

THE UNIVERSITY OF TEXAS AT TYLER
College of Education and Psychology
School of Education

Spring 2024

PHASE SUPERVISOR HANDBOOK



CONTACT INFORMATION FOR THE OFFICE OF CLINICAL EXPERIENCES:

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PURPOSE AND GOALS

This handbook has been compiled as a resource for the university field supervisor working with clinical teaching candidates and Phase students. The School of Education (SOE) at The University of Texas at Tyler (UTT) considers the field-based component of the program to be an invaluable element in the preparation of prospective teachers. The operation of the field component is coordinated between area schools and SOE through selected school districts in the East Texas area.

The purpose of this handbook is to:

- establish policies and procedures for supervision activities
- assist in maintaining reliability and validity in evaluating clinical teaching candidates and Phase students
- provide consistency in daily interactions with students and school district personnel

The goals of the SOE at UTT are to provide every clinical teaching candidate with knowledge and skills:

- to teach a diverse group of learners
- to assess and evaluate student progress and teacher decision-making (pre/during/post)
- to create plans which incorporate appropriate experiences for helping students master the presented content
- to implement instructional plans, using a variety of teaching styles, strategies, and materials;
- to justify all instructional decisions in terms of learning theories and principles along with appropriate and relevant data from his/her students

OVERVIEW OF CLINICAL TEACHING

Clinical teaching is required during the final semester of the program. It is the effort of many members of the teaching profession working together to prepare a competent person to enter the field.

During this semester, clinical teaching candidates spend approximately 14 weeks(minimum of 70 days) in one or more assigned classrooms engaged in teaching.

The following general procedures must be followed:

- The clinical teaching assignment is for one full (14-week - minimum of 70 days)) semester.
- Clinical teaching candidates preparing to teach in more than one field divide the semester between two assignments. These split assignments include:
 - ❖ EC-6 (EC-6 clinical teaching candidates may *choose* to spend half of their semester in a special education setting.)
 - ❖ EC-12 (EC-12 clinical teaching candidates will divide their semester between elementary and secondary settings.)

SUPERVISION

Clinical teaching candidates will be assigned to a highly qualified, public school cooperating teacher in their specialization field(s) who has been recommended by his/her campus administrator. This cooperating teacher will serve as a role model as well as a guide to direct the clinical teaching candidate through the weeks of clinical teaching. The cooperating teacher is responsible for daily feedback of teaching activities. Clinical Teacher Observation Rubric (CTOR) evaluations completed by cooperating teachers will become a part of the clinical teaching candidate's university record.

In addition, the university field supervisor will observe the clinical teaching candidate a minimum of 4 times over the entire semester. University field supervisors are expected to conference with clinical teaching candidates after each observation and provide feedback to the clinical teaching candidate on **same day** of the observed lesson. The university field supervisor will provide the clinical teaching candidates with electronic copies of all completed Clinical Teacher Observation Rubrics (CTOR).

University field supervisors are expected to work effectively with all those involved in the clinical teaching program with specific qualifications and responsibilities as follows:

Qualifications

- Master's degree in education or a related field
- Current Texas teaching certificate
- Minimum of three (3) years of successful classroom experience in early childhood, elementary, or secondary settings
- T-TESS certification (one day Texas supervisor training or current T-TESS certification.)
- Be familiar with the Texas Code of Ethics and Professional Practices, Texas Educator Standards, and Texas Essential Knowledge and Skills and will teach and model these expectations and practices to students.

Responsibilities

- Attend meetings sponsored by SOE for orientation and training each semester.
- Conduct a meeting with the assigned group of clinical teaching candidates to orient them to the objectives and procedures of the clinical teaching process.
- Act as liaison between the university and school districts.
- Visit school-building principals at least once during the clinical teaching assignment and at other times, as needed, leaving contact information at the school office if principal is unavailable at time of visit.
- Set up a schedule of observations based upon the needs of the clinical teaching candidate, the cooperating teacher, and the pupils in the classroom, while using the calendar developed by the SOE.
- Pre-conference with clinical teaching candidates, before each lesson.
- Observe clinical teaching candidates in the classroom four (4) times during the semester and more times, if the need arises. Additional coaching sessions will be conducted to support the clinical teacher's development.
- Conduct observations of the clinical teaching candidate's performance according to SOE procedures and the philosophy of the College of Education and Psychology (**CEP**) using the Phase IV Clinical Teacher Observation Rubric (CTOR).
- Initiate and conduct timely interactive conferences with the clinical teaching candidate and cooperating teacher following each observation noting date, beginning and ending times, and total time observed on CTOR. UTT recommends same day conferences. Lesson must be a minimum of 45 minutes and conference should be within 72 hours of lesson.
- Provide verbal and written feedback to the clinical teaching candidate and cooperating teacher after each observation including instructional practices associated with the Texas Teacher Standards.
- Provide an electronic copy of the CTOR to the campus principal or his/her designated representative, cooperating teacher and clinical teacher. This is done by completing the Qualtrics survey that is emailed to the supervisor, be sure to check email addresses on the document to assure accuracy.
- Submit a mid-term report to the OCE on the progress of each clinical teaching candidates by emailing to SOEField@uttyler.edu. **Notify the coordinator as soon as a problem arises.**
- Submit results on a summary report to the OCE for each clinical teaching candidate.
- Communicate regularly with cooperating teacher.

