

**Department of Curriculum &
Instruction
College of Education**



**EDML 4677: STUDENT TEACHING
SPRING 2015**

UTA Supervisors:

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Course Information:

Course Title:	Student Teaching
Course Number:	EDML 4677
Semester:	Spring, 2015
Course Location and Time:	Assigned Schools

Description of Course Content:

EDML 4677 MIDDLE LEVEL STUDENT TEACHING (2-25) Supervised and directed student teaching experience in an approved field setting, Monday through Friday. The student will be assigned for the Independent School District (ISD) calendar. Candidates will be placed in two settings: an early grade (4,5,6) and late grade (6,7,8) experience as well as in two content areas. Required seminars will provide students with theory to integrate and apply during student teaching. Prerequisites: EDML 4370, EDML 4371, EDML 4372 and LIST 4378

The student teaching experience is an exciting learning opportunity that affords teacher-candidates the chance to observe and participate in diverse educational settings, and to apply the theories and concepts learned in program course work. Faced with the challenge to meet the needs of PK-12 students in low performing schools and the national movement towards 21st century learning built around standards, a practicum/field experience provides an extended time in school placements for practice and observations with introspection, professional growth, and self-assessment, all of which will empower a sense of development as a professional. The opportunity to work in a practical setting within the field coupled with supportive guidance from the University instructor provide each learner with a strong sense of professional self-reflection.

By the end of student teaching, teacher candidates will have accomplished the following:

- Experience planning and teaching a **minimum** of two weeks at each placement.
- Significant professional growth in pedagogical knowledge, skills, and dispositions demonstrated through reflections (submitted on Blackboard), a final analysis of professional experiences and growth and a portfolio (Key Assessments to TK20).

Course Requirements:

1. Daily attendance at placement. Dr. Galloway, your UTA supervisor, and CT must be notified as soon as possible if you become too ill to attend school. Absences are allowed for pre-scheduled seminars, certification exams, the UTA job fair. Attendance to video analysis work sessions is at the discretion of the CT.
2. Cooperating Teacher and Candidate weekly report submitted to the UTA Office of Student Teaching. You must schedule time for you AND your CT to report on the SAME report and submit online. A copy is sent via email to your UTA supervisor on a drop-down box. <https://www.uta.edu/coehp/academics/advising/resident-weekly-report.php>
3. For EACH placement, a two week curriculum unit including lesson plans, assessment of student learning data and analysis of the unit and teaching effectiveness. (Blackboard)
4. Attendance at professional development seminars: Jan 16, Feb 6 & 13, Mar 27, April 10 & 17
5. Videotaping and self-assessment of two teaching segments. Each video needs to be at least 15 in length on direct instruction. There are two options for the assessment. One) Review your video and self-assessment at scheduled after-school or Friday afternoon workshops OR Two) arrange a one on one appointment with Dr. Galloway.
6. Final analysis of professional experiences and growth over the semester and includes the videotaping self-assessment. This is a Key Assessment submitted on TK20.
7. Web based professional portfolio. The portfolio components will be on Blackboard and sent to your UTA email. Your portfolio presentation will be scheduled between Wednesday and Friday, May 12-15. A work session is scheduled Monday, May 11; however, the development of your portfolio needs to be worked on continuously during the semester. This is a Key Assessment submitted on TK20.
8. Formal and Informal Observations:

Each Cooperating Teacher: One Informal - Two Formal

The Cooperating Teacher at each placement will complete one informal and two formal observations. This includes a pre-conference to review the lesson plan and assessment of student learning. Candidates are to upload the lesson plan and scanned CT observation forms on Blackboard.

UTA Supervisor: Four Observations

Over both placements UTA supervisors observe a total of 4 times. The candidate coordinates between the CT and the UTA supervisor. Lesson plans are submitted on Blackboard AND email attachment to the supervisor. The candidate is to make time available before teaching the lesson and for the post-conference for conferencing with the UTA supervisor.

