



EDTC 4301.003

Technology Applications for Classroom Teachers

Spring 2017

Instructor Information:

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Course Information:

Course Title:	Technology Applications for Classroom Teachers
Course Number:	EDTC 4301.003
Semester:	Spring 2017
Course Location and Time:	Online

Catalog Description

This course is for K-12 educators who are interested in integrating technology into teaching and learning. Its focus is on the Technology Applications Texas Essential Knowledge and Skills (TA-TEKS). Participants should gain a greater understanding of the Technology Applications TEKS and how to introduce them into curriculum. Topics include: instructional learning and computer software.

Course Prerequisites:

There are no prerequisites for this course.

Required Materials:

- **Textbook:** Cennamo, K.S., Ross, J.D., & Ertmer, P.A. (2013). Technology Integration for Meaningful Classroom Use (2nd edition). Wadsworth. ISBN-13: 978-1133594208
 - Also available as an ebook from the publisher:
<https://www.cengagebrain.com/shop/ProductDisplay?langId=-1&storeId=10151&catalogId=10057&productId=622211>

- Sign up for *free* accounts on the following websites:
 - Google account at <http://www.google.com>
 - Prezi account at <http://www.prezi.com> (sign up for the free student/teacher account and use your UTA email address)
 - Glogster Edu account ([free 7 day trial](#))
 - Twitter.com

University Mission:

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

College Mission:

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

Core Values:

Effective teaching
Active learning
Quality research
Meaningful service

Conceptual Framework:

The work of the College of Education is grounded in constructivism as a theory of teaching and learning and is done in a spirit of expectation that all involved in the College of Education, whether candidate, faculty or administrator, will hold the following as important: **Excellence, Student-Centered Environments, Research, Collaboration, Diversity, Technology, Field Experiences and Life-Long Learning.**

Partners for the Future serves as the theme of the College of Education and epitomizes the understanding that it takes a village of partners to insure the future of education for all

National Standards: National Educational Technology Standards for Teachers (ISTE NETS-T)

I. TECHNOLOGY OPERATIONS AND CONCEPTS
<i>Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:</i>
A. demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Educational Technology Standards for Students).
B. demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies
II. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES
<i>Teachers plan and design effective learning environments and experiences supported by technology.</i>
<i>Teachers:</i>

A. design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
B. apply current research on teaching and learning with technology when planning learning environments and experiences.
C. identify and locate technology resources and evaluate them for accuracy and suitability.
D. plan for the management of technology resources within the context of learning activities.
E. plan strategies to manage student learning in a technology-enhanced environment.
III.TEACHING, LEARNING, AND THE CURRICULUM <i>Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. Teachers:</i>
A. facilitate technology-enhanced experiences that address content standards and student technology standards.
B. use technology to support learner-centered strategies that address the diverse needs of students.
C. apply technology to develop students' higher-order skills and creativity.
D. manage student learning activities in a technology-enhanced environment.
IV.ASSESSMENT AND EVALUATION <i>Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:</i>
A. apply technology in assessing student learning of subject matter using a variety of assessment techniques.
B. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
C. apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.
V. PRODUCTIVITY AND PROFESSIONAL PRACTICE <i>Teachers use technology to enhance their productivity and professional practice. Teachers:</i>
A. use technology resources to engage in ongoing professional development and lifelong learning.
B. continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
C. apply technology to increase productivity.
D. use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.
VI. SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES <i>Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK–12 schools and apply that understanding in practice. Teachers:</i>
A. model and teach legal and ethical practice related to technology use.
B. apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
C. identify and use technology resources that affirm diversity.
D. promote safe and healthy use of technology resources.
E. facilitate equitable access to technology resources for all students.

