edu/education/texes/study.php. Earn a score of 85% or higher to gain approval to take the PPR.

Phase IV

☐ Pass PPR TExES exam, if not already passed
☐ Successfully complete Phase IV courses, student teaching, and student teaching seminar
☐ Complete all required student teaching, supervision, and SOE program surveys and evaluations
☐ Apply for graduation
☐ Order graduation regalia
☐ Convocation and Graduation

After Graduation

☐ Apply for certification when all degree and certification requirements are complete.
CRITICAL NOTES for EC-6 STUDENTS

PHASE II
1. To begin Phase II, you must be admitted to the SOE and successfully complete all Phase I courses and assessments, including no grade lower than a “C”, and maintain a 2.5 in all education courses and a cumulative GPA of 2.5.
2. Failure to meet the clinical experiences application submission deadline will result in a late fee. Teacher candidates should pay close attention to deadlines, as we have to meet the timelines of the various school districts over which we have no control. Failure to meet the hard deadlines with districts could result in your clinical field experiences being delayed by a semester.
3. Complete six hours of TExES preparation in your content area. Submit verification to Mrs. Harris.
4. See the education advisor.

PHASE III
1. To begin Phase III, you must have successfully completed all Phase II courses and assessments, including no grade lower than a “C”, successfully completed field, completed three hours of TExES preparation, and maintained a 2.5 in all education courses.
2. Failure to meet the Clinical Teaching application submission deadline will result in a late fee. Teacher candidates should pay close attention to deadlines, as we have to meet the timelines of the various school districts over which we have no control. Failure to meet the hard deadlines with districts could result in your clinical field experiences being delayed by a semester.
3. Take and pass Content Area TExES exam this semester.
4. Begin preparing for the TExES PPR. In order to be approved you must submit a grade of 85% of higher on the ETS full-length practice PPR.
5. See the education advisor.

PHASE IV
1. To begin Phase IV, you must have successfully completed all Phase III courses and assessments, including no grade lower than a “C”, successfully completed field, passed the Content Area TExES exam, and maintained a 2.5 in all education courses.
2. By this point in your program, you must have completed all remaining program requirements.
3. Pass the TExES PPR (160)
4. Complete all required student teaching, supervision, and SOE program surveys and evaluations
5. Check to make sure you have submitted your graduation application.
6. Order graduation regalia in the University Bookstore.
7. See education advisor.

AFTER GRADUATION
1. Apply for certification when all degree and certificate requirements are complete.
The University of Texas at Tyler  
College of Education and Psychology  
School of Education  

Professional Education Phase Sequence  
Grades 7-12 and Early Childhood – Grade 12 (EC-12)  

<table>
<thead>
<tr>
<th>PHASE I</th>
<th>Course Number</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Introduction to the Teaching Profession</td>
<td>EDUC 1301</td>
<td>3</td>
</tr>
<tr>
<td>Educational Psychology: Adolescent Development and Learning</td>
<td>EPSY 3340</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
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*Admission to the School of Education Prior to Phase II*

<table>
<thead>
<tr>
<th>PHASE II*</th>
<th>Course Number</th>
<th>Hours</th>
</tr>
</thead>
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<tr>
<td>Managing and Instructing Diverse Learners</td>
<td>EDSP 3351</td>
<td>3</td>
</tr>
<tr>
<td>Teaching Skills in the Intermediate and Secondary Schools</td>
<td>EDUC 4320</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
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</table>

*You must pass the Content TExES before you can begin Phase IV*

<table>
<thead>
<tr>
<th>PHASE III*</th>
<th>Course Number</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Literacy in the Content Areas</td>
<td>EDFB 4338</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Management(^1)</td>
<td>EDUC 4335</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>PHASE IV</th>
<th>Course Number</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Student Teaching</td>
<td>EDUC 4640</td>
<td>6</td>
</tr>
<tr>
<td>Student Teaching Seminar (Not a degree requirement, but required for certification)</td>
<td>EDUC 4057</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

\(^1\) New courses. Please note that Kinesiology and Music degree plans leading to EC-12 certification in those subjects have their own methods courses built into the degree plan and will therefore not be enrolling in the second Phase III course. Kinesiology majors take PYED 4340 *Teaching Methods in Physical Education.*

*You must complete 6 hours of Content TExES Prep during Phase II and pass the Content Test before Phase IV.*
Resources to Assist You in Preparing for Certification Exams

The School of Education is committed to your success in passing your certification exams. We have the following supports in place to assist you.

Free Resources:

1. Diagnostic Test – We have purchased representative tests from ETS (the company that produces the TExES) so you have an idea of what your content test will be like. Note: Not all subject areas have representative tests. This service is only available to students in Phase II on the specified dates.
2. Campus Preparation Sessions – Please consult the School of Education website for a list of the dates when we will offer testing preparation. We will have this for some content area sessions and sessions devoted to preparing for the PPR.
3. School of Education website – we have numerous high quality resources available for you at http://www.uttyler.edu/education/texes/study.php.

Pay Resources: We have negotiated with different companies that have excellent test preparation materials.

1. 240Tutoring (http://www.240tutoring.com) -- use the Promotion Code UT Tyler and get 10% discount. If you use this company’s materials and earn a 95% on their practice test and fail the actual TExES, they will refund your full prices of materials. This company does NOT have study guides for all testing areas. If you take the practice test and score 90% or better, you can bring that in as proof of your six hours of TExES preparation.
2. CertifyTeacher (http://www.certifyteacher.com/home/) -- use your Patriots email along with the Promotion Code TYLER4728 for a discount. You can document your six hours of preparation with this product. Bring the certification to Mrs. Harris for verification of TExES preparation.
TExES
Texas Examinations of Educator Standards
ELIGIBILITY TO TEST INFORMATION

1. The candidate must be admitted to the School of Education’s Teacher Education Program.

2. A candidate must take the content TExES during Phase III of his or her program.

   **Important to Note:** All candidates must take the appropriate content test prior to the student teaching semester. You cannot student teach without passing the content TExES.

