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AY 2016 – 2017
About This Handbook

Official Versions
The Official Version of this Handbook is available on the COEd web page: http://www.uta.edu/coed/academics/fieldexperience/handbooks.php

Any copies of this handbook, printed or electronic, excepting the content of fillable fields and other sections meant to be modified by the user, are official only as long as they match the version posted online on the Handbook page of the Office of Professional Development, linked above.

Printable Forms
This symbol marks those pages that are meant to be printed out and turned in to the Office of Educational Field Experiences (514 Carlisle Hall), your Program Coordinator or your UT Arlington Supervisor.

This symbol will appear in the lower right-hand corner of the page.
Contacts

Office of Educational Field Experiences
Phone: 817-272-2831
Email: coedfield@uta.edu
Office: 514 Carlisle Hall

Academic Advising
Advising by appointment only.
Phone: 817-272-2956
Email: coedadvising@uta.edu
Office: 501 Carlisle Hall

ESL/EC-6 Program Coordinator
Dr. Joyce Myers
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EC-6 Bilingual Program Coordinator
Lidia Morris, M.Ed.
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Director, Office of Educational Field Experiences
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coedfield@uta.edu

Interim Chair, Department of Curriculum and Instruction
Dr. Luis Rosado
luis.rosado@uta.edu

Dean, College of Education
Dr. Teresa Doughty
teresa.taberdoughty@uta.edu
Quick Reference Chart for Field Experiences by Program
(All graduate students are required to student teach for 12 weeks)

<table>
<thead>
<tr>
<th>Program</th>
<th>Requirements</th>
<th>Early Field Experience</th>
<th>Student Teaching (senior yr.)</th>
<th>Program Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL/EC-6</td>
<td>ESL classrooms 2 placements: Pk-2 and 3-4</td>
<td>Junior year: 20 hrs./40 hrs. Switch at end of semester</td>
<td>Fall: 1 day a week Spring: Full time with ISD start 16-18 weeks Switch at half each semester</td>
<td>Joyce Myers <a href="mailto:rjem@uta.edu">rjem@uta.edu</a></td>
</tr>
</tbody>
</table>
| Bilingual              | ESL classrooms 2 placements: Pk-2 and 3-4 | Junior year: 20 hrs./40 hrs. Per semester | Fall: 1 day a week Spring: Full time with ISD start 16-18 weeks Switch at half each semester | Luis Rosado rosado@uta.edu  
Lidia Morris lidiam@uta.edu |
| Mid-Level              | Jr. High placement  
Elem placement | Junior year: 20 hrs./40 hrs. Per semester | Fall: full time with course work on Fridays Spring: Full time with ISD start 16-18 weeks | Diane Galloway dianeg@uta.edu |
| Secondary              | Jr. High placement  
H. S. placement | Observations embedded in courses. | Fall: 1 day a week Spring: Full time with ISD start 16-18 weeks | Mary Curtis Mary.curtis@uta.edu |
| Music                  | Varies                           | Observations embedded in courses. | Fall or Spring: Spring: Full time with ISD start 16-18 weeks | Diane Lange lange@uta.edu |
| Art                    | Elementary JH/HS                 | Observations embedded in courses. | Fall or Spring: Full time with ISD start 16-18 weeks | Amanda Alexander amandaa@uta.edu |
| Physical Education/Kines | Elementary JH/HS               | Observations embedded in courses. | Fall or Spring: Full time start date with university 15-17 weeks | Alison White alison.white@uta.edu |
| UTeach                 | JH or HS One placement           | Observations embedded in courses | Dates vary 4 hours each day 12 weeks | Karen Matsler kmatsler@uta.edu |
Acknowledgement of Student Teaching Handbook, Liability Insurance, and Waiver of Liability

Student Teaching Handbook Information
My signature below acknowledges that I have accessed the University of Texas at Arlington Student Teaching Handbooks online. I have read the Handbooks and agree to abide by the standards, policies, and procedures defined or referenced in the Handbook.

I understand that I have an obligation to inform my university supervisor of any changes in personal information, such as name, phone number, address, etc. I also accept responsibility for contacting my supervisor if I have any questions, concerns or need further explanation.

Professional Liability Insurance
Student teaching at UT Arlington is not covered by professional liability insurance. Liability insurance is available through the membership in the student branch of:

ATPE Liability Insurance
Application for FREE liability insurance for fall 2015/spring 2016 with the Association of Texas Professional Educators (ATPE). We recommend joining online: Go to https://www.atpe.org/en/My-Account/Join and join ATPE with a Teacher Trainee Membership. A print-and-mail application is also available on the above Join page.

Read and follow the directions in regards to applying or the ATPE liability insurance. Once you have applied, please send us the proof by either copying your confirmation page into an email, saving the confirmation page as a document and emailing it to coedfield@uta.edu, or emailing us your confirmation number.

Waiver of Liability
By signature below, I understand and accept the condition that the College of Education at the University of Texas at Arlington and the assigned public school district are released from any liability related to accidents or any other unexpected events which may occur in conjunction with my participation in required or voluntary activities during student teaching. I acknowledge that it is the recommendation of the College of Education that I obtain general medical/health insurance if I am not already covered.

Signature: ____________________________________________

Printed Name: ____________________________________________

Date: _____________________  UT Arlington Ten Digit Student ID Number: _____________________
NOTE: Please print, sign and date one copy of this form and give it to your university supervisor at your Student Teaching Orientation.
The 12 Themes and Principles of Learning

Good Teaching Matters!
The State Board for Educator Certification, in conjunction with educators from all of Texas, declares the following components to be vital to effective teaching and student learning:

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 learners 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, read, 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.

Lifetime Learning, Including Self-assessment. Because the teacher encourages learners to shape their own learning and guides learners to develop personally meaningful forms of assessment, learners develop an appreciation of learning as a lifelong process.

This page uses material from:
General Requirements for Student Teaching

The Student Teacher is a teacher preparation candidate in the final semester of teacher preparation. Student Teachers are in the classroom every day, all day, for the entire semester, following the ISD calendar. They are to be released from their classroom responsibilities early on days on which they have UT Arlington Student Teaching Seminars scheduled. Student Teachers assist the Cooperating Teacher and assume 100% classroom responsibilities that lead to preparing, implementing and assessing lessons for a minimum of two weeks in each grade level assignment.

To be a Student Teacher, the candidate must have:

- 3.0 overall GPA
- 3.0 GPA in all EDUC/LIST/BEEP/EDTC/ELED course work
- No grade below a "C" in core/EDTC/LIST/ELED prerequisites
- Required scores on all areas of the THEA (R270, W220, M230)
- Cleared criminal record check (CRC)
- No courses remaining other than the student teaching course
- Additional requirements specific to each certification level:

  [http://www.uta.edu/coed/undergradadvising/programs/certification-areas.php](http://www.uta.edu/coed/undergradadvising/programs/certification-areas.php)

Responsibilities: Student Teachers are required to complete the semester with professional and ethical behaviors expected of teachers, and to strive toward the proficiencies for teachers as mandated by the Texas Education Agency and the College of Education at the University of Texas at Arlington.
**Student Teacher Teaching Schedules**

Student Teachers keep the same hours as their Cooperating Teacher(s). Student Teachers are expected to participate in all activities and duties in which their Cooperating Teachers are involved, i.e., open house, PTA, UIL, staff development, faculty meetings, ARD meetings, bus duty, and playground, except when these would conflict with required UT Arlington course meetings.

Student Teachers are assigned to two Cooperating Teachers each semester. Student Teachers will experience all teaching responsibilities in each classroom. Assignments and schedules will be coordinated by the Cooperating Teachers and the UT Arlington Supervisor.

**Student Teaching Semester**

Cooperating Teachers need to organize a logical plan of teaching experiences for the Student Teacher before the full teaching assignments begin. Cooperating Teachers may want to assist the Student Teacher by providing lessons to teach and talking through the lesson with the Student Teacher in advance. By the time the Student Teacher is taking full responsibility, she/he should be designing original lessons with Cooperating Teacher monitoring.

Following is an **EXAMPLE** of a possible Student Teacher schedule:

<table>
<thead>
<tr>
<th><strong>Student Teachers (Two grade levels) Assignment 1</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week One</strong></td>
</tr>
<tr>
<td><strong>Week Two</strong></td>
</tr>
<tr>
<td><strong>Week Three</strong></td>
</tr>
<tr>
<td><strong>Week Four</strong></td>
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<tr>
<td><strong>Week Five</strong></td>
</tr>
<tr>
<td><strong>Week Six</strong></td>
</tr>
<tr>
<td><strong>Week Seven</strong></td>
</tr>
<tr>
<td><strong>Week Eight</strong></td>
</tr>
<tr>
<td><strong>Week Nine</strong></td>
</tr>
</tbody>
</table>

**Assignment 2**

| **Weeks Ten - Eighteen** | Repeat a similar schedule as Assignment 1 |

Policy Statements for Field Experiences

Health Care Expenses:
Candidates are responsible for their own health care while participating in field-experiences. Candidates bear the burden of any expenses incurred in conjunction with injuries that may occur during field-based classes/components, Field Experience and Student Teaching. The University of Texas at Arlington will not reimburse candidates for any expenses related to injuries.

Transportation and Meals:
Candidates are responsible for their own transportation to and from their field experiences. Candidates are responsible for their own meals while participating in field experiences.

Criminal Records Check:
Candidates are responsible for completing forms for a criminal records check as per the requirements of the school district to which they have been assigned.

Absence Policy for Student Teaching:
Undergraduate Student Teachers are allowed three (3) days of absences to be used to attend job fairs and to interview for positions.

Graduate Student Teachers may attend the UT-Arlington COEd Job Fair (1/2 day). Such absences must be cleared in advance with the Cooperating Teacher. All other absences must be made up after the 12 weeks of student teacher are complete.

In the case of emergency, student teachers will be required to submit documentation with regard to each absence. If a student teacher is scheduled to teach and is absent, the student teacher must have all lessons and materials ready for the Cooperating Teacher to use in the same way that teachers must have lessons and materials ready for a substitute. This may necessitate the student teacher delivering lesson plans and materials to the school or the Cooperating Teacher prior to the beginning of any classes on the day of the absence.

Absence Procedures for Student Teachers:
1. Student teachers will call Cooperating Teacher as soon as they know they must be absent. This must be done before the school day begins.
2. Student teachers must email the Field Experience Office (coedfield@uta.edu) and the UTA Supervisor to report the absence on the date of the absence.
3. Student teachers will make arrangements to take care of any classroom responsibilities they may have planned for the day (just as your Cooperating Teacher must do to prepare for a substitute).
4. Student teachers will follow the school's procedures for reporting teacher absences. This will vary from school to school, but may include calling the secretary or principal. Ask your Cooperating Teacher about the school's attendance policy when you first meet.
5. All student teachers are expected to work the same hours as the Cooperating Teacher. The Office of Educational Field Experiences will contact any student teacher who does not follow these expectations. Failure to follow the official teacher work day hours may be counted as an absence.

