The University of Texas at Arlington
College of Education

Student Teacher and
Cooperating Teacher Handbook

2015-2016 Academic Year
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About This Handbook

Official Versions
The Official Version of this Handbook is available on the Handbook page of the COED website. 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.

This symbol will appear in the lower right-hand corner of the page.
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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 the UTA 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 us, 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: ___________________ UTA 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.
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

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.

This page uses material from:
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.
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 UTA
- 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.
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 UTA 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 Benchmarks 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.
Cooperating Teacher Credo         Student Teacher Name _________________________

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:____________
Cooperating Teacher Quick Checklist

The following items should be completed by the Cooperating Teacher:

_____ Complete the Training Module (required by TEA)
   http://www.uta.edu/coehp/academics/advising/fieldexperience/handbooks.php

_____ Cooperating Teacher Credo
   Submitted to UTA Supervising Teacher during her first visit to the school.

_____ Observation Record
   Submitted to UTA 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://www.uta.edu/coehp/academics/advising/resident-weekly-report.php

_____ End-of-Placement Benchmark
   Submit electronically: the link to the Benchmark will be given to you by your Student Teacher
The UTA Supervisor

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

- UTA requires supervisors to complete 5 observations on each student teacher: 3 formal observations and 2 informal observations. 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 formal evaluations consist of a minimum of 45 minutes for observations, 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 formal 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 UTA Supervisor. Student Teachers are to use the Observation Form provided for all lessons formally evaluated by Cooperating Teachers, UTA Supervisors, or peers. Cooperating Teachers, UTA 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.
### Required Activities for Student Teachers

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>Share the Code of Ethics for Texas Teachers</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>
</tbody>
</table>
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 UTA 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>Student Teachers (Two grade levels) Assignment 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Week One</td>
<td>Continue responsibilities from Field Experience semester</td>
</tr>
<tr>
<td>Week Two</td>
<td>Assume responsibilities for transitions between classroom and other activities</td>
</tr>
<tr>
<td>Week Three</td>
<td>Add planning and teaching math for the entire week</td>
</tr>
<tr>
<td>Week Four</td>
<td>Add planning and teaching social studies for the entire week</td>
</tr>
<tr>
<td>Week Five</td>
<td>Add planning and teaching science for the entire week</td>
</tr>
<tr>
<td>Week Six</td>
<td>Add planning and teaching language arts for the entire week</td>
</tr>
<tr>
<td>Week Seven</td>
<td>Plan, teach, assess everything all week</td>
</tr>
<tr>
<td>Week Eight</td>
<td>Plan, teach, and assess everything all week.</td>
</tr>
<tr>
<td>Week Nine</td>
<td>Plan, teach, and assess everything all week.</td>
</tr>
</tbody>
</table>

**Assignment 2**

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

COED Student Teaching Handbook  
AY 2015 – 2016
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.

Absences:
Candidates are responsible for notifying their Cooperating Teacher and the UTA College of Education Field Experience Office prior to any absence. During the Field Experience, absences should be made up on a later date at the convenience of the Cooperating Teacher. During the Student Teaching, candidates are allowed 3 days of absence (for illness, personal leave, or interviewing). This includes the UTA Job Fair. Candidates taking personal leave or interviewing should have absences approved by their Cooperating Teacher and their UTA Supervisor before being absent. Absences for whatever reason beyond the 3 days allowed may require make-up days which may delay the candidate’s graduation.

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 UTA 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 in January.
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, a guest 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 UTA 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, UTA 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

COED Student Teaching Handbook
AY 2015 – 2016
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 UTA Supervisor must be given the revised schedule. There may be times when the UTA professor will drop by the school and expect to see you where your schedule indicates. Changes should be communicated immediately.
# Teaching Schedule Form