State Domains and Competencies: Technology Applications

Available at http://www.sbec.state.tx.us/SBEOOnline/standtest/standards/techapps_allbegtch.pdf

<i>Standard I. All teachers use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications.</i>
1.1k the appropriate use of hardware components, software programs, and their connections;
1.2k data input skills appropriate to the task; and
1.3k laws and issues regarding the use of technology in society.
1.1s demonstrate knowledge and appropriate use of operating systems, software applications, and communication and networking components;
1.2s compare, contrast, and appropriately use various input, processing, output, and primary/secondary storage devices;

1.3s select and use software for a defined task according to quality, appropriateness, effectiveness, and efficiency;
1.4s delineate and make necessary adjustments regarding compatibility issues, including, but not limited to, digital file formats and cross-platform connectivity;
1.5s use technology terminology appropriate to the task;
1.6s perform basic software application functions, including, but not limited to, opening an application program and creating, modifying, printing, and saving documents;
1.7s explain the differences between analog and digital technology systems and give examples of each;
1.8s use appropriate terminology related to the Internet, including, but not limited to, electronic mail (e-mail), uniform resource locators (URLs), electronic bookmarks, local area networks (LANs), wide area networks (WANs), World Wide Web (WWW) pages, and Hypertext Markup Language (HTML);
1.9s compare and contrast LANs, WANs, the Internet, and intranets;
1.10s use a variety of input devices such as mouse/track pad, keyboard, microphone, digital camera, printer, scanner, disk/disc, modem, CD-ROM, and joystick;
1.11s demonstrate keyboarding proficiency in technique and posture while building speed;
1.12s use digital keyboarding standards for data input such as one space after punctuation, the use of em/en dashes, and smart quotation marks;
1.13s develop strategies for capturing digital files while conserving memory and retaining image quality;
1.14s discuss copyright laws, violations, and issues including, but not limited to, computer hacking, computer piracy, intentional virus setting, and invasion of privacy;
1.15s model ethical acquisition and use of digital information including citing sources using established methods;
1.16s demonstrate proper etiquette and knowledge of acceptable use of electronic information and products while in an individual classroom, lab, or on the Internet or an intranet;
1.17s identify the impact of technology applications on society through research, interviews, and personal observation; and
1.18s demonstrate knowledge of the importance of technology to future careers, lifelong learning, and daily living for individuals of all ages.
Standard II. All teachers identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information.
2.1k a variety of strategies for acquiring information from electronic resources;
2.2k how to acquire electronic information in a variety of formats; and
2.3k how to evaluate acquired electronic information.
2.1s use strategies to locate and acquire desired information from collaborative software and on networks, including the Internet and intranets;
2.2s apply appropriate electronic search strategies in the acquisition of information, including keyword and Boolean search strategies;
2.3s identify, create, and use files in various appropriate formats such as text, bitmapped/vector graphics, image, video, and audio files;
2.4s access, manage, and manipulate information from secondary storage and remote devices;
2.5s use on-line help and other documentation;
2.6s determine and employ methods to evaluate electronic information for accuracy and validity;
2.7s resolve information conflicts and validate information by accessing, researching, and comparing data from multiple sources; and
2.8s identify the source, location, media type, relevancy, and content validity of available information.
Standard III. All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.
3.1k how to use appropriate computer-based productivity tools to create and modify solutions to problems;
3.2k how to use research skills and electronic communication to create new knowledge; and
3.3k how to use technology applications to facilitate evaluation of work, including both process and product.
3.1s plan, create, and edit word processing documents using readable fonts, alignment, page setup, tabs, and ruler settings;
3.2s plan, create, and edit spreadsheet documents using all data types, formulas and functions, and chart information;
3.3s plan, create, and edit databases by defining fields, entering data, and designing layouts appropriate for reporting;
3.4s demonstrate proficiency in the use of multimedia authoring programs by creating linear or nonlinear projects incorporating text, audio, video, and graphics;