Substitute Teaching:
Student teachers may be used as a substitute teacher for only one day during the student teaching field experience. A student teacher may not be paid for any service during the student teaching experience.

Weekly Report and Reflection
Students are required to meet weekly with their Cooperating Teachers to complete the Weekly Report and Reflection during both the Field Experience and Student Teaching semesters. Students will complete and submit this form to their UT Arlington Supervisor from the UT Arlington Office of Educational Experiences website before midnight on Friday of each week.

Pregnancy during Field Experience and/or Student Teaching:
Pregnancy is an exciting time for parents-to-be, but may require special planning when occurring during the Field Experience/Student Teaching year. If you are expecting a baby during your Field Experience/Student Teaching, please share this with your UT Arlington Supervisor as early as possible during your Early Field Experience semester. Keep in mind that federal guidelines do not recognize pregnancy as a disability; therefore, neither the public schools nor the University are required to make accommodations in your daily activities or the program’s expectations. Successful completion of Student Teaching requires you to complete the public school academic year working with children and your Cooperating Teachers in public school classrooms. Student Teaching is a university course; course requirements must be met for your successful completion of the program. Maternity/paternity leave is not granted. Should your pregnancy or delivery prohibit your completion of the required time in your Student Teaching, UT Arlington faculty will work with you to plan continuing experiences in the next semester that will allow you to meet the program’s requirements. Graduation and certification can only occur when all continuing student teaching experiences have been completed.

Termination of Student Teaching:
A student may be removed from his/her Field Experiences or Student Teaching at any time upon the request of the building principal or the Cooperating Teacher. If this happens during the Early Field Experience semester, the Office of Field Experience will attempt to identify a second placement in which the student can finish all required activities and hours during that semester. If the student is asked to leave his/her placement during the Student Teaching semester and an alternative placement cannot be found, the student will receive a grade of Incomplete for ELED 4687 and be assigned to a second placement for the following semester. Should the student be asked to leave his/her Student Teaching during this second placement, he/she will be terminated from the Program.
Guidelines for a Successful Student Teaching Experience

You will be assigned to a Cooperating Teacher in an approved public school classroom. You will be observing and participating in your Cooperating Teacher’s classroom during the entire year. The full year experience is an important part of the pre-service preparation of becoming a teacher.

Your teaching assignment runs with the public school calendar, not the UT Arlington calendar for most programs.

Please follow these directions and suggestions during your Student Teaching:

1. Know when and where you are to report to the campus.
2. When you report back to the school, re-introduce yourself to the office staff. Let them know who you are, the nature of your assignment, and the Cooperating Teacher(s) you have been placed with.
3. Be on time, and if you must be absent, call the school, your Cooperating Teacher and the UT Arlington Office of Field Experiences. Notify them as far in advance as possible.
4. Name tags are ALWAYS to be worn in the schools. Security within a school is very important and your nametag will identify you as a person who has a valid reason for being there. Your UT Arlington ID should be worn as your name tag unless a district nametag is required.
5. Your professional manner is of utmost importance. You are NOT a college student during the time you are in the schools; you are a professional on the teaching staff. You should look and act accordingly.
6. Give your Cooperating Teacher(s) the utmost cooperation and respect.
7. Follow through and complete all assignments.
8. Accept suggestions for improvement in a positive and professional manner. Your Cooperating Teacher is there to help you learn and grow. You may not agree, but remember that experience is a great teacher.
9. Confidentiality is extremely important. Breach of confidentiality can cost you your job and the opportunity to continue in the profession you have chosen - and, most importantly, it hurts children and families. Please remember this when you conference with your Cooperating Teacher(s), professors, principals, parents, other teachers, and friends. Learning about and following professionalism begins now.
10. Do not criticize the school, teachers, or students. You are a guest in the building with the expectation that you will learn all you can. Do not jeopardize the opportunity to complete your assignment.
11. Students will imitate your language. Use correct English at all times.
12. If you have a problem with any aspect of your assignment, discuss this with your Cooperating Teacher or UT Arlington Supervisor only. Handle concerns professionally by going directly to those people who have the authority to make adjustments. You may also inform your program coordinator and the Office of Educational Field Experiences.
Professional Appearance

Although your appearance may not get you the job you want, an unprofessional appearance may be enough to keep you from getting the job you want. A teaching wardrobe for the public schools is very different from what you typically wear to university classes, social activities, etc.

Whenever you are on a public school campus, you are expected to dress professionally. This includes teacher work-days, conferences with teachers or administrators, visits to other campuses, and participation in extra-curricular activities. JEANS (blue or black) ARE NOT PROFESSIONAL ATTIRE AND ARE NOT ALLOWED except on spirit days when the entire faculty may wear jeans!

Both Men and Women
- Avoid cowboy boots or hats, athletic shoes, and beach shoes
- Avoid shorts and jeans, even on casual days at your school
- Avoid tight-fitting clothing (tops, skirts, slacks)
- Avoid expensive or attention-getting jewelry
- Avoid strong colognes or perfumes; some students may be allergic to them
- Long hair should be pulled back from your face
- Tattoos and/or other body art should be covered when you are at school
- Facial and/or mouth piercings must be removed when you are at school
- Jeans are not permitted, except on designated spirit days at your school

Women
- Check skirt length when sitting down and bending over
- Avoid blouses and tops that gape when you bend over
- Your navel should be covered, even when you raise your arms above your head
- Low-heeled, closed-toe shoes are recommended
- Application of make-up should be conservative

Men
- Facial hair is prohibited in some school districts
- Slacks and collared shirts are recommended
- Closed-toe shoes are recommended
Student Teacher Statement of Intent

I, the undersigned, understand that I have been accepted to participate in the Teacher Certification Program, a field-based teacher education program authorized by the University of Texas at Arlington, cooperating local school districts, Texas Education Agency, and Texas Higher Education Coordinating Board. I understand that this is a once-in-a-lifetime career opportunity that I must give my complete attention. I also agree to the following commitments:

I COMMIT to full participation in the year-long field-based program and agree to follow the public school calendar for both the fall and spring semesters (typically beginning the 3rd week in August through December, and immediately following the winter break, usually the first week in January through May).

I COMMIT that, during my Field Experience (first semester) and Student teaching (second semester), I will be in the public schools with my Cooperating Teacher or in workshops and/or seminars.

I COMMIT to maintaining all of the academic requirements of UT Arlington relative to teacher education. I understand that, in order to be approved to begin Field Experience and continue Student Teaching, I must (a) be approved by the UT Arlington faculty, (b) be approved by the school district, and (c) meet the minimum requirement for acceptance to Field Experience/Student Teaching: i.e., admission to teacher education (including required TASP scores); 3.0 GPA overall; 3.0 GPA and no grade lower than C in all of my professional education courses.

I COMMIT to professionalism. That is, I will exhibit the behaviors of a professional educator who is committed to teaching, to excellence, to the learners in the classroom, and to my own personal and professional growth. These behaviors include but are not limited to: appropriate dress; completing assigned work on time and in the best possible quality; being prompt with appointments and other commitments; keeping agreements with my Cooperating Teacher and UT Arlington faculty; maintaining a positive attitude; demonstrating to others a true desire to be there; staying busy while in the classroom; avoiding eating and drinking in classrooms in front of the students, maintaining a high attendance record with minimal absences (UT Arlington policy on absences will be followed); soliciting constructive criticism and accepting it gracefully; being prepared; and maintaining a high level of professional ethics, integrity, and confidentiality.

I COMMIT to full partnership with my Cooperating Teacher, to seek his/her mentorship, to earn his/her respect, to participate with him/her in required and voluntary duties and activities, to be a decision-maker with him/her, and to assist my Cooperating Teacher in his/her efforts to provide the best education to learners.

I COMMIT, from the first day of school, to shed my identity as a student and to begin an identity as a teacher. I commit to thinking like a teacher, not a student. I will think of myself as a beginning teacher, be an initiator in my classroom, always look for ways to help children learn whether I am in charge or not, continually seek information from my Cooperating Teacher(s) and UT Arlington faculty, find out as
much as I can about how teachers think and make decisions, and work from the beginning to become the best teacher I can be.

I COMMIT to self-learning and self-improvement, i.e., I will ask questions, seek information, be reflective, be open to criticism, keep my defenses down, learn to recognize and state my own strengths as well as weaknesses, and recognize that I will not suddenly be effective but that I will continually be in a process of “becoming” more and more effective.

I COMMIT to the belief that all children can learn. I welcome the opportunity to learn to teach children of various diversities and handicapping conditions, and I believe that all participants in my program (including K-12 teachers, UT Arlington faculty, Student Teachers, and children) will be both teachers and learners.

I COMMIT to the understanding that the program I am in is developmental, i.e., not static but evolving, changing and improving, that it often requires evaluation and modification, that the roles of my professors and teachers may change from time to time, and that I will not only demonstrate flexibility but I will contribute information when I can that might help to improve the program.

I COMMIT to follow the rules and regulations of the program, to participate in the evaluation of the program, and to provide information and data important to the evaluation process. I agree to be audio and/or video recorded, to be photographed, to be interviewed, to participate in studies related to the training of teachers and teacher education, and to have my good work exhibited to other professional educators and/or at classes, conferences and workshops.

I COMMIT to student membership in one of the professional teacher organizations that includes, as part of the membership fee, professional educator liability insurance (free to student teachers). In the absence of such a membership, I will show proof that I have liability insurance through a private insurance carrier.

Name of Student Teacher: _____________________________________________________________

Name of Cooperating Teacher and School: ______________________________________________

Name of UT Arlington Supervisor: _______________________________________________________

__________________________________________________________________________________

_________________________________________  ______________________________
Student Teacher’s Signature             Date
Policy and Guidelines for Professional Dispositions in the College Of Education

The University of Texas at Arlington

Approved by COEHP Professional Dispositions Committee 4-18-2012
Approved by Department of Curriculum and Instruction, Department of Kinesiology, and Department of Educational Leadership and Policy Studies 10-21-2012
Approved by UTeach Arlington Program, College of Science, 2-27-2013
Approved by Teacher Education Council 2-19-2013

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

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

II. PROFESSIONAL DISPOSITIONS GUIDELINES
The following Professional Dispositions Guidelines are to be followed by all students and candidates in COEd. The standards referenced are those of the Texas Administrative Code.¹ Students and candidates are responsible for identifying and following professional standards and policies for their particular state.

A. Professional Demeanor: TAC Standards 1.9, 1.10, 2.1 through 3.9
  • Demonstrates respect and consideration for the thoughts and feelings of others (diverse populations, school personnel, university personnel, PreK-16 students).
    o Demonstrates kindness, fairness, patience, dignity and respect in working with others.
    o Accepts decisions made by institutional authority.
    o Treats others in a just and equitable manner.
  • Maintains composure and self-control.
    o Responds positively to constructive criticism.
    o Follows appropriate channels of communication/authority.
    o Reacts professionally (calm and patient) when under stressful situations.

