



School of **Education**

Student Handbook
EC-6/ESL/EC-12 Special
Education
2022-2023

INTRODUCTION TO THE SCHOOL OF EDUCATION HANDBOOK

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

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

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

COLLEGE OF EDUCATION AND PSYCHOLOGY

Mission Statement

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

SCHOOL OF EDUCATION

Mission Statement

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

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

UT TYLER HONOR CODE

Honor and integrity that will not allow me to lie, cheat, or steal,
nor to accept the actions of those who do.

The University of Texas at Tyler
College of Education and Psychology
School of Education
2022-2023

HANDBOOK AGREEMENT FORM

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

By signing my name below, I certify that I have read my School of Education Handbook, including the Code of Ethics, and I will be held accountable for information herein. I understand that if I have any questions about the information in this handbook, I will contact my advisor, faculty member, or Director of the School of Education.

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

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

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

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

Signed this the _____ day of _____, 20____.

Date

Month

Year

Student signature

THE UNIVERSITY OF TEXAS AT TYLER

3900 University Boulevard • Tyler, TX 75799 • (903) 566-7055

COLLEGE OF EDUCATION
AND PSYCHOLOGY

School of Education

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

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

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

To share information within the School of Education for developmental purposes:

- Records relating to my performance in the field
- Records relating to certification exams

To the following person(s):

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

These records are being released for the purpose of the following legitimate educational duties:

- Support and remediation on TExES exams
- Appropriate supervision for degree completion and certification support
- Recommendation for certification

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

Signature of Candidate

Date

UT Tyler Student ID

Email Address

Admission Requirements For The School Of Education

ATTENTION:

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

REQUIREMENTS

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

TSI Scores:

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

ACT Scores

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

SAT (Before March 5, 2016)

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

SAT (After March 5, 2016)

- Math Score 530
- Reading and Writing 480

5. Complete the *ONLINE School of Education Admission Application*.
6. Once you have been admitted and have approved the SOE *Letter of Acceptance*, be sure to email your picture to soeadvising@uttyler.edu for our School of Education bulletin board.
7. If you are eligible for fall or spring field experiences, be sure to submit the application the semester prior. Please consult dates for submission posted on Canvas and bulletin boards. The forms are located in the CANVAS Organization- Education – Clinical Experiences.

IMPORTANT PHASE BENCHMARK INFORMATION

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

Education courses are offered in “Phases”—Phase I; Phase II; Phase III; Phase IV—with the successful completion of one phase being a prerequisite/benchmark for beginning the next phase.

Note: A grade of “C” or better is required in every course taken, with a final composite GPA of 2.5 required for all education courses and an overall GPA of 2.5 for all courses that lead to the degree and certification.

- Phase I is the basis or foundation for each candidate’s certification program. Classroom observation is required at each level of the public school—elementary, middle, and high school. Admission to the School of Education program, successful completion of all courses with a “C” or better, passing all required course and field benchmarks, and a cumulative GPA of 2.5 are all required for advancement to Phase II.
- Phase II builds on this foundation and begins to prepare the candidate to perform in the classroom. Teacher candidates have teaching experience with small groups and individuals in a classroom as appropriate to the level of certification being sought. **During Phase II, teacher candidates are required to pass the Core Subjects EC-6 TExES and the Science of Teaching Reading (STR).** Successful completion of all courses with a “C” or better, passing all required benchmarks including making acceptable progress in the clinical experience, and a cumulative GPA of 2.5 are required for advancement to Phase III.
- Phase III continues to build on Phases I and II as teacher candidates have more experiences related to planning lessons, implementing them, and assessing EC-6 students. Successful completion of all courses with a “C” or better, passing all required benchmarks including making acceptable progress in the clinical experience, and a cumulative GPA of 2.5 are required for advancement to Phase IV.
- Phase IV, clinical teaching, is the capstone for the certification process as teacher candidates spend a full semester in the classroom with an EC-6 certified teacher. During this semester, teacher candidates must complete the PPR. Students may also take the ESL Supplemental and Special Education (EC-12) certification exams. Successful completion of all courses with a “C” or better, earning a grade of “CR” in Clinical Teaching (EDUC 4640) is required for graduation. You must graduate, earn a grade of “CR” in Clinical Teaching Seminar (EDUC 4057) and pass all TExES exams to be recommended for certification.

