

# Student Teacher Handbook

## UTeach – Liberal Arts (UTLA)



**THE UNIVERSITY OF TEXAS AT AUSTIN**  
**WHAT STARTS HERE CHANGES THE WORLD**

**Student Teacher Handbook**

The University of Texas at Austin

College of Liberal Arts

UTeach-Liberal Arts

Tina Melcher, Director

**I. General Information**

• Introduction .....	3
• Responsibilities of: .....	3
○ Student Teacher .....	3
○ Cooperating Teacher .....	4
○ Field Supervisor .....	4
• Your Assignment .....	5
• Professional Liability .....	5
• Calendar .....	5

- Absences ..... 6
- Student Teaching Final Evaluation ..... 6
- Additional Responsibilities ..... 6

## II. Resources

- Applying for Certification ..... 8
- Career Services ..... 8
- Financial Aid ..... 9

## III. Program Policies

- Program Requirements ..... 10
- Coursework Policies and Guidelines ..... 10
- Academic and Performance Policies and Guidelines ..... 11
- Field Experience Policies ..... 13
- UTL 360 & 670 Evaluations ..... 14
- Electronic Media Policy ..... 14
- Code of Ethics Policy ..... 15

## IV. Educators' Code of Ethics

- Rule §247.1 Purpose and Scope; Definitions ..... 16
- Rule §247.2 Code of Ethics and Standard Practices for Texas Educators ..... 19

## Appendix

- UTeach-Liberal Arts Administration and Contact Information ..... 22

## Section I: General Information

### INTRODUCTION

Student teaching is one of the most rewarding experiences in your professional development as a teacher. It will provide you with many opportunities to develop your talents and skills.

Everyone associated with the program is committed to helping you become a professional teacher. This handbook contains critical information and guidelines designed to help you achieve success during student teaching.

### RESPONSIBILITIES

Your commitment and dedication to meeting the following responsibilities is key to your success during student teaching. Your Cooperating Teacher and Field Supervisor will also work to fulfill their own responsibilities to help you.

In the event that a problem arises, please notify your UTLA Clinical Professor, Cooperating Teachers, Field Supervisors or UTLA staff immediately. Your concerns will be kept confidential.

***Do not wait until the end of the semester to seek assistance with a lingering problem or misunderstanding.***

#### Student Teacher Responsibilities

1. Recognize and accept that the Cooperating Teacher has the ultimate responsibility for what you may or may not do in the classroom.
2. Know and follow the rules, regulations, and policies of the district and school. This includes the use of any and all confidential information you may obtain through student records, conversations, etc.
3. Maintain an ethical and professional attitude toward all members of the school community. Utilize discretion with reference to students, teachers, staff, and/or administrators during conversations at all times.
4. Make yourself available for regular planning and feedback sessions with your Cooperating Teacher and Field Supervisor.

5. Submit your lesson plans a minimum of 48 hours in advance of teaching assignments and share copies with the Cooperating Teacher and Field Supervisor. Some districts may require earlier submission of lesson plans.
6. Attend all scheduled student teaching and related seminars.
7. Dress in a professional manner.
8. Meet the principal and assistant principal(s) and become familiar with the school climate and culture.
9. Your placement may lead to potential employment. Always be professional.
10. A violation of any UTeach-Liberal Arts, university, district, or campus policy, regulation, or guideline may result in disciplinary action, including termination from the program. If your actions cause you to be removed from your placement, you will be terminated from the UTeach-LA Program.

## **Cooperating Teacher Responsibilities**

1. Accept the student teacher as a professional. Introduce the student teacher to the class on the first day of attendance.
2. Give the student a “tour” of the school. Identify the copy room, teacher’s lounge, where and how to buy lunch, and available resources or materials.
3. Introduce your student teacher to the principal, assistant principal(s), administrative observer, secretaries, custodians and other essential staff.
4. Acquaint the student teacher with materials and resources available in the school.
5. Encourage the student teacher to be creative and try new teaching strategies.
6. Require lesson plans from the student teacher 48 hours in advance of the teaching assignments, in addition to following all district and campus policies regarding lesson plan submission.
7. Allow the student teacher to assume responsibilities as the student teacher exhibits the readiness to do so.
8. Observe the student teacher’s presentation of lessons on a regular basis and provide a written copy of the observation to both the student teacher and Field Supervisor.
9. Provide an organized feedback session for each observation (in addition to incidental observations and remarks) and provide the student teacher and Field Supervisor with a written summary of the results.
10. Conduct regular cooperative planning sessions with the student teacher. There should be one session at the beginning of the semester followed by weekly and/or daily sessions.
11. Complete two student teaching evaluation forms, the Formative Assessment at mid-semester and the Summative Assessment at the end of the semester, and discuss each evaluation with the student teacher. The Field Supervisor must be present at both these evaluations. The Field Supervisor and the Cooperating Teacher must each prepare and sign their own Formative and Summative evaluation. At mid-semester, the Formative Evaluation identifies and offers concrete suggestions for improvement, documented in writing for the parties involved.