B. Professional Practices: TAC Standards 1.1 through 3.9
  • Complies with class and program requirements
    o Attends classes, trainings, and field experiences.
    o Arrives on time and remains for the duration.
    o 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 standards²

C. Professional Appearance: TAC Standards 1.7, 1.10, 2.5
  • Displays personal appearance and/or hygiene appropriate for professional settings.

¹ Texas Administrative Code, Ethics and Standard Practices for Texas Educators can be found at:
http://tea.texas.gov/Texas_Educators/Investigations/Educators__Code_of_Ethics/

² Specialty areas as in KINE must access and follow their discipline-specific professional and ethical standards. Non-Texas residents are responsible to follow the guidelines for ethical behavior published by their home state.
D. Professional Language/Communication: TAC Standards 1.1, 1.7, 1.9, 1.10, 1.11. 2.1, 2.3 through 2.5, 2.7, 3.1 through 3.6, 3.8, 3.9

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

III. DISSEMINATING PROFESSIONAL DISPOSITIONS STATEMENT, GUIDELINES, AND INFORMATION
The following procedures will be used to educate and disseminate the COEd Professional Dispositions statement, guidelines, and information to all students and candidates.

a. The I. Dispositions Statement and II. Professional Dispositions Guidelines are listed in catalog (UG and G) and on COEd Website (UG and G portals)

b. At first point of contact in the COEd students/candidates are given the Professional Dispositions Statement and Professional Dispositions Guidelines as they appear in this document.
   i. High School Students – given during information sessions
   ii. Undergraduate Students – given by advising office (COEHP, COLA, COS, UTeach)
   iii. Transfer Students – given by advising office as above
   iv. Graduate Students – graduate advisor
   v. Academic Partnership (AP) Students – Welcome Letter sent by appropriate advisor

c. After admitted, students/candidates are given the list of dispositions to agree to and sign. Students and candidates electronically ‘agree’ to the Professional Dispositions Statement and Professional Dispositions Guidelines that appear in this document and submit. Students and candidates have to agree to dispositions guidelines before they can be accepted into a full major in the COEd. If they do not agree they cannot proceed in the program.

d. The Professional Dispositions Statement will be placed in appropriate program area Handbooks. The URL for accessing the Professional Dispositions Statement and Professional Dispositions Guidelines as they appear in this document will be placed in course syllabuses.

e. Students/candidates complete a Dispositions Education Module 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).

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3 The Dispositions Education Module will be developed by the Professional Dispositions Committee, and will be subject to Department, College, and TEC Committee approvals as a separate document.
IV. **PROCEDURES FOR ADDRESSING DIGRESSIONS FROM COEd PROFESSIONAL DISPOSITIONS POLICY**

When digressions in Professional Dispositions Guidelines occur the following procedures will be implemented.

a. Official Digressions Report (shown in this document as, **V. Digression Report for Use in Cases of Digressions from COEd Professional Dispositions Guidelines**) is completed by faculty/staff member (evaluation report is a check-box format), posted on website for faculty/staff access.

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

c. Student/candidate is notified by the chair or program director that a Digressions Report has been completed and filed (chair/program director posts form to designated Mavs pace 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 Mavs pace 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**\(^4\) 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.

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\(^4\) 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.
V. DIGRESSION REPORT FOR USE IN CASES OF DIGRESSIONS FROM COEd PROFESSIONAL DISPOSITIONS GUIDELINES

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

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

A. Professional Demeanor: TAC Standards 1.9, 1.10, 2.1 through 3.9
- □ Demonstrates respect and consideration for the thoughts and feelings of others (diverse populations, school personnel, university personnel, PreK-16 students)
  - □ Demonstrates kindness, fairness, patience, dignity and respect in working with others
  - □ Accepts decisions made by institutional authority
  - □ Treats others in a just and equitable manner
- □ Maintains composure and self-control
  - □ Responds positively to constructive criticism
  - □ Follows appropriate channels of communication/authority
  - □ Reacts professionally (calm and patient) when under stressful situations

B. Professional Practices: TAC Standards 1.1 through 3.9
- □ Complies with class and program requirements
  - □ Attends classes, trainings, and field experiences
  - □ Arrives on time and remains for the duration
  - □ Is prepared, engaged, and meets deadlines
- □ Demonstrates academic integrity and honesty
- □ Maintains appropriate confidentiality at all times
- □ Demonstrates compliance with all laws and regulations
- □ Demonstrates compliance with university policies and TEA/professional specialty program area standards

C. Professional Appearance: TAC Standards 1.7, 1.10, 2.5
- □ Displays personal appearance and/or hygiene appropriate for professional settings

D. Professional Language/Communication: TAC Standards 1.1, 1.7, 1.9, 1.10, 1.11. 2.1, 2.3 through 2.5, 2.7, 3.1 through 3.6, 3.8, 3.9
- □ Uses appropriate and professional language and conduct
- □ Works effectively, collaboratively, and equitably with others
- □ Receives feedback in a positive manner and makes necessary adjustments
- □ Uses electronic and social media appropriately, e.g., texting, Facebook, LinkedIn
- □ Follows school and state regulations in electronic contacts made with PreK-12 students, parents, administrators, professors and others professionals
- □ Uses UT Arlington email as official university form of electronic communication and information
- □ Uses respectful electronic communication etiquette in course related materials and correspondence, such as in Blackboard and email

Texas Administrative Code, Ethics and Standard Practices for Texas Educators:
VI. References


Ethics

Statement of Purpose

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community.

CODE OF ETHICS AND STANDARD PRACTICES FOR TEXAS EDUCATORS Effective 11/22/10
http://www.tea.state.tx.us/index2.aspx?id=2147501244&menu_id=771&menu_id2=794

I. Professional Ethical Conduct, Practices and Performance.

Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

Standard 1.2. The educator shall not knowingly misappropriate, divert or use monies, personnel, property or equipment committed to his or her charge for personal gain or advantage.

Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses or pay.
Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students or other persons or organizations in recognition or appreciation of service.

Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

Standard 1.7. The educator shall comply with state regulations, written local school board policies and other state and federal laws.

Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students or parents of students.

Standard 1.10. The educator shall be of good moral character and demonstrate that he or she is worthy to instruct or supervise the youth of this state.

Standard 1.11. The educator shall not intentionally or knowingly misrepresent the circumstances of his or her prior employment, criminal history, and/or disciplinary record when applying for subsequent employment.

Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

II. Ethical Conduct toward Professional Colleagues.

Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

Standard 2.2. The educator shall not harm others by knowingly or recklessly making false statements about a colleague or the school system.

Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

Standard 2.4. The educator shall not interfere with a colleague’s exercise of political, professional or citizenship rights and responsibilities.
Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

III. Ethical Conduct toward Students.

Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

Standard 3.2. The educator shall not intentionally, knowingly, recklessly, or negligently treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health or safety of the student or minor.

Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

Standard 3.7. The educator shall not furnish alcohol or illegal / unauthorized drugs to any person under 21 years of age or knowingly allow any person under 21 years of age to consume alcohol or illegal / unauthorized drugs in the presence of the educator.

Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

(i) The nature, purpose, timing, and amount of the communication;

(ii) The subject matter of the communication;
(iii) Whether the communication was made openly or the educator attempted to conceal the communication;
(iv) Whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
(v) Whether the communication was sexually explicit; and
(vi) Whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.
Action Plan

Used as needed to develop a plan for the student/candidate to have an opportunity to remediate any digressions.

Date _______

<table>
<thead>
<tr>
<th>Candidate</th>
<th>Last Name</th>
<th>First Name</th>
<th>UTA ID</th>
</tr>
</thead>
</table>

COEd Instructor/Supervisor

Please include the following information if this issue is field-related:

<table>
<thead>
<tr>
<th>Cooperating Teacher</th>
<th>Last Name</th>
<th>First Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td></td>
<td>District</td>
</tr>
</tbody>
</table>

Program Information: (Check all that apply.)

___ Graduated       ___ Undergraduate  
___ ESL/EC-6        ___ Bilingual EC-6  
___ Mid-level – Content Area: _________  ___ Secondary – Content Area: _______

A conference has been called because of a demonstrated deficiency in one or more of the following Areas: (Please check all that apply.)

E. Professional Demeanor:

• 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.
  o Accepts decisions made by institutional authority.
  o Treats others in a just and equitable manner.
• Maintains composure and self-control.
  o Responds positively to constructive criticism.
  o Follows appropriate channels of communication/authority.
  o Reacts professionally (calm and patient) when under stressful situations.

F. Professional Practices:

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

G. Professional Appearance:
   • Displays personal appearance and/or hygiene appropriate for professional settings.

H. Professional Language/Communication:
   • 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.

DOCUMENTATION:
(Describe the deficiency (describe the incident) and format for the documentation of these issues: email, meeting notes, phone conversation notes, other)

DISCUSSION:
(Summarize the conference.)

PLAN OF ACTION
(List what is to be done, the target completion date, who reviews remediation and what is acceptable and expected performance. Note: If the expectations are time sensitive, the date(s) for the expected performance and/or product must be included.)
**NEXT STEPS**
(State action to be taken if expectations are not met.)

<table>
<thead>
<tr>
<th>Program Coordinator signature</th>
<th>Date</th>
</tr>
</thead>
</table>

| UT Arlington Field Placement Director signature or Supervisor signature | Date |

I have read and understood the Action Plan. I understand that failure to comply may result in removal from the program.

| UTA Student’s signature | Date |
Creating a Responsibilities Plan for Student Teaching

The following two pages should be used to devise a plan for assuming responsibilities specific for your classroom.

1. Use the blank form to complete your daily schedule
2. Reproduce the completed schedule form – complete as needed
3. Highlight what you will be responsible for week-by-week, after discussion with your Cooperating Teacher
4. Provide a complete copy to your Cooperating Teacher and UTA Supervisor.

