



UNIVERSITY OF
TEXAS
 ARLINGTON

Department of Curriculum & Instruction
Bilingual Education/ESL Program (BEEP)

College of Education
 PARTNERS for the
 FUTURE



**BEEP 3381.002: INTRODUCTION TO SPECIAL LANGUAGE
 PROGRAMS
 FALL 2017**

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Office Hours: Thursdays from 1:00 PM -3:50 PM and by appointment

Section Information: BEEP 3381.002

Time and Place of Class Meetings: University Hall, UH 11, Mondays 5:00 PM -7:50 PM

Blackboard: <http://elearn.uta.edu>

Description of Course:

BEEP 3381. INTRODUCTION TO SPECIAL LANGUAGE PROGRAMS. 3 Hours.

Legal foundations and historical development of bilingual education, dual language, and special language programs will be introduced. Various models of bilingual education and English as a Second Language will be examined. An overview of special education, gifted and talented, and compensatory education legislation and its impact on the implementation of special language programs will be examined.

Student Learning Outcomes:

The information and experiences from taking this class will help future Bilingual and ESL teachers understand how to apply their knowledge and skills to support instruction for English language learners.

At the end of this course students will be able to master the following objectives:

1. Analyze the historical development and court case that provided the foundation for the education for language minority students in Texas and in the Nation.
2. Apply theories of first and second language acquisition to the teaching of English as a Second Language (ESL)
3. Apply knowledge of current learning theories and strategies, including learning styles and language transfer to the teaching of linguistic minority students.
4. Describe and analyze the relationship between language and culture and its relationship to the teaching of languages.
5. Demonstrate and apply knowledge of the TExES Bilingual and ESL EC-6 examinations.

Required Textbooks:

Lessow-Hurley, J. (2013). *The foundation of dual language instruction* (6th Ed.). Boston, MA: Pearson. ISBN: 978-0-13-268516-0

Rosado, L. (2013). *PRAXIS II: English to Speakers of Other Languages* (0361). Piscataway, NJ: Research and Education Association. ISBN: 978-0-7386-1108-2

El Saber Enterprises (2009). *Flip into success: ELPS at a Glance*. Dallas, TX: El Saber Productions. ISBN: 978-1-938084-03-4. Available at the UTA Bookstore or the following website: www.elsaberenterprises.com

Other Course Requirements: The use of electronics in class (i.e. iPad, telephones and computers) is prohibited, unless it is required to participate in class activities, or to support documented special needs. If students need to make emergency phone calls during class, they should step outside the classroom to do so, or wait until an official break is offered.

| Teacher standards for Bilingual and ESL TExES: | | | |
|--|---|---|---|
| <i>Bilingual Standards</i> | <i>ESL Standards</i> | <i>Comp. TExES Bilingual</i> | <i>Comp. TExES ESL</i> |
| <i>Standard II.</i> The bilingual education teacher has knowledge of the foundations of bilingual education and the concepts of bilingualism and biculturalism. | <i>Standard II.</i> The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment. | <i>Competency 001—</i> Foundations of Bilingual Education. The bilingual education teacher understands the foundations of bilingual education and the concepts of bilingualism and biculturalism and applies this knowledge to create an effective learning environment for students in the bilingual education program. | <i>Competency 008</i> The ESL teacher understands the foundations of ESL education and types of ESL programs. |
| <i>Standard III.</i> The bilingual education teacher knows the process of first- and second- | <i>Standard III.</i> The ESL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote | <i>Competency 002 –</i> Acquisition of First and Second Language. The beginning bilingual education teacher understands processes of | <i>Competency 002</i> The ESL teacher understands the processes of first-language (L1) and second language |

| | | | |
|--|---|--|--|
| language acquisition and development. | students' language development in English. | first- and second-language acquisition and development and applies this knowledge to promote students' language proficiency in their first language (L1) and second language (L2). | (L2) acquisition and the interrelatedness of L1 and L2 development. |
| Standard IV. The bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in the primary language. | Standard VI. The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt instruction. | Competency 003— Development and Assessment of Bi-literacy. The beginning bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in L1 and the development and assessment of bi-literacy. | Competency 007 The ESL teacher understands formal and informal assessment procedures and instruments used in ESL programs and uses assessment results to plan and adapt instruction. |

Themes and Principles of Learning

Study the themes and principles of learning and identify examples or situation representing each of the themes and principles.

TExES examinations have the following core principles.

