The University of Texas at Tyler

Spring 2015 READ 5309.061 (20300)
Foundations of Literacy Coaching
Graduate--Online

A. Instructor Information
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B. Catalog Course Description:
“Field experience focused on expanding literacy coaching knowledge, skills, and dispositions by studying and engaging in literacy coaching work in authentic PreK-12 clinical and/or school settings.”

C. Knowledge Base(s) and Rationale
This graduate level course is designed as a practicum for prospective and practicing teachers and instructional leaders who wish to develop and/or expand their literacy coaching knowledge, skills, and dispositions by studying and engaging in literacy coaching work in authentic school settings.

Course content is informed by various research, policy, and practice resources, which contribute in different but complementary ways to the preparation of reading specialists/literacy coaches and instructional leaders. Research and theory addressed in the course will draw from several fields of inquiry, including adult learning, professional development, teacher quality and student achievement, and school improvement.

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 Standard 6: Professional Learning and Leadership. Candidates recognize the importance of, demonstrate and facilitate professional learning and leadership as a career-long effort and responsibility. Specific indicators of this standard pertain to (a) foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture (IRA 6.1); (b) espousing positive dispositions related to one’s own reading and writing, the teaching of reading and writing, and pursuing the development of individual professional knowledge and behaviors (IRA 6.2); (c) participation in, design, facilitation, leading, and evaluation of effective and differentiated professional development programs (IRA 6.3); and (d) understanding and influencing local, state, or national policy decisions (IRA 6.4). TExES Standards pertain primarily to Domain IV: 6: Professional Knowledge and Leadership as they relate to the preparation of Reading Specialists and Master Reading Teachers roles.

D. Student Learning Outcomes
Upon successful completion of the requirements of this course, teacher candidates will have an opportunity to:
(a) Develop a basic understanding of current literacy coaching research and models that inform effective coaching practices within schools.
(b) Develop basic knowledge and skills in using assessment data to make informed decisions about coaching and instruction.
(c) Apply knowledge and skills gained about literacy coaching research and best practices in the design of professional development programs for individual teachers, grade levels, and schools.

E. Course 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. **Online Contributions** (25 points or 25% of course grade). Throughout the semester, you will be expected to engage actively in online assignments and activities aimed at strengthening your ability to critically read, synthesize, and interpret literacy research findings, as well as engage in literacy research activities. Your contribution to specific online activities is a significant part of the course grade and an important component of our shared pedagogical experience. Your active participation will help me to evaluate your overall performance as a class member, as well as making the class more interactive and engaging for all of us. To help promote a high level of engagement and refection, and to give you an opportunity to play a leadership role in this class, I will ask each of you to assume responsibility for leading the discussion of a literacy coaching issue or a problem addressed in specific readings or instructional contexts. The main goal for leading discussion is to bring out the main points and issues of the readings but your facilitation should go beyond summarizing the readings. I suggest using the following questions as a general guide for your thinking while completing the readings:
   a. What are the main points made or issues raised in the assigned reading(s)?
   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) help you enhance your role and/or work as a literacy specialist/coach?
Active engagement entails making sustained and substantive contributions by completing assigned readings, asking critical questions, collaborating with others online, and exploring implications and applications of knowledge gained for your own professional work. The following criteria will be used to evaluate your class participation and engagement.
   - 0-5 points = Low level of participation and engagement
   - 6-10 points = Moderate level of participation and engagement
   - 11-15 points = High level of participation and engagement

2. **Literacy Coaching Observation & Interview** (25 points or 25% of course grade). In this assignment you will have an opportunity to learn about the roles and responsibilities of a literacy coach as they function within your own school setting. If your school or district does not employ literacy coaches, identify a teacher leader, a school principal, or a central office person who has the primary responsibility for improving student literacy achievement.

