Student Teaching Seminar  
EDUC 4057.001  
Fall 2015

Instructor: Cynthia Sherman, M.Ed.  
Office: BEP 212E  
Email: csherman@uttyler.edu (best way to contact)  
Phone: 903.566.7012  
Office hours: T – 11:00 – 2:00 pm or by appointment

Student Teaching Seminar Dates, Times, and Location

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, August 17, 2015</td>
<td>8:00 a.m. – 3:00 p.m.</td>
<td>Ornelas Activity Center</td>
</tr>
<tr>
<td>Tuesday, August 18, 2015</td>
<td>8:00 a.m. – 3:00 p.m.</td>
<td>Ornelas Activity Center</td>
</tr>
<tr>
<td>Wednesday, August 19, 2015</td>
<td>8:00 a.m. – 3:00 p.m.</td>
<td>Ornelas Activity Center</td>
</tr>
<tr>
<td>Thursday, August 20, 2015</td>
<td>8:00 a.m. – 3:00 p.m.</td>
<td>Ornelas Activity Center</td>
</tr>
<tr>
<td>Friday, August 21, 2015 *</td>
<td>9:00 a.m. – 4:00 p.m.</td>
<td>HPR 134 – Secondary/All-Level and STEP students only</td>
</tr>
<tr>
<td>Secondary/All-Level Students only</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday, September 16, 2015</td>
<td>6:00 – 8:00 p.m.</td>
<td>Ornelas Activity Center</td>
</tr>
<tr>
<td>Monday, October 12, 2015</td>
<td>8:00 a.m. – 3:00 p.m.</td>
<td>Ornelas Activity Center</td>
</tr>
<tr>
<td>Thursday, November 5, 2015</td>
<td>6:00 – 8:00 p.m.</td>
<td>Ornelas Activity Center</td>
</tr>
<tr>
<td>Thursday, December 3, 2015</td>
<td>8:00 a.m. – 3:00 p.m.</td>
<td>Ornelas Activity Center</td>
</tr>
</tbody>
</table>

NOTE 1: The last date to drop/withdraw from classes is October 26th.  
NOTE 2: Required Technology Training for Secondary and All-Level Students and STEP Students: Friday, August 21st from 9:00 – 4:00 in HPR 134.

Catalog Course Description:  
Student Teaching Seminar: Demonstration of synthesis of the preservice teacher’s knowledge and skills through reflective activities, review of learner-centered proficiencies, review of certification competencies, study skills, and test-taking skills. A culminating experience that prepares students for the required State exams. CR/NC only. Co-requisites: enrollment in student teaching or internship.

Related Field Experiences: Student teaching is the culminating field experience. The student teacher seminar provides the foundation for this experience and offers support to reach the ultimate goal of teacher certification and obtaining a teaching position. The students have opportunities to discuss challenges and success through seminar meetings. Students are required to complete approximately 600 hours of fieldwork in an assigned classroom. Students are evaluated by a university supervisor as well as the cooperating teacher/mentor using the Comprehensive Observation Rubric (COR) and Direct Observation Rubric (DOR).

Course Objectives and Assessments

<table>
<thead>
<tr>
<th>Learning Outcome Description At the end of the semester, the student will:</th>
<th>InTASC Standard(s) Addressed</th>
<th>Assessment</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1,6,7,8, 9, 10</td>
<td>*Practice PPR or TExES PPR</td>
<td>*TExES PPR score of 240 or greater or Practice</td>
</tr>
<tr>
<td></td>
<td>Demonstrate knowledge of special needs, learning styles, and student characteristics and be able to adapt teaching and instructional materials for diverse populations</td>
<td>1, 2, 3, 4, 8, 9, 10</td>
<td>PPR score of 80 or greater (EDUC 4057, certification only)</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>Evaluate classroom management techniques/practices for use in the classroom</td>
<td>2, 3, 5, 9, 10</td>
<td>PPR score of 80 or greater (EDUC 4057, certification only)</td>
</tr>
<tr>
<td></td>
<td>Demonstrate the ability to integrate technology to enhance teaching and learning</td>
<td>3, 4, 7, 8</td>
<td>Portfolio: lesson plans and/or activities (EDUC 4057)</td>
</tr>
<tr>
<td></td>
<td>Demonstrate knowledge of learner-centered proficiencies, certification competencies, study skills, and test-tasking skills.</td>
<td>1, 3, 6, 8</td>
<td>PPR score of 80 or greater (EDUC 4057, certification only)</td>
</tr>
<tr>
<td></td>
<td>Demonstrates an ability 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.</td>
<td>5</td>
<td>Portfolio: lesson plans and/or activities (EDUC 4057)</td>
</tr>
</tbody>
</table>