3.5s plan, create, and edit a document using desktop publishing techniques including, but not limited to, the creation of multicolumn or multisection documents with a variety of text-wrapped frame formats;
3.6s differentiate between and demonstrate the appropriate use of a variety of graphic tools found in draw and paint applications;
3.7s integrate two or more productivity tools, including, but not limited to, tables, charts and graphs, graphics from paint or draw programs, and mail merge, into a document;
3.8s use interactive virtual environments, appropriate to grade level, such as virtual reality or simulations;
3.9s use technical writing strategies to create products such as a technical instruction guide;
3.10s use subject matter foundation and enrichment curricula in the creation of products;
3.11s participate in electronic communities as a learner, initiator, and contributor;
3.12s complete tasks using technological collaboration such as sharing information through on-line communications;
3.13s use groupware, collaborative software, and productivity tools to create products;
3.14s use technology in self-directed activities to create products for and share products with defined audiences;
3.15s integrate acquired technology applications, skills, and strategies and use of the word processor, database, spreadsheet, telecommunications, draw, paint, and utility programs into the foundation and enrichment curricula;
3.16s design and implement procedures to track trends, set time lines, and review/evaluate progress for continual improvement in process and product; and
3.17s resolve information conflicts and validate information through research and comparison of data from multiple sources.
Standard IV. All teachers communicate information in different formats and for diverse audiences.
4.1k how to format digital information for appropriate and effective communication;
4.2k how to deliver a product electronically in a variety of media; and
4.3k how to evaluate communication in terms of both process and product.
4.1s use productivity tools, such as slide shows, posters, multimedia presentations, newsletters, brochures, or reports, to create effective document files for defined audiences;
4.2s demonstrate the use of a variety of layouts in a database, including horizontal and vertical layouts, to communicate information appropriately;
4.3s create a variety of spreadsheet layouts containing descriptive labels and page settings;
4.4s demonstrate appropriate use of fonts, styles, and sizes, as well as effective use of graphics and page design to communicate effectively;
4.5s match the chart style to the data when creating and labeling charts;
4.6s publish information in a variety of ways, including, but not limited to, printed copy, monitor displays, Internet documents, and video;
4.7s design and create interdisciplinary multimedia presentations that include audio, video, text, and graphics for defined audiences;
4.8s use telecommunication tools, such as Internet browsers, video conferencing, and distance learning, for publishing information;
4.9s design and implement procedures to track trends, set time lines, and review and evaluate products using technology tools such as database managers, daily/monthly planners, and project management tools;
4.10s determine and employ technology specifications to evaluate projects for design, content delivery, purpose, and audience and demonstrate that process and product can be evaluated using established criteria or rubrics;
4.11s select representative products to be collected and stored in an electronic evaluation tool; and
4.12s evaluate products for relevance to the assignment or task.
Standard V. All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.
5.1k planning techniques to ensure that students have time to learn the Technology Applications TEKS in order to meet grade-level benchmark expectations;
5.2k where to find and how to utilize technological resources to implement the TEKS, to support instruction, to extend communication, to enhance classroom management, and to become more productive in daily tasks;
5.3k instructional strategies for teaching the Technology Applications TEKS and integrating them into the curriculum;
5.4k strategies that students with diverse strengths and needs can use to determine word meaning in content-related texts;
5.5k strategies that students with diverse strengths and needs can use to develop content-area vocabulary;
5.6k strategies that students with diverse strengths and needs can use to facilitate comprehension before, during, and after reading content-related texts;

5.7k how to evaluate the effectiveness of technology-based instruction; and
5.8k how to set goals for ongoing professional development in teaching the Technology Applications TEKS and integrating them into the curriculum.
5.1s plan applications-based technology lessons using a range of instructional strategies for individuals and small/whole groups;
5.2s identify and address equity issues related to the use of technology, including, but not limited to, gender, ethnicity, language, disabilities, and student access to technology;
5.3s plan, select, and implement instruction that allows students to use technology applications in problem-solving and decision-making situations;
5.4s develop and implement, using technology applications, tasks that emphasize collaboration and teamwork among members of a structured group or project team;
5.5s provide adequate time for teaching the Technology Applications TEKS;
5.6s identify and use resources to keep current with technology education;
5.7s create project-based learning activities that integrate the Technology Applications TEKS into the curriculum and meet the Technology Applications TEKS benchmarks;
5.8s follow guidelines for the legal and ethical use of technology resources;
5.9s select and use developmentally appropriate instructional practices, activities, and materials to improve student learning of the Technology Applications TEKS;
5.10s use a variety of instructional strategies to ensure all students' reading comprehension of content-related texts, including helping students link the content of texts to their lives and connect related ideas across different texts;
5.11s teach students how to locate, retrieve, and retain content-related information from a range of texts and technologies;
5.12s teach students how to locate the meanings and pronunciations of unfamiliar content-related words using appropriate sources, such as dictionaries, thesauruses, and glossaries;
5.13s use technology tools to perform administrative tasks such as taking attendance, maintaining grade books, and facilitating communication;
5.14s evaluate appropriately students' projects and portfolios using formal and informal assessment methods;
5.15s collect observable and measurable data to gauge student progress and adjust instruction in Technology Applications;
5.16s conduct an ongoing self-assessment of strengths and weaknesses in the knowledge and skills of Technology Applications;
5.17s develop and implement an individual plan for professional growth in the knowledge and skills of Technology Applications; and
5.18s incorporate new strategies to improve classroom instruction in Technology Applications.

