



2162 SCIE 4607-001 Student Teach Secondary Grades
Spring 2016

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Section Information: 2162 SCIE-4607-001 Student Teach Secondary Grades

Time and Place of Class Meetings: Field Experience for 4107-001

Description of Course Content: UTeach students (apprentice teachers) are assigned to a Cooperating Teachers in mathematics or science in a local middle/high school to teach two classes for 12-14 weeks. Course objectives and activities are aligned with the State Board for Educator Certification's Learner Centered Proficiencies, the standards for all new teachers in Texas. The apprentice teachers meet the state standards by demonstrating their success in the classroom, submitting complete and appropriate lesson plans, and attending classes as required.

Apprentice teachers will prepare and submit lesson plans and assignments designed to increased their current and future success in the classroom as a professional educator. Students are expected to develop and maintain a professional website and keep lesson plans, resumes, and professional resources up to date on the website. Progress and improvement in teaching proficiencies are documented through journaling and observations by facilitators and university supervisors.

Student Learning Outcomes: (from the State Board for Educator Certification standards)

After completing this course Student Teachers will be able to:

- Design instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessments.
- Create a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.
- Promote student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely high-quality feedback.
- Fulfill professional roles and responsibilities and adhere to legal and ethical requirements of the profession.
- Create and maintain a professional website. Students will be expected to update the website weekly with current lesson plans or when lesson plans change.
- Create Microsoft® Word documents and attach Microsoft® Word documents to e-mail messages

Required Textbooks and Other Course Materials:

Teach Like a Champion—Doug Lemov (ISBN: 978-0-470-55047-2)

A notebook or journal (may be same one as you had in Step 1 and 2).

Tk20 (If you have already purchased Tk20, you may still access the software this semester and do not need to purchase it again.) The College of Education and Health Professions has implemented Tk20, a comprehensive data management system that provides powerful tools to manage growth and streamline processes to meet your needs more efficiently and effectively.

Descriptions of major assignments and examinations:

Since this course is a field based course, the major assignment include creating, posting, and executing daily lesson plans and providing duties as deemed necessary by the cooperating teacher, facilitator, and professor.

Course Expectations

- Be on the assigned campus for a minimum of 4.25 hours every day, including testing and campus staff professional development days. Any absence must be reported to the cooperating teacher, facilitator, and university professor.
- Follow district, campus, and classroom policies
- Dress professionally (i.e. no jeans, t-shirts)
- Complete all assignments by the designated dates.
- Check e-mail daily. The official email is through UTA
- Check the Blackboard course Web site a minimum of four days a week

Disposition: Each 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 candidates rated as “unacceptable” in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any digressions. See check sheet at the end of the syllabus.

Field Experience Requirements

Apprentice teachers must:

- Spend a minimum of 4.25 hours every day on the assigned campus.
- Report all absences at least 3 hours in advance of when they are to teach a class. Apprentice teachers are not allowed more than three absences from their teaching responsibilities. All absences must be logged and notification must be sent to cooperating teachers, supervising teachers, and university facilitators.
- Teach a minimum of 2-3 (3 if 50 minute classes, 2 if 1.5 hrs.) class periods autonomously for at least 12 weeks. This includes all duties of a certified teacher including, but not limited to, grading papers, recording grades, classroom discipline, parent communication, and other duties as assigned by your cooperating teacher or principal.
- Submit lesson plans 10 days in advance to your Cooperating Teacher, your website, your facilitator, and to the university professor via Blackboard.
- Demonstrate proficiencies in teaching as documented through observations by facilitators, professors, and cooperating teachers as well as self reflections and journals.
- If available, apprentice teachers may borrow equipment from UTeach in order to supplement campus resources. In order to use items from UTeach, you will need to submit a request for items according to the guide below. You are responsible for all items in your care and must return them in the appropriate length of time or financial bars may be placed on your record.
- Dress appropriately and professionally when teaching. Follow the teacher dress code for your district. You may not wear jeans.
- Report immediately to your cooperating teacher and Dr. Matsler (817-733-2293) any problems you have.
- *Cell Phone and Electronic Device Policy:* ALL electronic devices (e.g., computers, cell phones, beepers, iPods, PDAs, etc.) must be turned off and put away when you are teaching.

Attendance: At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, attendance is mandatory as per requirements for certification.

Grading: Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see “Student Support Services,” below.

Assignment	Percentage
Attendance, promptness, proper accountability for absences	20
Weekly lesson plans: thorough, revised as requested, on-time, posted on website and submitted to Blackboard and cooperating teacher	50
Assignments as deemed appropriate, such as weekly reflections, journal entries, etc.	10
Satisfactory progress documented from observers	20
TOTAL	100

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of students enrolled in this course. Dr. Karen Jo Matsler

Grade Grievances: Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog.

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/aao/fao/>).