**Topical Outline for EDUC 4057:** The Student Teaching Seminar in conjunction with student teaching or internship will cover the following topics:

- Expectations of Student Teaching
  - Get questions such as: How many times will I be observed? By whom? For how long? How do I know my mentor teacher is qualified? And more!
- Classroom Management
- Student Engagement
- Making Assessment Meaningful for Students and Teachers
- Ethical Behaviors and Responsibilities – Code of Ethics and Standard Practices for Texas Educators
- Getting A Job and First Year Teaching Information
  - Exploring the Job Market in Texas
- School Law, Mental Health Training and Suicide Prevention Training (SB 460)
- Texas Assessment and Accountability Systems
  - STAAR
  - PDAS – T-TESS
  - New Texas Teacher Standards
Preparing for the Job Market

Evaluation and Grading:

Credit (CR) for EDUC 4057: Student Teaching Seminar is earned through meeting all of the following:

- Passing score on all assignments
- Completion of 6 hours of TExES preparation (can be face-to-face or online, must have documentation of attendance)
- Pass TExES PPR with 240. NOTE: We certainly encourage you to take the Practice PPR so you will know what the test is like. However, remember that only passing the “real” TExES PPR will count toward your certification. We do not advise you to focus your energies on the Practice PPR.
- All assignments completed at an appropriate proficiency level
- Professional participation (punctual, on task, contributing to the seminar)
- **Full attendance in seminar. You are expected to attend ALL sessions of seminar.** There are NO “free” absences in student teaching seminar. All absences will have to be made up at a later time.
- Submitting weekly student teaching journals to your university supervisor.

No Credit (NC) for EDUC 4057: Student Teaching Seminar is earned if one of the following is true:

- Failing score on an assignment
- Assignments are not completed at an appropriate proficiency level
- Failure to complete 6 hours of TExES preparation
- Failure to pass TExES PPR with 240
- Display of unprofessional participation
- Absences in student teaching seminar that were not made up as determined by Mrs. Sherman.
- Insufficient number of days in student teaching
- Dismissal from student teaching
- Failure to consistently submit student teaching journals to your university supervisor.
- Unprofessional behavior in seminar or schools.

**NOTE:** A grade of No Credit will delay your certification but NOT your graduation from UT Tyler. You WILL NOT be able to get a teaching job without certification though. Certification matters in teaching!!!!

Teaching Strategies Used

Various teaching strategies will be used in the Student Teaching Seminars. These include but are not limited to: group activities, discussion, reflection, lectures, case studies, and role-playing.

Assignments:

Throughout this student teaching seminar, you will be evaluated based on your:

- Active, engaged, and appropriate participation in groups for all activities. Some of these activities count as graded assignments.
- Ability to meet criteria for all assignments
- Rationale and Artifacts for Program (InTASC) Standards for Portfolio
- Cover Letter and Resume
- Completion of TEA Ethics Videos and assessments
- Completion of Suicide Prevention Training and Region IV Texas Behavior Support Initiative Module

Throughout your student teaching experience (EDUC 4640), you will be evaluated based on:
• Teaching: Preparation of lesson plans, teaching the identified concepts, evaluating the effectiveness of lesson plans using students' learning as one data point, professional behaviors, and collaboration with peers, supervisor, faculty, administration and parents.
• Weekly reflections/journals

You will be given details about each assignment in EDUC 4057 and/or by your University Supervisor.

