

Texas A&M University
School of Education and Human Development
Department of Teaching, Learning & Culture

M.Ed. in Curriculum and Instruction with Literacy Emphasis



**Reading Specialist Certification Guide: Candidate, Site
Supervisor, University Supervisor
Spring 2023 (updated 1/17/2023)**

Reading Specialist Certification Guide

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AMERICANS WITH DISABILITIES ACT (ADA) POLICY STATEMENT

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit <http://disability.tamu.edu>

ACADEMIC HONESTY

Academic honesty is paramount to the success of all students within the department to ensure the integrity of our programs and degrees offered. All students within the Department of Teaching, Learning, and Culture must comply with the Honor System Rules with regard to all aspects of community responsibility and academic misconduct. Students identified as violating academic honesty will be reported to the Aggie Honor Code office. Any academic misconduct confirmed by the Honor Council will result in dismissal from the TLAC program

Reading Specialist Certification



*start
here!*

The Reading Specialist Certification is designed for teacher practitioners who wish to strengthen their understanding of literacy while developing advanced knowledge and dispositions for effective reading and language arts instruction.

As literacy specialists, candidates will research and implement instructional practices as well as design interventions to address the learning needs of struggling readers.

Graduates of this program develop a deep understanding of evidence-based literacy instruction and may fill roles such as literacy coach, specialist, and/or interventionist.

To qualify for Reading Specialist certification (TAC §239.93), a candidate must:

- Successfully complete an approved Educator Preparation Program (EPP) for Reading Specialist certification
- Hold a master's degree from an accredited institution of higher education (IHE)
- Successfully complete the [\[TExES 151\]](#) exam
- Have two creditable years teaching experience as a classroom teacher

A one hundred-sixty (160) hour field practicum, required for Reading Specialist certification, is embedded in RDNG 605. The practicum must take place in an actual school setting (virtual schools or distance learning-labs do not qualify) and address practical experiences in all four [TEA Reading Specialist Standards\(EC-12\)](#).

Candidates are expected to secure their practicum site and Site Supervisor in a Texas Education Agency (TEA) approved school.

Upon successful completion of state and program requirements and M.Ed. conferred, candidates will be recommended to take the [TExES Reading Specialist \(151\)](#) exam. A passing score on the TExES (151) exam must be submitted to the program within six (6) months of the graduation date.

PLEASE NOTE: If a candidate lives out-of-state and/or is not able to complete the 160-hour practicum in a TEA location, the TLAC M.Ed. in Curriculum & Instruction with Literacy Emphasis is nationally and internationally recognized as a leader in reading and writing science. The M.Ed. will strengthen understandings of literacy for application in a school setting.

Reading Specialist Practicum & Formal Observations Overview

Completed during RDNG 605: Clinic Teaching in Reading

Practicum Requirements

- 160 hours of reading specialist experiences in an actual Texas school setting (virtual schools, distance learning-labs or home-schools do not qualify)
- Practical experience in all four [TEA Standards for Reading Specialists \(EC-12\)](#)
- Time Log of practicum activities/standards/hours will be submitted to the RDNG 605 course instructor for uploading into the Aggie Educator Portal (AEP). Signatures from the candidate, Site Supervisor and course instructor, verifying the completion of practicum hours and standards, are required for the practicum to be considered complete.

Examples of Campus-Based Practicum Activities

- Assisting with campus literacy assessments
- Analyzing literacy data and making recommendations for improvements
- Participating in Response to Intervention (RtI) meetings
- Completing new or existing projects related to literacy
- Planning and providing relevant professional development
- Leading team/PLC meetings
- Tutoring a struggling reader (not identified as dyslexic or SPED)

Formal Observation Requirements

- Three (3) 45-minute video-recorded tutorial sessions, for a total of 135 minutes
- Permission to video must be granted by parent/guardian of tutored student(s)
- Each video-recorded tutorial session is submitted directly by the student to their assigned University Supervisor
- A pre- and post-conference for each observation will be facilitated by the TLAC University Supervisor
- The post-conference must be conducted synchronously either virtually or in person between the University Supervisor and candidate
- Written feedback will be inputted by the by the University Supervisor into the Aggie Educator Portal within three (3) days of receipt of the observation video
- Observation feedback will be copied to the Site Supervisor
 - Observation 1 must be completed during the first third of the practicum
 - Observation 2 must be completed during the second third of the practicum
 - Observation 3 must be completed during the final third of the practicum