3. A candidate attempting the TExES prior to his/her student teaching or internship semesters(s) may only take one test per test date.

4. To receive approval to test in your content area, you must submit documentation showing six hours of preparation in the content areas to Mrs. Harris in the Office of Certification.

5. To receive approval to test for the PPR, you must submit a score of 85% or higher on the ETS full-length interactive practice PPR to Mrs. Harris in the Office of Certification.

POLICY REGARDING CONTENT TExES AND CLINICAL TEACHING

Teacher candidates are not allowed to student teach unless they have passed the Content TExES prior to the first day of EDUC 4057, Clinical Teaching seminar.

   a. If the Content exam is passed, there are no further testing expectations required to be eligible for student teaching (other than passing the PPR for certification purposes). EC-6 students who also want to earn the EC-12 Special Education certification and/or ESL Supplement should take those exams during the student teaching semester.

TAKING THE TExES: Please check the School of Education website (http://www.uttyler.edu/education/TExES) and the Bulletin Boards in the main School of Education hallway for information on registering, TExES preparation, and other resources. You will also receive emails when information has been placed in the SOE Blackboard organizations related to the TExES.
TExES REGISTRATION INFORMATION

1. Complete TExES Test Request Form found in the Documents Tab in the Blackboard Organization – Education – Testing and Certification Information
2. Receive approval notification from certification office to test. If you didn’t receive an approval email, contact Ms. Harris at charris@uttyler.edu.
3. Log onto https://secure.sbec.state.tx.us/SBECOnline/login.asp using your TEA ID# & verify your profile information is correct. If incorrect, update and save changes. (Write down your TEA ID# before exiting the website. You will need this information when registering on www.texas.ets.org)
4. Log onto www.texes.ets.org and register, using the Registration Bulletin as a resource. (If this is your first time to log in you will need to establish an account by clicking on New User)
5. Proceed with registration process per instructions.
6. Provide appropriate method of payment and print Admission Ticket. (If you did not receive an Admission Ticket, contact customer service at 1-866-902-5922)
7. Twenty-four (24) hours prior to testing date, look for updates on the TExES/ETS website (www.texes.ets.org) and review Important Information on the Admission Ticket.

TAKING THE TExES

- Preparing for the TExES:
  - Class Materials for PPR
  - School of Education Website- TExES Information – Study Materials
  - ETS Preparation manual
  - Participate in TExES preparation sessions (face-to-face and online)
  - Take the interactive practice tests, if available in your area
  - Use the discounted paid resources (i.e. 240Tutoring, CertifyTeacher)
- Taking the TExES
  - Print Admission Ticket
  - Arrive Early! (Late arrivals are not admitted)
  - Have TWO forms of identification. The TExES registration bulletin describes “Proper Identification”.
  - Leave cell phone in the car! (Violation of this rule will lead to dismissal from testing site.)
UT TYLER’S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

Texas Education Standards: The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

Texas Educator Standards
Title 19: Chapter 149, Subchapter AA
Rule: 149.1001

(a) Purpose. The standards identified in this section are performance standards to be used to inform the training, appraisal, and professional development of teachers.
(b) Standards.

(1) Standard 1: Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today’s learners.

(A) Teachers design clear, well organized, sequential lessons that build on students’ prior knowledge.
   (i) Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.
   (ii) Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.
   (iii) Teachers connect students’ prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.
(B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.
   (i) Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.
   (ii) Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.
   (iii) Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.
(C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.
   (i) Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.
   (ii) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.
   (iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.
(D) Teachers communicate clearly and accurately and engage students in a manner that encourages students’ persistence and best efforts.
   (i) Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.
   (ii) Teachers validate each student’s comments and questions, utilizing them to advance learning for all students.
   (iii) Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.
(E) Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.
   (i) Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.
(ii) Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.

(iii) Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.

(F) Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.

(i) Teachers monitor and assess student progress to ensure that their lessons meet students' needs.

(ii) Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.

(iii) Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

(2) Standard 2: Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student’s educational and developmental backgrounds and focusing on each student’s needs.

(A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.

(i) Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.

(ii) Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.

(iii) Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.

(B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.

(i) Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.

(ii) Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.

(iii) Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

(C) Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

(i) Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.

(ii) Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.

(iii) Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.

(3) Standard 3--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

(A) Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.

(i) Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.

(ii) Teachers identify gaps in students’ knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.
(iii) Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.

(B) Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.
   (i) Teachers organize curriculum to facilitate student understanding of the subject matter.
   (ii) Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.
   (iii) Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.

(C) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.
   (i) Teachers teach both the key content knowledge and the key skills of the discipline.
   (ii) Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.

(4) Standard 4--Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

(A) Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.
   (i) Teachers embrace students' backgrounds and experiences as an asset in their learning environment.
   (ii) Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.
   (iii) Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.

(B) Teachers organize their classrooms in a safe and accessible manner that maximizes learning.
   (i) Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.
   (ii) Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.

(C) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.
   (i) Teachers implement behavior management systems to maintain an environment where all students can learn effectively.
   (ii) Teachers maintain a strong culture of individual and group accountability for class expectations.
   (iii) Teachers cultivate student ownership in developing classroom culture and norms.

(D) Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.
   (i) Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.
   (ii) Teachers maximize instructional time, including managing transitions.
   (iii) Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.
   (iv) Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

(5) Standard 5--Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

(A) Teachers implement both formal and informal methods of measuring student progress.
(i) Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.

(ii) Teachers vary methods of assessing learning to accommodate students’ learning needs, linguistic differences, and/or varying levels of background knowledge.

(B) Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.

(i) Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.

(ii) Teachers involve all students in self-assessment, goal setting, and monitoring progress.

(iii) Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students’ goals and progress.

(C) Teachers regularly collect, review, and analyze data to monitor student progress.

(i) Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.

(ii) Teachers combine results from different measures to develop a holistic picture of students’ strengths and learning needs.

(D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.

(i) Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.

(ii) Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.

(6) Standard 6–Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

(A) Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.

(i) Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.

(ii) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students’ needs.

(iii) Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students’ academic and social-emotional needs.

(B) Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.

(i) Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.

(ii) Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.

(C) Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.

(i) Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.

(ii) Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.

(D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.