In the event that your schedule changes your UT Arlington Supervisor must be given the revised schedule. There may be times when the UT Arlington professor will drop by the school and expect to see you where your schedule indicates; changes should be communicated immediately.
# Teaching Schedule Form - Elementary

Student Teacher: _______________________________  Week/Dates: ____________________  
Cooperating Teacher/School: __________________________________________________________ 
Grade: __________

Comments: 

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>AM DUTIES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PM DUTIES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Sample Teaching Schedule – Elementary

**Week/Dates:** Week 4 / April 1 – 26

**Comments:** I will be taking over Morning Math and adding it to the Read Aloud and Reading Buddies

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AM DUTIES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:20 - 9:30</td>
<td>Math</td>
<td>(Math Computers)</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:30 - 10:20</td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
</tr>
<tr>
<td>10:25 - 10:40</td>
<td>Recess</td>
<td>Recess</td>
<td>Recess</td>
<td>Recess</td>
<td>Recess</td>
</tr>
<tr>
<td>10:40 - 11:42</td>
<td>(11:15 - 11:30 Library)</td>
<td>Language</td>
<td>Language</td>
<td>Language</td>
<td>Language</td>
</tr>
<tr>
<td>11:42 - 12:20</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:20 - 12:50</td>
<td>Read Aloud</td>
<td>Read Aloud</td>
<td>Read Aloud</td>
<td>Read Aloud</td>
<td>Read Aloud</td>
</tr>
<tr>
<td>12:50 - 1:35</td>
<td>P.E./Planning</td>
<td>P.E./Planning</td>
<td>P.E./Planning</td>
<td>P.E./Planning</td>
<td>P.E./Planning</td>
</tr>
<tr>
<td>1:35 - 2:25</td>
<td>Reading</td>
<td>Reading</td>
<td>(Computers)</td>
<td>Reading</td>
<td>Reading</td>
</tr>
<tr>
<td>2:25 - 3:00</td>
<td>Reading Buddies</td>
<td>Reading Buddies</td>
<td>Reading Buddies</td>
<td>Reading Buddies</td>
<td>Reading Buddies</td>
</tr>
<tr>
<td><strong>PM DUTIES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Weekly Report & Reflection

**Description:** To track experiences and allow for reflection during student teaching, candidates will submit weekly reports of their teaching and non-teaching activities. Complete in collaboration with the Cooperating Teachers.

**IMPORTANT:** The student teacher and cooperating teacher are to complete and submit this form together in some programs (required of EC-6 generalists). Reflection must be received by the UT Arlington supervisor by midnight on Friday of each week. This form is available on-line and must be submitted electronically at:


The following information is collected on the online form:

### Student Information
- **Student Teacher:**
- **Cooperating Teacher / School / Class / Grade Level:**
- **Cooperating Teacher email:**
- **UT Arlington Supervisor:**
- **Summary of Week #:**
- **Date Posted:**
- **Date of this week’s Planning Conference between Cooperating Teacher and Student Teacher:**

### Student Teacher
Reflect on the week that just ended.
1. New responsibilities for this week:
2. Reflection on my work this week:
3. Goals for professional growth for next week:
4. Support I need from my Cooperating Teacher/liaison:

### Cooperating Teacher
1. General:
   a. Student lessons were well developed and instructional materials were prepared: YES / NO / NOT APPLICABLE
   b. Student was present in my class each day for the entire day: YES / NO
      If NO, explain:
   c. Student was on time each day: YES / NO
2. Strengths shown this week:
3. Goals for growth:
4. Areas of concern:

Date of next week’s Planning Conference between Cooperating Teacher & Student Teacher:
School Partners' Demographic Data

Must be completed on-line at the beginning of your first placement.

https://goo.gl/NjcEKD

Candidate: ________________________________________

TEA ID: ___________________ Teacher Certification: ______________________________

School District: _________________________________

Placement 1: School _____________________________ Title I School? Yes / No
If yes, % Free/Reduced Lunch ___________

Placement 2: School _____________________________ Title I School? Yes / No
If yes, % Free/Reduced Lunch ___________

TEA requires the collection of demographic data on classes AND schools where our students are placed. Please collect classroom and campus data on both Placement 1 and Placement 2. You will enter this data into the student teacher survey completed during the final semester in your teacher certification program.

Campus data can be found on the TEA website:
https://rptsrv1.tea.texas.gov/perfreport/src/2015/campus.srch.html

<table>
<thead>
<tr>
<th>Categories</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>Special Education</td>
</tr>
<tr>
<td>Female</td>
<td>Economically Disadvantaged</td>
</tr>
<tr>
<td>African American</td>
<td>English Language Learners</td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
</tr>
<tr>
<td>Pacific Islander</td>
<td></td>
</tr>
<tr>
<td>Two or more races</td>
<td></td>
</tr>
</tbody>
</table>
College of Education Release Form

I (please type or print your name) ____________________________________________ give the College of Education at The University of Texas at Arlington, the absolute right and permission to use my photograph, samples of my work (electronic and/or scanned versions) in its accreditation process, as well as promotional materials. I understand that photographs may be used in a publication, print ad, direct-mail piece, electronic media (e.g., video, CD-ROM, Internet, WWW), or other form of promotion. I understand that the samples of work may be used in print format and/or electronic media for accreditation reviews.

I release the University, the photographer, their offices, employees, agents, and designees from liability for any violation of any personal or proprietary right I may have in connection with such use. I am 18 years of age or older.

Printed (typed) name__________________________________________________________

Signature (electronic or hand)______________________________________________

Address_______________________________________________________________

City__________________________State_______ZIP____________________

Phone (_____)___________________________

Date_________________________________

Email address________________________________________
Dates to Remember:

**Fall 2016 (1 day a week)**

**Undergraduate Placement Dates**
- Start date: the first day of ISDs for teachers  
  (Aug. 22nd for most schools)
- Begin 2nd placement: October 10
- Last Day: December 7

**Graduate (Master Level) Placement Dates**
- Start date: August 29
- Begin 2nd placement: October 10
- Last Day: November 18

**AP Program Student Teachers:**
- Start date: the first day of ISDs for teachers  
  (Aug. 22nd for most schools)
- Begin 2nd placement: October 17
- Last Day: December 9

**Spring 2017 Undergraduate Placement Dates**
- Start date: Start with the first day of school districts (ISD’s)  
  (Some day during the week of Jan. 4)
- Spring break follows ISD (school where you are student teaching) calendar.  
  (March 9-13 for most schools)
- Begin 2nd placement March 6
- Last Day: May 9

**Graduate (Master Level) Placement Dates**
- Start date: January 23
- Spring break follows ISD calendar.
- Begin 2nd placement on: March 6
- Last Day: April 21

**Student Teacher Seminar Dates:**
- Dates determined by individual programs.

**Career Fair**
April 10, 9:00 AM – 1:00 PM
E. H. Hereford University Center
Bluebonnet Ballroom

**Statement Concerning Applying for State Certification**

"Candidates must pass all appropriate state exams and apply for appropriate state certifications with the State Board for Educator Certification / Texas Education Agency within six months of the completion of their student teaching, Field Based Experience, or practicum program. If a candidate allows the six month period to go by without passing all state exams and applying for certification, additional coursework and/or state exams will be required for recommendation for certification. Additional coursework will be determined by the appropriate Program Coordinator in consultation with the faculty."
Early Field Experience Requirements
ESL/EC-6 and Bilingual Juniors enrolled in ELED 4316, 4321
(Junior Year: Novice Teaching Associate)

Placement:
We partner with the following districts:
Arlington ISD, Dallas ISD, Grand Prairie ISD, Hurst-Euless-Bedford ISD, Mansfield ISD, and Ft. Worth ISD

How to Get a Placement:
Placements are assigned by the Office of Educational Field Experiences: coedfield@uta.edu
You must purchase TK20 and apply for field experiences within the first two weeks of your first UT Arlington course using the following link:
https://www.uta.edu/coed/academics/tk20/

Once you have complete all procedures for application, you will be given an email within two to three weeks giving you details for completing a criminal background check and application processes for the ISD placement.

You will be assigned to two placements: one for the Fall Semester and one for the Spring Semester.

Attendance:
Novice Teaching Associates are required to be in a classroom for a minimum of 20 hours for Fall Semester during the Junior Year Early Field Experiences. Candidates enrolled in an additional LIST and BEEP courses may also complete any field work required for those classes during this time. If you must be absence for ANY reason you must do the following:

- Notify Cooperating teacher before you are absent
- Make sure your responsibilities are covered by communicating any plans for which you are responsible to your Cooperating Teacher
- Arrange with your Cooperating Teacher a day for you to make-up the missed time

Extra Time in the Classroom:
It is acceptable for Candidates to spend more than the required time in the classroom each week. More time in the classroom will facilitate getting to know the children and the classroom routines. Candidates choosing to spend more time in their assigned classrooms must make prior arrangements with the Cooperating Teacher. Unexpected visits to classrooms can be counter-productive.
Early Field Experience Requirements

Fall Semester of Junior Year
Students Enrolled in EDUC 4316 and BEEP 3381

There must be a minimum of 20 hours spent in the classroom.

Completed in EDUC 4316:

- Six Observations:
  - Anti-Bias Environment Observation
  - Ethical Classroom Observation-Part 1
  - Ethical Classroom Observation-Part 2
  - Family Friendly Schools Observation-Part 1
  - Family Friendly Schools Observation-Part 2
  - Technology Integration Observation

- Diversity Book Mini-Lesson

- Other assignments from BEEP or LIST classes

- Other classroom duties as requested by the cooperating teacher.

Completed in BEEP 3381:

- Ten hours of classroom observation
- Reflections for each observation
- Implementation of Literacy assessment instruments, eg. DRA, TPRI
- Observe before-During-After reading strategies
- Identify Stages of Language Proficiency based on TELPAS
- Observe implementation of TEKS/ELPS in the classroom
Early Field Experience Requirements

Spring Semester of Junior Year
Students Enrolled in ELED 4321 or BEEP 4382

Placement:
You will go to the second placement that you are assigned and remain there for the Spring Semester.

Attendance:
Candidates are required to be in a classroom for a minimum of 40 hours in the Spring Semester during the Junior Year. Students enrolled in an additional LIST and BEEP courses may also complete any field work required for those classes during this time. If you must be absence for ANY reason you must do the following:

- Notify Cooperating teacher before you are absent
- Make sure your responsibilities are covered by communicating any plans for which you are responsible to your Cooperating Teacher
- Arrange with your Cooperating Teacher a day for you to make-up the missed time

Completed in ELED 4321:

Six observations:

- Classroom Management observation
- Strategies observation
- Differentiated instruction observation
- Student engagement observation
- Special situations observation
- Technology observation

- Teach a lesson in consultation with your CT and your Professor.
- Complete other duties as requested by your CT.

Completed in BEEP 4382:

- Forty hours of observation
- Reflections for each observation
- Observe implementation of Spanish literacy assessment
- Strategies to develop Spanish literacy
- Strategies to develop reading comprehension
- Observe the implementation of Literacy centers
Checklist for Fall Semester of Senior Year

The following items should be completed by the Student:
(Please share with your cooperating teachers.)

___ One day a week in the classroom, full day, with your cooperating teachers.
   - Day of attendance to be determined with cooperating teacher.
   - Attendance = 1\textsuperscript{st} day Aug. 24 (1\textsuperscript{st} day of ISD).
     Monday holidays must be made up if your attendance day is on a Monday.
   - First weekly report is due the week of August 31\textsuperscript{st}.
   - Final weekly report is due the week of December 7\textsuperscript{th}. (Last week of required attendance.)

