School of
Education

We Dream, We Think, We Do!

Student Handbook
EC-6/ESL/EC-12 Special
Education
2021-2022

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 program orientation sessions, 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 School of Education is to prepare professional educators who are knowledgeable, skillful, caring, and ethical. We do so by working collaboratively to resolve pressing educational challenges locally, statewide, regionally, and beyond.

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.

The University of Texas at Tyler
College of Education and Psychology
School of Education
2021-2022

HANDBOOK AGREEMENT FORM
(This form to be signed, dated, and submitted to the education advisor for admission to program.)

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 and the School of Education website and social media sites on a regular 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 ____.
                         Date   **Month**   **Year**

_____
Student signature

THE UNIVERSITY OF TEXAS AT TYLER

3900 University Boulevard ● Tyler, TX 75799 ● (903) 566-7133

COLLEGE OF EDUCATION
   AND PSYCHOLOGY

School of Education

The University of Texas at Tyler
FERPA Consent to Release Educational Records and Information

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 or internship.

_____   _____
Signature of Candidate   Date

_____   _____
UT Tyler Student ID   Email Address

Admission Requirements For The School Of Education

ATTENTION:

Students should apply for admission to the School of Education (SOE) during the semester in which they reach a Sophomore or above standing in their degree plan and have completed (with a grade of C or higher) at least 15 hours in your academic major for mathematics and science or 12 hours for all other academic majors with a minimum degree plan 2.50 GPA.

REQUIREMENTS

1. Complete a successful <u>Admission Interview</u> prior to the due date for School of Education Admission Applications. Appointments for the interview can be made at: http://booknow.appointment- plus.com/1pmh318x/10.
2. Only Secondary and All-Level candidates are required to submit a copy of their signed degree plan from their academic advisor in their major. If you do not have this yet, *get before completing the admission application*.
3. Pay $125.00 Fee for Admission to the School of Education. This fee is paid in the Cashier's Office, (Enrollment Services Center, ADM 230). At the end of the application, you will be required to upload a copy of your receipt for the SOE Admission Fee. This fee pays for a small part of your supervision in field throughout your education program.
4. Provide evidence of satisfactory scores on any one of these acceptable basic skills tests. Test scores need to be uploaded to your SOE Admission Application. Tests need to be taken within the last five years.

   TSI Scores:

   - Reading and Writing- A College Readiness Score (CRC) of 945 with an essay of at least 5; OR a CRC score below 945 and a diagnostic level of 5 or 6 with an essay of at least 5.
   - Mathematics- A College Readiness Score (CRC) of 950 ; OR CRC score below 950 with a diagnostic test level of 6.

   ACT Scores
   - Composite score of 23 with a minimum of 19 on the Verbal(reading) or Math score.

   SAT   (Before March 5, 2016)

   - Math Score: If the student has a combined (Reading/Verbal/Math) score of 1070 with a min. score of 500 on Math, the student is exempt for Math.
   - Reading and Writing: If the student has a combined (Reading/Verbal/Math) score of 1070 with a min. score of 500 on Reading/Verbal, the student is exempt for Reading and Writing.

   SAT (After March 5, 2016)
   - Math Score 530
   - Reading and Writing 480

5. Complete the *ONLINE School of Education Admission Application.*
6. Once you have been admitted and have approved the SOE *Letter of Acceptance*, be sure to drop by Ms. Dempsey's office in BEP 247J to have your picture taken for our School of Education bulletin board.

7. If you are eligible for fall or spring field experiences, be sure to submit the application the semester prior. Please consult dates for submission posted on Canvas and bulletin boards. The forms are located in the CANVAS Organization- Education – Clinical Experiences**.**

IMPORTANT PHASE BENCHMARK 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 course and field benchmarks, and a cumulative GPA of 2.5 are all required for 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, teacher candidates are required to pass the Core Subjects EC-6 TExES and the Science of Teaching Reading (STR).** 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-6 students. 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 IV.

