

SEM: _____ **NAME:** _____ **(print)** **UT EID:** _____

UT College of Education
Professional Development Sequence
EC-6 ESL / EC-6 Bilingual Teacher Certification Program

POLICIES, GUIDELINES, AND EXPECTATIONS CHECKLIST

We welcome you into this very important phase of the professional teacher preparation program.

MISSION STATEMENT

Field experiences at The University of Texas at Austin are an integral component of our teacher preparation programs, built on strong collaboration between school districts and colleges of The University. Our future teachers engage in purposefully crafted field experiences that cultivate depth of knowledge, research-based practices, and professional ethics. These experiences are designed to be sequential, cumulative, and performance-based, while preparing our graduates to implement and evaluate effective practices with diverse student populations in varied settings. As a result, teachers prepared at the University will master subject knowledge and pedagogical skills, work collaboratively with all stakeholders, develop dispositions to be active citizens, and offer their students the opportunity to develop these characteristics themselves.

COMMITMENT TO DIVERSITY

Teachers graduating from our programs will join the existing force of educators who have the dispositions and skills needed to be highly qualified and effective teachers of students from racial, ethnic, linguistic, or socioeconomic groups currently under-served by the education system. Our graduates will have the ability and commitment to recognize and respond to individual needs and differences, in order to support student success in school and life.

GENERAL POLICIES AND PROCEDURES

___ CODE OF ETHICS AND STANDARD PRACTICES FOR TEXAS EDUCATORS

Per Texas law, all preservice teachers must abide by the Code of Ethics and Standard Practices for Texas Educators. I agree to read and abide by the Code of Ethics during the time that I am enrolled in The University of Texas teacher preparation program (rules can be found at the end of this document). These rules apply in the University classes, as well as in the hosting classrooms in which I am being prepared as a classroom teacher. I am also aware that I am responsible for knowing these standards in preparation for the State Board of Educator Certification Texas Examinations of Educator Standards.

PROFESSIONAL LIABILITY AND LEAVING PRESERVICE TEACHERS ALONE IN THE ROOM

Interns/student teachers are entitled to the same protection of law accorded to the cooperating teacher and the principal in the assigned school. This protection does not apply in cases where there is use of excessive force in the discipline of students or negligence resulting in bodily injury to students, nor does the protection apply to the operation or use of any motor vehicle.

The University does not provide interns/student teachers with liability insurance. It is recommended that interns/student teachers consider insurance coverage offered by organizations such as ATPE, TCTA, or others. Interns/student teachers should not be left alone on a playground or field trip with a group of students without a licensed teacher within 'shouting distance.' These guidelines are for the interns'/student teachers' protection, and it is important that the facilitator be notified immediately of noncompliance.

ELECTRONIC MEDIA POLICY

Electronic media includes all forms of social media, such as text messaging, instant messaging, electronic mail (e-mail), Web logs (blogs), electronic forums (chat rooms), video-sharing Web sites, editorial comments posted on the Internet, and social network sites. Electronic media also includes all forms of telecommunication, such as landlines, cell phones, and Web-based applications.

UT teacher preparation students must read and understand school district electronic media policy. UT teacher preparation students must receive written permission from their cooperating teachers before any exchange of electronic media occurs with students. If permission is granted, electronic media may be used to communicate with students currently enrolled in school about matters within the scope of the UT teacher preparation student intern/student teacher responsibilities. UT teacher preparation students' use of electronic media to communicate with currently enrolled students for social reasons is prohibited.

If a UT teacher preparation student chooses to use a social network site or similar media for personal purposes, the UT teacher preparation student is responsible for the content and is responsible for maintaining privacy settings appropriate to the content.

Per Texas Administrative Code (Title 19, Part 7, Chapter 247, Rule 247.2), UT teacher preparation students shall comply with the Code of Ethics and Standard Practices for Texas Educators. UT teacher preparations students shall also comply with standards of conduct set out in this policy and with any other policies, regulations, and guidelines that impose duties, requirements, or standards attendant to their status as UT teacher preparation interns/student teachers. Violation of any policies, regulations, or guidelines may result in disciplinary action, including termination from the teacher certification preparation program.