To complete this project, you will engage in two related tasks. First, conduct an interview with the literacy coach you have identified. I will provide you with an interview guide that will help in organizing information for purposes of conducting the interview. Second, arrange to observe your literacy coach as they complete their work three or more times during the semester. Ideally, you may want to observe your literacy coach while they engage in different roles and responsibilities (e.g., conducting a professional development session for teachers, addressing curriculum or assessment issues related to student’s literacy achievement, assisting individual teachers with specific issues.
pertaining to instructional practices). You should plan on spending approximately 20 clock hours in completing both tasks (i.e., observations and interview) of this project. Keep track of the amount of time and effort devoted to the completion of this project.

Write a brief report (750-1000 words) summarizing your findings based on the interview and observations completed. Prepare the report so that it can be shared with your school principal and/or fellow teachers within your school. Organize your report around the following Headings:

a. Project Overview: Describe the purpose of the project, what you did to complete it, and how?

b. Project Findings: Provide a summary of the main findings of the observations and interview. Analyze these findings in light of current literacy coaching research and best practices, particularly as they pertain to the roles and responsibilities of literacy coaches in enhancing instructional practices and increasing student achievement outcomes.

c. Reflections & Applications: Reflect on what you have learned about literacy coaching as a result of completing this project. Discuss the implications or applications of what you have learned for your own teaching and continuous professional learning.

Your final report will be evaluated on the following criteria: Documentation of time and effort devoted to the two main tasks of this project: clarity and organization of information pertaining to project description, project findings, and reflections; and quality of writing and presentation.

3. Designing a School-Wide Professional Development Plan (50 points or 50% of course grade). In this semester-long, field-based project, you will have an opportunity to engage in an important component of literacy coaching work, which consists of designing and putting in place a school-wide professional development plan.

To complete this project, you will be asked to engage in two closely related tasks. First, you will conduct a needs analysis for teacher professional development in the area of literacy instruction. I will provide you with a guide that will help in conducting the needs analysis. Second, you will engage in developing a tentative action plan aimed at improving instructional practices, which will eventually enhance student literacy achievement outcomes in your school.

For purposes of this project, you will have the option of completing this project with a class-mate if schedules and circumstances permit. You will also have the option of limiting the needs analysis and professional learning plan to a single teacher in a particular grade, a group of teachers in a particular grade or grade bands, or an entire school or district depending upon your needs, expertise, and teaching or coaching experience. You should plan on spending approximately 40 clock hours in completing both tasks (i.e., needs analysis and professional learning plan) of this project. **Keep track of the amount of time and effort devoted to the completion of this project using a log into which you enter each day's clock time, hours’ total, and task.**

Write a report (1000-1500 words) describing the project in terms of processes (what was done and how) and products (what was accomplished), particularly as they related to the literacy needs analysis and professional development plan. Prepare the report so that it can be shared with your school principal and/or fellow teachers within your school. Organize your report around the following headings:

a. Project Overview: Describe the purpose of the project. What you did to complete it and how?

b. Literacy Needs Analysis: Describe the steps involved in conducting the literacy needs analysis that enabled you to determine strengths, challenges, and needs. Such steps may involve review
c. Proposed Professional Development Plan: Describe your proposed professional development plan for your selected teacher, group of teachers, school. In developing professional learning plans, literacy coaches often use what they know about current research, policy, and best practices relative to enhancing literacy instruction; school characteristics (e.g., student demographics), analysis of student assessment data, and input gleaned from teachers and other school personnel relative to increasing students literacy achievement. The proposed professional development plan, to be shared with the school's leadership, should (a) articulate your vision and action plan for enhancing students’ literacy achievement outcomes, (b) be guided and informed by credible literacy coaching models and practices with documented effectiveness, and (c) be realistic with concrete steps and strategies for the school to support and implement it. The overall goal is to for you to help lead the school in improving all aspects of literacy teaching and to guide them in the implementation and evaluation of the proposed plan of action.

d. Reflections & Applications: Reflect on what you have learned about analyzing the needs for literacy and designing a professional development plan as a result of completing this project. Discuss the implications or applications of what you have learned for your own teaching and continuous professional learning.

More specific information and step-by-step guidance in developing ideas for and completing this project will be provided throughout the semester.