- Phase IV, clinical teaching, is the capstone for the certification process as teacher candidates spend a full semester in the classroom with an EC-6 certified teacher. During this semester, teacher candidates must complete the PPR. Students may also take the ESL Supplemental and Special Education (EC-12) certification exams. Successful completion of all courses with a "C" or better, earning a grade of "CR" in Clinical Teaching (EDUC 4640) is required for graduation. You must graduate, earn a grade of "CR" in Clinical 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 BENCHMARK 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.
  - o Complete online application
  - o Pay fee
  - o Meet with education advisor
- ☐ ☐ Schedule meeting with education advisor.
- ☐ ☐ Complete Phase I successfully.
- ☐ ☐ Register for Phase II courses **and** submit application for Phase II clinical experiences.

Phase II

- ☐ ☐ Take SOE TExES Diagnostic Quizzes and SOE Practice Test.
- ☐ ☐ **Take and pass content area TExES and the STR**. To gain initial permission to test, you must submit proof that you completed 6 hours of preparation via Certify Teacher and that you have scored a 240 in each content area on the practice test. You will send proof of hours and screenshot of practice test scores(taken within one week of submission) to Dr. Frank Dykes (fdykes@uttyler.edu) or Mrs. Cynthia Sherman (csherman@uttyler.edu) and seek permission to take the content test.
- ☐ ☐ Schedule meeting with education advisor.
- ☐ ☐ Complete Phase II successfully.
- ☐ ☐ Register for Phase III courses **and** submit application for Phase III clinical experiences.

Phase III

- ☐ ☐ Schedule meeting with education advisor.
- ☐ ☐ Submit Clinical Teaching application to the Office of Clinical Experiences.
- ☐ ☐ Complete Phase III successfully.
- ☐ ☐ Register for Phase IV courses, clinical teaching, and clinical teaching seminar.
- ☐ ☐ Complete graduation application after Phase III grades are posted.

Phase IV

- ☐ ☐ Successfully pass PPR
- ☐ ☐ Successfully complete Phase IV courses, clinical teaching, and clinical teaching seminar.
- ☐ ☐ Complete all required clinical teaching, supervision, and SOE program surveys and evaluations.
- ☐ ☐ Apply for graduation.
- ☐ ☐ Order graduation regalia.
- ☐ ☐ Attend Bridging Ceremony.
- ☐ ☐ Attend 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. **Take and pass the content test and the STR**.
3. 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 must 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.
4. Meet with 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, 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 must 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. Meet with 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 Core Subjects EC-6 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 (e.g. EDUC 4301, READ 3330, etc.).
3. Pass PPR.
4. Complete all required clinical teaching, supervision, and SOE program surveys and evaluations
5. Submit your graduation application.
6. Order graduation regalia in the University Bookstore.
7. Meet with the education advisor.

AFTER GRADUATION
1. Apply for certification when all degree and certificate requirements are complete.

ATTENDANCE POLICY

Students must attend a majority of the classes to be eligible to submit course work to attain a grade of C or higher.

CRIMINAL HISTORY REPORT

A background check is completed each semester by school districts for filed experience. Please be aware that Criminal History Reports may prevent you from certification.

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THE UNIVERSITY OF TEXAS AT TYLER COLLEGE
OF EDUCATION AND PSYCHOLOGY

BACHELOR OF SCIENCE IN INTERDISCIPLINARY STUDIES (BSIS) DEGREE PLAN

ELEMENTARY *(EARLY CHILDHOOD – GRADE 6)*
EC - 6/ESL/EC-12 SPECIAL EDUCATION CERTIFICATION

Name:	
SID:	Date:

CORE CURRICULUM *(42 SCH)*	Course Number	Hours	Grade	Notes
Communication: Grammar and Composition I	ENGL 1301	3		
Human Expression: Grammar and Composition II	ENGL 1302	3		
Mathematics: Concepts of Modern Mathematics I	MATH 1350	3		
STEM: Concepts of Modern Mathematics II	MATH 1351	3		
Natural Sciences: General Biology	BIOL 1306	3		
Natural Sciences: Introduction to Chemistry I	CHEM 1305	3		
Language, Philosophy, and Culture: World or European Literature	ENGL	3		
Communication: Fundamentals of Speech Communication	SPCM 1315	3		
Creative Arts		3		
History: United States History I	HIST 1301	3		
History: United States History II	HIST 1302	3		
Political Science: Introductory American Government	POLS 2305	3		
Political Science: Introductory Texas Politics	POLS 2306	3		
Social and Behavioral Science: World Regional Geography	GEOG 1313	3		