___DRESS

First impressions are extremely important in the public schools. Interns/student teachers should dress like professionals at all times. This is not to suggest that interns/student teachers have to purchase an expensive wardrobe. It is advisable, however, that interns/student teachers observe what faculty members wear and dress accordingly. Good grooming is part of an intern's/student teacher's professional image. As guests in the schools, we must honor administrators' requests that we have a professional appearance on their campuses. Dress must comply with AISD policy (found at the end of this document) or to the district assigned.

___CALENDAR

University regulations require that all instructors follow the course schedule as printed unless all students in a given course agree at the beginning of the semester to a modified schedule. There may be times when the University has a holiday and the schools are in session. Students cannot be required to attend their intern/student teaching assignment on these days. However, for many interns/student teachers, this break in contact with the classroom could interfere with a sequence of instruction. In these cases, the intern/student teacher may wish to proceed with intern/student teaching. If the intern/student teacher does take the University holiday, then she/he is required to provide the cooperating teacher with lesson plans for these days so that the absence will not be detrimental to the children. For those days on which the school district has a holiday and the University is in session, the facilitator will require interns/student teachers to attend sessions on campus. No interns/student teachers will be excused on these days. If the school or school district is conducting in-service sessions on these days, then the interns/student teachers are expected to attend these sessions unless specifically requested not to attend by the school district, university coordinator or building principal.

___ABSENCES

Perfect attendance during the internship/student teaching is expected. The period of time spent in the classrooms this semester is minimal, yet critical. It is very important that the interns/student teachers be present at all times during this part of their training program. If an intern/student teacher must be absent, she/he will need to contact both the cooperating teacher and the facilitator as soon as possible. Coordinators may require missed days to be made up at the end of the semester. Interns/student teachers are expected to be in the school for the entire designated period (not always a full school day) and to follow the school's faculty handbook for the times they are to report to and leave the school. Tardiness is unacceptable.

It is understood that the following field experiences include these minimum time requirements for proceeding on through the PDS:

- Semester 1: 12 weeks (+3 supplementary weeks); 1.5 days/week in the field
- Semester 2: 12 weeks (+3 supplementary weeks); 2 days/week in the field
- Semester 3: 13 weeks (+2 supplementary weeks); 5 days/week in the field

(Supplementary time is added to provide extra teaching opportunities, as well as accommodate either developmental needs of preservice teachers or any absences.)

If for some reason the intern/student teacher must be absent, she/he must notify both the cooperating teacher and facilitator as far ahead of time as possible. The intern/student teacher should also assume responsibility for sending plans and/or materials to the school, if such was her/his responsibility for that day. Failure to notify the specified individuals may result in the termination of the intern/student teacher assignment. It is the responsibility of each student to notify the facilitator and cooperating teacher in advance that she/he will be absent from class for a religious holiday and to receive advance approval for scheduling make-up time and work.

If, at any time, in the judgment of the facilitator and/or cooperating teacher, an intern's/student teacher's absences are excessive, the intern/student teacher assignment may be terminated.

___ GRADES / COURSE LOAD

Interns must pass the field experience component of the first semester to receive credit for EDC 371G, Teaching Young Children in Groups, as well as the field experience component of the second semester to receive credit for EDC 331E Classroom Management and School Organization. Student teachers must pass the field experiences component of the third semester's work in order to receive credit for the practicum course. The program coordinator will submit a pass/fail report to the instructors before the grades are due at the end of the semester.

Students must maintain a minimum of a 2.5 GPA at all times during the PDS. If the GPA falls below this minimum, the intern/student teacher will be terminated from the PDS.

