



RICE | Education



Graduate Programs in Education

2020-2021 Student Handbook

Master of Arts In Teaching

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Mission of the Education Program

The Rice University Education Program seeks to engage, prepare, and support educator leaders for student-centered schools in a diverse society.

Educator Pathways

The Rice Education Program has multiple graduate pathways.

- *The Master of Arts in Teaching for new teachers* provides candidates that already hold a bachelor's degree with an opportunity to achieve a master's degree and a State of Texas Standard Teaching Certificate.
- *The Five-Year Master of Arts in Teaching* is offered to Rice University undergraduate students beginning their sophomore year of undergraduate work. In the Five-Year MAT, students are required to earn 120 credit hours for their undergraduate degree plus an additional 30 credit hours for the master's degree. Students take graduate level Education courses concurrently with the undergraduate requirements for the degree and content requirements. After successful undergraduate degree conferral, students are admitted as graduate students for the fifth year and complete a full-time, one year teaching internship. Candidates receive the master's degree and State of Texas Standard Teaching Certificate when the internship is completed successfully.
- *The Master of Arts in Teaching* for candidates who already have a State of Texas Standard Teaching Certificate may choose to achieve a master's degree only or seek the path for a State of Texas principal certification in conjunction with the degree.
- *The Principalship Program* is a non-degree, visiting post-bac, path for candidates with a master's degree that offers preparation for the State of Texas principal certificate. Candidates must complete 15 credit hours (five courses) at the graduate level.

Introduction

Each member of the educator candidate's team is a highly competent professional who works with them in advising, with course work, and on a school campus. The educator candidate, the field supervisor, and school mentors have specific roles and responsibilities. Rice wants to support all members of the team in order to ensure the expectations are accomplished. Should you have concerns about the experience communicate these to the mentor teacher and field supervisor. If these concerns are not resolved, contact Dr. Judy Radigan, Director of the Rice University Education Program at 713-348-4727 or 832-722-0769. Sometimes unforeseen problems may occur. Open communication is important.

Important Information for Master of Arts in Teaching for New Teachers and 5-Year Master of Arts in Teaching

Information for Military Veteran Applicants

Qualified veterans, dependents of deceased or disabled veterans whose death or disability is a direct result of their military service, or dependents in receipt of transferred benefits from a veteran may be eligible for VA educational benefits under one of the following programs while attending Rice University:

- Chapter 30: Montgomery G.I. Bill-Active Duty/Discharged
- Chapter 31: Vocational Rehabilitation
- Chapter 32: Veterans Educational Assistance Program (VEAP)
- Chapter 33: Post 9/11 G.I. Bill
- Chapter 35: Dependents Education Assistance
- Chapter 1606: Montgomery G.I. Bill-Selected Reserve
- Chapter 1607: Reserve Education Assistance Program (REAP)

At Rice University, veterans' benefits are managed through the Office of the Registrar. This office assists all veterans and their dependents who wish to receive Veterans Administration (VA) educational benefits

Please see the Office of the Registrar's website, registrar.rice.edu, regarding the documentation required to obtain educational allowances from the VA.

Veterans who are planning to attend the university should contact Rice University's Veterans Affairs Representative, registrar@rice.edu, at least two months before the date of entry. Such time is required to expedite the processing of paperwork for educational allowances from the VA.

For certification of benefits, students should have an enrollment of at least half time (6 credit hours for undergraduates).

For additional information regarding other veterans' educational programs, contact the Office of the Registrar at 713-348-4999 or registrar@rice.edu.

Information for Transfer Applicants

Six credit hours may transfer from another Institution of Higher Education (IHE) that specifically correlate with the Rice University Education (EDUC) courses. The transferring courses must demonstrate an alignment to the Teaching Standards in 19 TAC, Chapter 149.

A candidate transferring from another IHE as an undergraduate student must complete at least 24 credit hours of a 30-credit hour coursework program in the Rice University Education Program. The Program

does not offer an undergraduate degree in Education; therefore, candidates must major in the area they want to teach. To be admitted to the program, candidates must have completed at least 12 credit hours in their content area, 15 credit hours for math and science.

Graduate students transferring from another IHE must complete at least 24 credit hours of a 30-hour coursework program and must have 24 credit hours in the content area or 12 credit hours in the content area, 15 for math and science, and passing scores on the Pre-Admission Content Test (PACT).

Candidates transferring into the Rice University Education Program from an alternative certification program must complete 30 credit hours of a 30 credit-hour coursework program. Clock hours from an Alternative Certification Program are not accepted for a graduate degree at Rice University.

If a transfer candidate has a bachelor's degree and has 12 hours of content in a teaching certificate that the program offers or 15 hours of math or science content, then a passing score on the PACT is required prior to admission into the Rice University Education Program.

If a candidate has taken and passed the content and Pedagogy and Professional Responsibility exams those scores are transferable. Field-based experience from another educational preparation program is not transferable for the required Education Program's field-based experience work in the semester or the year prior to the clinical practicum or internship year.

Responsibilities of the Graduate Student Seeking a Texas Teaching Certificate: Fingerprinting/ Criminal Background Check

Candidates will not be issued either a probationary or a standard teaching certificate from the State of Texas without the fingerprinting/criminal background check. Candidates may apply for the criminal background check prior to submitting an application into an educational preparation program, but must be done prior to being on any school campus with the program. If the results of the process are unsatisfactory, the candidate may petition the TEA for reconsideration of the results.

For further information about preliminary checks:

https://tea.texas.gov/Texas_Educators/Investigations/National_Criminal_History_Checks-FAQs/

https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/

Criminal history record information includes both conviction and arrest records. The State of Texas (by House Bill 1508 in 2017) the Texas Higher Education Coordinating Board (THECB), the Texas Education Agency (TEA) and the State Board for Educator Certification (SBEC) require that an educator preparation program inform all certification program applicants and candidates about the State's rules on criminal background checks from the Texas Occupations Code Chapter 53, the Texas Education Code Chapter 22.0831 and the Texas Administrative Code, Part VII, Chapter 227, Subchapter B. For further information about criminal history checks see TEA's Investigations web page:

http://tea.texas.gov/Texas_Educators/Investigations/

A school district may deny placement of a participant with a criminal background.