- Identify problem situations and devise a written plan to correct problems as early as possible. Coordinator needs to be involved.
- Follow the procedures of SOE for remediation of unsuccessful clinical teaching candidates, which may include attendance at special meetings.
- Assist the clinical teaching candidate with reflection and self-evaluation, one way to do this is the additional coaching sessions.
- Assist cooperating teachers in completing evaluation forms and asking for assistance in acquiring the cooperating teacher's TEA ID to OCE.
- Maintain explicit records of observations, conferences, and all other activities related to clinical teaching.
- Submit all materials to the OCE by the established deadlines.

University Field Supervisor Meeting

University field supervisors conduct a meeting with their clinical teaching candidates at the beginning of the semester during EDUC 4357 seminar. The purpose of the meeting is for clinical teaching candidates and university field supervisors to become acquainted prior to their first day on the assigned school campus. University field supervisors should also orient the clinical teaching candidate to the procedures to be followed for scheduling observations and conferences. University field supervisors should explicitly cover the following items during the first meeting:

- exchange of phone numbers and absence reporting procedure
- expectations for lesson planning and providing plans to the university field supervisor – pre-conference and post-conference
- observation and conference procedures
- evaluation procedures and feedback process
- additional coaching

A document will be signed by both the supervisor and the clinical teacher with an entire list of topics to be discussed. Document will be given to each clinical teacher at the meeting between the clinical teacher and the supervisor during seminar prior to starting school.

Observation visits

During the first week of the clinical teaching semester, university field supervisors should contact *via email* all assigned cooperating teachers. Introduce yourself as the university field supervisor and share your contact information.

On your first observation visit you should:

- answer any questions the cooperating teacher may have
- explain that you will need some conference time with the clinical teaching candidate and cooperating teacher alone and together
- make sure that the clinical teaching candidate and cooperating teacher have developed an appropriate schedule and timeline for teaching
- describe the process to be used for observations
- encourage the cooperating teacher to give the clinical teaching candidate written feedback on a daily basis.

When scheduling observations, **university field supervisors must plan on a minimum of 45 minutes per observation, not including discussion and feedback.** Additionally, university field supervisors should not ask the cooperating teacher to

rearrange the students' schedules to observe at the university field supervisor's convenience. Remember that the clinical teaching candidate and the supervisor are both guests in the school.

Observations provide the clinical teaching candidate with an opportunity to gain information about their teaching from another professional. Strengths should be listed and areas that need improvement should be described with a plan for improvement. After observing the lesson, the clinical teaching candidate should critique the lesson first. Ask questions like, "How do you think the lesson went?", "What went well?" and "What would you do differently?" Did the students learn the content? How do you know? Have the clinical teaching candidate list both the positive and negative features of the lesson. Then, reinforce the strengths and work with the clinical teaching candidate to let him/her suggest ways to improve. If the clinical teaching candidate cannot recognize the problems, assist them with examples. Then help the clinical teaching candidate devise an improvement plan and establish goals for their teaching.

All observation feedback must be given to the clinical teaching candidate in writing. **Always give the clinical teaching candidate written suggestions to document improvement or lack thereof.** If there is improvement for the next observation, you will have many positive comments to write. If there is no improvement, you will have the concerns described in writing to remind the clinical teaching candidate of the previous conference.

University field supervisors should write narrative comments for strengths and for areas that need improvement under each standard. **University field supervisors should be judicious in their ratings of clinical teaching candidates.** Remember to think about the state rating system. The Qualtics survey, the Clinical Teacher Observation Rubric (CTOR) is sent to the cooperating teacher, the clinical teacher, the principal and SOEField@uttyler.edu address. The clinical teaching candidate should provide a copy of the lesson plan to the university field supervisor at least 72 hours prior to implementation for all observations to assist with the pre-conference between the university field supervisor and clinical teacher.

CONFERENCES

University field supervisors shall have a pre-conference with the clinical teaching candidate. The CTC should submit their lesson plan at least 72 hours in advance so that the pre-conference can take place with enough time to adjust the lesson before teaching, a minimum of one day prior to teaching the lesson. The conference may take place electronically. The date of the pre-conference will be recorded on the CTOR document.

University field supervisors should make every effort to have post-conferences with the clinical teaching candidate and cooperating teacher as quickly as possible after the observed lesson. The Office of Clinical Experiences recommends the conference take place the same day and this conference may take place electronically, but no later than 72 hours after the lesson. Conference time and date are required to be noted on the observation document.

