Syllabus  
Fall 2014  
EDUC 1301.002 (Hybrid)  
8/25-12/4  
Introduction to the Teaching Profession  
11:00-12:20, TuTh and Online  
HPR 135

Instructor Information

Dr. Chip Fischer, Professor of Education  
School of Education  
The University of Texas at Tyler  
3900 University Blvd, Tyler, TX 75799  
Office: BEP 222B  
Office Hours: Wed., 12:00-4:00; Tues./Thurs., 12:30-2:00  
Phone: (903) 566-7448  
Email: cfischer@uttyler.edu  
*This is the best way to contact me any time you need help— including weekends, and I will typically respond to your email within 24 hours.  
(Please place “EDUC 1301” at the start of your email content line.)

Administrative Assistant: Cindy Sprayberry, BEP 247, (903) 566-7133

Course Rationale

This course introduces you to our entire teacher education program, to the realities of teaching as a career, to the body of knowledge you will need to become an effective teacher, and to the sociocultural factors which are inherent in our P-12 schools. The course provides you with a theoretical and practical basis for subsequent educational decision making. Additionally, you’ll be given the opportunity to do 16 hours of field-based and video-based, clinical observations of teaching and learning at the elementary, middle, and high school levels. By the end of the course, you should be better able to answer these important questions:

- Do I want to become a teacher?
- What do I need to do become the best teacher possible?
- What does a professional in the field of education need to know?
- What grade levels and subject areas am I most interested in teaching?
Catalog Description

Orientation to the teaching profession. Students participate in field observations at all levels of P-12 schools with varied and diverse student populations. Introduction to and analysis of the culture of schooling and classrooms. Course includes a 16 hour clinical component. (Prerequisites: none)

Learning Outcomes

By the end of the course you will be able to:

- Develop a personal rationale for the pursuit of teaching as a career (INTASC 9)
- Develop a rationale for which grade level range and subject matter area(s) you wish to teach (INTASC 1, 2, 3, 4, 5, 9)
- Develop a personal philosophy of education (INTASC 1, 2, 3, 4, 5, 6, 7, 8, 9)
- Apply an awareness of legal rights and responsibilities to frequently encountered school-related situations (INTASC 9)
- Recognize/describe key elements of a school’s setting, classroom arrangement, student diversity, social interaction, curriculum, and teaching practices that are associated with enhanced teaching and learning (INTASC 1-10)
- Conduct yourself in a manner that indicates an enhanced awareness of professionalism (INTASC 9, 10)

Course Evaluation and Grading*

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<tr>
<th>Component</th>
<th>Weight</th>
<th>Details</th>
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<tr>
<td>Module quizzes 1-8</td>
<td>40%</td>
<td>Taken during open time windows for each module</td>
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<tr>
<td>Clinical Analysis Project (CAP)</td>
<td>25%</td>
<td>Due in class on Thursday, Dec. 4</td>
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<tr>
<td>In-class participation/activities</td>
<td>10%</td>
<td>Based on in-class participation/activities/assignments</td>
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<tr>
<td>Blog/discussion forum responses</td>
<td>25%</td>
<td>Due dates will be announced</td>
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Grading Key:

- A  90-100
- B  80-89
- C  70-79
- D  60-69
- F  <60

*Quiz grades will be posted immediately and automatically on Blackboard. Grades for all other projects, assignments, and activities will be posted on Blackboard in a timely manner.

*Failure to attend class can negatively impact your grade as discussed in the “Course Policies” section of this syllabus.

*Agreement/disagreement with the instructor’s personal opinions has no impact whatsoever on your course grades. Please feel free to voice your opinions, ask questions, and offer pertinent comments during class.
Teaching Strategies

Cooperative/collaborative learning, class discussion, project-based learning, online lectures and quizzes, model lessons, reading assignments, multimedia presentations, discussion boards, blogs, clinical observations, Web 2.0 applications, student presentations, and a variety of values clarifying and engagement activities.