(i) Teachers adhere to the educators’ code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).
(ii) Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.

(iii) Teachers serve as advocates for their students, focusing attention on students’ needs and concerns and maintaining thorough and accurate student records.

**InTASC PROGRAM STANDARDS**

The School of Education has adopted program standards that guide the development of teacher candidates in their understanding of the complexity of teaching. These standards are based on those developed by the Interstate New Teacher Assessment and Support Consortium (InTASC) and shared by other accredited universities in Texas and across the United States. The Standards are broad understandings and practices gained throughout the program using a constructivist model in which new learnings are assimilated and attached to prior understandings, thus, over time, building a mental structure (schema) of educational concepts.

**Standard #1: Learner Development (students in general)**
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

*Texas Educator Standards: 1.2, 2.1, 2.2, 2.3, 4.1*

**Standard #2: Learning Differences (individual students)**
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

*Texas Educator Standards: 1.3, 2.1, 2.2, 2.3, 4.1*

**Standard #3: Learning Environments**
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

*Texas Educator Standards: 1.3, 1.4, 1.6, 2.3, 4.1, 4.2, 4.3, 4.4*

**Standard #4: Content Knowledge**
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

*Texas Educator Standards: 1.2, 1.5, 1.6, 3.1, 3.2, 3.3, 5.2*

**Standard #5: Application of Content**
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

*Texas Educator Standards: 1.5, 3.2, 3.3*

**Standard #6: Assessment**
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

*Texas Educator Standards: 1.6, 5.1, 5.2, 5.3, 5.4, 6.2*

**Standard #7: Planning for Instruction**
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

*Texas Educator Standards: 1.1, 1.2, 1.3, 5.1, 5.3, 5.4*

**Standard #8: Instructional Strategies**
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep
understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

*Texas Educator Standards: 1.4, 1.5, 1.6, 5.4*

**Standard #9: Professional Learning and Ethical Practice**
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

*Texas Educator Standards: 3.2, 3.3, 6.1, 6.2, 6.4*

**Standard #10: Leadership and Collaboration**
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

*Texas Educator Standards: 6.3, 6.4*

**Standard #11: Technology**
The teacher is able to create, implement, and evaluate technology to enhance teaching, student learning, and other obligations (e.g., reports, grades, tests, etc.) required of teachers.

*Texas Educator Standards: 1.5*

**Teacher Ethics:** The School of Education is committed to producing highly ethical educators for the K-12 students of Texas. Our program interweaves the Code of Ethics and Standard Practices for Texas Educators throughout our program.

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**Code of Ethics and Standard Practices for Texas Educators**

**Texas Administrative Code**

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(a) In compliance with the Texas Education Code, §21.041(b)(8), the State Board for Educator Certification (SBEC) adopts an Educators' Code of Ethics as set forth in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators). The SBEC may amend the ethics code in the same manner as any other formal rule.

(b) The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and
others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

Source Note: The provisions of this §247.1 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective December 26, 2010, 35 TexReg 11242

Code of Ethics and Standard Practices for Texas Educators

Texas Administrative Code

TITLE 19 EDUCATION
PART 7 STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER 247 EDUCATORS’ CODE OF ETHICS
RULE §247.2 Purpose and Scope; Definitions

(b) 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 consume alcoholic beverages on school property or during school activities when students are present.

(2) **Ethical Conduct Toward Professional Colleagues.**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

   (ii) the subject matter of the communication;

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

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

   (v) whether the communication was sexually explicit; and
(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

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

SCHOOL OF EDUCATION SOCIAL MEDIA POLICY

Social media is an important part of our society. All school districts in Texas are required by law to have a section of policy related to social media and how you, the educator, can appropriately use social media. As described in most Texas school district policies, “Electronic media includes all forms of social media, such as text messaging, instant messaging, electronic mail, Web logs (blogs), electronic forums and chat rooms, video-sharing Web sites, editorial comments posted on the Internet, and social media sites. Electronic media also includes all forms of telecommunication, such as landlines, cell phones, and Web-based applications.” (TASB template policy)

The University of Texas at Tyler’s School of Education faculty encourage students to embrace social media for collaborating, learning, and sharing with others. Social media can support professional and personal development. You may be asked to participate in social media as part of your coursework. You must view this as part of your professional identity. You might even consider creating a separate professional account(s) as you engage in these activities. As you do this, it is critical that you think as a professional educator as you engage in these assignments. To assist you in your thinking, the School of Education has compiled some guidelines for using social media:

Maintaining a High Level of Professionalism:

- Follow all University Policies for Student Conduct (see http://www.utttyler.edu/mopp/documents/8Student%20Conduct%20and%20Discipline.pdf)
- Understand what you post will reflect upon the School of Education, The University of Texas at Tyler, all educators, and yourself.
- Be respectful toward others and use ethical judgment.
- Do not post material that is threatening, harassing, illegal, obscene, defamatory, libelous or hostile toward any individual or entity.
- Make sure that anything you post can be verified and is relevant to the assignment.

Posting of Images and Artifacts:

- You may not post images of children that you observe or work with during your field experiences/clinical teaching. Remember there are important privacy laws that educators must follow.
- You should not post a picture of someone other than yourself on a social media website without the written permission from the individual.
- When using social media for school related assignments, you are not to post information that specifically endorses a commercial product, service or entity.
- When using social media for school related assignments, you should not endorse political or religious candidates, groups, or affiliations.

Maintain Confidentiality:
- Do not post confidential or proprietary information.
- Do not discuss a situation involving named or pictured individuals on a social media site without their permission. Remember as an educator you must uphold federal privacy laws (FERPA) and state educator requirements (Educator Code of Conduct).

If you violate the School of Education social media guidelines, a disposition will immediately be generated. As noted in the Student Handbook on Dismissal from the School of Education, multiple violations could result in you being dismissed from the School of Education. Being professional and ethical related to the use of social media is an extremely serious matter to the School of Education, The University of Texas at Tyler, school districts, and the Texas Education Agency.

