



**Professional Development
(PDS 1) Handbook**

For

Post-Baccalaureate Bilingual and ESL Education Students



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Dear Professional Development School Students,

Welcome and congratulations on beginning your PDS 1 experience. The purpose of this handbook is to provide detailed information about your role and responsibilities during the PDS I semester. You should expect this semester to be challenging and rewarding as you grow professionally towards becoming an educator. We hope this semester results in you confirming some of the reasons why you chose to become a professional educator.

The Field Experience Office has worked with school district personnel to place you on campuses with carefully determined mentor teachers for your Professional Development School. Your methods course will offer a variety of ideas and opportunities to learn about teaching. The Professional Development School is designed for a complete immersion into the profession. From the very first day in the school, students are expected to remain as fully engaged as possible. A time commitment is involved in successfully completing PDS I. You will be learning, observing, practicing, and honing skills that will be remembered for the rest of your professional career as a teacher.

We will do our best to help you have a positive experience as you enter the teaching profession. The Field Experience Office and your methods instructor are available and willing to assist you.

On behalf of the UNT faculty, I wish you the very best for a successful PDS I experience.

Sincerely,



Tim Sutton, M. Ed.
Director of Field Experience Office

I. UNT CONCEPTUAL FRAMEWORK

Educators as guide engaged learners, summarizes the conceptual framework for UNT's basic and advanced programs. This concept is portrayed visually as a compass, which represents the tools educators employ as they orient students in the exploration of landscapes for learning. The engagement of learners requires simultaneous commitment to academic knowledge bases and to learner-centered practice. The orientation of engaged learners requires commitment to the continuous processes of assessment, planning, implementation, and evaluation that characterize discovery, problem-solving, curriculum development, program development, inquiry, and research. Guiding engaged learners features ongoing dialogue between educators and their students and with wider communities about how schools can prepare students for life-long learning in a democracy. Guiding engaged learners draws on six areas of competence developed in all UNT programs for educators:

1. **Content and curricular knowledge** refers to the grounding of educators in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.
2. **Knowledge of teaching and assessment** refers to the ability of educators to assess, plan, implement, and evaluate teaching and learning in terms of its consistent engagement of learners.
3. **Promotion of equity for all learners** refers to the skills and attitudes that enable educators to advocate for all students within the framework of the school program.
4. **Encouragement of diversity** refers to the ability of educators to appreciate, affirm, and engage the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.
5. **Professional communication** refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.
6. **Engaged professional learning** refers to the commitment of educators to ethical and caring practice and to continued learning and professional development.



II. EXPECTATIONS FROM STUDENTS

Field Experience Requirements: Post bac students enrolled in EDEE 5860 or EDBE 5580 (if EDEE 5900 as a special problems course) are expected to complete 30 hours of field experiences in an ESL or a bilingual education classroom.

Attitude: Once placed, students are guests in the host school and are expected to act accordingly. Principals, assistant principals, and mentor teachers willingly accept the responsibility to assist students in their preparation toward teaching excellence. Accept their advice and guidance, and follow school policies and procedures. Remain professional in your demeanor and attitude.

Timeliness and Absences: Once you have decided on a schedule for your 30 hours of field experiences with your mentor teacher be on time to placement classes. Notify the school and your mentor teacher as soon as possible if an absence occurs due to an emergency or illness and to reschedule the remaining hours.

Field Experiences Log and Observation and Participation Record Form: A log must be maintained by the student and signed by the mentor teacher. A record form of specific learning and teaching elements must also be completed. These forms must be turned in to your instructor on the date designated. Without the log, students do not advance to PDS II (practicum or student teaching) the following semester(s).

Portfolio Checkpoint 2: This is a program requirement. The portfolio Checkpoint 1 is initiated in EDEE 5840. The completion of Checkpoint 2 Portfolio is required during PDS 1. Your portfolio and your understanding of the ten (10) INTASC Standards and some of the TESOL standards will reflect your growth and change as a teacher. The portfolio checkpoint 3 process will continue into PDS II. The portfolio is an opportunity for you to demonstrate that you are a highly qualified candidate for a teaching position.

Course Requirement/Field Experiences: The methods course instructor will ask students to submit a time log and other documents which are based on observations and classroom participation experiences. The specific assignment can be found in Appendix A for EDBE 5580 students and Appendix B for EDEE 5860 students.

