



Teacher Education Programs Professional Development Certification

Curriculum & Instruction



College of Education

**Middle School and High School
Field-Based Day Programs**

Spring 2009

MS 4-8 AND HS 8-12 FIELD-BASED DAY PROGRAM

TABLE OF CONTENTS

I. Introduction

Mission Statement	2
Philosophy	3
State Board for Educator Certification Requirements	4
Texas Proficiencies for Teachers in Learner-Centered Schools	5
Middle School and High School Program Faculty.....	6

II. Teacher Education Programs Overview

University and General Program Policies.....	7-9
Program Coursework	
Middle School Program Block Sequence.....	10
Coursework Descriptions	11-12
TEXES Pedagogy and Professional Responsibilities 4-8 and Alignments.....	13-14
High School Program Block Sequence.....	15
Coursework Descriptions	16-17
TEXES Pedagogy and Professional Responsibilities 8-12 and Alignments.....	18-19

III. Resources

Directory.....	20
Office of Teacher Certification and Admission Services.....	21
Office of Field Experiences	22
Technology Integration	
1 Education Technology Resource Center (ETRC).....	23-24
2 Electronic Learning Community.....	25
3 Electronic Portfolio.....	26
4 Center for Distance Learning: WebCT.....	27
Texas Code of Ethics.....	28-29
Fitness to Teach Policy.....	31-37

INTRODUCTION

This handbook was developed by the Teacher Education School Program for the benefit of students. The Middle School and High School Programs are currently offered as day programs. The University of Texas-Pan American and the Middle School and High School Programs, under the accreditation of the State Board of Educator Certification reserve the right to change policies and curricular programs at their discretion. Such changes may be implemented without prior notice and may be applied to currently enrolled students. This handbook was approved by the Department of Curriculum & Instruction Faculty on 10/09/07.

MS 4-8 AND HS 8-12 FIELD-BASED
DAY PROGRAM

LETTER FROM THE DEAN



OFFICE OF THE DEAN
COLLEGE OF EDUCATION

THE UNIVERSITY OF TEXAS - PAN AMERICAN

1201 West University Drive • Edinburg, Texas 78541-2999 • Office (956) 381-3627 • Fax (956) 381-2184

A Letter from the Dean

Dear Intern:

You are about to embark on the profession that impacts all other professions. You have committed your life to the profession that will significantly impact all children. You have chosen the profession that will make all the difference in the world - TEACHING. As you begin the capstone course of your program, you will encounter challenges, obstacles and successes. Continue to move forward; look for mentors, both at your school and at UTPA. The faculties at UTPA are available to provide you with support and assistance for a successful semester. Best of luck and congratulations for selecting teaching as your life-long profession.

Sincerely,

A handwritten signature in black ink that reads "Salvador Hector Ochoa".

Salvador Hector Ochoa, Ph.D., Dean
College of Education

MISSION STATEMENT

The mission of the College of Education at the University of Texas Pan American is to continually improve the educational process in the College and the community through teaching, research, and service. The College values the rich cultural and linguistic history of the international border area and directs its program and course offerings toward the preparation of professionals for an increasingly diverse population of learners.



High School Program Mission/Goals

MISSION: Our mission is to prepare effective, informed, culturally responsive educators at the secondary level. We value and support a life-long effort to improve our practice and the profession. We are committed to being open to new ideas coming from current research designed to improve our practice and to raise the academic achievement of our students. We support educational collaborations with schools and communities.

GOALS

To increase the number of qualified, knowledgeable, and culturally responsive educators in south Texas.

To promote, acknowledge, and enhance the critical thinking skills and the content and pedagogical knowledge of pre-service teachers.

To promote a commitment to professional development throughout students' professional careers.

To support and encourage pre-service teachers to become advocates for their students, schools, and communities.



STATE BOARD FOR EDUCATOR CERTIFICATION REQUIREMENTS

General Provisions for educator preparation programs in Texas are defined by the Texas

Administrative Code Title 19 Part 7 Chapter 228 Rule §228. In order to ensure the highest level of educator preparation and practice, the State Board for Educator Certification (SBEC) recognizes that the preparation of teachers must be the joint responsibility of both preparation programs and local public schools. Among the rules governing preparation programs and local public schools. Among the rules governing preparation program are the following:

- ◆ Programs shall consist of on-going field-based experiences involving observation of classroom practices along with interaction with both teachers and students.
- ◆ Programs shall establish benchmarks and structured assessments for the candidate's progress throughout the program.

Educator preparation program students must comply with the Educator's Code of Ethics delineated in Chapter 247 Rule §247.2 of the Texas Administrative Code. The Texas educator must comply with standard practices and ethical conduct toward students, professional colleagues, school officials, and parents. As a Texas educator, accepting a position of public trust, students must obey the law, demonstrate personal integrity and exemplify honesty. Failure to meet the field-based experience component of the program or violation of the Educator's Code of Ethics may result in suspension from the program.



Headquarters:
SBEC
1701 North Congress Avenue
5th Floor

Mailing Address:
SBEC
Capitol Station
P.O. Box 12728

TEXAS TEACHER PROFICIENCIES FOR TEACHERS

Adopted by the State Board of Education in February 1994. These proficiencies guide pre-service preparation, professional development, and teacher appraisal practices for teachers in Texas. *The Learner-Centered Proficiencies for Texas Teachers* articulate a vision of a learning community in which success for students is paramount. These proficiencies reflect the desire of educators to work together to build learner-centered schools in which all educators and students are focused on learning.

PROFICIENCY #1

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

PROFICIENCY #2

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.

PROFICIENCY #3

Equity in Excellence for all Learners

The teacher responds appropriately to diverse groups of learners.

PROFICIENCY #4

Learner Centered Communication

While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.

PROFICIENCY #5

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

PROGRAM FACULTY

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Dr. Irma Guadarrama C&I Department Chair	EDCC 2.510	(956) 381-8792 guadarramain@utpa.edu
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II. Teacher Education Program Overview

UNIVERSITY POLICIES

For any university policy violation, proper action will be taken by program coordinator or designee in accordance to the Office of the Dean of Students, University Center 104 956/381-2262.