Social media, by design, is not private. You are always representing the teaching profession, UT Tyler, the School of Education – but most importantly, you are representing yourself. Strive to be a professional educator of the highest quality.
COLLEGE OF EDUCATION
AND PSYCHOLOGY

School of Education

As part of my orientation, I, __________________________, affirm the following:

I have read and received instruction on the Texas Educator Standards and will follow these standards as I work as a pre-service and in-service teacher.

I have read the Code of Ethics and Standards of Practice for Texas Educators and will follow these standards as I work as a pre-service and in-service teacher.

I have read the School of Education Social Media Policy and will follow these standards as I work as a pre-service teacher.

_______________________________  _______________________
Signature of Student              Date
Due Process

Due process is a process by which the student is guaranteed fair and equitable treatment. He/she has a means to rectify problems that have occurred.

Step 1: Dispositions Concern Form
When a teacher candidate receives notice that an instructor has a concern related to a disposition, he/she will meet with the instructor who made the observation. In this meeting, the instructor will describe the behaviors or dispositions observed that caused concern. The candidate and the instructor will discuss the behavior(s) and using the dispositions concern form will develop a written plan to correct the problem and set a tentative date for a follow up meeting. The dispositions concern form will be placed in the teacher candidate’s confidential file and a copy will be provided to the School of Education Director.

Step 2: Follow-up
The teacher candidate and instructor may meet to follow-up on the initial disposition concerns form. If the problem has been resolved, the instructor may inform the student that the follow up meeting is not necessary. However, if the problem is not corrected according to the plan developed in Step 1, the candidate and instructor will meet again and to review the behaviors or dispositions that still need remediation, and the discussion and follow up form will be forwarded to the Phase Team Disposition committee, a committee made up of the candidate’s instructors. The School of Education Director will be informed of the status of the disposition.

Step 3: Phase Team Disposition Meeting
The Phase instructors will meet and will provide an opportunity for the instructor to describe the behaviors or dispositions that are causing concern. The teacher candidate has an opportunity to articulate any mitigating information that may impact the decision to be made. The candidate and the committee will then develop a written remedial plan to correct the problem. This plan will be placed in the teacher candidate’s confidential file and the School of Education Director informed.

Step 4: Final Phase Team Disposition Meeting
If insufficient progress is made in the remediation plan, the candidate will be called to meet with a committee made up of the Director of the School of Education, the phase instructors, and if necessary, the Chair of the Committee on Students. This is the final step of remediation. Again, the problem is described. The teacher candidate has the opportunity to explain his/her actions (or inactions). The remediation plan developed at this point is the final opportunity for the teacher candidate. If satisfactory progress, as determined by the committee, is not made toward remediation, the candidate can be removed from the program indefinitely, be suspended from all SOE programs for one year, or be required to attend counseling to address the specific concern outlined.

Reentry to Program:
Dismissal from the program may be determined as final or corrective, i.e., the committee may determine that the reason for dismissal is one that cannot or should not be remediated.
In some cases, the committee may determine that a candidate may be allowed to reenter the program at a later date. If this is the case, the committee will state the conditions for reentry. The candidate understands that in the case of a concern related to the original reason for dismissal, the due process will begin with Step 3. If the concern expressed is not related to the original concern, the due process will begin with Step 1.

**Appeals Protocol**

**Program Decision Appeals:**

If a student wishes to challenge a program decision, the following protocol should be followed.

1. Initially, the student should speak with the education advisor. This conference should reflect professional behaviors at all times, and an attempt is made to reach an understanding.

2. If the student is not satisfied with the outcome of the advisor/student meeting, the student may appeal to the Director of the School of Education.

3. If the student is not satisfied with the outcome of the Director/student meeting, the student may appeal to the College of Education and Psychology’s Committee on Students. Needed forms may be found on the School of Education website. The student should follow the Appeal Process for the Committee on Students.

4. If the student is not satisfied with the outcome of the Committee on Students decision, the student is entitled to take his/her appeal to the Dean of the College of Education (BEP 223).

**Academic Appeals:**

If a student wishes to challenge an academic decision, the following protocol should be followed.

1. Initially, the student should speak with the instructor. This conference should reflect professional behaviors at all times, and an attempt is made to reach an understanding. If the appeal is for a final grade for a course, the student should complete The University of Texas at Tyler’s Grade Appeal Form.

2. If the student is not satisfied with the outcome of the instructor/student meeting, the student may appeal to the Director of the School of Education. All supporting materials should be provided to the Director.

3. If the student is not satisfied with the outcome of the Director/student meeting, the student may appeal to the College of Education and Psychology’s Committee on Students. The student should follow the Appeal Process for the Committee on Students.
4. If this outcome is not satisfactory, the student is entitled to take his/her appeal to the Dean of the College of Education (BEP 223).

*The following forms can be found on the School of Education website (http://www.uttler.edu/education/studentresources.php) in the Current Student Resources section.

1. Guidelines for Appeals:
2. Appeal Form
3. Supporting Documents Form

PROFESSIONAL BEHAVIORS, DISPOSITIONS, and ACADEMIC EXPECTATIONS

The School of Education acknowledges the importance in teacher preparation of academic rigor resulting in candidates who are knowledgeable in the content they are preparing to teach. However, in addition to content knowledge, the SOE recognizes that content knowledge is not enough to make a candidate worthy of recommendation for teacher certification. Candidates should also demonstrate their understanding and practice of the dispositions identified by the School of Education. The SOE knows that effective teachers must have content knowledge and demonstrate the characteristics and behaviors embodied in the identified dispositions.

As a professional program, the School of Education reserves the right to recommend or not recommend teacher candidates for certification. If all criteria are not met satisfactorily, teacher candidates may be denied admission into the School of Education and/or denied the opportunity to student teach. Without admission into the School of Education, successful completion of all coursework, and clinical experiences, including student teaching or its equivalent, the university cannot recommend teacher candidates for Texas teacher certification.

Throughout the EC-6 program, the importance of ethical and professional behaviors along with academic expectations will be emphasized.

The Disposition Process

1. Throughout each semester the instructors will evaluate the teacher candidates with whom they have interfaced according to the dispositions, behavior and academic expectations.