Measurable Learning Outcomes:

The candidate will display the following knowledge, skill, and/or attitudes:

- appropriate use of hardware components, software programs, and their connections. (TExES TA 1.1k) (NETS-T IA)
- necessary data input skills appropriate to the task when using a computer for instruction or to increase productivity. (TExES TA 1.2k) (NETS-T IA)
- knowledge of laws and issues regarding the use of technology in society. (TExES TA 1.3k) (NETS-T IA)
- a variety of strategies for acquiring information from electronic resources. (TExES TA 2.1k) (NETS-T IA)
- skills to acquire electronic information in a variety of formats. (TExES TA 2.2k) (NETS-T IVB)
- skills to evaluate acquired electronic information ((TExES TA 2.3k) (NETS-T IVB)
- skills to use appropriate computer-based productivity tools to create and modify solutions to problems. (TExES TA 3.1k) (NETS-T IA)
- skills to use electronic research and electronic communication to create new knowledge. (TExES TA 3.2k) (NETS-T IVB)

- skills to use technology applications to facilitate evaluation of work, including both process and product. (TExES TA 3.3k) (NETS-T IVA) (NETS-T IVC)
- skills to format digital information for appropriate and effective communication. (TExES TA 4.1k) (NETS-T IVC)
- skills to deliver a product electronically in a variety of media. (TExES TA 4.2k) (NETS-T IIIC)
- skills to evaluate communication in terms of both process and product. (TExES TA 4.3k) (NETS-T IVC)
- knowledge to find and how to utilize technological resources to implement the TEKS, to support instruction, to extend communication, to enhance classroom management, and to become more productive in daily tasks. (TExES TA 5.1k) (NETS-T IIC)
- knows and understand where to find and how to utilize technological resources to implement the TEKS, to support instruction, to extend communication, to enhance classroom management, and to become more productive in daily tasks. (TExES TA 5.2k) (NETS-T IIID)
- awareness of instructional strategies for teaching the Technology Application TEKS and integrating them into the curriculum. (TExES TA 5.3k) (NETS-T IIIA)

Policies:

Assignments

- All assignments and activities must be completed to obtain a letter grade of A for the course.
- Assignments are due on the date and time specified in Blackboard.
- Do not wait until the last minute to post assignments in Blackboard. This is never a good idea because if there is a problem you will have no time to fix it or get help and may have points deducted for late submission.
- Never email assignments to your instructor without prior permission. If you have a problem posting in Blackboard please contact the 24/7 Blackboard support team. The link is located in the upper right corner of your Blackboard webpage.
- You are responsible for reading the assigned readings and watching the videos.
- You are responsible for making sure that all assignments and activities that you submit in Blackboard are correct and are the actual ones you want to submit. Check and double check! I will grade whatever you submit. Blackboard will allow you to submit more than one file so if you have submitted the wrong one, you can still submit the correct one. **Open the file after you have submitted it to double check!**
- **Late assignments will be accepted but with a 25% deduction in points per day.** Late assignments are not give top priority for grading. They will be graded before the end of the semester.
- **You have 48 hours after points have been posted to notify me if you have a concern about the assignment.**
- No assignments will be accepted for grading after the last Thursday before final exam week.
- Though content is the major criterion for evaluation, writing style, spelling, neatness, etc. are also considered in grading.
- Assignments will be written in complete sentences and there will be no misspelled words.
- **Webinars** will be held during the semester. Attendance is optional, however, *students are responsible for the information presented in the webinars*. They will be posted so that students who cannot attend will be able to access them at a later time. You may be tested over content.
- Videos are posted under **Course Videos** in **Blackboard** for clarification of assignments.