Students must earn a minimum grade of 'C' in each of the PDS courses. Courses receiving a 'C-' grade or below or an incomplete 'X' will need to be repeated before progressing to next semester of the PDS.

All PDS classes and internships (field experiences) must be passed in order to progress through the sequence. If a PDS course is not successfully completed, the intern/student teacher will not be permitted to continue in the PDS until that course is passed.

Interns/student teachers are not allowed to take any coursework outside of the PDS courses without prior approval from an academic advisor and the Director of Education Services.

___ CRITERIA FOR ADVANCING THROUGH THE PROFESSIONAL DEVELOPMENT SEQUENCE (PDS)

The coordinator is responsible for overseeing the readiness of each preservice teacher to progress through the PDS. These decisions are based on coursework (including attendance and quality participation in classes), performance in the field, and professionalism

(promptness, receptivity to facilitator and cooperating teacher guidance, maintaining professional confidentiality in and out of school, and lesson preparedness).

In the event that the coordinator identifies any of the above areas as problems; the intern/student teacher may be placed on an Individualized Performance Plan (IPP) that identifies specific objectives and guidelines. Strict compliance to the IPP will be necessary in order for the intern to advance or the student teacher to pass. In cases dealing with serious offenses, the intern's/student teacher's field experience and continuation through the PDS may be terminated without an IPP.

It is important to know that we are guests invited by the administrators and cooperating teachers. We have articulated with them our understanding about our role as interns/student teachers in their classrooms. This means that we should take every precaution not to overstep our position as learners. Ultimately, the teacher is responsible for his/her classroom, and our words and actions should reflect our respect for that responsibility. If an intern/student teacher experiences difficulty in a placement, he/she should first try to diplomatically and respectfully talk with the cooperating teacher. If the intern/student teacher feels that additional support is needed, he/she should refer to the Chain of Support model below.

Intern / Student Teacher → Cooperating Teacher → University Facilitator → Cohort Coordinator → Director of Education Services → Associate Dean for Teacher Education

If an intern/student teacher receives an incomplete 'X' in a course, the student must complete the requirements for the course *and* the instructor must report a final course grade by the last date for grade reporting of the following long-session semester, or an 'F' will be recorded as the final grade in the course. The 'C' rule and GPA requirements apply for PDS advancement, as well.

___SUBSTITUTE TEACHING POLICY

Interns may not serve as substitute teachers during the days and times required for their internships. **Student teachers** may be permitted to substitute for their mentor teacher for a few days. This usually occurs after the mid-term point.

___CONFIDENTIALITY

Interns/student teachers are reminded that all student-related information is confidential by law. Students' names should remain anonymous in class discussions, as well as student projects and papers that are required as part of coursework or field experiences. Student information should never be shared outside of the PDS classes or with any person not entitled by law to such information.

___USE OF SCHOOL MATERIALS

Instructional materials prepared using supplies provided by the school usually remain with the school at the completion of the intern/student teaching assignment. If an intern/student

teacher knows that she/he will want to keep some of the instructional materials for her/his own use, she/he must check the school's policy and then decide whether to purchase the necessary supplies outside of the school.

___STUDENTS' MEDICATIONS

University policy and most school policy do not permit preservice teachers to administer medicine (either prescription or over-the-counter) to students at any time.

___STUDENT DISCIPLINE

Corporal punishment (even in the mildest form) is not permitted at any time. Be very careful of the ways in which you touch your students, especially when you become angry or frustrated.

___OTHER PHYSICAL CONTACT WITH STUDENTS

Check with the school faculty and/or administration for appropriate physical contact guidelines pertinent to the age group with which you are working.

___INJURIES INVOLVING BLOOD

Care should be taken when coming in contact with student blood. It is advisable to use gloves. This is true for handling young students losing teeth.

___TRANSPORTING STUDENTS

Do not drive your own car to take students on a field trip or to deliver them anywhere away from campus. You could be legally liable for any accidents or injuries.