Evaluation Forms: Appendix C has two evaluation forms, you as the UNT student will use the student form to evaluate the mentor teacher and the mentor teacher will evaluate you.

TEXES Testing: All information pertaining to this test is available in Matthews Hall 103 or on the website www.coe.unt.edu/texas/. Prepare to take the Bilingual or the ESL generalist tests and the PPR exams. It is strongly recommended to take these exams prior to student teaching or practicum.

Dress: Professionalism should be your guide. Appropriate dress would include slacks, shirts, blouses, and dresses worn at the knee or longer. If there is a special t-shirt, spirit day, or special

dress day for your school, then dress accordingly. Always check with your supervising teacher and principal. Tattoos should not be visible and piercings are for ears only.

Electronic Profile Pages: Please be advised that information posted on personal electronic profile pages (MySpace, Facebook, Twitter, etc.) may be viewed by school district personnel and judged to be conduct/behavior unacceptable to them for someone they consider to be a role model for students in their district. If a UNT student has such an online profile page and there are pictures or text that may have been tagged or saved by others, this could cause the student's placement to be terminated. In the event of such an incident, the Field Experience Office will take the stance that the student is not welcome in the partner district, and it may not be possible to find an alternative placement. UNT students should do everything possible to ensure that there are no evidences of unacceptable images or text credited to them that could be attained by school district personnel. Please refer to the Texas Administrative Code found in Appendix D.

Professionalism: Professionalism in the schools (public school campuses) and UNT courses is shown by all of the following:

- Reporting to the field campus (public school campus) on time everyday that you are expected to be there
- Reporting to the field campus prepared for classes/lessons
- Staying at school and staying involved during the stated hours
- Being respectful of and adhering to school/district policies
- Practicing effective communication skills with all members of the school community
- Actively and positively participating in school-related activities and assignments
- Being open to suggestions for improvement
- Being flexible to schedule changes
- Being discreet in discussions regarding all members of the school community
- Dressing according to campus/district policies and guidelines
- Respecting and maintaining professional separation in relationships with school personnel, especially mentor teachers
- Respecting and maintaining professional separation in relationships with students and their parents

Always remember you are in the field to listen and learn from mentor teachers who have more experience than you at this time. You may not agree with the suggestions and opinions, but be respectful of them and behave professionally at all times. Gossip is never a professional behavior and can have negative consequences. Be alert to the events in the school, but stay out of school politics.

III. EXPECTATIONS FOR THE MENTOR TEACHER

This list provides a starting point for working with UNT students in their 30 hours of field experience assignment. The UNT student and you will arrange a schedule that is workable for both of you. Each student knows his/her strengths and needs. Please allow her/him to participate in this process. Appendix A contains the guidelines that UNT students enrolled in the course ED BE 5580- Curriculum for Bilingual Education EC-8 will follow. Appendix B contains the guidelines that UNT students enrolled in the course EDEE 5860 – Methods for Teaching Math and Science

will follow. The guidelines also include a log that students will use to document their hours of field experiences and for you as the supervising teacher to sign verifying those hours.

It is very helpful if the UNT student is able to have copies of your lesson plans so that he/she can experience how you orchestrate all of your lessons. As you know, this is one of the most difficult aspects of teaching.

Evaluation Forms: Appendix C has two evaluation forms, you as the mentor teacher will use the mentor teacher form to evaluate the student and the student will evaluate you.

Ideas for Early Field Experiences: Can be found in Appendices A for EDBE 5580 students and B for EDEE 5860 students. Below are additional ideas:

- familiarize the UNT student with the schedule
- the UNT student may observe routines, procedures, management techniques
- the UNT student may get to know classroom students
- the UNT student may sketch the room arrangement
- the UNT student may observe classroom students outside the classroom, ex. P.E., computers, lunch, music, etc.
- you may determine any meetings that the UNT student may attend – grade level, ARD, faculty, etc.
- you may familiarize the UNT student with key personnel
- you may familiarize the UNT student with grading procedures
- you may determine any lessons which the UNT student must complete
- you may inform the UNT student how informal small groups are formed
- you may discuss specific discipline events of the day
- you may brainstorm with the UNT student about a bulletin board/center that might be needed so that UNT student can work on this
- you may recommend to the UNT student a classroom student who may need one-on-one tutoring
- you may engage the UNT student in some of the planning
- you may arrange for the UNT student to observe in other classrooms, sections, subjects
- you may request that the UNT student gather any materials that are needing for the next unit of study.