Student Learning Outcomes/Course Objectives/Competencies Addressed:

After successful completion of student teaching, candidates will be able to:

- Apply understanding of adolescent development in daily interactions and teaching experiences. Document in reflective log.
- Select curriculum materials that are academically challenging and personally motivating for young adolescents. Note how selections are relevant, challenging, integrative, and exploratory.
- Select and apply assessment strategies that effectively measure student mastery of the specific learning objectives.
- Understand the range of individual differences of adolescents and application of differentiation in lesson planning, teaching, behavior management and implications of these differences for assessment.
- Incorporate specific Champion techniques by specifically addressing in lesson planning and reflecting on developmental skill in application and targeting goals.
- Gain additional technology enhanced teaching resources (iPad apps, web sites) and implement in teaching.
- Know and apply effective, developmentally responsive classroom management techniques. Reflect on experiences applying the techniques with students in the classroom.
- Demonstrate the application of assessment by monitoring learning, evaluating student progress, and modifying teaching strategies.
- Apply the concept of culturally relevant teaching and log/reflect the manifestations of family structures, socio-economic conditions and cultural influences on lesson preparation, delivery and student participation.

Alignment to Association for Middle Level Educators Teacher Preparation Standards:

The UTA middle level teacher preparation program aligns with the Association of Middle Level Educators (AMLE) standards of excellence. Teacher candidates build a professional portfolio documenting performance to the standard. AMLE Standards address the professional knowledge, skills and demonstrations you are held to as a mid-level teacher candidate. The UTA Mid-level program is an accredited, nationally recognized program; your assurance that UTA mid-level meets high standards of mid-level teacher preparation.

The Association for Middle Level Education Middle Level Teacher Preparation Standards are listed at the end of this document. These standards guide the program outcomes and the key assessments documenting your growth and competence as an emerging teacher.

Confidentiality of Public School Students:

The confidentiality of the students you will supervise and teach is paramount. As is required by Texas Ethics for teachers you must take care to not engage in unprofessional discussions about students. Do not discuss student or teacher issues outside of school. You will be writing reflections so use descriptions and change the names to protect the students. You will videotape your teaching for purposes of self-critique and documenting teaching technique and strategies in seminars. Under no circumstance are videos of public school students to be posted on website or shown any public venue. Video is strictly for the purposes of professional growth.

Absences:

As professional you are expected to be at the school ALL days: on time and stay with your CT after school for planning. If you become ill, you must call & text both Dr. Galloway and your CT ASAP. Your CT will be keeping a record of days missed to submit.

Grading:

Semester grade is recorded as Satisfactory or Unsatisfactory.

Important Dates:

JANUARY	Monday, Jan 5 - Report to 1 st Placement - Teacher Prep Day Friday, Jan 16 - Seminar Tracy Smith Monday Jan 19 - School District Holiday
FEBRUARY	Friday, Feb 6 - Seminar Mr. Sam Nix Friday, Feb 13- CMLA Research Conference - Social Justice Monday Feb 16 - School District Holiday
MARCH	<i>Friday, March 6 Last day 1st placement</i> March 9 - 13 SPRING BREAK Monday, March 16 - First Day 2 nd Placement Friday, March 27 - Seminar - Resumes - Applying for jobs Monday, March 30 - Career Fair
APRIL	Friday, April 3 - School District Holiday Friday, April 10 Portfolios - Mock Interviews Friday, April 17 Ms. Magna Schank - ELL's in your classroom As arranged with CT - video analysis work sessions
MAY	Friday, May 8 - Last Day Student Teaching Mon May 11- Portfolio Work Session Wed - Friday May 12-15 Portfolio Presentations Sat May 16 7:00 College of Education Graduation

Professional Dispositions:

Candidates are required to attend a training and sign that they fully understand the UTA College of Education statement on dispositions AND the Texas Code of Ethics and Standard Practices for Texas Educators

[http://info.sos.state.tx.us/pls/pub/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2](http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2)

PROFESSIONAL DISPOSITIONS STATEMENT (Approved by Teacher Education Council, 2-7-2012)

Each student/candidate in the College of Education and Health Professions of UT Arlington will be evaluated on Professional Dispositions by faculty and staff. These dispositions have been identified as essential for a highly-qualified professional. Instructors and program directors will work with students/candidates rated as “unacceptable” in one or more stated criteria. The student/candidate will have an opportunity to develop a plan to remediate any digressions.