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>
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<tr>
<td>(Time of classes)</td>
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<tr>
<td>PM DUTIES</td>
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</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>
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<tbody>
<tr>
<td>AM DUTIES</td>
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<tr>
<td>8:20 - 9:30</td>
<td>Math</td>
<td>(Math Computers)</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
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<td></td>
<td>Math</td>
<td>Math</td>
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<tr>
<td>9:30 - 10:20</td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
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<tr>
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<td>Recess</td>
<td>Recess</td>
<td>Recess</td>
<td>Recess</td>
<td>Recess</td>
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<tr>
<td>10:25 - 10:40</td>
<td>(11:15 - 11:30</td>
<td>Language</td>
<td>Language</td>
<td>Language</td>
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<td></td>
<td>Library)</td>
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<tr>
<td>11:42 - 12:20</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
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<td>Lunch</td>
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<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>
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<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>PM DUTIES</td>
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</tbody>
</table>
Sample Teaching Schedule – Middle/ Secondary Non-Block

<table>
<thead>
<tr>
<th>Time</th>
<th>Room Number (If changes)</th>
<th>Subject, Conference Period, Lunch</th>
<th>Cooperating Teacher (If different from the one listed above)</th>
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</thead>
<tbody>
<tr>
<td>___ Period (Ex. 1st Period)</td>
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<td>___ Period</td>
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</table>
Sample Teaching Schedule – Middle/Secondary Block

<table>
<thead>
<tr>
<th>A DAY SCHEDULE</th>
<th>Time</th>
<th>Room Number (If changes)</th>
<th>Subject, Conference Period, Lunch</th>
<th>Cooperating Teacher (If different from the one listed above)</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ Period</td>
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<tr>
<td>(Ex. 1st Period)</td>
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</tbody>
</table>

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<tr>
<th>B DAY SCHEDULE</th>
<th>Time</th>
<th>Room Number (If changes)</th>
<th>Subject, Conference Period, Lunch</th>
<th>Cooperating Teacher (If different from the one listed above)</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ Period</td>
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<tr>
<td>(Ex. 1st Period)</td>
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</table>
Weekly Report & Reflection

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 UTA supervisor by midnight on Friday of each week. This form is available on-line and must be submitted electronically at:
https://www.uta.edu/coehp/academics/advising/resident-weekly-report.php

The following information is collected on the online form:

Student Information
Student Teacher:
Cooperating Teacher / School / Class Grade Level:
Cooperating Teacher email:
UTA 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:
**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>
</table>

**School**

<table>
<thead>
<tr>
<th>District</th>
</tr>
</thead>
</table>

**Program Information:** (Check all that apply.)

___ Graduate ___ 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.)

**A. 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.
  - [ ] 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:**

- Complies with class and program requirements
  - [ ] Attends classes, trainings, seminars, and field experiences.
  - [ ] Arrives on time and remains for the duration.
  - [ ] Is prepared, engaged, and meets deadlines.
- Demonstrates academic integrity and honesty.
- Maintains appropriate confidentiality at all times.
- Demonstrates compliance with all laws and regulations.
- Demonstrates compliance with University policies and Texas Education Agency TEA)/professional specialty program area standards.
C. Professional Appearance:
   • Displays personal appearance and/or hygiene appropriate for professional settings.

D. 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>
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</table>

<table>
<thead>
<tr>
<th>UTA Field Placement Director signature or Supervisor signature</th>
<th>Date</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>UTA Student’s signature</th>
<th>Date</th>
</tr>
</thead>
</table>
Policy and Guidelines for Professional Dispositions in the College Of Education¹

The University of Texas at Arlington

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

CONTENTS

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

¹ This Policy and Guidelines for Professional Dispositions document pertains to students and candidates enrolled in the following COEd Departments and/or Programs: Department of Curriculum and Instruction (C&I), Department of Kinesiology (KINE), Principal and superintendent Certification Programs in the Department of Educational Leadership and Policy Studies (ELPS).
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. Students and candidates are responsible for identifying and following professional standards and policies for their particular state.

E. 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.

F. Professional Practices: TAC Standards 1.1 through 3.9

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

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

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

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3 Specialty areas as in KINE must access and follow their discipline-specific professional and ethical standards. Non-Texas residents are responsible to follow the guidelines for ethical behavior published by their home state.
H. 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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4 The Dispositions Education Module will be developed by the Professional Dispositions Committee, and will be subject to Department, College, and TEC Committee approvals as a separate document.
IV. PROCEDURES FOR ADDRESSING DIGRESSIONS FROM COEd PROFESSIONAL DISPOSITIONS POLICY

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

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

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

c. Student/candidate is notified by the chair or program director that a Digressions Report has been completed and filed (chair/program director posts form to designated Mavspace file).