Reading Specialist Candidate



Responsibilities

- Enroll in RDNG 605 (offered spring semester only)
- Select a Site Supervisor based on TEA criteria (see page 6) and submit the Site Supervisor Agreement Form into the Aggie Educator Portal (AEP) under “Other Documents”
- Submit Permission to Video documentation into the Aggie Educator Portal (AEP) under “Other Documents”
- Begin documenting practicum hours/activities/standards on the Reading Specialist Practicum Time Log
- Video-record three (3) tutoring sessions, 45-minutes each, and submit to the University Supervisor for feedback
 - Observation 1 must be completed during the first third of the practicum
 - Observation 2 must be completed during the second third of the practicum
 - Observation 3 must be completed during the final third of the practicum
- Participate in pre- and post-observation conferences with the University Supervisor
- Communicate with the course instructor, Site Supervisor and University Supervisor to facilitate a successful practicum experience
- Complete and submit to the course instructor the 160-hour practicum Time Log, signed by the candidate and Site Supervisor, on or before the specified deadline

Semester Dates/Deadlines for Reading Specialist Candidate

Date	Action
Week 1	Submit in AEP signed <i>Site Supervisor Agreement</i>
Weeks 1-2	Submit in AEP <i>Permission to Video</i>
First third of semester	Observation 1 video submitted to University Supervisor
Second third of semester	Observation 2 video submitted to University Supervisor
Final third of semester	Observation 3 video submitted to University Supervisor
End of semester	Submit signed Time Log to course instructor

Site Supervisor



Qualifications & Requirements TAC §228.2 (12)

- At least three (3) years of experience in the aspects of the certification class in which the practicum candidate is seeking certification
- Collaboratively assigned by the campus or district administrator and the educator preparation program (EPP)
- Currently certified in the certification class in which the practicum candidate is seeking certification
- Completed training by the EPP, including training in how to coach and mentor candidates, within three weeks of being assigned to a practicum candidate
- Accomplished educator as shown by student learning
- Guides, assists, and supports the candidate during the practicum
- Reports the candidate's progress to the candidate's University (field) Supervisor

Responsibilities

- Complete and submit the Site Supervisor for Reading Specialist Candidate Information Form
- Complete the online mentor/coaching training provided by TLAC Reading Specialist program within three (3) weeks of receipt of link
- Schedule regular meetings with the Reading Specialist candidate to provide ongoing feedback, mentoring and coaching support as needed
- Communicate with the University Supervisor without delay if there are questions or concerns regarding the progress of the Reading Specialist candidate
- Sign and date the Reading Specialist's Time Log, verifying practicum hours and activities
- Complete a recommendation for the candidate's Reading Specialist standard certification at the conclusion of the practicum semester

University Supervisor



Qualifications & Requirements TAC §228.2 (18)

- Currently certified educator, hired by the EPP, who preferably has advanced credentials
- Observes candidate(s), monitors their performance, and provides constructive feedback to improve their effectiveness as educators
- At least three (3) years of experience and current certification in the class in which supervision is provided
 - A field supervisor with experience as a campus-level administrator and who holds a current certificate that is appropriate for a principal assignment may also supervise classroom teacher, master teacher, and reading specialist candidates.
- Accomplished educator as shown by student learning
- Completed TEA-approved observation training

Responsibilities

- Initial contact (Zoom, telephone, email, or other electronic communication) with the assigned candidate must occur within one (1) week of receipt of candidate contact information from the EPP
- Complete the online mentor/coaching training provided by TLAC Reading Specialist program within three (3) weeks of receipt of link
- Communicate regularly with the Reading Specialist candidate to facilitate a successful practicum experience
- Observe Reading Specialist candidate's lessons and provide written feedback
 - Minimum of three (3) 45-minute video-recorded tutorial sessions, for a total of 135 minutes
 - Each video-recorded tutorial session is submitted by the student directly to their assigned University Supervisor
 - A pre- and post-conference for each observation will be facilitated by the TLAC University Supervisor
 - The post-conference must be conducted synchronously either virtually or in person between the University Supervisor and candidate
 - Written feedback will be inputted by the by the University Supervisor into the Aggie Educator Portal (AEP) within three (3) days of receipt of the observation video
 - Observation feedback will be copied to the Site Supervisor

- Observation 1 must be completed during the first third of the practicum
- Observation 2 must be completed during the second third of the practicum
- Observation 3 must be completed during the final third of the practicum
- Communicate with the TLAC Reading Specialist program without delay if there are questions or concerns regarding the progress of the Reading Specialist candidate
- Complete a recommendation for the candidate's Reading Specialist standard certification at the conclusion of the practicum