- **Learner-Centeredness.** The teacher is a leader of a learner-centered community in which an atmosphere of trust and openness produces a stimulating exchange of ideas. Although the teacher has a vision for the destination of learning, learners are encouraged to take responsibilities for their own learning.
- **Active Learning.** The teacher designs learning experiences that engage interest in learning. The teacher encourages learners to shape their own learning through active engagement.
- **Teaching for Meaningful Outcomes.** The teacher selects and organizes topics so that learners make clear connections between what is taught in the classroom and what they experience outside the classroom. The teacher helps learner's link ideas in content area to familiar ideas, to prior experiences, and to relevant problems.
- **Diversity.** The teacher models and encourages appreciation of the diversity of learners' cultural heritage, unique endowments, learning styles, interests, and needs. The teacher designs learning experiences that show consideration of diversity.
- **Communication.** The teacher uses verbal, nonverbal, and media techniques so that students explore ideas collaboratively, pose questions, and support one another in their learning. The teacher designs learning experiences that provide students with the opportunity to listen, speak, reading, and write in a variety of contexts.
- **Higher-order Thinking.** The teacher is a critical thinker and problem solver who plays a variety of roles when teaching. The teacher observes, evaluates, and changes directions and strategies when necessary.
- **Intra- and Interdisciplinary Connections.** As the teacher guides learners to construct knowledge through experiences, they learn about relationships among and within the central themes of various disciplines. The teacher integrates other disciplines and learners' interest so

that learners consider the central themes of the subject matter from as many different cultural and intellectual viewpoints as possible.

- **Use of Technology.** The teacher stays abreast of current knowledge about technology and integrates technological resources into instructional practices. The teacher selects technological resources that are developmentally appropriate and engage interest in learning. The teacher uses technology as a resource for building communication skills.
- **Developmental Appropriateness.** The teacher designs learning experiences that are developmentally appropriate, integrating learning experiences and various forms of assessment that takes into consideration the unique characteristics of the learner community.
- **Assessment as part of Instruction.** Assessment is used to guide the learner community. The teacher responds to the needs of all learners by using assessment as an integral part of instruction.
- **The Teacher as Part of a Larger Learner Community.** The teacher communicates effectively as an advocate for each learner. With colleagues, the teacher works to create an environment in which taking risks, sharing new ideas, and solving problems in an innovative way are supported and encouraged. With citizens, the teacher works to establish strong and positive ties between school and community.

Student Evaluation:

| | |
|--|------------|
| 1. Field Experience (Time Sheet documentation – 10 hours) | 5% |
| 2. Field Experience Reflections (2 reports) | 10% |
| 3. Learning Logs (7) | 20% |
| 4. Chapter Quizzes | 20% |
| 5. Attendance and Participation..... | 5% |
| Discussion Board (7) | 15% |
| 6. Final Exam | 25% |
| Total: 100% | |

Grade Calculation

The final course grade will be determined based on weighted percentages (not a simple average). Note the new grading scale for this academic year below.

A = 93 -100

B = 85 - 92

C = 77 - 84

D = 70 - 76

F = Below 70

Description of Major Course Assignments:

1. Field Experience (Time Sheet documentation – 10 hours)

Important Considerations regarding Field Experience Hours

All students must:

- 1) Complete a background check prior to reporting to their assigned campus.
- 2) Comply with all the school district's regulations and requirements and to maintain professionalism always.
- 3) Follow the same guidelines listed for the UTA Bilingual/ESL EC-6 Field Experience Handbook
- 4) Sign-in and out upon arriving and exiting from assigned campus.

The submission of a signed time sheet will be required to document these additional hours. This may be found in the syllabus appendix and on Blackboard at: <http://elearn.uta.edu>. Upon completion of the required service hours, submit the time sheet (original copy) to the instructor and post an electronic version on Blackboard at the end of the semester.

2. Field Experience Reflections (2 reports)

Students who are required to document 20 hours in the field for the Fall and 40 hours for the Spring semester. Therefore, for this course, as part of the 20-hour requirement, students will document **10 hours**—in two separate reports of 5-hours each—working with English learners in an approved school. The Office of Field Services will identify the school district and the site for your placement. The field component of the course requires students to observe, support teachers, and interact with English learners in bilingual or ESL settings. Students will document 10 hours of classroom observation **related to the following topics**:

- Identification of language proficiency exams used to determine placement in the bilingual or ESL classroom
- Identify stages of language proficiency based on the TELPAS examination
- Observe English instruction where the ELPS is implemented
- Observe Before-During-After reading strategies

3. Learning Logs (7)

A critical part of any type of learning opportunity involves reflection. Therefore, in this course you will need to demonstrate that you can critically reflect on what you have learned. In this course, we will be using the sample below. As you write your reflections, you will be asked to make a direct connection between what you are seeing and doing in the field and the content of our course. For instance, if you know that we will be discussing the different ways in which collaborative groups can be created in the classroom (e.g., one of week 3's topics), then you may want to pay special attention to how groups are created in the program, the pros and cons of such groupings, the kinds of activities that take place in groups, how the learner you are working with reacts to such groupings, etc.

You will be expected to post your assignments on the due dates indicated on the syllabus. There will be a minimum length requirement for each reflection. However, you must ensure that all the information needed from the sample form is there. I would anticipate seeing logs of about 1-2 pages each. See Blackboard for more information.

All work for this course is to be edited and executed with care and professionalism. **Handwritten documents will not be accepted.** All written assignments must be done with a **Microsoft Word using a size 12 font—double space**. Students are required to keep copies all documents produced for this course and other courses related to TExES. You must keep evidence of all documents submitted electronically (Make it a habit of saving a back-up of all your work on rather an external drive, thumb drive, cloud, or on an email to yourself for safe keeping and easy retrieval).

