



**Tarleton Model
for Accelerated
Teacher Education**

Intern Handbook 2018-2019

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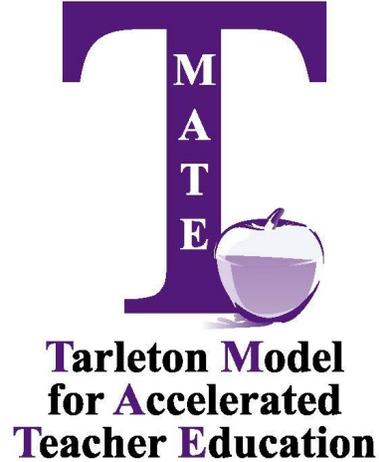
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APPEAL/COMPLAINT PROCEDURE:

Tarleton State University’s TMATE program is committed to providing a collaborative educational environment that is conducive to the personal and professional development of each individual. To further that commitment, TMATE has developed procedures for students, employees, cooperating teachers, mentors and administrators to file complaints and/or appeals. In order to ensure issues are addressed in a timely manner, complaints and/or appeals must be made within one calendar month of the incident. Following are the procedures:

- 1.) The complainant will appeal directly in a face-to-face meeting with the TMATE Director. If the complainant is not satisfied with the outcome of the appeal to the TMATE Director, then
- 2) The complainant will appeal directly to the Department Head within 10 business days. The appeal to the Department Head must be in writing and a copy must be provided to the TMATE director. If the complainant is not satisfied with the outcome of the appeal to the Department Head, then
- 3) The complainant will appeal to the Dean of the College of Education within 10 business days. If the complainant is not satisfied with the outcome of the appeal to the Dean of the College of Education, then
- 4) The complainant will appeal to the Vice President of Academic Affairs within 10 business days.
- 5) If a resolution cannot be found, the complainant may file a complaint with the Texas Education Agency. It is important to note that not all complaints fall under the authority of TEA. TEA has jurisdiction to investigate allegations of noncompliance regarding specific laws and rules, generally related to state and federal requirements. Complaints may address educator preparation program requirements listed in Texas Administrative Code (TAC) §§ 227, 228, 229, ethics (TAC 247), fingerprinting (TAC §§227, 232) and certification (TAC §§230, 231, 232, 239, 241, 242). TEA staff and the SBEC do not have jurisdiction over complaints related to contractual arrangements with an Educator Preparation Program (EPP), commercial issues, obtaining a higher grade or credit for training, or seeking reinstatement to an EPP. The following link can be used to access TEA:

http://tea.texas.gov/index2.aspx?id=25769815940&ekfxmen_noscript=1&ekfxmense=e9edebdf8_25769804222_25769804223It



Mission Statement:

Encourage • Engage • Empower

Vision Statement:

TMATE will become the premier accelerated teacher certification program in Texas.

Goal:

Partner with school districts to develop Texas teachers that:

- Build relationships with students, parents, community and teammates;
- Provide instruction and classroom environments conducive to learning; and
- Collaborate, using student data, to ensure all students learn.

TMATE Intern Calendar 2018–2019

August 2018

Upon acceptance of employment, file and pay for Intern/Probationary Certificate, and submit fingerprints.

- 20 Regular Registration and Payment Deadline for 2018 Fall Semester
TBA TMATE Meeting

September 2018 – November 2018

Observation period

September 2018

- 21 ESP – Spencer Henry – TSU Ballrooms 9:00am-4:00pm

October 2018

- 18 ESP – Lavonna Roth– Granbury Conference Center 9:00am-4:00pm

November 2018

- 30 **ALL Materials for Fall Internship DUE**

January 2019 – April 2019

Observation Period

January 2019

- 15 Regular Registration and Payment Deadline for Spring 2019

.

February 2019

- 7 ESP – Eric Mazur – Granbury Conference Center 8:00 am- 3:00 pm

.