Candidates need to sign the Fingerprinting/Criminal Background Check affirmation of notification for the following:

1. An individual who has been convicted of an offense or received deferred adjudication may be ineligible for the issuance of an educator certificate upon completion of an educational program.
2. TEA will conduct a national criminal history check on the candidate when the candidate applies for an educator certificate and throughout the candidate's educator career.
3. Prior to application into an educational preparation program, you may apply for the criminal background check, but must be done prior to being on any school campus with the program.

Fingerprinting/Criminal Background Check affirmation of notification must be submitted to the Assistant Director of the Rice University Education Program with the application requirements. See appendix for form.

Grievances with the Education Program

If a student has a grievance with the Education Program, he/she may follow the grievance policy on file with the Texas Education Agency. The policy can be found in the appendix of this handbook or on the Education webpage, education.rice.edu.

Master of Arts in Teaching with a State of Texas Teaching Certificate

The pathways for the Master of Arts in Teaching degree with a State of Texas Teaching Certificate applies to both a student entering the program with a bachelor's degree and a Rice University undergraduate in the five-year program.

Plan of Study

- Begin two-semesters of work in assigned school with fall semester curriculum development and theory and methods courses (fall residency) and the spring semester full-day field-based experience with a collaborating teacher ([EDUC 521](#), [EDUC 560](#), [EDUC 561](#), [EDUC 562](#), [EDUC 563](#), [EDUC 564](#), [EDUC 565](#), [EDUC 566](#), and [EDUC 570](#)).
- Complete a two-semester supervised teaching internship by acquiring and fulfilling all professional responsibilities of a teaching position in a local accredited secondary school and completing a seminar course ([EDUC 540](#)).
- Complete 75 hours of fall residency experience in a local secondary school, after satisfactory results on background check with participating school districts.
- Make grades of B- or better in all teaching field and education courses.
- Pass appropriate TExES exam and edTPA portfolio exam.
- Apply for State of Texas certification when all requirements are completed.

The cooperating school districts pay a regular salary as first-year teacher for the internship.

Summary of Course Work

Code	Title	Credit Hours
Total Credit Hours Required for the MAT Degree		30

Course List

Degree Requirements

Code	Title	Credit Hours
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Core Requirements ¹

EDUC 504 or HIST 521	RACE, CLASS, GENDER IN EDUCATION RACE, EDUCATION AND SOCIETY IN THE URBAN SOUTH	3
EDUC 505	EDUCATIONAL PSYCHOLOGY	3
EDUC 516	ASSESSMENT	3
EDUC 520	TEACHING DIVERSE LEARNERS	3
EDUC 521	CURRICULUM DEVELOPMENT	3
EDUC 522	LITERACY ACROSS THE CURRICULUM	3
<i>Select 1 from the following Theory & Methods courses:</i>		3
EDUC 560	THEORY AND METHODS: ART	
EDUC 561	THEORY AND METHODS: ENGLISH LANGUAGE ARTS & READING (ELAR)	
EDUC 562	THEORY AND METHODS: LOTE	
EDUC 563	THEORY AND METHODS: MATHEMATICS	
EDUC 564	THEORY AND METHODS: PHYSICAL EDUCATION	
EDUC 565	THEORY AND METHODS: SCIENCE	
EDUC 566	THEORY AND METHODS: SOCIAL STUDIES	

Code	Title	Credit Hours
EDUC 570	FIELD-BASED STUDIES IN TEACHING & LEARNING	3
EDUC 540	SEMINAR FOR FIRST-YEAR TEACHERS (2 semesters total, 3 credit hours each semester)	6
Total Credit Hours		30

First Year Experience

The first year of graduate study in the Master of Arts in Teaching requires course work and a full year in a school. The full school year includes a fall residency and a spring field-based experience. In the fall, candidates will be required to spend a minimum of ten hours per week in an urban, public school. Candidates will be assigned to a collaborating teacher in her/his content area and work with that teacher throughout the semester and continue with that teacher into a field-based experience in the spring. Following the public school's calendar, candidates are required to spend the entire school year with the collaborating teacher.

Fall Field Residency

The program requires a full year experience in the classroom. Candidates will begin in early August when teachers are required to report to their schools for professional development and end when schools close in May or the beginning of June.

Responsibilities for fall residency are as follows:

1. Report to the assigned school and assigned collaborating teacher during the opening of school for teachers. Attend all professional development and meetings scheduled during the first two weeks prior to the beginning of school. Submit appropriate observations of experiences during professional development weekly to the Curriculum Development course on Canvas under assignments.
2. Schedule with the assigned collaborating teacher 10 hours of observation weekly. This may include observing other teachers recommended by the assigned teacher. Starting with the first day of classes with students, complete classroom observations and follow the topic guidelines set in Curriculum Development. Upload observation logs in the assignment section of the Curriculum Development course. Turn in observation logs by midnight each Friday.
3. The weekly ten hours of residency may include tutoring, small group work, or co-teaching in a class. Teach five classes during the fall with approval of the collaborating teacher and with coordination of the Curriculum Development instructor. However, the field-based experience begins in the spring; therefore, do not teach a full class without the assigned teacher in the fall semester.

4. Sign in and out at the main office of assigned school daily. Ask the staff where to sign. Arrangements may be different at each individual school.
5. Beginning with the first day of classes for secondary students, complete the observation log (see Curriculum Development course in Canvas for form to download) that documents the hours, reflections in the classroom, and signatures.
6. Create a TEAL account. The TEAL account is used for identification to create a Pearson account needed to register for content and edTPA State exams. The TEAL account identification number is also used to apply for probationary and standard teaching certificates.
7. Meet key personnel in the school, learn about the school's demographics, learn about the school's culture, and study the procedures for entering and exiting the school.
8. Discuss the district's scope and sequence in content area and the overall instructional plans for the year with the collaborating teacher and field supervisors.
9. Discuss student data with the collaborating teacher and field supervisors in order to prepare appropriate instruction for students in the lesson plans for Curriculum Development course.
10. Assign formal grades for assignments only with the approval and supervision of the collaborating teacher. The collaborating teacher has final responsibility for student grades.
11. Prepare lesson plans during the fall semester. The lesson plans may possibly be used for the opening of the field-based experience in the spring semester. The use of lesson plans is dependent on the scope and sequence of the course, district curriculum requirements, and the collaborating teacher's plans.
12. The school, department, or collaborating teacher may require a unit plan. If required, a unit plan template is in the appendix.
13. Attend all scheduled lesson planning and feedback meetings with field supervisor, collaborating teacher, and content specialist. Complete and submit all required written assignments on time to the field supervisor and collaborating teacher.
14. Prepare for repeated exhibition of lesson plan portfolios. Six weeks of lessons plans will be required with exhibition for each lesson plan portfolio and revised lesson plans as needed. The exhibition will also be repeated to collaborating teachers and field supervisors. (See lesson plan portfolio rubric in the appendix and academic calendar.)
15. Maintain and submit in the Curriculum Development course all lesson plans and assignments about teaching practices. The Curriculum Development professor and field supervisors will monitor and respond to the site.
16. Respond to field supervisors' questions or requests within 24 hours of any contact.
17. Know and follow the rules, regulations, and policies of the school. Be sure to learn safety rules and emergency procedures.
18. Keep student information from school records or conversations confidential.
19. Dress professionally for attendance on all school campuses as a representative of Rice University.
20. Behave in an ethical and professional manner toward all in the school community. This also means keeping in confidence personal opinions about the school, students, teachers, and