Format for BEEP 3381-002 Learning Logs (ORID Structured Dialogue)

| | | |
|---|----------------------|--------------|
| Name: | BEEP 3381.002 | Date: |
| ESL Teacher Standard II: The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment. | | |
| Part I: Summary of key points learned (Identify four key ideas from the chapters/presentations). (O bservation) | | |
| Part II: Reflection and analysis of the topics that need further development. | | |
| <ul style="list-style-type: none"> • What was the highlight of the chapters/presentations for you? (include page numbers) • What experience have you had with this type of information? (Reflection) • What are the deeper questions you could explore? (Interpretation) • How will you use this information and/or what do you still need to know? (Decision) | | |
| Part III: What sources did you consult and what additional resources do you plan to consult to help you expand your knowledge. | | |
| References: (if applicable) | | |

4. Chapter Quizzes

Students will answer multiple-choice questions covering the textbook information, modules, *PowerPoints* and additional materials covered in class. Quizzes are given through Blackboard to assess mastery of the content presented.

5. Attendance and Participation

At the University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. However, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

As the instructor of this section, I will take attendance using sign-in sheets. Students are expected to arrive **on time** to class. Students arriving late must see me at the **end of class** to be sure that they are counted present. **Two tardies and/or leaving before dismissal will constitute an absence.** Five percent of the grade will be based on attendance and punctuality.

Note: Students who fail to sign the attendance sheet will be counted absent. There is no appeal to this process.

Your active participation in this class is expected. Lack of preparation for class will significantly affect your overall grade. Participation will include in-class activities and discussions.

Participation in Discussion Questions

You will participate in discussions addressing selected topics and in responding to various questions. Only meaningful participation will be considered. You will study the topics carefully

and provide a well thought out response. Only meaningful participation will be considered. Grading will be done based on the quantity and quality of the response. A **rubric** is listed in the syllabus (see **page 12**). You will also discuss the various topics in class in small groups for increasing understanding.

Discussion questions

Module 1 – Introduction

1. Why did you decide to become an ESL or Bilingual Education teacher?
2. Based on what you have learned from the Educators’ Standards and the competencies for teachers in ESL or Bilingual Education, describe the features that an ideal ESL or Bilingual Education teacher should exhibit.

Module 2 – Historical and Legal Foundation

1. What challenges do ESL and/or Bilingual education teachers experience in the classroom?
2. How do the following components affect the development of English? Socio-economic status, age of arrival, and native language spoken.

Module 3 – First and Second Language Acquisition

1. Do you need to be able to speak English and share American values to be a successful American citizen? Why or why not?
2. Would it be fair to say that the development of Bilingual Education and ESL programs have come about because of local, state, and the federal government’s good intentions? Explain your answer.

Module 4 – Dual Language Program Models and Primary Language Instruction

1. Develop a Comparative Chart (using the following) for the program models:

| Program Models | Specific Programs | Populations Served | Goals |
|---|--------------------------|---------------------------|--------------|
| Transitional Models | | | |
| Maintenance and Enrichment Programs | | | |
| Immersion Programs | | | |
| Structured English Immersion | | | |
| Sheltered English Instruction | | | |
| ESL Pull-out | | | |
| ESL as part of Transitional Bilingual Education | | | |

2. What is the difference among the following programs? One-way dual language, two-way dual language, and transitional bilingual education.
3. What is the difference among the following? ESL as a component of transitional bilingual program, ESL pull-out, Sheltered English Instruction, and Structured English Immersion.

Module 5 – Development and Assessment of English learners

1. Describe the accountability system of the state of Texas and compare it with the federal accountability system used for English learners.

2. What elements do you have to consider when assessing students in Special Education, and English learners?

Module 6 – Aspects of Language and Linguistics

1. What would be the rationale for having an official language in the United States? What are the pros and cons?
2. Define the following concepts, explain how they are different from each other, and give examples of each in your response: dialects, standard language, lingua franca, pidgin, and Creole.

Module 7 – Managing Instruction and the ELPS

1. Explain the following terms and give examples: Phonology, morphology, syntax, lexicon, semantics, discourse, and pragmatics
2. Give examples of the following stages of second language development: preproduction, early speech production, speech emergence, intermediate fluency, and advance stage.

6. Final Exam

The final exam will be comprehensive and consist of multiple-choice questions covering the major topics of the course.

*****The professor reserves the right to make changes to the schedule as necessary. Students will be informed of any changes.***

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.

Grading Policies regarding assignments:

All work for this course is to be edited and executed with care and professionalism. **Handwritten documents will not be accepted except for those you will be producing in class.**

All written assignments must be done with a **Microsoft Word using a size 12 font—double spaced**. Students are required to keep copies all documents produced for this course and other COEd courses. You must keep evidence of all documents submitted electronically. (Make it a

habit of saving a back-up of all your work on rather an external drive, thumb drive, cloud, or on an email to yourself for safe keeping and easy retrieval).

(Make it a habit of saving a back-up of all your work on rather an external drive, thumb drive, cloud, or on an email to yourself for safe keeping and easy retrieval).