Academic Honesty

Academic honesty and integrity is expected of all students. This Program demands a high level of scholarly behavior and academic honesty on the part of all students. Examples of academic dishonesty include but are not limited to: (1) turning in work as original that was used in whole or in part for another course and/or instructor without obtaining permission; (2) turning in another person's work, in part or in whole, as your own; (3) copying from professional works without citing them; and (4) an form of cheating on exams or quizzes. Violations of academic integrity/honesty may result in receiving a zero on the particular assignment in question, receiving an "F" in the course, and/or possible suspension or expulsion from the University. This is a matter of professional ethics for anyone involved in the field of education.

Disability

If you have a documented disability which will make it difficult for you to carry out the work outlined and/or if you need special accommodations/assistance due to a disability, please contact the Office of Services for Persons with Disabilities (OSPD), Emilia Ramirez in Schunior Hall, Room 100 immediately. Appropriate arrangements/accommodations can be arranged.

Class Attendance

The student is expected to attend all classes and laboratory sessions/field experiences. It is the responsibility of the student to inform each instructor of absences. When, however, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of "DP" or "DF." A student who enrolls for a course and then does not attend is considered absent from class until the student officially drops the course. This policy is excerpted from Section 5.2.4 of the *Handbook of Operating Procedures* of The University of Texas-Pan American and the *University Catalog*.

GENERAL PROGRAM POLICIES

For any general program policy violation, faculty member, program coordinator, or designee will conference with student and complete a report (page 33) to be filed in student's record. Dependent on the severity of the infraction, policy violation may result in verbal documented warning to program probation.

1.1 Attendance/Tardy

Class attendance and absences are regulated by the following university policy:

MWF Classes:	3 absences allowed
TR Classes (all education classes):	2 absences allowed
Evening Classes:	1 absence allowed

It is important to understand that class attendance can be used by the instructor as one criterion for grading. *As such, be aware that an absence is an absence and there is no such thing as an excused absence at the university level.*

As a field-based program, students will be attending classes at the university campus and the public school setting. For MWF and TR courses the following attendance policy will be implemented:

TR	3rd Absence=letter-grade drop	MWF	4th Absence=letter-grade drop
	4th Absence=student dropped		5th Absence=student dropped

Please note that any student absent from Field Observations regardless of excused/unexcused, MUST make up hours of field experience missed. In accordance with the South Texas CPDT policies, students must meet designated hours of field observation per semester in order to complete the block. In addition to stated policy, hours missed from field observation must be made up by the student in order to progress to next block. For this reason, it is strongly advised not to be absent during field days if possible.

1.2 Field Experience Outcomes and Benchmarks

The Program field experience outcomes were developed to prepare pre-service teachers to build a pedagogical knowledge base of effective, research-based teaching practices in order to improve student learning. In addition, program benchmarks such as course midterms and final exams, are intended to determine the readiness of teacher candidates to take the certification assessment (TExES). In order to successfully progress through the program, field-based outcomes and program benchmarks must be completed by the teacher candidate. Failure to complete field-based outcomes or program benchmarks may result in receiving an Incomplete in the course.

1.3 Field Experience Program Component

In order to complete the field-based component of the program, all students must have a negative TB test record. In addition, students are subject to criminal record checks prior to participating in public school settings. To show completion of field-based experiences, students must successfully complete field-based outcomes in each course and must submit a Weekly Intern Log In Sheet to the supervising university instructor at the end of Field Experiences in each respective block.

PROGRAM POLICIES (Continuation)

1.4 Two "C" Rule

Students who make two C's in any one Block, will be placed in probationary status and may not continue to the next Block. Student will be required to retake either course of which C was received before progressing to the next Block. Once student receives a B or higher in either course, the student may continue with the next Block.

1.5 GPA

In order to meet program requirements, students must have a 2.5 GPA at the end of Block II in order to proceed with Student Teaching, Internship II. Failure to do so may result in being placed in probation and may not continue to Student Teaching, Internship II until a GPA of 2.5 is acquired.

1.6 TExES Testing Protocol

During the Block II semester (Fall), students must register for the TExES 110 PPR 4-8 or TExES PPR 8-12 Representative Exam. A release form may be picked up in the Office of Field Experiences. Once the Representative Exam has been taken, the student is responsible for registering for the TExES PPR 4-8 or TExES 8-12 via SBEC (State Board of Educator Certification) website for the last administration during the Block II semester. At the beginning of the Internship II semester (Student Teaching), students must follow the same procedure to take the TExES content test. Check respective departments for procedures. The Representative Exam must be taken first and then the student must register for the actual TExES via SBEC website. For more information and specific exam registration deadlines regarding the Representative Exam, visit http://www.utpa.edu/dept/altcert/TE_REP_EXAM.htm

1.7 Internship II: Student Teaching

Students must apply for Internship II with the Office of Field Experiences when they have completed all the education coursework on their degree plan except for EDMS 4398 and EDMS 4399 or EDHS 4398 and EDHS 4399. During Student Teaching/Internship II, (which can be taken spring or fall), students are required to gradually gain full responsibility of a public school classroom for a total of 12 weeks. During this semester, students will be assigned a university supervisor to oversee planning, action research progress, and formally observe students using the Assessment of Learner-Centered Instruction Form.

**MS 4-8 AND HS 8-12 FIELD-BASED
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PROGRAM COURSEWORK

MIDDLE SCHOOL PROGRAM BLOCK SEQUENCE (4-8)

BLOCK I : Spring or Summer I	BLOCK I : Summer II	BLOCK II: Fall Only	BLOCK III: Spring or Fall
<p>EDMS 3353 Young Adolescent Development and Learning</p> <p>EDMS 3354 Middle School Curriculum Development and Assessment</p>	<p>READ 3325 Cognitive Development and Reading Comprehension</p> <p>READ 3326 Reading Across the Curriculum in Content Areas</p>	<p>EDMS 3355 Instructional Technology Methods and Classroom Management for Middle School</p> <p>EDMS 3305 Instructional Methods for ELL Learners and Students with Exceptionalities in Middle School</p>	<p>EDMS 4398 Seminar</p> <p>EDMS 4399 Internship Supervision</p>
		<p>*TExES PPR last administration</p>	<p>Apply one semester before.</p>

New Block Sequence Approved 11/7/06 by C&I Faculty and Department Chair

COURSE DESCRIPTIONS

READ 3325 Cognitive Development and Reading Comprehension [3-0]

Fall, Spring

Examination of principles of comprehension; factors that affect comprehension of text; cognition and reading comprehension; components of the learner-centered instructional program of reading comprehension and the correlation of reading processes to the writing processes; analysis of comprehension processes as they apply to various text structures; extending and enriching reading comprehension through literature; diagnostic and prescriptive processes as they pertain to literal, interpretive and evaluative comprehension processes. (Field-Based Approved Course.)