March 11-15 2019

Tarleton State University Spring Break

April 2019

- 27 **ALL Materials for Spring Internship DUE**

May 2019

- TBA TMATE End-of-Year Celebration

May/June 2019- At the conclusion of a successful internship and the completion of all paperwork, the intern will be recommended for the Standard Certificate.

TMATE Requirements during the Internship Year

The year-long internship includes supervised, field-based activities in a TEA accredited school. Major emphasis is placed on the development of instructional strategies and professional practices designed to improve teaching performance. Interns are required to conduct a reflective analysis of their teaching performance.

Many important documents must be completed prior to beginning the internship. Each intern must complete the “Checklist for Beginning the Internship” and submit it to the TMATE Office BEFORE the first day of school.

Internship Requirements: The intern will:

1. Demonstrate proficiency in the application of effective teaching practices; establish classroom routines and procedures; post rules and possibly consequences and implement a discipline plan to effectively deal with disruptions.
2. Maintain a reflective journal. Make weekly entries in a journal and submit it to the TMATE university field supervisor and director.
 - Record thoughts and evaluations in relation to teaching, student learning and classroom management. Identify problems confronted and describe actions for dealing with problems. Make the journal a thoughtful and thorough analysis of professional growth.
 - Respond to T-TESS reflective question as requested.
3. Attend each of the scheduled TMATE meetings.
4. Establish professional growth goals and review for progress each semester.
 - The intern shares responsibility with the district and the TMATE program for actively designing and participating in professional growth.
 - With assistance from the mentor, establish some professional growth goals; keep track of activities toward accomplishing each goal, and evaluate individual overall progress.
 - Submit the “Action Plan for Professional Growth” and the “Action Plan Review” each semester by the last week in November and the last week in April.
5. Document required classroom observations.
 - Make a written record of each observation of the mentor teacher.
 - Ensure that the mentor records his/her observation, discusses the observation with the intern.
 - Documentation of classroom observations by the intern and the mentor are due by the last week in November and the last week in April.
 - The observations are a pre-requisite for recommendation for certification and payment of mentor stipend.
6. Submission of the following documentation throughout the internship year according to the deadlines:
 - New Hire Form
 - Checklist for Beginning the Internship

- Start of School Checklist
- Intern Profile
- Intern District Contract
- Intern Handbook Acknowledgement
- Code of Ethics Agreement Form
- Fall and Spring Action Plan for Professional Growth
- Two Intern Observations of the Mentor (one per semester)
- Two Mentor Observations of the Intern (one per semester)
- Fall and Spring Action Plan Review

Completing and a timely submission of forms and documents required for the intern's TMATE file. The intern is responsible for ensuring that all forms are submitted to the TMATE office.

****Deficiencies in any of the above areas will constitute cause for a delay in certification recommendation.**

Interns experiencing difficulty meeting any of the above requirements of the internship must immediately enlist the support of their TMATE university field supervisor. TMATE will provide extra support and additional supervisory visits to assist the intern in meeting the requirements of the internship. **Inability to fulfill the requirements of the internship constitutes a lack of satisfactory progress and could lead to the intern's dismissal from the TMATE program resulting in denial of recommendation for the standard certificate or may require the intern to repeat the internship or a portion thereof.**

Appeals Policy

The TMATE Director is responsible for making decisions in accordance with TMATE policy. As appropriate, input related to decisions will be sought from the TMATE Advisory Council consisting of Tarleton faculty and administrators, community members, Education Service Center representatives as well as public school personnel. TMATE applicants or interns who wish to appeal a decision made by the TMATE Director must make their appeal in writing to the Head of the Department of Curriculum and Instruction. The appellant must provide an information copy of the appeal to the TMATE Director. Further appeals may be directed to the Dean of the College of Education and then, if necessary, to the Vice President for Academic Affairs.

