A. Instructor Information
Name: Annamary L. Consalvo, Ph. D.
Email: aconsalvo@uttyler.edu (best way to reach me)
Office: BEP 212D (School of Education, 3900 University Blvd. Tyler, TX 75799
Office Phone: (903) 565-5576
Office Hours: By appointment and Tuesdays & Thursdays 9:30-10:30
Virtual Mondays 4:00-5:00 p.m. &/or by appointment, via phone or Skype at anna.consalvo4
Contact: E-mail: aconsalvo@uttyler.edu

B. Catalogue Course Description
“Exploration of writing as a process and product with particular emphasis on how to teach writing effectively and creatively in the PreK-12 classroom.”

C. Knowledge Base(s) and Rationale
This graduate level course is designed as immersion in theory, practice, and design of workshop-based literacy instruction for prospective and practicing teachers as well as instructional leaders who wish to develop and/or expand their knowledge, skills, and dispositions by studying the process of writing, engaging in writing, and learning how to teach writing effectively in Prek-12 school settings.

Course content is informed by established research, policy, and practice resources, which focus on the role of writing as a process and product and its impact on teacher instructional practices and student literacy achievement outcomes in the area of writing.

Course content incorporates the International Reading Association (IRA) as well as the Texas Examination of Educator Standards (TExES) standards for the preparation of reading specialists/literacy coaches (IRA, 2010; TEA, 2006). IRA standards pertain primarily to elements Standard 1: Foundational Knowledge, Standard 2: Instructional Strategies and Curriculum Materials, and Standard 5: Literate Environment. TExES Standards pertain primarily to elements of Domain 1: Instruction and Assessment: Components of Literacy, Domain 2: Instruction and Assessment: Resources & Procedures, and Domain 4: Professional Knowledge and Leadership.

D. Student Learning Outcomes
Upon successful completion of the requirements of this course, teacher candidates will have opportunities to:

(a) Develop an understanding of current and historical research and theory in writing and reading, to inform and impact effective literacy teaching practices, focusing on workshop models, within schools.

(b) Explore the practice of writing workshop both as a participant and as a writing workshop leader/teacher in order to make informed decisions that impact the design and
development of reading and writing workshop lessons and units; become familiar with strategies that support writers; and develop a variety of ways to monitor progress.

(c) Apply knowledge and skills of writing and reading workshop research and best practices to explore critical issues facing K-12 teachers and students, to plan both long and short-term curriculum for individual teachers, grade levels, and schools.

E. Course Projects, Evaluation and Grading

The assignments and projects outlined below are designed to contribute in a different, and yet complementary way in achieving the stated course objectives.

1. **E-learning discussions and activities** (35 points or 35% of course grade).

**Description:** As graduate students it is critical that you read deeply and engage in a productive and collegial manner with your professional community (us) in order to grow. Through assigned opportunities for asynchronous discussions over readings and/or videos, podcasts, and the like, you will practice giving and receiving responses to your ideas and connections with material and to those of fellow classmates. For this, we will use the course’s Blackboard Discussion Forum feature.

**Main Tasks:** Engage deeply with class texts; respond actively, substantively and thoughtfully, tactfully, and in a timely manner with classmates to books, articles, videos and more that are assigned within our classroom community.

Because this is a graduate level course, expectations for active engagement and substantive contributions to class activities—with timely completion of readings and related activities—are high and critical to the teaching-learning process. Active engagement entails making sustained and substantive contributions by completing assigned readings on time, asking critical questions, collaborating with others asynchronously, and exploring implications and applications of knowledge gained for your own professional work.

When responding to assigned readings or activities via discussion forums, I suggest using the following questions as a general guide for organizing your responses:

a. What are the main point(s) made or issue(s) raised in the assigned readings?

b. What are the strengths and weaknesses (or limitations) of the main points outlined, arguments made, or solutions provided?

c. In what ways will the knowledge gained from the assigned reading(s) or activities help you enhance your role and/or work as a classroom teacher, reading specialist, or literacy coach?

d. What are some of your own connections to the readings via your life experiences, your observations, your readings or viewings of other text/film/media?

e. What are you thinking about differently as a result of this reading? What questions does it raise for you?