Semester Dates/Deadlines for University Supervisor

Date	Action
Week 1	Initial contact by email to assigned candidate(s); cc Jane Rankin
Weeks 1-3	Complete TLAC Mentor/Coach Training
First third of semester	Observation 1: pre-conference, written feedback submitted in AEP, synchronous post-conference
Second third of semester	Observation 2: pre-conference, written feedback submitted in AEP, synchronous post-conference
Final third of semester	Observation 3: pre-conference, written feedback submitted in AEP, synchronous post-conference
Post-Observation 3	Submit Standard certification recommendation in AEP

TEXES Reading Specialist (151) Exam



Once your TAMU M.Ed. in Curriculum & Instruction with Literacy Emphasis degree has been conferred, you will be approved to register for the [TEXES Reading Specialist \(151\)](#) exam.

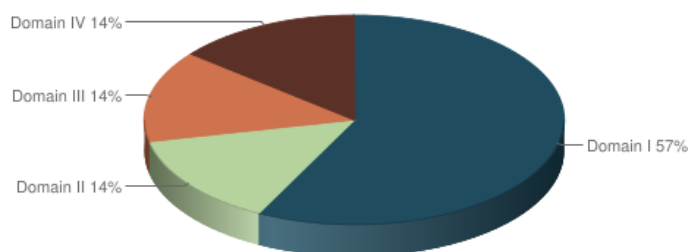
A passing score on the TEXES 151 exam must be submitted to the Aggie Educator Portal prior to being approved for Reading Specialist certification; you are required to take and pass the TEXES 151 exam within 6 months of your M.Ed. graduation date.

TEXES Reading Specialist (151) Exam Framework

Domains and Competencies

Domain	Domain Title	Approx. Percentage of Exam*	Standards Assessed
I	Instruction and Assessment: Components of Literacy	57%	Reading Specialist I
II	Instruction and Assessment: Resources and Procedures	14%	Reading Specialist II
III	Meeting the Needs of Individual Students	14%	Reading Specialist III
IV	Professional Knowledge and Leadership	14%	Reading Specialist IV

*Percentages do not add up to 100 due to rounding.



The content covered by this exam is organized into broad areas of content called **domains**. Each domain covers one or more of the educator standards for this field. Within each domain, the content is further defined by a set of **competencies**. Each competency is composed of two major parts:

- The **competency statement**, which broadly defines what an entry-level educator in this field in Texas public schools should know and be able to do.
- The **descriptive statements**, which describe in greater detail the knowledge and skills eligible for testing.

Applying for Reading Specialist Certification (post-graduation)

Step 1: Complete the application for Reading Specialist certification via your TEAL/Educator Certification Online System (ECOS) account.

Step 2: Upload the following documents into the Aggie Educator Portal under *Student Documents*:

Student Documents			Edit
Upload Date	File	Uploaded By	

- Copy of Service Record showing a minimum of two completed years of teaching experience (available from your district HR Department)
- Copy of TExES 151 pdf score report
- Copy of SBEC educator certificate (available here)
- Unofficial TAMU transcript showing M.Ed. with Literacy Emphasis conferred

Step 3: When steps 1 & 2 have been completed, email Jane Rankin at janerankin@tamu.edu; she will forward your name to the School of Education & Human Development's Certification Manager for standard Reading Specialist certification recommendation.

How to Apply for Reading Specialist Certification in TEAL/ECOS

Log into TEAL - <https://tealprod.tea.state.tx.us/>

- 1) In TEAL, click Educator (in blue text right above your TEA ID#).
- 2) The next screen is the Educator Certification Online System (ECOS).
- 3) Click Applications button on the left.
- 4) Click Standard Certificate Texas Program.
- 5) Click Apply and answer questions.
- 6) At the section "I request to be recommended by this entity," select **Texas A&M University (University Based)**.
- 7) Check the boxes for all the questions and click Apply.
- 8) After re-confirming the recommending entity is Texas A&M University (University Based), click Continue.
- 9) This will take you to the payment page; click on the red link to pay online.
Note: the page will not specify what you are paying for and your certificate will not post if the fee is not paid!
- 10) Track the progress of your certification by logging into your Educator Profile on the TEA website.

Any questions regarding certification should be directed to the [TEA Help Desk](#).