I. PROFESSIONAL DISPOSITIONS GUIDELINES

The following Professional Dispositions Guidelines are to be followed by all students and candidates in COEHP. The standards referenced are those of the Texas Administrative Code.¹ Students and candidates are responsible for identifying and following professional standards and policies for their particular state.

A. Professional Demeanor: TAC Standards 1.9, 1.10, 2.1 through 3.9

- Demonstrates respect and consideration for the thoughts and feelings of others (diverse populations, school personnel, university personnel, PreK-16 students).
 - Demonstrates kindness, fairness, patience, dignity and respect in working with others.
 - Accepts decisions made by institutional authority.
 - Treats others in a just and equitable manner.
- Maintains composure and self-control.
 - Responds positively to constructive criticism.
 - Follows appropriate channels of communication/authority.
 - Reacts professionally (calm and patient) when under stressful situations.

B. Professional Practices: TAC Standards 1.1 through 3.9

- Complies with class and program requirements
 - Attends classes, trainings, and field experiences.
 - Arrives on time and remains for the duration.
- Is prepared, engaged, and meets deadlines.
- Demonstrates academic integrity and honesty.
- Maintains appropriate confidentiality at all times.
- Demonstrates compliance with all laws and regulations.
- Demonstrates compliance with University policies and Texas Education Agency (TEA)/professional specialty program area standards²

¹ Texas Administrative Code, Ethics and Standard Practices for Texas Educators can be found at: [http://info.sos.state.tx.us/pls/pub/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2](http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2).

² Specialty areas as in KINE must access and follow their discipline-specific professional and ethical standards. Non-Texas residents are responsible to follow the guidelines for ethical behavior published by their home state.

C. **Professional Appearance: TAC Standards 1.7, 1.10, 2.5**

- Displays personal appearance and/or hygiene appropriate for professional settings.

D. **Professional Language/Communication: TAC Standards 1.1, 1.7, 1.9, 1.10, 1.11. 2.1, 2.3 through 2.5, 2.7, 3.1 through 3.6, 3.8, 3.9**

- Uses appropriate and professional language and conduct.
- Works effectively, collaboratively, and equitably with others.
- Receives feedback in a positive manner and makes necessary adjustments.
- Uses electronic and social media appropriately, e.g., texting, Facebook, Linked-In.
- Follows school and state regulations in electronic contacts made with PreK-12 students, parents, administrators, professors and other professionals.
- Uses UT Arlington email as official university form of electronic communication and information. Uses respectful electronic communication etiquette in course related materials and correspondence, such as in Blackboard and email.

II. **PROCEDURES FOR ADDRESSING DIGRESSIONS FROM COEHP PROFESSIONAL DISPOSITIONS POLICY Found on the last page of this syllabus.**

Librarian to Contact: Our college librarian is Ms Gretchen Trkay. Contact her on the Education Subject and Course Guide – UTA LIBRARY web page. URL: <http://libguides.uta.edu/education>

University Mission:

The mission of The University of Texas at Arlington is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor's, master's, doctoral and non-degree continuing education programs.