Project Evaluation Criteria: The criteria for evaluating the final research proposal paper will based on the extent to which you have adequately described (a) the overall purpose of the project, (b) the steps involved in conducting the literacy audit, (c) the use of data available to develop the proposed professional development action plan for the selected classroom, school, or district; (d) the overall plan for implementation, and evaluation in target settings, and (e) the reflective statement relative to your learning and growth as a literacy leader following completion of this project and course. A project evaluation rubric using these elements will be used to evaluate the merits of the report.

F. Evaluation and Grading Guidelines and Criteria: 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 for writing style, citations, and referencing. The criteria for determining your final grade are outlined below.

<table>
<thead>
<tr>
<th>Projects &amp; Grading Criteria</th>
<th>Weight</th>
<th>Points</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Online Contributions</td>
<td>25%</td>
<td>25 points</td>
<td>On-going</td>
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</table>
2. Coaching Observation/Interview 25% 25 points  Week 10
3. Professional Development Plan 50% 50 points  Week 15

Totals 100% 100 points

Performance Standards

<table>
<thead>
<tr>
<th>Points</th>
<th>Percent</th>
<th>Grade</th>
<th>Standard</th>
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<tbody>
<tr>
<td>93-100</td>
<td>93%</td>
<td>A</td>
<td>Superior</td>
</tr>
<tr>
<td>84-92</td>
<td>84%</td>
<td>B</td>
<td>Above Average</td>
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<tr>
<td>75-83</td>
<td>75%</td>
<td>C</td>
<td>Average</td>
</tr>
<tr>
<td>66-74</td>
<td>66%</td>
<td>D</td>
<td>Below Average</td>
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<tr>
<td>00-65</td>
<td>65% or Below</td>
<td>F</td>
<td>Mediocre</td>
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G. Required Texts, Materials, & Supplies:
2. Standards Documents
3. Literacy Coaching Clearinghouse Resources— [http://www.literacycoachingonline.org](http://www.literacycoachingonline.org)
4. Assigned Readings & Resources—Most available in electronic format.

  **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.

5. Additional readings to supplement course content will be selected from various journal publications (see sample journals below), book chapters and reports (see sample resources in attached references).
   b. *Educational Leadership* (ascd.org)
   c. *Journal of Adolescent and Adult Literacy* (www.reading.org)
   d. *Journal of Educational Psychology* (apa.org)
   e. *Journal of Learning Disabilities* (www.ldanatl.org)
   f. *Journal of Literacy Research* (www.nrconline.org)
   g. *Language Arts* (www.ncte.org)
   h. *Reading Research Quarterly* (www.reading.org)
   i. *Tapestry Journal* (tapestry.usf.edu)
   j. *The Reading Teacher* (www.reading.org)
H. Topical Outline & Schedule: The following tentative course calendar is subject to change due to the nature of the course, which emphasizes wide reading, reflection, and critical inquiry. Adjustments to class sessions and modules will be made as determined by progress made in accomplishing the objectives of each class session.