Appendices



APPENDIX A: Site Supervisor Information Form

APPENDIX B: Parent/ Guardian Permission to Video Email

APPENDIX C: Formal Observation Criteria

APPENDIX D: 160-Hour Practicum Time Log

APPENDIX E: Other Options for Meeting Practicum Hours

APPENDIX F: Texas Reading Specialist Standards

APPENDIX G: Educator Code of Ethics



Candidate Name:

APPENDIX A: Site Supervisor Information for Reading Specialist Candidate

To be completed by the Site Supervisor

Name:	TEA ID # (required by TEA):
School Email:	Phone:
# Yrs. Teaching Experience:	Current Position:
Campus:	District:

Please read each statement carefully, initial to indicate your understanding/acceptance, and sign below

_____ I agree to serve as the Site Supervisor for the above-named candidate and to supervise activities during the required 160-hour Reading Specialist practicum.

_____ I understand I am required by TEA to complete an online Mentor/Coach training, provided by TAMU's School of Education & Human Development, within three (3) weeks of receipt of the link.

_____ I understand that I am required by TEA to have at least 3 years of experience in the aspect(s) of the certification class being pursued by the candidate

_____ I understand that I will schedule regular meetings with the Reading Specialist candidate to provide ongoing feedback, mentoring and coaching support as needed.

_____ I understand I will communicate with the University Supervisor without delay if I have any concerns regarding the candidate's progress.

_____ I understand that I will sign the 160-hour practicum Time Log to verify practicum hours and activities.

_____ I understand I will complete a recommendation for the candidate's Reading Specialist standard certification at the conclusion of the practicum semester.

_____ I am attaching a copy of my Texas Educator Certificate to this form.

Site Supervisor Signature

Date

CAMPUS ADMINISTRATOR: Please read each statement carefully, initial, and sign below

I attest the Site Supervisor listed above meets the following TAC 228.35 requirements:

_____ Minimum of three (3) years teaching experience

_____ At least three (3) years of experience in the aspects of the certification class in which the practicum candidate is seeking certification

_____ Accomplished educator as shown by student learning

Select one:

_____ Currently certified in the certification class in which the practicum candidate is seeking certification **OR**

_____ If a certified Reading Specialist is not available, a written statement explaining the reason for selecting this individual is attached

Campus Administrator Signature

Date

APPENDIX B: Parent/ Guardian Permission to Video Email

Dear [NAME Parent/Guardian],

I am looking forward to tutoring [NAME] this semester and helping with [his/her] reading progress!

My Texas A&M course requires that I have your permission to video three (3) tutoring sessions with your child. The focus will be on my teaching and will be shared only with my TAMU supervisor so that I can receive feedback.

The video recordings will not be made public in any way and your child's name will not be used.

If you agree to your child being recorded, please respond to this email with your permission.

Thank you!

[Reading Specialist Candidate Name & Contact Info]

Reading Specialist candidate:

Submit a copy of the parent/guardian permission email showing their approval in the Aggie Educator Portal under Student Documents.

Date and time stamp(s) must be viewable.

APPENDIX C: Reading Specialist Formal Observation Criteria

Rating Scale: 1-5, N/A-unable to observe

Domain	Criteria
Foundational Knowledge	<ul style="list-style-type: none"> • Demonstrates an understanding of evidence-based reading and writing processes and instruction • Avoids and/or appropriately supplements non-evidence-based literacy teaching practices • Is able to adapt lessons to meet the needs of each individual student based upon continual informal and formal assessment and knowledge/understanding of evidence-based literacy practices
Curriculum & Instruction	<ul style="list-style-type: none"> • Uses foundational knowledge to design and/or implement an evidence-based curriculum for struggling readers • Uses evidence-based instructional practices to develop word recognition, language comprehension, and/or writing • Uses appropriate texts (e.g., with consideration to student developmental level and interests, decodable texts to reinforce phonics patterns, various text structures to reinforce reading comprehension strategies, and/or high-quality literature to reinforce oral language, listening comprehension, and/or vocabulary)
Assessment & Evaluation	<ul style="list-style-type: none"> • Demonstrates an understanding of different types of assessments and their purposes, strengths, and limitations • Is able to select and/or develop, administer, and interpret assessments, both formal and informal, for specific purposes • Uses assessment information to plan and evaluate instruction • Is able to communicate assessment results and implications to a variety of audiences
Diversity	<ul style="list-style-type: none"> • Demonstrates recognition, understanding, and value for the forms of diversity that exist in society and their importance in learning to read and write • Uses literacy curriculum materials and instructional practices that positively impact students' knowledge, beliefs, and engagements with the features of diversity • Develops and implements strategies to advocate for equity
Literate Environment	<ul style="list-style-type: none"> • Arrange the physical environment to optimize students' use of resources in reading and writing instruction • Create a positive social environment that promotes motivation, autonomy, and opportunities to experience growth and achievement in reading and writing through scaffolded support • Uses predictable routines with smooth transitions and clear expectations to maximize engagement, time on task, and learning
Professional Learning & Leadership	<ul style="list-style-type: none"> • Demonstrates and uses knowledge of research related to adult learning, organizational change, professional development, and school culture in working with teachers and other professionals • Displays commitment to his/her own continued professional development in evidence-based literacy practices • Participates in, designs, facilitates, leads, and/or evaluates effective professional development programs • Understands and influences local, state, or national policy decisions related to literacy

APPENDIX D: Reading Specialist Practicum Time Log

RDNG 605: Practicum Literacy Intervention
Action Plan/Time Log for Reading Specialist Certification

A Proposal of this Action Plan must be submitted during the first week of the semester. All hours totaled should equal 160+ hours.