## **Field Supervisor Responsibilities**

1. Help in the placement of student teachers as specified by the UTLA Clinical Professor. This help includes identifying and referring excellent Social Studies, English, and LOTE teachers known to the observer as well as working to identify others on each campus.
2. Establish email communication with your students and the student's CT early in the semester. The Observer's letter of introduction to the student should include a request for the initial observation at a time when both the student teacher and CT can meet briefly, immediately before the first observation.
3. Observe each student teacher on a regular basis and provide the student teacher a written account of the observation. Observations occur 4 – 7 times during the semester, based on student need.
4. Conduct an individual feedback session after each observation and provide the student teacher (and the CT when appropriate) with a written summary of the results.
5. Help individual student teachers with problems that may arise in the student teaching assignment. If problems warrant attention, contact the subject area UTLA Clinical Professor and/or the program advisor.
6. Provide guidance to both the student teacher and Cooperating Teacher with respect to the pacing of observations.
7. Conduct a three-way FORMATIVE (mid-term) and three-way SUMMATIVE (final) conference with the Cooperating Teacher and student teacher to discuss the evaluation of the student teacher.
8. Keep a file of written memos, announcements, and all communication pertaining to your responsibilities.
9. Meet deadlines as established by UTLA.
10. Communicate with the UTLA subject area Clinical Professor on a regular basis to ensure that both of you are up-to-date on the student teacher's progress.

## **YOUR ASSIGNMENT**

Your student teaching assignment has been made with much care and attention to many factors. Adjustments in assignments are not made after student teaching begins except for unusual circumstances.

It is important for you to recognize that you are a guest in the school and that your Cooperating Teacher bears the responsibility of determining what is best for the teacher's students. The classroom teacher's decision about what you may or may not do is final. If you demonstrate

competence, responsibility, and tact, you will likely have many opportunities to try innovative teaching strategies. If you have any problems, be sure to inform your UTLA Clinical Professor.

## **PROFESSIONAL LIABILITY**

As a student teacher, you are entitled to the same protection of law accorded to the Cooperating Teacher and the principal in the school where you are assigned. 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 has not provided you with liability insurance, and you may want to look into insurance coverage offered by organizations such as ATPE, TCTA, and other professional teacher organizations. This means that in the weeks before taking over teaching the classes full time, you should not be left alone on a regular basis with your class for extended periods of time. In addition, you should not be left alone on a field trip with a group of students without a licensed teacher. These rules are for your own protection, and it is important that you alert any member of the UTLA faculty or staff immediately if they are violated.

## **SUBSTITUTING DURING FIELD EXPERIENCE**

School districts in the area have different policies when it comes to substitute teaching. UTLA's policy is that student interns and student teachers may not serve as substitute teachers during the days and times required for their field experience.

If you have been approved as a paid substitute teacher in the district in which you are student teaching, you may substitute after your student internship and student teaching experience is complete.

## **CALENDAR**

University regulations require that instructors follow the University 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. You cannot be required to attend your student teaching assignment on these days. However, this break in your contact with the classroom could interfere with a sequence of

instruction. In these cases, you may wish to proceed with your student teaching. If you do take the University holiday, then you are required to provide the Cooperating Teacher with lesson plans so that your absence will not be detrimental to the children. If the school or school district is conducting in-service sessions, then you are expected to attend these sessions unless the school district has specifically requested that you NOT attend.

## **ABSENCES**

You are expected to be in the school for the entire day, every day, and to follow the faculty handbook of your school for the times you are to report in and leave school. As a professional educator, you are expected to arrive well in advance of your assigned hours.

Your goal is perfect attendance during student teaching. If you must be absent, you must notify your Cooperating Teacher and your UTLA Clinical Professor—and Field Supervisor if an observation is scheduled—as soon as possible. Enter your CT's and Field Supervisor's phone numbers into your address book.

Days that you miss must be made up at the end of the practicum. All absences must be made up in consultation with your UTLA Clinical Professor, Field Supervisor, and Cooperating Teacher. You should also assume responsibility for sending plans and/or materials to the school if such was your responsibility for that day.

Absences include, but are not limited to, illness, out-of-town job interviews, and religious holidays. In the case of religious holidays, it is the responsibility of each student to notify your Cooperating Teacher, UTLA Clinical Professor, and Field Supervisor, in advance, that you will be absent from class on a religious holiday and to receive, in advance, their approval for scheduling make-up time and work.