*Specific instructions to follow.*

**Evaluation:** Your asynchronous discussion responses will be evaluated on the level of engagement (how often and when you contribute to the discussions), the quality of the
contributions made (how thoughtful and substantive your contributions are), and the professionalism you exhibit when responding to assigned discussion topics or issues (how respectful and considerate you are to discussion forum members). *(See rubric, Appendix).*

2. **Writing Process** (20 points or 20% of course grade).

   **Description:** Engaging in the workshop process, students will keep a writers notebook, explore several topics, and from those, select one and **produce one full length, personal memoir.**

   **Main Tasks:** Students will engage in topic searching, development, selection, drafting, conferencing (both as conferers and conferees), revising, editing, and publishing on our (private) class blog. Engaging in and taking a piece through the workshop process, students will keep an online writers notebook; explore several topics within the notebook by expanding several jottings to one to three pages; and, from among those, select one and produce a full length, polished, five to eight page piece of personal writing (e.g. memoir). *Specific instructions and timeline to follow.*

   **Evaluation:** Completing entries in writers notebook in a well developed and timely manner. Development of five topics to at least one page. Engagement in the conference process where each student gives feedback to a small group (3-4 in a group) of peers as well as receives feedback from those peers as well as from the instructor. Production of several drafts that show substantive revision from one draft to the next of the piece of personal writing -- up to the final copy. Folder with all jottings, notebook entries, conference notes, drafts, and an author’s note (in which you describe and reflect on your experience in writing as well as set goals for yourself as a writer), etc. to be submitted. Final copy posted in class blog.

   **Instructor Feedback:** Feedback will be ongoing in this project. Final feedback and grade will be available to students within one week of the due date.

3. **Reading & Writing Workshop Design** (35 Points or 35% of course grade)

   **Description:** For a specific grade and level, within a specific locale’s context, students will design a writing/reading workshop extended unit plan for one grading period (e.g. 6 weeks; 9 weeks) and embed it within an overarching framework for an academic year. Potentially, this project can be used to enhance students’ writing skills in a real-world school setting.

   **Main Tasks:** Students will have an opportunity to apply what they have learned about research, process, and pedagogy to design writing and reading workshop curriculum for a specific grade level and group of students that aims to enhance the writing skills of students in a real-world-school setting.
Students will design an extended unit(s) plan(s) that focus in on one whole grading period (six-week; nine-week... using your own school’s context or that of a chosen community) to design a long-range exploration of one of the following:

- introduction to writing workshop through personal (memoir) writing and reading;
- genre writing and genre study (book floods, inquiry); or
- informational/research writing.

Although you will not write extensive and expanded daily lesson plans, you will write weekly lesson plans that elaborate a set of experiences and learning activities that you will take students through as you build toward your vision articulated in your arc of the year. Your unit of study should be informed by relevant theories, research, and practice with respect to writing and reading workshop.

In developing the unit of study, you should provide

(a) an overarching plan for writing and reading workshop for the academic year;
(b) a rationale supported by research for developing the unit for the target group of students in your selected classroom,
(c) a list of student learning outcomes tied to the appropriate language arts or content area standards,
(d) the overall plan for implementing the unit of study,
(e) the materials used in the unit of study including titles of mentor texts; samples of titles for “book floods”; and digital tools and technology that you select,
(f) the instructional strategies used, and
(g) the evaluation plan for assessing the learning outcomes have been achieved.

You will have an opportunity to present your proposed unit of study by using one or more digital tools of your choice (e.g., Podcast, Wiki, narrated PPT or Prezi presentation, VoiceThread, other). Specific instructions and timeline to follow.