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

PROGRAM BENCHMARK REQUIREMENTS

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

Phase I

- Attend Phase I orientation.
- Complete admission to the School of Education.
 - Complete online application
 - Pay fee
 - Meet with education advisor
- Schedule meeting with education advisor.
- Complete Phase I successfully.
- Register for Phase II courses **and** submit application for Phase II clinical experiences.

Phase II

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

Phase III

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

Phase IV

- Successfully pass PPR
- Successfully complete Phase IV courses, clinical teaching, and clinical teaching seminar.
- Complete all required clinical teaching, supervision, and SOE program surveys and evaluations.
- Apply for graduation.
- Order graduation regalia.
- Attend Bridging Ceremony.
- Attend Graduation.

After Graduation

- Apply for certification when all degree and certification requirements are complete.

CRITICAL NOTES for EC-6 STUDENTS

PHASE II

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

PHASE III

1. To begin Phase III, you must have successfully completed all Phase II courses and assessments, including no grade lower than a “C”, successfully completed field, and maintained a 2.5 in all education courses.
2. Failure to meet the Clinical Teaching application submission deadline will result in a late fee. Teacher candidates should pay close attention to deadlines, as we must meet the timelines of the various school districts over which we have no control. Failure to meet the hard deadlines with districts could result in your clinical field experiences being delayed by a semester.
3. Meet with the education advisor.

PHASE IV

1. To begin Phase IV, you must have successfully completed all Phase III courses and assessments, including no grade lower than a “C”, successfully completed field, passed the Core Subjects EC-6 TExES exam, and maintained a 2.5 in all education courses
2. By this point in your program, you must have completed all remaining program requirements (e.g. EDUC 4301, READ 3330, etc.).
3. Pass PPR.
4. Complete all required clinical teaching, supervision, and SOE program surveys and evaluations
5. Submit your graduation application.
6. Order graduation regalia in the University Bookstore.
7. Meet with the education advisor.

AFTER GRADUATION

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

ATTENDANCE POLICY

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

CRIMINAL HISTORY REPORT

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

BACHELOR OF SCIENCE IN EDUCATION DEGREE PLAN EARLY CHILDHOOD – SIXTH GRADE (EC-6) TEACHER CERTIFICATION



Name:	
SID:	Date:

This degree plan is a guide to be used for planning in consultation with your academic advisor.

Course Prefix	Course Number	Course Title	Credit Hours	Notes
Freshman Year First Semester				
ENGL	1301	College Composition I	3	
MATH	1314	College Algebra	3	
HIST	1301	United States History I	3	
BIOL	1306	General Biology I	3	
CMST	1315	Fundamentals of Speech Communication	3	
Credit hours			15	
Freshman Year Second Semester				
ENGL	1302	College Composition II	3	
MATH	1350	Concepts of Modern Mathematics I	3	
HIST	1302	United States History II	3	
CHEM	1305	Introductory Chemistry I	3	
POLS	2305	Introductory American Government	3	
Credit hours			15	
Sophomore Year First Semester				
ENGL		Language, Philosophy and Culture: World Lit	3	
MATH	1351	Concepts of Modern Mathematics II	3	
POLS	2306	Introductory Texas Politics	3	
GEOG	1313	World Regional Geography	3	
GEOL	3310	Physical Geology and Astronomy	3	
Credit hours			15	
Sophomore Year Second Semester				
		Life, Physical or Earth Science	3	
		Creative Arts (Core)	3	
READ	3320	Literacy Development in the Early Years	3	
EDUC	3313	Integrating Arts and Movement OR [EDUC 1301]	3	
EPSY	3330	Educational Psychology: Child Development and Learning	3	
Credit hours			15	
Junior Year First Semester (Phase I)				
READ	4320	Literacy Assessment & Instruction I	3	
EDUC	4301	Mathematical Problem Solving in EC6	3	
EDUC	4373	Social Studies Curriculum in the Elementary Classroom	3	
EDUC	4383	Science Curriculum in the Elementary Classroom	3	
EDSP	3351	Managing and Instructing Diverse Learners OR [EDUC 2301]	3	
Credit hours			15	
Students must be admitted into the School of Education prior to Phase II.				
Junior Year Second Semester (Phase II)				
EDUC	4322	Teaching Skills in EC-6	3	
READ	3326	Teaching Writing in Language Arts	3	
READ	4326	Literacy Assessment & Instruction II	3	
EDUC	3363	Managing Classrooms and Behavior in School Settings	3	
EDSP	3354	Inst. For Students with Mild and Moderate Disabilities	3	
EDUC	3120	Field Experience I	1	
Credit hours			16	