Disability Accommodations: UT 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)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. 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 disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the **Office for Students with Disabilities (OSD)**. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364.
Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671.

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.

Title IX: *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos. For information regarding Title IX, visit www.uta.edu/titleIX.*

Academic Integrity: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

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.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) 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.

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" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

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.

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 next to the classroom. 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 individuals with disabilities.

<http://www.uta.edu/police/EvacuationProcedures.pdf>)

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 visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at <http://www.uta.edu/universitycollege/resources/index.php>

The English Writing Center (411LIBR): Hours are 9 am to 8 pm Mondays-Thursdays, 9 am to 3 pm Fridays and Noon to 5 pm Saturdays and Sundays. Walk In **Quick Hits** sessions during all open hours Mon-Thurs. Register and make appointments online at <http://uta.mywconline.com>. Classroom Visits, Workshops, and advanced services for graduate students and faculty are also available. Please see www.uta.edu/owl for detailed information.

Course Schedule

Students will submit lesson plans 10 days in advance to the Cooperating Teacher, post on a website, send to the facilitator, and post on Blackboard.

Demonstrate proficiencies in teaching as documented through observations by facilitators, professors, and cooperating teachers as well as self reflections and journals.

Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381

Faculty members should feel free to incorporate any of the following information into your course syllabus or other course materials.

Library Home Page	http://www.uta.edu/library
Subject Guides	http://libguides.uta.edu
Subject Librarians	http://www.uta.edu/library/help/subject-librarians.php
Course Reserves	http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Tutorials	http://www.uta.edu/library/help/tutorials.php
Connecting from Off- Campus	http://libguides.uta.edu/offcampus
Ask A Librarian	http://ask.uta.edu

The subject librarian for your area can work with you to build a customized course page to support your class if you wish. For examples, visit <http://libguides.uta.edu/os> and <http://libguides.uta.edu/pols2311fm> .

**University of Texas at Arlington
College of Education
Conceptual Framework**



The conceptual framework of the UT Arlington College of Education was developed collaboratively and has evolved over time. Following the identification of a set of core values held by all involved in the preparation of candidates enrolled in the College, members of the University, PK-12 districts, higher education institutions, and area business and foundation communities worked together to develop a shared vision for education.

All activities in the College are guided by the premise that we are Partners for the Future, committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. This premise is characterized and distinguished by three core values: Professionalism, Knowledge, and Leadership. Research, Diversity, and Technology are themes woven throughout each core value. The College mission, core values, and themes serve as the coherent thread running through all professional programs, guiding the systematic design and delivery of clinical/field experiences, course curricula, assessments, and evaluation. The Conceptual Framework consists of six interrelated and interacting components, which are viewed as essential contexts for the shaping of informed, skilled, and responsible partners:

- The first core value, **Professionalism**, represents the contention that candidates develop an expertise and specialized knowledge of their field. A high quality of work, standard of professional ethics and behaviors, as well as work morale and motivation are all necessary factors of a developed interest and desire to excel in job performance.
- The second core value, **Knowledge**, represents candidate theoretical or practical understanding of a subject. In today's world, candidate knowledge includes not only academic content mastery, but also skills such as critical thinking, communication, technology literacy, and collaboration, each required for success in college, life, and career.
- The third core value, **Leadership**, represents candidate ability to organize, assist, and support others in the achievement of a common task. Candidates develop and refine their leadership skills within the context of their interactions with PK-20 students, curricula, faculty, and other

professionals. The additional three components of the model, Research, Diversity, and Technology, represent themes woven into the core values:

- **Research** encompasses the investigation of ideas and theories with the purpose of discovering, interpreting, and developing new systems, methods, and support for knowledge, behaviors, and attitudes.
- **Diversity** is an indispensable component of academic excellence. A commitment to diversity means a dedication to the inclusion, welcome, and support of individuals from all groups, encompassing the various characteristics of persons in our community such as race, ethnicity, national origin, gender, age, socioeconomic background, religion, sexual orientation, and disability.
- **Technology** is emphasized throughout all programs and is used to support and improve content delivery and student learning.

All components lead to the achievement of one goal—the development of informed and responsible Partners for the Future—who are committed to fostering analytical, innovative thinkers prepared to engage meaningfully in a dynamic society.