Here is a brief description of the MAJOR assignments/tasks you will engage in during the Student Teaching Seminar and Student Teaching Experience this semester.

Weekly Journal Reflections: Your University Supervisor will let you know the deadline for your weekly reflection in student teaching. This MUST be submitted to your University Supervisor on time. Do not underestimate the importance of this assignment.

Resume and Cover Letter: The resume and cover letter are often the first impression a principal or hiring committee will have of you. It needs to present you in the best light as a professional educator. For this task, you will create and refine your cover letter and resume.

Rationale and Artifacts Reflecting the SOE Program Standards: You will find an example of how you meet the SOE Program Standards, which are the InTASC standards. [Note: Your supervisor might refer to these standards as your SLOs (student learning outcomes) but we are talking about the 11 SOE Program Standards.]

Suicide Prevention Training: You will complete this training from the K-12 point of view and then select the correct grade band for your certification.

Region IV Texas Behavior Support Initiative Module: You will complete the series of modules within an online course.

TEA Ethics Videos: You will watch a series of videos on ethical situations for teachers and complete assessments on the videos. We will also discuss various ethical dilemmas in seminar.

Case Studies of Classroom Management and Ethical Dilemmas that Teachers Face – in these activities, you will discuss how you might handle various classroom management and ethical scenarios. We will use different protocols to discuss the scenarios and then debrief as a large group.

Teaching: Throughout the semester, you will be responsible for teaching the students in your assigned classroom(s). Teaching involves planning the lessons based on student needs and curriculum guides for the grade and subject, teaching the lessons using strategies that will motivate students and demonstrate the relevance of the concept to students' lives, evaluating the success of the lesson both in terms of students' learning and self-reflection of the methods used and the goals achieved. Your University Supervisor will assist in guiding the teaching schedule appropriately and conduct observations of your teaching.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Rationale and Artifact for Standards</td>
<td>Friday, August 21st by midnight</td>
</tr>
<tr>
<td>TEA Ethics Videos, Suicide Prevention Training, Behavior Support Initiative Module</td>
<td>Friday, August 28th by midnight</td>
</tr>
<tr>
<td>Standards and Artifact for Standards</td>
<td>Due Date</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>2nd Rationale and Artifact for Standards</td>
<td>Friday, September 4th by midnight</td>
</tr>
<tr>
<td>3rd and 4th Rationale and Artifact for Standards</td>
<td>Friday, September 18th by midnight</td>
</tr>
<tr>
<td>Cover Letter and Resume</td>
<td>Friday, October 2nd by midnight</td>
</tr>
<tr>
<td>5th and 6th Rationale and Artifact for Standards</td>
<td>Friday, October 16th by midnight</td>
</tr>
<tr>
<td>7th, 8th, and 9th Rationale and Artifact for Standards</td>
<td>Friday, October 30th by midnight</td>
</tr>
<tr>
<td>10th and 11th Rationale and Artifact for Standards</td>
<td>Friday, November 13th by midnight</td>
</tr>
<tr>
<td>Journal Entries to Supervisors</td>
<td>Weekly (Supervisor will give due dates)</td>
</tr>
</tbody>
</table>

**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*

**COURSE POLICIES**

**Act professionally, respectful, and with honor.** You represent the teaching profession. You never get to “stop” being a teacher to be a student, a parent, etc. You are ALWAYS a teacher and represent the teaching profession.

**Email/Blackboard Announcements:** You will be notified at various times/dates during the semester with needed information. It is very important and your responsibility to check your UT Tyler email, the Education Clinical Experiences Organization and the Education Testing and Certification Organization in Blackboard©, and the EDUC 4057 Blackboard on a regular basis. It is suggested that you do this at least weekly.