Attendance and punctuality will be evaluated on an ongoing basis. Absences and tardiness can result in the termination of your placement. Failure to notify the individuals specified above may result in the termination of your assignment.

Attendance documentation must be verified and signed by the Cooperating Teacher and/or the Field Supervisor at the Formative and Summative conferences.

## **STUDENT TEACHING FINAL EVALUATION**

A copy of the student teaching Summative Evaluation form is available in the “Current Students” section of the UTLA website. At the end of the semester, the form will be completed by your Field Supervisor and Cooperating Teacher. You should become familiar with this form and seek feedback from your Field Supervisor and Cooperating Teacher throughout the semester with respect to your progress in the categories included.

At the end of the semester, you are entitled to see both evaluation forms and sign them. Your signature merely indicates that you have seen them and not that you necessarily agree with them.

You can usually expect that the evaluation by your Field Supervisor will vary somewhat from that of the Cooperating Teacher. They will have seen you at different times doing a variety of lessons and duties, so undoubtedly they will develop some different impressions. However, this should not result in substantial disagreements.

## **ADDITIONAL RESPONSIBILITIES**

1. Outside activities (e.g., employment, sports, sororities, fraternities, student organizations) should be held to a minimum during student teaching. During this semester, your first responsibility is to the students you teach. Outside responsibilities must not interfere with your student teaching responsibilities.
2. Instructional materials prepared using supplies provided by the school usually remain with the school at the completion of the student teaching assignment. If you know that you will want to keep some of the instructional materials for your own use, check with your school's policy and then decide whether you will want to purchase the necessary supplies yourself.
3. Administering prescription or over-the-counter medicine to your students is prohibited. Even if your Cooperating Teacher gives you permission, you must decline. Cite University policy as your reason for doing so.
4. Take care when coming in contact with injuries involving student blood, and always use protective hand covering. Students must follow district/campus policy anytime they come in contact with blood or any other potentially harmful substances.
5. Corporal punishment (even in the mildest form) is not permitted at any time. Refrain from any bodily contact with your students unless an emergency requires it.

6. Providing student transportation to and from campus is prohibited. You will be held legally liable for any accidents or injuries.
7. Students will not be allowed to substitute for their Cooperating Teacher
8. You are encouraged to grade papers only for the students you are teaching. If you have questions, contact your UTLA Clinical Professor or Field Supervisor.
9. Dress professionally at all times. This is not to suggest that you have to purchase an expensive wardrobe, but professional attire is expected. Good grooming is part of your professional identity. Please refer to your district/campus teacher dress code and exceed the expectations.

## Section II: Resources

### APPLYING FOR CERTIFICATION

Students begin the certification process during the UTL 640 semester and complete it during their Student Teaching semester (UTL 360/670). Guidance on the certification process will be provided to students during the UTL 640 class.

#### To be eligible to apply for certification, students must:

1. Successfully complete all coursework for the UTeach-Liberal Arts Program and the degree program;
2. Successfully complete the appropriate certification exams (i.e., TExES, ExCET, TOPT, etc...);
3. Submit a complete application and fees to the State Board for Educator Certification (SBEC).

#### Exam Registration and Application Process:

1. Students are required to create an account with the State Board for Educator Certification (SBEC) via the TEA Login website, or TEAL (<https://pryor.tea.state.tx.us/>), prior to registering for certification exams and applying for certification. Upon creating an account students receive a TEA identification number. A TEA ID is required for both exam registration and certification application.
2. Using their TEAL login, students can register for the certification exams. Certification exam dates and registration are available on the Educational Testing Service (ETS) website ([www.texas.ets.org/testdates](http://www.texas.ets.org/testdates)).
3. After passing the exams and receiving the test results, students formally apply for certification online via the TEAL website.\* Instructions for fingerprinting and submitting fees are included in the online application.
4. Additional information can be found on the College of Education website: <http://epc.edb.utexas.edu/education/cert/about/steps/>.

#### A student will become officially certified when:

1. He/she successfully applies for certification via the SBEC website;

2. He/she officially graduates and the degree is conferred;
3. UTeach-Liberal Arts verifies coursework for successful completion;
4. The College of Education has officially notified TEA of program completion.

*\* Students will have a three-year time frame after program completion and/or graduation in which to officially apply for certification. If a student does not apply within this three-year timeframe, he/she will be required to go through an appeals process, which may involve retaking certification exams or completing additional coursework, before being eligible for certification.*

*Additional information about certification procedures, including adding new levels or fields of certification by exam after receiving initial certification, is available on the FAQs section of the UTeach website: <http://liberalarts.utexas.edu/uteach/faq/common-questions.php>.*

## **CAREER SERVICES**

UTeach-Liberal Arts students are eligible to use career center resources provided by the College of Liberal Arts and the College of Education. Visit each career center for more information. Students may also contact UTeach-Liberal Arts faculty for additional career resource information. Refer to the *Contact Information* section of the handbook or visit <http://liberalarts.utexas.edu/uteach/faculty/index.php>.