<table>
<thead>
<tr>
<th>Class Modules</th>
<th>Focus of Course Content</th>
<th>Readings &amp; Project Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1: Literacy Coaching Research, Policy, &amp; Practice</td>
<td>• Lecture 1.1: Course Overview</td>
<td>• Course Syllabus</td>
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<tr>
<td></td>
<td>• Lecture 1.2: Standards for Coaching</td>
<td>• Specific readings will be assigned weekly from course text (McKenna &amp; Walpole (2008),</td>
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<tr>
<td></td>
<td>• Lecture 1.3: Models of Coaching</td>
<td>standards documents, and journal articles (See reference List)</td>
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<td></td>
<td>• Lecture 1.4: Research-Based Coaching Practices</td>
<td>• Online Contributions Assigned &amp; Due Bi-Weekly (First Due Monday January 19, 2015, noon).</td>
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<td></td>
<td>• Lecture 1.5: Coaching Adult Learners</td>
<td>Others Due Every Other Monday by noon.</td>
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<tr>
<td>Module 2: Data-Based Decision-Making</td>
<td>• Lecture 2.1: Role of Assessment in Coaching</td>
<td>Specific readings will be assigned weekly from course text (McKenna &amp; Walpole (2008),</td>
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<tr>
<td></td>
<td>• Lecture 2.2: Making Instruction Decisions Based on Data</td>
<td>standards documents, and journal articles (See reference List)</td>
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<td></td>
<td></td>
<td>• Online Contributions Assigned &amp; Due Bi-Weekly</td>
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<td>• Coaching Observation &amp; Interview Report Due Monday March 2, 2015 at noon.</td>
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<tr>
<td>Module 3: Design, Implementation, &amp; Evaluation of Professional Development Programs</td>
<td>• Lecture 3.1. Basics of Professional Development</td>
<td>Specific readings will be assigned weekly from course text (McKenna &amp; Walpole (2008),</td>
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<tr>
<td></td>
<td>• Lecture 3.2. Observing Literacy Coaches at Work</td>
<td>standards documents, and journal articles (See reference List)</td>
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<tr>
<td></td>
<td>• Lecture 3.3: Providing Professional Support</td>
<td>• Online Contributions Assigned &amp; Due Bi-Weekly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Professional Development Plan Report Due Monday April 20, 2015 at noon.</td>
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I. SELECTED READINGS


UNIVERSITY POLICIES

**UT Tyler Honor Code**

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

**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](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. (For Spring 2015, the Census Date is January 26th.) Grade Replacement Contracts are available in the Enrollment Services Center or at [http://www.uttyler.edu/registrar](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 (January 26th) is the deadline for many forms and enrollment actions of which students need to be aware. 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 applies 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 unadministered 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 instructors 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 unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home 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 The University of Texas at 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.

(iv) All written work that is submitted will be subject to review by SafeAssign™, available on Blackboard.

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

Vision: The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

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 that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

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.

SCHOOL OF EDUCATION PROGRAM STANDARDS

The School of Education has adopted program standards that guide the development of teacher candidates in their understanding of the complexity of teaching. These standards are based on those developed by the Interstate New Teacher Assessment and Support Consortium (InTASC) and shared by other accredited universities in Texas and across the United States. The Standards are broad understandings and practices gained throughout the program using a constructivist model in which new learnings are assimilated and attached to prior understandings, thus, over time, building a mental structure (schema) of educational concepts.

Standard #1: Learner Development (students in general)
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Texas Teacher Practice Standards: 1.2, 2.1, 2.2, 2.3, 4.1

Standard #2: Learning Differences (individual students)
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Texas Teacher Practice Standards: 1.3, 2.1, 2.2, 2.3, 4.1

Standard #3: Learning Environments
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Texas Teacher Practice Standards: 1.3, 1.4, 1.6, 2.3, 4.1, 4.2, 4.3, 4.4

Standard #4: Content Knowledge
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Texas Teacher Practice Standards: 1.2, 1.5, 1.6, 3.1, 3.2, 3.3, 5.2

Standard #5: Application of Content
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Texas Teacher Practice Standards: 1.5, 3.2, 3.3
Standard #6: Assessment
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

*Texas Teacher Practice Standards: 1.6, 5.1, 5.2, 5.3, 5.4, 6.2*

Standard #7: Planning for Instruction
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

*Texas Teacher Practice Standards: 1.1, 1.2, 1.3, 5.1, 5.3, 5.4*

Standard #8: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

*Texas Teacher Practice Standards: 1.4, 1.5, 1.6, 5.4*

Standard #9: Professional Learning and Ethical Practice
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

*Texas Teacher Practice Standards: 3.2, 3.3, 6.1, 6.2, 6.4*

Standard #10: Leadership and Collaboration
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

*Texas Teacher Practice Standards: 6.3, 6.4*

Standard #11: Technology
The teacher is able to create, implement, and evaluate technology to enhance teaching, student learning, and other obligations (e.g. reports, grades, tests, etc.) required of teachers.

*Texas Teacher Practice Standards: 1.5*