Feedback from the cooperating teacher can enhance and support the observation data because the cooperating teacher has more contact and observation time with the clinical teaching candidate. Clinical teaching candidates need time to reflect and critique their teaching privately with the university field supervisor.

UNIVERSITY FIELD SUPERVISOR OBSERVATION SCHEDULE (Use the following as a guide. University field supervisors should plan on a minimum of 45 minutes per observation, excluding discussion and feedback.

Timeframe	Obligation
Week one	Email Cooperating Teacher(s)
Observation #1	Complete CTOR within January 22- February 2 First observation must be done after September 1 st . (Fall Semester)
Observation #2	Complete CTOR within February 19-March 1 Complete mid-term report and submit to OCE
Observation #3	Complete CTOR within March 25-April 5
Observation #4	Complete CTOR within April 15-April 26 Complete summary report and submit to OCE

SUPERVISOR GUIDELINES

- Each cooperating teacher will complete a CTOR at the beginning and end of each placement. It is the supervisor's responsibility to check with the cooperating teacher to assure it has been received and completed.
- Introduce yourself to the building principal, if available. Make arrangements for submission of completed CTOR forms.
- Lesson plans must be submitted to the university field supervisor at least 72 hours prior to each CTOR observation and feedback given as needed prior to the teaching of the lesson in the pre-conference. Pre-conference must occur prior to the day of the observation.
- Remind cooperating teacher to complete CTOR.

Reflective Journal Assignment

Reflective Journal:

- ❑ Journals will be submitted to the supervisor and feedback should be given. Prompts will be posted on Canvas and on the supervisor website. In addition to the prompts a new schedule has been created where you will have a coaching session with the clinical teacher three times during the semester instead of a journal entry for that week.

CLINICAL TEACHING REQUIREMENTS

Clinical Teaching Seminar (EDUC 4357)

Clinical teaching candidates are required to attend EDUC 4357 seminar as scheduled by SOE. **Failure to attend these sessions will result in a grade of "no-credit" for the EDUC 4357/4057 seminar.** Dates for the sessions are found on the clinical teaching calendar posted on the university field supervisor website.

Attendance

All clinical teaching candidates are required to keep an Attendance Log. This log is to be signed by the cooperating teacher each day. The log should be turned in on the final day of the EDUC 4357/4057 Seminar. **Please check the log on each visit to make sure it is being completed.**

Clinical teaching candidates have NO excused absences from the classroom. Make-up days must be completed for any absences from clinical teaching. Make-up days are to be done after the final day of clinical teaching. A Clinical Teaching Candidate's ***Missed Days Log*** should be used to document make-up days needed. This log should be submitted on completion of missed days. The log should be signed by the cooperating teacher and the coordinator prior to submission.

If a clinical teaching candidate misses a total of five days, the clinical teaching candidate may be removed from clinical teaching for the semester and will need to repeat clinical teaching. If there is an exceptional circumstance, please discuss this with the Coordinator of Clinical Experiences.

Clinical teaching candidates are not permitted to leave early or report late. They are expected to keep the **same hours as the faculty of the school to which they are assigned.**

Clinical teaching candidates are excused from the classroom for the UTT Education Career Fair.

Clinical teaching candidates should follow the inclement weather policies or notifications of the school district to which they are assigned for information about delayed starts or school cancellations. Radio, television and school district websites are reliable sources for this information.

Phase IV (Same for all certifications)	<u>Phase IV Clinical Teacher Candidate (CTC):</u> 1) Submit formal lesson plan to university field supervisor for observed lessons only, at least 72 hours in advance. 2) Share all other lesson plans with cooperating teacher in a timely manner. 3) Submit weekly reflective journal to university field supervisor via email. 4) Submit additional coaching sessions to Canvas.	<u>UT Tyler University Field Supervisor (UFS)</u> 1) Meet CTC during seminar week. 2) Email cooperating teacher within first week. 3) Introduce yourself to the campus principal. 4) Keep record of attendance and report absences to the Director of Clinical Experiences weekly. 5) Respond to weekly reflective journal. Conduct additional coaching sessions. 6) Observe the CTC 4 times during the semester using CTOR. Schedule is in the University Field Supervisor Handbook. 7) Pre-conference with CTC prior to day of teaching the lesson which may be done electronically. Conference with CTC on same day as observation. 8) Submit completed observations within 72 hours of the observation. 9) Email mid-term and summary reports to SOEField@uttyler.edu . 10) Complete Professional Practices Evaluation with CT.	<u>Cooperating Teacher (CT)</u> 1) Observe using CTOR at beginning and end of each placement. 2) Complete Professional Practices Evaluation with UFS.
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SUBSTITUTE TEACHING AND LEGAL ISSUES

Clinical teaching candidates are subject to very specific rules about substitute teaching. Clinical teaching candidates may only substitute one day during the semester of clinical teaching. They will not be paid for substitute teaching. The legal restrictions are as follows and must be followed explicitly. Some districts do not allow clinical teaching candidates to substitute at all.