### **College of Education Career Services**

ECS assists current students and alumni with the job search process. Services at ECS include résumé writing workshops, one-on-one résumé critiques, interview preparation workshops, individual mock interviews, school district panels, networking opportunities, and job fairs.

Contact ECS at (512) 471-1511 to schedule an appointment. Visit the ECS website to view upcoming events and additional career information:

<http://www.edb.utexas.edu/education/edServices/career/>.

### **Liberal Arts Career Services**

LACS assists students with every aspect of the job search process. Services at LACS include résumé writing, job interviewing, school district applications, and researching career options.

LACS also offers workshops, employer presentations, career fairs, and houses a resource library for professional research and exploration.

To schedule an appointment contact a Career Coach at (512) 471-7900. Visit the LACS website to view upcoming events, workshops and additional information:

<http://liberalarts.utexas.edu/lacs/>.

## FINANCIAL AID

### Student Teaching

During the Student Teaching semester most UTeach-LA students will be registered for nine (9) hours of upper-division UTeach-Liberal Arts coursework (UTL 360/670). UTeach-Liberal Arts students are **not** allowed to take coursework other than UTL 360/670 during the final student-teaching semester without approval from their UTeach-LA Clinical Professor and program advisor.

Financial aid will be proportionally adjusted based on the cost of tuition and actual hours enrolled. Students should contact Student Financial Services if they need more information on how this will affect them: <http://finaid.utexas.edu>. For students who receive financial aid, we recommend that they meet with their Financial Aid Counselor at least one full semester before Student Teaching to plan accordingly.

### Tuition Rebate *(for undergraduate students only)*

UTeach-LA undergraduates may be eligible for a tuition rebate of up to \$1,000 at graduation if they have attempted no more than eleven (11) semester hours beyond the minimum number of hours required for the degree. Current policy states, "If the student earned a bachelor's degree and a Texas teaching certificate concurrently, any required teacher education courses are not counted as hours attempted if they exceed the number of hours of free electives allowed in the bachelor's degree program." For more information, visit the College of Liberal Arts Tuition Rebate webpage: <http://liberalarts.utexas.edu/student-affairs/Graduation/Tuition-Rebate.php>.

## Section III: Program Policies

The following policies are excerpted from the UTeach-Liberal Arts Student Handbook. Policies in the Student Handbook apply to student teachers.

### PROGRAM REQUIREMENTS

To enroll in UTL 360 (Problems/Principles in Secondary Education) and UTL 670 (Directed Teaching in Secondary Schools), the following is required:

- Overall GPA of 2.75 or above
- GPA of 3.0 in certification area
- Grade of at least B in UTL 640

### COURSEWORK POLICIES AND GUIDELINES

#### Pass/Fail and Transfer Credit Policy

All courses required for UTeach-Liberal Arts – except UTL 670 – must be taken on a letter grade basis. UTeach-Liberal Arts courses that would be considered electives in a degree plan, for example ALD 322, must also be taken on a letter grade basis. In addition, students must be able to receive UT-Austin course credit for all transferred coursework. Example: A letter grade of “D” in HIS 309L from Austin Community College does not count as UT-Austin course credit.

#### Incomplete Grade Policy

Students who receive the symbol X (an incomplete grade) in any of the five core UTeach-LA sequence courses (UTL 101, 202, 640, 360/670), must complete the requirements for the course before the start of the next UTL course:

- Students who receive an “X” in one of the aforementioned courses, but plan to enroll in a subsequent UTL course the next semester must complete the course requirements *and* the instructor must report a final course grade by the 1<sup>st</sup> class day

of the following long-session semester. Any student who does not receive a grade of at least B in the incomplete course by the 1<sup>st</sup> class day will be dropped from his/her current semester's UTL course.

- Students who receive an "X" in one of the aforementioned courses, but do **not** plan to enroll in subsequent UTL courses the next semester are required to adhere to University policy:

***UT Policy:** If an undergraduate student receives the symbol 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.*

### **Course Substitution Policy**

Students wishing to substitute courses must submit a course syllabus and a detailed course description for the substituting course to the UTeach-Liberal Arts Program advisor. All substitutions must be approved by a UTeach-LA professor within the content area and the UTeach-LA Program advisor.