Explanation of Requirements

Checklist for the Start of School

To ensure a successful beginning to the internship, the intern, in collaboration with his/her mentor, must complete the “Checklist for the Start of School.” They must present the checklist to the mentor and enlist their support in accomplishing the numerous tasks that a beginning teacher must complete to begin the school year on a good note. Each intern must submit the completed “Checklist for the Start of School” to the TMATE office.

Mentor Training

The primary task of the mentor is to serve as a facilitator of learning for the intern. *The mentor is a partner, not a supervisor.* Only the mentor is in a position to provide the support on a regular basis required to make the internship a meaningful learning experience. Mentor training will be provided each semester.

Action Plan and Action Plan Review

Within the first two weeks of each semester, mentors need to collaborate with their respective interns to establish an “Action Plan for Professional Development” for the internship semester.

The "Action Plan Review" form is to be utilized near the conclusion of each semester. The intern must establish a time to sit down with the mentor teacher to review accomplishments in relation to each of the professional growth goals. Interns may want to review the journal prior to meeting with the mentor to refresh the memory regarding the many challenges faced and the many accomplishments made. The intern should respond to each question on the “Action Plan Review” and forward it to the TMATE office before the established deadline.

Discussion of Forms to be Completed during the Internship

In order to meet all certification requirements, numerous forms must be completed by the intern, mentor, TMATE university field supervisor and principal during the internship. The TMATE calendar provides the due dates for all materials.

TMATE Journal Requirements

The TMATE journal is one of the most important components to the internship, and it serves several purposes. 1) Allows the intern to reflect upon the day’s events. Some of the greatest insights into effective teaching are made through the reflective process. 2) Provides the intern with a history of growth as a teacher. 3) Helps the university field supervisor gain an idea of the intern’s progress, frustrations, concerns, and sense of security. 4) Provides the intern with an outlet for tension and frustrations.

***The journal is for the intern, university field supervisor, and TMATE director.

Required Observations during the Internship

TMATE interns and their mentors must complete observations of each other during at least one class period per semester. The TMATE calendar provides time guidelines for submission of observations.

The school district is obliged to provide release time for completion of these observations. According to the Texas Education Agency Rules, observations are not to be completed during planning and preparation periods.

Documentation of each observation by both intern and mentor teacher is a prerequisite for certification. Interns are responsible for receipt of mentor observations. Please keep a copy of all observations before submitting. Observation forms are provided in the TMATE intern and mentor handbooks.

Intern Observations of the Mentor

The TMATE intern is required to observe the mentor or another designated teacher two (2) times within the scheduled observation periods provided on the TMATE calendar. The observations must be at least one class period (45 minute minimum) and be documented on the appropriate TMATE forms. The written observation must be returned to the TMATE office each semester by the last week in November and the last week in April.

***Interns are required to draw on their professional growth goals to develop a focus for each observation. A conference with the mentor must be conducted prior to and following the observation.

Mentor Observations of the Intern

The mentor is also required to observe the intern two (2) times within scheduled observation periods provided on the TMATE calendar. The observations must be at least one class period (45 minute minimum) and be documented on the appropriate TMATE forms. The written observation must be submitted to the TMATE office each semester by the last week in November and the last week in April .

***Mentors are to conduct a conference with the intern prior to and following the observation. Feedback should be provided to the intern about their performance in reference to the specific lesson observed and in relation to the intern's professional growth goals. Mentors should provide a copy of their observation to the intern, keep a copy for his/her files and forward the original to the TMATE office.

University Field Supervisor Observations

Tarleton State University provides each intern with a university field supervisor. The duties of the University Field Supervisors include at least three observations (more if needed) per semester to provide constructive professional development critiques to the intern, conduct a formal evaluation of the intern's teaching performance in both the fall and spring semesters and to serve as a liaison between the TMATE program, the principal/designee, the mentor and the intern. The university field supervisor is a very valuable asset to the TMATE intern.

