

**Clinical Teaching Seminar
EDUC 4357 and EDUC 4057
Fall 2024**

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Office hours: Thursday – 11:00-2:00 pm or by appointment

Clinical Teaching Seminar Dates, Times, and Location

Date	Time	Location
April 30, 2024	6:00 p.m. – 8:00 p.m.	Virtual meeting
August 20, 2024	8:00 a.m. – 3:00 p.m.	BEP 218
August 21, 2024	8:00 a.m. – 3:00 p.m.	BEP 218
September 9, 2024	6:00 – 8:00 p.m.	BEP 218
October 7, 2024	6:00– 8:00 p.m.	BEP 218
November 11, 2024	6:00 - 8:00 p.m.	BEP 218
December 11, 2024	3:00 – 7:00 p.m. Bridging Ceremony 5:30 in UC Theatre	BEP 218 and University Center Theatre
Class will be held each Monday evening More info to follow in class	6:00 - 8:00 p.m.	BEP 218

Above dates are required for everyone, however class will meet each Monday evening in BEP 218 to get resume and cover letter approval, portfolio lesson plan approval and portfolio assignment feedback and approval. Attendance will be taken each evening and a minimum of **five** additional support sessions are required.

Catalog Course Description: Clinical Teaching Seminar: Demonstration of synthesis of the pre-service teacher’s knowledge and skills through reflective activities, review of learner-centered proficiencies, review of certification competencies, study skills, and test-taking skills. A culminating experience that prepares students for the required State exams. CR/NC only. Co-requisites: enrollment in clinical teaching or internship.

This is a course associated with the University’s 2022- 2027 Quality Enhancement Plan, focused on Real-World Problem Solving. The curriculum and assignments have been intentionally designed to enhance students Real-World Problem Solving skills. When approaching the final assignment in this course, the portfolio, students will employ and demonstrate the process of problem solving as defined below:

- Construct a clearly defined problem statement with evidence of relevant real-world contextual factors.
- Identify multiple approaches to address the problem within a specific real-world context.
- Evaluate potential solutions based upon discipline-specific and real-world contextual factors.
- Propose one or more solutions/hypotheses based upon discipline-appropriate support and/or evidence.
- Implement the identified solution to address the problem.
- Evaluate results/outcomes relative to the identified problem, with a discussion of further work within a real-world context.

To assess student learning and development of Real-World Problem Solving, a random sample of 20% of the redacted student assignments from this course will be assessed using the QEP Real-World Problem Solving

rubric after the conclusion of the course. If you have further questions or concerns you can reach out to me, Cynthia Sherman, or reach out to the QEP Director, Wendy Duncan (wduncan@uttyler.edu).

Related Field Experiences: Clinical teaching is the culminating field experience. The clinical teacher seminar provides the foundation for this experience and offers support to reach the ultimate goal of teacher certification and obtaining a teaching position. The students have opportunities to discuss challenges and success through seminar meetings. Students are required to complete a minimum of 70 days of fieldwork in an assigned classroom. Students are evaluated by a university field supervisor as well as the cooperating teacher using the Clinical Teacher Observation Rubric.

Course Objectives and Assessments

Learning Outcomes	Assessment	Standards
Demonstrate synthesis of knowledge and skills related to pedagogy and professional practice	Professional Portfolio TExES PPR	Texas Educator Standards: 1, 2, 3, 4, 5, 6 InTASC: 1, 6, 7, 8, 9, 10
Demonstrate knowledge of special needs, learning styles, and student characteristics and be able to adapt teaching and instructional materials for diverse populations	Professional Portfolio TExES PPR Clinical Teacher Observation Rubric	Texas Educator Standards: 1, 2, 4, 6 InTASC: 1, 2, 3, 4, 7, 8, 9, 10
Evaluate classroom management techniques/practices for use in the classroom	Professional Portfolio TExES PPR Clinical Teacher Observation Rubric	Texas Educator Standards: 4 InTASC: 2, 3, 6, 8, 9, 10
Demonstrate the ability to integrate technology to enhance teaching and learning	Lesson plans and activities Professional Portfolio Clinical Teacher Observation Rubric	Texas Educator Standards: 1, 2, 3, 4, 5 InTASC: 3, 4, 7, 8
Demonstrate an ability to connect concepts and use differing perspectives to engage learners in critical thinking, creativity and collaborative problem solving	Lesson plans and activities Clinical Teacher Observation Rubric	Texas Educator Standards: 1, 3, 5, 6 InTASC: 5

Topical Outline for EDUC 4357/4057: The Clinical Teaching Seminar in conjunction with clinical teaching or internship will cover the following topics:

- Expectations of Clinical Teaching
 - Get questions such as: How many times will I be observed? By whom? For how long? How do I know my cooperating teacher is qualified? And more!
- Classroom Management
- Lesson Planning
- Student Engagement
- Making Assessment Meaningful for Students and Teachers
- Ethical Behaviors and Responsibilities – Code of Ethics and Standard Practices for Texas Educators
- Communications between educator and all constituents including students
- School Law, Dyslexia Training, School ethics videos, Mental Health Training, Substance abuse and Suicide Prevention Training and Texas Behavior support training
- Texas Assessment and Accountability Systems
 - STAAR