Activities:	
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<ul style="list-style-type: none"> • Excel Pizza activity/grade book/chart (submitted in Blackboard) (+5) • Google Docs Activity • Website Comments <p>-----</p> <p>Activities that are included as part of your webpage grade:</p> <ul style="list-style-type: none"> • Digital Story (related to unit plan topic & linked or embedded) • Screencast-O-Matic • Concept Map (converted to jpg) • Puzzles (2) (PDF) • Flyer (PDF) • Tagxedo (inserted onto webpage) • Scavenger Hunt • Glogster (linked to site) • Thinglink (linked to site) 	5 pts. 5 pts. 5 pts. -----
Five Quizzes (worth 10 points each)	50 pts.
Video Demonstration (A1)	10 pts.
Unit Plan (A2)	45 pts.
Website/3 Parts (A3)	50 pts.
Discussions (4 reading responses/formal replies/informal replies @ 10 each)	40 pts.
Introduction on the Discussion Board	5 pts.
Total	215 pts

Grading Scale

199-215 = A
187-198 = B
163-186 = C
149 -162 = D
148 and below = F

This is based on:

93-100 % = A
87-92 % = B
76-86 % = C
70-75 % = D
69% and below = F

Tentative schedule:

Module 1	Syllabus, Legal and Ethical use of Technology, Technology Standards
	Technology in Content Areas, Presentation Software
Module 2	Digital Tools that Support Learning, Developing Technology Rich Learning Environments
Module 3	Differentiation, Assistive Technologies, Concept Mapping, Video
Module 4	Assessment & Evaluation, Use of Digital Tools, Website Evaluation, Bloom's Taxonomy with technology, Digital Story Telling
Module 5	Graphic Organizers, Website Creation, Modeling and Facilitating Use of Digital Tools
	Diversity and Cultural Understanding, Professional Growth, Technology Integration
	and Lesson Planning in the Content Areas

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. -- Dr. Dana Owens

Assigned Readings

The list of assigned readings can be found in Blackboard with the syllabus and calendar. The list also can be found on the Assignments page with the discussion instructions.

Quizzes Over Assigned Readings—Blackboard

The five quizzes will cover assigned required course readings, as per the syllabus. Be prepared for the each quiz by closely and carefully reading the designated required assigned readings. You will take it via Blackboard (location: Assessments). *There will be a quiz “window” of 30 minutes for each quiz.*

You will be able to re-take the quiz three times during the test window. Re-takes must be during the test window.

Each quiz will be 20 questions consisting of multiple choice, matching and true/false questions.

Assignment 1: Instructional Video Demonstration

1. You will provide a teaching demonstration of a skill related to the grade level you plan to teach. Then you will edit the video to include:

- Title slide
- Credits Page
 - Give credit to the person who shot the video
 - Give credit for any books or props used in the video
 - Starring (that’s you!)
 - Location

There is a video posted under Course Videos in Blackboard demonstrating how to edit your video. You may use a smart phone or video camera to create your video.

Points: 5

Due: See calendar of due dates

Assignment 2: Unit of Instruction (Unit Plan)

The template for this assignment is posted in Blackboard. **Unit plans submitted without the template provided will receive the grade of zero.**

You will create a unit plan in this course that demonstrates your ability to integrate technology into your lesson plans.

You need to fill in each section of the template provided in Blackboard.

For the objectives, activities, assessments, and TEKS

- Five objectives are required. They must be created with action verbs from Bloom's Taxonomy. They should be one sentence long each and state exactly what the student will be able to do. For example: The student will be able to list the planets from nearest to farthest from the sun.

- Five activities describing how you will teach what you have said the students will learn in the objective. One activity per objective is minimum.
- One technology TEK and one subject area TEK for each activity
- One assessment for each objective/activity to determine if the student has mastered the objective.
- Use different types of technology for each activity. Some examples are:
 - PowerPoint
 - Excel
 - Website
 - Concept Map
 - Video
 - Tagxedo
 - Digital story
 - Word
 - PowerPoint
 - Brochure

You will use Texas Essential Knowledge and Skills (TEKS) from the Texas Education Agency website <http://www.tea.state.tx.us/index2.aspx?id=6148>. You must use technology TEKS (Chapter 126) and subject area TEKS.

It will be graded using a rubric found in Blackboard on the Assignments page.

Points: 45

Due: See calendar of due dates

Assignment 3: Website that showcases your unit plan and other work*

Your website will be created in Google Sites. It is possible use a software such as Dreamweaver but you must first get permission from your instructor.