College Mission:

The mission of the UTA College of Education is to develop and deliver educational programs that ensure the highest levels of teacher, administrator, and allied health science practitioner preparation and performance. As a recognized contributor to the fields of education and allied health science, the College engages in effective teaching, quality research, and meaningful service. The College is committed to diversity and to the advancement of active teaching and learning in all educational environments and at all levels. Core Values: Effective teaching; Active learning; Quality research; and Meaningful service

Conceptual Framework:

*The work of the College of Education is grounded in constructivism as a theory of teaching and learning and is done in a spirit of expectation that all involved in the College of Education, whether candidate, faculty or administrator, will hold the following as important: **Excellence, Student-Centered Environments, Research, Collaboration, Diversity, Technology, Field Experiences and Life-Long Learning.** Partners for the Future serves as the theme of the College of Education and epitomizes the understanding that it takes a community of multiple partners to ensure the future of education for all.*

State Domains and Competencies:

TEGES Domain I, Competency 004	The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments
TEGES Domain II, Competency 005	The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment.
TEGES Domain III, Competency 007	The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.
TEGES Domain III, Competency 008	The teacher provides appropriate instruction that actively engages students in the learning process.
TEGES Domain III, Competency 009	The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.
TEGES Domain III, Competency 010	The teacher monitors student performance and achievement; provides students with high-quality feedback; and responds flexibly to promote learning for all students.
TEGES Domain IV, Competency 011	The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.

Department Policies

Attendance

Attendance in the course is expected as the engagement in the material is essential to learning. The majority of what happens in class cannot be made up with readings. Department policy dictates that on the second absence the course grade will be reduced one letter grade; the course grade will be a B at best. After the third absence, the course grade will be a C at best. Beginning with the fourth absence, the course grade will be an F. *The instructor reserves the right to use discretion regarding absences in extraordinary circumstances.

NOTE: This policy does not preclude the points awarded for seminar participation. If you miss class, you will miss the seminar points. If you have a serious and extraneous circumstance regarding class, attendance points can only be awarded if the instructor deems the absences were extraordinary and additional project(s) assigned by the instructor.

University Policies

Academic Integrity: At UT Arlington, academic dishonesty is completely unacceptable and will not be tolerated in any form, 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” (UT System Regents’ Rule 50101, §2.2). Suspected violations of academic integrity standards will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code

Go to UTA Website for information: <http://www.uta.edu/studentaffairs/judicialaffairs/>
For definitions of cheating, plagiarism, and collusion go to the Rights and Responsibilities Brochure on the left side of the web page. Be sure to view the plagiarism tutorial.

Medical Reimbursement: University students will be responsible for their own transportation, meals, and health care while participating in the field-based program. University students bear the burden of any expenses incurred in conjunction with injuries that may occur during field-based experiences or student teaching. The university will not reimburse the student for any expenses related to injuries or illness.

Grade Grievance: The student has one calendar year from the date the grade is assigned to initiate the grievance. The normal channels are to express your concerns in writing first to the course instructor, then to the appropriate department chair or program director, then to the academic dean, and then to the Provost.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wwwb.uta.edu/ses/fao>).

Undergraduate Withdrawal Policy: Effective May/Summer Term 2006 and thereafter, a student may withdraw from all courses for the current session/term from the First Class Day until a point in time two-thirds of the way through the session/term by contacting their major academic department (or the University Advising Center for undeclared students) for appropriate advisement and removal from the coursework. A student who elects to withdraw on the first day of class or thereafter will incur financial responsibility to the University as regulated by Student Financial Services at www.uta.edu/fees. Students are responsible for adhering to the following regulations concerning withdrawal from the University.

- a) A student may withdraw from the University with grades of "W" until the two-thirds point in the semester/term. A student may be removed from a course after that point only upon approval of the appropriate official.
- b) Students who enter the University Fall 2006 or thereafter are limited to a total of 15 hours with a grade of "W" during their academic career at UT Arlington.