READ 3326 Reading Across the Curriculum Content Areas [3-0]

Fall, Spring

Analysis of research, study and library skills; examination of reading as applied to the various content areas with focus on effective reading processes across text types and subject specific vocabulary. Prerequisites: READ 3323 and READ 3325.

EDMS 3305 Instructional Methods for English Language Learners and Learners with Exceptionalities [3-0]

In Middle Schools

Fall, Spring, Summer

Designed for the prospective middle school teachers, this field-based course explores contemporary first and second language acquisition theories as they relate to instruction in content area classrooms in middle schools. Students will have the opportunity to learn to assess students' special needs whose first language is not English and those with exceptionalities. They will also study the integration of research-based practices for promoting literacy and language development in their teaching. This course also provides methods on motivating and involving English Language Learners (ELLs) and students with exceptionalities, providing future teachers with practical strategies to evaluate and teach struggling readers by linking assessment and instruction.

EDMS 3353 Young Adolescent Development and Learning [3-0]

Fall, Spring, Summer

This field-based course is centered on concepts, principles and theories of young adolescent development and learning differences of middle school students. It specifically focuses on the intellectual, physical, social, emotional and moral implications of these differences for teaching, learning and school organization. Students will study a variety of instructional strategies that take into consideration and capitalize upon the developmental characteristics of the middle school age group. Young adolescent development is the framework to understand the middle school concept and organization and how to work successfully within these organizational components in the 21st century. This course also considers issues of young adolescent health, sexuality, needs and their development within classrooms, families, peer groups, communities and society.

COURSE DESCRIPTIONS, Continuation

EDMS 3354 Middle School Curriculum Development and Assessment [3-0]

As scheduled

This field-based course examines major concepts, principles, theories and research related to middle school curriculum development, including how the middle level curriculum should be relevant, challenging, integrative and exploratory. It focuses on the interdisciplinary nature of knowledge making connections among subject areas when planning curriculum. It also addresses how to incorporate all young adolescents' ideas, interests and experiences into the curriculum, and how to implement a variety of developmentally responsive assessment measures (e.g., portfolios, authentic assessments, student self-evaluation). This course also describes the role of assessment in guiding instructional planning and the importance of creating assessments that are congruent with instructional goals and objectives. Specifically, it will address formal and informal assessment strategies used (advantages and limitations) to evaluate learning and teaching that ensure the continuous intellectual, social and physical development of all young adolescents. Finally, the course also focuses on the connection between the Texas statewide assessment programs, the TEKS, instruction and illustrates examples on how to use common statistical measures to analyze assessment data and maintain useful records to communicate such information knowledgeably.

EDMS 3355 Instructional Technology Methods And Classroom Management for Middle School Classrooms [3-0]

Fall, Spring, Summer

This field-based course examines when and how to integrate technology into curriculum development, instruction and assessment and how to effectively organize and manage a middle school classroom. It presents the background on technology's role in middle school education and describes learning theories and teaching/learning models related to technology integration. This course discusses how technology and media are used to support instructional goals and objectives to engage students in meaningful learning, including the growing importance of connecting people and resources for a technology-permeated future (World Wide Web, distance-learning technology, etc.). Infusion of instructional technology across content areas will be emphasized, presenting examples of technology resources and integration strategies for several different content areas. Also, course focuses on practical applications of a learner-centered curriculum, classroom organization and management.

EDMS 4398 Integrated Internship II: Seminar-Middle School [3-0]

As scheduled

A seminar format facilitates the intern's integration of the supervised internship experience and the program's professional curriculum for middle school teacher certification. Emphasis is placed on linking classroom learning with practice in the field and integrating theory with professional practice. Internship situations and experiences will be used for discussion and analysis. This course must be taken concurrently with EDMS 4399.*May be a WebCT Reduced-Seating Course

EDMS 4399 Supervised Internship II: Middle School [3-0]

As scheduled

This course is designed for students seeking middle school teacher certification. Intern will be placed in a state-accredited public school all day under the guidance of an experienced classroom teacher (mentor) and a university supervisor for a minimum of twelve (12) weeks. This course must be taken concurrently with EDMS 4398. (Field-Based Approved Course.)

TEST FRAMEWORK FOR FIELD 110: PEDAGOGY AND PROFESSIONAL

Domain I Designing Instruction and Assessment to Promote Student Learning (approximately 31% of the test) Standards Assessed:

Pedagogy and Professional Responsibilities Standard I:

The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Domain II Creating a Positive, Productive Classroom Environment approximately 15% of the test) Standards Assessed:

Pedagogy and Professional Responsibilities Standard II:

The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Domain III Implementing Effective, Responsive Instruction and Assessment (approximately 31% of the test) Standards Assessed:

Pedagogy and Professional Responsibilities Standard III:

The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Technology Applications Standards I–V:

All teachers use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications. All teachers identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information. All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem-solving situations. All teachers communicate information in different formats and for diverse audiences. All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

Domain IV Fulfilling Professional Roles and Responsibilities approximately 23% of the test) Standards Assessed:

Pedagogy and Professional Responsibilities Standard IV:

The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Source: *TEXES Preparation Manual–Pedagogy and Professional Responsibilities 4-8*