PHASE I (15*)*	Course Number	Hours	Grade	Notes
Texas Schools and Students	EDUC 3315	3		
Social Studies Curriculum for Elementary	EDUC 4373	3		
Mathematical Problem Solving in EC-6	EDUC 4301	3		
Language Acquisition, Culture, and Society in Literacy	READ 4323	3		
Science Curriculum in the Elementary Classroom	EDUC 4383	3		
INTERDISCIPLINARY MAJOR COURSES *(15)* **RECOMMENDED COMPLETION PRIOR TO SEMESTER IV INCLUDING SUMMER SESSIONS**				
Managing and Instructing Diverse Learners/Introduction to Special Populations	EDSP 3351 or EDUC 2301	3		
Physical Geology and Astronomy	GEOL 3310	3		
College Algebra	MATH 1314	3		
Educational Psychology: Child Development and Learning	EPSY 3330	3		
Elective: EDUC 1301 or EDUC 3313 Integrating Arts and Movement		3		

ADMISSION TO THE SCHOOL OF EDUCATION PRIOR TO PHASE II				
PHASE II *(18)*	**Course Number**	**Hours**	**Grade**	**Notes**
Teaching Skills in EC-6	EDUC 4322	3		
Managing Classrooms and Behavior in School Settings	EDUC 3363	3		
Assessment for Instruction	EDUC 4365	3		
Literacy Development in the Early Years	READ 3320	3		
Children's Literature in the Classroom	READ 3323	3		
Literacy Assessment & Instruction	READ 4320	3		
Field Experience II	EDUC 3020	0		
YOU MUST PASS THE CONTENT TExES BEFORE YOU BEGIN PHASE III				
PHASE III* *(18)*				
Instructional Programming for Students with Mild/Moderate	EDSP 3354	3		
Teaching Social Studies in the Elementary Classroom	ELED 4312	3		
Teaching Mathematics in the Elementary Classroom	ELED 4313	3		
Teaching Science in the Elementary Classroom	ELED 4314	3		
Literacy Assessment and Instruction II	READ 4326	3		
Teaching Writing in Language Arts	READ 3326	3		
Field Experience III	EDUC 3030	0		
PHASE IV *(12)*				
Clinical Teaching	EDUC 4640	6		
Clinical Teaching Seminar (Not a degree requirement, but required for certification)	EDUC 4057	0		
Integrating Technology in the Classroom	EDUC 4321	3		
English Language Learners	EDUC 4334	3		
TOTAL		**120**		

Total Semester Credit Hours Required for Degree: 120

PLEASE SEE YOUR DEGREE ADVISOR FOR QUESTIONS OR UPDATES REGARDING YOUR DEGREE PLAN.

*You must pass the Core Subjects and STR exam prior to Phase III.

TExES Exams Required: TExES 391 – Core Subjects EC-6 (Content)

TExES 293-Science of Teaching of Reading
TExES 160 – Pedagogy & Professional Responsibilities (PPR) EC-12
Above tests are "Required for standard Core Subjects EC-6 certificate"

TExES Exams Optional: TExES 161 – All-Level Special Education
TExES 154 – English as a Second Language Supplemental

The BSIS leading to **EC-6 Core Subject/ESL/EC-12 Special Education certification** *requires 120 semester credit hours.*

CLINICAL TEACHING

Clinical teaching is a fourteen week, full teacher day experience of being in a school instructing students in their certification area. A mentor teacher is assigned that has been successfully teaching for a minimum of three years. A university supervisor is assigned to observe, monitor progress, and give constructive feedback to improve effectiveness of the clinical teacher using a T-TESS framework.

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.

1. **School of Education website** – we offer several high quality resources available

    for you at http://www.uttyler.edu/education/texes/study.php.

2. **Flashcards/Books**: Please visit the Curriculum and Technology Lab (BEP

    205) for resources available to you at no charge.

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 and pass the content TExES during Phase II of his or her program.

