

The OLLU Education Department offers a curriculum to prepare individuals for the teaching profession. In addition to curriculum and testing requirements, all teacher candidates in the OLLU Educator Preparation Program, including TEACH Undergraduate students, Master of Arts in Teaching, Master of Education, and School Counseling students, are expected to demonstrate professional dispositions that show they are prepared to instruct children and youth. This preparation results from completing univer1.4 (u TJ-0.002 Tc 0.002 Tw T(m)-1.5 (et)-6.8 (:))JJO Tc 0 Tw (Tj/TT

- readingvalue 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 and competencies captured in the Texas teacher standards, as indicated in

[Concerning Educator Standards](#), which include:

[Chapter 149 of the Rules](#)

- instructional planning and delivery;
- knowledge of students and student learning;
- content knowledge and expertise;
- learning environment;
- data-driven practice; and
- professional practices and responsibilities;

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

- The teacher candidate communicates clearly, accurately and with appropriate level of detail orally, in writing and through electronic communication. Teacher candidates are able to speak in a manner appropriate to the context of the classroom. Teacher candidates refrain from inappropriate electronic communication.
- 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; doing one's own work; giving credit for the ideas of others; and providing proper citation of source materials.

- The teacher candidate will demonstrate content knowledge appropriate for the level of certification they are seeking.
- The teacher candidate will demonstrate the effective utilization of technology for instructional purposes.
- The teacher candidate will demonstrate and utilize a wide variety of effective teaching practices.
- The teacher candidate will use formal and informal assessments to evaluate learners and teaching practices and utilizes the findings in instructional planning
- The teacher candidate will recognize students' unique prior knowledge, life experiences and interests as part of the context for learning
- The teacher candidate will promote achievement of students at all levels by providing equitable learning opportunities.
- The teacher candidate will apply effective planning and classroom organization as tools in maximizing instructional and learning time
- The teacher candidate will make a positive contribution to the cooperating school community and school services.
- The teacher candidate will demonstrate a commitment to continued professional growth – reflect on their own strengths and professional learning needs

In preparation for responsible teaching the teacher candidate understands the importance of creating a learning

- Teacher candidates 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.
- Teacher candidates maintain appropriate confidentiality at all times - A teacher candidate does not reveal confidential information concerning students unless disclosure serves professional purposes or is required by law.
- The teacher candidate maintains a professional teacher-student relationship and teacher-parent relationship.
- The teacher candidate serves as an advocate; he/she demonstrates the disposition to act always for the benefit for all students.
  
- The teacher candidate follows appropriate channels of communication and authority.
- The teacher candidate reacts professionally when under stressful situations.
- The teacher candidate responds with flexibility to various situations.
- The teacher candidate uses sound judgment, emotional and self-control, and self-determination in personal interactions.
  
- Stress Management The teacher candidate 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.
- Emotional and Mental Capabilities -The teacher candidate uses sound judgment, emotional and social self-

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 (\_\_\_\_). 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.

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. Clinical Teaching 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 cl (t)-2.0E4 Td(ac)-0-0.9 (m )-2.6 (e)( th)-1.9 5n (.)00.002 Tw