### **Student Teaching: Additional Coursework Policy**

Students are not allowed to take any coursework other than UTL 360/670 during the final student-teaching semester without approval from their UTeach-LA Clinical Professor and UTeach-LA Program advisor.

### **Student Teaching: Outstanding Coursework Policy**

Students are expected to complete all required coursework for the UTeach-Liberal Arts Program, for their major, and for graduation *before* their final student-teaching semester (UTL 360/670). Any student lacking coursework for his/her degree and/or certification must seek approval from the UTeach-Liberal Arts Program advisor to determine eligibility for enrollment in UTL 360/670. Students lacking coursework may be required to complete said coursework before beginning student teaching.

*Coursework for the UTeach-Liberal Arts Program is dictated by the Texas Higher Education Coordinating Board and the State Board for Educator Certification, not by University catalogs. Therefore, changes in requirements may be independent of major and University requirements and may take place at any time. Please contact the UTeach-Liberal Arts Program advisor for recent changes.*

## **ACADEMIC AND PERFORMANCE POLICIES AND GUIDELINES**

### **Overall GPA and Certification Area GPA Policy**

The UTeach-Liberal Arts advisor reviews the GPAs of all UTeach-LA students each semester. If either of a student's overall GPA or certification area GPA does not meet the UTeach-LA GPA requirements (see the *Program Requirements* section of the handbook), he/she must raise it to the required level or file an appeal to petition for continuation in the program:

- Students must contact the UTeach-LA Program advisor to receive the *Appeals Form*.
- GPA appeals deadlines vary per semester.\* The program advisor will contact students regarding deadlines.
- The *GPA Appeals Committee* will evaluate appeals packets and render decisions regarding continuation in the UTeach-LA Program.
- Students will be notified of the committee's decision before the beginning of each subsequent long semester.
- If a student successfully appealed in a previous semester and has an overall and/or certification-area GPA below the required minimum, that student will *not* be required to re-appeal *as long as* his/her GPA increases or remains the same. However, if the GPA decreases, the student will be required to re-appeal to be eligible for continuation.

***Be advised that going through this appeals process does not guarantee approval for continuation in the program.***

***\*Please note that appeals for the Professional Development Sequence are due to the program advisor no later than 5:00 pm on the last class day of the semester.***

### **Performance Standards Policy**

UTeach-Liberal Arts students who earn a letter grade of “B-” or below in UTL 101, UTL 202, and UTL 640 are automatically suspended from the program and need to re-apply to continue:

- The *Performance Standards Committee* chair will notify students within seven (7) calendar days of the grade posting.
- Re-application consists of a reflective essay that examines performance in the UTeach-Liberal Arts Program and why the student should be allowed to continue. Essay guidelines and instructions will be provided in the notification email.
- The *Performance Standards Committee* and UTeach-LA Director will conduct a review of the student’s UTeach-LA course records and reflective essay before rendering a decision regarding re-admission to the program.
- Deadline for essay submission is seven (7) calendar days before the first class day for fall and spring semesters. The student will be notified by the UTeach-LA advisor of the committee’s decision before the beginning of each subsequent long semester.

***Be advised that going through this appeals process does not guarantee approval for continuation in the program. Students who do not re-apply will be withdrawn from the program.***

### **Two-Attempt Policy**

No student may attempt any UTeach-Liberal Arts course (UTL 101, UTL 202, UTL 640, UTL 360/670) more than twice.

### **Individual Growth Plan (IGP)**

The purpose of an Individual Growth Plan (IGP) is to clearly identify any aspect of student performance in class or in fieldwork that is unacceptable, and to establish goals and target dates for improved performance. The IGP is a means to help students overcome particular problems and learn from their experience. Each IGP includes specific documented information of the unacceptable performance as well as a plan to guide the student towards resolution of the problem:

- Any UTeach-Liberal Arts Clinical Professor, Cooperating Teacher, Field Supervisor, or advisor working with a UTeach-Liberal Arts student may identify problem area(s)

for the individual student at any time. A student may also request an advisor refer him/her for evaluation (self-referral).

- The UTeach-Liberal Arts Clinical Professor documents each problem area and outlines a set of IGP guidelines, which include a description of performance issues, target goals and deadlines, and consequences for non-compliance.
- The student and instructor meet to discuss the IGP guidelines and sign the IGP. The student is expected to adhere to the IGP guidelines or face specific consequences outlined in the IGP. The student's instructor will monitor progress and meet with the student to discuss final resolution of the IGP.
- If a student does not wish to accept the terms of the IGP, he/she may appeal the IGP to the UTeach-Liberal Arts Director.