Middle School Program Alignments

Course	Pedagogy and Professional Standard	Competency
EDMS 3353 Young Adolescent Development and Learning	PPR Standard I PPR Standard III	Competency 001-004 Competency 009
EDMS 3354 Middle School Curriculum Development and Assessment	PPR Standard III PPR Standard II	Competency 004 Competency 007-010
READ 3325 Cognitive Development and Reading Comprehension	PPR Standard III PPR Standard IV	
READ 3326 Reading Across the Curriculum in the Content Areas		
EDMS 3305 Instructional Methods for ELL Learners and Students with Exceptionalities in Middle School	PPR Standard I PPR Standard II PPR Standard III PPR Standard IV	Competency 002 Competency 005-006 Competency 009 Competency 013
EDMS 3355 Instructional Technology Methods and Classroom Management for Middle School	PPR Standard II PPR Standard III PPR Standard IV	Competency 005-006 Competency 007-010 Competency 013
EDMS 4398 Internship II Seminar	PPR Standard I PPR Standard II PPR Standard III PPR Standard IV	Competency 001-004 Competency 005-006 Competency 007-010 Competency 011-013
EDMS 4399 Internship Supervision	PPR Standard I PPR Standard II PPR Standard III PPR Standard IV	Competency 001-004 Competency 005-006 Competency 007-010 Competency 011-013

HIGH SCHOOL PROGRAM BLOCK SEQUENCE (8-12)

BLOCK I	Summer Option BLOCK I and Block II	BLOCK II: Fall Only	BLOCK III: Spring or Fall Only
EDHS 4301 Foundations of Education EDHS 4302 Instructional Planning and Assessment READ 4351 Developmental Reading in Secondary Schools [This course may be taken either Block I or Block II].	<p style="text-align: center;">Summer I</p> EDHS 4301 Foundations of Education EDHS 4302 Instructional Planning and Assessment <p style="text-align: center;">Summer II</p> READ 4351 Developmental Reading in Secondary Schools If warranted by student need: Summer I and Summer II EDHS 4303 Instructional Strategies and Classroom Management for High School EDHS 3305 Instructional Methods for ELL Learners and Students with Exceptionalities in High School	EDHS 4303 Instructional Strategies and Classroom Management for High School EDHS 3305 Instructional Methods for ELL Learners and Students with Exceptionalities in High School	EDHS 4398 Seminar EDHS 4399 Internship II Supervision
English Majors Only READ 3325 READ 3327		TExES PPR See TExES Coordinator.	TExES Content Test Contact respective departments for procedures
<i>Total of 21 hrs. High School Certification</i>			

COURSE DESCRIPTIONS

EDHS 4301 Foundations of Education [3-0]

As scheduled

This course is designed for the student who is preparing to teach in high school (8-12 level). Students will investigate the teaching profession as it relates to social, political and economic forces in a global society. The historical and philosophical systems that have influenced contemporary schools will be studied. Research, issues and trends in these areas will be examined through both classroom instruction and field-based experiences in high schools. Ethics and personal integrity will be examined within the context of ethical and legal standards for teachers. Instructional use of technology is emphasized. This course requires a minimum of 25-30 hours in the public school setting.

EDHS 4302 Instructional Planning and Assessment [3-0]

As scheduled

This course is designed for students who are preparing to teach in high school (8-12 level). It addresses human developmental processes, learning theories and factors that impact student learning to support the framework for planning and assessing instruction that motivates students and is responsive to their developmental characteristics and needs. The course focuses on procedures for designing appropriate, coherent and effective instruction and assessment based on appropriate learning goals and objectives, including the use and integration of technology. This course requires a minimum of 25 hours in the public school setting.

READ 4351 Developmental Reading in Secondary Schools [3-0]

As scheduled

Analysis of the relation of reading ability to academic achievement; reading skills needed in content area reading; reading difficulties encountered by students in secondary schools.

EDHS 4303 Instructional Strategies and Classroom Management [3-0]

This course is designed for the student who is preparing to teach in high schools (8-12 level). The prospective teacher examines and models teaching styles that place the learner at the center of instruction. Integration of other disciplines, the learner's interests, and technological resources will be stressed in considering central themes of subject matter from different viewpoints. Theories and strategies for classroom management will be addressed. This course requires a minimum of 25 hours in the public school setting.

COURSE DESCRIPTIONS

EDHS 3305 Instructional Methods for English Learners and Learners with Exceptionalities in High Schools [3-0]

As scheduled

Designed for prospective high school teacher, this field-based course explores contemporary first and second language acquisition theories and theories of instruction as they relate to the special needs of English Language Learners (ELLs) and learners with exceptionalities in content-area classrooms in high schools. Students will learn to assess the special needs of students whose first language is not English and students who have exceptionalities (i.e., mild learning disabilities). They will also learn to integrate research-based best practices for promoting literacy and language development in their teaching.

EDHS 4398 Seminar [3-0]

As scheduled

A seminar format facilitates the intern's integration of the supervised internship experience and the program's professional curriculum for high school teacher certification. Emphasis is placed on linking classroom learning with practice in the field and integrating theory with professional practice. Internship situations and experiences will be used for discussion and analysis. This course must be taken concurrently with EDHS 4399.

EDHS 4399 Supervised Internship II: High School 8-12 [3-0]

As scheduled

This course is designed for students in specific content areas seeking high school (8-12) teacher certification. Intern will be placed in a state-accredited public school all day under the guidance of an experienced classroom teacher (mentor) and a university supervisor for a minimum of twelve (12) weeks. This course must be taken concurrently with EDHS 4398.

TEST FRAMEWORK FOR FIELD 130: PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES 8-12

Domain I Designing Instruction and Assessment to Promote Student Learning

(approximately 31% of the test) Standards Assessed:

Pedagogy and Professional Responsibilities Standard I:

The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Domain II Creating a Positive, Productive Classroom Environment

approximately 15% of the test) Standards Assessed:

Pedagogy and Professional Responsibilities Standard II:

The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Domain III Implementing Effective, Responsive Instruction and Assessment

(approximately 31% of the test) Standards Assessed:

Pedagogy and Professional Responsibilities Standard I:

The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Pedagogy and Professional Responsibilities Standard III:

The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Technology Applications Standards I–V:

All teachers use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications. All teachers identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information. All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem-solving situations. All teachers communicate information in different formats and for diverse audiences. All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

Domain IV Fulfilling Professional Roles and Responsibilities approximately 23% of the test) Standards Assessed:

Pedagogy and Professional Responsibilities Standard IV:

The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Source: *TEXES Preparation Manual—Pedagogy and Professional Responsibilities 8-12*