**Evaluation:** The proposed unit of study will be evaluated based upon the extent to which you have effectively addressed and smoothly integrated writing workshop supported by workshop theories and practices and carefully selected quality materials with which to value and strengthen students’ literacy development and/or content learning through writing. This project will be developed and submitted in incremental stages between weeks 5-13. More details about the specific requirements for this assignment will be provided at the appropriate time in the semester.

**Instructor Feedback:** Feedback will be ongoing in this project. Final feedback and grade will be available to students within two weeks of the due date.

**4. Final Exam** (10 points or 10% of course grade).

The final exam will consist of a mix of multiple choice questions and constructed short responses tapping your knowledge, skills, and dispositions with respect to writing workshop, how it is integrated with reading workshop, and the application of workshop practice and pedagogy.

**F. Evaluation and Grading Guidelines and Criteria:** Because this is a graduate level course, expectations for active engagement and substantive contributions to class activities—with timely
completion of readings and related activities—are high and critical to the teaching-learning process. Active engagement entails making sustained and substantive contributions by completing assigned readings on time, asking critical questions, collaborating with others asynchronously, and exploring implications and applications of knowledge gained for your own professional work. All written work should be typed (double-spaced, using a 12 pt. New Times Roman font, with one-inch margins, & page numbered), properly labeled, and carefully proofread and edited. Use APA guidelines (http://libguides.uttler.edu/content.php?pid=5001&sid=31080 and/or https://owl.english.purdue.edu/owl/resource/560/01/) for writing style, citations, and referencing. The criteria for determining your final grade are outlined below.

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<tr>
<th>Projects and grading criteria</th>
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<tr>
<td>Assignment</td>
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<tr>
<td>E-Learning Activities and Discussions</td>
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<tr>
<td>Writing Process</td>
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<tr>
<td>Writing and Reading Workshop Design</td>
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<td>Final Exam</td>
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<th>Performance standards</th>
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<td>Points</td>
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G) Required Texts, Materials, and Supplies
Everyone should plan to purchase ONE required text either Fountas & Pinnell or Atwell, see below:

*If you are an elementary (or younger) grades teacher, then purchase:

Please note: This is a very detailed and use-friendly text that is for those of you who teach elementary (and younger) children. You will read it within a timeline and discuss both with other elementary educators, and with the class as a whole.

From the publisher: “Authors Irene Fountas and Gay Su Pinnell have already helped hundreds of thousands of K-3 teachers engage, inform, and inspire early readers and
writers. Now, with *Guiding Readers and Writers (Grades 3-6)*, Fountas and Pinnell support teachers on the next leg of the literacy journey, addressing the unique challenges of teaching upper elementary students. The product of many years of work with classroom teachers, *Guiding Readers and Writers (Grades 3-6)* is one of the most comprehensive, authoritative guides available today. It explores all the essential components of a quality literacy program in six separate sections….(Breakthrough to Literacy, Independent Reading; Guided Reading; Literature Study; Teaching for Comprehension and Word Analysis; The Reading and Writing Connection)… To read more visit [http://www.amazon.com/Guiding-Readers-Writers-Grades-Comprehension/dp/0325003106](http://www.amazon.com/Guiding-Readers-Writers-Grades-Comprehension/dp/0325003106)


*Please note:* This is a rich, classic text that is for those of you who teach middle and high school. You will read it within a timeline and discuss both with other middle and high school teachers, and with the class as a whole.