Students must first pass the EC-6 content TExES (391) exam. Then, they must pass the Science of Teaching Reading TExES (293) exam. Both the content and STR exams must be passed prior to Phase III.

B.S. Ed. DEGREE PLAN EC-6 TEACHER CERTIFICATION

Course Prefix	Course Number	Course Title	Credit Hours	Notes
Senior Year First Semester (Phase III)				
READ	3323	Children's Literature in the Classroom	3	
ELED	4312	Teaching Social Studies in the Elementary School	3	
ELED	4313	Teaching Mathematics in the Elementary School	3	
ELED	4314	Teaching Science in the Elementary School	3	
EDUC	3230	Field Experience II	2	
			Credit hours	14
Senior Year Second Semester (Phase IV)				
EDUC	4940	Clinical Teaching	9	
EDUC	4357	Clinical Teaching Seminar	3	
EDUC	4334	Methods for Teaching Elementary ELLS	3	
			Credit hours	15
			Total Credit Hours	120

Students interested in seeking certification in Special Education or English as a Second Language (ESL) must pass the content exams and meet the department requirements to be eligible for authorization to take the Special Education or ESL TExES exam.

Field or clinical experiences are required in conjunction with professional education courses. The School of Education in cooperation with participating school districts assigns students to school placements.

TExES Exams Required for Standard EC-6 Certificate

- TEGES 391 Core Subjects EC-6 (Content)
- TEGES 293 Science of Teaching Reading
- TEGES 160 Pedagogy & Professional Responsibilities (PPR) EC-12



ACADEMIC ADVISOR
 Ms. Lana Kinney
 903-566-7022
 lkinney@uttyler.edu

CLINICAL TEACHING

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

Resources to Assist You in Preparing for Certification Exams

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

1. **School of Education website** – we offer several high quality resources available for you at <http://www.uttyler.edu/education/texas/study.php>.

2. **Flashcards/Books:** Please visit the Curriculum and Technology Lab (BEP 205) for resources available to you at no charge.

TE_xES
Texas Examinations of Educator Standards
ELIGIBILITY TO TEST INFORMATION

1. The candidate must be admitted to the School of Education's Teacher Education Program.
2. A candidate must take and pass the content TE_xES during Phase II of his or her program.

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

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

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

**POLICY REGARDING CONTENT TE_xES
AND CLINICAL TEACHING**

Teacher candidates are not allowed to clinical teach unless they have passed the Content TE_xES by the deadline date announced in orientation sessions.

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

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

TE_xES REGISTRATION INFORMATION

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

TAKING THE TExES

- Preparing for the TExES and STR:
 - Class Materials for PPR
 - School of Education Website- TExES Information – Study Materials
 - TExES Preparation manual
 - Take the SOE Canvas Quizzes.
- Taking the TExES
 - ***Print*** Admission Ticket
 - Arrive Early! (Late arrivals are not admitted)
 - **Have TWO forms of identification. The TExES registration bulletin describes “Proper Identification”.**
 - Leave cell phone in the car! Violation of this rule will lead to dismissal from testing site.
 - Watches are not allowed in the testing centers.

