PROFESSIONAL PRACTICES and RESPONSIBILITIES POLICY

Undergraduate TEACH Program

The Education Department offers a curriculum designed to academically prepare individuals for the teaching profession. In addition to curriculum and testing requirements, all teacher candidates in the OLLU Teacher Education Admissions CoHort (TEACH) are expected to demonstrate professional dispositions that demonstrate that they are prepared to teach children and youth. This preparation results from the combination of successful completion of university coursework and the demonstration of important intra- and interpersonal characteristics and dispositions that all effective teachers should possess.

Academic Expectations and Requirements

Academic Requirements

- Scholastic Integrity
- A minimum overall G.P.A. of 2.75

All candidates admitted into the teacher certification program (TEACH) will be engaged in a rich learning experience.
Our interdisciplinary curriculum includes the following instructional foundations:

- reading and writing across the curriculum;
- integration of technology as a tool for learning;
- inclusion of relevant TEKS, including the English Language Proficiency Standards in instruction and planning;
- reading instruction, including instruction that improves students' content-area literacy;
- appreciation of diversity;
- value differentiated instruction;
- creating a positive and productive classroom environment; and
- implementing effective and responsive instruction and assessment to promote student learning.
- understanding and adhering to legal and ethical requirements for educators;

Through their course work, field experiences and assessments students are expected to demonstrate mastery of the skills of the skills and competencies captured in the Texas teacher standards, as indicated in Chapter 149 of the Commissioner's Rules Concerning Educator Standards, which include:

- Instructional planning and delivery;
- Knowledge of students and student learning;
- Content knowledge and expertise;
- Learning enviornment;
- Data driven practice; and
- Professional practices and responsibilities

Competency in Oral, Written and Digital Communication:

The teacher candidate knows the importance of clear, accurate communication – oral, digital and written.

A. The teacher candidate communicates clearly, accurately and with appropriate level of detail orally, in writing and through electronic communication. Teacher candidates speak in a manner appropriate to the context of the classroom. Teacher candidates refrain from inappropriate electronic communication.
B. Scholastic Integrity - OLLU pre-service teacher candidates are expected to adhere the guidelines for scholastic integrity, honesty and ethical behavior as stated in the OLLU Student Handbook. Teacher candidates demonstrate honesty and integrity by being truthful about background, experiences, and qualifications; completing one's own work; attributing proper credit for the ideas of others; and providing proper citation of source materials.

Positive Work Habits, Communication and Interactions

As a member of the teaching profession, it is important for pre-service teachers to model positive work habits, responsibility, dependability, honesty and commitment to the profession.

A. attends all classes as expected. Exhibits preparedness for class, engagement, and punctuality.
B. demonstrates enthusiasm and a positive attitude towards the teaching profession and learners.
C. dresses appropriately for the professional context and demonstrates positive personal hygiene habits.
D. demonstrates honesty and integrity by providing true statements regarding background, experiences, and qualifications; submitting one's own work; giving credit for the ideas of others; and providing proper citation of source materials.

Cognitive Dispositions

The teacher candidate is required to:

A. think analytically about educational issues,
B. be thoughtfully reflective about their practice,
C. be flexible, open to new ideas, and willing and able to modify their beliefs and practices,
D. question and test their assumptions about teaching and schooling,
E. demonstrate content knowledge appropriate for the level of certification they are seeking,
F. demonstrate the effective utilization of technology for instructional purposes,
G. demonstrate and utilize a wide variety of effective teaching practices,

H. use formal and informal assessments to evaluate learners and teaching practices and utilizes the findings in instructional planning,
I. recognize students' unique prior knowledge, life experiences and interests as part of the context for learning,
J. The teacher candidate will promote achievement of students at all levels by providing equitable learning opportunities,
K. apply effective planning and classroom organization as tools in maximizing instructional and learning time,
L. make a positive contribution to the cooperating school community and school services,
M. demonstrates a commitment to continued professional growth – reflect on their own strengths and professional learning needs.