Observations and Evaluations by the Principal/Designee

The principal/designee plays an important role in the professional development of the TMATE intern. The principal/designee will perform brief, informal observations of the intern from time to time. Whenever the principal/designee completes an observation, s/he can note the date and what was observed as they leave the classroom. The principal/designee must submit the “Walk-Through Observation Form” to the TMATE Director at the end of each semester. This form is included in the TMATE Campus Administrator/Designee Handbook.

According to district policy, the principal/designee will conduct an official appraisal of the TMATE intern. **Satisfactory performance on the official appraisal is a requirement for being recommended for certification by the TMATE program in conjunction with the school district.** The intern must forward results of the appraisal to the TMATE office. Forms without a school representative signature and the intern signature are not valid.

All documentation, by the intern, mentor and principal must be on file before the intern can be recommended for certification. Receipt of all forms is also a prerequisite for the mentor receiving their stipend.

General Information and Policies

The following information and policies have been compiled by the TMATE office to ensure your success during your internship.

1. **Professional Conduct:** An intern teacher must abide with all regulations and policies established by the district, central administration, and principals.
2. **Attendance:** Regular attendance is required of all intern teachers. If you must be absent, notify (1) the mentor teacher; (2) the school; (3) your university field supervisor, and (4) TMATE director.

Excused absences will be given consideration, but must be approved by the mentor teacher, university field supervisor and the TMATE Director prior to being excused from your teaching site. An extension of the internship assignment period or termination of the internship will typically be necessary due to excessive absences.

3. **Appearance:** Appropriate dress and conduct is expected of all intern teachers. Intern teachers should be guided by the dress code of their assigned school.
4. **Confidential Information:** Intern teachers should refrain from disclosing confidential information about students, colleagues, schools or school districts.

Professional Responsibilities

1. Conduct oneself in a professional manner. Maintain a professional relationship with the students, faculty and staff at all times.
2. Conform to dress code of district.
3. Be fair, impartial, and consistent in working with students.
4. Be open to constructive feedback and incorporate it in subsequent planning and teaching.
5. Research the subject matter and adequately prepare to teach the subject each day.
6. Identify the students by name as quickly as possible. Get to know your learners.
7. Be proficient in the correct usage of written and oral language.

PROFESSIONAL TEACHER ORGANIZATIONS

TMATE Interns are highly recommended to join a Professional Teacher Organization for liability purposes as soon as they become employed with a school district. A list of PTOs available in Texas is provided below.

Association of Texas Professional Educators (ATPE)

305 E Huntland Dr
Suite 300
Austin TX 78752
800-777-ATPE
<http://www.atpe.org/>

Alliance / Texas American Federation of Teachers (AFT)

334 Centre St
Dallas, TX 75208-6504
214-942-4663
<http://allianceaft.tx.aft.org>

Texas Classroom Teachers Association (TCTA)

PO Box 1489
Austin TX 78767
888-879-8282
<http://www.tcta.org/>

Texas State Teacher Association (TSTA)

PO Box 26990
Austin TX 78755
877-ASK-TSTA
<http://www.tsta.org/>

Checklist for Beginning the Internship

PLEASE WRITE YOUR NAME ON EACH ITEM YOU SUBMIT.

A number of important documents must be completed and placed in your TMATE file. **All items listed are due BEFORE the first day of school.** The items with an * are provided in the TMATE Intern Handbook. Check off each item as you submit it. When all items have been turned in, sign below and submit your checklist to the TMATE Office.

_____ File for the Intern/Probationary Certificate and initiate Fingerprinting Process on the TEA website www.tea.state.tx.us.

The following items are information needed by the TMATE office upon your employment. If you did not give all the information at that time, please forward the information to the TMATE office as soon as you receive the information:

_____ A copy of your employment contract with the district (signed by you & district);

_____ ISD calendar for the coming school year;

_____ Your teaching schedule noting class periods, class times, conference period, subjects and room assignments; indicate your arrival time at school and your departure time; and

_____ The Intern Profile Form

My signature below indicates that each document has been submitted to the TMATE Office.