2. The instructor will meet with any teacher candidate about whom he/she has a concern, discuss the problem, and develop a plan to correct or remediate. The student who is notified of a concern is required to participate in the process. Non-participation does not invalidate the process. The student may still be recommended for remediation without his/her participation in the remediation plan. A copy of the disposition will be given to the Director of the School of Education. The forms for the Disposition process can be found on the School of Education website.
3. The instructor may schedule a follow-up meeting to discuss continuing concern. The Phase team will be notified of the concern and will schedule a meeting with the candidate. A plan for remediation is determined collaboratively among the instructors and the student, and it is filed in the SOE Advisor’s office.

4. A third notice of concern results in a meeting with the Phase Team instructors and the Director of the School of Education. This is the final step in the process. Failure to remediate after this meeting may result in dismissal from the program.

*NOTE*: If a problem occurs that is severe in nature, the process will begin with the third step: meeting with the Phase Team instructors and the Director of the School of Education.

**REQUIREMENTS, EXPECTATIONS, PROTOCOLS, AND DISPOSITIONS**

**Requirements**

- *Maintain GPA requirements.*
  - For teacher certification, it is required that all grades leading to a degree and/or teacher certification be at least a “C”.
  - The School of Education requires a professional development GPA of at least 2.5 with no grade below a “C”.
  - A cumulative GPA of 2.5 for all courses leading to a degree and/or teacher certification is required.

- *Academic Integrity.* The teacher candidate demonstrates honesty and integrity by being truthful about background, experiences, and qualifications; doing one’s own work; giving credit for ideas of others; providing proper citation of source materials; not supporting and reporting academic dishonesty by others; and adhering to the profession’s Code of Ethics. Academic integrity is expected in all learning environments (face-to-face, online, and in clinical field experiences).

- *Attendance.* The teacher candidate is expected to have a very high percentage (98-100%) attendance rate for each course. Attendance is critical to active and engaged learning.

**Expectations**

- *Attendance and Engagement*
  - Attendance is a reflection of one’s professionalism. Readiness for class and punctuality are expected at all times. Be proactive in your preparation for class.
  - Attendance and active engagement are critical for success in the program.
  - Active engagement and participation is expected of all students throughout each class session (face-to-face and online).
  - Students are expected to arrive for class on time and remain for the full class. For online and hybrid courses, students are expected to login to the Blackboard course consistently and be actively engaged in the online/hybrid environment.
  - When in clinical experiences, the same consideration to professors, campus teachers, students, and colleagues is expected.
Complete course assignments in a professional manner and within timelines designated by the instructor.

Demonstrate effective communication skills. The teacher candidate demonstrates written and oral skills expected of an education professional that shows the ability to comprehend information and communicate ideas and feelings effectively.

1. *Written:* Writes clearly, uses correct grammar and spelling. Demonstrates professional level skills in written English to understand content presented in the program and to adequately complete all written assignments, as specified by faculty.

2. *Oral:* Communicates effectively with other students, faculty, staff, and professionals. Expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others. Demonstrates professional level skills in spoken English to understand content presented in the program, to adequately complete all oral assignments, and to meet the objectives of field placement experiences, as specified by faculty.

Protocols

Protocols provide us guidance in how to interact and talk with each other. The following provide you with insight on the culture of acceptable behavior within all School of Education and school environments. The following provides you with proper School of Education etiquette.

- Academic administrators (deans, department chairs, etc.) and most of your instructors have a doctorate in their fields of study. It is appropriate to address them as “Dr. ______”. Some of your instructors have master’s degrees. They may be addressed as “Mr. ______” or “Ms. ______”. It is never appropriate to address a professor or instructor by his/her first name.

- Equally important is the way staff members (administrative assistants, coordinators, etc.) are addressed. They, too, should be addressed with the appropriate respectful title (“Mr. ______” or “Ms. ______”) rather than by his/her first name.

- With the advent of technology, we find that we are always in touch with our social network; however, all cell phones, PDA’s, and other communication devices should be turned off while in class. To do otherwise is discourteous to your instructor and your fellow classmates. Computers in the classroom should only be used to take notes or to do instructor-directed tasks. Surfing the web, communicating with others, or playing games are all discourteous activities and may result in a negative consequence.

- When the candidate has a concern or needs assistance, he/she should contact the instructor to make an appointment. As a rule, this meeting will result in a satisfactory solution. However, if the concern is with the individual, the teacher candidate should be aware of the “chain-of-command”, and in the case of an unsatisfactory result, make an appointment with the person’s immediate supervisor.
The teacher candidate should recognize his/her transition into a profession and reflect professional behaviors at all times.

Dispositions

Dispositions are the professional behaviors educators are expected to demonstrate in their interactions with students, families, colleagues and communities. Such behaviors support student learning and development and are consistent with ideas of fairness and the belief that all students can learn.

Demonstrate professional responsibility

- Being present, punctual and prepared for professional and academic activities.
- Maintaining confidentiality of student records and private communications.
- Being involved in professional development activities.
- Committing to being a lifelong learner and reflective practitioner.
- Maintaining professional competence.
- Meeting obligations to employer, students, and parents.

Foster collegiality

- Responding constructively to evaluations by supervisors and others making appropriate corrections to address legitimate concerns.
- Using positive conflict resolution techniques.
- Maintaining positive working relationships with fellow candidates.
- Collaborating with colleagues to improve student achievement.
- Showing respect for fellow students, faculty and staff.
- Actively participating in meetings and conferences.
- Assisting others when necessary.

Embrace diversity

- Adapting instruction to individual differences.
- Demonstrating that diversity in the classroom and society is a strength.
- Instructing with lessons that counteract negative stereotypes and bigotry.
- Providing students with access to varying points of view.
- Using language that meets professional standards and is not demeaning or harmful to any individual or group.

Demonstrate commitment to learning

- Creating a learning environment that enables students to fulfill their potential.
- Being an advocate for all learners.
- Adapting instruction to “best practices.”
- Displaying creativity to enhance the instructional process.