___ Weekly Report and Reflection (completed by the Student Teacher and Cooperating Teacher and submitted electronically each week)
http://www.uta.edu/coed/academics/fieldexperience/weekly-report--reflection.php

___ Help the cooperating teacher as needed.

___ Teach one Literacy lesson signed by the Cooperating Teacher.

___ Teach one Math lesson signed by the Cooperating Teacher.

___ Teach one Science lesson signed by the Cooperating Teacher.

___ Teach one Social Studies lesson signed by the Cooperating Teacher.

___ Turn in the signed lesson plan form “Fall Teaching Log” on page 44 to your program coordinator.

___ Returning date for student teaching is January 4 (teacher work day in most districts).
Fall Teaching Log for all EC-6 ESL and BIL Students
(Senior Year)

The following lessons must be taught in your Elementary School Placements:

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Date</th>
<th>Signature of Cooperating Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Keep track of these on the above log and submit to your Program Coordinator when completed.

Bilingual Program – Lidia Morris:  lidiam@uta.edu
ESL EC-6 Program – Joyce Myers:  rjem@uta.edu
LESSON PLAN REQUIREMENTS

On the next several pages, you will find the standard lesson plan format. The following guidelines apply to preparation of lesson plans.

This is the adopted LP format for the UTA BIL and ESL/EC-6 Programs.

For REQUIRED Formal Evaluations of Lessons

Student teachers are required to complete a lesson plan for all lessons that will be formally evaluated by the Cooperating Teacher(s) and/or Field Supervisor(s). The proposed lesson plan has to be submitted to the appropriate evaluator 48 hours prior to the evaluations.

Once the lesson is delivered, student teachers are required to complete the Lesson Reflection Form included in this handbook. It is required that student teachers share it with the Cooperating Teacher/UT Arlington Field Supervisor and submit it online.

For Lessons not being evaluated

If student teachers begin to have sustained responsibility for classes, the Cooperating Teacher may decide to allow him/her to use an abbreviated lesson plan used by the school. This choice is up to the discretion of the Cooperating Teacher, and will be agreed upon by the Cooperating Teacher and the student teacher prior to conducting the lesson.
EC-6 ESL/Bilingual Lesson Plan Format

A. Background Information
   1. Name:
   2. Content Area:
   3. Topic:
   4. Grade:

B. Goals and Objectives
   1. TEKS: Write out the specific TEKS
   2. Content Objective: This should be state behaviorally (condition, skill (from the TEKS), action verb, & criteria)
   3. ELPS: Write out the specific ELPS
   4. Language Objective: From the ELPS
   5. Materials Needed:
   6. Technology Needed:

C. Pre-Assessment related to TEKS and Objectives
   Collection of data to determine what students already know related to the TEKS and Objectives. Activating prior knowledge

D. Key Vocabulary:
   The new vocabulary the students will encounter during the lesson. To be presented within the context of the lesson. (Minimum of five).

E. Instructional Procedures
   This section must include the instructional procedures. Below is an example of what this would look like for a Direct Instruction Lesson. You can reorder the components for an Indirect Lesson or include the components of a 5E Lesson Plan.
   - Introduction of the Topic
     - Anticipatory Set (Focus) - Sometimes this is called the “hook” or “mind capture” and is used to grab the student’s attention. Describe exactly what you are going to do or say to the students to relate to them the objectives of the lesson and put them in a receptive frame of mind.
     - Purpose of Introduction is to:
       - To focus the student’s attention on the lesson
       - To create an organizing the framework for the ideas, principles, or information that is to follow (sometimes called “advance organizers”)
       - To extend the understanding and the application of abstract ideas through the use of examples or analogies
       - To refer to prior learning
• **Development of the Topic (Short and precise)**
  - **Teaching: Input** – The teacher provides the information needed for students to gain the knowledge or skill through lecture, film, tape, video, pictures, exploration, experimentation, discussion, etc.
  - **Teaching: Modeling** – Once the material has been presented, the teacher uses it to show students examples of what is expected as an end product of their work, The critical aspects are explained through labeling, categorizing, comparing, etc. (AKA “I do it”)
  - **Guided Practice** – This is an opportunity for each student to demonstrate their understanding of the new learning by working through an activity or exercise under the teacher’s direct supervision and with the teacher’s support (scaffold). The teacher moves around the room to determine the level of mastery and to provide individual remediation as needed. (AKA “We do it”)
  - **Checking for Understanding** – This is a determination of whether students have “got it” before proceeding. It is essential that students practice doing it right so the teacher must know that students understand before proceeding to Independent Practice. If there is any doubt that the class has not understood, the concept/skill should be re-taught before Independent Practice begins.

• **Re-Teaching**
  - How will you teach these objectives again in a different way for:
    - students who did not meet them in the lesson? all students as a review?

• **Modifications**
  - What modifications would you make for students with special needs/IEP?
  - What language modification would you do for beginners, intermediate, advanced English learners (ELs)

• **Extensions**
  - How might you extend this lesson for children of more advanced abilities?

F. **Assessment**

• **Independent Practice** – Once pupils have mastered the content or skill, it is time to provide for reinforcement for practice. It may be homework, or individual work in class. It is the opportunity for students to apply what they have learned. (“You can do it”)
  - What did the students do during this lesson to let you know they had met the objectives stated above?
  - What were the behaviorally/observable ways that he students met the objectives for this lesson?

G. **Summary for the Students of What Has Been Learned**

• **Closure** - made up of actions or statements by a teacher that are designed to bring a lesson presentation to an appropriate conclusion. Closure is used to help students bring things together in their own minds, to make sense out of what has just been taught. “Any questions? No. OK, let’s move on” is **not closure**. Closure is used to:
  - To cue students to the facts that they have arrived at an important point in the lesson or the end of a lesson
○ To help organize student learning
○ To help form a coherent picture, to consolidate eliminate confusion and frustration, etc.
○ To reinforce the major points to be learned...to help establish a network of thought relationships that provide a number of possibilities for cues for retrieval.
○ To review and clarify the key points of a lesson, tying them together into a coherent whole, and ensuring their utility in application by securing them in the student’s conceptual framework.

References
Be sure to include an APA 6th ed. reference for all sources of information used in planning this lesson – including the TEKS and ELPS standards.
Lesson Reflection Form

Professionals improve their teaching and improve student learning through consistent and meaningful reflection. Following the teaching of each lesson, reflect in writing on the following:

1. How did the lesson go?

2. How was my planning?

3. In what ways were the objectives met? Not met?

4. What did the pre-assessment tell me about the students’ knowledge of this objective?

5. During the lesson, what worked? What didn’t work?

6. What does the post-assessment tell me about the students’ mastery of the objectives?

7. What adjustments do I need to make for next time?

8. If group or individual management was challenging, why? What change(s) will make a difference for next time?

9. What effect did the grouping of students have?

10. What were the strong parts of the lesson?

11. Of what am I most proud? Where do I show growth in my teaching?
**EC-6 Student Teacher Seminar Dates**

**Textbook for Student Teaching:**


Attendance at student teacher seminars is required.

**Seminar Dates:**

Begin at **3:00** rooms to be announced.

<table>
<thead>
<tr>
<th>Date</th>
<th>Seminar Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 5</td>
<td>Introduction to Student Teaching</td>
</tr>
<tr>
<td>January 9</td>
<td>Data Driven Project/Meet with Supervisors</td>
</tr>
<tr>
<td>February 6</td>
<td>Mental Health/Classroom Management</td>
</tr>
<tr>
<td>March 6</td>
<td>Understanding Dyslexia/Bring copy of RTI plan</td>
</tr>
<tr>
<td>April 3</td>
<td>Applying for Certification/Principal Panel</td>
</tr>
<tr>
<td>May 1</td>
<td>Inspirational Speaker/Celebration</td>
</tr>
</tbody>
</table>
The UT Arlington Supervisor

Your UT Arlington Supervisor is your link to successful completion of the student teaching experience. Maintain communication and check your UT Arlington email often. All questions and concerns should be directed to your UT Arlington Supervisor.

- UT Arlington requires supervisors to complete a minimum of 6 observations on each student teacher: these may be completed on a lesson plan or a general observation. At least two observations will be made in each placement. Other visits to the candidates will be made as determined on a student by student basis.

- The lesson plan observations consist of a minimum of 45 minutes for an observation, followed by a minimum of 20 minutes for feedback, both written and verbal. These formalized documents will be sent via their iPads to the CT, building principal, student teacher and the Office of Educational Field Experiences.

- The first contact with the students must occur within the first 3 weeks of all assignments.

- Student teachers are required to develop a minimum of three detailed lesson plans for observations (may vary by program). Other lesson plans may be developed according to a more abbreviated format if approval is given by the Cooperating Teacher and the UT Arlington Supervisor. Student Teachers are to use the Observation Form provided for all lessons formally evaluated by Cooperating Teachers, UT Arlington Supervisors, or peers. Cooperating Teachers, UT Arlington Supervisors, and peers evaluating lessons must have a copy of the lesson plan at least 48 hours before the lesson is to be taught so that final revisions can be made, if necessary, before the actual teaching is done.

- Reflections are due 48 hours after the completion of the Formal Observation

- A printed lesson plan must be provided to the UT Arlington Supervisor or Cooperating Teacher when the teacher candidate is formally observed.
Cooperating Teacher Section

(Teacher Candidates must review information and requirements identified in this section with their Cooperating Teacher.)

Dear Cooperating Teacher,

We welcome you and thank you for helping our candidates become successful teachers. Your extended contribution will not only benefit our students but yours as well.

It is imperative that you keep in close contact with your UT Arlington candidate field supervisor through email or if needed, by phone.

Please be sure to report any issues and concerns as soon as they arise, no matter how minor they may seem to you. We value your input and realize that you have a major impact in developing our candidates as professionals.

Thank you again.

The College of Education,

University of Texas at Arlington
Cooperating Teacher Quick Checklist

The following items should be completed by the Cooperating Teacher:

☐ The Training Module (required by TEA)
   Found on our web page at:  http://www.uta.edu/coed/academics/fieldexperience/handbooks.php
   Or use the direct link at:
   http://www.uta.edu/coed/_downloads/fieldexperience/handbooks/UTA%20Cooperating%20Teacher%20Training%20revised%2020161.pdf

☐ Cooperating Teacher Credo
   Submitted to UT Arlington Supervising Teacher during her first visit to the school.

☐ Observation Record
   Submitted to UT Arlington Supervising Teacher after any formal observation
   one minimum required for each placement; others may be required by program

☐ Weekly Report and Reflection (completed with student teacher)
   https://uta.qualtrics.com/jfe/form/SV_erMwm3NdlTcylet

☐ Review Cooperating Teacher requirements and information with Student Teacher.

☐ Review Student Teacher requirements and information from the handbook, supplement, and
   syllabus with teacher candidate.