- Complete all assignments by the due date listed on the syllabus or announced in class and on Blackboard. Late work will not be accepted.
- The instructor reserves the right to return for re-submission any work that is not professionally submitted. In addition, **assignments containing multiple spelling, usage, and/or mechanics errors will be returned for revision.**
- All assignments must be submitted electronically through Blackboard. All documents should be submitted with the document title using the following format: your name, the name of the assignment, and course number and section (e.g., **Johnson, Mary – Reflection #1- BEEP 3381.002**).
- It is important to protect the confidentiality of the students you will be working with in the field. For this reason, it is important to change the name of a student during class discussions and/or in written assignments.
- Should our classroom meeting site become unavailable for any reason, another location will be provided to take exams or make presentations that might have been interrupted.
- University students will be responsible for their own transportation, meals, and health care while participating in the service learning project. University students bear the burden of any expenses incurred in conjunction with injuries that may occur during field-based components. The University will not reimburse the student for any expenses related to injuries or illness.

Make-up Exams

There will be no makeup exams since all quizzes and exams will be available on Blackboard. Students are required to take these during the time specified.

Expectations for Out-of-Class Study:

Beyond the time required to attend each class meeting and a total of 2 hours per week for the service learning requirement, students enrolled in this course should expect to spend at least an additional 3 hours per week of their own time. This time may be devoted to course-related experiences involved in learning the content, developing activities, reading the textbook, completing assignments, and processing the material.

To maximize the amount of time devoted to classroom instruction, students will be asked to review material **prior** to coming to class and developing materials. This also includes not only completing the assigned readings, but also learning other materials presented in class and available on Blackboard for the course.

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 catalog. See http://www.uta.edu/catalog/content/general/academic_regulations.aspx#10

Drop Policy:

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in *MyMav* from the beginning of the registration period through the late registration period. After

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

Disability Accommodations:

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate based on 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 may seek services and/or accommodations by contacting any of the following:

The Office for Students with Disabilities, (OSD): Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by contacting the OSD at (817) 272-3364.

Counseling and Psychological Services, (CAPS): Information to help all students increase their understanding of personal issues, address mental and behavioral health problems, and make positive changes in their lives can be found at www.uta.edu/caps/ or by contacting CAPS by phone at (817) 272-3671.

***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. For information regarding Title IX, visit www.uta.edu/titleIX.*

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>.

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/>

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

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

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, [which is located at the stairway #3S4](#). When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities. (<http://www.uta.edu/police/EvacuationProcedures.pdf>)

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.

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>

University Tutorial & Supplemental Instruction (Ransom Hall 205): UTSI offers a variety of academic support services for undergraduate students, including: 60 minute one-on-one tutoring sessions, Start Strong Freshman tutoring program, and Supplemental Instruction. Office hours are M-F 8:00 am-5:00pm. For more information visit: www.uta.edu/utsi or call 817-272-2617.

The IDEAS Center 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 (LIBR 411): 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. Hours are from 9:00 AM to 8:00 PM Mon.-Thurs., 9:00 AM -3:00 PM Fri. and Noon-6:00 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. Also 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>

Librarian to Contact

The librarian assigned to the College of Education is Mrs. Gretchen Trkay at gtrkay@uta.edu <http://www.uta.edu/library/help/subject-librarians.php>

Rubrics Section

Rubric for Discussions in class on Blackboard

| Components | 5 | 3 | 1 | 0 |
|---------------------|--|---|---|---|
| Participation | Participates continuously, at least 3-4 times a week | Participates at least twice per week | Participates one per week | Rarely participates for not at all |
| Quality of Posing | Provides a cohesive and in-depth analysis of the topic in question, extends on previous discussions and includes references when applicable. | Provides an analysis of the topic and contributes to the discussion; provides references when applicable. | Provides a generic superficial analysis of the topic; contributions to the topic are superficial and limited in scope | Provides a superficial analysis of the topic, repeating information, or agreeing with the points without concrete contributions to the discussions. |
| Clarity & Mechanics | Posting are polite, organized, and easy to follow. Contain very few problems in clarity & mechanics. | Posting are polite, clear, with a few grammatical and/or spelling errors. | Posting do not sound polite, with content that is difficult to follow, and some problems with clarity and mechanics. | Posting might sound rude or condescending, and difficult to follow with multiple problems with clarity and mechanics. |

Rubric for Learning Logs and Reflection Assignments

| Component | 5 | 3 | 1 | 0 |
|-----------------------------|---|---|---|---|
| Format | Use the required format and addressed all its components | Use the required APA format but some of the parts were not fully developed. | Used part of the required format or did not address each of the components | Use a format different from the one required, and did not address some of the components. |
| Summary | Provide a concise and easy to read summary of key points | Provide a summary of the key points, but some of the components were not fully developed. | Provide a partial summary of the key points, failing to capture some of the key points. | Provide information that is disjointed and difficult to read, failing to capture key points |
| Critical analysis | Reflection shows a clear understanding of the topics covered. | Reflection shows a generic understanding of the topics covered. | Reflection shows a limited understanding of the topics covered. | Reflection analysis shows very limited understanding of the topics covered. |
| Search skills if applicable | Identified real and meaningful sources for further content development. | Identified generic sources to further content development | Provide reference to sources, but failed to provide adequate information to identify them. | Did not attempt to identify sources. |
| Clarity and use of Grammar | Presented clear and concise comments free from major grammatical errors | Presented concise information with minor grammatical errors. | Presented information with grammatical errors that makes the content difficult to understand. | Presented information difficult to read with multiple grammatical errors |