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may contact the Maverick Resource Hotline by calling 817-272-6107, sending a message to resources@uta.edu, or visiting www.uta.edu/resources.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory will be asked to complete an online Student Feedback Survey (SFS) about the course and how it was taught. Instructions on how to access the SFS system will be sent directly to students through MavMail approximately 10 days before the end of the term. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback data is required by state law; student participation in the SFS program is voluntary.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate. Exceptions to this policy may be entertained due to extraordinary non-academic circumstances. Under such circumstances, approval must be received from the coursework instructors and major department chair, dean, and Office of the Provost.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located across the hall and down two flights of stairs. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

Association for Middle Level Education

Middle Level Teacher Preparation Standards

PRINCIPLE A: THE LEARNER AND LEARNING

Standard 1. Young Adolescent Development

Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to young adolescent development and use that knowledge in their practice. They demonstrate their ability to apply this knowledge when making curricular decisions, planning and implementing instruction, participating in middle level programs and practices, and providing healthy and effective learning environments for all young adolescents.

Element a. Knowledge of Young Adolescent Development: Middle level teacher candidates demonstrate a comprehensive knowledge of young adolescent development. They use this understanding of the intellectual, physical, social, emotional, and moral characteristics, needs, and interests of young adolescents to create healthy, respectful, supportive, and challenging learning environments for all young adolescents, including those whose language and cultures are different from their own.

Element b. Knowledge of the Implications of Diversity on Young Adolescent Development: Middle level teacher candidates demonstrate their understanding of the implications of diversity on the development of young adolescents. They implement curriculum and instruction that is responsive to young adolescents' local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). They participate successfully in middle level practices that consider and celebrate the diversity of all young adolescents.

Element c. Implications of Young Adolescent Development for Middle Level Curriculum and Instruction. Middle level teacher candidates use their knowledge of young adolescent development when planning and implementing middle level curriculum and when selecting and using instructional strategies.

Element d. Implications of Young Adolescent Development for Middle Level Programs and Practices: Middle level teacher candidates apply their knowledge of young adolescent development when making decisions about their respective roles in creating and maintaining developmentally responsive learning environments. They demonstrate their ability to participate successfully in effective middle level school organizational practices such as interdisciplinary team organization and advisory programs.

PRINCIPLE B: CONTENT

Standard 2: Middle Level Curriculum

Middle level teacher candidates understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all young adolescents' competence in subject matter. They use their knowledge and available resources to design, implement, and evaluate challenging, developmentally responsive curriculum that results in meaningful learning outcomes. Middle level teacher candidates demonstrate their ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge. They design and teach curriculum that is responsive to all young adolescents' local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

Element a. Subject Matter Content Knowledge: Middle level teacher candidates demonstrate a depth and breadth of subject matter content knowledge in the subjects they teach (e.g., English/language arts, mathematics, reading, social studies, health, physical education, and family and consumer science). They incorporate information literacy skills and state-of-the-art technologies into teaching their subjects.

Element b. Middle Level Student Standards: Middle level teacher candidates use their knowledge of local, state, national, and common core standards to frame their teaching. They draw on their knowledge of these standards to design, implement, and evaluate developmentally responsive, meaningful, and challenging curriculum for all young adolescents.

Element c. Interdisciplinary Nature of Knowledge: Middle level teacher candidates demonstrate the interdisciplinary nature of knowledge by helping all young adolescents make connections among subject areas. They facilitate relationships among content, ideas, interests, and experiences by developing and implementing relevant, challenging, integrative, and exploratory curriculum. They provide learning opportunities that enhance information literacy (e.g., critical thinking, problem solving, evaluation of information gained) in their specialty fields (e.g., mathematics, social studies, health).

Standard 3: Middle Level Philosophy and School Organization

Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within middle level organizational components.

Element a. Middle Level Philosophical Foundations: Middle level teacher candidates demonstrate an understanding of the philosophical foundations of developmentally responsive middle level programs and schools.