☐ Speech Competency Form, p. 61-62 (Completed towards the end of student teaching)

☐ Complete Exit Survey
Cooperating Teacher Information

Cooperating Teacher:
The Cooperating Teacher is a classroom teacher who volunteers to work with a Student Teacher from the UT Arlington College of Education. The Cooperating Teacher serves as a model for teacher preparation and assists the Student Teacher in becoming an effective first year teacher.

Cooperating Teacher Qualifications:
- A high level of commitment to the professional development of aspiring teachers
- An eagerness to continue professional growth
- Approval of building principal
- A minimum of three years of successful classroom experience
- Effective communication and mentoring skills
- Outstanding collaboration skills; willing to work as a team member with administration and University Supervisor
- Exemplifies excellence in teaching by demonstrating a positive impact on student learning
- Knowledgeable of current best practices and allows student teachers to experiment with teaching techniques suggested by UT Arlington
- Sensitive to, and appreciative of, the ethnic, cultural, language and exceptionalities of all children.

Preparation for the UTA Student Teacher:
- Prepare the class. Share biographical information and explain the purpose of the Student Teaching experience. Make sure your students understand the role and authority of the Student Teacher.
- Allow your students to participate in planning a “proper” welcome for the Student Teacher (bulletin boards, posters, biographical letters from students, etc.)
- Make arrangements with school personnel for the arrival of the Student Teacher. Is there a place to sign in the office? Is a parking sticker necessary? Is a name badge required?
- Provide the Student Teacher with a place/area to call “home”, access to materials, etc.
- Obtain current address, phone number and email information from Student Teacher. Provide same information to Student Teacher.

Information to provide the Student Teacher:
- Provide the Student Teacher with an orientation packet containing parking information, campus map, class schedules, student and teacher handbooks (district dress code, etc.), district and school calendars, class rolls and seating charts, and lesson plans for the first few days.
- Make arrangements for the Student Teacher to have access to textbooks, curriculum guides, teacher’s guides, media and technology applications.
- Explain administrative procedures, classroom rules, management systems, library and computer lab procedures, and rules regarding office equipment (copy machine, laminator, die-cut tools). Tell the Student Teacher how to obtain teacher resources.
• Provide the Student Teacher with information concerning what the students have been working on previously and currently. Explain short term and long term planning and goal setting.
• Explain and model safety drills.
• Explain procedures for calling in absences and substitute policies.

Feedback and Reflection
An important component in a pre-service teacher’s learning includes regular and honest discussions with Cooperating Teachers, and opportunities to plan, implement and reflect with the guidance of a Cooperating Teacher. Please arrange for regular times—daily if possible— to plan and reflect on both your teaching and the Student Teacher’s teaching. The Weekly Report and Reflection provides a format for such reflection. It should be completed and submitted during a weekly conference between the Cooperating Teacher and the Student Teacher.
Cooperating Teacher Credo

I understand that the undergraduate/graduate program is a field based teacher education program authorized by the University of Texas at Arlington, cooperating school districts, Texas Education Agency, and Texas Higher Education Coordinating Board. I understand that my participation in this program is voluntary. I agree the following statements are the guiding principles espoused by the partners involved in the program.

1. I recognize the need to follow the policies and procedures of the program, to participate in the evaluation of the program, and to provide information and data important to the evaluation process. I understand that on occasion I may be audio/video taped, photographed, interviewed, asked to participate in studies related to the training of teachers and teacher education, and allow this information to be shared with other professionals, at conferences, workshops, and through publications.

2. I recognize the need to create a learning environment which is communicative, supportive, encouraging, sensitive to the needs of others, and flexible.

3. I recognize the need for cooperative collaboration with my UT Arlington faculty, all Student Teachers, Cooperating Teachers, administrators, university personnel, business representatives and parents.

4. I recognize that the program is developmental, i.e., not static but evolving, changing and improving, that it often requires evaluation and modification, that the roles of the participants may change from time to time, and that I will not only demonstrate flexibility but I will contribute information that might help to improve the program.

5. I recognize the need to continuously refine my understanding of the training process of the Student Teacher, to be an innovator, willing to implement innovative teaching practices, and to allow the Student Teachers to implement innovative teaching practices in my classroom.

6. I recognize the need for full partnership with UT Arlington faculty, to participate with them in their collaborative duties and activities, to be decision-makers with them, and assist their efforts to provide the best education to K-12 learners and Student Teachers.

7. I recognize the need for sharing teaching and management responsibilities with the Student Teachers as they are ready to engage in them.

8. I recognize the need for a high level of professional training for aspiring teachers and a willingness to continue my professional growth. I agree to stay informed and participate in staff development opportunities.

9. I recognize the need to model effective teaching strategies, provide leadership in conflict resolution, encourage and support Student Teachers professional growth, and provide leadership in professional behavior and instruction.

10. I recognize the need to conference and plan with Student Teachers and other teachers, evaluate, assess, provide oral and written feedback, and documentation of Student Teacher professional growth, complete evaluative paperwork timely, and provide Student Teachers with quality instructional time and facilitate its success.

Cooperating Teacher’s Signature: __________________________________________ Date: __________

Student Teacher Name ___________________________ Placement 1 or 2 (please circle)
The Cooperating Teacher’s Roles and Responsibilities

Cooperating Teacher Responsibilities:
Cooperating Teachers are required to read and sign the Credo for Cooperating Teachers. All Cooperating Teachers are expected to strive toward the proficiencies for teachers as listed in the Learner Centered Schools: A Vision of Texas Educators adopted and mandated by the Texas Education Agency (TEA). The proficiencies are:

- **Learner-Centered Knowledge**
  The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.

- **Learner-Centered Instruction**
  to create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.

- **Equity in Excellence for All Learners:**
  the teacher responds appropriately to diverse groups of learners.

- **Learner-Centered Communication**
  while acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal skills.

- **Learner-Centered Professional Development**
  the teacher, as a reflective practitioner dedicated to all students’ success, demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

The Cooperating Teacher will:
1. Prepare the classroom students to receive a Student Teacher.
2. Orient the Student Teacher to:
   a. The students and the current program
   b. The building facilities and resources
   c. The personnel – special teachers, consultants, staff
   d. The school policies and rules
   e. Classroom management strategies
   f. The nature of the community
   g. The special features and challenges of education in the school and locale
3. Provide a gradual induction to teaching responsibilities by modeling appropriate planning, teaching and assessment strategies.
4. Help the Student Teacher succeed by:
   a. Monitoring effective use of time
   b. Requiring written lesson plans in advance of teaching assignments
   c. Creating a climate in which she/he is encouraged to self-evaluate as well as ask questions
   d. Affirming and encouraging
   e. Keeping interactive lines of communication open
f. Discussing problems frankly, one at a time

g. Sharing professional experiences and materials

h. Capitalizing on the special interests, talents, and background of a Student Teacher in order to enrich the curriculum

i. Encouraging alternative teaching approaches and management strategies

j. Meeting weekly with the Student Teacher to reflect, complete, and submit the Weekly Report and Reflection

5. Guide the Student Teacher as she/he plans, implements and assesses by modeling and discussing preparation and instruction.

6. Promote daily interactive discussions concerning the strengths and weaknesses of the Student Teacher’s effectiveness in the teaching-learning situation.

7. Help the Student Teacher implement recommendations received during daily evaluation sessions.

8. Confer with the UT Arlington Supervisor on a continuing basis. Performance problems should be identified and discussed with the University Supervisor as early as possible. The Supervisor retains the ultimate responsibility for the Student Teacher’s final grade.

9. Complete formal evaluations and discuss them with the Student Teacher.

10. Arrange time for the Student Teacher to confer with the University Supervisor following a visit.

11. Free the Student Teacher to attend all required seminars that are part of the preparation program.

12. Guide the Student Teacher in making the transition from being a student to being a teacher and professional.
**Required Activities for the Cooperating Teacher**

Some of the following were completed during the Field Experience semester; others need to be accomplished during Student Teaching.

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____</td>
<td>Give the Student Teacher a class list and daily schedule</td>
</tr>
<tr>
<td>_____</td>
<td>Show the Student Teacher where personal effects may be kept</td>
</tr>
<tr>
<td>_____</td>
<td>Inform the Student Teacher of the housekeeping procedures, such as opening blinds and seeing that cabinets, counters, and floors, etc. are neat</td>
</tr>
<tr>
<td>_____</td>
<td>Honestly and professionally explain the behaviors that are not acceptable to you, i.e. not putting personal belongings on your desk, not writing in the teacher textbook, not drinking or eating when children are not, etc.</td>
</tr>
<tr>
<td>_____</td>
<td>Explain school and classroom discipline policies and procedures</td>
</tr>
<tr>
<td>_____</td>
<td>Provide opportunities to assist with filing student materials</td>
</tr>
<tr>
<td>_____</td>
<td>Arrange opportunities for the Student Teacher to assist with some clerical duties</td>
</tr>
<tr>
<td>_____</td>
<td>Acquaint the Student Teacher with the grading system</td>
</tr>
<tr>
<td>_____</td>
<td>Explain the quality of work expected of students in class work and homework</td>
</tr>
<tr>
<td>_____</td>
<td>Allow the Student Teacher to assist in checking student work and recording grades</td>
</tr>
<tr>
<td>_____</td>
<td>Have available copies of textbooks, lesson plan book, curriculum guides, and grade book for Student Teacher review and use for planning</td>
</tr>
<tr>
<td>_____</td>
<td>Have available copies of TEKS for subject/grade level teaching</td>
</tr>
<tr>
<td>_____</td>
<td>Acquaint the Student Teacher with school and classroom policies for early arrivals and late dismissal</td>
</tr>
<tr>
<td>_____</td>
<td>Inform the Student Teacher of procedures for getting students to special classes</td>
</tr>
<tr>
<td>_____</td>
<td>Acquaint the Student Teacher with fire drill and emergency procedures</td>
</tr>
<tr>
<td>_____</td>
<td>Involve the Student Teacher in special duty responsibilities</td>
</tr>
<tr>
<td>_____</td>
<td>Provide opportunities for the Student Teacher to assist with individual and small group work</td>
</tr>
<tr>
<td>_____</td>
<td>Present carefully prepared demonstration lessons for the Student Teacher to observe and analyze them together</td>
</tr>
<tr>
<td>_____</td>
<td>Share personal teaching materials with the Student Teacher</td>
</tr>
<tr>
<td>_____</td>
<td>Allow the Student Teacher to experience a parent conference</td>
</tr>
<tr>
<td>_____</td>
<td>Discuss behavior guidance and management techniques (both in and out of the classroom)</td>
</tr>
<tr>
<td>_____</td>
<td>Demonstrate the direct connection between appropriate instructional strategies and effective classroom management</td>
</tr>
<tr>
<td>_____</td>
<td>Demonstrate and discuss the subtle classroom management techniques that work with your class (examples: eye contact, touching a student’s shoulder to redirect off-task behavior, etc.)</td>
</tr>
<tr>
<td>_____</td>
<td>Teach computer grade and attendance systems</td>
</tr>
<tr>
<td>_____</td>
<td>Become acquainted with the teacher appraisal instrument</td>
</tr>
<tr>
<td>_____</td>
<td>Complete the Exit Survey</td>
</tr>
</tbody>
</table>
Speech Competency in Instructional Settings Form

(To be completed by the Cooperating Teacher and submitted by the Student Teacher on Blackboard)

UT Arlington Candidate ______________________________________________________________

Cooperating Teacher and School ____________________________________________________

____________________________________________________________

UT Arlington Supervisor ____________________________________________________________

This form is to be completed by the Cooperating Teacher. Cooperating teachers should initial each item to verify response. Circle each item, Yes or No

_______1. The UT Arlington candidate uses grammatically correct speech including verb tense, pronouns, etc.

YES  NO

_______2. The UT Arlington candidate clearly enunciates sounds and words so that his/her students can clearly understand words and sentences.