High School Program Alignments

Course	Pedagogy and Professional Standard	Competency
EDHS 4301 Foundations of Education	PPR Standard III PPR Standard IV	Competency 009 Competency 011-013
EDHS 4302 Instructional Planning and Assessment	PPR Standard I PPR Standard III	Competency 001-004 Competency 009
READ 4351 Developmental Reading in Secondary Schools	PPR Standard I PPR Standard III	Competency 003-004 Competency 008-009
EDHS 4303 Instructional Strategies and Classroom Management for HS	PPR Standard II PPR Standard III	Competency 005-006 Competency 007-010
EDHS 3305 Instructional Methods for ELLs and Students with Exceptionalities in HS	PPR Standard I PPR Standard III PPR Standard IV	Competency 002-004 Competency 008-009 Competency 013
EDHS 4398 Seminar	PPR Standard I PPR Standard II PPR Standard III PPR Standard IV	Competency 001-004 Competency 005-006 Competency 007-010 Competency 011-013
EDHS 4399 Internship Supervision	PPR Standard I PPR Standard II PPR Standard III PPR Standard IV	Competency 001-004 Competency 005-006 Competency 007-010 Competency 011-013

III. RESOURCES

DIRECTORY

Office of the Dean

Dr. Hector Ochoa, Dean.....EDCC 3.102 (956)381-3627
College of Education Webpage.....<http://www.utpa.edu/colleges/coe>

Department of Curriculum and Instruction

Dr. Irma Guadarrama, Chair.....EDCC 2.510 (956)381-8792
C&I Webpage.....http://www.utpa.edu/dept/curr_ins

Office of Teacher Certification and Admission Services

Ms. Sandra Pena, Director.....EDCC 1.302 (956)381-3420
General Information, Admissions, Advisor Referrals, TExES Exam Barcoding,
Teacher Certification.

Office of Field Experiences

Dr. Criselda Garcia, DirectorEDCC 1.506 (956)381-3407
Undergraduate Program Fieldwork, Student Teaching Internship II
OFE Webpage.....<http://www.utpa.edu/colleges/coe/ofe/>

ETRC/Educational Technology Resource Center

Dr. Martha Jeanne Yanes, Director.....EDCC 2.504 (956)381-3449
ETRC Webpage.....<http://etrc.panam.edu>

Curriculum Resource Center (CRC)

Ms. Maggie Lopez, Senior Clerk II,
.....EDCC 2.216 (956)381-2427
Open Computer Labs, Copies, Supplies, Instructional Resources (State-adopted textbooks)

UTPA Testing Center

2412 Closner Blvd., Rm. 180.....(956)292-7584
Webpage.....<http://www.utpa.edu/dept/testing>
THEA, Quick THEA, Accuplacer, CLEP, TExES

Office of Services for Persons With Disabilities

.....ESRH 1.101 (956)316-7005

Office of the Dean of Students/Student Judicial Affairs

.....(956)381-2260
Webpage.....<http://www.utpa.edu/dept/dos>

Texas Educator Websites:

State Board of Educator Certification (SBEC)<http://www.sbec.state.tx.us/>
Texas Education Agency (TEA)<http://www.tea.state.tx.us/>
TExES (Texas Education of Educator Standards).....<http://texas.ets.org/>

OFFICE OF FIELD EXPERIENCES

The Office of Field Experiences assists Teacher Certification Programs in the College of Education by arranging field experiences for students and supervising student interns during Internship II (student teaching) semester.

The University student/intern will attend field experience settings during their coursework in the Middle School and High School Teacher Certification Program. All students are required to attend both class and field assignments As scheduled by the Office of Field Experience. Scheduled times, days and placements are non-negotiable. University students must adhere to program policies and respective campus policies during field experience. Absences from field experience must be made up in order to meet the total number of field hours required per block. University students are required to:

- ◆ Obtain TB skin test with official verification of negative results
- ◆ Demonstrate professional courtesy to students, administrators, teachers and parents during field experience
- ◆ Be prompt and remain present at assigned field experience setting during assigned days and specified hours
- ◆ Adhere to district policies and procedures
- ◆ Participate in all campus instructional activities such as professional development activities
- ◆ Plan instruction with mentor teacher
- ◆ Obtain and/or develop necessary resources for learning activities
- ◆ Provide individual, small group and whole group instruction to students
- ◆ Reflect upon daily events in the field experience setting
- ◆ Complete field-related course outcomes

Internship II/Student Teaching Admission

A semester prior to projected semester of Internship II/Student Teaching semester (either Fall or Spring), students must apply for Internship II through the Office of Field Experiences. The Office of Field Experiences is responsible for screening applications for meeting Internship II requirements, placing prospective student teachers in public schools with the assistance of district personnel and supervising student teachers during the semester. For application requirements and deadlines, please visit <http://www.utpa.edu/colleges/coe/ofe/>

Resources for Students

Educational Technology Resource Center

The integration of technology into teaching and learning is a generalized standard in the UTPA College of Education (COE). To support this activity the Educational Technology Resource Center (ETRC) became a permanent part of the COE infrastructure September 2005.

Mission

The Mission of the ETRC is to support COE departments, professors, and students in the use of technology for teaching and learning.

The ETRC provides access to and maintains the wireless computer lab that facilitate enhanced use of technology for instruction and assists professors and departments with creation and maintenance of departmental Web Pages and databases. The ETRC also manages the Electronic Portfolio (EP) and the UTPA Electronic Learning Community (ELC). The EP and ELC infrastructures were acquired by the PT3 Grant, funded through the US Department of Education, through collaboration with Johns Hopkins University Center for Technology in Education. The web based Electronic Portfolio (EP) is used by students in teacher preparation programs to exhibit representative benchmark products they create during course work. The ELC is a web based infrastructure that now serves more that 1800 Rio Grande Valley teachers as a vehicle for communication, training and resource sharing. The ETRC staff provides ongoing support and consultation for training and implementation of the ELC and EP.