Respect for Diversity and Individual Differences

In preparation of responsible teaching, the teacher candidate understands the importance of creating a learning environment in which diversity and individual differences are respected and is required to:

A. interact with others in ways that reflect support and show respect for all students and colleagues;
B. exhibit acceptance of and addresses the needs of exceptional learners; and
C. understands and appreciates the value of diversity and pursuits cultural competency.

Facilitation of Cooperation and Productivity

The teacher candidate is expected to:

A. work cooperatively and collegially in groups, which includes interactions with fellow students, faculty, teachers, staff, parents and administrators,
B. understands and appreciates the value of diversity and looks beyond self in interactions with others; respects differences of race, ethnicity, religion, and social class, national allegiance, and cultural heritage. Teacher candidates do not impose personal, religious, sexual, and/or cultural values on others.

Collaboration and Interactions with Colleagues

The teacher candidate is expected to:

A. collaborate with colleagues; is self-aware of their interpersonal interactions and is open to constructive feedback from peers, faculty and administrators,
B. seeks out feedback and demonstrates the ability to accept and act on reasonable criticism,
C. maintains supportive and cooperative relationships with fellow students,
D. engages in collaborative decision-making, and

E. understands others' perspectives' and is open to new and innovative ideas about teaching.

Models Ethical and Respectful Behaviors

The teacher candidate is expected to:

A. maintain appropriate professional educator-student relationship and boundaries based on a reasonably prudent educator standard,
B. demonstrate compliance with all laws, regulations, OLLU University Policies, The Texas Administrative Code of Ethics and Standards for Texas Educators, as well as the TEA professional program standards.
C. maintains appropriate confidentiality at all times - including confidential information concerning students unless disclosure serves professional purposes or is required by law,
D. maintains a professional teacher-student relationships and teacher-parent relationships, and
E. serves as an advocate; he/she demonstrates the disposition to act always for the benefit for all students.

Maintains Composure and Self Control

The teacher candidate is required to:

A. follow appropriate channels of communication and authority.
B. react professionally when under stressful situations.
C. respond with flexibility to various situations.
D. Use sound judgment, emotional and self-control, and self-determination in personal interactions.

Emotional and Physical Dispositions

The teacher candidate is required to:

A. Stress Management **-** demonstrates the ability to deal with current life stressors through the use of appropriate coping mechanisms. He or she handles stress effectively by using appropriate self-care and developing supportive relationships with colleagues, peers, and others.
B. Emotional and Mental Capabilities - use sound judgment, emotional and social self-control, and self-determination in personal interactions. The teacher candidate demonstrates the emotional and mental health required to function effectively as a teacher.

C. Exhibits motor and sensory abilities to attend and participate in class and field placements, with or without accommodations as recommended by the OLLU Disability Coordinator.

Note:

No otherwise qualified teacher candidate shall, on the basis of disability, be subjected to discrimination or excluded from participation in the Teacher Certification Program. A teacher candidate with a disability may be protected by Section 504 of the Vocational Rehabilitation Act and 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.

Any otherwise qualified teacher candidate with a qualified disability who requests a reasonable accommodation must notify the Office of Disability Services and provide documentation as needed. The Disability Services Coordinator makes recommendations for accommodations.

Field Experience and Clinical Teaching Requirements

Field Experience:
In accordance with the State Board of Education the Educator Certification the (TEACH) Program at OLLU offers a wide variety of ongoing and relevant of field-based experiences for our students (Rule §228.35). Students will complete at least 30 clock hours of observation/field experience prior to student teaching. Pre-service teachers will have the opportunity to observe instruction by content certified teachers. In addition, candidates, under supervision, will be actively engaged in instructional activities in authentic school settings in a public school accredited by the TEA for an additional 15 clock hours. Pre-service teacher candidate will work with actual students in classrooms/instructional settings and they will critically reflect on their observation experiences. (§228.35e1AB) Students will be required to keep a log of their field experience hours and activities and engage in thoughtful written reflection about what they have observed.