### **Oral and Written Language Proficiency Standards**

Clear, effective communication skills are necessary for success as a teacher. Occasionally students in the UTeach-Liberal Arts Program have difficulties with spoken or written English that may cause difficulties in communication with students, parents, or colleagues. The following is the procedure for identifying such students, determining the support that is needed, and helping them receive that support:

- Any UTeach-Liberal Arts Clinical Professor, Cooperating Teacher, Field Supervisor, or advisor working with a UTeach-Liberal Arts student may identify the student for evaluation. A student may also request an advisor refer him/her for evaluation (self-referral).
- The initial referral and documentation is submitted to the *Language Support Review Committee* chairperson. If further information is needed, the committee may schedule an interview with the student.
- The committee determines if support is needed, and if so, the nature of that support. If support is needed, the committee develops an Individual Growth Plan (IGP) for the student. Specific goals and target dates are detailed in the IGP.
- The student's instructor will monitor progress throughout the semester and submit work samples to the *Language Support Review Committee* for review. Further recommendations for support may result from that review.

Postbac students with a degree from a foreign university are required to take the TOEFL iBT exam. The minimum required score is 79 overall and minimum scores for writing and speaking sections are 27.

## **FIELD EXPERIENCE POLICIES**

### **Field Experiences Mission Statement**

Field experiences are an integral component of the UTeach-Liberal Arts Program and are built on strong collaborations with school districts. 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 UTeach-LA 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.

### **Criminal Background Check**

Texas Education Code § 22.083 authorizes a school district to obtain criminal history record information from any law enforcement or criminal justice agency on applicants, employees, or volunteers of the district. All UTeach-Liberal Arts students will undergo a Criminal History Record Information check each semester they participate in a UTeach-LA course that requires a field placement (UTL 101, 202, 640, 360, and 670). School districts may terminate a field placement and UTeach-LA will withdraw the student from the course, if offenses on a student's record do not comply with district or state policy. Students with felony convictions will not be allowed to participate in the UTeach-Liberal Arts Program.

Students may consult the Texas Education Agency website ([http://www.tea.state.tx.us/index2.aspx?id=5758&menu\\_id=846&menu\\_id2=794](http://www.tea.state.tx.us/index2.aspx?id=5758&menu_id=846&menu_id2=794)) to review a list of offenses that may prevent field placement or certification. Students with questions about their record should contact the Texas Department of Public Safety (<http://www.txdps.state.tx.us/>).

When applying for certification (after completion of the UTeach-Liberal Arts Program), the Texas Education Agency (TEA) will administer an additional criminal history check.

## **Personal Medical Information**

Some districts may require student interns and/or student teachers to provide proof of current vaccinations prior to entering the classroom. Refer to the specific independent school district policy prior to entering.

## **UTL 360 AND 670 EVALUATIONS**

The work in UTL 360 is designed to complement the UTL 670 field experiences. Course assignments will be based on class readings, effective integration of technology during student teaching, and attendance at mandatory meetings (e.g., orientations, critical-issues seminars, job-skills workshops). UTL 360/670 consist of three components on which student teachers will be evaluated:

### **Observations**

Student teachers will be formally evaluated four to seven times during the Teaching Practicum. These observations will be conducted both by a Field Supervisor and the student's Cooperating Teacher. After each formal observation, the Observer or Cooperating Teacher will provide verbal and written feedback.

### **Mid-Term Conference**

Student teachers will meet with a Field Supervisor and their Cooperating Teacher at mid-semester to discuss and assess the student teacher's progress. Assessment will be based on progress toward the Professional Development and Assessment Sequence (PDAS) teacher proficiencies listed in the Formative and Summative Evaluations (see the Current Students section on the UTeach-Liberal Arts website:

<http://liberalarts.utexas.edu/uteach/current-students/student-teachers.php>).

### **Summative Evaluation**

During the final weeks of UTL 360/670, a Field Supervisor and the Cooperating Teacher will meet with the student teacher to discuss the Summative Evaluation. This final assessment is based upon the following PDAS proficiencies: planning for learner-centered instruction, classroom environment, instruction and communication,

professional development and communication, subject matter knowledge and presentation, and Professional Development Sequence expectations.

## **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.

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

If a UTeach-LA student chooses to use a social network site or similar media for personal purposes, the UTeach-LA student is responsible for the content on the UTeach-LA student's page, including content added by the UTeach-LA student, the UTeach-LA student's friends, or members of the public who can access the UTeach-LA student's page, and for web links on the UTeach-LA student's page. The UTeach-LA student is also responsible for maintaining privacy settings appropriate to the content.

## **CODE OF ETHICS POLICY**

Per Texas Administrative Code (Title 19, Part 7, Chapter 247, Rule 247.2), UTeach-LA students shall comply with the Code of Ethics and Standard Practices for Texas Educators. UTeach-LA 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 UTeach-LA interns/student teachers. Violation of any policies, regulations, or guidelines may result in disciplinary action, including termination from the teacher certification preparation program.

