Department of Curriculum & Instruction

EDML 4350: Middle School Curriculum

Fall Semester, 2016

Instructor Information:

Instructor: Dr. Diane Galloway  
Office: 817-602-9278

Office: 322M - Science Hall  
E-Mail: dianeg@uta.edu

Faculty Profile: [https://www.uta.edu/profiles/diane-galloway](https://www.uta.edu/profiles/diane-galloway)

Office Hrs: Wednesday day – 8:00 – 10:30  
Anytime by Appointment

Course Information:

Course Title: Nature and Curriculum Needs of the Young Adolescent Learner

Course Number: EDML 4350

Semester: Fall, 2016

Course Location and Time: Wednesday, 11:00 - 2:50 pm Trimble Hall RM 110

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 40 hour field experience.

Required Books:

What Every Middle School Teacher Should Know  
By Dave F. Brown & Trudy Knowles

- the latest discoveries in neuroscience that inform practical strategies for improving student learning
- the most recent research on physical, socio-emotional, cognitive, and identity developmental processes
- the impact of technology and social media on students' lives and learning
• new research in middle level education supporting the development of
genuine middle schools
• concrete ways to meet new content standards while implementing true
curriculum integration
• explicit ways teachers can make the transition from theory to practice
in their own classrooms.

Teach Like A Champion 2.0:  62 Techniques that Put Students on the Path
to College
By Doug Lemov  & Norman Atkins

This teaching guide is a must-have for new and experienced teachers alike. Over 700,000 teachers around the world already know how the techniques in this book turn educators into classroom champions. With ideas for everything from classroom management to inspiring student engagement, you will be able to perfect your teaching practice right away.

Required Resource

The college data management system where key assessments will be uploaded and scored.

EDML 4350 aligns with the Teacher Preparation Standards set by the Association for Middle Level Educators. The program has earned the highly-recognized classification by the NCATE accreditation. This means that you’ve selected one of the best mid-level teacher preparation programs.

The Middle Level program also aligns with the Texas Education Agency Educator Standards. UTA College of Education aligns and meets the highest quality standards set forth by TEA.

You’ll find both these standards documents in the appendix of this syllabus.
<table>
<thead>
<tr>
<th>Date</th>
<th>Preparation: Watch-Read-Reflect</th>
<th>Topic/Learning Outcome</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/31</td>
<td>Why Teach Middle Level?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/7</td>
<td>Physical Development</td>
<td>Mid-Teacher Chapter 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Standard 2--Knowledge of Students and Student Learning.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>TEA Standard 4--Learning Environment.</td>
<td></td>
</tr>
<tr>
<td>9/14</td>
<td>The Adolescent Brain- A work in progress</td>
<td>Mid-Teacher Chapter 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Standard 2--Knowledge of Students and Student Learning.</td>
<td></td>
</tr>
<tr>
<td>9/21</td>
<td>Adolescent Social Development and Search for Identity Becoming Culturally Responsive</td>
<td>Mid-Teacher Chapters 4 &amp; 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Standard 2--Knowledge of Students and Student Learning.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Standard 4--Learning Environment.</td>
<td></td>
</tr>
<tr>
<td>9/28</td>
<td>School Structures that support the unique needs of young adolescents INTRO: Responsive Middle School Project Teaming Flexible Schedule Exploratory Curriculum</td>
<td>Mid-Teacher Chapter 6 &amp; 7</td>
<td>Day in the Life of a Middle Schooler Shadow Study (100)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Standard 1--Instructional Planning and Delivery.</td>
<td></td>
</tr>
<tr>
<td>10/5</td>
<td>Curriculum Integration &amp; Interdisciplinary Teaming</td>
<td>Mid-Teacher Chapter 10</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Standard 3--Content Knowledge and Expertise</td>
<td></td>
</tr>
<tr>
<td>10/12</td>
<td>The Art of Teaching &amp; Its Tools</td>
<td>Champion – Chapters 3 and 4</td>
<td>Developmentally Responsive Middle School Project (125)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Standard 2--Knowledge of Students and Student Learning.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Standard 3--Content Knowledge and Expertise</td>
<td></td>
</tr>
<tr>
<td>10/19</td>
<td>Academic Ethos Making Learning Meaningful Student Centered Teaching Understanding Student Motivation</td>
<td>Mid-Teacher Chapter 8</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Champion – Chapters 7, 8, 9</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Standard 2--Knowledge of Students and Student Learning.</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Chapters/Sections</td>
<td>Notes</td>
</tr>
<tr>
<td>--------</td>
<td>------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------</td>
</tr>
<tr>
<td>10/26</td>
<td>Creating Classroom Culture</td>
<td>Champion – Chapters 10, 11, 12</td>
<td>Additional resources on Blackboard</td>
</tr>
<tr>
<td></td>
<td>Classroom Management</td>
<td></td>
<td>TEA Standard 2–Knowledge of Students and Student Learning.</td>
</tr>
<tr>
<td></td>
<td>Setting and Managing High Expectations for learning and</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/2</td>
<td>Models of Engaged Learning</td>
<td>Mid-Teacher Chapter 9</td>
<td>Classroom Management Plan Due (75)</td>
</tr>
<tr>
<td></td>
<td>• Student Centered Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Cooperative Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Flipped Classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Project-Based Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/9</td>
<td>Making Learning Meaningful</td>
<td>Mid-Teacher Chapter 11</td>
<td>Instructional Strategies Project (100)</td>
</tr>
<tr>
<td></td>
<td>Strategies to Make Learning Stick (Like Gorilla Glue, not</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a post-it)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AVID Strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/16</td>
<td>Student Assessment &amp; Evaluation</td>
<td>Mid-Teacher Chapter 12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Data to inform instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(data driven instruction)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/23</td>
<td>Thanksgiving Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/30</td>
<td>Student Assessment &amp; Evaluation</td>
<td>Readings on Blackboard</td>
<td>CT Signed - 40 Hour Log and Reflective Journal (120)</td>
</tr>
<tr>
<td></td>
<td>• Authentic Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• STARR Testing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/7</td>
<td>Comprehensive Review</td>
<td>** FINAL **</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(100)</td>
</tr>
</tbody>
</table>
Major Assignments, Examination and Projects