Element b. Middle Level Organization and Best Practices: Middle level teacher candidates utilize their knowledge of the effective components of middle level programs and schools to foster equitable educational practices and to enhance learning for all students (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). They demonstrate their ability to apply this knowledge and to function successfully within a variety of school organizational settings (e.g., grades K-8, 6-8, 7-12). Middle level teacher candidates perform successfully in middle level programs and practices such as interdisciplinary teaming, advisory programs, flexible block schedules, and common teacher planning time.

PRINCIPLE C: INSTRUCTIONAL PRACTICE

Standard 4: Middle Level Instruction and Assessment

Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment. They employ a variety of developmentally appropriate instructional strategies, information literacy skills, and technologies to meet the learning needs of all young adolescents (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

Element a. Content Pedagogy: Middle level teacher candidates use their knowledge of instruction and assessment strategies that are especially effective in the subjects they teach.

Element b. Middle Level Instructional Strategies: Middle level teacher candidates employ a wide variety of effective teaching, learning, and assessment strategies. They use instructional strategies and technologies in ways that encourage exploration, creativity, and information literacy skills (e.g., critical thinking, problem solving, evaluation of information gained) so that young adolescents are actively engaged in their learning. They use instruction that is responsive to young adolescents' local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

Element c. Middle Level Assessment and Data-informed Instruction: Middle level teacher candidates develop and administer assessments and use them as formative and summative tools to create meaningful learning experiences by assessing prior learning, implementing effective lessons, reflecting on young adolescent learning, and adjusting instruction based on the knowledge gained.

Element d. Young Adolescent Motivation: Middle level teacher candidates demonstrate their ability to motivate all young adolescents and facilitate their learning through a wide variety of developmentally responsive materials and resources (e.g., technology, manipulative materials, information literacy skills, contemporary media). They establish equitable, caring, and productive learning environments for all young adolescents.

PRINCIPLE D: PROFESSIONAL RESPONSIBILITIES

Standard 5: Middle Level Professional Roles

Middle level teacher candidates understand their complex roles as teachers of young adolescents. They engage in practices and behaviors that develop their competence as middle level professionals. They are informed advocates for young adolescents and middle level education, and work successfully with colleagues, families, community agencies, and community members. Middle level teacher candidates demonstrate positive dispositions and engage in ethical professional behaviors.

Element a. Professional Roles of Middle Level Teachers: Middle level teacher candidates understand, reflect on, and are successful in their unique roles as middle level professionals (e.g., members of teaching teams and advisors to young adolescents).

Element b. Advocacy for Young Adolescents and Developmentally Responsive Schooling Practices: Middle level teacher candidates serve as advocates for all young adolescents and for developmentally responsive schooling practices. They are informed advocates for effective middle level educational practices and policies, and use their professional leadership responsibilities to create equitable opportunities for all young adolescents in order to maximize their students' learning.

Element c. Working with Family Members and Community Involvement: Middle level teacher candidates understand and value the ways diverse family structures and cultural backgrounds influence and enrich learning. They communicate and collaborate with all family members and community partners, and participate in school and community activities. They engage in practices that build positive, collaborative relationships with families from diverse cultures and backgrounds (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

Element d. Dispositions and Professional Behaviors: Middle level teacher candidates demonstrate positive orientations toward teaching young adolescents and model high standards of ethical behavior and professional competence. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, critical perspectives on their teaching.

DIGRESSION REPORT FOR USE IN CASES OF DIGRESSIONS FROM COEHP PROFESSIONAL DISPOSITIONS GUIDELINES

The appropriate faculty, staff, administrator, or other supervisor will complete the following check sheet for students and candidates in cases of digressions from COEHP Professional Dispositions Guidelines.