IV. GLOSSARY OF TERMS

Early Field Experience - PDS 1: First semester of intensive field experience for all post-baccalaureate bilingual or ESL candidates in the EC-6 program.

Director of Field Experience: UNT employee responsible for coordinating all UNT Field experiences with partner districts. Duties include at least the following;

- 1) facilitating placement for all UNT field experience placements for teacher candidates;
- 2) coordinating documentation required for placement by the state and the districts;
- 3) maintaining collaborative relationships with partner districts;

- 4) maintaining candidate records related to field experience;
- 5) recruitment, selection, and training of UNT Supervisors and PDS Cadre Coordinators;
- 6) coordination of supervising teacher orientation.

Field Experience Office: UNT office responsible for the coordination of all field experiences related to initial teacher certification.

Student: UNT candidates involved in intensive field experiences in the last two semesters of their programs; these students are not teachers of record.

Internship: Refers to the intensive field experiences in the last two semesters of the post-baccalaureate EC-6 program. This studentship takes place within a Professional Development School setting.

Supervising Teacher: The teacher in a partner district assigned to closely monitor, supervising teacher and support UNT candidates. In the Studentship setting, the student is assigned to work in the supervising teacher's classroom.

Methods Courses: One 3-hour credit course taken during the EC-6 PDS 1 semester.

Methods Instructor: UNT professor who teaches the 3-hour credit course taken during the EC-6 PDS 1 semester.

Portfolio: Collection of candidate's work products with written reflections about professional learning/growth throughout the program. A course portfolio may be required in particular courses. The Program Portfolio demonstrates learning at three checkpoints in the EC-6 post-baccalaureate programs.

Professional Development School (PDS): Nucleus or core group of pre-service teachers, UNT personnel, and school district personnel designated in a specific UNT partner school district for the purpose of being trained by experienced UNT and district personnel to become teachers.

Professional Development School (PDS) Network: The network of districts and schools where post bac EC-6 PDS candidates do their two culminating semesters of field experience.

School Partners: Districts and campuses where UNT candidates are assigned to a range of field experiences.

Advanced Practicum: A two-semester internship in lieu of student teaching. The post bac student is the teacher of record working as a school paid employee under a probationary certificate. This experience includes 15 weeks of placement in a partner school. During the 15 weeks, the candidate is increasingly independent, until taking full responsibility for planning and instruction.

Student Teaching: The second and last semester of intensive field experience in the Post bac programs (except for candidates who complete their program on a probationary certificate).

Student Teacher Appraisal Record (STAR): Form used by UNT supervisor for formative evaluation of students during PDS 2. Information from this form is shared with the student after every formative evaluation.

Supervisor: UNT employee responsible for on-site monitoring, supervising teacher, and evaluation during the culminating field experience semester of student teaching or two semester practicum (PDS 2).

TExES Advising Office (TAO): UNT office responsible for the following tasks:

- 1) disseminating information about TExES application and administration,
- 2) administering TExES practice tests to candidates, and
- 3) documenting and reporting TExES results.

TExES Practice Tests: UNT tests used to prepare candidates for the Content and PPR TExES exams. Administered by the UNT TExES Advising Office (TAO).

INTASC Standards: The Interstate New Teacher Assessment and Support Consortium (INTASC) 10 standards that outline what teachers should be able to know and do. The students' program portfolio checkpoint 2 is organized around these 10 standards:

- Standard 1: Knowledge of Subject (Subject Matter)
- Standard 2: Learning and Human Development (Student Learning)
- Standard 3: Adapting Instruction (Diverse Learners)
- Standard 4: Strategies (Instructional Strategies)
- Standard 5: Motivation and Management (Learning Environment)
- Standard 6: Communication Skills (Communication)
- Standard 7: Planning (Planning Instruction)
- Standard 8: Assessment
- Standard 9: Commitment (Reflection and Professional Development)
- Standard 10: Partnerships (Collaboration, Ethics, and Relationships)

V. UNT CONTACTS FOR POST BACCALAUREATE PROGRAM

Mr. Tim Sutton, Director of Field Experience, Tim.Sutton@unt.edu

Ms. Tiffany Bonner, Field Experience Assistant, Tiffany.Bonner@unt.edu

Mr. Brandon Bush, Coordinator, Brandon.Bush@unt.edu

Dr. Rossana Boyd, Bilingual/ESL Teacher Certification Programs, Rossana.Boyd@unt.edu