Clinical CAP Experiences

- Click the “Clinical Analysis Project (CAP)” link in the Main Menu to find a detailed description of the criteria for the final project report which is due on our final class day (Thurs., Dec. 4).

- Required clinical experience hours: 16 hrs total (4 hrs. elementary, 4 hrs. middle, 4 hrs. high school, and 4 hrs. of video teaching episode experience).

- Note: without a passing grade for your clinical experience, regardless of your average, you cannot receive a passing grade for this course.

- Important field-related information:
  - Your “Application for Clinical Experience,” “Criminal History Record Information Form,” “Time Log,” and “Field Experiences Schedule” will be available (starting Mon., Aug. 25) on: Blackboard/Organization/Academic Interest/Education-Clinical Experiences (press Enroll button on the right)/Announcement Page/Phase I/Phase I Field Experience Folder.
  - Fill out the “Phase I Field Application,” the “UT Tyler Criminal History Record Form,” the “District Department of Public Safety Form” and the “Tyler ISD Criminal History Record Form.” Also, make two copies of your driver’s license and turn everything in to the Office of Clinical Experiences (903 566-7283) in BEP 247G no later than Fri., Sept. 5.
  - Field placements and time logs will be posted online (in the Blackboard Phase I Field Experience Folder) on Friday, Oct. 3. Also, you may begin contacting your teachers and scheduling field on Mon., Oct. 6, but you must contact your teachers by phone and/or email no later than Friday, Nov. 7; your “Clinical Experience Time Log” must be completed and the signed and initialed original of the Time Log must be turned in to Ms. Smith in BEP 247G by Friday, Dec. 5.
  - Your CAP Report for EDUC 1301 and a copy of your “Time Log” must be turned in to me at the beginning of class on Thursday, Dec. 4.

Text, Materials, Supplies, Computer Access
(Please wait until after the 1st class to purchase this book—buying this book is optional and most students choose not to buy it! I’ll explain this choice in more detail during our 1st class).

• Selected internet articles and videos in the Class Blog and Discussion Board Forums

• Reliable internet access; a web browser (e.g., *Internet Explorer, Mozilla Firefox, Chrome, Safari*, etc.), access to *Blackboard, Patriot Mail, Microsoft Office*. (We have a small student computer lab in BEP 249 and a larger one in HPR 134 if you need to use one of our computers);

• **Please Note:** You may find that, when working with Blackboard, one internet browser may do a better job of facilitating access to the course content than another. You may want to try more than one. (I have found that *Mozilla Firefox* works especially well when accessing content contained in Blackboard.)

**Technical Support For Hybrid Courses**

• Blackboard access; sound capacity; check your Patriot email on a daily basis for schedule changes and/or announcements.

• **Technical Support:** If you experience technical problems or have a technical question about this course, you can obtain assistance by emailing itsupport@patriots.uttyler.edu. When you email IT Support, be sure to include a complete description of your question or problem including:
  o the title and number of the course
  o the page in question
  o if you get an error message, a description and message number
  o what you were doing at the time you got the error message
You can also get technical support by calling our IT Helpline at 903 565-5555 x2.

• **Plug-ins and Helper Applications:** UT Tyler fully online and hybrid courses use Java, JavaScript, browser plug-ins, helper applications and cookies. It is essential that you have these elements installed and enabled in your web browser for optimal viewing of the content and functions of your online/hybrid course.
  o **Adobe Flash Player** allows you to view content created with Flash such as interactive web applications and animations. [http://get.adobe.com/flashplayer/](http://get.adobe.com/flashplayer/)

Course Policies

1. “Phase I Attendance Policy” will be followed: Students are expected to attend all classes. More than two unexcused absences will result in your course grade being lowered by one grade (e.g., from an “A” to a “B”). More than four unexcused absences will result in a reduction of your course grade by two letter grades (e.g., an “A” will become a “C”). More than four unexcused absences will also result in the filing of a negative disposition report. Any student who receives three negative dispositions during their time in the program may be removed from the teacher preparation program. Excused absences will be granted at the discretion of the instructor. If you must miss class please email me prior to the class at cfischer@uttyler.edu.