YES  NO

_______3. The UT Arlington candidate correctly pronounces words, especially technical terms or names in the content area.

YES  NO

_______4. The UT Arlington candidate speaks loudly enough so that his/her students can hear him/her, and at appropriate loudness for the size of the room.

YES  NO

_______5. The UT Arlington candidate speaks at an appropriate speed or rate so that students can clearly understand him/her.

YES  NO

_______6. The UT Arlington candidate gives clear verbal directions, descriptions, and explanations.

YES  NO

_______7. The UT Arlington candidate is free of speech defects that would impair his/her ability to communicate clearly (such as lisping, stuttering, etc.), or appropriately compensates for the defect.

YES  NO

_______8. The UT Arlington candidate communicates with students using appropriate eye contact, gestures, and body movements.

YES  NO

CONTINUED ON NEXT PAGE
9. The UT Arlington candidate communicates with students with appropriate enthusiasm, variation of tone, and expression.
   YES  NO

10. The UT Arlington candidate communicates with his/her students with poise and self-confidence.
    YES  NO

11. The UT Arlington candidate is free of inappropriate verbal and body mannerisms which are distracting for students.
    YES  NO

12. The UT Arlington candidate makes consistent use of inclusive language (gender/culture).
    YES  NO

13. The UT Arlington candidate uses professional speech and mannerisms.
    YES  NO

14. The UT Arlington candidate greets other professionals and students in a positive manner.
    YES  NO

OVERALL COMMENTS / SUGGESTIONS:

________________________________________________________________________

Cooperating Teacher signature

Date

Campus: _________________________________

COED Student Teaching Handbook
AY 2016 – 2017
Observation Instrument

University of Texas at Arlington
College of Education Teacher Observation Record

Observation Information

Today’s Date:

Observation Start Time: End Time:

Please note: TEA observations must be at least 45 minutes in length.

School:

Grade Level/Subject:

Student Information

Student First Name: Student Last Name: Student UTA ID Number: Student TEA ID Number:

Program:

Cooperating Teacher Information

CT First Name: CT
Last Name:

Supervisor Information

Supervisor Name:
## PLANNING

<table>
<thead>
<tr>
<th>Dimension 1.1 Standards and Alignment</th>
<th>Accomplished Instructional Planning Includes:</th>
<th>Proficient Instructional Planning Includes:</th>
<th>Developing Instructional Planning Includes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Note: As you observe the lesson, is there evidence of these components?</td>
<td>All activities, materials and assessments that:</td>
<td>Most activities, materials and assessments that:</td>
<td>Few activities, materials and assessments that:</td>
</tr>
<tr>
<td></td>
<td>o Are sequenced</td>
<td>o Are sequenced</td>
<td>o Are sequenced</td>
</tr>
<tr>
<td></td>
<td>o Are clearly relevant to students’ prior understanding</td>
<td>o Are somewhat relevant to students’ prior understanding</td>
<td>o Does not provide appropriate time for most lesson components including lesson, student work, and closure.</td>
</tr>
<tr>
<td></td>
<td>o Integrate other disciplines</td>
<td>o Provide appropriate time for most lesson components including lesson, student work, and closure.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Provide appropriate time for all lesson components including lesson, student work, and closure.</td>
<td>o Fit into the broader unit and course objectives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Reinforce broader unit and course objectives</td>
<td>o Are appropriate for diverse learners</td>
<td>Few or no objectives aligned to the state/national content standards</td>
</tr>
<tr>
<td></td>
<td>o Are appropriate for diverse learners</td>
<td></td>
<td>Most objectives aligned to the state/national content standards</td>
</tr>
<tr>
<td></td>
<td>All measurable objectives aligned and logically sequenced to the state/national content standards</td>
<td>Integration of technology that adequately supports objectives</td>
<td></td>
</tr>
</tbody>
</table>
| | Integration of technology to enhance mastery of objectives | | | }

Comments:
<table>
<thead>
<tr>
<th>Dimension 1.2</th>
<th>Accomplished</th>
<th>Proficient</th>
<th>Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Data and Assessment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Note: As you observe the lesson, is there evidence of these components?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Formal and informal assessments to monitor student progress are directly aligned to objectives.</td>
<td>Formative and/or summative assessments are well constructed for diagnostic use.</td>
<td>Few formal and informal assessments to monitor student progress are directly aligned to objectives.</td>
</tr>
<tr>
<td></td>
<td>Formative and/or summative assessments are well constructed for diagnostic use.</td>
<td>Consistent feedback to the students during the lesson.</td>
<td>Formative and/or summative assessments are poorly constructed for diagnostic use.</td>
</tr>
<tr>
<td></td>
<td>Substantive, specific and timely feedback to the students during the lesson.</td>
<td></td>
<td>Few opportunities for timely feedback to the students during the lesson.</td>
</tr>
<tr>
<td><strong>Comments:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Dimension 1.3  
**Knowledge of Students**

**Note:** As you observe the lesson, is there evidence of these components?

<table>
<thead>
<tr>
<th>Accomplished Instructional Planning Includes:</th>
<th>Proficient Instructional Planning Includes:</th>
<th>Developing Instructional Planning Includes:</th>
</tr>
</thead>
</table>
| - The lesson connects to students’ prior knowledge, experiences and future learning expectations.  
  Instruction activities and/or checks for understanding guides students to apply their strengths, background knowledge, life experiences and/or skills to enhance their own learning.  
  Opportunities for students to engage in a variety of learning strategies to achieve high levels of academic and social-emotional success. | - The lesson connects to students’ prior knowledge and experiences.  
  Opportunities for students to engage in adequate learning strategies. | - The lesson poorly connects to students’ prior knowledge and experiences.  
  Limited learning strategies. |

**Comments:**
### PLANNING

<table>
<thead>
<tr>
<th>Dimension 1.4</th>
<th>Accomplished Instructional Planning Includes:</th>
<th>Proficient Instructional Planning Includes:</th>
<th>Developing Instructional Planning Includes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities</td>
<td>Questions that encourage all students to engage in complex, higher-order thinking and problem solving. Instructional groups based on the needs of all students and maintains both group and individual accountability. All students understanding their individual roles within instructional groups and facilitates opportunities for student input on goals and outcomes of activities. Activities, resources, technology and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students.</td>
<td>Questions that encourage students to engage in complex, higher-order thinking. Instructional groups based on the needs of most students. Most students understanding their individual roles within instructional groups. Activities, resources, technology and instructional materials that are mostly aligned to instructional purposes.</td>
<td>Questions that promote limited, predictable or rote responses and encourage some complex, higher-order thinking. Instructional groups based on the needs of a few students. Lack of student understanding of their individual roles within instructional groups. Activities, resources, technology and/or instructional materials misaligned to instructional purposes.</td>
</tr>
</tbody>
</table>

**Note:** As you observe the lesson, is there evidence of these components?

**Comments:**
## INSTRUCTION

### Dimension 2.2
Content Knowledge and Expertise

The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.

<table>
<thead>
<tr>
<th>Accomplished The Teacher:</th>
<th>Proficient The Teacher:</th>
<th>Developing The Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conveys a depth of content knowledge that allows for differentiated explanations.</td>
<td>Conveys accurate content knowledge. Integrates learning objectives with other disciplines and/or real-world experiences. Provides some opportunities for students to use different types of thinking (e.g., analytical, creative and evidence-based).</td>
<td>Conveys inaccurate content knowledge that leads to student confusion. Limited Integration of learning objectives with other disciplines and/or real-world experiences. Provides few opportunities for students to use different types of thinking (e.g., analytical, creative and evidence-based).</td>
</tr>
</tbody>
</table>

**Comments:**
### INSTRUCTION

<table>
<thead>
<tr>
<th>Dimension 2.3</th>
<th>Accomplished The Teacher:</th>
<th>Proficient The Teacher:</th>
<th>Developing The Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication</strong></td>
<td>Establishes classroom practices that encourage students to communicate effectively, including the use of visual tools and technology, with the teacher and their peers. Recognizes student misunderstanding and respond with an array of teaching techniques to clarify concepts. Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct. Asks questions at the creative, evaluative and/or analysis levels that focus on the objective of the lesson and provoke thought and discussion. Skillfully uses probing questions to clarify, elaborate and extend learning. Provides wait time when questioning students.</td>
<td>Leads lessons that provide opportunities for most students to communicate effectively with the teacher and their peers. Provides explanations that are generally clear and uses verbal and/or written communication that is mostly free of grammatical errors. Asks remember, understand and apply level questions that focus on the objective of the lesson. Uses probing questions to clarify and elaborate learning.</td>
<td>Directs lessons with little opportunity for dialogue, clarification or elaboration. Is sometimes unaware of or unresponsive to student misunderstandings. Uses verbal communication that is characterized by inaccurate grammar; written communication that has inaccurate spelling, grammar, punctuation or structure. Rarely asks questions, or asks questions that do not amplify discussion or align to the objective of the lesson.</td>
</tr>
</tbody>
</table>

**Comments:**
### INSTRUCTION

<table>
<thead>
<tr>
<th>Dimension 2.4</th>
<th>Accomplished The Teacher:</th>
<th>Proficient The Teacher:</th>
<th>Developing The Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Differentiation</td>
<td>Provides differentiated instructional methods and content using a variety of instructional strategies to address individual needs of students.</td>
<td>Provides differentiated instructional methods and content to address individual needs. Regularly monitors the quality of student participation and performance. Recognizes and sometimes responds when students become confused or disengaged and sometimes responds to social/emotional needs of students.</td>
<td>Provides one-size-fits-all lessons without meaningful differentiation. Rarely monitors the quality of student participation and performance. Demonstrates limited recognition when students become confused or disengaged, or poorly responds to student learning or social/emotional needs.</td>
</tr>
<tr>
<td>The teacher differentiates instruction, aligning methods and techniques to diverse student needs.</td>
<td>Consistently monitors the quality of student participation and performance. Proactively minimizes student confusion or disengagement by addressing learning and/or social/emotional needs of students.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**
## INSTRUCTION

<table>
<thead>
<tr>
<th>Dimension 2.5</th>
<th>Accomplished The Teacher:</th>
<th>Proficient The Teacher:</th>
<th>Developing The Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitor and Adjust</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.</td>
<td>Uses input from students in order to monitor and adjust instruction, activities and pacing to respond to differences in student needs.</td>
<td>Invites input from students in order to monitor and adjust instruction and activities. Adjusts some instruction within a limited range.</td>
<td>Sometimes uses input from students in order to monitor and adjust instruction and activities. Sees student behavior but misses some signs of disengagement. Provides limited checking for understanding; lacks guiding questions and feedback.</td>
</tr>
<tr>
<td></td>
<td>Monitors all student behavior and responses for full engagement, and deep understanding and mastery of objectives.</td>
<td>Monitors student behavior and responses for engagement and understanding.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Continually checks for understanding through purposeful critical thinking, questioning and academic feedback.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:
## LEARNING ENVIRONMENT

<table>
<thead>
<tr>
<th>Dimension 3.1</th>
<th>Accomplished</th>
<th>Proficient</th>
<th>Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Environment, Routines and Procedures</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
</tbody>
</table>

The teacher organizes a safe, accessible and efficient classroom.