Educational Technology Resource Center (ETRC)

Faculty Support Services

- Setup portable computer and projection equipment as needed
- Support Smart Rooms
- Technical Support during instruction
- Laptops, video cameras, digital cameras, literature resources
- Duplicate video, DVD to CD media
- Faculty Web Pages
- Scan Documents
- Schedule equipment
- Videotape lectures as requested
- Load instructional software
- Converting video to DVD
- Disk Recovery
-

Student Support Services

- Electronic Portfolio and Electronic Learning Community registration, training and support
- Distribution of Inspiration software, training and support
- Scanning, uploading, and assistance with student web page construction
-

Data Support Services

- ETRC Main Web site: <http://etrc.panam.edu>
- Electronic time keeping for support staff
- Electronic Learning Community / Electronic Portfolio:
<http://etrc.panam.edu/login/>
Database design and implementation
Departmental Web Pages.

Electronic Learning Community

<http://etrc.panam.edu/login/>

The Electronic Learning Community (ELC) is a collaborative project between UTPA College of Education (COE) and John Hopkins University (JHU) made possible through PT3 grant funding. The ELC is a web-based infrastructure created and hosted by JHU Center for Technology in Education (CTE). This infrastructure provides a web-based meeting place for teachers and teacher educators to communicate, participate in training, collaborate, research, and disseminate information about best teaching practices. The UTPA ELC was piloted during spring semester 2002. The ELC was initiated "With enthusiastic response from Rio Grande Valley teachers and school districts.

During fall semester 2002, the University of Texas Pan American College of Education launched its student-teaching-online model through the ELC as an integral part of students' final internship. The goals of the online-student-teaching model are:

- (1) To establish and strengthen the professional relationships among collaborating members.
- (2) To assist content and pedagogical experts to acquire a closer connection to the real classroom.
- (3) To initiate an action .research model that provides interns and mentors with clearly defined format for reflective practice that reinforces the relationship between theory and practice.
- (4) To provide faculty with ongoing process to practitioners and field data not readily accessible through traditional means.
- (5) To provide mentor teacher, intern and field supervisor with access to content and research expertise when developing instructional activities.
- (6) To help participants improve technological skills while using technology to learn about learning and to enhance instructional treatment.
- (7) To provide an online archive of best-teaching practices for participants and other researchers and practitioners.

ELECTRONIC PORTFOLIO

<http://etrc.panam.edu/login/>

The Electronic Portfolio (EP) is a web-based assessment and presentation application that allows educators to demonstrate their capabilities and achievements in relation to a pre-determined set of professional principles or standards. In the ELA/Reading MS Program, the English Language Arts and Reading 4-8 along with the TExES Pedagogy and Profession Responsibilities 4-8 standards will be used as criteria for measuring the pre-service teacher's achievement.

The EP provides a secure online environment where educators can gather evidence, reflect, collaborate, and track progress. The key features of the EP include the working portfolio, which is the owner's starting point to gather and develop evidence of professional development over time. It includes a feedback component that allows the owner to grant access to peers or instructors for feedback. Another important feature is the presentation interface, which is a web-based copy of the finished portfolio, that allows students to showcase their work and accomplishments. This published portfolio can be presented during the final semester of the program in the EDMS 4399 Seminar, or while interviewing and job searching. Each course in the program will identify specific EP artifacts/benchmarks to be uploaded to the EP. The pre-service teacher may select additional artifacts.

CENTER FOR DISTANCE LEARNING

<http://onlinelearning.utpa.edu>

MISSION

The Center for Learning, Teaching & Technology, a department of the Division of Academic Affairs, supports and fulfills the mission of the University of Texas-Pan American by providing services and facilities that promote, support, and integrate best pedagogical practices in applied technologies in teaching, learning, and research for traditional and web-based learning offerings, including WIMBA.

VISION

The Center for Learning, Teaching & Technology strives to become a center of excellence for educational technology through supporting, initiating and implementing applied research for integration of technology in the curriculum.

HISTORY

One of the many challenges faced by UTPA, since its founding in 1927, has been to provide higher education access to the people of a bicultural, international borderland that includes the Rio Grande Valley of South Texas, and the Northeastern regions of Mexico. In responding to that challenge, The University made a commitment years ago to embrace technology as a primary means of reaching out to this geographically, and culturally diverse population.

Today, The University Of Texas-Pan American is recognized as a leader in the use of telecommunication to deliver quality higher education programming to its predominantly Hispanic service area. WebCT is an online learning environment where students can:

- ◆ Use various tools to support learning such as glossaries, URLs and readings
- ◆ Complete assignments, presentations, or take exams/quizzes
- ◆ Interact with students and instructor

All the courses in the program augment traditional instruction with online delivery using WebCT. Some of the activities engage students in synchronous and asynchronous communication tools such as email, discussions, and online chats. In addition, WebCT allows students to take exams/quizzes online and sharing presentations and other information. Students are given access to a WebCT TExES PPR Seminar for the preparation of TExES PPR 4-8 and 8-12.

TEXAS CODE OF ETHICS/SBEC

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.

(b) Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

(A) Standard 1.1. The educator shall not knowingly engage in deceptive practices regarding official policies of the school district or educational institution.

(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, 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

TEXAS CODE OF ETHICS/SBEC

school board policies, and other applicable 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.

(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, sex, disability, or family status.

(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 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 knowingly treat a student in a manner that adversely affects the student's learning, physical health, mental health, or safety.

(C) Standard 3.3. The educator shall not deliberately or knowingly 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, sex, disability, national origin, religion, or family status.

STUDENT CODE OF CONDUCT

I, _____,

have read the Program Handbook and understand the academic rules and policies. As an accredited field-based teacher education program, the Middle School/High School Program requires adherence to Texas Educator's Code of Conduct. I have read these and am responsible for abiding by these rules in both university and public school settings. In addition, I understand that I must adhere to policies and procedures established by respective school districts when completing my field-work.

Student Signature

Date

PLEASE RETURN TO PROGRAM COORDINATOR OR FACULY MEMBER BY THE 12TH DAY OF CLASS AT THE BEGINNING OF BLOCK I SEMESTER. THIS STATEMENT WILL BE ADDED TO YOUR STUDENT FILE.

University of Texas - Pan American

College of Education

STUDENT FITNESS TO TEACH POLICY**

(Approved August 2008)

*** This policy was developed by the UTSA College of Education and Human Development and has been slightly modified by UTPA College of Education. Permission has been granted to UTPA by UTSA to use their policy with minor revisions.*

The College of Education offers a field-based curriculum in teacher preparation programs designed to academically prepare individuals for the teaching profession. However, satisfying the program requirements alone do not make a candidate eligible for the University of Texas – Pan American (UTPA) to recommend the candidate for Texas teacher certification. All teacher candidates in UTPA teacher preparation programs are expected to demonstrate that they are prepared to teach children and youth. This preparation results from the combination of successful completion of University coursework, successful field experiences, and the demonstration of required professional dispositions that all teachers should possess.