IT'S TIME TO GET CERTIFIED.....

...so, what do I do??

1. First make sure you are eligible for certification:
 - a. Your degree has been posted or *will be* posted in a few weeks;
 - b. You have taken and passed the required certification exams;
 - c. You have not only successfully completed clinical teaching, but you have also successfully completed the seminar.
2. You have completed the application for certification (the yellow sheet).
3. Go to the TEA site—<http://tea.texas.gov>—and click on **TEALogin** in the top blue banner. From there, follow the directions to apply for your new certificate. Be sure to follow the **University route** rather than alternative or master teacher route. You are applying for a **Standard** teaching certificate.
4. When you have completed your degree, submitted all of the paperwork, and you have passed your required exam, the Office of Educator Certification will recommend you for your new certificate. It is important to note that you *must* apply at the TEA website, and our office *must* have the required paperwork—the yellow application form—in order to recommend you for your new certificate. Also remember, the Certification Office cannot recommend you for certification until grades are posted and degrees are granted, which can be two-three weeks **after the graduation ceremony**. These two links will answer your questions and give you step-by-step instructions:

<https://www.uttyler.edu/educpsych/certifications/apply.php>

<https://www.uttyler.edu/educpsych/certifications/initialcert.php>

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

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

Texas Educator Standards

Title 19: Chapter 149, Subchapter AA

Rule: 149.1001

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

(b) Standards.

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

(A) Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.

(i) Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.

(ii) Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.

(iii) Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.

(B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.

(i) Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.

(ii) Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.

(iii) Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.

(C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.

(i) Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.

(ii) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.

(iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

(D) Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.

(i) Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.

(ii) Teachers validate each student's comments and questions, utilizing them to advance learning for all students.

(iii) Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.

(E) Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.

(i) Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.

(ii) Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.

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

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

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

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

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

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

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

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

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

educational assets.

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

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

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

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

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

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

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

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

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

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

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

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

(ii) Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.

(iii) Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.

(B) Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.

(i) Teachers organize curriculum to facilitate student understanding of the subject matter.

(ii) Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.

(iii) Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.

(C) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.

(i) Teachers teach both the key content knowledge and the key skills of the discipline.

(ii) Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.

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

(A) Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.

(i) Teachers embrace students' backgrounds and experiences as an asset in their learning environment.

(ii) Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.

(iii) Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.

(B) Teachers organize their classrooms in a safe and accessible manner that maximizes learning.

(i) Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.

(ii) Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.

(C) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.

(i) Teachers implement behavior management systems to maintain an environment where all students can learn effectively.

(ii) Teachers maintain a strong culture of individual and group accountability for class expectations.

(iii) Teachers cultivate student ownership in developing classroom culture and norms.

(D) Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.

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

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

(A) Teachers implement both formal and informal methods of measuring student progress.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(i) Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).

(ii) Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students,

parents and families, colleagues, administrators, and staff.

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

SCHOOL OF EDUCATION PROGRAM STANDARDS

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

Standard #1: Learner Development (students in general)

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Texas Teacher Practice Standards: 1.2, 2.1, 2.2, 2.3, 4.1

Standard #2: Learning Differences (individual students)

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Texas Teacher Practice Standards: 1.3, 2.1, 2.2, 2.3, 4.1

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Texas Teacher Practice Standards: 1.3, 1.4, 1.6, 2.3, 4.1, 4.2, 4.3, 4.4

Standard #4: Content Knowledge

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

Texas Teacher Practice Standards: 1.2, 1.5, 1.6, 3.1, 3.2, 3.3, 5.2

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Texas Teacher Practice Standards: 1.5, 3.2, 3.3

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Texas Teacher Practice Standards: 1.6, 5.1, 5.2, 5.3, 5.4, 6.2

Standard #7: Planning for Instruction

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

Texas Teacher Practice Standards: 1.1, 1.2, 1.3, 5.1, 5.3, 5.4

Standard #8: Instructional Strategies

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

Texas Teacher Practice Standards: 1.4, 1.5, 1.6, 5.4

Standard #9: Professional Learning and Ethical Practice

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

Texas Teacher Practice Standards: 3.2, 3.3, 6.1, 6.2, 6.4

Standard #10: Leadership and Collaboration

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

Texas Teacher Practice Standards: 6.3, 6.4

Standard #11: Technology

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

Texas Teacher Practice Standards: 1.5

Teacher Ethics: The School of Education is committed to producing highly ethical educators for the K-12 students of Texas. Our

program interweaves the Code of Ethics and Standard Practices for Texas Educators throughout our program.