- T-TESS
- Framework for Teacher and Principal evaluation
- Texas Teacher Standards
- Preparing for the Job Market
- Getting a Job and First Year Teaching Information
 - Exploring the Job Market in Texas
- Principal Survey for first year teachers
- Teacher certification process

Evaluation and Grading:

Credit (CR) for EDUC 4357/4057: Clinical Teaching Seminar is earned through meeting all the following:

- Must attempt the PPR
- All assignments completed at an appropriate proficiency level
- Professional participation (punctual, on task, contributing to the seminar)
- **Full attendance in seminar. You are expected to attend ALL sessions of seminar.** There are NO “free” absences in clinical teaching seminar. All absences will have to be made up.
- Attendance at the university Career Fair – arriving on time and dressed professionally

No Credit (NC) for EDUC 4357/4057: Clinical Teaching Seminar is earned if one of the following is true:

- Failing score on an assignment
- Failure to attempt the PPR
- Display of unprofessional participation
- Absences in clinical teaching seminar that were not made up.
- Insufficient number of days in clinical teaching
- Dismissal from clinical teaching
- Unprofessional behavior in seminar or schools.

NOTE: *A grade of no credit will delay graduation and certification.*

Last Day to Withdraw is November 4, 2024.

Teaching Strategies Used

Various teaching strategies will be used in the Clinical Teaching Seminars. These include but are not limited to: group activities, discussion, reflection, lectures, case studies, and role-playing.

Assignments:

Throughout this clinical teaching seminar, you will be evaluated based on your:

- Active, engaged, and appropriate participation in groups for all activities. Some of these activities count as graded assignments.
- Ability to meet criteria for all assignments
- Professional Portfolio
- Cover Letter and Resume
- Completion of TEA Ethics Videos and assessments
- Completion of Dyslexia training, Suicide Prevention Training, Mental Health Module and Region IV Texas Behavior Support Initiative Module

Throughout your clinical teaching experience (EDUC 4940/4640), you will be evaluated based on:

- **Teaching:** Preparation of lesson plans, teaching the identified concepts, evaluating the effectiveness of lesson plans using students' learning as one data point, professional behaviors, and collaboration with peers, supervisor, faculty, administration and parents.

Lesson plans for observed lessons will be due to your university field supervisor at least 72 hours in advance of teaching the lesson so that the lesson may be discussed during a pre-conference with your University field supervisor prior to the day of teaching the lesson. The pre-conference may be completed electronically through Zoom or FaceTime.

You will be given details about each assignment in EDUC 4357/4057.

Here is a brief description of the MAJOR assignments/tasks you will engage in during the Clinical Teaching Seminar and Clinical Teaching Experience this semester.

Resume and Cover Letter: The resume and cover letter are often the first impression a principal or hiring committee will have of you. It needs to present you in the best light as a professional educator. For this task, you will create and refine your cover letter and resume.

Professional Portfolio: The portfolio will consist of a lesson plan, brief video of teaching and several reflections about your teaching including assessments and teaching strategies used and why.

Dyslexia Training: You will complete an online module about dyslexia.

Suicide Prevention Training: You will complete this training from the K-12 point of view and then select the correct grade band for your certification.

Region IV Texas Behavior Support Initiative Module: You will complete the series of modules within an online course.

Mental Health Module: You will complete online modules about mental health.

TEA Ethics Videos: You will watch a series of videos on ethical situations for teachers and complete assessments on the videos. We will also discuss various ethical dilemmas in seminar.

Substance Abuse Module: You will complete online module about substance abuse.

Teaching: Throughout the semester, you will be responsible for teaching the students in your assigned classroom(s). Teaching involves planning the lessons based on student needs and curriculum guides for the grade and subject, teaching the lessons using strategies that will motivate students and demonstrate the relevance of the concept to students' lives, evaluating the success of the lesson both in terms of students' learning and self-reflection of the methods used and the goals achieved. Your University Field Supervisor will assist in guiding the teaching schedule appropriately and conduct observations of your teaching.

Assignment	Due Date
TEA Ethics Videos, Suicide Prevention Training, Behavior Support Initiative Module, Dyslexia Training, Mental Health Modules	All certificates and completed ethics quiz should be uploaded by January 10
Cover Letter and Resume	September 9
Portfolio lesson plan approved by Mrs. Sherman	September 30
Assignment 1 and 2	October 21
Assignment 4 and 5	November 4
Assignment 6	November 11

Bibliography

- Smith, R. & Dearborn, G. (2016). *Conscious Classroom Management*. CA: Conscious Teaching, LLC.
- Wink, J. R. (2017). *Excellence in Every Classroom*. IN: Solution Tree Press.
- Wong, H. & Wong, R. (2009). *The First Days of School*. CA: Harry K. Wong Publications.

COURSE POLICIES

Act professionally, respectful, and with honor. You represent the teaching profession. You never get to “stop” being a teacher to be a student, a parent, etc. You are ALWAYS a teacher and represent the teaching profession.