*From the publisher:* “When first published in 1987, this seminal work was widely hailed for its honest examination of how teachers teach, how students learn, and the gap that lies in between. In depicting her own classroom struggles, Nancie Atwell shook our orthodox assumptions about skill-and-drill-based curriculums and became a pioneer of responsive teaching. Now, in the long awaited second edition, Atwell reflects on the next ten years of her experience, rethinks and clarifies old methods, and demonstrates new, more effective approaches….” To read more visit [http://www.amazon.com/Middle-Understandings-Writing-Reading-Learning/dp/0867093749/ref=sr_1_12?ie=UTF8&qid=1407187456&sr=1-12&keywords=in+the+middle+2nd+ed](http://www.amazon.com/Middle-Understandings-Writing-Reading-Learning/dp/0867093749/ref=sr_1_12?ie=UTF8&qid=1407187456&sr=1-12&keywords=in+the+middle+2nd+ed)

*Note:* A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

H. Technical Information:

- **You will need Blackboard access; sound capacity; to check your Patriot mail on a daily basis for schedule change or announcements.**
- **Technical Support:** If you experience technical problems or have a technical question about this course, you can obtain assistance by email itsupport@patriots.uttyler.edu or phone (903)565-5555 Option 2. When you email or leave a phone message for IT Support, be sure to include a complete, concise description of your question or problem including:
  - The title and number of the course
  - The page in question
  - If you get an error message, a description and message number
  - What you were doing at the time you got the error message
- **Plug-ins and Helper Applications:** UT Tyler fully online and hybrid courses use Java, JavaScript, browser plug-ins, helper applications and cookies. It is essential that you
have these elements installed and enabled in your web browser for optimal viewing of the content and functions of your online/hybrid course.

- **Adobe Reader** allows you to view, save, and print Portable Document Format (PDF) files. (URL: http://get.adobe.com/reader/)
- **Java Runtime Environment (JRE)** allows you to use interactive tools on the web. (URL: http://www.java.com/en/download/)
- **Adobe Flash Player** allows you to view content created with Flash such as interactive web applications and animations. (URL: http://get.adobe.com/flashplayer/)
- **QuickTime** allows users to play back audio and video files. (URL:http://www.apple.com/quicktime/download)
- **Windows Media Player** allows you to view, listen and download streaming video and audio. (URL: http://windows.microsoft.com/en-US/windows/products/windows-media-player);
- **RealPlayer** allows you to view and listen to streaming video and audio. (URL: http://www.real.com/)
- **Windows Media Player** allows you to view, listen, and download streaming video and audio. (URL:http://windows.microsoft.com/en-US/windows/products/windows-media-player)

Other course policies:

**Blackboard/Email:**
A Blackboard course has been created for this class, and all of the information, including the syllabus, course schedule, and any changes thereto, will be posted. Links to on-line readings will be posted periodically. **Students are responsible for accessing and reading all materials.** In addition, students are responsible for checking school email as it is the primary method of communication for the course. This means students are responsible for 1) immediately contacting me if either Blackboard and/or email become a problem; and 2) immediately contacting the Information Technology services to be certain any problem with email/access to Blackboard is completely resolved (see section “H” above for IT contact information).

**Turning in of Work:**
Unless otherwise stated, all work will be turned in completed via electronic folder (if specified in instructions) on the date it is due, by midnight, or completed and ready to be viewed (e.g. electronic writer’s notebook; Bb Discussion Forum posts completed). All work must have your NAME, the DATE, and the ASSIGNMENT written clearly along the top.

**Late Assignments:**
Late assignments without prior, written permission from the instructor or without the presence of documentable (by you), extenuating circumstances will result in a lowering of the assignment grade. If you have gotten written instructor permission, make a pdf of the email and attach to your work. I am not responsible for keeping track of such matters. It falls on you to present your documentation in a professional manner.
I. **Topical Outline & Schedule:** The following course calendar is subject to change due to the nature of the course, which emphasizes wide reading, reflection, and critical inquiry. Adjustments to class lectures and activities will be made as needed.