Maintain professional and personal integrity

- Adhering to the UTT honesty code.
- Maintaining ethical and legal behaviors in interactions with others.
Maintaining professional relationships.

**Faculty Expectations**

Just as you need to know our expectations for teacher candidates, you should be aware of expectations of the faculty. The faculty of the School of Education are dedicated to the success of their students. Faculty are expected to clearly communicate with students in a polite, professional, and respectful manner, diligently work to facilitate learning, and provide prompt and meaningful feedback. In addition to their goal of effectively preparing teachers for the PK-12 schools in Texas, faculty members at UT Tyler are also expected to do research, publish, and participate in professional service. Their participation in these areas at the local, state, and national levels helps them make scholarly contributions to the educational field.

**DISMISSAL FROM PROGRAM**

The following may be cause for dismissal from the teacher certification program in the School of Education. This list is not finite.

1. Failing a course 3 times
2. Repeated plagiarism/cheating
3. Failure to comply with disposition remediation
4. Unethical behavior
5. Poor performance in the field.
6. Excessive number of dispositions

**GUIDELINES FOR COMMITTEE ON STUDENTS APPEALS**

1. The Committee on Students, hereinafter referred to as the Committee, will meet throughout the academic year and in emergency cases in the summer. The Committee will establish their meeting schedule at the first meeting of the academic year.

2. The student should submit all forms required for the Committee on Students to the Education Advisor (BEP 247J). The students must submit a complete appeal packet at least three (3) business days prior to the scheduled meeting of the Committee. Incomplete appeal packets will be returned to the student and will not be submitted to the Committee.

3. Emergency requests for an appeal will be handled on a case-by-case basis.

4. If an appeal is denied by the Committee, a student may appeal to the Dean of the College of Education and Psychology within ten (10) business days.
COMPLAINT POLICY TO THE TEXAS EDUCATION AGENCY

To register a complaint about the Initial Teacher Education program at The University of Texas at Tyler, please follow the formal complaint policy process. You can find this policy posted on the calendar bulletin board next to the CAL in BEP. The policy is also available online at http://www.uttyler.edu/education/files/Complaint%20Policy%20for%20SOE%20EPP.pdf.
IMPORTANT CONTACTS AND WEBSITES

**Advising Office** – Ms. Lisa Dempsey
⇒ BEP 247J
⇒ 903-566-7022
⇒ Email: ldempsey@uttyler.edu
⇒ Website: [www.uttyler.edu/education/undergraduate/advising](http://www.uttyler.edu/education/undergraduate/advising)

**Clinical Experiences Office** – Mrs. Deb Ellis
⇒ BEP 247G
⇒ 903-566-5764
⇒ Email: dellis@uttyler.edu
⇒ Works with Mrs. Cindy Sherman

**Certification Office** – Ms. Virginia Fender, Director
⇒ BEP 247 H
⇒ 903-566-7053
⇒ Email: gfender@uttyler.edu
⇒ Email: charris@uttyler.edu
⇒ Website: [http://www.uttyler.edu/education > Certification](http://www.uttyler.edu/education)

**School of Education Office** – Dr. Colleen Swain, Director
⇒ BEP 247
⇒ 903-566-7133
⇒ Email: cswain@uttyler.edu
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**College of Education and Psychology** – Dr. Ross Sherman, Dean
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**Technology Support Office**
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**TExES Remediation Specialist** – Ms. Bernie Hansen
⇒ BEP 212C
⇒ 903-566-7454
⇒ Email: bjhansen@uttyler.edu

**Texas Education Agency** – http://www.tea.texas.gov
⇒ LiveChat: https://tg.custhelp.com/app/chat/chat_launch > Educator Certification > Contact Educator Certification. You can also email TEA from this page.
Blackboard: Blackboard is a service provided by UT Tyler that enables students, faculty, and staff to interact in an online classroom environment. For more information, see the website: http://blackboard.uttler.edu

CAL: Curriculum and Assessment Lab, BEP 205, 903-566-7286. The CAL provides a resource center of materials, manipulatives, and tools for students’ use in planning and implementing lesson plans.

Computer labs: Computer labs are available in the HPR 134 and BEP 248, the Business building, and the Library. Check the schedules for hours of accessibility.

Curriculum Library: Located on the first floor of the main library. The Curriculum Library is stocked with textbooks currently being used in the Texas Public Schools.

ITSupport: The University’s office that provides support and training to use the technology. For assistance from this office, email itsupport@patriots.uttler.edu.

Facebook: http://www.facebook.com/UTTylerSOE

Library: Located on Campus Drive, the Muntz Library is open throughout the semester. Check the website for library hours: http://library.uttler.edu/


Student Counseling Center: UTT’s Student Counseling Center assists students who are experiencing difficulties related to stress and anxiety, learning strategies, coping skills, etc. The center is located in UC 3171 (903-566-7254).

TEA: Texas Education Agency: http://www.tea.texas.gov

TExES Preparation Manuals: These may be found at http://www.texes.ets.org/. It is recommended that the candidate download the appropriate manuals for the certification being sought. Each candidate needs the appropriate PPR and the appropriate content exam.

Writing Center: Located in BUS 202. The center is committed to assisting students in improving their written communication. Check the website for Center hours. http://www.uttler.edu/writingcenter
GLOSSARY

Accuplacer  A basic skills test of reading, mathematics, and writing required as a criterion for admission into a teacher preparation program. At UT-Tyler, the minimum score required on each section for admission to the School of Education is 82 on the reading section, 82 on the math section, and 6 on the writing section.

Academic Integrity  A principle obligating the student to exhibit honesty in carrying out academic requirements.

Benchmark  A benchmark is the measurement of a standard of excellence/achievement to which the program holds its teacher candidates.

BTLPT  Bilingual Target Language Proficiency Test is the language proficiency exam (TExES 190) required for the bilingual supplement. This exam, like other TExES certification exams, assesses the standards established by TEA for this bilingual supplement.

BSIS  Bachelor of Science in Interdisciplinary Studies is the bachelor’s degree that leads to certification at the elementary and middle school levels as well as all-level special education certification.

