Instructor Information:

Instructor: Dr. Diane Galloway
Office: Cell/Text 817-602-9278
Office: 322M - Science Hall
E-Mail: dianeg@uta.edu

Faculty Profile:
Office Hrs:
Tuesday – 1:00 – 4:00
Wednesday, 3:30-4:30
Anytime by Appointment

Course Information:
Course Title: Nature and Curriculum Needs of the Young Adolescent Learner
Course Number: EDML 4350
Semester: Fall, 2014
Course Location and Time: Wednesday, 11:00 -2:50 pm Trimble Hall RM 111

Description of Course Content: This course examines the curriculum, instruction, and organization of middle grades schools. Provides a substantial knowledge base in the nature and needs of early adolescents, as well as in middle school curriculum, instruction, and behavior management. A variety of instructional approaches will be discussed including the purpose and need for appropriate language, behavior, and disability modifications, inclusion, content mastery, and others. Theory and practice in the teaching of students with special needs will be addressed. The course includes a shared forty-hour field experience with EDML 4300.

Required Books:

<table>
<thead>
<tr>
<th>Book Title</th>
<th>Author(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Definitive Middle School Guide: A Handbook for Success</td>
<td>Sandra Schurr, Marjorie Frank and Kathleen Bullock</td>
</tr>
<tr>
<td>Teach Like A Champion: 49 Techniques that Put Students on the Path to College</td>
<td>Doug Lemov</td>
</tr>
</tbody>
</table>

**Student Learning Outcomes:** The learning outcomes for this course are extensive. This is a foundational, comprehensive course to prepare you for the unique role of teaching young adolescents. The course is demanding and fast-paced. It is imperative that you commit to study outside of class hours and come prepared EVERY week.

1. Understand the range of individual differences of all young adolescents and the implications of these differences for teaching and learning.
2. Know a variety of teaching/learning strategies that take into consideration and capitalize upon the developmental characteristics of all young adolescents.
3. Understand the implications of young adolescent development for school organization and components of successful middle level programs and schools.
4. Understand that the development of all young adolescents occurs in the context of classrooms, families, peer groups, communities and society.
5. Understand that middle level curriculum should be relevant, challenging, integrative, and exploratory.
6. Understand the interdisciplinary nature of knowledge and how to make connections among subject areas when planning curriculum.
7. Become knowledgeable about local, state, and national middle level curriculum standards and ways to assess the student knowledge reflected in those standards.
8. Know how to incorporate all young adolescents’ ideas, interests, and experiences into curriculum.
9. Understand multiple assessment strategies that effectively measure student mastery of the curriculum.
10. Know how to assess and select curriculum materials that are academically challenging and personally motivating for young adolescents
11. Understand how to develop, implement, and assess advisory and other student advocacy programs
12. Become knowledgeable of strategies that attend to the social and emotional needs of young adolescents
13. Understand the principles of instruction and the research base that supports them.
14. Know and demonstrate a wide variety of teaching, learning, and assessment strategies Be able to identify the most effective ways to implement them.
15. Know how to structure higher order thinking questions and tasks into a lesson.
16. Understand how to motivate all young adolescents and facilitate their learning through the use of a wide variety of developmentally responsive materials and resources (e.g., technological resources, manipulative materials).
17. Know effective, developmentally responsive classroom management techniques.
18. Understand the multiple roles of assessment in the instructional process (e.g. monitoring learning, evaluating student progress, and modifying teaching strategies).
19. Understand how prior learning, differing experiences, and family and cultural backgrounds influence young adolescent learning
Course Alignment to AMLE National Standards

The UTA middle level teacher preparation program aligns with the Association of Middle Level Educators (AMLE) standards of excellence. All candidates in the program will build a professional portfolio documenting performance to the standard. This course is foundational to your preparation and addressed major elements of the standards. The following 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.

Below are the Association for Middle Level Education Middle Level Teacher Preparation Standards, and the complete standards with elements listed on pages. These standards guide the program outcomes and the key assessments documenting your competence. Multiple courses require you to post key assessments in Tk20. These key assessments guide the development your professional portfolio.

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.

**PRINCIPLE B: CONTENT**

*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).

*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.

**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).

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.