Printed Name _____

Signature _____ Date _____

ACCURATE RECORDS ARE ESSENTIAL FOR YOUR CERTIFICATION.

Intern Profile

Intern Name _____ Hm Ph _____

Permanent Address _____ Phone _____

_____ Street City State Zip

Intern School Email _____

Intern Personal Email _____ Cell Ph _____

Employing District _____ ISD Ph _____

Superintendent _____ Fax _____

District Address _____
Street City State Zip

Internship School _____ Ph _____

Principal _____ Fax _____

Internship School _____
Street City State Zip

Teaching Assignment _____

Intern Conference Time(s) _____

Intern Room # _____ Required to be at School From _____ a.m. to _____ p.m.

First day on Job _____

Mentor Teacher Information

Name _____

Teaching Assignment _____

For TMATE Office Use Only: Certification Area: _____ Field Supervisor Assigned: _____

Checklist for the Start of School

Due by the first day of school

Directions to Interns: Seek the support of your mentor in preparing for the Start of School. Complete as many as possible of the following items to prepare for the first days. **Sign at the end of the Checklist** to document your readiness for the Start of School.

Directions to Mentors: Help your intern prepare for the Start of School. Interns must accomplish a great deal in a short span of time. Add tasks to the Checklist that are unique to your school. **Sign at the end of the Checklist** to document your intern's readiness for the Start of School.

- _____ 1. Arrange your room.
- _____ 2. Post bulletin boards, poster and wall decorations:
 - Welcome
 - School Spirit and Positive Expectations
- _____ 3. Post a calendar for the First Six Weeks displaying holidays and:
 - Due dates for Progress Reports and Report Cards
 - Last date for work to count for six-weeks grades
- _____ 4. Post rules and possibly consequences
- _____ 5. Develop a plan for introducing rules and consequences.
- _____ 6. Develop plans for teaching classroom procedures:
 - _____ a. Beginning the class (first five minutes)
 - _____ b. Quieting the class
 - _____ c. Heading on student work
 - _____ d. Signaling the teacher for help
 - _____ e. Continue working while waiting for help
 - _____ f. Obtaining and submitting make-up work
 - _____ g. End of class dismissal
- _____ 7. Develop a plan for introducing yourself to your students.
- _____ 8. Develop a plan for getting to know your students.
- _____ 9. Develop a brief, introductory lesson:

- _____ a. Objective
- _____ b. Student learning activity
- _____ c. Evaluation, grade

- _____ 10. Dress for success on the first day of school.
- _____ 11. Obtain textbooks.
- _____ 12. Prepare seating charts.
- _____ 13. Set up and maintain your grade book in accordance with district policy.
- _____ 14. Other

_____ 15. Other

_____ 16. Other

Mentor Signature _____

Date _____

Intern Signature _____

Date _____

Completing the checklist will help you establish a foundation for success.

Tarleton Model for Accelerated Teacher Education

Fall ACTION PLAN for Professional Growth
Continue on back if necessary

Intern Name: _____ Mentor Name: _____ Date Completed: _____

Please KEEP a copy for your files to complete the Fall Action Plan Review.

<u>Professional Growth Goals</u>	<u>Intern Action</u>	<u>Mentor Action</u>	<u>Date of Review</u>

<u>Professional Growth Goals</u>	<u>Intern Action</u>	<u>Mentor Action</u>	<u>Date of Review</u>

Intern Signature

Mentor Signature

Tarleton Model for Accelerated Teacher Education

Spring ACTION PLAN for Professional Growth
Continue on back if necessary

Intern Name: _____ Mentor Name: _____ Date Completed: _____

Please KEEP a copy for your files to complete the Fall Action Plan Review.