parents at the school campus. Read and sign an agreement to abide by the Texas Administrative Code 247, Educators Code of Ethics that is included in the Forms section of this handbook.

Spring Field-Based Experience

Spring field-based experience, responsibilities are as follows:

1. Prepare lesson plans for the first six weeks of the spring semester before the winter break. This is the beginning of the field-based requirement. The lesson plans prepared in early fall may be used if appropriate and approved by the collaborating teacher and field supervisors.
2. Prepare lesson plans weekly and/or revise and upload in Canvas by Friday midnight for the following week.
3. Be prepared to adjust lesson plans for the class to accommodate class schedule changes, student schedule changes, or feedback from field supervisor and collaborating teacher.
4. Work with the collaborating teacher to notify parents about teaching the class.
5. Attend regularly scheduled teacher planning meetings or school faculty meetings unless otherwise notified by the principal or the collaborating teacher.
6. Communicate with the collaborating teacher daily about teaching performance.
7. Issue formal grades for assignments only with the approval and supervision of the collaborating teacher. The collaborating teacher has final responsibility for student grades.
8. Debrief with the collaborating teacher about daily and walk-through observations.
9. Respond to the field supervisors' observations. Debrief observations with field supervisors about problem areas.
10. Attend all scheduled planning and feedback meetings with field supervisor and collaborating teacher. Complete and submit all required written assignments on time to the field supervisor. Prepare for a mid-term and final teaching defense.
11. Know and accept that the collaborating teacher has the final responsibility for what happens in the class.
12. Address routine discipline problems immediately and consult the collaborating teacher and the field supervisor for feedback on effective classroom management techniques.
13. If placed on a growth plan by the director of the program, follow the plan explicitly to improve performance. Work closely with the collaborating teacher and field supervisor to implement the growth plan.
14. The program requires candidates to stay in the classroom for the entire spring semester, but may teach only a part of the semester and perform other classroom duties such as tutoring or small group work with students during testing preparation.
15. After a successful field-based experience and passing State exams, seek employment and apply for probationary certificate. Keep the director of the program informed about employment search. Employment for the internship year must be located within the Houston area. The Department will approve the probationary certificate after the school district completes

the Statement of Eligibility form and returns it to the Department. 5-Year MAT candidates must have completed the undergraduate degree before the probationary certificate is approved.

Setting Up Professional Accounts

Graduate students will need to set up a TEAL (TEA Login) account. This is the security gateway to TEA web resources. To access Educator Account, you will need a TEAL profile that is set up with access to profile in the Educator Certification Online System (ECOS).

To set up a TEAL account go to the TEA website, tea.texas.gov. and click **ECOS for Educators** at the top of the main page. On the next screen, click **Create new TEAL** account and follow the instructions.

Set up a Pearson account to access content and edTPA exams registration. The TEAL account identification will be needed to set up this account. Go to <http://www.tx.nesinc.com/>. The content exam should be taken during the fall semester of the field residency year. The edTPA exam may be completed during the spring semester of the field residency year.

Field-Based Assignments

This field-based assignment has been carefully planned with regard to the most competent professionals available to meet specific needs. Changes in assignment are not usually made and only occur under extreme circumstances. Notify the field supervisor immediately if there are unresolved problems.

As a guest in this school and classroom, polite and professional behavior is imperative. The collaborating teacher is the teacher of record and has final responsibility over the class. Demonstrate tactfulness, competency, and responsibility in order to enhance the teaching experience.

Calendar

The pre-service teacher will follow the school district's calendar. If the school district has a holiday when the university is in session, then the pre-service teacher will have that holiday from the school district but must attend university classes.

Absences

Be in the classroom every day during the field-based assignment. Attendance each day is expected. **Notify the collaborating teacher and field supervisor if late, absent, or leaving early.** Missed days must be made up as arranged by the collaborating teacher and field supervisor. If absences are in excess of three days, the field supervisor and the University Director of the Education Program may terminate the field-based experience.

If absent, the graduate student is responsible for making sure the collaborating teacher has lesson plans and all materials needed for the classes. Do not expect the collaborating teacher to make copies of class materials. If the absence is due to a religious holiday, the collaborating teacher and field supervisor must be notified at the beginning of the semester and arrangements made for the make-up day.

Be present at the school the entire day and follow school procedures for entering and exiting the school. Punctuality is critical for success. Be early and come prepared. If there are school meetings or district professional development days, attend unless otherwise notified by the collaborating teacher or the principal.

Second Year: Teaching Internship

The plan of study culminates with the teaching internship in a Houston area school. During the internship year, the student is teaching on a State of Texas probationary certificate as a full-time, salaried teacher (teacher of record) in the area and at the level of the certification being sought. The intern participates in a year-long seminar course at the University and receives extensive support from both a field supervisor and a mentor teacher throughout the entire first year of teaching. As part of the Seminar for First-Year Teachers, all candidates are required to create a digital professional portfolio. The portfolio represents the culmination of experiences, chronicles the candidate's growth in attaining the knowledge and skills necessary to be successful as a new teacher, and it reflects the candidates' understanding of teaching and learning. A teaching internship requires a full school year at an accredited public school or other school approved by the Texas Education Agency (TEA). The Education Program will approve the standard certificate after all degree requirements are fulfilled, after a successful internship experience, after the school year is finished, and after the EPP's field supervisor and school principal support the recommendation for standard certificate.