COURSE ASSESSMENTS / Point Value

<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 Project</td>
<td>125</td>
</tr>
<tr>
<td>Classroom Management &amp; Discipline Plan</td>
<td>75</td>
</tr>
<tr>
<td>40 Hrs Field Practicum Reflective Log</td>
<td>150</td>
</tr>
<tr>
<td>A Day in the Life of a Middle Schooler Shadow Study</td>
<td>100</td>
</tr>
<tr>
<td>Instructional Strategies</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</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>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>

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.

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 projects. 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 log in to blackboard with your NetID and Password.

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

**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 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.

**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 to assure content is met.**

**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).
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, 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.

II. PROCEDURES FOR ADDRESSING DIGRESSIONS FROM COEHP PROFESSIONAL DISPOSITIONS POLICY Found on pages 18 & 19 of this syllabus.

---

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.
**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/](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.

**Expectations for Out-of-Class Study:**
Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 6 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

**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 undergraduate / graduate catalog. [http://catalog.uta.edu/academicregulations/grades/#undergraduatetext](http://catalog.uta.edu/academicregulations/grades/#undergraduatetext)

**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/](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 that 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).**
Only those students who have officially documented a need for an accommodation will have their request honored. 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](http://www.uta.edu/disability) or calling 817-272-3364.

Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

**Counseling and Psychological Services, (CAPS)** [www.uta.edu/caps](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**Non-Discrimination Policy:**

*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](http://uta.edu/eos).*

**Title IX Policy:**

The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.*

**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](http://www.uta.edu/oit/cs/email/mavmail.php).

**Campus Carry:**

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit [http://www.uta.edu/news/info/campus-carry/](http://www.uta.edu/news/info/campus-carry/).

**Student Feedback Survey:**

At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are 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 via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit [http://www.uta.edu/sfs](http://www.uta.edu/sfs).
**Final Review Week:**
For semester-long courses, 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. 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.
https://www.uta.edu/policy/procedure/7-6

**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 IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The English Writing Center (411LIBR):
The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at http://uta.mywconline.com. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see www.uta.edu/owl for detailed information on all our programs and services. The Library’s 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation. http://library.uta.edu/academic-plaza

---

12
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.

The standards identified in this section are performance standards to be used to inform the training, appraisal, and professional development of teachers.
TEA Professional Teacher Standards

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

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

(i) Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.
(ii) Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.
(iii) Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities

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

(i) Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.
(ii) Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.
(iii) Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals

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

(i) Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.
(ii) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.
(iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

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

(i) Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.
(ii) Teachers validate each student's comments and questions, utilizing them to advance learning for all students.
(iii) Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals
(E) **Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.**

(i) Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.
(ii) Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.
(iii) Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery

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

(i) Teachers monitor and assess student progress to ensure that their lessons meet students' needs.
(ii) Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.
(iii) Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

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

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

(i) Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.
(ii) Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.
(iii) Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.

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

(i) Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.
(ii) Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.
(iii) Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

(C) **Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.**
(i) Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(ii) Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.
(iii) Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.

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

(i) Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.
(ii) Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.

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

(i) Teachers implement behavior management systems to maintain an environment where all students can learn effectively.
(ii) Teachers maintain a strong culture of individual and group accountability for class expectations.
(iii) Teachers cultivate student ownership in developing classroom culture and norms.

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

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

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

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

(i) Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.
(ii) Teachers vary methods of assessing learning to accommodate students’ learning needs, linguistic differences, and/or varying levels of background knowledge.

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

(i) Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.
(ii) Teachers involve all students in self-assessment, goal setting, and monitoring progress.
(iii) Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students’ goals and progress.

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

(i) Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.
(ii) Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.

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

(i) Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.
(ii) Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.

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

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

(i) Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.
(ii) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.
(iii) Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs

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

(i) Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.
(ii) Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.

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

(i) Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.
(ii) Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.

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

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

(ii) Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.

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

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 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.