OTHER IMPORTANT CONTACTS

Registrar Information Counter	940.565.2378
Student Records and Academic Status	940.565.2369
Financial Aid.....	940.565.2302

VI. FIELD EXPERIENCES GUIDELINES FOR EDBE 5580 AND EDEE 5860 STUDENTS

Instructions: Appendix A includes a *Time Log (Form A)*, an *Observation and Participation Log (Form B)* and a *List of Possible Early Field Experience Activities for Post Baccalaureate Students*. Record the information requested in Form A (it can be duplicated). More specific information should be documented in Form B- Observation and Participation Guide. The list of Additional Early Field Experience Activities, serves to give you ideas how to participate in classroom activities in addition to conducting observations. Upon completion of 30 hours of field experiences, please return Forms A, B and the reflection paper to your instructor as well as the mentor teacher evaluation form. Make a copy for your records.



TIME LOG (Form A)

Student's name: _____
Semester/Year: _____ **Course Number:** _____
Instructor: _____
School Name: _____
School Address and phone #: _____
Name of Mentor Teacher: _____ **Email:** _____

Date	Grade(s)	Start and End Time	Number of Hours	Brief Description of Activity	Signature of Mentor Teacher Verifying Hours

Total number of hours completed on this form: _____

Student's signature: _____ **Date:** _____

Instructor's signature: _____ **Date:** _____

**Observation and Participation Record (Form B)
for Early Field Experiences for EBDE 5580 and EDEE 5860 Students**

Student's name: _____

Semester/Year: _____ **Course Number:** _____

Instructions: In the evidence box, record observed classroom instruction and environment in simple descriptive phrases for each element. Once completed, turn this form in to your instructor with the field experiences log (Form A) and the reflection. This reflection should include a one or two page discussion about how the observations and participation in classroom activities relate to course contents and how they have impacted your personal and professional life.

Elements for Observation and Teaching	Evidence (Note What and How)
<p>LANGUAGE AND LANGUAGE LEARNING</p> <ul style="list-style-type: none"> • awareness and accommodation of students' language proficiencies • focus on communication, rather than correction • opportunities for students to use, integrate, and develop listening, speaking, reading, and writing skills in one or two languages 	
<p>CULTURE</p> <ul style="list-style-type: none"> • evidence of understanding, appreciation, and sensitivity to cultural heritage, community values, and student interests • use of culturally relevant materials and activities 	
<p>ASSESSMENT</p> <ul style="list-style-type: none"> • evidence of knowledge of students' abilities and makes appropriate accommodations • employs techniques, tools, and information to monitor students' progress • actively assesses language development and subject-matter achievement • checks for understanding during instruction • uses informal and formal assessment to make instructional decisions 	
<p>PROFESSIONALISM</p> <ul style="list-style-type: none"> • evidence of a print-rich environment that encourages student interaction • evidence of good student management • evidence of high expectations and enthusiasm • evidence of a positive, productive classroom community 	

<p>OBSERVATION OF LESSON DELIVERY</p> <ul style="list-style-type: none"> • Observe teaching of a math lesson in English (ESL) or in Spanish (for Bilingual) • Observe teaching of a science lesson in English (ESL) or in Spanish (for Bilingual) • Observe teaching of a lesson in English language arts or ESL lesson or a Spanish language arts lesson (for Bilingual) • Observe teaching of an integrated lesson, related to social studies, art, music, or physical education in English (ESL) or in Spanish (for Bilingual) <p>All observations must include commentary on the following:</p> <ul style="list-style-type: none"> -TEKS and ELPS -planning and material selection -language and curricular objectives -use of students' backgrounds knowledge; -use of a variety of instructional activities and grouping options to engage students -evidence of increased comprehensibility -evidence of support for students' learning at high levels -classroom management techniques 	
<p>TEACHING PRACTICE</p> <ul style="list-style-type: none"> • Teach a math lesson, minimum of 30 minutes in English (ESL) or in Spanish (for Bilingual) • Teach a science lesson, minimum of 30 minutes in English (ESL) or in Spanish (for Bilingual) • Teach a lesson, minimum of 30 minutes in English language arts or ESL lesson or a Spanish language arts lesson (for Bilingual) • Teach an integrated lesson, minimum of 30 minutes, related to social studies, art, music, or physical education in English (ESL) or in Spanish (for Bilingual) <p>All teaching of lessons must include commentary on the following:</p> <ul style="list-style-type: none"> -TEKS and ELPS -planning and material selection -strong curricular and language objectives -use of students' background knowledge; -use of a variety of instructional activities and grouping options to engage students -use of activities to increase comprehensibility -evidence of support for students' learning at high levels -classroom management techniques 	