Required Resource

<table>
<thead>
<tr>
<th><strong>Tk20</strong></th>
<th>The college data management system where key assessments will be uploaded and scored.</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>A Day in the Life of a Middle School Field Study</em></td>
<td></td>
</tr>
<tr>
<td><em>Suitcase of Instructional Strategies</em></td>
<td></td>
</tr>
</tbody>
</table>
## Major Assignments, Examination and Projects

### COURSE ASSESSMENTS / Point Value *Key Assessments TK20*

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Engagement 14 @ 25 pts</td>
<td>350</td>
</tr>
<tr>
<td>Developmentally Responsive Middle School</td>
<td>50</td>
</tr>
<tr>
<td>Classroom Management &amp; Discipline Plan</td>
<td>70</td>
</tr>
<tr>
<td>40 Hrs Field Based Log (submitted for this course &amp; Adolescent Development)</td>
<td>40</td>
</tr>
<tr>
<td>*A Day in the Life of a Middle Schooler Shadow</td>
<td>70</td>
</tr>
<tr>
<td>Ethnographic Mini-Study – School and Community</td>
<td>70</td>
</tr>
<tr>
<td>*Suitcase of Instructional Strategies</td>
<td>100</td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>150</td>
</tr>
<tr>
<td><strong>Total Points Possible</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

### GRADING SCALE (TOTAL POSSIBLE POINTS=1000)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>930-1000</td>
</tr>
<tr>
<td>B</td>
<td>830-929</td>
</tr>
<tr>
<td>C</td>
<td>730-829</td>
</tr>
<tr>
<td>D</td>
<td>630-729</td>
</tr>
<tr>
<td>F</td>
<td>Below 620</td>
</tr>
</tbody>
</table>
### EDML 4350: Nature and Curriculum Needs of the Young Adolescent Learner Fall 2014

#### Calendar Schedule of Topics

<table>
<thead>
<tr>
<th>DATE</th>
<th>Preparation: Watch – Read – Reflect The week BEFORE this date</th>
<th>Topic/ Learning Outcome</th>
<th>Assignments Outcomes Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 27</td>
<td>Definitive School Structures &amp; Climate: Pages 1-33</td>
<td>School structures that support young adolescents.</td>
<td>Application to districts LO: #1 #3 #4 #5</td>
</tr>
<tr>
<td>Sept 3</td>
<td>Waiting for Superman</td>
<td>Race &amp; Education The Basis National &amp; Texas Standards</td>
<td>Superman Reaction on Blackboard Standards Guide LO: #7</td>
</tr>
<tr>
<td>Sept 10</td>
<td>Definitive: Interdisciplinary Teaming &amp; Block Scheduling pg 51-109 Interdisciplinary Plan Matrix Pg 176 - Definitive- Advisory pg 275-315</td>
<td>Flexible Schedule Advisory, Advocacy, and Affective Social / Emotional Needs Character Development Building Character &amp; Trust Interdisciplinary Planning</td>
<td>Interdisciplinary Plan LO: #5 #6 #8 #11 #12</td>
</tr>
<tr>
<td>Sept 17</td>
<td>Champion Planning Pg 57-70 Definitive 148-151</td>
<td>Introduction Champion techniques &amp; AVID strategies The Teen Brain Brain Based Learning</td>
<td>Suitcase of Strategies LO: #5 #8 #13 #15</td>
</tr>
<tr>
<td>Sept 24</td>
<td>Champion – Setting High Academic Expectations 27-55</td>
<td>Culturally Relevant Teaching Setting and Getting high expectations</td>
<td>Ethnographic Field Study - Due on TK20 LO: #8 #13 #19</td>
</tr>
<tr>
<td>Oct 1</td>
<td>Definitive 118-128 Champion 235-245</td>
<td>Differentiation / Special Education Challenging critical thinking</td>
<td>Mid-Term Exam Suitcase of Strategies LO #1 #13</td>
</tr>
<tr>
<td>Oct 8</td>
<td>Definitive 113-147 Champion – Structuring &amp; Delivering Lessons pg 71 - 108</td>
<td>Project Based Learning Planning Structure &amp; Delivering Lessons</td>
<td>*– The Day in the Life of A middle School Student - Due on TK20 LO: #5 #14</td>
</tr>
<tr>
<td>Oct 15</td>
<td>Definitive 152 -209</td>
<td>Lesson Planning Instructional Methods</td>
<td>Suitcase of Strategies LO #14 #17</td>
</tr>
<tr>
<td>Oct 22</td>
<td>Definitive 152 -209 cont.</td>
<td>Cooperative Learning Curricular Models / Instructional Methods</td>
<td>Suitcase of Strategies LO #14</td>
</tr>
<tr>
<td>Oct 29</td>
<td>Champion – Engaging &amp; creating culture pg 11-165 Web/Research Articles</td>
<td>Motivation</td>
<td>LO: #8 #16</td>
</tr>
<tr>
<td>Nov 5</td>
<td>Definitive 213 -269 Champion High behavioral expectations - 167-201</td>
<td>Management/Discipline Setting &amp; Maintaining High Behavioral Expectations</td>
<td>Classroom Management &amp; Discipline Plan Due on TK20</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>LO: #</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>-----------------------------------------------</td>
<td>-----------</td>
<td></td>
</tr>
<tr>
<td><strong>Nov 12</strong></td>
<td>Web/Research Articles</td>
<td>#17</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Champion – 203-223</td>
<td>Bullying – Tolerance</td>
<td><strong>Suitcase of Strategies</strong></td>
</tr>
<tr>
<td><strong>Nov 19</strong></td>
<td>Definitive pg 319-369</td>
<td>LO #9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Assessment &amp; Evaluation</td>
<td>#18</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Authentic Assessment s</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Standardized /STARR Testing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Data to inform instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Myths of Standardized Testing</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Nov 26</strong></td>
<td>Thanksgiving Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Dec 3</strong></td>
<td>Comprehensive Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Dec 10</strong></td>
<td>Final Exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CT Signed - 40 Hour Field Log Due</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Instructor Policies:**

“As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. —Diane Galloway.”