**Attendance:** You are required to attend ALL seminar sessions. There are no “excused” absences from student teaching seminar. You will be required to make up all absences in student teaching seminar. If something does come up that will cause you to miss seminar, you must contact me immediately. If you have a question, please contact me. **If you are ever going to miss student teaching, you must notify your university supervisor and mentor teacher in advance.**

**Absences in Student Teaching:** Consistent attendance in student teaching is paramount to your success as a student teacher and in obtaining a teaching position. If you miss a total of seven (7) days, including the three excused absences you are allowed, you will be removed from student teaching for the semester and will have to repeat student teaching in a future semester. If there is an exceptional circumstance that would require you to miss more than seven (7) days, you need to immediately contact Mrs. Sherman.
**Academic Etiquette:** Please be sure to silence your cell phone and other communication devices and use them as appropriate during class or when requested by the instructor. It is critical to maintain a respectful teaching and learning environment that is conducive to collaboration, cooperation, and learning. To do so, we must demonstrate courtesy to one another and to speakers and presenters in our class. Talking to one’s neighbors, chronic lateness, and leaving class early are inherently disruptive and thus, adversely affecting the rights of others to learn. Therefore, it is unacceptable.

**All work must be submitted by the due dates** indicated by your instructor, your supervisor, and/or your cooperating teacher.

**All written work is expected to be of the highest scholarly level.** You are not only representing yourself as a professional educator but also the teaching profession, the School of Education at The University of Texas at Tyler, your school, and the school district in which you are student teaching.

You want to be very careful of errors in spelling, grammar, punctuation, and word choice as poor choices will result in an unsatisfactory grade. In addition, as a teacher you will be observed by your students, administration, peers, and the parents and community. Thus, you are expected to model high quality work at all times, including all of your writing opportunities – notes on papers, notes sent to parents, email, etc. For this reason, all written materials should reflect the highest possible standards.

If you want assistance in improving your writing, please consider using The Writing Center located in BUS 202. The Writing Center ([http://www.utttyler.edu/writingcenter](http://www.utttyler.edu/writingcenter)) provides professional writing tutoring for all students in all disciplines. For appointments, call 903.565.5995. You may also come to me for assistance if you would like.

**Participation:** You are expected to demonstrate the highest level of professionalism in your class participation as judged by your instructor’s expectations. The highest level of participation means you often contribute constructive comments and questions that expand and enrich our class discussions and activities. Participation does not include long conversations that are off-track, self-focused, or distract from presentations, discussions, etc.

**Plagiarism and/or Collusion:** Submission of another’s work as one’s own, unauthorized collaboration with another in preparing academic assignments offered for credit, or a violation of any section of the rules on scholastic dishonesty will result in a failing grade (NC) for the semester. Remember when planning lessons and activities, give credit for ideas obtained online or from others. Later in this syllabus is a clear description of plagiarism and/or collusion.

**Things to Remember During Your Student Teaching**

- Teacher candidates take their assigned school’s holidays—not The University of Texas at Tyler holidays.
- Professionalism cannot be overstated. While on your assigned school campus, it includes but is not limited to:
  - Dress
  - Behavior
  - Respect
  - Preparedness
  - Flexibility
  - Enthusiasm
  - Professional collaboration skills
  - Confidentiality
• Being a team player
• Timeliness

• While at The University of Texas at Tyler for EDUC 4057, it includes, but is not limited to:
  o Participation
  o Respect
  o Flexibility
  o Dress – consider the visiting speakers, such as principals and other professionals

NOTE: This syllabus is subject to change at the instructor’s discretion. If that occurs, you will be notified by email and via Blackboard.

Other Helpful Information and Dates Related to TExES exams:
Contact Ms. Hansen (bhansen@uttyler.edu) for additional information on TExES preparation.

Remember you must have completed six (6) hours of TExES Preparation in order to graduate. This is Texas Administrative Code—not a UT Tyler requirement. UT Tyler has face-to-face sessions and you can also participate in online options through T-CERT (http://pact.tarleton.edu/tcert/). There are also great resources for test preparation in the T-CERT website.