## Section IV: Educator's Code of Ethics

Texas Administrative Code

TITLE 19 EDUCATION

PART 7 STATE BOARD FOR EDUCATOR CERTIFICATION

CHAPTER 247 EDUCATORS' CODE OF ETHICS

RULE §247.1 Purpose and Scope; Definitions

(a) In compliance with the Texas Education Code, §21.041(b)(8), the State Board for Educator Certification (SBEC) adopts an Educators' Code of Ethics as set forth in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators). The SBEC may amend the ethics code in the same manner as any other formal rule.

(b) 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 and good moral character. 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. This chapter shall apply to educators and candidates for certification.

(c) The SBEC is solely responsible for enforcing the Educators' Code of Ethics for purposes related to certification disciplinary proceedings. The Educators' Code of Ethics is enforced through the disciplinary procedure set forth in Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases) pursuant to the purposes stated therein.

(d) As provided in §249.5 of this title (relating to Purpose), the primary goals the SBEC seeks to achieve in educator disciplinary matters are:

(1) to protect the safety and welfare of Texas schoolchildren and school personnel;

(2) to ensure educators and applicants are morally fit and worthy to instruct or to supervise the youth of the state; and

(3) to fairly and efficiently resolve educator disciplinary proceedings at the least expense possible to the parties and the state.

(e) The following words, terms, and phrases, when used in this chapter, shall have the following meanings, unless the context clearly indicates otherwise.

(1) Abuse--Includes the following acts or omissions:

(A) mental or emotional injury to a student or minor that results in an observable and material impairment in the student's or minor's development, learning, or psychological functioning;

(B) causing or permitting a student or minor to be in a situation in which the student or minor sustains a mental or emotional injury that results in an observable and material impairment in the student's or minor's development, learning, or psychological functioning;

(C) physical injury that results in substantial harm to a student or minor, or the genuine threat of substantial harm from physical injury to the student or minor, including an injury that is at variance with the history or explanation given and excluding an accident or reasonable discipline; or

(D) sexual conduct harmful to a student's or minor's mental, emotional, or physical welfare.

(2) Applicant--A party seeking issuance, renewal, or reinstatement of a certificate from the Texas Education Agency staff or the State Board for Educator Certification.

(3) Code of Ethics--The Educators' Code of Ethics codified in this chapter.

(4) Complaint--A written statement submitted to the Texas Education Agency staff that contains essential facts alleging improper conduct by an educator, applicant, or examinee, the complainant's verifiable contact information, including full name, complete address, and phone number, which provides grounds for sanctions.

(5) Contested case--A proceeding under this chapter in which the legal rights, duties, and privileges related to a party's educator certificate are to be determined by the State Board for Educator Certification and/or the State Office of Administrative Hearings commencing when a petition is properly served under this chapter.

(6) Disciplinary proceedings--Any matter arising under this chapter or Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases) that results in a final order or finding issued by the Texas Education Agency staff, the State Office of Administrative Hearings, or the State Board for Educator Certification relating to the legal rights, duties, privileges, and status of a party's educator certificate.

(7) Educator--A person who is required to hold a certificate issued under the Texas Education Code, Chapter 21, Subchapter B.

(8) Endanger--Exposure of a student or minor to unjustified risk of injury or to injury that jeopardizes the physical health or safety of the student or minor without regard to whether there has been an actual injury to the student or minor.

(9) Good moral character--The virtues of a person as evidenced by patterns of personal, academic, and occupational behaviors that, in the judgment of the State Board for Educator Certification, indicate honesty, accountability, trustworthiness, reliability, and integrity. Lack of good moral character may be evidenced by the commission of crimes relating directly to the duties and responsibilities of the education profession as described in §249.16(b) of this title (relating to Eligibility of Persons with Criminal Convictions for a Certificate under Texas Occupations Code, Chapter 53), or by the commission of acts involving moral turpitude, but conduct that evidences a lack of good moral character is not necessarily limited to such crimes or acts.

(10) Intentionally--An educator acts intentionally, or with intent, with respect to the nature of his or her conduct or to a result of his or her conduct when it is his or her conscious objective or desire to engage in the conduct or cause the result.

(11) Knowingly--An educator acts knowingly, or with knowledge, with respect to the nature of his or her conduct or to circumstances surrounding his or her conduct when he or she is aware of the nature of the conduct or that the circumstances exist. A person acts knowingly, or with knowledge, with respect to a result of his or her conduct when he or she is aware that the conduct is reasonably certain to cause the result.

(12) Minor--A person under 18 years of age.