Summer Requirements Prior to First Year Teaching

- Verify the status of the probationary certificate with TEA and/or Olga Trejo, Assistant Director. (The probationary certificate will be approved when the school/school district returns the completed Statement of Eligibility form to the Rice Education program.)
- Report the start dates (in-service and first day of school), school and district information, and class schedule to Dr. Judy Radigan, Director of the Rice Education Program. The class schedule must show at least 4 hours **per day** of teaching in content area.
- Visit the school district's website and locate the scope and sequence required by the district for the seminar course.
- Contact the school and meet the school secretary. Begin developing a relationship.
- Keep a log of contacts with school personnel and field supervisors (see appendix for log).
- The first summer visit to the school should include the following:
 - Visit the school and meet with school administration and/or chair with the field supervisor prior to the professional development day.
 - Ask to check out teacher textbook and resources.
 - Ask if there is team planning; if there is team planning, ask if there is a first six weeks plan available to review. Share this plan with field supervisor.
 - Ask if the school has a required lesson plan format; if so, ask for a copy or download from district website. Begin planning procedures and routines.

Visit the assigned room; consider classroom logistics and materials needed.

- Prepare the opening two weeks of lesson plans for review by the primary field supervisor. Upload the plans in the designated site by the end of July.
- Meet with the primary field supervisor prior to or during the professional development week to review plans.
- Share the school's professional development schedule with the field supervisor.

Responsibilities for the School Year

Fall Requirements

- The first two weeks that you report to school
 - complete intern teacher information page and return to primary field supervisor prior to the opening day of school (see appendix). Field supervisors will use this information to plan conferences, walk-throughs, and observations
 - ask mentor teacher to complete the Rice Education Mentor Teacher form and return to the program's Assistant Director before the first week of September (see appendix). Inform the Mentor Teacher that he/she will need to return to the Rice Education Program a copy of their mentor training certificate or take the Rice Education Program's mentor training
- During the first two weeks of teaching
 - expect contact from the primary field supervisor
- During the semester
 - expect one to two, 45-minute formal observations including a pre- and post-conference for each observation; first observation will be during the first 6 weeks of school
 - expect walk-through observations with electronic or face-to-face feedback from the primary supervisor and the support-team field supervisors
 - acknowledge all receipts of observation feedback through digital communications
 - upload weekly lesson plans to the assigned Canvas site by Friday each week
 - attend the Rice University Education Program's Life in Schools fall event
 - complete first draft of portfolio requirements (see appendix)
 - attend weekly seminar class
 - begin graduate project for Seminar for First-Year Teachers
- Keep a classroom contact log including copies of all written electronic or personal communications with parents or students. Include all face-to-face conferences, home visits, or phone calls.
- Maintain contact log and a file of significant correspondence with school personnel and Rice field supervisor(s).

Spring Requirements

- During the semester
 - expect one to two, 45-minute formal observations including a pre- and post- conference for each observation
 - expect walk-through observations with electronic or face-to-face feedback from the primary supervisor and support-team field supervisors
 - acknowledge all receipts of observation feedback through digital communication
 - upload weekly lesson plans or revisions to site by Friday every week
 - work on updating, revising, and editing portfolio requirements (see appendix)
 - attend weekly seminar class
 - defend the mid-term teaching portfolio
 - defend the final teaching portfolio
 - present graduate project as arranged by field supervisor
 - complete a research project based on work at your school
 - attend the Rice University Education Program's Life in Schools spring event
- There may be additional 45-minute formal observations if necessary.

Growth Plans

Intern teachers may be placed on a growth plan by the director of the program for missing or unsatisfactory lesson planning, unsatisfactory evaluations, excessive absences from the classroom, absences from the weekly seminar, submitting required work late, or failing to adequately communicate with the primary field supervisor in a timely fashion. The director, primary field supervisor, and field supervisor team will determine the actions needed for a growth plan. The primary field supervisor, the field supervisor team, and the director of the program will work with the intern teacher to improve teaching practices or correct problems.

An unsatisfactory grade in the internship will require an additional semester of teaching before a master's degree is conferred and a standard teaching certificate is issued. This means that a second year of a probationary teaching certificate will be issued. The goal of the program is to provide support for the intern teacher so that success is reached in the classroom, the master's degree program is completed, and a standard teaching certificate is issued.

Changes to Plan of Study

A candidate wanting to make a change to his/her plan of study must make the initial request to the director of the program.

If the request is to defer the internship or plan of study, the student has three years to complete the internship year or the original plan of study unless the standards for the certification have been changed by the State of Texas or the Education Program.

Professional Liability

Teacher rights and protection are limited and do not apply in cases where there is the use of excessive force in the discipline of a student or when there is negligence resulting in bodily injury of a student, nor does the protection apply to the operation or use of a motor vehicle. The Rice Education Program strongly suggests that intern teachers join a teacher organization that offers liability insurance. Teacher organizations provide many other benefits such as online professional development, resources, and legislative updates. Association of Texas Professional Educators (ATPE) and Texas Classroom Teachers Association (TCTA) offer a first-time professional membership dues that are substantially less expensive than that for experienced professionals.

Absences

Be in the classroom every day. Attendance each day is expected. If absent, follow appropriate school procedures for getting a substitute and notify the primary field supervisor. As part of lesson planning, prepare a substitute folder that includes

- teacher schedule
- current week's lesson plans
- special stand-alone substitute plans for three days with materials and handouts
- all materials should be copied
- a seating chart with first/last names
- special student notes: accommodations, behavior issues, and ELL
- rolls for classes

Put these plans and materials in a place that is easily retrievable for a substitute. When arranging for a substitute, leave directions for finding the substitute folder. Update the folder after an absence.

Other School Information

1. Maintain open communication with the field supervisor. Notify the field supervisor of school schedule changes, standardized testing schedules, or any other irregularities in the school calendar of schedule that would necessitate a cancellation of a walk-through or formal observation.
2. Many parents and community members volunteering are present in the school. Be professional with conversations in the school. Never engage in critical conversations in the school. Keep all confidential conversations with other teachers or field supervisors in a private office or classroom. Never discuss students or parents in hallways, workrooms, or teacher lounges.
3. Never administer medication, even cough drops, to any student at any time. All medication is administered through the school nurse. Report any injury or physical incident to the nurse.
4. Do not transport any student at any time in a car. If asked to transport a student on a field trip or to their home, decline. Any legal liability for any accident or injuries is the teacher's responsibility.
5. **Do not use cell phones or other electronics in the classroom unless part of the instruction. Construct a routine to address student use of electronics.**

6. Dress professionally. Follow school dress code for teachers. Professional dress separates the teacher from the student.
7. Confidentiality is a high priority. Maintain confidentiality about students, students' parents, or information shared by school personnel. Shred any outdated student-named information or records.
8. Behave in an ethical manner regarding discussion of personal life. This includes any attention to information posted on the web (Facebook, twitter, etc.) or an e-mail address that could be detrimental. Intern teachers should not "friend" their students.