Your website should minimally include:

- Homepage with a summary of your topic and an image
- Resource page with 5 links to quality resources for your unit plan that are linked directly from your website, not posted in a word document. The YouTube video should be embedded on the webpage.
- 1 graphic image (this may be your tagxedo or other image)
- Meet the Teacher page
- Credits to all images on your website
- 10 links to information/content (listed below)
 - Prezi (covering unit plan)
 - Digital Story (informational over something related to your topic)
 - Unit Plan (Assignment 2 converted to pdf/in file cabinet)
 - Concept map (inserted/converted to jpg file)
 - Word search (or another type of puzzle other than a maze/converted to pdf/in file cabinet)
 - Crossword puzzle (or another type of puzzle other than a maze/converted to pdf/in file cabinet)
 - Scavenger hunt (converted to pdf/in file cabinet)
 - Newsletter or Flyer (in file cabinet)
 - Tagxedo (png or jpg/inserted onto a webpage)

- Brochure (converted to PDF)
- Embedded teaching video (screencast-o-matic)

See the Website checklist in Blackboard for a full listing of requirements.

Turn in: Post your URL in Blackboard on the assignments page for the Part 1 due date. Note that it will be turned in by parts. Part 1, Part 2 and the finished product, Part 3. It is only necessary to post your URL one time, it will not change. Later in the course, you will post it on the discussion board in the appropriate area. This is so others can give you feedback on it for the activity Website Comments. No credit will be given if the webpage is not on the Internet.

Points Possible: 50

Due: See calendar of due dates

Discussions:

Introduce Yourself!

Post an introduction of yourself on the Discussion Board. Using an image editing app, edit a picture of yourself and post it with your introduction.

Tell a little about yourself, what you hope to teach in the future, what you know about technology and anything else you want to share! ☺ Include the name of the app you used to edit your image. We are sharing technology ideas and resources in this course.

Please post at least three (3) or more *substantive* (in-depth) comments to others' intros! We are building online community.

Then go to the **Post Your Topic Here** forum on the Discussion Board. Post the topic that you choose to work with this semester. It should be something taught at the grade level you plan to teach. For example, weather, food groups or seasons for younger students. For secondary students, choose something related to your field. If you are an English major, maybe you want to use authors or a certain genre as your topic. If you are a history major, choose something related to history such as an historical event or person. Check the TEKS to make sure what you choose is actually taught at the grade level you want to teach. Your unit plan and website will be focused on your chosen topic.

Points Possible: 5

Due: See calendar of due dates

Discussion Board Postings & Comments:

Be sure to use the template under Discussions in Assignments on Blackboard. There will be a different one for each discussion. #3 is different on each one so be sure to use the template for that

You will have **four reading responses** to post to the discussion board. Each response is about **1-2 pages (single-spaced; 12 font)**. (See course calendar for due dates)

Readings for the responses are provided on the Assignments page in Blackboard under Discussions 1, 2, 3, and 4. There is not a reading response required for Module 5.

Directions for each reading response: For each response to the readings, select three or more quotes from across **the required readings for that period** (they don't have to be from all of the readings and any of the videos) for that session. Then, type each quote and page number and write a paragraph for each quote, summarizing what it is saying, how it connects to other knowledge (connecting mostly to knowledge from this course, other courses, and any classroom observations or teaching experiences). Also, please include any links to websites, resources, children's books, or other resources that would benefit your colleagues who are also future teachers. For one quote, choose a twitter post to cite and write a response to on the template. Include the URL of the article or website.

There is one question or statement listed as #3 each week that is requires a response from everyone.

What to include in the reading responses:

This is your written responses to **the required assigned readings and twitter, as well as the videos**. *You do not have to include all of the readings, but pick a quote from the readings that stood out for you.*

INITIAL POST: Post your initial post (response) to Blackboard **by the due date** (see calendar of due dates).

FORMAL COMMENTS/REPLIES: Then, read your peers' posts and **post three substantial comments**. Use the rubric below to see the expectations for comments. Each comment should be at least 1-2 paragraphs.

INFORMAL FOLLOW-UP REPLIES: Acknowledge your classmates' comments to your reading response in a professional manner.