A clinical teaching candidate is not considered to be serving as a substitute if the clinical teaching candidate assumes responsibility for the class while the cooperating teacher is out of the classroom for part of the day, but is in the building or is engaged in an approved activity related to clinical teaching, including conferring with a university field supervisor or attending a professional development seminar to improve mentoring skills related to clinical teaching.

A clinical teaching candidate is considered to be serving as a substitute if:

- 1) the cooperating teacher is absent from school, no other teacher is provided as a substitute, and the clinical teaching candidate is responsible for one or more classes; or
- 2) the clinical teaching candidate is taken from the classes of the assigned cooperating teacher and placed in another classroom in place of the regular teacher under conditions in which the regular teacher is either absent from school or performing duties requiring absence from the regularly assigned teaching station.

If a cooperating teacher cannot perform regularly assigned duties as a result of illness of the teacher or a member of the teacher's family, a death in the teacher's family, or other cause for which the district excuses teachers from duties, **the clinical teaching candidate may serve as a substitute teacher for not more than one day if:**

- (1) a substitute teacher is not immediately available;
- (2) the clinical teaching candidate has been in that clinical teaching assignment for a minimum of 15 school days;

- (3) the cooperating teacher, the principal, and the university field supervisor agree that the clinical teaching candidate is capable of successfully handling the teaching responsibilities;
- (4) a certified classroom teacher in an adjacent room or a member of the same teaching team as the clinical teaching candidate is aware of the absence of the cooperating teacher and agrees to assist the clinical teaching candidate, if needed;
- (5) the principal of the school or the principal's representative is readily available in the building.

A clinical teaching candidate will *not* be paid for any service rendered while serving as a substitute teacher.

EVALUATION OF CLINICAL TEACHING CANDIDATES

The evaluation of a clinical teaching candidate must be continuous and, most importantly, should include self-evaluation. This evaluation should be conducted in a cooperative spirit with the cooperating teacher and the university field supervisor. Each cooperating teacher is requested to complete two CTOR forms for the clinical teaching candidate. The OCE will email the observation form to the cooperating teacher at the beginning of the clinical teaching experience. One is to be completed at the beginning of the assignment(s) and the second near the end of the assignment(s). See schedule in this document.

The clinical teaching candidate receives a grade of either “credit” or “no credit.” If a grade of “no credit” is assigned, the clinical teaching candidate will be required to appeal to the Committee on Students to be allowed to repeat the experience during another semester. Prior to repeating clinical teaching, the clinical teaching candidate may be required to complete a remediation plan designed to strengthen observed weaknesses. The clinical teaching experience may be repeated depending on a cooperative decision between the cooperating teacher, the university field supervisor, the coordinator of field experiences and the Director of the School of Education.

REMOVAL OF A CLINICAL TEACHING CANDIDATE

OCE and SOE will apply these guidelines if a clinical teaching candidate must be removed from clinical teaching during the semester. The Coordinator of Clinical Experiences must be notified early in the semester if a clinical teaching candidate is experiencing difficulty in their clinical teaching assignment in order to assist the clinical teaching candidate with possible remediation.

The competencies and CTOR define the criteria for effective clinical teaching. It is expected that clinical teaching candidates will show consistent progress toward reaching a satisfactory level on all competencies.

Consistent deficiencies in any of the following areas may result in the clinical teaching candidate’s removal from clinical teaching:

- Planning, instruction, and management of the curriculum;
- Classroom management—instruction and behavior;
- Content knowledge;
- Oral and written communication skills;
- Ethical and professional behavior;
- Failure to follow school regulations;
- Failure to report an absence prior to missing school.

Clinical teaching candidates may also be removed at the request of the school district.

The CTOR will be used to document evidence of deficiencies. A growth plan will be created to communicate the deficient areas to the clinical teaching candidate in a conference with the cooperating teacher.

Additional evaluations will be conducted by at least two of the following:

Coordinator of Clinical Experiences;
An administrator of the school district;
Another teacher in the school district, i.e., department chair.

Conferences should be held after all of the above evaluations. The clinical teaching candidate must receive copies of the documents and recommendations for improvement.

The clinical teaching candidate will be notified in writing that removal will occur unless sufficient improvement is demonstrated. The clinical teaching candidate will be given at least one week to show improvements after receiving the written recommendations, unless the district requests immediate removal.

Ineffectiveness in one area might be serious enough for removal even though other areas have improved.

A clinical teaching candidate may be removed immediately under unusual circumstances (e.g. child abuse, unethical or illegal conduct) or if a school district requests immediate removal.

If a decision to remove the clinical teaching candidate is made, the Director of the School of Education, the Coordinator of Clinical Experiences, and the clinical teaching candidate will conference to discuss possible options. The clinical teaching candidate will be given the options in writing and must reply to them in writing within five (5) working days. *Removal from clinical teaching will result in a grade of "No credit" in the Clinical Teaching Seminar.*

Overview of Phase II and III Clinical Experience

During Phase II and III students are observing and teaching lessons in assigned classrooms for approximately 11 or 12 weeks.