Reading Specialist Standard I: Components of Reading: The Reading Specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.
(See the Reading Specialist Standards for what educators should know and be able to do. Some examples include: plan, implement, and monitor instruction in the components of reading; select and use evidence-based instructional methods and materials that are culturally responsive and demonstrates an awareness of students' academic progressions in the components of reading; provide systematic instruction and reinforcement activities in the components of reading)
At least 40 hours should be dedicated to this standard. Examples include but are not limited to: assist educators in planning appropriate instruction, observe educators to ensure they are implement the components of reading and provide feedback, assist educators in using evidenced-based instructional methods; demonstrate instructional methods in an educator's class; assist educators in selecting appropriate reading material that is culturally responsive; co-teach with another teacher who may have difficulty implementing the components of reading; video-record yourself and reflect upon your teaching (reflection can only be counted on the time sheet); help educators select appropriate reinforcement resources and activities in the components of reading.

Date	Hours (include time in decimals)	Description of Activity

RDNG 605: Practicum Literacy Intervention
Action Plan/Time Log for Reading Specialist Certification

A Proposal of this Action Plan must be submitted during the first week of the semester. All hours totaled should equal 160+ hours.

Domain	Total Hours
Standard I	
Standard II	
Standard III	
Standard IV	
Total Practicum Hours	

I verify the information listed above is accurate and true.

Candidate signature:	Date:
Site Supervisor signature:	Date:

APPENDIX E: Other Options for Meeting Practicum Hours



- Literacy Night – serve as lead for planning and presenting a literacy night for parents
- Faculty presentations at faculty meeting(s) - prepare and present
- Faculty presentations to grade levels primary/intermediate/secondary
- Coordinate weekly/monthly grade level planning sessions for Language Arts or Reading
- Develop and deliver a focused training session for content area teachers to support reading in the content areas
- Plan for and deliver appropriate training for colleagues for implementation of a quality intervention program to support at-risk learners
- Participate in a parent-training program to support one or more individual students who may benefit from parental intervention at home
- Coordinate with the campus librarian/media specialist in the creation of an electronic file that contains ideas and resources from on campus materials
- Work one- on- one with a novice teacher to support lesson-planning
- Work with team leaders and campus administrators to develop an intervention plan to support struggling teachers
- Deliver and model effective teaching strategies for individual colleagues or grade level groups
- Write and publish a weekly/monthly newsletter to highlight campus literacy activities; may add tips and strategies that support quality instruction
- Develop and successfully implements a lunch time literacy group for students
- Develop and successfully implements a special reading club for students
- Model successful sound learning and sound blending exercises for struggling students
- Plan and successfully implement a classroom reading library for a novice teacher
- Model the delivery of a creative lesson plan. Share references, resources, and handouts

APPENDIX F: TEA Standards for Reading Specialists (EC- 12)

Standard I.

Components of Reading: The Reading Specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.

Standard II.

Assessment and Instruction: The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.

Standard III.

Strengths and Needs of Individual Students: The Reading Specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy.

Standard IV.

Professional Knowledge and Leadership: The Reading Specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing, and evaluating professional development programs.

APPENDIX G: CODE OF ETHICS & STANDARD PRACTICES FOR TEXAS EDUCATORS

STATEMENT OF PURPOSE

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community.

ENFORCEABLE STANDARDS

I. PROFESSIONAL ETHICAL CONDUCT, PRACTICES AND PERFORMANCE

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.

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.

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

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

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.

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

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

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

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

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

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.

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

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

II. ETHICAL CONDUCT TOWARD PROFESSIONAL COLLEAGUES

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.

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

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.

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

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.

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

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.

III. ETHICAL CONDUCT TOWARD STUDENTS

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

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.

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

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.

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

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

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.

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

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 attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Program Contact Information

Dr. Emily Cantrell, Director

aggieemily@tamu.edu

Jane Rankin, Certification

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Sydney Zentell, Graduate Advisor

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