A. Required Documentation

Prior to admission to the Teacher Preparation Program (TPP), all teacher candidates will receive a copy of the student Fitness to Teach Policy (FTP) and other related forms. The policy and forms may be obtained in the COE Office of Teacher Certification and Admissions Services or online. The applicant subsequently schedules an initial meeting with an academic advisor. The FTP will be explained during students' Teacher Induction and Orientation. This policy applies to students upon enrollment in coursework and remains until successful completion of all program requirements and student teaching.

1. In October and March, a reminder will be sent to faculty to use the recommendation forms for *Identification of Outstanding TPP Students* or the *Probationary Status Process Form*. Faculty may submit either form at any time prior to or during the professional level courses.
2. The completion of these forms will allow the College of Education to identify teacher candidates who display outstanding knowledge and/or skills that deserve recognition. Forms will also identify students who may have some difficulties that raise concerns about the candidate's chances of successfully finishing the program. All forms completed will be sent to the Program Coordinator or Department Chair.

B. Fitness To Teach Criteria

In addition to curriculum and testing requirements addressed in the UTPA catalog and other program information provided, all TPP teacher candidates will be screened throughout their program according to the criteria addressed in this policy. If all criteria are not met satisfactorily, teacher candidates may be denied full acceptance into the Teacher Education Program and/or denied the opportunity to student teach. Without unconditional acceptance into the TPP and successful completion of student teaching or its equivalent, the University will not recommend teacher candidates for Texas Teacher Certification. All teacher candidates referred for review are expected to participate in the process. Refusal to participate will not terminate the process.

1. Completed Criminal History Review

An examination of each teacher candidate's criminal history will be conducted by UTPA pursuant to HOP 6.7.6. In addition, an ISD or other field-based entity may require a student to undergo a criminal background check and may deny placement of students with a criminal background. The student's clearance for fieldwork is the prerogative of the ISD or participating entity and not UTPA. If a student is unable to obtain a field-based placement, he/she will not meet UTPA's program requirements.

2. Academic Requirements

a. Scholastic Integrity

The teacher candidate must demonstrate honesty and integrity by being truthful about background, experiences, and qualifications; doing one's own work; giving credit for the ideas of others; and providing proper citation of source materials. (See HOP policy 5.2.1)

b. Communication Skills

The teacher candidate must demonstrate sufficient written and oral skills to comprehend information and communicate ideas and feelings.

(1) *Written*: Writes clearly, uses correct grammar and spelling. Demonstrates sufficient skills in written English to understand content presented in the program and to complete all written assignments as specified by faculty.

(2) *Oral*: Communicates effectively with other students, faculty, staff, and professionals. Expresses ideas and feelings clearly and demonstrate willingness and an ability to listen to others. Demonstrates sufficient skills in spoken English to understand content presented in the program, to complete adequately all oral assignments, and to meet the objectives of field placement experiences, as specified by faculty.

c. Admission criteria are found in *UTPA's Undergraduate Catalog or online.*

3. Required Professional Dispositions

a. A teacher candidate must not reveal confidential information concerning students unless disclosure is permitted by law and serves professional purposes, or is required by law.

b. Teacher candidates must demonstrate interpersonal skills that are required for successful professional teaching. These skills include:

(1) an openness to accepting and considering unfamiliar ways of teaching;

(2) the ability to accept and act upon constructive criticism, enthusiasm for working collegially;

(3) the ability to understand others' perspectives about teaching, and the ability to separate personal and professional issues;

(4) the display of professional attitudes toward faculty colleagues and students; and

(5) the disposition to act always for the benefit of all students.

- c. The teacher candidate must not sexually harass others; make verbal or physical threats; become involved in sexual relationships with their students, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways.
- d. Teacher candidates must attend class and all field experiences as expected. Punctuality is expected at all times.
- e. Teacher candidates must demonstrate positive personal hygiene habits
- f. Teacher candidates must dress appropriately for their professional context.
- g. Teacher candidates must adhere to the requirements of HOP 5.5.1 Student conduct and HOP 5.5.2 Student Conduct Code.

4. Cultural and Social Attitudes and Behavior

- a. Teacher candidates must exhibit respect for superiors, peers, children and youth.
- b. Teacher candidates should appreciate the value of diversity and look beyond self in interactions with others; respect differences of race, ethnicity, religion, and social class, national allegiance, and cultural heritage. Teachers must not impose personal, religious, sexual and or cultural values on others.
- c. Teacher candidates must exhibit acceptance of and provide accommodations for exceptional learners.
- d. Teacher candidates must be able to work productively with their peers.
- e. Teacher candidates must be able to speak in a manner appropriate to the context of the classroom.
- f. Teacher candidates must demonstrate positive social skills in professional and social interactions with faculty, colleagues, parents, and students.

5. Emotional and Mental Abilities

- a. **Stress Management**
The teacher must demonstrate the ability to deal with current life stressors through the use of appropriate coping mechanisms. He or she must handle stress effectively by using appropriate self-care and developing supportive relationships with colleagues, peers, and others.

- b. **Emotional and Mental Capabilities**
The teacher must use sound judgment. He or she must seek and effectively use help for medical or emotional problems that interfere with scholastic and professional performance.
- c. **Cognitive Disposition**
 - (1) Teachers must think analytically about educational issues.
 - (2) Teachers must be reflective about their practice.
 - (3) Teachers must be flexible, open to new ideas, and willing and able to modify their beliefs and practices.
 - (4) Throughout their teacher training, pre-service teachers are encouraged to question and test their assumptions about teaching and schooling.