Policy and Guidelines for Professional Dispositions in the College Of Education¹

The University of Texas at Arlington

Approved by COEHP Professional Dispositions Committee 4-18-2012

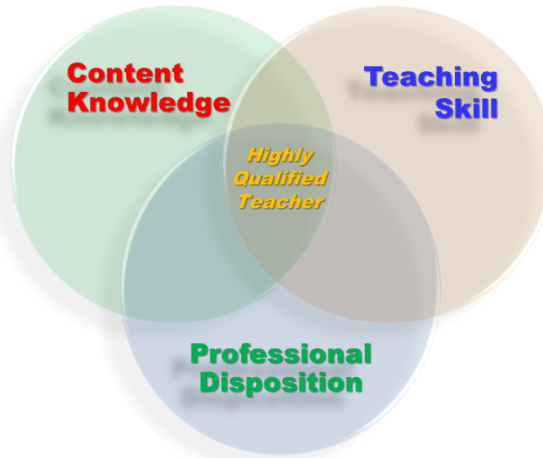
Approved by Department of Curriculum and Instruction, Department of Kinesiology, and Department of Educational Leadership and Policy Studies 10-21-2012

Approved by UTeach Arlington Program, College of Science, 2- 27-2013

Approved by Teacher Education Council 2-19-2013

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¹ This Policy and Guidelines for Professional Dispositions document pertains to students and candidates enrolled in the following COEd Departments and/or Programs: Department of Curriculum and Instruction (C&I), Department of Kinesiology (KINE), Principal and superintendent Certification Programs in the Department of Educational Leadership

I. PROFESSIONAL DISPOSITIONS STATEMENT *(Approved by Teacher Education Council, 2-7-2012)*
The following statement on Professional Dispositions will appear in the Undergraduate and Graduate Catalogs and in all relevant documentation.

Each student/candidate in the College of Education 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.

II. PROFESSIONAL DISPOSITIONS GUIDELINES

The following Professional Dispositions Guidelines are to be followed by all students and candidates in COEd. The standards referenced are those of the Texas Administrative Code.² 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 standards³

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

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

² 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) .

³ 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.

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 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. DISSEMINATING PROFESSIONAL DISPOSITIONS STATEMENT, GUIDELINES, AND INFORMATION

The following procedures will be used to educate and disseminate the COEd Professional Dispositions statement, guidelines, and information to all students and candidates.

- a. The **I. Dispositions Statement** and **II. Professional Dispositions Guidelines** are listed in catalog (UG and G) and on COEd Website (UG and G portals)
- b. At first point of contact in the COEd students/candidates are given the **Professional Dispositions Statement** and **Professional Dispositions Guidelines** as they appear in this document.
 - i. High School Students – given during information sessions
 - ii. Undergraduate Students – given by advising office (COEHP, COLA, COS, UTeach)
 - iii. Transfer Students – given by advising office as above
 - iv. Graduate Students – graduate advisor
 - v. Academic Partnership (AP) Students – Welcome Letter sent by appropriate advisor
- c. After admitted, students/candidates are given the list of dispositions to agree to and sign. Students and candidates electronically 'agree' to the **Professional Dispositions Statement** and **Professional Dispositions Guidelines** that appear in this document and submit. Students and candidates have to agree to dispositions guidelines before they can be accepted into a full major in the COEd. If they do not agree they cannot proceed in the program.
- d. The **Professional Dispositions Statement** will be placed in appropriate program area Handbooks. The URL for accessing the **Professional Dispositions Statement** and **Professional Dispositions Guidelines** as they appear in this document will be placed in course syllabuses.
- e. Students/candidates complete a *Dispositions Education Module*⁴ within an early course taken in the program. Faculty of each program will identify this introductory course to include completion of this module.
- f. Students/candidates will review the *Dispositions Education Module* prior to field experiences and/or student teaching orientation (C&I); practicum for Reading Specialist (C&I); application for practicum (ELPS); Step 1 and Classroom Interactions (UTeach); and methods of teaching courses (Kinesiology).

⁴ The *Dispositions Education Module* will be developed by the Professional Dispositions Committee, and will be subject to Department, College, and TEC Committee approvals as a separate document.

IV. PROCEDURES FOR ADDRESSING DIGRESSIONS FROM COEd 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 COEd 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.
- h. 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*⁵ to review.
- i. The College Dispositions Committee will make a recommendation as to continuance in program or options.
- j. Electronic letter on outcome of College Dispositions Committee meeting from Committee and Dean is submitted to student/candidate to official UT Arlington email account.
- k. The student/candidate has 14 days to appeal the decision, submitted to the College Dispositions Committee and COEd Dean.
- l. The appeal will then be forwarded to the University's Office of Student Conduct.

⁵ The College Dispositions Committee will consist of members of each COEd 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.

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V. DIGRESSION REPORT FOR USE IN CASES OF DIGRESSIONS FROM COEd 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 COEd Professional Dispositions Guidelines.

This document indicates VIOLATIONS the COEd 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 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

Texas Administrative Code, 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)

VI. References

Rinaldo, V., Sheeran, T., Denig, S, Smith, R. M., Foote, C. J., & Vermette, P. (2009, February). Dispositions: Improving the effectiveness of teacher candidates by examining the intangibles of the profession. Paper

presented at the Annual Meeting of the American Association of Colleges for Teacher Education, Chicago, III.

Texas Administrative Code: Ethics and Standard Practices for Texas Educators (2010). Retrieved from: [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). *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