PPR Prep Sessions at UT Tyler Dates can be found on SOE webpage.

You can also take Practice Exams (PPR) on the following dates. Remember that you must register for the Practice PPR by 5 p.m. on the Tuesday before the Saturday Practice Exam. Dates can be found online.

We also have another way for you to prepare for TExES exams. This is with Certify Teacher.

The School of Education has worked out an agreement with Certify Teacher to provide you with additional online TExES preparation resources for your content area(s) and the PPR TExES exams for a minimal cost. Certify Teacher provides online support in many ways: test taking tips, two different types of study modes, exam modes, flashcards and more. This program evens times your work in the session so you can earn a certificate documenting your six hours of TExES Preparation.

We have worked out an agreement with Certify Teacher where you get a greatly reduced rate (over 50% off) to access resources for your content area and the PPR. (With this reduced pricing, your cost for most tests will be $25 per test.) Here are the steps to get access to the Certify Teacher Materials.

How Does It Work?

1. Go to http://www.certifyteacher.com
2. Select the study guide you need* – make sure to select the online version option – access is granted every 30-35 days up to three years or until you receive a passing grade from the state. You just have to click on your renew button to continue your access to the tests for which you select.
3. Select Login under the Apply Promo Code option in the My Shopping Cart page
4. You will be asked to create an account – make sure to create an account using your patriots.uttyler.edu email address – the promo code will not work for any other e-mail.
5. Enter the Promo Code TYLER4728 when prompted. The price will drop to the discount price after that.
6. Select Accept in the Six Clock-Hours Requirement window for your promo code to be validated. Note: If you do not agree to have your name added to the Control Panel by clicking Accept to the Six Clock-Hours Requirement, you will not get the discounted price. This is also how they track your time so you can get the certificate showing that you have completed six hours of TExES preparation.
7. Complete the purchase transaction by providing your credit card information. You will be able to access your online readiness review solution seconds after the purchase transaction is complete
8. When you’re ready, click the **Online Practice Exams** tab at the top of the home page to access your solution. You will be able to study from any computer, iPad or mobile device connected to the Internet.

*Study guides are available for: Math 4 – 8, Science 4 – 8, ELAR 7(8)-12; History 7(8)-12, Science 7(8)-12, Educational Diagnostician, ESL-Supplement, PE EC-12, Special Education EC-12, Music EC-12, EC-6 Generalist, Math 7(8)-12, PPR, and the Bilingual Target Language Proficient Test-Spanish (download option only).

**You will still have access to all the resources that the School of Education provides.** You can find this on our TExES Information webpage (http://www.uttyler.edu/education/texes/index.php). This is just another additional resource available to you at a very economical price.

**UNIVERSITY POLICIES**

**UT Tyler Honor Code**
Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

**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://www.uttyler.edu/wellness/rightsresponsibilities.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 Census Date of the semester in which the course will be repeated. (For Fall 2015, the Census Date is September 4th.) Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the 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 (September 4th) is the deadline for many forms and enrollment actions of which students need to be aware. 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 (CEP) VISION AND MISSION**

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.

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

Texas Administrative Code

**TITLE 19**

**EDUCATION**

**PART 7**

**STATE BOARD FOR EDUCATOR CERTIFICATION**

**CHAPTER 247**

**EDUCATORS’ CODE OF ETHICS**

**RULE §247.2**

**Purpose and Scope; Definitions**

(b) Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.
(B) **Standard 1.2.** The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

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

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

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

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

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

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

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

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

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

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

(M) **Standard 1.13.** The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

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

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

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

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

(D) **Standard 2.4.** The educator shall not interfere with a colleague’s exercise of political, professional, or citizenship rights and responsibilities.
(E) **Standard 2.5.** The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

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

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

(3) **Ethical Conduct Toward Students.**

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

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

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

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

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

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

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

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

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

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

(ii) the subject matter of the communication;

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

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

(v) whether the communication was sexually explicit; and
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

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.