Post your reading response **earlier than the deadline** to avoid last-minute work. I value **early posting** as it allows others more *flexibility* in being able to post comments over the weekend. Be sure to do informal follow-up replies to others' replies to your post.

Discussion boards earn a total of ten points (five points for initial post and five points for replies/comments).

Rubric for reading response posts

Criteria	Levels of Achievement		
	Proficient	Competent	Novice
Depth of response	5 to 5 points Response has depth to answers and reflects thought and rigor.	3 to 4 points Response is mostly in-depth and mostly reflects thought and rigor but some points are superficial.	0 to 2 points Response is skeletal and surface-oriented and doesn't reflect thought.
Structure and Grammar	Overall paper is 3-5 substantial paragraphs with error-free writing in terms of writing conventions.	Answer is at least 3-4 substantial paragraphs with few errors in writing conventions.	Paper doesn't meet the length requirement and is less than 3 substantial paragraphs. More than a few errors in writing conventions.

Connection to required readings	The responses make some reference to required readings and selected videos.	The responses make few references to required readings and selected videos.	The responses make almost no references to required readings and selected videos.
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Comments: 5 points will be awarded for posting the three follow-up comments by the time they are due (date on the class calendar).

Rubric for Comments/Replies (five points)

<u>Discussion Board Comments/Replies</u>	Expert 5 points	Acceptable 3 points	Unacceptable 0-3 points
Format	Posts the three or more required replies according to the required format (2)	Posts two required replies according to the required format (1)	Does not follow format for replies or make required number of replies (0)
Responses Replies to Peers	Responds to all replies (informal follow up replies) (1)	Responds to all follow-up replies (1)	Does not respond to replies (0)
Extension of Dialogue	All replies reflect well developed understanding of reading and synthesis of material with personal connections and application of material to future classroom settings. Engages in genuine in depth discussion with peers, providing well developed support and encouragement and extensions of the dialogue (2)	Replies reflect understanding of reading and some synthesis of material with personal connections and application of material to future classroom settings. Engages in good discussion with peers, providing support and encouragement and some extension of the dialogue. (1)	Replies reflect limited understanding or synthesis of reading with few personal connections or limited application of material to classroom settings (2) Engages in limited discussion with peers or limited extension of the the dialogue (1)

***Late comments will receive zero points.

Website Comments:

When you begin teaching a large part of your grading time will be spent commenting on student work. This activity was designed to give you practice in making constructive comments as well as seeing what the websites of your classmates look like. Website URLs will be posted on the Discussion Board in Blackboard. You will examine the websites of five (5) of your classmates. You will need to click on links and visit all pages.

Post the names of your classmates whose websites you commented on and the text of your comments on the assignments page in the designated area. The comments should be meaningful and stated in a professional manner. There should be 5. The comments are worth 1 point each.

Due: See calendar of due dates

Grade Calculation:

There are three major assignments, four quizzes, three activities, discussions and participation points that will determine the course grade.

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.

<http://catalog.uta.edu/academicregulations/grades/#undergraduatetext>

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>.

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/>).

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

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 or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.*

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 www.uta.edu/resources.

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.

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.

Writing Center: The Writing Center, 411 Central Library, offers individual 40 minute sessions to review assignments, *Quick Hits* (5-10 minute quick answers to questions), and workshops on grammar and specific writing projects. Visit <https://uta.mywconline.com/> to register and make appointments. For hours, information about the writing workshops we offer, scheduling a classroom visit, and descriptions of the services we offer undergraduates, graduate students, and faculty members, please visit our website at www.uta.edu/owl/.

Library Information:

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
Database List.....	http://www.uta.edu/library/databases/index.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 following URL houses a page where we have gathered many commonly used resources needed by students in online courses: <http://www.uta.edu/library/services/distance.php>.

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.

Netiquette Expectations

When creating and replying in the discussion forum, you *must* follow the below guidelines.

- Review your work before you post.
- Make sure to present your ideas in a clear, logical order and in a non-threatening tone.
- To help convey tone, use popular emoticons such as ☺ (smiley face). But, be careful not to overuse them.
- Avoid writing in all capital letters as this conveys shouting.
- Use appropriate and non-offensive language. Additionally, slang, sarcasm, and abbreviations can be misunderstood.
- Respect others and their opinions. Disagree respectfully.
- Adhere to copyright rules and cite your sources.