<table>
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<tr>
<th>Study Units</th>
<th>Focus of Course Content</th>
<th>Readings &amp; Project Due Dates</th>
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| **Unit 1:** Develop an understanding of historical and current research, policy, and practice related to writing. | • Lecture 1.1: Course Overview  
• Lecture 1.2: What is “writing workshop”?  
• Lecture 1.3: Theoretical, research, and practical perspectives of literacy and writing and reading. | • Specific readings will be assigned regularly from course texts, reports, and journals.  
• E-Learning Activities Assigned & Due as Indicated |
| **Unit 2:** Experience the elements of writing workshop. | • Lecture 2.1: Genre study, mentor texts, and inquiry in the writing workshop.  
• Lecture 2.2: Multigenre, & multiliteracies: Exploring style, voice, and choice in the teaching of writing.  
• Lecture 2.3. Exploring issues pertaining to the role of new state and national standards (e.g., Common Core Standards) in supporting student writing. | • Specific readings will be assigned regularly from course texts, reports, and journals.  
• Writing Process; final copy due Week 4 |
| **Unit 3:** Digitalia and demographics: What does it mean to teach writing in a changing landscape? | • Lecture 3.1. Making room for what’s important: Rethinking the design, implementation, and evaluation of writing instruction and assessment in light of the demands of standardized testing.  
• Lecture 3.2. Thinking big: Designing an arc of instruction to enhance the engagement, language, literacy, and content learning for diverse K12 learners. | • Specific readings will be assigned regularly from recommended course texts, reports, and journals.  
• Reading & Writing Workshop Design, Due Week 13  
• Final exam – Finals week (Week 15) |
Lecture 3.2. Zeroing in: Reviewing effective teaching on a day to day basis.

University Policies

Students Rights and Responsibilities
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www.uttyler.edu/wellness/rightsresponsibilities.php

Grade Replacement/Forgiveness and Census Date Policies:
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy:
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the
extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

**Disability Services:**
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria apply to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

**Student Absence due to Religious Observance**
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

**Student Absence for University-Sponsored Events and Activities**
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

**Social Security and FERPA Statement:**
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

**Emergency Exits and Evacuation:**
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

**Student Standards of Academic Conduct:** Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) “Cheating” includes, but is not limited to:
- copying from another student’s test paper;
• using during a test, materials not authorized by the person giving the test;
• failure to comply with instructions given by the person administering the test;
• possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
• using, buying, stealing, transporting, or soliciting in whole or part the contents of an un-administered test, test key, homework solution, or computer program;
• collaborating with or seeking aid from another student during a test or other assignment without authority;
• discussing the contents of an examination with another student who will take the examination;
• divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
• substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
• paying or offering money or other valuable thing to, or coercing another person to obtain an un-administered test, test key, homework solution, or computer program, or information about an un-administered test, test key, homework solution or computer program;
• falsifying research data, laboratory reports, and/or other academic work offered for credit;
• taking, keeping, misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and,
• misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
(iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

K. College of Education and Psychology Vision & Mission Statements

Vision: The college of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of excellence in scholarly inquiry and public service, as well as an agent for improving the cultural and economic conditions of the region.

Mission: The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars, who contributes to knowledge through a
scholarly inquiry; organizes knowledge for application, understanding, and communication; and provides leadership and service.

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

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.

August 2014 Adopted in part from the syllabi of Dr. Joanna Neel and Dr. Kouider Mokhtari.
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.

Appendix

<table>
<thead>
<tr>
<th>Elements of online discussions</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depth of consideration of ideas</td>
<td>Cursory discussion</td>
<td>Some thought; though little extension of ideas</td>
<td>Extensive consideration of ideas and others’ writings -- including connections to material</td>
</tr>
<tr>
<td>Timeliness</td>
<td>Late or missing</td>
<td>Adequately timed so that others can respond</td>
<td>Early and frequent checking in and responding to posts</td>
</tr>
<tr>
<td>Collegiality</td>
<td>Brusque</td>
<td>Somewhat appreciative of others’ points of view</td>
<td>Both appreciative of others’ views and able to extend effectively.</td>
</tr>
<tr>
<td>Posts</td>
<td>Under required number of posts</td>
<td>Meets required number of posts</td>
<td>Exceeds required number of posts</td>
</tr>
</tbody>
</table>