Submission of paperwork for Phase II and III

Save all documents labeled **Last name, first name, phase and documents name.**

Example: Smith, Millie, Phase II, Reflections #1.

Submit all reflections in one email for each student after all have been received. Observations will be due at mid-term and the end of the practicum.

Subject line of submission emails should be **last name, first name, and phase.**

Requirements for Phase II

Phase II EC-6 7:30am – 12:00 noon Tuesdays	<u>Phase II Student Weekly:</u> 1) Prepare one lesson plan for either a small group or entire class but have an opportunity to do both beginning week 2. 2) Submit lesson plan to university field supervisor (UFS) and Cooperating Teacher (CT) via email at least 48 hours in advance. 3) Teach one different lesson each week. 4) Be prepared to teach each lesson. 5) Submit 5 reflections to university field supervisor. 6) Keep a Phase II time log and submit to BEP 247at completion of Phase II.	<u>UT Tyler University Field Supervisor (UFS)</u> 1) Introduce yourself to campus principal. Can be through email. 2) Arrange meeting for campus principal to meet students if possible. 3) Keep record of attendance and report absences to the Director of Clinical Experiences weekly. 4) Review and respond to weekly lesson plan. 5) Respond to reflections. Submit 5 reflections via email to SOEField@uttyler.edu . 6) Observe the student once before mid-term and once after using Phase II COR. Submit to SOEField@uttyler.edu mid-term and end of semester. 7) Conference with student on same day as observation. 8) Submit completed observations <i>within 72 hours of observation.</i> 9) Walk through classrooms weekly. 10) Email mid-term and summary reports to SOEField@uttyler.edu . 11) Sign time log at completion of Phase II. 12) Complete Professional Practices Evaluation with CT.	<u>Cooperating Teacher (CT)</u> 1) Provide lesson topics to UTT student one week prior to implementation. 2) Review and respond to weekly lesson plan. 3) Sign time log weekly and at completion of Phase II. 4) Complete Professional Practices Evaluation with UFS.
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REFLECTIONS

Respond to each question within the reflections.

Phase II Secondary (7-12) and All Level (EC-12) 7:30am – 12:00 noon Tuesdays	<u>Phase II Student:</u> 1) Teach a minimum of six lessons, two of which must be whole group beginning week 2. 2) Submit lesson plans to university field supervisor and cooperating teacher via email at least 48 hours in advance. 3) Be prepared to teach each lesson. 4) Submit 5 reflections to university field supervisor. 5) Keep a Phase II time log and submit to BEP 247at completion of Phase II. 6) Compile a portfolio.	<u>UT Tyler University Field Supervisor (UFS)</u> 1) Introduce yourself to campus principal. Can be through email. 2) Arrange meeting for campus principal to meet students if possible. 3) Keep record of attendance and report absences to the Director of Clinical Experiences weekly. 4) Review and respond to submitted lesson plans. 5) Observe the student twice using Phase II COR (once before week 5 and once after week 5.) 6) Conference with student on same day as observation. 7) Submit completed observations <i>within 72 hours of observation.</i> 8) Respond to reflections. Submit 5 reflections via email to SOEField@uttyler.edu . 9) Email mid-term and summary reports to SOEField@uttyler.edu . 10) Sign time log at completion of Phase II. 11) Complete Professional Practices Evaluation with CT.	<u>Cooperating Teacher (CT)</u> 1) Provide lesson topics to UTT student one week prior to implementation. 2) Review and respond to submitted lesson plan. 3) Sign time log weekly and at completion of Phase II. 4) Complete Professional Practices Evaluation with UFS.
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Reflection 1

Write about the demographics of your classroom and school. Include information about grade level, subjects taught, number of students in each class, number of males and females. Include information about students with special needs.

Reflection 2

Select a lesson you have taught, what is the big content idea of the lesson. Identify the objective you taught in observable and measurable terms. What prior knowledge was needed for the students to be successful? What evidence do you have they know the information? Was it evident when teaching the lesson? Explain. Were there some that did not? Explain?

Reflection 3

Select a lesson you have taught, what is the big content idea of the lesson. Identify the objective you taught in observable and measurable terms. How will you be teaching the content? What instructional materials and learning tasks will you use and why? Give principle from research and/or theory to support why you chose the tasks and materials. Did the students learn the content? How do you know?

Reflection 4

Select a lesson you have taught, what is the big content idea of the lesson. Identify the objective you taught in observable and measurable terms. How did you promote a positive learning environment? How did you challenge students to engage in the learning? How did you respond to students with special needs and backgrounds? How did you build on student responses during the lesson to promote higher level thinking? What changes would you make to the lesson you taught to better support student learning?