Code of Ethics and Standard Practices for Texas Educators

Texas Administrative Code

TITLE 19 EDUCATION
PART 7 STATE BOARD FOR EDUCATOR CERTIFICATION

CHAPTER 247 EDUCATORS' CODE OF ETHICS
RULE §247.2 *Purpose and Scope; Definitions*

(b) Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

- (A) **Standard 1.1.** The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.
- (B) **Standard 1.2.** The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
- (C) **Standard 1.3.** The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
- (D) **Standard 1.4.** The educator shall not use institutional or professional privileges for personal or partisan advantage.
- (E) **Standard 1.5.** The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
- (F) **Standard 1.6.** The educator shall not falsify records, or direct or coerce others to do so.
- (G) **Standard 1.7.** The educator shall comply with state regulations, written local school board policies, and other state and federal laws.
- (H) **Standard 1.8.** The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
- (I) **Standard 1.9.** The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
- (J) **Standard 1.10.** The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.
- (K) **Standard 1.11.** The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.
- (L) **Standard 1.12.** The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.
- (M) **Standard 1.13.** The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.

- (A) **Standard 2.1.** The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
- (B) **Standard 2.2.** The educator shall not harm others by knowingly making false statements about a colleague or the school system.
- (C) **Standard 2.3.** The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.
- (D) **Standard 2.4.** The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.
- (E) **Standard 2.5.** The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.
- (F) **Standard 2.6.** The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
- (G) **Standard 2.7.** The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) Ethical Conduct Toward Students.

- (A) **Standard 3.1.** The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
- (B) **Standard 3.2.** The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

- (C) **Standard 3.3.** The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.
- (D) **Standard 3.4.** The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.
- (E) **Standard 3.5.** The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.
- (F) **Standard 3.6.** The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.
- (G) **Standard 3.7.** The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.
- (H) **Standard 3.8.** The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.
- (I) **Standard 3.9.** The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:
- (i) the nature, purpose, timing, and amount of the communication;
 - (ii) the subject matter of the communication;
 - (iii) whether the communication was made openly or the educator attempted to conceal the communication;
 - (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
 - (v) whether the communication was sexually explicit; and
 - (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student

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

EDUCATION SOCIAL MEDIA POLICY

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

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

Maintaining a High Level of Professionalism:

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

Posting of Images and Artifacts:

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

Maintain Confidentiality:

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

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

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

THE UNIVERSITY OF TEXAS AT TYLER

3900 University Boulevard • Tyler, TX 75799 • (903) 566-7055

COLLEGE OF EDUCATION
AND PSYCHOLOGY

School of Education

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

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

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

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

Signature of Student

Date

The University of Texas at Tyler
School of Education
3900 University Blvd.
Tyler, Texas 75799
Phone: 903-566-7055

PHOTOGRAPHY/VIDEO/VOICE RELEASE

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

Photo Release:

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

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

Signature

Printed Name

Date

Student Appeals Process

Program Decision Appeals:

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

1. Initially, the student should speak with the education advisor. This conference should reflect professional behaviors at all times, and an attempt is made to reach an understanding.
2. If the student is not satisfied with the outcome of the advisor/student meeting, the student may appeal to the Director of the School of Education.
3. If the student is not satisfied with the outcome of the Director/student meeting, the student may appeal to the College of Education and Psychology's Committee on Students. Needed forms may be found on the School of Education website. The student should follow the Appeal Process for the Committee on Students.
4. If the student is not satisfied with the outcome of the Committee on Students decision, the student is entitled to take his/her appeal to the Dean of the College of Education (BEP 223).