CAT  Computer-Administered Tests are one of the formats in which to take the TExES. These are available several times a week, every week of the year. (See PBT in this glossary for the other format for testing.)

Certificate  A credential authorizing the holder thereof to contract to teach or to be employed in the public schools of the state. In some states, this is referred to as a license.

1. **Provisional (Life) Certificate**—a document issued to an applicant who has acquired a bachelor’s degree and who is otherwise eligible to teach in the public schools of Texas. The exceptions are the non-degree vocational certificates issued on the basis of work experience and the non-degree school nurse certificate. The Provisional Certificate is permanent and valid for life unless canceled by lawful authority. The Provisional Lifetime Certificate was last issued August, 31, 1999.

2. **Professional (Life) Certificate**—a document issued to each applicant who has acquired a bachelor’s degree, who has completed at least 30 additional graduate level hours in an approved program of graduate teacher education, and who has at least three years of acceptable teaching experience. The Professional Certificate is permanent and valid for life unless canceled by lawful authority. The Professional Lifetime Certificate was last issued August, 31, 1999.

3. **Standard (Five-year) Certificate**—a document issued since September 1, 1999, to an applicant who has acquired a bachelor’s degree and who is otherwise eligible to teach in the public schools of Texas. The Standard Certificate must be renewed every five years to remain valid and replaces the Lifetime Provisional and Professional Certificates previously issued by the Board.
Educators holding lifetime certificates issued prior to September 1, 1999, are exempt from the renewal process; however, current educators adding certificates after September 1, 1999, will be issued the Standard Certificate for the new field and must renew the certificate at the end of the five-year renewal cycle. Further, individuals holding valid Provisional or Professional certificates issued prior to September 1, 1999, may opt into the renewable Standard Certificate and would complete 150 clock hours (Provisional) or 200 clock hours (Professional) of continuing professional education every five years.

<table>
<thead>
<tr>
<th>Clinical Teaching</th>
<th>Teaching experiences that occur prior to standard certification. These consist of observation, teaching small groups, and student teaching.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content exam</td>
<td>The TExES content exam tests your knowledge in your teaching discipline—English, history, math, special education, etc.</td>
</tr>
<tr>
<td>Cooperating teacher</td>
<td>A teacher (EC-12) in whose classroom a student completes his/her classroom observations, clinical experiences, and student teaching.</td>
</tr>
<tr>
<td>Co-requisite</td>
<td>A course which must be taken with another specified course.</td>
</tr>
<tr>
<td>Course equivalent</td>
<td>A course transferred from another college and determined by the Office of the Registrar or the SOE Advisor to be essentially the same as a UT Tyler course.</td>
</tr>
<tr>
<td>CPE or CPU</td>
<td>Continuing Professional Education or Continuing Professional Units One hundred fifty (150) clock hours (CPEs) are required for the renewal of a standard five-year teaching certificate.</td>
</tr>
<tr>
<td>Deficiency Plan</td>
<td>The plan developed for the program candidates with a minimum of a baccalaureate degree listing the deficiencies which an individual must complete in order to be recommended for certification. The term deficiency plan is synonymous with post-baccalaureate plan.</td>
</tr>
</tbody>
</table>

| Deficiency Plan | The plan developed for the program candidates with a minimum of a baccalaureate degree listing the deficiencies which an individual must complete in order to be recommended for certification. The term deficiency plan is synonymous with post-baccalaureate plan. |
| Disposition     | Attributes that pre-service candidates possess that either make them more likely to act in a manner conducive to the learning process or to act in a way that will be detrimental to their students’ learning processes. |
| Eligibility to test | A teacher candidate is “eligible to test” when he has met the criteria of the Eligibility to Test policy. In most cases, Phase III is the earliest that a teacher candidate is eligible. |
| ETS             | The Educational Testing Service is the company that develops and administers the certification exams in Texas—the TExES. [http://www.texas.ets.org] |
ELPS  English Language Proficiency Standards. The ELPS, as required by TAC 74, Subchapter A, §74.4, outline English language proficiency level descriptors and student expectations for English language learners (ELL’s). School districts are required to implement ELPS as an integral part of each subject in the required curriculum.

Generalist  A certificate that allows the holder to teach in a self-contained classroom or to teach any of the core subjects (English language arts and reading, social studies, science, or math) in a departmentalized classroom. The Generalist certificate is offered as an Early Childhood through sixth grade certificate or as a fourth grade through eighth grade certificate.

GPA  Grade Point Average: this is computed by dividing the number of grade points earned by the number of semester credit hours attempted. Example: 80 hrs have been taken and 280 grade points were earned. 280 ÷ 80 = 3.5. The GPA is 3.5.

Graduation Audit  A listing of the student’s program of studies prepared by the Registrar’s office which validates courses completed in the student’s program.

In-service teacher  A certified teacher who holds a provisional or a standard certificate.
- Provisional certificate—the life-time certificate was the teaching certificate issued by Texas prior to September 1, 1999.
- Standard certificate—the five-year, renewable license issued by Texas since September 1, 1999.

Intern  One who is doing an internship; a probationary certificate is required. The intern serves as the teacher-of-record for the full year.

Internship  A one-year teaching assignment that includes supervision shared by the university and the school district. This is a six credit hour requirement that replaces student teaching. To be eligible, a baccalaureate degree is required and the teaching position must be in the content area for which the intern prepared and at the level for which the intern prepared. BSIS students must student teach.

LOTE  Languages Other Than English is a certificate offered for teaching Spanish, French, and other “foreign” languages.

Major  A student’s primary field of study.

Major courses  Those courses that establish a range of study most relevant to a particular program.

Mentor Teacher  An EC-12 teacher in who is appointed by the school district to mentor/guide an intern through his/her first year of teaching.

Methods courses  Required education courses which deal with the methodology of teaching.

NCLB  No Child Left Behind is the federal law that requires a highly qualified teacher in every classroom. (often pronounced, Nickel-bee)
OCE  Office of Clinical Experiences. This office is responsible for all field experience placements. No field/clinical experiences may be completed without having been assigned by the OCE.