Establishes and uses effective routines, transitions and procedures that he/she implements effortlessly.

Students take active responsibility for managing student groups, supplies and/or equipment.

The classroom is safe, inviting and organized to support learning objectives and is accessible to all students.

Most procedures, routines and transitions provide clear direction but others are unclear and inefficient.

Students participate in groups, manage supplies and equipment with some limited direction.

The classroom is safe, organized to support learning objectives and is accessible to most students.

Few procedures and routines guide student behavior and maximize learning. Transitions are characterized by confusion and inefficiency.

Students depend on the teacher to direct them in managing student groups, supplies and/or equipment.

The classroom is unsafe and inaccessible to most students. And/or is disorganized and cluttered.

Comments:
## LEARNING ENVIRONMENT

<table>
<thead>
<tr>
<th>Dimension 3.2</th>
<th>Accomplished</th>
<th>Proficient</th>
<th>Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managing Student Behavior</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher establishes, communicates and maintains clear expectations for student behavior.</td>
<td>Consistently monitors behavior subtly, reinforces positive behaviors appropriately and intercepts misbehavior fluidly. Most students know, understand and respect classroom behavior standards.</td>
<td>Consistently implements the campus and/or classroom behavior system proficiently. Most students meet expected classroom behavior standards.</td>
<td>Inconsistently implements the campus and/or classroom behavior system. Student failure to meet expected classroom behavior standards interrupts learning.</td>
</tr>
</tbody>
</table>

Comments:
## LEARNING ENVIRONMENT

<table>
<thead>
<tr>
<th>Dimension 3.3</th>
<th>Accomplished</th>
<th>Proficient</th>
<th>Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classroom Culture</strong></td>
<td>Engages all students with relevant, meaningful learning. Students collaborate positively with each other and the teacher.</td>
<td>Establishes a learning environment where most students are engaged in the curriculum. Students work respectfully individually and in groups</td>
<td>Establishes a learning environment where few students are engaged in the curriculum. Students are sometimes disrespectful of each other.</td>
</tr>
</tbody>
</table>

**Comments:**
### Dimension 4.1  Professional Demeanor and Ethics

The teacher meets district expectations for attendance, professional appearance and decorum, procedural, ethical, legal and statutory responsibilities.

<table>
<thead>
<tr>
<th>Dimension 4.1</th>
<th>Accomplished</th>
<th>Proficient</th>
<th>Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Models all professional standards (e.g., attendance, professional appearance and behaviors) within the classroom.</td>
<td>Meets all professional standards (e.g., attendance, professional appearance and behaviors).</td>
<td>Meets most professional standards (e.g., attendance, professional appearance and behaviors) within the classroom.</td>
<td></td>
</tr>
<tr>
<td>Advocates for the needs of all students in the classroom.</td>
<td>Advocates for the needs of all students in the classroom.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**
Student Teacher Conference Notes

Observation Start Time:  
Observation End Time:  
Conference Start Time:  
Conference End Time:  
Classroom Performance Notes:  

Specific Strategies Recommended to Address Strengths and Weaknesses:  

Needed Support from UT Arlington Supervisor:  

Please note: TEA observations must be at least 45 minutes in length.
EXAMINATIONS FOR THE CERTIFICATION OF EDUCATORS

Information and Policies

Texas law requires all individuals seeking educator certification to pass examinations in the areas in which they seek certification. The purpose of these examinations is to ensure that each educator has the necessary academic content and professional knowledge to perform in Texas public schools. The Texas Examination of Educator Standards (TExES) was developed for this purpose. Visit the SBEC website to get information to prepare for the certification examinations: http://texes.ets.org/prepMaterials/

Candidates must pass all appropriate state exams (limit of four retests) and apply for appropriate state certification(s) with the State Board for Educator Certification/Texas Education Agency within six months of the completion of their student/clinical teaching or practicum program. If a candidate allows the six month period to go by without passing all state exams and applying for certification, additional coursework and/or state exams will be required for recommendation for certification. Additional coursework will be determined by the appropriate Program Coordinator in consultation with faculty.

System to Clear Students to Take TExES Examinations

Students seeking EC-6 Bilingual or ES:/EC-6 Certifications will be authorized to take the TExES examinations following the process that follows:

Table 2 TExES Timelines

<table>
<thead>
<tr>
<th>Tests</th>
<th>Content</th>
<th>Certification</th>
</tr>
</thead>
</table>
| TExES 190 Bilingual Target Language Proficiency Test — Spanish proficiency | Listening, speaking, reading and writing  
Number of items: 4 sections  
Time: 3.5 hours                  | Bilingual Only                                                            |
| TExES 291 Core Subjects       | ELA, mathematics, social studies, science, fine arts, health, and P.E.  
Number of items: 140(15)  
Time 4-5 hours                  | All EC-6 Students                                                         |
| TExES 160 The Pedagogy and Professional Responsibilities Examination EC-6 | Designing and implementing instruction, assessment, classroom management, and roles and responsibilities.  
Number of items: 90(10)  
Time: 4-5 hours                  | All EC-6 Students                                                         |
| TExES 164 Bilingual Supplemental | Four (4) Competencies- 70 Questions  
Time:4-5 hours                  | Bilingual Only                                                            |
| TExES 154 ESL Supplemental    | 10 Competencies- 70 Questions  
Time: 4-5 hours                  | ESL Only                                                                 |
Certification Policy Signature Form

I have read and understand the following policy:

Candidates must pass all appropriate state exams and apply for appropriate state certifications with the State Board for Educator Certification / Texas Education Agency within six months of the completion of their student teaching, internship, or practicum program. If a candidate allows the six month period to go by without passing all state exams and applying for certification, additional coursework and/or state exams will be required for recommendation for certification. Additional coursework will be determined by the appropriate Program Director in consultation with the faculty. See Program of Work planning document for other details.

Print Name _________________________________

Student Signature ________________________________________   Date _________________
**Certification Exam Approval Process**

All ESL/EC-6 certification exams must be taken in the following order:

1) TExES 160 PPR
2) TExES 154 ESL Supplemental
3) TExES 291 Core Subjects

**Approval Process for TExES 160 PPR**
- Step 1: Complete ELED 4316, 4317, 4321
- Step 2: Take practice PPR exam on T-Cert
- Step 3: Score 90% on the T-Cert exam
- Step 4: Request clearance for the PPR 160 from the ESL/EC-6 Program Coordinator.
- Step 5: Register for TExES 160 exam with SBEC
- Step 6: Achieve a passing score on the TExES 160-PPR

*Take at the end of the second semester Junior year*

**Approval Process for TExES ESL Exam**
- Step 1: Pass the PPR EXAM
- Step 2: Complete BEEP 3381, 4384, and 4385 and be enrolled in BEEP 4306
- Step 3: Score 90% on the ESL T-cert exam
- Step 4: Request clearance for the ESL exam from the ESL/EC-6 Program Coordinator.
- Step 5: Register for the TExES ESL exam
- Step 6: Achieve a passing score on the ESL exam

*Take during the Fall of the Senior Year.*

**Approval Process for TExES 291 Core Subjects**
- Step 1: Complete BEEP 4311, 4312, and 4314
- Step 2: Take practice text for TExES 291
- Step 3: Score 90% on preparation materials
- Step 4: Request clearance for Core Subjects 291 from the ESL/EC-6 Program Coordinator
- Step 5: Register for TExES 291 exam with SBEC
- Step 6: Achieve a passing score on the TExES 291-Core Subjects EC-6

*Take at the end of first semester of Senior Year.*
Approval Process for TExES 190 BTLPT

- Step 1: Complete BEEP 4305
- Step 2: Take BTLPT Interactive Practice test on the ETS website
- Step 3: Score 90% on practice test
- Step 4: Request clearance for the BTLPT 190 from the Bilingual EC-6 Program Director
- Step 5: Register for TExES 190 exam with SBEC
- Step 6: Achieve a passing score on the TExES 190-BTLPT
  *Take at the end of first semester of Junior Year*

Approval Process for TExES 160 PPR

- Step 1: Complete ECED 4316 & 4317
  - BEEP 4306 & 4302
  - LIST 4373
- Step 2: Take practice PPR exam on T-Cert
- Step 3: Score 90% on the T-Cert exam
- Step 4: Request clearance for the PPR 160 from the Bilingual EC-6 Program Director
- Step 5: Register for TExES 160 exam with SBEC
- Step 6: Achieve a passing score on the TExES 160-PPR
  *Take at the end of second semester of Junior Year*

Approval Process for TExES 291 Core Subjects

- Step 1: Complete BEEP 4311, 4312, and 4314
- Step 2: Take pre/post test for TExES 291 - BEEP 4311, 4312, and 4314,
- Step 3: Score 90% on preparation materials
- Step 4: Request clearance for Core Subjects 291 from the Bilingual EC-6 Program Director
- Step 5: Register for TExES 291 exam with SBEC
- Step 6: Achieve a passing score on the TExES 291-Core Subjects EC-6
  *Take at the end of first semester of Senior Year or January-February (Student Teaching)*

Approval Process for TExES 164 Bilingual Supplemental

- Step 1: Take BEEP 4687, 4319, 4384 & 4385
- Step 2: Take practice test for 164 Bilingual Supplemental – BEEP 4319
- Step 3: Score 90% on the exam
- Step 4: Request clearance TExES 164 from the Bilingual EC-6 Program Director
- Step 5: Register for TExES 164 exam with SBEC
- Step 6: Achieve a passing score on TExES 164- Bilingual Supplemental
  *Take in February or March (Student Teaching)*

All Bilingual EC-6 certification exams must be taken in the following order:

4) TExES 190 BTLPT
5) TExES 160 PPR
6) TExES 291 Core Subjects
7) TExES 164 Bilingual Supplemental