When emailing your instructor or academic coach, you must follow the below guidelines:

- Always include the course name in the subject of your email
- Use appropriate language – no slang or abbreviations
- Emails are professional in manner, so no emoticons

Plagiarism

Plagiarism is the presentation of another person's work as your own, whether you mean to or not! Copying or paraphrasing passages from another writer's work without acknowledging that you've done so is plagiarism. Allowing another writer to write any part of your essay is plagiarism. Plagiarism is a serious offense. If you are suspected, you will be called before the Vice President for Student Affairs for disciplinary action. You will be given an incomplete for the course until your case is resolved. Plagiarism is easy to avoid. Simply acknowledge the source of any words, phrases or ideas that you use. If you're not sure how to quote or paraphrase a source or if you need help with the format of endnotes or bibliographies, check with me. While you can (and should) seek the help and advice of friends, classmates, and tutors, be sure that your written work is completely your own.

To learn how to properly acknowledge sources, complete the UTA Library's tutorial located at <http://library.uta.edu/plagiarism/>.

Commitment to Diversity

In our commitment to the furthering of knowledge and fulfilling our educational mission, the School of Education at The University of Texas at Arlington seeks a campus climate that welcomes, celebrates, and promotes respect for the entire variety of human experience.

In our commitment to diversity, we welcome people from all backgrounds. We seek to include knowledge and values from many cultures in the curriculum. Dimensions of diversity shall include, but are not limited to, the following: race, ethnicity, religious belief, sexual orientation, sex/gender, disability, socioeconomic status, cultural orientation, national origin, and age.

University Mission

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

College Mission

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

Core Values

Excellence, Student-Centered Environments, Research, Collaboration, Diversity, Technology, Field Experiences and Life-Long Learning

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 and area business and foundation communities worked together to develop a shared vision for education.

All activities in the College are guided by the belief that we are Partners for the Future, committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. This belief 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 Model 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 assumption 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 do a job well.
- 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 curricula, faculty, and other professionals.

The next 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 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.

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 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.

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. For undergraduate courses, see <http://catalog.uta.edu/academicregulations/grades/#undergraduatetext>. For student complaints, see <http://www.uta.edu/deanofstudents/student-complaints/index.php>

POLICY AND GUIDELINES FOR PROFESSIONAL DISPOSITIONS IN THE COLLEGE OF EDUCATION AND HEALTH PROFESSIONS¹

The University of Texas at Arlington

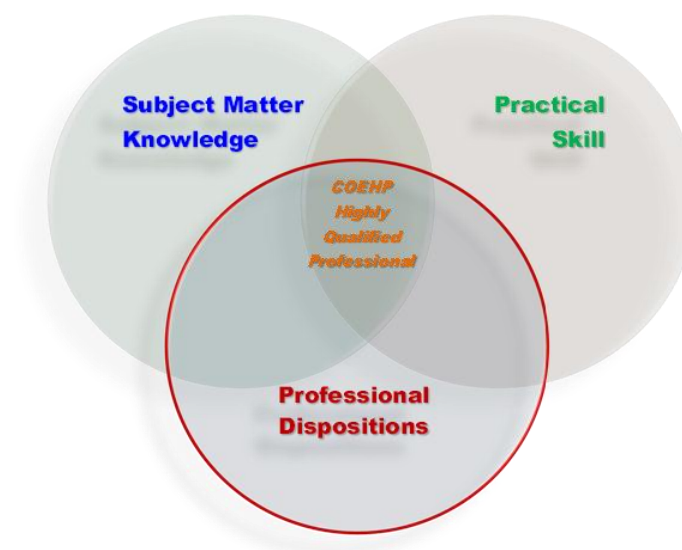
Approved by COEHP Professional Dispositions Committee 4-18-2012

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

Approved by 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 COEHP 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 and Policy Studies (ELPS).

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 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.

II. 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.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.

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.

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.

- 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 COEHP 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 COEHP Website (UG and G portals)
- b. At first point of contact in the COEHP 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 COEHP. 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 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.
- 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 COEHP Dean.
- l. The appeal will then be forwarded to the University's Office of Student Conduct.

V. 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):

⁵ 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.

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, Ill.
- 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