Clinical Teaching:
The purpose of the clinical teaching experience is to support the transition from college student to becoming a professional educator. As they experience the day-to-day routine of the classroom teacher, the clinical teacher will gain a better understanding of the inter-relationships and dynamics of classrooms and schools. This course provides for the opportunity for the clinical teacher to benefit from the professional guidance of an experienced teacher and group of colleagues. Through this, the clinical teacher will gain confidence in assuming their role of the teacher and grow professionally. Clinical teaching must take place in the field and grade level for which a candidate is seeking certification and will include a full range of experiences including the start of the school year (defined as the first 15 instructional days of school)

Clinical Teaching is the culminating experience of the OLLU teacher preparation program. Clinical Teachers will be placed with an experienced certified cooperating teacher. Clinical teachers must complete 14 weeks and no less than 70 full days; full-time (100% of the school day) supervised clinical teaching in their certification area. During Clinical Teaching students demonstrate their ability to effectively plan and teach developmentally appropriate lessons, implement effective classroom management strategies, and apply of a variety of evaluation

methods and assessments to their instruction. Clinical teachers will be assessed on these important elements of teaching and their professional dispositions through observations completed by their university supervisor(s) and cooperating teachers.

Clinical Teaching Eligibility:
To be eligible to begin clinical teaching, candidates must complete certain specified courses and meet the following criteria:

- Completion of all coursework other than clinical teaching; registering for more than 9 semester hours during your clinical teaching requires permission from the Director of Field Experience.
- Must be in "good standing" in the Education Department, e.g., 2.75 GPA.

Clinical teaching (6 semester hours) is taken on a Pass/Fail basis. Due to the importance of the clinical teaching experience, students are expected to complete the entire clinical teaching experience

Background Check Requirements:
In accordance with Texas Education Code §22.0835, each school district will complete a criminal background check on all candidates placed in their classrooms prior to participation in any field-based coursework including student/clinical teaching and practicums. School districts usually request a social security number and/or a driver's license number for all candidates in order to process background checks according to their procedures. Students are responsible for submitting all of the required background check information in the right format at the right time to the Director of Field Experience. School districts may deny placements to students with a criminal background. Please reference the Criminal Background Check/Criminal History Policy Form

Maintaining Academic Requirements and Professional Behaviors

This policy was developed as a support to Education candidate development as a professional. Therefore, any behaviors that are contrary to those described in the PPRA will be addressed immediately and a support plan will be developed.

1. Faculty will call a meeting with the candidate; the faculty member will complete the PPRA form and identify the behavior or academic area that needs addressing by the student. The purpose of this meeting is for the student and faculty member to explore ways in which the student can better meet the expectations for professional behaviors or academic requirements in the classroom and to develop a support plan. Both the student and professor will sign the completed PPRA form; a copy will be provided the student and the second copy will be maintained in the student's departmental file.
2. If a second infraction occurs, the same procedure described above will be employed. In addition, the department chair will participate in the meeting and

explain the university responsibility as gatekeeper to the profession. As a professional program, the Education Department reserves the right to recommend or deny teacher candidates for certification. If all criteria are not met satisfactorily, teacher candidates may be denied full acceptance into the Teacher Certification Program (TEACH) and/or denied the opportunity to complete clinical teaching.

3. A third infraction may lead to removal from the program. Without unconditional acceptance into TEACH and successful completion of all course work, fieldwork, and clinical teaching or its equivalent, the university does not recommend TEACH candidates for Texas teacher certification. All TEACH candidates referred for review are expected to participate in the process. Refusal to participate will not terminate or invalidate the process.

I _____, have read and understand the academic and professional disposition requirements for my admission and continuation in the TEACH program at Our Lady of the Lake University. I agree to adhere to the expectations included in this document.

Student Signature: _____ Date:

Updated: 07.2023