This document indicates VIOLATIONS of the COEHP Policy and Guidelines for Professional Dispositions (indicated by a check):

A. Professional Demeanor: TAC Standards 1.9, 1.10, 2.1 through 3.9

- ☐ Demonstrates respect and consideration for the thoughts and feelings of others (diverse populations, school personnel, university personnel, PreK-16 students)
- ☐ Demonstrates kindness, fairness, patience, dignity and respect in working with others
- ☐ Accepts decisions made by institutional authority
- ☐ Treats others in a just and equitable manner
- ☐ Maintains composure and self-control
- ☐ Responds positively to constructive criticism
- ☐ Follows appropriate channels of communication/authority
- ☐ Reacts professionally (calm and patient) when under stressful situations

B. Professional Practices: TAC Standards 1.1 through 3.9

- ☐ Complies with class and program requirements
- ☐ Attends classes, trainings, and field experiences
- ☐ Arrives on time and remains for the duration
- ☐ Is prepared, engaged, and meets deadlines
- ☐ Demonstrates academic integrity and honesty
- ☐ Maintains appropriate confidentiality at all times
- ☐ Demonstrates compliance with all laws and regulations
- ☐ Demonstrates compliance with university policies and TEA/professional specialty program area standards

C. Professional Appearance: TAC Standards 1.7, 1.10, 2.5

- ☐ Displays personal appearance and/or hygiene appropriate for professional settings

D. Professional Language/Communication: TAC Standards 1.1, 1.7, 1.9, 1.10, 1.11, 2.1, 2.3 through 2.5, 2.7, 3.1 through 3.6, 3.8, 3.9

- ☐ Uses appropriate and professional language and conduct
- ☐ Works effectively, collaboratively, and equitably with others
- ☐ Receives feedback in a positive manner and makes necessary adjustments
- ☐ Uses electronic and social media appropriately, e.g., texting, Facebook, Linked-In
- ☐ Follows school and state regulations in electronic contacts made with PreK-12 students, parents, administrators, professors and other professionals
- ☐ Uses UT Arlington email as official university form of electronic communication and information
- ☐ Uses respectful electronic communication etiquette in course related materials and correspondence, such as in Blackboard and email

III. **PROCEDURES FOR ADDRESSING DIGRESSIONS FROM COEHP PROFESSIONAL DISPOSITIONS POLICY**

When digressions in Professional Dispositions Guidelines occur the following procedures will be implemented.

- a. Official Digressions Report (shown in this document as, V. Digression Report for Use in Cases of Digressions from COEHP Professional Dispositions Guidelines) is completed by faculty/staff member (evaluation report is a check-box format), posted on website for faculty/staff access.
 - b. Faculty/staff member submits completed form to chair and/or program director.
 - c. Student/candidate is notified by the chair or program director that a Digressions Report has been completed and filed (chair/program director posts form to designated Mavspace file).
 - d. Student/candidate is contacted to schedule a meeting within 14 business days of the incident with faculty/staff, chair, and program director.
 - e. Disposition meeting takes place with student/candidate, faculty/staff, and chair and/or program director. (Note: If more than one faculty/staff member submits a report on the same student/candidate, the meeting occurs together).
 - f. Together an action plan to address dispositions is developed, signed by all present and posted in the designated Mavspace file.
 - g. If the action plan agreed upon in the initial Department-level meeting proves to be ineffective or is not followed by the student/candidate, additional Department-level meetings may take place with a reiteration of existing or new action plan(s) developed.
- Recurring or more serious offenses/digressions as determined at the Department-level by faculty, staff, and/or administrators, will be referred to the College Dispositions Committee³ to review.
 - The College Dispositions Committee will make a recommendation as to continuance in program or options.
 - Electronic letter on outcome of College Dispositions Committee meeting from Committee and Dean is submitted to student/candidate to official UT Arlington email account.
 - The student/candidate has 14 days to appeal the decision, submitted to the College Dispositions Committee and COEHP Dean.
 - The appeal will then be forwarded to the University's Office of Student Conduct.

3 The College Dispositions Committee will consist of members of each COEHP Department, and at least one member each of COLA and COS. A representative of the UT Arlington Office of Student Conduct will serve as ex-officio on the College Dispositions Committee.