Email/Canvas Announcements: You will be notified at various times/dates during the semester with needed information. It is very important and your responsibility to check your UT Tyler email, the Education Clinical Experiences Organization and the EDUC 4357 Canvas on a regular basis. Your UT Tyler email should be checked daily.

Attendance: *You are required to attend ALL seminar sessions. There are no “excused” absences from student teaching seminar.* You will be required to make up all absences in clinical teaching seminar. If something does come up that will cause you to miss seminar, you must contact me immediately. If you have a question, please contact me. *If you are ever going to miss clinical teaching, you must notify your university field supervisor and cooperating teacher in advance.*

Absences in Clinical Teaching: Consistent attendance in clinical teaching is paramount to your success as a clinical teacher and in obtaining a teaching position. If you miss a total of five (5) days you will be removed from clinical teaching for the semester and will have to repeat clinical teaching in a future semester. If there is an exceptional circumstance that would require you to miss more than five (5) days, you need to immediately contact Mrs. Sherman. **There are NO excused absences from clinical teaching**, any absence must be made up after the end of the clinical teaching semester and only in half day or whole day.

Academic Etiquette: *Please be sure to silence your cell phone and other communication devices and use them as appropriate during class or when requested by the instructor. It is critical to maintain a respectful teaching and learning environment that is conducive to collaboration, cooperation, and learning. To do so, we must demonstrate courtesy to one another and to speakers and presenters in our class. Talking to one’s neighbors, chronic lateness, and leaving class early are inherently disruptive and thus, adversely affecting the rights of others to learn. Therefore, it is unacceptable.*

All work must be submitted by the due dates indicated by your instructor, your supervisor, and/or your cooperating teacher. Assignments will be graded in person on Monday evenings, they will be corrected while you are in the classroom. Only two assignments will be graded at one time. All portfolio assignments must be completed by Thanksgiving break.

All written work is expected to be of the highest scholarly level. You are not only representing yourself as a professional educator but also the teaching profession, the School of Education at The University of Texas at Tyler, your school, and the school district in which you are clinical teaching.

You want to be very careful of errors in spelling, grammar, punctuation, and word choice as poor choices will result in an unsatisfactory grade. In addition, as a teacher you will be observed by your students, administration, peers, and the parents and community. Thus, you are expected to model high quality work at all times, including all of your writing opportunities – notes on papers, notes sent to parents, email, etc. For this reason, all written materials should reflect the highest possible standards.

If you want assistance in improving your writing, please consider using The Writing Center. The Writing Center (<http://www.uttyler.edu/writingcenter>) provides professional writing tutoring for all students in all disciplines. For appointments, call 903.565.5995. You may also come to me for assistance if you would like.

Participation: You are expected to demonstrate the highest level of professionalism in your class participation as judged by your instructor’s expectations. The highest level of participation means you often contribute constructive comments

and questions that expand and enrich our class discussions and activities. Participation does not include long conversations that are off-track, self-focused, or distract from presentations, discussions, etc.

Plagiarism and/or Collusion: *Submission of another's work as one's own, unauthorized collaboration with another in preparing academic assignments offered for credit, or a violation of any section of the rules on scholastic dishonesty will result in a failing grade (NC) for the semester. Remember when planning lessons and activities, give credit for ideas obtained online or from others. Later in this syllabus is a clear description of plagiarism and/or collusion.*

Things to Remember During Your Clinical Teaching

Teacher candidates take their assigned school's holidays—not The University of Texas at Tyler holidays.

Professionalism cannot be overstated. While on your assigned school campus, it includes but is not limited to:

- Dress
- Behavior
- Respect
- Preparedness
- Flexibility
- Enthusiasm
- Professional collaboration skills
- Confidentiality
- Being a team player
- Timeliness

While at The University of Texas at Tyler for EDUC 4357/4057, it includes, but is not limited to:

- Participation
- Respect
- Flexibility
- Dress – consider the visiting speakers, such as principals and other professionals

NOTE: This syllabus is subject to change at the instructor's discretion. If that occurs, you will be notified by email and via Canvas.

UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

Texas Education Standards: The School of Education is committed to teaching and implementing the Texas Educator Standards at the highest level.

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.

Teacher Ethics: The School of Education is committed to producing highly ethical educators for the K-12 students of Texas. Our program interweaves the Code of Ethics and Standard Practices for Texas Educators throughout our program.

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 ***Purpose and Scope; Definitions***

(b) Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

(A) **Standard 1.1.** The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) **Standard 1.2.** The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) **Standard 1.3.** The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) **Standard 1.4.** The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) **Standard 1.5.** The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts

or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) **Standard 1.6.** The educator shall not falsify records, or direct or coerce others to do so.

(G) **Standard 1.7.** The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) **Standard 1.8.** The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) **Standard 1.9.** The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) **Standard 1.10** The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) **Standard 1.11.** The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) **Standard 1.12.** The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M) **Standard 1.13.** The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.

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

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

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

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

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

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

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

(3) Ethical Conduct Toward Students.

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

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

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

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

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

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

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

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

(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