Reflection 5

Select a lesson you have taught, what is the big content idea of the lesson. Identify the objective you taught in observable and measurable terms. Look at the student work from a lesson you taught. Describe the task students were asked to complete. What feedback will you give to the students to support their learning of the lesson objective? What are the next steps for instruction to impact student learning? Support your next steps with research and/or theory.

Requirements for Phase III

Phase III EC-6 Tuesdays 7:30 a.m. – 3:15 p.m.	<u>Phase III Student</u> Weekly: 1) Prepare one different lesson plan each week beginning with week 2. 2) Submit lesson plan to university field supervisor and cooperating teacher via email at least 48 hours in advance. 3) Teach one different lesson each day. 4) Be prepared to teach each lesson. 5) Submit 5 reflections to university field supervisor. 6) Keep a Phase III time log, get it signed each week and submit to BEP 247.	<u>UT Tyler University Field Supervisor (UFS)</u> 1) Introduce yourself to campus principal. Can be through email. 2) Arrange meeting for campus principal to meet students if possible. 3) Keep records of attendance and report absences to the Director of Clinical Experiences weekly. 4) Review and respond to weekly lesson plan. 5) Respond to reflections. Submit 5 reflections via email to SOEField@uttyler.edu . 6) Observe the student once before mid-term using the COR and once after using COR. 8) Conference with student on same day as observation. 9) Submit completed observations <i>within 72 hours of observation</i> . 10) Walk through classrooms weekly. 11) Email mid-term and summary reports to SOEField@uttyler.edu . 12) Sign time log at completion of Phase III. 13) Complete Professional Practices Evaluation with CT.	<u>Cooperating Teacher (CT)</u> 1) Provide lesson topics to UTT student one week prior to implementation. 2) Review and respond to weekly lesson plans. 3) Sign time log weekly and at completion of Phase III. 4) Complete Professional Practices Evaluation with UFS.
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Phase III Secondary (7-12) and All-Level (EC-12) 7:30am – 12:00pm Tuesdays	Phase III Student: 1) Teach a minimum of six lessons, two of which must be whole group. 2) Submit lesson plans to university field supervisor and cooperating teacher via email at least 48 hours in advance. 3) Be prepared to teach each lesson. 4) Submit 5 reflections to the university field supervisor. 5) Keep a Phase III time log and submit to BEP 247 at completion of Phase III.	UT Tyler University Field Supervisor (UFS) 1) Introduce yourself to campus principal. Can be through email. 2) Arrange meeting for campus principal to meet students if possible. 3) Keep record of attendance and report absences to the Director of Clinical Experiences weekly. 4) Review and respond to submitted lesson plans. 5) Observe the student once before mid-term using COR and once after using COR. 6) Conference with student on same day as observation. 7) Submit completed observations <i>within 72 hours of observation.</i> 8) Respond to reflections. Submit 5 reflections via email to SOEField@uttyler.edu . 9) Email mid-term and summary reports to SOEField@uttyler.edu . 10) Sign time log at completion of Phase III. 11) Complete Professional Practices Evaluation with CT.	Cooperating Teacher (CT) 1) Provide lesson topics to UTT student one week prior to implementation. 2) Review and respond to submitted lesson plans. 3) Sign time log weekly and at completion of Phase III. 4) Complete Professional Practices Evaluation with UFS.
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REFLECTIONS

Respond to each question within the reflections.

Reflection 1

Write about the demographics of your classroom and school. Include information about grade level, subjects taught, number of students in each class, number of males and females. Include information about students with special needs.

Reflection 2

Select a lesson you have taught, what is the big content idea of the lesson. Identify the objective you taught in observable and measurable terms. What prior knowledge was needed for the students to be successful? What evidence do you have they know the information? Was it evident when teaching the lesson? Explain. Were there some that did not? Explain?

Reflection 3

Select a lesson you have taught, what is the big content idea of the lesson. Identify the objective you taught in observable and measurable terms. How will you be teaching the content? What instructional materials and learning tasks will you use and why? Give principle from research and/or theory to support why you chose the tasks and materials. Did the students learn the content? How do you know?

Reflection 4

Select a lesson you have taught, what is the big content idea of the lesson. Identify the objective you taught in observable and measurable terms. How did you promote a positive learning environment? How did you challenge students to engage in the learning? How did you respond to students with special needs and backgrounds? How did you build on student responses during the lesson to promote higher level thinking? What changes would you make to the lesson you taught to better support student learning?

Reflection 5

Select a lesson you have taught, what is the big content idea of the lesson. Identify the objective you taught in observable and measurable terms. Look at the student work from a lesson you taught. Describe the task students were asked to complete. What feedback will you give to the students to support their learning of the lesson objective? What are the next steps for instruction to impact student learning? Support your next steps with research and/or theory.

SUBMISSION OF FORMS AND GRADES

University field supervisors will submit their completed forms and other documents in a timely fashion to SOEfield@uttyler.edu. Clinical teacher CTOR automatically are delivered to all parties. Be sure to check email addresses entered and any other information is correct. Do not use any other forms for clinical teachers than the electronic forms sent to your email.