Master of Arts in Teaching for Experienced Teachers

Introduction

The Master of Arts in Teaching for Experienced Teachers focuses on the personal goals of the teacher in an effort to assist in designing a program that is a stepping stone to becoming a mentor teacher, to advancing instructional career options with a principal certification, or to entering a doctoral program. Candidates receive one-on-one academic advising with the director of the program and have the option of working with the department's nationally recognized Professor of Education, Dr. Linda McNeil.

The director of the program has an open-door policy and is available to field questions and concerns throughout the course of study for the candidate. Contact Dr. Judy Radigan, jradigan@rice.edu or 713-348-4727.

Plans of Study

Requirements for the Master of Arts in Teaching (MAT) Degree, for Experienced Teachers (degree only)

Candidates pursuing the Master of Arts in Teaching Degree, for Experienced Teachers, must complete:

- A minimum of 30 credit hours at the 500-level or above to satisfy degree requirements.
- All courses with a grade of B- (2.67 grade points) or better to receive credit.

Summary of Coursework

Code	Title	Credit Hours
Total Credit Hours Required for the MAT Degree (MAT) For Experienced Teachers		30
Course List		

Degree Requirements

Code	Title	Credit Hours
Core Requirements		
EDUC 504 or HIST 521	RACE, CLASS, GENDER IN EDUCATION RACE, EDUCATION AND SOCIETY IN THE URBAN SOUTH	3
EDUC 516	ASSESSMENT	3
EDUC 520	TEACHING DIVERSE LEARNERS	3
EDUC 522	LITERACY ACROSS THE CURRICULUM	3
EDUC 590	INSTRUCTIONAL LEADERSHIP	3
EDUC 595	CAPSTONE (2 semesters total, 1st semesters)	3
EDUC 595	CAPSTONE (2 semesters total, 2nd semester)	3
Elective Courses		
<i>Select 3 from the following Professional Education courses or Academic Content Specialization:</i>		9
EDUC 505	EDUCATIONAL PSYCHOLOGY	
EDUC 521	CURRICULUM DEVELOPMENT	
EDUC 560	THEORY AND METHODS: ART	
EDUC 561	THEORY AND METHODS: ENGLISH LANGUAGE ARTS & READING (ELAR)	
EDUC 562	THEORY AND METHODS: LOTE	
EDUC 563	THEORY AND METHODS: MATHEMATICS	
EDUC 564	THEORY AND METHODS: PHYSICAL EDUCATION	
EDUC 565	THEORY AND METHODS: SCIENCE	
EDUC 566	THEORY AND METHODS: SOCIAL STUDIES	

Code	Title	Credit Hours
EDUC 570	FIELD-BASED STUDIES IN TEACHING AND LEARNING	
EDUC 591	INDEPENDENT STUDY AND RESEARCH	
Total Credit Hours		30

Requirements for the Master of Arts in Teaching (MAT) Degree, for Experienced Teachers with State of Texas Principal Certification

Important Information

The candidate pursuing the MAT and a State of Texas principal certification is required to attend an intense 90 hours of summer courses the summer prior to the practicum. The student will not be required to complete the capstone for the master’s degree but complete a portfolio for the principal’s certification during the two-semester practicum course.

See further information under the Important Information for Practicum Expectations.

Candidates pursuing the Master of Arts in Teaching Degree, for Experienced Teachers with State of Texas Principal Certification, must complete:

- A minimum of 30 credit hours at the 500-level or above to satisfy degree requirements.
- All courses with a grade of B- (2.67 grade points) or better to receive credit.

Summary of Coursework

Code	Title	Credit Hours
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Total Credit Hours Required for the MAT Degree (MAT) For Experienced Teachers with State of Texas Principal Certification	30
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Course List

Degree Requirements

Code	Title	Credit Hours
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Core Requirements

EDUC 504 or HIST 521	RACE, CLASS, GENDER IN EDUCATION RACE, EDUCATION AND SOCIETY IN THE URBAN SOUTH	3
EDUC 516	ASSESSMENT	3
EDUC 520	TEACHING DIVERSE LEARNERS	3
EDUC 522	LITERACY ACROSS THE CURRICULUM	3
EDUC 590	INSTRUCTIONAL LEADERSHIP	3
EDUC 596	ORGANIZATIONAL LEADERSHIP	3
EDUC 597	PRACTICUM FOR PRINCIPALS (2 semesters total, 1st semester)	3
EDUC 597	PRACTICUM FOR PRINCIPALS (2 semesters total, 2nd semester)	3

Elective Requirements

<i>Select 2 from the following Professional Education courses:</i>		6
EDUC 505	EDUCATIONAL PSYCHOLOGY	
EDUC 521	CURRICULUM DEVELOPMENT	
EDUC 560	THEORY AND METHODS: ART	
EDUC 561	THEORY AND METHODS: ENGLISH LANGUAGE ARTS & READING	
EDUC 562	THEORY AND METHODS: LOTE	
EDUC 563	THEORY AND METHODS: MATHEMATICS	

EDUC 564	THEORY AND METHODS: PHYSICAL EDUCATION	
EDUC 565	THEORY AND METHODS: SCIENCE	
EDUC 566	THEORY AND METHODS: SOCIAL STUDIES	
EDUC 570	FIELD-BASED STUDIES IN TEACHING AND LEARNING	
EDUC 591	INDEPENDENT STUDY AND RESEARCH	
Total Credit Hours		30

Principalship Program (Post-Bac, Non-Degree)

Introduction

The Rice Education Program offers a visiting post-bac State of Texas principal certification to educators who have a master’s degree, two years of teaching experience, and meet the Rice University admission requirements. The candidates receive personalized attention from the director of the program, the program instructors and field supervisor. The director and instructor/field supervisor have an open-door policy and are available to field questions and concerns. Contact Dr. Judy Radigan, Director, at jradigan@rice.edu or call 713-348-4727.

Important Information

The Principalship Program begins in the spring of each term and includes an intense 90-hour summer term. The following fall and spring terms are the Practicum for Principals in a public school or the candidate’s home school. Principal candidates can, with the Program Director’s permission, begin during the first or second summer term if needed.