Academic Appeals:

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

1. Initially, the student should speak with the instructor. This conference should reflect professional behaviors at all times, and an attempt is made to reach an understanding. If the appeal is for a final grade for a course, the student should complete The University of Texas at Tyler's Grade Appeal Form.
2. If the student is not satisfied with the outcome of the instructor/student meeting, the student may appeal to the Director of the School of Education. All supporting materials should be provided to the Director.
3. If the student is not satisfied with the outcome of the Director/student meeting, the student may appeal to the College of Education and Psychology's Committee on Students. The student should follow the Appeal Process for the Committee on Students.

4. If this outcome is not satisfactory, the student is entitled to take his/her appeal to the Dean of the College of Education (BEP223).

School of Education Dispositions

Excellent teachers must aspire to encourage and engage students with a wide range of abilities, interests, and personalities. UT Tyler has the responsibility of guiding and evaluating teacher candidates' effectiveness, knowledge and skills, and professional habits using many instruments and methods to ensure the highest quality of teacher performance in the complex classrooms of the 21st century.

A professional disposition includes principles or standards reinforcing teacher candidates' success in school and in the classroom. Professional dispositions include values, professional ethics, honesty, responsibility, and social justice. These beliefs and attitudes shape how an educator interacts with colleagues, students, and families. Each semester student dispositions are evaluated by course instructors and field supervisors in consultation with mentor teachers.

Professional Dispositions and Requirements

1. **Responsibility and Accountability** This disposition addresses candidates' professional demeanor, professional appearance, and ethical and legal practices. The teacher candidate or clinical teacher:

- * Accepts responsibility for personal actions or decisions

Examples may include:

- * shows an understanding of policies and procedures for professional behaviors and dispositions;
- * responds appropriately to constructive feedback from others to improve their own practice;
- * creates a safe environment for their students.

- * Displays a professional demeanor

o Examples may include:

- * is dependable, punctual, and well-prepared for professional and academic activities;
- * meets attendance expectations;
- * actively participates in class;
- * assists others when necessary;
- * uses electronic devices in a manner that displays awareness of their digital footprint on social media and takes action to ensure that their electronic presence does not lead to questions of their integrity, professionalism, and character.
- * Complies with university and school district policies and procedures

Examples may include:

- * meets expectations;
- * seeks help in a timely manner;
- * completes assignments by designated due dates;
- * produces quality work;
- * exhibits academic honesty;
- * demonstrates good citizenship;
- * maintains student, family, and staff confidentiality.
- * Follows university, school, and/or district policies for professional appearance

Examples may include:

- * dresses according to the districts' dress code policies;
- * demonstrates personal hygiene practices and healthy routines.
- * Engages in professional, legal, and ethical conduct

Examples may include:

- * abides by legal mandates and ethical standards of behavior;

- * adheres to the UT Tyler Honesty Code and Code of Ethics;
- * adheres to the Standard Practices for Texas Educators.

2. Commitment to Effective and Professional Communication This disposition addresses candidates' professional interpersonal and communication skills used to promote positive partnerships with members of the learning community such as college and school faculty, students, parents, administrators, and other staff, to support achievement of learning outcomes. The teacher candidate or clinical teacher:

- * Demonstrates a positive attitude toward learning through intellectual curiosity and participation in professionally related experiences

Examples may include:

- * actively participates in class activities and professionally related associations;
- * exceeds expectations for assignments, tasks and teamwork.
- * Collaborates with peers and other professionals (instructors, field supervisors, mentor teachers) to improve student achievement and ensure system-wide high-quality learning opportunities and experiences for all students.