SEE BLACKBOARD SCHEDULE FOR DUE DATES**Scheduled Assignments for BEEP 3381 – Section 002**

| Week | Date | TOPICS | Assignments |
|-------------|---|---|---|
| Week 1 | August 28 th – September 3 rd | <p>Teacher Standard: All Module 1-Introduction to the BEEP 3381</p> <ul style="list-style-type: none"> Professional Dispositions and the Code of Ethics Themes for TExES exams Texas Standards & Competencies for Bilingual and ESL | <p>Monday, August 28th</p> <ul style="list-style-type: none"> Syllabus / Expectations General Course Overview Blackboard Module 1 Learning Log 1 (Due on Sunday, before 11:59 PM). Module 1 - Discussion Due - (Due on Sunday, before 11:59 PM). No Quiz for Module 1 |
| | September 4 th | Labor Day | <i>Student Holiday</i> |
| Week 2 | September 5 th – September 10 th | <p>Teacher Standards: Bilingual II and ESL II</p> <p>Module 2 – Historical and Legal Foundation of Bilingual and ESL Education</p> <p>Read: Lesson-Hurley: <i>Ch. 1-National Unity & Diversity</i> <i>Ch. 2-Historical and International Perspectives</i></p> | <p>September 4th - 10th</p> <ul style="list-style-type: none"> Begin Blackboard Module 2 Complete readings Discussion topics Review Topics |
| Week 3 | September 11 th – September 17 th | <p>Teacher Standards: Bilingual II and ESL II</p> <p>Module 2 – Historical and Legal Foundation of Bilingual and ESL Education</p> <p>Read: Lesson-Hurley: <i>Ch. 1-National Unity & Diversity</i> <i>Ch. 2-Historical and International Perspectives</i></p> | <p>Monday, September 11th</p> <p>Hybrid class meeting online</p> <ul style="list-style-type: none"> Blackboard Module 2 Complete readings Discussion topics (bring chapter 1 & 2 notes to class for Discussion) Module 2 Quiz #1 - (Chapters 1 & 2) - (Due on Sunday, before 11:59 PM). |
| Week 4 | September 18 th – September 24 th | <p>Teacher Standard: Bilingual II and ESL II</p> <p>Module 2 – Historical and Legal Foundation (Continue)</p> <p>Read: Lesson-Hurley: <i>Ch. 9- Legal Foundations of dual language instruction</i></p> <p>Read: Rosado (2005). The State of Texas (TABE Journal Article)</p> | <p>Monday, September 18th</p> <ul style="list-style-type: none"> Blackboard Module 2 Complete readings Discussion topics (bring chapters 1, 2, & 9 notes to class for Discussion) Learning Log 2 (Due on Sunday, before 11:59 PM). |

| Week | Date | TOPICS | Assignments |
|--------|--|---|---|
| Week 5 | September 25 th – October 1 st | <p>Teacher Standard: Bilingual II and ESL II</p> <p>Module 2 – Historical and Legal Foundation (Continue)</p> <p>Read: Lesson-Hurley: <i>Ch. 9- Legal Foundations of dual language instruction</i></p> <p>Available of Blackboard Read: Rosado – Foundations of Bilingual Education (TEExES 164 Book – Chapter 1)</p> | <p>Monday, September 25th</p> <ul style="list-style-type: none"> • Blackboard Module 2 • Complete readings • Discussion topics (Bring notes on Rosado articles to class for discussion) • Module 2 – Discussion Questions and Module 2 Quiz #2 (Chapters 9 and PPT) (Due on Sunday, before 11:59 PM). |
| Week 6 | October 2 nd – October 8 th | <p>Teacher Standards: Bilingual III and ESL III</p> <p>Module 3 – First and Second Language Acquisition (SLA)</p> <p>Read: Lesson-Hurley: <i>Ch. 4 – Language Development</i> <i>Ch. 7 –Second Language Instruction</i></p> | <p>Monday, October 2nd</p> <ul style="list-style-type: none"> • Blackboard Module 3 • Complete readings • Discussion topics (bring chapter 4 & 7 notes to class for Discussion) • Module 3 – Discussion Questions (Due on Sunday, before 11:59 PM) |
| Week 7 | October 9 th – October 15 th | <p>Teacher Standards: Bilingual III and ESL III</p> <p>Module 3 – First and Second Language Acquisition (SLA)</p> <p>Read: Lesson-Hurley: <i>Ch. 4 – Language Development</i> <i>Ch. 7 –Second Language Instruction</i></p> | <p>Monday, October 9th</p> <ul style="list-style-type: none"> • Blackboard Module 3 • Complete readings • Discussion topics (bring chapter 4 & 7 notes to class for Discussion) • Module 3 Quiz (Chapters. 4 & 7) and • Learning Log 3 (Due on Sunday, before 11:59 PM) |
| Week 8 | October 16 th – October 22 nd | <p>Teacher Standards: Bilingual III and ESL III</p> <p>Module 4 – Dual Language Program Models and Primary Language Instruction</p> <p>Read: Lesson-Hurley: <i>Ch. 5 – Dual Language Program Models</i> <i>Ch. 6 – Primary Language Instruction</i></p> | <p>Monday, October 16th</p> <p>Hybrid class meeting online</p> <ul style="list-style-type: none"> • Blackboard Module 4 • Complete readings • Discussion topics (prepare chapter 5 & 6 notes to class for Discussion) • Create a Comparative Chart for the Program Models (See chart format on Blackboard) • Module 4 – Discussion Questions (Due on Sunday, before 11:59 PM) • Submit reflection #1 – (first report) |