Plan of Study

The Principalship Program consists of 15 credit hours. All coursework must be completed at the graduate level (500 or higher).

- All courses must be completed with a grade of B- or better to receive credit.
- Maintain a 3.0 (B) grade point average (GPA) for all courses
- Complete and defend a portfolio in the last semester of the Practicum. Each semester of the practicum requires 80 clock hours (total of 160 clock hours) in the field with a school-site mentor (school principal).

Summary of Coursework

Code	Title	Credit Hours
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Total Credit Hours Required for the Principalship Program (Non-Degree) with Texas State principal certification		15
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Course List

Course/Hours Requirements

Code	Title	Credit Hours
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Core Requirements

EDUC 516 or EDUC 520	ASSESSMENT TEACHING DIVERSE LEARNERS	3
EDUC 590	INSTRUCTIONAL LEADERSHIP	3

EDUC 596	ORGANIZATIONAL LEADERSHIP	3
EDUC 597	PRACTICUM FOR PRINCIPALS (2 semesters total)	6
Total Credit Hours		15 (225 Clock Hours)

Principal Practicum Expectations for MAT and Principalship Program Visiting Post-Bac Candidates

The principal candidate is required to seek out his/her own school site mentor to complete the practicum hours required by the Texas Education Agency. The principal candidate is encouraged to use the school where they are teaching or working in another capacity. The agreement of a school site mentor (principal) is part of the admissions requirement into the program.

Introduction

Each principal candidate will work closely with a field supervisor. The field supervisor will be the instructor of record on the Practicum Seminar Course during both the fall and spring semesters.

The field supervisor and the principal candidate will have met with the school site mentor, school principal, prior to the opening of school to confirm the work that the principal candidate will complete during the practicum. Each principal candidate will have presented and negotiated with his/her site manager the instructional challenge with a suggested action plan to be worked on throughout the practicum before the opening of school.

Fall and Spring Semesters

Each principal candidate should expect three formal observations and a series of walk-throughs observations. The principal candidate’s field supervisor will work with the school site mentor to ensure that the required school assignment is meeting compliance. The field supervisor will provide the following:

1. The field supervisor is required to make initial contact during the first quarter of the practicum.
2. The field supervisor will conduct a minimum of three formal observations. For each formal observation, the field supervisor shall participate in an individualized pre-observation conference with the candidate; document educational practices observed; provide written

feedback through an individualized, synchronous, and interactive post-observation conference with the candidate; and provide a copy of the written feedback to the candidate's site supervisor. Neither the pre-observation conference nor the post-observation conference needs to be onsite.

3. Formal Observations

(a) Formal observations must be at least 135 minutes in duration in total throughout the practicum and must be conducted by the field supervisor.

(b) At least one of the formal observations must be on the candidate's site in a face-to-face setting.

(c) If a formal observation is not conducted on the candidate's site in a face-to-face setting, the formal observation may be provided by use of electronic transmission or other video or technology-based method. A formal observation that is not conducted on the candidate's site in a face-to-face setting must include a pre- and post-conference.

(d) The field supervisor must provide a minimum of one formal observation within the first third of the practicum, one formal observation within the second third of the practicum, and one formal observation within the final third of the practicum.

(e) The Education Program will approve the principal certificate after all program requirements are fulfilled, after a successful practicum experience, after the school year is finished, and after the EPP's field supervisor and school principal/site supervisor support the recommendation for the certificate.

State of Texas Principal Certification Exams (268 and PASL)

Each principal candidate will complete two required state of Texas certification exams. The 268, Principal as Instructional Leader (PAIL), includes 70 selected-response questions and 4 constructed response questions. Candidates will be approved to take this exam after a practice test is completed with a score at or above 80% in each domain and successful completion of EDUC 516 or EDUC 520. This exam is offered several times per year through Pearson (<http://www.tx.nesinc.com/>).

The Performance Assessment for School Leaders (PASL) contains three tasks that require written commentary and submission of artifacts. Task 3 requires a video of the candidate facilitating a collaborative team during the internship/practicum experience. This exam is offered twice per year, October and March, through ETS (<https://www.ets.org/ppa/test-takers/school-leaders/about>). Candidates should complete this exam during the Practicum year.

Candidates must complete at least 90 clock hours (2 courses) prior to approval to register for the 268 exam. Approval for PASL will be granted during the Practicum year when the field supervisor and the director are convinced that the candidate is ready to submit the three tasks.

Passing scores on both exams are required to receive principal certification and/or the master's degree.

Appendix

Chapter 149. Commissioner's Rules Concerning Educator Standards
Subchapter AA. Teacher Standards

§149.1001. Teacher Standards.

(a) Purpose. The standards identified in this section are performance standards to be used to inform the training, appraisal, and professional development of teachers.

(b) Standards.

(1) Standard 1--Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

(A) Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.

(i) Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.

(ii) Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.

(iii) Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.

(B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.

(i) Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.

(ii) Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.

(iii) Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.

(C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.

(i) Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.

(ii) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.

(iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

(D) Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.

(i) Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.

(ii) Teachers validate each student's comments and questions, utilizing them to advance learning for all students.

(iii) Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.

(E) Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.

(i) Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.

(ii) Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.

(iii) Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.

(F) Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.

(i) Teachers monitor and assess student progress to ensure that their lessons meet students' needs.

(ii) Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.

(iii) Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

(2) Standard 2--Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

(A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.

(i) Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.

(ii) Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.

(iii) Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.

(B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.

(i) Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.

(ii) Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.

(iii) Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

(C) Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

(i) Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.

(ii) Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.

(iii) Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.

(3) Standard 3--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

(A) Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.

(i) Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.

(ii) Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.

(iii) Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.

(B) Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.

(i) Teachers organize curriculum to facilitate student understanding of the subject matter.

(ii) Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.

(iii) Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.

(C) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.

(i) Teachers teach both the key content knowledge and the key skills of the discipline.

(ii) Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.

(4) Standard 4--Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

(A) Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.

(i) Teachers embrace students' backgrounds and experiences as an asset in their learning environment.

(ii) Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.

(iii) Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.

(B) Teachers organize their classrooms in a safe and accessible manner that maximizes learning.

(i) Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.

(ii) Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.

(C) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.

(i) Teachers implement behavior management systems to maintain an environment where all students can learn effectively.

(ii) Teachers maintain a strong culture of individual and group accountability for class expectations.

(iii) Teachers cultivate student ownership in developing classroom culture and norms.

(D) Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.

(i) Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.

(ii) Teachers maximize instructional time, including managing transitions.

(iii) Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.