List of Additional Early Field Experience Activities

- Practice classroom routines with students
- Listen in on student-to-student interactions for an understanding of language development
- Monitor or assist students during centers, guided or independent practice
- Re-teach a lesson to a small group assigned by classroom teacher
- Read to or with a student
- Read aloud to the whole class or small groups
- Collect or implement “sponge” activities, especially those that support language development
- Review instructional materials and technological resources
- Reorganize or prepare classroom materials as needed by the teacher or students
- Visit classroom or school library for educational resources that support ELLs
- Implement a cooperative grouping activity
- Journal with ELL students
- Interview ELLs about their families, community, and cultures
- Attend meetings or sit in on a parent teacher conference
- Teach (and assess) prepared lessons to small or whole groups
- Assist with one aspect of a lesson –anticipatory set/focus, strategy, independent practice, direct a drill, etc.
- Become familiar with TEKS, teachers’ manuals, and other programs
- Help to administer sample reading inventories, running records, interest surveys, other individual assessments
- Construct a sociogram of students in the classroom
- Organize a classroom library
- Assist with grading
- Monitor or plan center activities

VII. EVALUATION FORMS

University of North Texas

Mentor Teacher Evaluation of Intern

Your Name: _____ Intern's Name: _____

Please rank the intern on a scale from one to four. If you assign a score of 1, 2, or 3, please justify/elaborate so that we can address the issue.

1= Not at all 2=Somewhat 3=Mostly 4=All of the time

- _____ The student was prompt, prepared, and professionally dressed each school day.
- _____ The student showed initiative and eagerly assumed responsibilities assigned by the mentor teacher.
- _____ The student took an active role in conferences, both informal and formal with the mentor teacher and campus administrators.
- _____ The student asked questions and openly admitted mistakes.
- _____ The students maintained proper relationships with both students and supervisory personnel.
- _____ The student has the necessary skill set, professional demeanor, and a vital work ethic needed to begin student teaching next semester.

Is a phone call necessary? _____ We are happy to listen to accolades or suggestions related to the student or PDS process.

Phone #: _____ Best time to reach you: _____

Comments (use the back of this paper as more space may be needed)

Signature: _____ Date: _____

Campus: _____ Subject/Grade Level: _____

Would you like to continue sharing your expertise with UNT students as a mentor teacher next school year?

Thanks again for opening your classroom and pedagogical experiences to our university students. Your expertise, inspiration, and generosity are invaluable. Please return this form to the school principal so that he/she can return it to the UNT Office of Field Experiences.

University of North Texas

Intern Evaluation of Mentor Teacher

Your Name: _____ Mentor's Name: _____

Please rank the mentor on a scale from one to four. If you assign a score of 1, 2, or 3, please justify/elaborate so that we can address the issue.

1= Not at all

2=Somewhat

3=Mostly

4=All of the time

_____ The mentor teacher was organized and professional.

_____ The mentor teacher demonstrated and discussed a range of effective teaching and classroom management techniques.

_____ The mentor teacher clearly stated the expectations and professional responsibilities for interns.

_____ The mentor teacher provided opportunities for the intern to participate in the teaching process, campus duties, meetings, and conferences.

_____ The mentor teacher provided an overall positive learning environment for his/her students and the intern.

_____ The mentor teacher should host other interns in future semesters.

Overall, was your PDS I experience valuable and beneficial? Please let us know how the process did and did not meet your needs.

Do you feel prepared to begin student teaching or practicum next semester?