PBT  Paper-Based Tests are one way to take the TExES. These are scheduled several times a year and administered at specific testing sites around the state. (*See CAT*).

PDAS  Professional Development Appraisal System is the appraisal instrument used in many districts in Texas to assess and evaluate in-service teachers.

**Pedagogy**  The art or science of teaching; instructional methods. Pedagogy courses are education courses delivered through the School of Education.

**Portfolios**  A collection of material related to teaching and other educational activities compiled by students as evidence of their range of experiences.

**Post-Baccalaureate Student**  A student who has earned an undergraduate degree and is seeking initial teaching certification.

**PPR**  Pedagogy and Professional Responsibilities. This TExES exam is required of all candidates for initial teacher certification.

- TExES 160  EC – 12 PPR

**Prerequisite**  A course which must be taken prior to another specified course.

**Pre-service Teacher**  A teacher candidate who is in the process of preparing for teacher certification.

**Professional Certificates**  These advanced certificates require a master’s degree with testing in the specific field of the certificate. At UT Tyler, the following certificates are offered:

- **Principal**—requires a 30 hr. program plus a State exam and two years of teaching.
- **Superintendent**—requires a principal or mid-management certificate and a State exam.
- **Educational Diagnostician**—requires a 36 hr. program plus a State exam and two years of teaching.
- **Reading Specialist**—requires a 36 hr. program plus a State exam and two years of teaching.
- **School Counselor**—requires a 42 hr. program plus prerequisites and a State exam and two years of teaching.
- **Master Reading Teacher**—requires a 15 hr. program plus a State exam and three years of teaching (or a Reading Specialist certificate); it does not require a master’s degree.

**Program Finisher**  A student who has met all program requirements including student teaching. Upon completion of the required TExES exams, he/she will be eligible for Texas teacher certification.

**Rubric**  A scoring guideline for rating student performance or a product. The guidelines
specify what a performance/product is like at various levels (e.g., superior, excellent, good, poor) based on predetermined criteria for evaluation. The key elements of a rubric are the descriptors for what a performance/product is like within the full range of possible levels. A rubric allows for standardized evaluation according to the specified criteria.

**SBEC** The State Board for Educator Certification is the board responsible for the certification of educators in Texas including educator preparation, assessment and accountability, certification, and professional discipline which includes investigations and enforcement. Additional information may be found on the SBEC website, [http://www.tea.state.tx.us/](http://www.tea.state.tx.us/).

**SBOE** The State Board of Education is an elected 15 member board that, along with the Commissioner of Education oversees the Texas public education system in accordance with the Texas Education Code (TEC).

**SOE** The School of Education is the component of the College of Education and Psychology that is responsible for initial classroom teacher certification.

**STAAR** State of Texas Assessment of Academic Readiness that will replace the TAKS, beginning in the 2011-2012 school year. Past assessments have included TABS (1980-85), TEAMS (1986-90), TAAS (1990-2002), and TAKS (2003-present).

**Supplement** A supplement is an area of concentration that may be added to a teaching certificate. At UT Tyler, the two supplements that are available are English as a Second Language and Special Education. A supplement attaches to the certificate and thus becomes the “level” of the certificate to which it attaches.

**T-Cert** TExES Certification Exam Review for Teachers. This website developed by the Texas A&M system and TEA helps teacher candidates, novice teachers, and experienced teachers pass TExES exams. Several times during the semester, synchronous chat sessions will be held—usually about two weeks prior to the paper-based administration of the exam. More information is available at [https://pact.tarleton.edu/tcert/](https://pact.tarleton.edu/tcert/)

**TAKS** Texas Assessment of Knowledge and Skills is an assessment used in public schools. It will be replaced by STAAR for the 2011-12 academic year.

**TEA** The Texas Education Agency is the administrative unit for primary and secondary public education. Its mission, position and roles and responsibilities may be found at [http://tea.texas.gov/About_TEA/Welcome_and_Overview/](http://tea.texas.gov/About_TEA/Welcome_and_Overview/).

**Teacher Candidate** A student in a preparation program working toward teacher certification.

**Teacher of Record** The teacher responsible for an assigned class/subject.

**Teaching Requirement** The experience required of pre-service teachers to complete their professional development requirements for standard certification. This may be completed by doing student teaching or an internship.
TEKS  The Texas Essential Knowledge and Skills is the basis for curriculum in PK-12 public schools.  (http://tea.texas.gov/curriculum/teks/)

TExES  The Texas Examinations of Educator Standards are the certification exams required for teacher certification.  All candidates must pass a minimum of two exams for certification: the PPR and the appropriate content exam.

TExES Prep  Periodically, throughout each semester, the SOE offers preparation for the TExES exams.

   Students in Phase II/Block 2 are required to complete at least 3 clock hours of TExES preparation prior to moving to Phase III/Block 3.
   Students in Phase III/Block 3 are required to complete 3 clock hours.  Clock hours may be completed through the T-Cert preparation, as well.

THEA  Texas Higher Education Assessment (formerly TASP).  A basic skills test of reading, writing, and mathematics, required as a criterion for admission into a teacher preparation program.  At UT-Tyler, the minimum score required on each section for admission to the School of Education is 240.  (See Section C for more information).

THECB  The Texas Higher Education Coordinating Board is the governing board for the state’s colleges and universities.  It is dedicated to helping Texas meet the goals of the state’s higher education plan, Closing the Gaps by 2015.  Additional information may be found at the THECB website:  http://www.thecb.state.tx.us/.  

Transfer Student  A student who has transferred to UT Tyler with nine or more credit hours from another college or university.

Transcript  An academic record of a student’s earned credits and grades which is maintained in the Office of the Registrar.

TSI  A new assessment (test) approved by the Coordinating Board on April 25, 2013.  All incoming freshman must now use the TSI for academic assessment and placement purposes.

Upper-division student  A student who is in his/her junior or senior year who is working to meet requirements for the completion of his/her degree and teacher certification.

UTEACH  A program in the School of Education designed to attract math and science majors into the teaching profession.