| Week | Date | TOPICS | Assignments |
|---------|--|--|--|
| Week 9 | October 23 rd – October 29 th | <p>Teacher Standards: Bilingual III and ESL III</p> <p>Module 4 – Dual Language Program Models and Primary Language Instruction</p> <p>Read: Lesson-Hurley: <i>Ch. 5 – Dual Language Program Models</i> <i>Ch. 6 – Primary Language Instruction</i></p> | <p>Monday, October 23rd</p> <ul style="list-style-type: none"> • Blackboard Module 4 • Complete readings • Discussion topics (bring chapter 5 & 6 notes to class for Discussion) • Create a Comparative Chart for the Program Models (complete and submit on Blackboard) • Learning Log 4 (Due on Sunday, before 11:59 PM) • Module 4 Quiz (Lessow-Hurley, Chapters 5 & 6) |
| Week 10 | October 30 th – November 5 th | <p>Module 5 – Development and Assessment of English Learners (continue)</p> <p>Read: Lesson-Hurley: <i>Ch. 8 – Assessment and English Learners</i></p> <p>Texas/U.S. Accountability System Assignment article available on Blackboard <i>Assessment Techniques and Cultural Issues</i></p> | <p>Monday, October 30th</p> <ul style="list-style-type: none"> • Blackboard Module 5 • Complete readings • Learning Log 5 • Discussion topics • Learning Log: Texas/U.S. Accountability System Assignment: Compare the Texas Accountability System and the accountability system used to comply with the NCLB legislation, the Elementary Secondary Education Act (ESEA). Identify each instrument and criteria used for Texas and NCLB accountability (maximum 2 pages). • Module 5 – Discussion Questions (Due on Sunday, before 11:59 PM) • Module 5 Quiz (Lessow-Hurley, Chapter 8) |
| Week 11 | November 6 th – November 12 th | <p>Teacher Standards: ESL I</p> <p>Module 6 – Aspect of Language and Linguistics (continue)</p> <p>Read: Lesson-Hurley: <i>Ch. 3 – Aspects of Language</i></p> <p>Available online on Blackboard Read: Praxis II book chapter: <i>Ch. 2 – Foundations of Linguistics and Language Learning</i></p> | <p>Monday, November 6th</p> <ul style="list-style-type: none"> • Blackboard Module 6 • Complete readings and review topics • Discussion topics • Module 6 – Quiz #1 (Chapter 3) • Submit: Learning Log 6 • Module 6 – Discussion Questions (Due on Sunday, before 11:59 PM) |

| Week | Date | TOPICS | Assignments |
|---------|---|---|---|
| Week 12 | November 13 th – November 19 th | <p>Teacher Standards: ESL I</p> <p>Module 6 – Aspect of Language and Linguistics (continue)</p> <p>Read: Lesson-Hurley: <i>Ch. 3 – Aspects of Language</i></p> <p>Read: Praxis II book: <i>Ch. 2 – Foundations of Linguistics and Language Learning (Articulatory Phonetics)</i></p> | <p>Monday, November 13th</p> <ul style="list-style-type: none"> Blackboard Module 6 Complete readings and review topics Module 6 – Quiz #2 (Lessow-Hurley, Ch. 3) Submit: Learning Log 6 |
| | November 20 th – November 26 th | <p>Thanksgiving Break November 23rd</p> | <p>Monday, November 20th</p> <p>Hybrid class meeting</p> <ul style="list-style-type: none"> Blackboard Module 6 Complete readings and review topics |
| Week 13 | November 27 th – December 3 rd | <p>Module 7 – Managing Instruction and the ELPS</p> <p><i>Review: Empowering to succeed! Flip into success: ELPS at a Glance</i></p> <p>Read: Praxis II book: <i>Ch. 2 – Foundations of Linguistics and Language Learning (Articulatory Phonetics)</i></p> | <p>Monday, November 27th</p> <ul style="list-style-type: none"> Blackboard Module 7 Module 7 – Discussion Questions (Due on Sunday, before 11:59 PM) Complete readings and review topics Review: ELPS flip book, PowerPoint, hand-outs, and materials on Blackboard Reading: <i>English Language Proficiency Standards:</i> http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html Learning Log 7 Module 7 Quiz (PRAXIS II Ch. 2 & Lessow-Hurley Ch. 3) |
| Week 14 | December 4 th – December 10 th | <p>Teacher Standards: Bilingual III and ESL III</p> <p>Module 8 – Aspects of Culture</p> <p>Read: Lesson-Hurley: <i>Ch. 10 – Aspects of Culture</i> <i>Ch. 11 – Culture, Schooling, and Achievement</i></p> | <p>Monday, December 4th (Last day of class)</p> <ul style="list-style-type: none"> Complete readings and review topics Complete Field Experience Hours Submit reflection #2 – (final report) Submit Time Sheet on Blackboard and bring original to class to submit to Professor. Review for Final Exam posted on Blackboard. |
| | Monday, December 11 th | Final Exam Due (Comprehensive) | |