6. Accommodations

- a. The teacher candidate must exhibit motor and sensory abilities to attend and participate in class and practicum placements, and will observe all accommodations as recommended by the Office of Services for Persons with Disabilities (OSPD) in accordance with HOP 2.2.3 Policy Concerning Accommodations for Individuals with Disabilities.
- b. No otherwise qualified teacher candidate shall, on the basis of disability, be subjected to discrimination or excluded from participation in the TPP. A teacher candidate with a disability may be protected by Section 504 of the Vocational Rehabilitation Act and Title II of the Americans with Disabilities Act and be eligible for a reasonable accommodation that will provide an equal opportunity to meet the academic criteria related to professional behavior and scholastic performance.
- c. Any otherwise qualified teacher candidate with a qualified disability who requests a reasonable accommodation must notify the OSPD and provide documentation as needed. The OSPD makes final decisions regarding accommodations. In accordance with HOP 2.2.3, Section F, 2, appeal through the Vice President For Enrollment and Student Services is final.
An initial assessment, subsequent plans, use of outside experts (including the OSPD), and periodic checks between the committee and the teacher candidate are appropriate courses of action in making accommodations.

C. The Fitness to Teach Process at UTPA

All teacher candidates at UTPA will be provisionally admitted to the Teacher Preparation Program upon application and meeting all admission criteria. Each department or division has the right to establish higher requirements provided that the higher requirement is published in the catalog or online. Throughout the program, a student may either continue on provisional status or be placed on probationary status. Refer to the Fitness to Teach Flowchart.

(1) Continue on Provisional Status

Student Teacher Interns successfully meeting all program requirements will continue on Provisional Status until they successfully complete Internship II.

(2) Probationary Status at UTPA

Teacher candidates in the Teacher Preparation Program will be placed on probationary status if there is an outstanding negative outcome Fitness to Teach review (Level 1 or 2 Formal Review) that a candidate has not successfully remedied and/or the teacher candidate has failed to earned a grade of "C" or better in any block courses. The grade of "C" represents a minimum standard.

D. Teacher Candidate Review Process

All teacher candidates referred for review are expected to participate in the process. Refusal to participate will not terminate the process. The level of review will depend on factors such as the nature, severity, frequency of the incident or concern. For example, repeated violations may result in immediate Formal Level 2 review. Violations of the UTPA or host school district's student code of conduct will result in immediate Level 2 Formal Review.

(1) Initial Review

An informal review involves a faculty member and a teacher candidate. When a faculty member has concerns about a teacher candidate meeting any of the fitness to teach criteria, the faculty member will

- a. discuss the concerns directly with the teacher candidate and seek to work with the candidate to resolve the difficulties;
- b. advise the appropriate Program Coordinator, Department Chair, and/or Associate Dean of Undergraduate Studies of the concern(s) in order to identify potential patterns and issues related to the teacher candidate;
- c. document dates and content of meetings with teacher candidates; and
- d. if a problem arises in the field, the cooperating teacher of the host school district may discuss concerns directly with the UTPA faculty member. The teacher candidate may also be included in this meeting.

(2) Review: Level 1

When a faculty member is sufficiently concerned about a teacher candidate's fitness to teach, he or she will fill out the *Probationary Status Process Form*. This form is to be turned in to the Program Coordinator, Department Chair, and/or Associate Dean of Undergraduate Studies.

A conference will then be scheduled with the instructor, the teacher candidate, and the Program Coordinator, Department Chair, and/or Associate Dean of Undergraduate Studies. During the conference, a plan for remediation will be developed. The nature and content of the plan will depend on the specific situation. However, all remediation plans will be stated in measurable, objective terms, include a reasonable timeline, and be signed by all parties involved. If the

candidate fails the remediation plan(s) he/she will be placed on Level 2 Formal Review. If the candidate successfully completes the remediation plan, probationary status will be removed. The remediation plan may continue for more than one semester, depending on individual circumstances.

(3) Formal Review: Level 2

If a second incident or concern is reported on the same teacher candidate, or if the candidate has failed a remediation plan during the Level 1 Review or the seriousness of the incident or concern warrants it, the student may then pursue his or her appeal from an academic responsibility issue in accordance with HOP 5.2.1 or an appeal from any other decision pursuant to Regents' Rules 50101.

E. Conditions for Enrollment in Internship II/Student Teaching

The Office of Field Experiences (OFE) will review all teacher candidates for admission into Internship II/Student Teaching Program. In accordance with Texas Education Code 22.083, an examination of each teacher candidate's criminal history will be conducted before student teaching. Criminal history record information, which includes both conviction and arrest records, are obtained. An ISD may deny placement of students with a criminal background. The student's clearance for field work is the prerogative of the ISD and not UTPA. *It is solely at the discretion of the ISD to accept a student teacher with a criminal background.* If a student is unable to obtain a field-based placement, he/she will not meet UTPA's requirements for recommendation for teacher certification. A current negative TB test must be provided with application. Internship II/Student Teaching applications will be evaluated for all teacher candidates using the following requirements:

- (1) Successfully complete all respective program requirements (including field experience hours, portfolio, etc);
- (2) Be within 12 hours of graduation (may be missing six hours on degree plus student teaching coursework 4399 and 4398);
- (3) Pass respective TExES content exams (*for elementary program students only*);
- (4) Complete all education coursework (interdisciplinary area/academic major and minor/academic specialization) with a minimum of 2.50 GPA in respective major and minor; and
- (5) Have a cumulative 2.50 GPA on an official degree plan.

F. Conditions for Completion of Student Teaching/Internship II

Upon acceptance to Internship II, the student successfully meeting all program requirements, as stated in *Internship II/Student Teaching Handbook*, will continue on Provisional Status as a Student Teacher Intern. During Internship II, a student not successfully meeting all program requirements may be placed on Probationary Status by the Director of the Office of Field Experiences in consultation with the university supervisor. If placed on Probationary status, the student will be placed on a Growth Intervention Plan. This affords the student an opportunity to clear his or her status. While on Probationary Status, if the student does not demonstrate progress, he or she may be dropped from the program. However, in cases of serious legal and ethical violations, the Office of Field Experiences in consultation with the OFE Advisory Council reserves the right to remove a student from a classroom and drop a student from Internship II. The student has the right to appeal at any phase of this process.

Completion of Internship II (student teaching) is a condition for meeting Texas teacher certification requirements. Students may attempt Internship II a maximum of two times. If a student does not

successfully complete the second Internship II experience, he or she will not be eligible to enroll a third time. The student has the right to appeal in accordance with HOP 5.2.1 .