For the Core Subjects EC-6 TExES (391) and the Science of Teaching Reading (293):

1st Attempt: To gain initial permission to test, you must submit proof that you completed 6 hours of preparation via Certify Teacher and that you have scored a 240 each content area on the practice test. You will send proof of hours and screenshot of practice test scores(within one week of submission) to Dr. Frank Dykes (fdykes@uttyler.edu) or Mrs. Cynthia Sherman (csherman@uttyler.edu) and seek permission to take the content test.

Before any Retest Attempts: Schedule an appointment with Dr. Frank Dykes or Mrs. Cynthia Sherman to develop an appropriate remediation plan.

POLICY REGARDING CONTENT TExES
AND CLINICAL TEACHING

Teacher candidates are not allowed to clinical teach unless they have passed the Content TExES prior to day announced in orientation session.
   a. If the Content exam and STR are passed, there are no further testing expectations required to be eligible for clinical 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 clinical teaching semester.

TAKING THE TExES: Please check the School of Education website (http://www.uttyler.edu/education/TExES), SOE social media accounts, and the Bulletin Boards in the main School of Education hallway for information on registering, TExES preparation, and other resources.

TExES REGISTRATION INFORMATION

1. Complete TExES Test Request Form found on the School of Education Website (see Certification webpages). Email your Test Request Form to certification@uttyler.edu and cc:gfender@uttyler.edu

2. Receive approval notification from certification office to test. If you did not receive an approval email, contact the Office of Educator Certification and Accountability at certification@uttyler.edu and cc: gfender@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.tx.nesinc.com)

4. Log onto https://www.tx.nesinc.com/ 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.tx.nesinc.com) and review ***Important Information*** on the Admission Ticket.

TAKING THE TExES

-   Preparing for the TExES and STR:
    -   Class Materials for PPR
    -   School of Education Website- TExES Information – Study Materials
    -   TExES Preparation manual
    -   Take the SOE Canvas Quizzes.
-   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.
    -   Watches are not allowed in the testing centers.

IT'S TIME TO GET CERTIFIED…..
…so, what do I do??

1. First make sure you are eligible for certification:
   a. Your degree has been posted or *will be* posted in a few weeks;
   b. You have taken and passed the required certification exams;
   c. You have not only successfully completed clinical teaching, but you have also successfully completed the seminar.

2. You have completed the application for certification (the yellow sheet).

3. Go to **t**he TEA site—http://tea.texas.gov—and click on **TEAL Login** in the top blue banner. From there, follow the directions to apply for your new certificate. Be sure to follow the **University route** rather than alternative or master teacher route. You are applying for a **Standard** teaching certificate.

4. When you have completed your degree, submitted all of the paperwork, and you have passed your required exam, the Office of Educator Certification will recommend you for your new certificate. It is important to note that you *must* apply at the TEA website, and our office *must* have the required paperwork—the yellow application form—in order to recommend you for your new certificate. Also remember, the Certification Office cannot recommend you for certification until grades are posted and degrees are granted, which can be two-three weeks after the graduation ceremony. These two links will answer your questions and give you step-by-step instructions:

   https://www.uttyler.edu/educpsych/certifications/apply.php
   https://www.uttyler.edu/educpsych/certifications/initialcert.php

5. *NOTE:-*If you are Core Subjects EC-6 and eligible to receive the ESL and/or special education certificates, *do not apply at TEA until all testing is complete!* When you have applied for your certificate, the Certification Office assumes you are ready to be certified in the areas for which you have tested.

6. *REMINDERFOR ALL:* Once you are a certified teacher(you have received your virtual certificate),you may take other classroom certification exams without permission to test.

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.

SCHOOL OF EDUCATION 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 Teacher Practice 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 Teacher Practice 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 Teacher Practice 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 Teacher Practice 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 Teacher Practice 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 Teacher Practice 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 Teacher Practice 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 Teacher Practice 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 Teacher Practice 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 Teacher Practice 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 Teacher Practice 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.

Code of Ethics and Standard Practices for Texas Educators

Texas Administrative Code

TITLE 19 EDUCATION
PART 7 STATE BOARD FOR EDUCATOR CERTIFICATION

(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

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.uttyler.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.