2. Excessive tardiness reflects poorly on your professionalism and may lead to the filing of an unsatisfactory disposition report. If you are late, enter as unobtrusively as possible; if you must leave early, please let me know at the beginning of class.

3. Assignments turned in late (without excuse) will result in the assignment grade being lowered one grade (e.g., from an “A” to a “B”) for each day the assignment is late. Assignments are due at the beginning of class.

4. All tests/quizzes must be taken and all projects and assignments completed in order to receive a passing grade for the class.

5. Study guides for quizzes, PowerPoints used in lectures, and instructions for the CAP report will be posted on Blackboard.

6. Do not come to class ill or bring children, guests, or pets to class.

7. For excused absences bring a UTT Health Clinic or doctor’s excuse.

8. Most handouts will not be distributed in class; they will be made available on Blackboard.

9. Cell phones must be kept on “off” or “vibrate” during class. They also must be kept in pockets or purses during class.

10. Only work related to EDUC 4321 should be done in class.

11. Grades of “I” will be given only when there is a compelling reason (e.g., serious illness).

12. Any dispositions indicative of a lack of professionalism will be written up and placed in your student file.
13. Laptop computers may only be used in class if prior permission has been obtained from the instructor, and they may only be used for note-taking and other class-related work (not social networking, texting, emailing, surfing the net, etc.)

14. The Clinical Assessment Project is an essential requirement in this class. A passing grade on this project is required in order to receive a passing grade for the class.

15. Out of respect for everyone in the class, anyone who disrupts the learning of others, displays unprofessional behavior, or exhibits insensitivity to the rights and feelings classmates, the instructor, teachers and students they work with during their clinical experience, etc. will be disciplined in accord with School of Education and University policies and will run the risk of being removed from the class, clinical assignment, and/or the teacher education program. This policy applies equally to negative behaviors that occur in course-related online environments.

16. All written work must be typed, double-spaced, stapled, and turned in at the beginning of class (or online if that is the specified requirement). Please keep copies of all work that you turn in.

17. All written work must be written at a college level and carefully copy edited in order accepted for credit.

18. The CAP report (including the Philosophy of Education statement) is due in class on Thursday, December 4 and must be turned in on time in order to receive full credit.

19. If you need assistance enhancing the quality of your written work, contact our Writing Lab in BUS 202 (903.565.5995) or [http://www.uttyler.edu/writingcenter/](http://www.uttyler.edu/writingcenter/)

**Topical Outline**

Topics will be presented in the following order:

I. **Becoming a Teacher**  
   - Teaching pros/cons/satisfaction  
   - Professionalism  
   - Normal schools to board certification  
   - Professional organizations  
   - Teacher Licensing  
   - Quality of American Schools

II. **Different Ways of Learning**  
   - Learning styles/gender  
   - Multiple intelligences  
   - Emotional/intellectual intelligence (EQ/IQ)
III. Teaching Your Diverse Students
- Student diversity/cultural pluralism
- LGBT students
- Theories behind culture-related failure
- Bilingual education
- Multicultural education
- Responding to cultural diversity

IV. Teacher Effectiveness
- Teacher effectiveness
- Academic learning time
- Classroom management models
- The pedagogical cycle (structure, questioning, feedback)
- Models of instruction (direct teaching, cooperative learning, mastery learning, problem/project-based learning, differentiated instruction)
- Strategies for effective teaching
- First year teaching

V. Philosophy of Education
- Determining your philosophy of education
- Basic philosophical issues and concepts
- Teacher-centered philosophies of education (essentialism, perennialism)
- Student-centered philosophies of education (progressivism, social reconstructionism, existentialism)
- Psychological influences on education (constructivism and behaviorism)