<u>Professional Growth Goals</u>	<u>Intern Action</u>	<u>Mentor Action</u>	<u>Date of Review</u>

<u>Professional Growth Goals</u>	<u>Intern Action</u>	<u>Mentor Action</u>	<u>Date of Review</u>

Intern Signature _____ **Mentor Signature** _____

Intern Observation of the Mentor Teacher

(Completed by the Intern)

Fall

Spring

(Circle Semester)

Discuss with and make a copy for the mentor.

Return to TMATE Office each semester by the last week in November and the last week in April

Intern Name _____ Date _____

Teacher Observed _____ Start Time _____ End Time _____

Related professional growth goal (from Action Plan):

Description of the observed lesson. Describe what the teacher did to facilitate learning and what the students did to achieve the objectives of the lesson:

Strong points of the lesson:

What did you discuss with the mentor following the lesson?

How can you apply the ideas from this lesson to your own classroom?

Intern Signature

Mentor Signature

6. Which of the goals from the Action Plan does the intern need to continue emphasizing as areas for professional growth?

7. In what area has the intern improved most during the semester?

8. Please review the TMATE Statement of Goals and summarize the intern's progress in relation to the goals.

Mentor Signature

Intern Signature

To be included in forms binder due each semester by the last week in November and the last week in April

**TMATE Intern
Evaluation of the Program
(Turned in to the TMATE Office at the end of TMATE courses)**

Please complete both the front and back of the evaluation.

Circle level of certification: EC-6 4-8 6/8-12 Special Ed EC-12 Specific Content

To assist us with our efforts to improve TMATE, we need some honest feedback from you. Consider all components of your TMATE program, including pre-internship courses, the internship and follow-up courses. Use the scale below to describe how well TMATE has prepared you in relation to the following aspects of teaching:

-
- 1 = Unsatisfactory preparation
 - 2 = Improvement is needed
 - 3 = Good preparation
 - 4 = Excellent preparation
-

1. Using the lesson cycle and effective teaching practices	1 2 3 4
2. Using cooperative learning strategies	1 2 3 4
3. Teaching for critical thinking	1 2 3 4
4. Implementing a behavior management system	1 2 3 4
5. Maintaining a positive learning environment	1 2 3 4
6. Recognizing cultural diversity and using diversity to enrich learning	1 2 3 4
7. Modifying learning for special student populations	1 2 3 4
8. Using assessment to evaluate student learning and to guide instruction	1 2 3 4
9. Utilizing instructional technology and media to enhance instruction	1 2 3 4
10. Communicating effectively with parents.	1 2 3 4
11. Making a positive impact on student achievement	1 2 3 4
12. Teaching in recognition of legal and ethical principles	1 2 3 4

Please provide additional comments. Your opinions about TMATE will give us additional insights to use in our effort to offer the best possible teacher education program.

Code of Ethics and Standard Practices for Texas Educators

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.

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

(2) Ethical Conduct Toward Professional Colleagues.

- (A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
- (B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

- (C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.
- (D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.
- (E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.
- (F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
- (G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) Ethical Conduct Toward Students.

- (A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
- (B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.
- (C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.
- (D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.
- (E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.
- (F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.
- (G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.
- (H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.
- (I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:
 - (i) the nature, purpose, timing, and amount of the communication;
 - (ii) the subject matter of the communication;
 - (iii) whether the communication was made openly or the educator attempted to conceal the communication;
 - (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
 - (v) whether the communication was sexually explicit; and
 - (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

TMATE Acknowledgement Form

I acknowledge receipt and review of the **Intern Handbook**. I am aware that these materials are also available in electronic copy through the TMATE Website. I understand and agree to the terms and conditions expressed in the Intern Handbook.

Printed Name

Signature

Date

Code of Ethics and Standard Practices for Texas Educators Agreement Form

I acknowledge receipt and review of the **Code of Ethics and Standard Practices for Texas Educators**. I understand and agree to abide by the conduct, practices, and performance of Educators expressed in the materials.

Printed Name

Signature

Date