___SUGGESTIONS

The University welcomes any suggestions you might have for the improvement of field experiences or its programs in general. If you have questions or suggestions regarding field experiences, please feel free to contact the Director of Education Services at 471-1511.

___TEXAS ADMINISTRATIVE CODE

TITLE 19 EDUCATION

PART 7 STATE BOARD FOR EDUCATOR CERTIFICATION

CHAPTER 247 EDUCATORS' CODE OF ETHICS

RULE §247.2 Code of Ethics and Standard Practices for Texas Educators

(a) 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.

Enforceable Standards.

1) Professional Ethical Conduct, Practices and Performance.

- A) 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.
- B) 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.
- C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
- D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.
- E) 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.
- F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.
- G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.
- H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
- I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
- J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

- K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.
- L) 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.
- M) Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

2) Ethical Conduct Toward Professional Colleagues.

- A) 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.
- B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.
- C) 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.
- D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.
- E) 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.
- F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
- G) 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.

3) Ethical Conduct Toward Students.

- A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
- B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly 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.
- C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent

facts regarding a student.

- D) 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.
- E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.
- F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.
- G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.
- H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.
- I) 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.*

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242

___AUSTIN ISD EMPLOYEE STANDARDS OF CONDUCT

DRESS CODE

Employees shall act as role models by exemplifying the highest standard of professional appearance for the educational purposes of teaching community values and proper grooming and hygiene.

STAFF: GENERAL GUIDELINES

The dress and grooming of District employees shall be clean, neat, in a manner appropriate for their assignments, and in accordance with the following standards. *In general, anything that may cause students to be distracted should not be worn. Always err on the more conservative side.*

1. Dresses and all outer garments shall fit properly and be of an acceptable length.
2. Halters, tank tops, see-through garments, or clothing with revealing/provocative necklines, bare backs, bare midriff, or spaghetti straps shall not be permitted. In addition, clothing with symbols, phrases, or slogans advertising tobacco, alcohol products, or any controlled substances are unacceptable.
3. If shirttails are made to be worn tucked in, they must be tucked in. If shirttails are worn in, and pants are designed to be worn with a belt, a belt or suspenders shall be worn.
4. No hats, caps or other head coverings shall be worn inside the building.
5. Hair shall be clean, neatly trimmed and well-groomed.
6. Beards and mustaches shall be allowed if they are neatly trimmed.
7. Footwear shall exclude flip flops and slippers.
8. Clothing that reveals undergarments shall not be worn.
9. Hemlines for skirts and dresses should be long enough not to be distracting.
10. Shorts, leggings, warm-ups, spandex or similar tight pants, exercise clothes, or any garment that may appear to be an undergarment are unacceptable.
11. Jeans may be worn on days designated by the principal or supervisor, designated spirit days, and teacher in-service days.
12. All administrative staff are expected to dress in a professional manner. Male administrative staff are encouraged to wear shirts and ties.
13. Male instructional staff shall be expected to wear slacks and collared shirts or other appropriate professional attire. Ties are encouraged and may be required by the principal. Acceptable alternatives for shirt and tie are shirt and pullover sweater or turtleneck sweater and sport coat.
14. Jewelry shall not be worn in a visible pierced area other than the ear.

EXCEPTIONS TO THE GUIDELINES

1. Physical education staff may choose to wear appropriate attire, approved by the administration, during the physical education instructional period.
2. Instructors in shop courses may wear aprons, smocks, or overalls during the instructional period.

3. Auxiliary employees in maintenance, custodial, transportation, food service, and positions requiring uniforms are exempted from the general guidelines, but shall comply with dress and grooming guidelines specified by their supervisors in the handbooks for those positions.
4. Exceptions to these general guidelines are to be made as necessary to allow staff to observe religious customs or beliefs and as necessary to accommodate medical needs.

POLICIES AGREEMENT

I understand and agree to adhere to all of the policies and procedures in this document.

Intern/Student Teacher Signature _____ Date _____