**Attendance Class Participation:** Seminar engagement points are awarded for your full participation in the class discussions, simulations, and team learning. Your engagement with peers is foundational to meeting the outcomes of the course. Teachers work in an interactive, dynamic world and course activities and discussion are designed to enhance your learning and engage you in simulation and practice.

**Expectations for Out-of-Class Study:** You should expect to be spending several hours each week reading and reviewing assigned materials, viewing recommended online videos and preparing project. A general rule of thumb is this: for every credit hour earned, a student should spend 3 hours per week working outside of class. Hence, this course has minimum expectation of 9 hours of reading, study, etc.

**BLACKBOARD:** Assignments and communication will be posted on the course blackboard web site. **It is your responsibility to keep up-to-date** and monitor the site. Go to Blackboard on the UTA website and long into blackboard with your NetID and Password.

Your ‘go to’ site for resources, get assignments, upload your work and keep on track.

**The UTA AVID Teacher Preparation Initiative:** **AVID - Advancement Via Individual Determination.**

UTA’s AVID Teacher Preparation Initiative is progressive collaboration with the national AVID. You will experience AVID strategies as a student in the course and include into your Suitcase of Instructional Strategies.

AVID’s mission is to close the achievement gap by preparing all students for college readiness and success in a global society.
AVID Strategies – Two Main Areas of focus for EDML 4350:

**Culturally Relevant Teaching** - CRT provides a framework of effective methodologies that infuse the culture of all students in the classroom to enhance the curriculum and make relevant learning connections to increase comprehension.

**WICOR**

**WICOR:** Writing and Speaking to Learn, Inquiry, Collaboration, Organization, and Reading and Viewing

**Additional AVID Strategies:** Collaborative learning Strategies, High Engagement Strategies, Critical Reading and Thinking Strategies ; Culturally Relevant Teaching

**Texas College and Career Readiness Standards** – The CCRS are designed to represent a full range of knowledge and skills that students need to succeed in entry-level college courses, as well as in a wide range of majors and careers. According to research, over 80 percent of 21st century jobs require some postsecondary education. By implementing these standards, secondary school and postsecondary faculty in all academic disciplines will advance the mission of Texas: college and career ready students.

**Librarian to Contact:** Our college librarian is Mr. Andy Herzog. Contact him on the Education Subject and Course Guide – UTA LIBRARY web page. URL: [http://libguides.uta.edu/education](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 insure the future of education for all.
State Domains and Competencies:

TExES 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.

TExES 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.

TExES Domain III, Competency 007
The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

TExES Domain III, Competency 008
The teacher provides appropriate instruction that actively engages students in the learning process.

TExES Domain III, Competency 009
The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

TExES 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.

TExES Domain IV, Competency 011
The teacher understands the importance of family involvement in children’s education and knows how to interact and communicate effective 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.

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. 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).
     o Demonstrates kindness, fairness, patience, dignity and respect in working with others.
     o Accepts decisions made by institutional authority.
     o Treats others in a just and equitable manner.
   • Maintains composure and self-control.
     o Responds positively to constructive criticism.
     o Follows appropriate channels of communication/authority.
     o 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
     o Attends classes, trainings, and field experiences.
     o 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 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, LinkedIn.
   • Follows school and state regulations in electronic contacts made with PreK-12 students, parents, administrators, professors and others 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 pages 18 & 19 of this syllabus.

University Policies

Academic Integrity: At UT Arlington, academic dishonesty is completely unacceptable and will not be tolerated in

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.
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/](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://www.uta.edu/ses/fao](http://www.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](http://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 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, LinkedIn
   □ Follows school and state regulations in electronic contacts made with PreK-12 students, parents, administrators, professors and others 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.

- **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.

- Faculty/staff member submits completed form to chair and/or program director.

- 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).

- Student/candidate is contacted to schedule a meeting within 14 business days of the incident with faculty/staff, chair, and program director.

- 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).

- Together an action plan to address dispositions is developed, signed by all present and posted in the designated Mavspace file.

- 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 Committee 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.

Texas Administrative Code, Ethics and Standard Practices for Texas Educators:

---

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.