Is a phone call necessary? _____

Phone #: _____ Best time to reach you: _____

Your signature: _____ Date: _____

*Thank you for your hard work and perseverance this semester.
We are pleased to have each of you in our profession, and we appreciate the inspiring and nurturing moments you have given to your students this semester. Please return this form to your instructor.*

VIII. TEXAS ADMINISTRATIVE CODE

TITLE 19	EDUCATION
PART 7	STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER 247	EDUCATORS' CODE OF ETHICS
RULE §247.2	Code of Ethics and Standard Practices for Texas Educators

- (a) Professional responsibility. The Texas educator should strive to create an atmosphere that will nurture to fulfillment the potential of each student. The educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community. In conscientiously conducting his or her affairs, the educator shall exemplify the highest standards of professional commitment.
- (b) Principle I: Professional ethical conduct. The Texas educator shall maintain the dignity of the profession by respecting and obeying the law, demonstrating personal integrity, and exemplifying honesty.
 - (1) Standard 1. The educator shall not intentionally misrepresent official policies of the school district or educational institution and shall clearly distinguish those views from personal attitudes and opinions.
 - (2) Standard 2. The educator shall honestly account for all funds committed to his or her charge and shall conduct financial business with integrity.
 - (3) Standard 3. The educator shall not use institutional or professional privileges for personal or partisan advantage.
 - (4) Standard 4. The educator shall accept no gratuities, gifts, or favors that impair professional judgment.
 - (5) Standard 5. The educator shall not offer any favor, service, or thing of value to obtain special advantage.
 - (6) Standard 6. The educator shall not falsify records, or direct or coerce others to do so.
- (c) Principle II: Professional practices and performance. The Texas educator, after qualifying in a manner established by law or regulation, shall assume responsibilities for professional administrative or teaching practices and professional performance and shall demonstrate competence.
 - (1) Standard 1. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications and shall adhere to the terms of a contract or appointment.
 - (2) Standard 2. The educator shall not deliberately or recklessly impair his or her mental or physical health or ignore social prudence, thereby affecting his or her ability to perform the duties of his or her professional assignment.
 - (3) Standard 3. The educator shall organize instruction that seeks to accomplish objectives related to learning.
 - (4) Standard 4. The educator shall continue professional growth.
 - (5) Standard 5. The educator shall comply with written local school board policies, state regulations, and other applicable state and federal laws.
- (d) Principle III: Ethical conduct toward professional colleagues. The Texas educator, in exemplifying ethical relations with colleagues, shall accord just and equitable treatment to all members of the profession.

- (1) Standard 1. The educator shall not reveal confidential information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
 - (2) Standard 2. The educator shall not willfully make false statements about a colleague or the school system.
 - (3) Standard 3. The educator shall adhere to written local school board policies and state and federal laws regarding dismissal, evaluation, and employment processes.
 - (4) Standard 4. The educator shall not interfere with a colleague's exercise of political and citizenship rights and responsibilities.
 - (5) Standard 5. The educator shall not discriminate against, coerce, or harass a colleague on the basis of race, color, religion, national origin, age, sex, disability, or family status.
 - (6) Standard 6. The educator shall not intentionally deny or impede a colleague in the exercise or enjoyment of any professional right or privilege.
 - (7) Standard 7. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
 - (8) Standard 8. The educator shall have the academic freedom to teach as a professional privilege, and no educator shall interfere with such privilege except as required by state and/or federal laws.
- (e) Principle IV: Ethical conduct toward students. The Texas educator, in accepting a position of public trust, should measure success by progress of each student toward realization of his or her potential as an effective citizen.
- (1) Standard 1. The educator shall deal considerately and justly with each student and shall seek to resolve problems including discipline according to law and school board policy.
 - (2) Standard 2. The educator shall not intentionally expose the student to disparagement.
 - (3) Standard 3. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
 - (4) Standard 4. The educator shall make reasonable effort to protect the student from conditions detrimental to learning, physical health, mental health, or safety.
 - (5) Standard 5. The educator shall not deliberately distort facts.
 - (6) Standard 6. The educator shall not unfairly 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, sex, disability, national origin, religion, or family status.
 - (7) Standard 7. The educator shall not unreasonably restrain the student from independent action in the pursuit of learning or deny the student access to varying points of view.
- (f) Principle V: Ethical conduct toward parents and community. The Texas educator, in fulfilling citizenship responsibilities in the community, should cooperate with parents and others to improve the public schools of the community.
- (1) Standard 1. The educator shall make reasonable effort to communicate to parents information that lawfully should be revealed in the interest of the student.
 - (2) Standard 2. The educator shall endeavor to understand community cultures and relate the home environment of students to the school.
 - (3) Standard 3. The educator shall manifest a positive role in school-public relations.

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 Tex Reg. 1022.