(iv) Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

(5) Standard 5--Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

(A) Teachers implement both formal and informal methods of measuring student progress.

(i) Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.

(ii) Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.

(B) Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.

(i) Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.

(ii) Teachers involve all students in self-assessment, goal setting, and monitoring progress.

(iii) Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.

(C) Teachers regularly collect, review, and analyze data to monitor student progress.

(i) Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.

(ii) Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.

(D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.

(i) Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.

(ii) Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.

(6) Standard 6--Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

(A) Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.

(i) Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.

(ii) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.

(iii) Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.

(B) Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.

(i) Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.

(ii) Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.

(C) Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.

(i) Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.

(ii) Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.

(D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.

(i) Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).

(ii) Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.

(iii) Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.

Statutory Authority: The provisions of this §149.1001 issued under the Texas Education Code, §21.351. Source: The provisions of this §149.1001 adopted to be effective June 30, 2014, 39 TexReg 4955.

For additional information, email rules@tea.state.tx.us.

Chapter 149. Commissioner's Rules Concerning Educator Standards
Subchapter BB. Administrator Standards

§149.2001. Principal Standards.

(a) Purpose. The standards, indicators, knowledge, and skills identified in this section shall be used to align with the training, appraisal, and professional development of principals.

(b) Standards.

(1) Standard 1--Instructional Leadership. The principal is responsible for ensuring every student receives high-quality instruction.

(A) Knowledge and skills.

(i) Effective instructional leaders:

(I) prioritize instruction and student achievement by developing and sharing a clear definition of high-quality instruction based on best practices from research;

(II) implement a rigorous curriculum aligned with state standards;

(III) analyze the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations;

(IV) model instructional strategies and set expectations for the content, rigor, and structure of lessons and unit plans; and

(V) routinely monitor and improve instruction by visiting classrooms, giving formative feedback to teachers, and attending grade or team meetings.

(ii) In schools led by effective instructional leaders, data are used to determine instructional decisions and monitor progress. Principals implement common interim assessment cycles to track classroom trends and determine appropriate interventions. Staff have the capacity to use data to drive effective instructional practices and interventions. The principal's focus on instruction results in a school filled with effective teachers who can describe, plan, and implement strong instruction and classrooms filled with students actively engaged in cognitively challenging and differentiated activities.

(B) Indicators.

(i) Rigorous and aligned curriculum and assessment. The principal implements rigorous curricula and assessments aligned with state standards, including college and career readiness standards.

(ii) Effective instructional practices. The principal develops high-quality instructional practices among teachers that improve student learning.

(iii) Data-driven instruction and interventions. The principal monitors multiple forms of student data to inform instructional and intervention decisions and to close the achievement gap.

(2) Standard 2--Human Capital. The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.

(A) Knowledge and skills.

(i) Effective leaders of human capital:

(I) treat faculty/staff members as their most valuable resource and invest in the development, support, and supervision of the staff;

(II) ensure all staff have clear goals and expectations that guide them and by which they are assessed;

(III) are strategic in selecting and hiring candidates whose vision aligns with the school's vision and whose skills match the school's needs;

(IV) ensure that, once hired, teachers develop and grow by building layered supports that include regular observations, actionable feedback, and coaching and school-wide supports so that teachers know how they are performing;

(V) facilitate professional learning communities to review data and support development;

(VI) create opportunities for effective teachers and staff to take on a variety of leadership roles and delegate responsibilities to staff and administrators on the leadership team; and

(VII) use data from multiple points of the year to complete accurate evaluations of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff.

(ii) In schools with effective leaders of human capital, staff understand how they are being evaluated and what the expectations are for their performance. Staff can identify areas of strength and have opportunities to practice and receive feedback on growth areas from the leadership team and peers. Staff evaluation data show variation based on effectiveness but also show improvement across years as development and retention efforts take effect. Across the school, staff support each other's development through regular opportunities for collaboration, and effective staff have access to a variety of leadership roles in the school.

(B) Indicators.

(i) Targeted selection, placement, and retention. The principal selects, places, and retains effective teachers and staff.

(ii) Tailored development, feedback, and coaching. The principal coaches and develops teachers by giving individualized feedback and aligned professional development opportunities.

(iii) Staff collaboration and leadership. The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff.

(iv) Systematic evaluation and supervision. The principal conducts rigorous evaluations of all staff using multiple data sources.

(3) Standard 3--Executive Leadership. The principal is responsible for modeling a consistent focus on and commitment to improving student learning.

(A) Knowledge and skills.

(i) Effective executive leaders:

(I) are committed to ensuring the success of the school;

(II) motivate the school community by modeling a relentless pursuit of excellence;

(III) are reflective in their practice and strive to continually improve, learn, and grow;

(IV) view unsuccessful experiences as learning opportunities, remaining focused on solutions, and are not stymied by challenges or setbacks. When a strategy fails, these principals analyze data,

assess implementation, and talk with stakeholders to understand what went wrong and how to adapt strategies moving forward;

(V) keep staff inspired and focused on the end goal even as they support effective change management;

(VI) have strong communication skills and understand how to communicate a message in different ways to meet the needs of various audiences;

(VII) are willing to listen to others and create opportunities for staff and stakeholders to provide feedback; and

(VIII) treat all members of the community with respect and develop strong, positive relationships with them.

(ii) In schools with effective executive leaders, teachers and staff are motivated and committed to excellence. They are vested in the school's improvement and participate in candid discussions of progress and challenges. They are comfortable providing feedback to the principal and other school leaders in pursuit of ongoing improvement, and they welcome feedback from students' families in support of improved student outcomes.

(B) Indicators.

(i) Resiliency and change management. The principal remains solutions-oriented, treats challenges as opportunities, and supports staff through changes.

(ii) Commitment to ongoing learning. The principal proactively seeks and acts on feedback, reflects on personal growth areas and seeks development opportunities, and accepts responsibility for mistakes.

(iii) Communication and interpersonal skills. The principal tailors communication strategies to the audience and develops meaningful and positive relationships.

(iv) Ethical behavior. The principal adheres to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at his or her respective district.

(4) Standard 4--School Culture. The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

(A) Knowledge and skills.

(i) Effective culture leaders:

(I) leverage school culture to drive improved outcomes and create high expectations;

(II) establish and implement a shared vision of high achievement for all students and use that vision as the foundation for key decisions and priorities for the school;

(III) establish and communicate consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;

(IV) focus on students' social and emotional development and help students develop resiliency and self-advocacy skills; and

(V) treat families as key partners to support student learning, creating structures for two-way communication and regular updates on student progress. Regular opportunities exist for both families and the community to engage with the school and participate in school functions.