VI. School Law and Ethics
- Legal rights and responsibilities of teachers
- Legal rights and responsibilities of students
- Child abuse
- Moral Education/Values education

VII. Purposes of America’s Schools and the Current Reform Movement
- The purpose of school
- The history of Educational reform
- School choice (charter schools, full service schools, vouchers, magnet schools, open enrollment, virtual schools, for-profit-schools, home schooling, green schools)
- The effects of reform on teachers and students
- Effective schools research
- Teacher effectiveness
VIII. Curriculum, Standards and Testing
   • Curriculum (visible, invisible, hidden, extra-curriculum)
   • Shaping the curriculum
   • Textbooks
   • The standards movement
   • Standardized testing
   • Curriculum tension points
   • Technology across the curriculum
   • Future directions in the curriculum
## Course Schedule by Modules and Key Dates Related to Your Clinical Experience

(Follow dates from left to right as you move down the table)

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<tr>
<th>Course Introduction</th>
<th>On Campus</th>
<th>Online</th>
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<td>T, 8/26</td>
<td>H 8/28</td>
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<tr>
<th>Module 1: Becoming a Teacher</th>
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<td>H, 19/11 T, 9/16</td>
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<td>H, 10/30 T, 11/4</td>
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<th>Module 7: Purposes of America’s Schools and the Current Reform Movement</th>
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<th>Module 8: Curriculum, Standards, and Testing</th>
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<td>Fall Break</td>
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<th>Culminating Activities</th>
<th>On Campus</th>
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**Monday, 8/25:** “Clinical Experience Application Forms” are posted online

**Friday, 9/25:** Deadline for returning all clinical experience paperwork to BEP 247G

**Friday, 10/3:** Field assignments/time logs posted online on Office of Clinical Experience Blackboard Site; students may begin contacting teachers on Mon., 10/6 to schedule observations

**Friday, 11/7:** Last day to contact your assigned teachers about scheduling your clinical experience

**Thursday, 12/4:** Clinical Assessment Project (CAP) turned in at beginning of class

**Friday, 12/5:** All Field must be completed, signed and initialed time log turned in (BEP 247G), and thank you notes sent to each of your 3 teacher
University Policies

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www2.uttyler.edu/wellness/rightsandresponsibilities.php

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the September 4, 2012. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date (Sept. 4th) is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an
appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do Not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) “Cheating” includes, but is not limited to:

- copying from another student’s test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
• paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
• falsifying research data, laboratory reports, and/or other academic work offered for credit;
• taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
• misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

(iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

(iv) All written work that is submitted will be subject to review by SafeAssign™, available on Blackboard.

College of Education and Psychology
Vision, Mission, Program Standards, and Dispositions

Vision

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

Mission

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. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.


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

InTASC Model Core Teaching Standards

Standard #1: Learner Development
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.

Standard #2: Learning Differences
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.

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.

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.
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.

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.

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.

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.

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.

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.

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

Dispositions are in alignment with the Beginning Teacher Standards developed by the Interstate New Teacher Assessment and Support Consortium (INTASC) and are stated in positive terms. Examples of dispositional deficiencies are also stated in positive terms. All students including student teachers will be assessed in terms of dispositions by each of their teachers and supervisors through all the phases of the program. You should be aware of the fact that repeatedly observed dispositional deficiencies may constitute grounds for dismissal from the Educator Preparation program. A three-step process based on a history of repeated, uncorrected dispositional concerns progresses from simple notification of a dispositional deficiency to possible dismissal from the program (with an opportunity for appeal).
The following categories of dispositions are assessed. Examples of behaviors that might be consistent with dispositional deficiencies are given. This list is meant to be illustrative of possible dispositional deficiencies but is neither intended to be exhaustive nor prescriptive:

Disposition Indicators (Example behaviors follow)

**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.
- 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 which 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 which 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.