d. Student/candidate is contacted to schedule a meeting within 14 business days of the incident with faculty/staff, chair, and program director.

e. Disposition meeting takes place with student/candidate, faculty/staff, and chair and/or program director. (Note: If more than one faculty/staff member submits a report on the same student/candidate, the meeting occurs together).

f. Together an action plan to address dispositions is developed, signed by all present and posted in the designated Mavspace file.

g. If the action plan agreed upon in the initial Department-level meeting proves to be ineffective or is not followed by the student/candidate, additional Department-level meetings may take place with a reiteration of existing or new action plan(s) developed.

h. Recurring or more serious offenses/digressions as determined at the Department-level by faculty, staff, and/or administrators, will be referred to the College Dispositions Committee5 to review.

i. The College Dispositions Committee will make a recommendation as to continuance in program or options.

j. Electronic letter on outcome of College Dispositions Committee meeting from Committee and Dean is submitted to student/candidate to official UT Arlington email account.

k. The student/candidate has 14 days to appeal the decision, submitted to the College Dispositions Committee and COEd Dean.

l. The appeal will then be forwarded to the University’s Office of Student Conduct.

5 The College Dispositions Committee will consist of members of each COEd Department, and at least one member each of COLA and COS. A representative of the UT Arlington Office of Student Conduct will serve as ex-officio on the College Dispositions Committee.
V. DIGRESSION REPORT FOR USE IN CASES OF DIGRESSIONS FROM COEd PROFESSIONAL DISPOSITIONS GUIDELINES

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

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

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

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

B. Professional Practices: TAC Standards 1.1 through 3.9

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

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

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

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

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

Texas Administrative Code, Ethics and Standard Practices for Texas Educators:
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 gratuitities, 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.
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 2015

**Undergraduate Placement Dates**
- Start date: the first day of ISDs for teachers  
  (Aug. 24th for most schools)
- Begin 2nd placement: October 19
- Last Day: December 11

**Graduate (Master Level) Placement Dates**
- Start date: the first day of ISDs  
  (Aug. 24 for most schools)
- Begin 2nd placement: October
- Last Day in November

### Spring 2016

**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 in March
- Last Day: May

**Graduate (Master Level) Placement Dates**
- Start date: January 25
- Spring break follows ISD calendar.
- Begin 2nd placement on: March 7
- Last Day: April 22

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

## Career Fair

April 11, 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."
Cooperating Teacher Evaluation Form

Please return to the Director of Field Experience at UTA, College of Education, P.O. Box 19026, Arlington, Texas 76019. Thank you in advance for your time and feedback.

The cooperating teacher…

**Excellent**

◆ acted in a professional manner with me and other school personnel.
   Comments:
   
   ______________________________
   ______________________________

◆ was accessible when situations or questions arose.
   Comments:
   
   ______________________________
   ______________________________

◆ prepared the students for my role.
   Comments:
   
   ______________________________
   ______________________________

◆ provided constructive feedback on a regular basis.
   Comments:
   
   ______________________________
   ______________________________

◆ supported my efforts.
   Comments:
   
   ______________________________
   ______________________________

◆ Would you recommend this cooperating teacher for another UTA student?  
   YES  NO
   Comments:
   
   ______________________________
   ______________________________
   ______________________________
   ______________________________
   ______________________________
   ______________________________
   ______________________________
   ______________________________
   ______________________________

Cooperating Teacher’s Name ___________________________ School________________________

UTA Field Supervisor__________________________ Date ______________
UTA Field Supervisor Evaluation Form

Please return to the Director of Field Experience at UTA, College of Education, P.O. Box 19026, Arlington, Texas 76019. Thank you in advance for your time and feedback.

UTA Field Supervisor ______________________________ Date _________________

The UTA Field Supervisor…

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Poor</th>
<th>Average</th>
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<tbody>
<tr>
<td>◆ acted in a professional manner with me and other school personnel.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>◆ was accessible when situations or questions arose.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>◆ observed and evaluated the UTA candidate an adequate number of times throughout the semester.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>◆ provided 3-way discussion meetings that were helpful to me and the UTA candidate.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>◆ solicited my comments in evaluating the UTA candidate's performance.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
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