THE UNIVERSITY OF TEXAS AT TYLER

3900 University Boulevard• Tyler, TX 75799 • (903) 566----7133

COLLEGEOFEDUCATION

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

The University of Texas at Tyler
School of Education
3900 University Blvd.
Tyler, Texas 75799
Phone: 903-566-7133

PHOTOGRAPHY/VIDEO/VOICE RELEASE

All photographers taking photographs on University property or of University events must obtain a signed release form from any student, faculty member, staff person, or member of the public who is visibly recognizable in the photograph prior to making any commercial use of such photograph. Crowd scenes where no single person is the dominant feature are exempt. These rules govern photographs intended for use in any University publication of a marketing or a public relations nature, such as newsletters, brochures, viewbooks, promotional items, or other such material. Releases also must be obtained for photographs used on the web. These rules are not in effect when photographs are taken of news events, but photographs taken for news purposes require a release for reuse in marketing materials.

Photo Release:

I hereby consent to and authorize the use and reproduction by you as a representative of The University of Texas at Tyler School of Education, or anyone authorized by you, of any and all photographs/video/voice which you have taken of myself, for use by The University of Texas at Tyler School of Education for the purpose of documenting School of Education events and accomplishments, advertising or marketing promotions in the forms of print/electronic/outdoor advertising, multimedia presentations, publications and/or promotional items.

This authorization is valid until I have completed by degree or until I have revoked permission. To revoke permission, please contact the School of Education Director or Assistant Director.

_____   _____   _____
Signature   Printed Name   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 (BEP223).

*The following forms can be found on the School of Education website (http://www.uttyler.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 clinical teach. Without admission into the School of Education, successful completion of all coursework, and clinical experiences, including clinical 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 Canvas 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.

- o 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.

- o 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.

- o 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.

- o 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.

- o 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.
Using self-reflection to improve performance.

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.
Adhering to the Code of Ethics and Standard Practices for Texas Educators.
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 School of Education faculty 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

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.

Military Service Credit and Workforce Credit

The School of Education follows The University of Texas at Tyler's policy for Military Service Credit and Workforce Credit, as follows:

Military Service Credit

Per HB 269, U.S. Military Veterans who meet the eligibility requirements below may elect to receive up to 12 undergraduate credit hours of physical education towards elective course requirements for their undergraduate degree.

The Military Service Credit option is available to Veterans who have met the following requirements:

1. Graduated from a public or private high school, accredited by a generally recognized accrediting organization or from a high school operated by the United States Department of Defense.
2. Honorably discharged former member of the armed forces of the United States
3. Completed a minimum of two years of service in the armed services or was discharged because of a disability.

The awarding of credit is irrevocable (I.e., cannot be removed from transcript once awarded). Therefore, in deciding whether to claim this credit, students should consider, in consultation with an academic advisor, the impact of the credit on their eligibility for a tuition rebate and the possibility that they will be ineligible for Texas loan forgiveness if they have excess credit.

To have the credit awarded, students must complete a Military Service Credit Agreement form and provide proof of eligibility as noted on that document. Signatures from the student's academic advisor and department chair are required. Once processed (and approved), the appropriate amount of elective credit will be added to the student's official academic record effective the date of approval.

In addition to credits granted under HB 269, U.S. Military Veterans may request additional credits be awarded based upon review of official documentation of military service-related training or coursework. Accepted sources of documentation include Joint Services Transcripts and American Council on Education (ACE) evaluations.

To request a review, students must complete a Military Service Credit Evaluation form in conjunction with their Academic Advisor(s) and the Chair of the academic department offering their major, each of whom must approve all credit recommendations. Any requests for credits applicable toward the Core Curriculum will be subject to review and approval by the Office of the Registrar.

Credits from regionally accredited institutions such as the Community College of the Air Force are not reviewed under this policy. Such credits are assessed per standard transfer credit policies and procedures.

Workforce Credit

Any baccalaureate degree in its entirety will be viewed and evaluated as a single degree; and if courses are transferred, they must meet transfer-level quality accreditation standards. Vocational, technical, and/or Workforce Education (WECM) courses that are "not intended for transfer", will be used only in applied baccalaureate degrees, unless it is demonstrated, through evaluations by academically qualified professionals, and in accordance with appropriate policy and procedures for each non-applied baccalaureate degree program, that there are comparable course content and comparable learning outcomes and ensure that courses rise above the level of basic skills and constitute more than a training experience.