Examples may include:

- * contributes to group efforts;
- * considers and responds to multiple perspectives;
- * demonstrates respect for others and their ideas.
- * Utilizes professional oral and written communication based on the purpose and audience

Examples may include:

- * uses grammatically correct oral and written sentences;
- * exercises appropriate self-disclosure;
- * employs positive conflict resolution techniques effectively, respectfully, and empathetically across a wide range of situations and people;

- * employs suitable tone of voice and verbal/nonverbal expressions;
- * uses professional language in all situations ensuring that communications are free from bias and meet the needs of diverse learners.
- * Demonstrates kind, caring and respectful interactions with others

Examples may include:

- * maintains emotional control;
- * responds appropriately to actions and reactions of others;
- * takes responsibility for own actions;
- * adapts to unexpected or new situations;
- * acts from a positive frame of reference;
- * expresses ideas and feelings clearly;
- * demonstrates a willingness and an ability to listen to others.
- * Develops and maintains professional workplace relationships

Examples may include:

- * assumes appropriate roles in the collaborative process;
- * responds appropriately to supervision;
- * uses constructive criticism and suggestions to improve skills and understanding;
- * strives to achieve competence and integrity.
- * Builds rapport and serves as a strong role model to peers, colleagues,
and learners

Examples may include:

- * possesses maturity, self-discipline, and good judgement.

3. Commitment to Students and Their Learning This disposition addresses candidates' active engagement in a community of learners that develops relationships, programs, and projects with colleagues in P-20 schools and educational agencies designed to improve the quality of education for each and every student and education professional. The teacher candidate or clinical teacher:

- * Demonstrates subject-area knowledge and understanding of curriculum standards

Examples may include:

- * demonstrates content area knowledge;

- * demonstrates an understanding of the Texas Essential Knowledge and Skills (TEKS) and the Texas English Language Proficiency Standards (ELPS).

- * Demonstrates a commitment to students' learning

Examples may include:

- * promotes student self-determination and autonomous functioning;

- * demonstrates high expectations for ALL students;

- * creates a positive, low-risk learning environment.

- * Values and responds to all aspects of a child's well-being (cognitive, emotional, psychological, social and physical)

- * Utilizes a full range of differentiated instructional practices

Examples may include:

- * considers students' strengths, needs and experiences when planning instruction;

- * uses flexible groupings for instruction;

- * provides opportunities for all students to succeed;

- * displays creativity to enhance the instructional process;

- * adapts instruction to "best practices."

- * Reflects upon personal teaching practices

Examples may include:

- * identifies areas of strengths and needs;
- * engages in professional development based upon self-reflection.

4. Commitment to Diversity and Social Justice This disposition addresses candidates' enthusiasm, initiative, and dedication to the task of providing a safe, inclusive, and equitable environment for all students to learn at high levels and to seek effective new ideas, diverse perspectives, and relevant information to develop continuously as educators for social justice. The teacher candidate or clinical teacher:

- * Demonstrates cultural respect and understanding

Examples may include:

- * displays sensitivity to ethnically, linguistically, cognitively, physically, socially diverse groups and individuals;
- * uses language and actions that meet professional standards and are not demeaning or harmful to any individual or group.
- * Exhibits fair treatment of students, colleagues, professionals, staff, and families

Examples may include:

- * advocates for and supports marginalized communities and individuals;
- * exhibits maturity and sound judgment in implementing equitable best practices for all students;
- * exhibits fairness in assessing students' academic, social and emotional development;
- * models respectful behavior and promotes students to be respectful to one another.
- * Interacts with sensitivity to the cultural norms of the school and classroom environment

Examples may include:

- * displays sensitivity to race, ethnicity, age, gender, sexual orientation, ability/disability and socioeconomic status;

- * uses language and actions that are free from bias;
- * demonstrates respect for and appreciation for a wide variety of individual differences;
- * recognizes stereotypes embedded in educational materials and considers the five major characteristics essential to selecting high quality multicultural literature (accuracy, expertise, respect, purpose, and quality).

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

DISMISSAL FROM PROGRAM

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

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

COMPLAINT POLICY TO THE TEXAS EDUCATION AGENCY

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

Military Service Credit and Workforce Credit

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

Military Service Credit

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

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

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

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

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

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

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

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

Workforce Credit

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