(13) Moral turpitude--Improper conduct, including, but not limited to, the following: dishonesty; fraud; deceit; theft; misrepresentation; deliberate violence; base, vile, or depraved acts that are intended to arouse or to gratify the sexual desire of the actor; drug or alcohol related offenses as described in §249.16(b) of this title (relating to Eligibility of Persons with Criminal Convictions for a Certificate under Texas Occupations Code, Chapter 53); or acts constituting abuse or neglect under the Texas Family Code, §261.001.

(14) Neglect--The placing or leaving of a student or minor in a situation where the student or minor would be exposed to a substantial risk of physical or mental harm.

(15) Recklessly--An educator acts recklessly, or is reckless, with respect to circumstances surrounding his or her conduct or the results of his or her conduct when he or she is aware of but consciously disregards a substantial and unjustifiable risk that the circumstances exist or the result will occur.

(16) Sanction--A disciplinary action by the State Board for Educator Certification, including a restriction, reprimand, suspension, revocation of a certificate, or a surrender in lieu of disciplinary action.

(17) State Board for Educator Certification--The State Board for Educator Certification acting through its voting members in a decision-making capacity.

(18) State Board for Educator Certification member(s)--One or more of the members of the

State Board for Educator Certification, appointed and qualified under the Texas Education Code, §21.033.

(19) Student--A person enrolled in a primary or secondary school, whether public, private, or charter, regardless of the person's age, or a person 18 years of age or younger who is eligible to be enrolled in a primary or secondary school, whether public, private, or charter.

(20) Texas Education Agency staff--Staff of the Texas Education Agency assigned by the commissioner of education to perform the State Board for Educator Certification's administrative functions and services.

(21) Worthy to instruct or to supervise the youth of this state--Presence of those moral, mental, and psychological qualities that are required to enable an educator to render the service essential to the accomplishment of the goals and mission of the State Board for Educator Certification policy and this chapter.

*Source Note: The provisions of this §247.1 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective December 26, 2010, 35 TexReg 11242; amended to be effective December 19, 2011, 36 TexReg 8530*

**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**

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.

(l) 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*

## Appendix: *UTeach-Liberal Arts Administration*

### DIRECTOR

**Tina Melcher**

[tmelcher@austin.utexas.edu](mailto:tmelcher@austin.utexas.edu)

(512) 232-2259

BEL 224

### FACULTY

**Julia Haug**

*Clinical Assistant Professor in  
English Education*

[jhaug@austin.utexas.edu](mailto:jhaug@austin.utexas.edu)

(512) 471-9216

BEL 224

**Michael López**

*Clinical Associate Professor in Social Studies &  
Middle School Education*

[lopezm@austin.utexas.edu](mailto:lopezm@austin.utexas.edu)

(512) 471-6540

BEL 224

**Kris Martin**

*Clinical Assistant Professor in Social Studies &  
Middle School Education*

[krismartin@austin.utexas.edu](mailto:krismartin@austin.utexas.edu)

(512) 232-4318

BEL 224

**Tina Melcher**

*Clinical Associate Professor in  
Social Studies Education*

[tmelcher@austin.utexas.edu](mailto:tmelcher@austin.utexas.edu)

(512) 232-2259

BEL 224

**Rosemary Morrow**

*Clinical Assistant Professor*

[rmorrow@austin.utexas.edu](mailto:rmorrow@austin.utexas.edu)

(512) 232-2789

BEL 224

**Rose Potter**

*Clinical Assistant Professor in Languages*

*Other Than English Education*

[rpotter@austin.utexas.edu](mailto:rpotter@austin.utexas.edu)

(512) 232-7359

BEL 224

## STAFF

### **Soo Aldrich**

*Senior Administrative Associate*

[saldrich@austin.utexas.edu](mailto:saldrich@austin.utexas.edu)

(512) 232-2143

BEL 224

### **Carlos Eric Bowles**

*Assistant Director & Academic Advisor*

[bowles@austin.utexas.edu](mailto:bowles@austin.utexas.edu)

(512) 232-3480

BEL 224

### **Lori Hahn**

*Administrative Assistant*

[lhahn@austin.utexas.edu](mailto:lhahn@austin.utexas.edu)

(512) 232-2789

BEL 224

## CONTACT INFORMATION

### **U.S. Mailing Address**

UTeach-Liberal Arts

The University of Texas at Austin

2109 San Jacinto Blvd., E3900

Austin, TX 78712

### **Campus Mail Code**

E3900

**Physical Location**

UT-Austin Main Campus  
Bellmont Hall, BEL 224

**Phone**

Tel: (512) 232-2789

Fax: (512) 232-4307

**Website**

<https://liberalarts.utexas.edu/uteach/>