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.

**POLICY AND GUIDELINES FOR PROFESSIONAL DISPOSITIONS
IN THE COLLEGE OF EDUCATION¹
The University of Texas at Arlington**

Approved by COEd 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

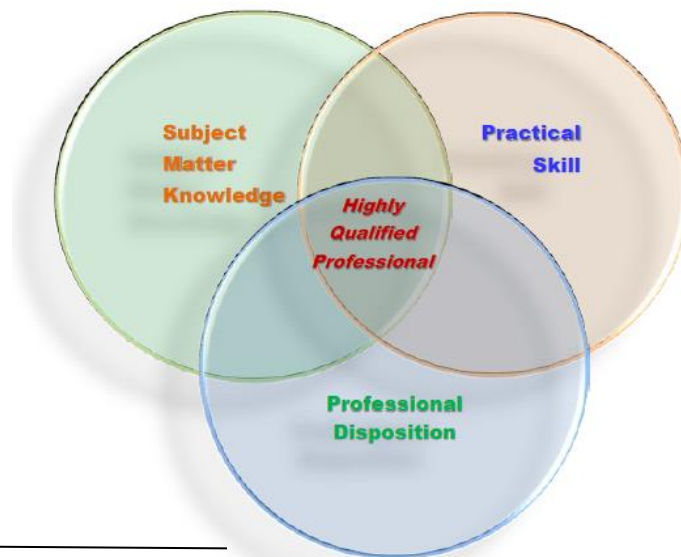
Approved by Teacher Education Council 2-19-2013

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

Revised to comply with college name change to College of Education, and minor edits, 8-2-
2016

CONTENTS

- I. Professional Dispositions Statement
- II. Professional Dispositions Guidelines
- III. Disseminating Professional Dispositions Statement, Guidelines, and Information
- IV. Procedures For Addressing Digressions From COEd Professional Dispositions Policy
- V. Evaluation Form for Use in Cases of Digressions From COEd Professional Dispositions Guidelines
- VI. References



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

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

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

I. PROFESSIONAL DISPOSITIONS GUIDELINES

The following Professional Dispositions Guidelines are to be followed by all students and candidates in COEd. The standards referenced are those of the Texas Administrative Code.² Students and candidates are responsible for identifying and following professional standards and policies for their particular state.

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

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

B. Professional Practices: TAC Standards 1.1 through 3.9

- Complies with class and program requirements
 - Attends classes, trainings, and field experiences.
 - Arrives on time and remains for the duration.
 - Is prepared, engaged, and meets deadlines.
- Demonstrates academic integrity and honesty.
- Maintains appropriate confidentiality at all times.
- Demonstrates compliance with all laws and regulations.
- Demonstrates compliance with University policies and Texas Education Agency (TEA)/professional specialty program area standards³

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

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

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.

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_ta_c=&tie=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_ta_c=&tie=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.

II. DISSEMINATING PROFESSIONAL DISPOSITIONS STATEMENT, GUIDELINES, AND INFORMATION

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

- a. The ***I. Dispositions Statement*** and ***II. Professional Dispositions Guidelines*** are listed in catalog (UG and G) and on COEd Website (UG and G portals)
- b. At first point of contact in the COEd students/candidates are given the ***Professional Dispositions Statement*** and ***Professional Dispositions Guidelines*** as they appear in this document.
 - i. High School Students – given during information sessions
 - ii. Undergraduate Students – given by advising office (COEd, COLA, COS, UTeach)
 - iii. Transfer Students – given by advising office as above
 - iv. Graduate Students – graduate advisor
 - v. Academic Partnership (AP) Students – Welcome Letter sent by appropriate advisor
- c. After admitted, students/candidates are given the list of dispositions to agree to and sign. Students and candidates electronically ‘agree’ to the ***Professional Dispositions Statement*** and ***Professional Dispositions Guidelines*** that appear in this document and submit. Students and candidates have to agree to dispositions guidelines before they can be accepted into a full major in the COEd. If they do not agree they cannot proceed in the program.
- d. The ***Professional Dispositions Statement*** will be placed in appropriate program area Handbooks. The URL for accessing the ***Professional Dispositions***

Statement and *Professional Dispositions Guidelines* as they appear in this document will be placed in course syllabuses.