Additionally, university field supervisors will notify OCE coordinator of the grade (credit or no credit) earned by each clinical teaching candidate during the semester. This is done through submission of the mid-term and final reports. The instructor of record for the clinical teaching seminar will enter grades into the system for clinical teaching candidates/interns.

For field supervisors to be paid for round- trip mileage from their home to schools, the trip must be over 10 miles each way. An Actual Mileage form must be submitted with each trip listed, to and from the school(s) visited. Please fill out the Actual Mileage form with one line for the trip to the school, and one line for the trip home from the school. If you have questions, feel free to contact Cindy Sherman at 903-566-7012 or email csherman@uttyler.edu.

Mileage to the university cannot be reimbursed. Mileage for trips 10 miles or under one way will not be reimbursed. Please make every effort to combine trips to schools that are near each other to cut down on mileage costs. We will only pay mileage for one trip per observation, conferences should be completed on the same day and forms emailed after completion. Please observe students on same day if there are multiple students on one campus. You can use your odometer readings or MapQuest online to find the mileage, rounded to the nearest mile. You can turn in mileage once at the end of the semester.

Actual Mileage forms can be scanned and emailed to csherman@uttyler.edu, or mailed to: Cindy Sherman, School of Education, The University of Texas at Tyler, 3900 University Blvd., BEP 247, Tyler, TX 75799.

Please note: Due to Internal Revenue Service (IRS) regulations, travel expenses not paid within 60 days of the ending travel date must be reported as taxable income to the traveler.

The forms are located on the supervisor webpage. You should download the form to your desktop for ease of use.

UNIVERSITY FIELD SUPERVISOR COMPENSATION and SUBMISSIONS

New university field supervisors must provide the following information to SOE, Administrative Assistant to the School of Education. These items are necessary to create a new appointment for you in the UT system. As a new supervisor to the program you will fill out a new hire packet and do an I-9 with SOE Administrative Assistant. The first five items will be filled out on your paperwork submitted to SOE Administrative Assistant. Please provide the additional items.

1. Social Security Number
2. Address
3. Home phone
4. Cell Phone
5. Email address
6. Official college transcripts
7. Copy of current teaching certificate
8. Vita
9. TEA number

A contract ("Letter of Agreement") will be mailed to university field supervisors after any adjustments for the number of clinical teaching candidates you are supervising have been finalized. Please sign the "Letter of Agreement" and promptly return it to Ms. Davis at the address provided below or scan and email.

Administrative Assistant to the School of Education
School of Education
The University of Texas at Tyler
3900 University Blvd, BEP 247
Tyler, TX 75799
903-566-7055

UNIVERSITY FIELD SUPERVISOR EVALUATION

Clinical teaching candidates and cooperating teachers evaluate the university field supervisor's performance. The evaluation form will be sent electronically to each cooperating teacher. Clinical teaching candidates complete the evaluation online prior to the final EDUC 4057 seminar. These forms will now be submitted electronically to OCE. OCE collects and organizes the data at the end of each semester for review by SOE.

INTERNSHIP

Clinical teaching candidates who hold a bachelor's degree and have received credit for all required professional education course work except clinical teaching may satisfy the clinical teaching requirement by participating in a full-time teaching internship of one school year. The intern is hired and placed on a probationary certificate by a school district accredited by the Texas Education Agency (TEA) and is jointly supervised by university and district personnel as prescribed by law (TEC §21.051; TAC §230.391).

Intern responsibilities and requirements are listed below.

Intern Semester One	<u>Phase IV Intern</u> 1) Submit lesson plan to supervisor for observed lessons only via email at least 72 hours in advance.	<u>UT Tyler University field supervisor (UFS)</u> 1) Introduce yourself to campus principal. 2) Observe the intern three times using the CTOR. The first observation must be done within September 1 st - 11 th . The second is about mid-term and the third the last two weeks of the semester. 3) Pre-conference with intern and submit notes of pre-conference including date and time. 4) Conference with intern on the same day as observation. May be done electronically. 5) Submit completed observations <i>within 72 hours of observation.</i> 6) Email Summary Report to SOEField@uttyler.edu . 7) Complete the Professional Practices evaluation with CT.	<u>Campus-based Mentor Teacher</u> 1) Observe using CTOR at beginning and end of semester one. 2) Complete the Professional Practices evaluation with UFS.
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Intern Semester Two	<u>Phase IV Intern</u> 1) Submit lesson plan to supervisor for observed lessons only via email at least 72 hours in advance.	<u>UT Tyler University field supervisor (UFS)</u> 1) Observe the intern two times using the CTOR. 2) Pre-conference with intern and submit notes of pre-conference including date and time. 3) Conference with intern on the same day as observation. May be done electronically. 4) Submit completed observations <i>within 72 hours of observation.</i> 5) Email summary reports to SOEField@uttyler.edu . 6) Complete the Professional Practices evaluation with CT.	<u>Campus-based Mentor Teacher</u> 1) Observe using CTOR at beginning and end of semester two. 2) Complete the Professional Practices evaluation with UFS.
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The university field supervisor will:

- ✓ Visit the intern a **minimum of three times for the Fall semester (the first observation must be completed between September 1st – 11th. The second observation should be near mid-term and the third observation should be during the last few weeks of the semester. The intern should be observed two times the second semester. The first one should be during the first month of the second semester. The second observation should be during the last month of the semester.** The supervisor's role is to assist the intern in identifying strengths and areas of improvement in their teaching. The university field supervisor should also conference with the cooperating teacher and school administrator early in the school year and at frequent intervals thereafter to ensure that the intern is on-track to receive contract renewal. **Any possibility of non-renewal should be addressed early in the fall semester so that appropriate remediation steps can be taken to ensure the intern's success.**
- ✓ Make a final recommendation for a credit/no credit grade and turn in appropriate documentation of the evaluations to the coordinator of the OCE.

Successful Completion of the Internship:

☐ Documented evidence of satisfactory completion of two semesters of teaching duties as defined by the school district, including managing curriculum and students.

Texas Educator Standards

Title 19: Chapter 149, Subchapter AA

Rule: 149.1001

(a) Purpose. The standards identified in this section are performance standards to be used to inform the training, appraisal, and professional development of teachers.

(b) Standards.

(1) Standard 1: Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

(A) Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.

(i) Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.

(ii) Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.

(iii) Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.

(B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.

(i) Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.

(ii) Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.

(iii) Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.

(C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.

(i) Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.

(ii) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.

(iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

(D) Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.

(i) Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.

(ii) Teachers validate each student's comments and questions, utilizing them to advance learning for all students.

(iii) Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.

(E) Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.

(i) Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.

(ii) Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.

(iii) Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.

(F) Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.

- (i) Teachers monitor and assess student progress to ensure that their lessons meet students' needs.
- (ii) Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.
- (iii) Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

(2) Standard 2: Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

(A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.

- (i) Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.
- (ii) Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.
- (iii) Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.

(B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.

- (i) Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.
- (ii) Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.
- (iii) Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

(C) Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

- (i) Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.
- (ii) Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.
- (iii) Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.

(3) Standard 3--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

(A) Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.

- (i) Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.
- (ii) Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.
- (iii) Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.

(B) Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.

- (i) Teachers organize curriculum to facilitate student understanding of the subject matter.
- (ii) Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.
- (iii) Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.

(C) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.

- (i) Teachers teach both the key content knowledge and the key skills of the discipline.
- (ii) Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.

(4) Standard 4--Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

(A) Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.

- (i) Teachers embrace students' backgrounds and experiences as an asset in their learning environment.
- (ii) Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.
- (iii) Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.

(B) Teachers organize their classrooms in a safe and accessible manner that maximizes learning.

(i) Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.

(ii) Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.

(C) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.

(i) Teachers implement behavior management systems to maintain an environment where all students can learn effectively.

(ii) Teachers maintain a strong culture of individual and group accountability for class expectations.

(iii) Teachers cultivate student ownership in developing classroom culture and norms.

(D) Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.

(i) Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.

(ii) Teachers maximize instructional time, including managing transitions.

(iii) Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.

(iv) Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

(5) Standard 5--Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

(A) Teachers implement both formal and informal methods of measuring student progress.

(i) Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.

(ii) Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.

(B) Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.

(i) Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.

(ii) Teachers involve all students in self-assessment, goal setting, and monitoring progress.

(iii) Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.

(C) Teachers regularly collect, review, and analyze data to monitor student progress.

(i) Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.

(ii) Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.

(D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.

(i) Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.

(ii) Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.

(6) Standard 6--Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

(A) Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.

(i) Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.

(ii) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.

(iii) Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.

(B) Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.

(i) Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.

(ii) Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.

(C) Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.

(i) Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.

(ii) Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.

(D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.

(i) Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).

(ii) Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.

(iii) Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.

Code of Ethics and Standard Practices for Texas Educators
Texas Administrative Code

TITLE 19	EDUCATION
PART 7	STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER 247	EDUCATORS' CODE OF ETHICS
RULE §247.2	<i>Purpose and Scope; Definitions</i>

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 be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

(N) Standard 1.14. The educator shall not assist another educator, school employee, contractor, or agent in obtaining a new job as an educator or in a school, apart from the routine transmission of administrative and personnel files, if the educator knows or has probable cause to believe that such person engaged in sexual misconduct regarding a minor or student in violation of the law.

(2) Ethical Conduct Toward Professional Colleagues.

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) Ethical Conduct Toward Students.

(A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- (i) the nature, purpose, timing, and amount of the communication;
- (ii) the subject matter of the communication;
- (iii) whether the communication was made openly or the educator attempted to conceal the communication;
- (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- (v) whether the communication was sexually explicit; and
- (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242; amended to be effective December 27, 2016, 41 TexReg 10329