- e. Students/candidates complete a *Dispositions Education Module*⁴ within an early course taken in the program. Faculty of each program will identify this introductory course to include completion of this module.
- f. Students/candidates will review the *Dispositions Education Module* prior to field experiences and/or student teaching orientation (C&I); practicum for Reading Specialist (C&I); application for practicum (ELPS); Step 1 and Classroom Interactions (UTeach); and methods of teaching courses (Kinesiology).

⁴ The *Dispositions Education Module* has been developed and approved by the Professional Dispositions Committee, and the faculty and administrators in the COEd.

III. PROCEDURES FOR ADDRESSING DIGRESSIONS FROM COEd

PROFESSIONAL DISPOSITIONS POLICY *When digressions in Professional Dispositions Guidelines occur the following procedures will be implemented.*

- a. Official Digressions Report (shown in this document as, **V. Digression Report for Use in Cases of Digressions from COEd Professional Dispositions Guidelines**) is completed by faculty/staff member (evaluation report is a check-box format), posted on website for faculty/staff access.
- b. Faculty/staff member submits completed form to chair and/or program director.
- c. Student/candidate is notified by the chair or program director that a Digressions Report has been completed and filed (chair/program director posts form to designated Mavspace file).
- d. Student/candidate is contacted to schedule a meeting within 14 business days of the incident with faculty/staff, chair, and program director.
- e. Disposition meeting takes place with student/candidate, faculty/staff, and chair and/or program director. (Note: If more than one faculty/staff member submits a report on the same student/candidate, the meeting occurs together).
- f. Together an action plan to address dispositions is developed, signed by all present and posted in the designated file.
- g. If the action plan agreed upon in the initial Department-level meeting proves to be ineffective or is not followed by the student/candidate, additional Department-level meetings may take place with a reiteration of existing or new action plan(s) developed.

- h. Recurring or more serious offenses/digressions as determined at the Department-level by faculty, staff, and/or administrators, will be referred to the *College Dispositions Committee*⁵ to review.
- i. The College Dispositions Committee will make a recommendation as to continuance in program or options.
- j. Electronic letter on outcome of College Dispositions Committee meeting from Committee and Dean is submitted to student/candidate to official UT Arlington email account.
- k. The student/candidate has 14 days to appeal the decision, submitted to the College Dispositions Committee and COEd Dean.
- l. The appeal will then be forwarded to the University's Office of Student Conduct.

⁵ The College Dispositions Committee will consist of members of each COED Department, and at least one member each of COLA and COS. A representative of the UT Arlington Office of Student Conduct will serve as ex-officio on the College Dispositions Committee.

IV. DIGRESSION REPORT FOR USE IN CASES OF DIGRESSIONS FROM COED PROFESSIONAL DISPOSITIONS GUIDELINES

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

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

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

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

B. Professional Practices: TAC Standards 1.1 through 3.9

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

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

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

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

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

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)

V. 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=](http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=)

[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

References

Texas Education Agency www.tea.state.tx.us/juris.tec.html
 TEA Code of Ethics
http://tea.texas.gov/Texas_Educators/Investigations/Educators_Code_of_Ethics/
 TEA Educator Standards
http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/
 TExES Exam Preparation Materials
<http://cms.texas-ets.org/texas/prepmaterials/texas-preparation-manuals/>
 English Language Proficiency Standards (ELPS)
<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html>
 TEA TEKS for Language Arts
http://www.tenet.edu/teks/language_arts/resources/vignettes/esl/005/005e_b.jpg
 Texas Beginner Educators Support System: <http://www.sbec.state.tx.us/txbess/txbess.htm>
 TEA Curriculum and Assessment <http://www.tea.state.tx.us/curriculum/index.html>
 TEC Chapter 29, Special Populations www.tea.state.tx.us/juris.tec.html
 Gifted and Talented Students - TEC Chapter 29, Subchapter D
<http://www.tea.state.tx.us/A.html>
 TEA Interpreting Assessment Report - District
<http://www.tea.state.tx.us/student.assessment/resources/guides/interpretive/index.html>
 TEA Statewide STAAR Results -
<http://www.tea.state.tx.us/student.assessment/reporting/results/summary/sum02/taas/index.html>
 Texas Reading Initiative <http://www.tea.state.tx.us/reading/>

The following is a list of commonly used library resources:

Library Home Page <http://www.uta.edu/library>
 Subject Guides..... <http://libguides.uta.edu>
 Subject Librarians..... <http://www-test.uta.edu/library/help/subject-librarians.php>
 Database List <http://www-test.uta.edu/library/databases/index.php>
 Course Reserves <http://pulse.uta.edu/vwebv/enterCourseReserve.do>
 Library Catalog..... <http://discover.uta.edu/>
 E-Journals <http://utalink.uta.edu:9003/UTAlink/az>
 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>

Time Sheet for Field Experience Hours

Semester: Fall 2017

UTA Course: BEEP 3381.002

Last Name **First** **Middle** **(UTA ID)**

School District **Campus** **CT #1** **Grade Level**

CT #2 **Grade Level**

| Date | Time in | Time out | Area Observed | Total Time | Initials of ISD Official |
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| Total Hours | Signature of ISD Official |
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 Teacher Candidate's Signature