(ii) In schools with effective culture leaders, staff believe in and are inspired by the school vision and have high expectations for all students. Staff take responsibility for communicating the vision in their classrooms and for implementing behavioral expectations throughout the building, not only in their own classrooms. Teachers regularly communicate with the families of their students to provide updates on progress and actively work with families to support learning at home. Members of the broader community regularly engage with the school community.

(B) Indicators.

(i) Shared vision of high achievement. The principal develops and implements a shared vision of high expectations for students and staff.

(ii) Culture of high expectations. The principal establishes and monitors clear expectations for adult and student conduct and implements social and emotional supports for students.

(iii) Intentional family and community engagement. The principal engages families and community members in student learning.

(iv) Safe school environment. The principal creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students.

(v) Discipline. The principal oversees an orderly environment, maintaining expectations for student behavior while implementing a variety of student discipline techniques to meet the needs of individual students.

(5) Standard 5--Strategic Operations. The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction.

(A) Knowledge and skills.

(i) Effective leaders of strategic operations:

(I) assess the current needs of their schools, reviewing a wide set of evidence to determine the schools' priorities and set ambitious and measurable school goals, targets, and strategies that form the schools' strategic plans;

(II) with their leadership teams, regularly monitor multiple data points to evaluate progress toward goals, adjusting strategies that are proving ineffective;

(III) develop a year-long calendar and a daily schedule that strategically use time to both maximize instructional time and to create regular time for teacher collaboration and data review;

(IV) are deliberate in the allocation of resources (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and work to access additional resources as needed to support learning; and

(V) treat central office staff as partners in achieving goals and collaborate with staff throughout the district to adapt policies as needed to meet the needs of students and staff.

(ii) In schools with effective leaders of strategic operations, staff have access to resources needed to meet the needs of all students. Staff understand the goals and expectations for students, have clear strategies for meeting those goals, and have the capacity to track progress. Members of the staff collaborate with the principal to develop the school calendar. Teacher teams and administrator teams meet regularly to review and improve instructional strategies and analyze student data. Throughout the year, all staff participate in formal development opportunities that build the

capacity to identify and implement strategies aligned to the school's improvement goals.

(B) Indicators.

(i) Strategic planning. The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that improves teacher effectiveness and student outcomes.

(ii) Maximized learning time. The principal implements daily schedules and a year-long calendar that plan for regular data-driven instruction cycles, give students access to diverse and rigorous course offerings, and build in time for staff professional development.

(iii) Tactical resource management. The principal aligns resources with the needs of the school and effectively monitors the impact on school goals.

(iv) Policy implementation and advocacy. The principal collaborates with district staff to implement and advocate for district policies that meet the needs of students and staff.

Statutory Authority: The provisions of this §149.2001 issued under the Texas Education Code, §21.3541. Source: The provisions of this §149.2001 adopted to be effective June 8, 2014, 39 TexReg 4245.

For additional information, email rules@tea.state.tx.us.

§247.2. Code of Ethics and Standard Practices for Texas Educators

Enforceable Standards.

- (1) Professional Ethical Conduct, Practices and Performance.
 - (A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.
 - (B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
 - (C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
 - (D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.
 - (E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
 - (F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.
 - (G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.
 - (H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
 - (I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
 - (J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.
 - (K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.
 - (L) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.
 - (M) Standard 1.13. The educator shall not be under the influence of alcohol or 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 Colleague

- (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.

Statutory Authority: The provisions of this §247.2 issued under the Texas Education Code, §21.031(a) and

§21.041(a) and (b)(1), (7), and (8); and 20 United States Code, §7926 (ESSA).

Source: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242; amended to be effective December 27, 2016, 41 TexReg 10329.

Rice University Education Program Grievance Policy

Rice University Education Program Grievance Policy

In this policy, the terms “complaint” and “grievance” shall have the same meaning. The term claimant is the person filing the complaint or grievance.

Rice University Education encourages applicant, undergraduate students, graduate students, clinical teachers and intern teachers to discuss their concerns and complaints through informal conferences with the Rice University Teacher program director.

Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal Process

If an informal conference regarding a complaint fails to reach the outcome requested by the claimant, he or she may initiate the formal process described below by filing a written complaint form in a timely manner.

Even after initiating the formal complaint process, a claimant is encouraged to seek informal resolution of his or her concerns. A claimant, whose concerns are resolved, may withdraw a formal complaint at any time.

Formal Complaint Process

Level One:

Complaint forms must be filed:

1. Within 10 days of the date the claimant first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and
2. With the program director.

The program director with the appropriate university dean shall hold a conference with the claimant within ten days after receipt of the written complaint

Complaints arising out of an event or a series of related events shall be addressed in one complaint. Claimants shall not bring separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.

When two or more complaints are sufficiently similar in nature and remedy sought to permit their resolution through one proceeding, the program may consolidate the complaints.

All time limits shall be strictly followed unless modified by mutual written consent.

Each party shall pay his/her own costs incurred in the course of the complaint.

Complaints under this policy shall be submitted in writing on a form provided by the program.

Copies of any documents that support the complaint should be attached to the complaint form. If the claimant does not have copies of these documents, he/she may present documents at the Level One conference. After the Level One conference, no new documents may be submitted unless the claimant did not know the documents existed before the Level One conference.

A complaint form that is incomplete in any material aspect may be dismissed, but it may be refiled with all the requested information if the refile is within the designated time for filing a complaint.

As provided by law, a claimant shall be permitted to make an audio recording of a conference under this policy at which the substance of the candidate’s complaint is discussed. The claimant shall notify all attendees present that an audio recording is taking place.

If a complaint form is not filed within 10 days, the complaint may be dismissed, on written notice to the claimant, at any point during the complaint process. The claimant may appeal the dismissal by seeking review in writing within ten business days, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

Level Two: The Appeal Process

The Appeal Notice forms must be filed:

1. Within 10 days of the date the claimant first knew, or with reasonable diligence should have known, of the decision or action giving rise to the Level One hearing
2. With the program director.

The program director shall establish a grievance committee comprised of the Teacher Education program staff and faculty members. The program director will facilitate a hearing with the grievance committee and the claimant within ten days after receipt of the written appeal notice.

The direct program shall have ten days following the hearing to provide the claimant a written response from the grievance committee.

All time limits shall be strictly followed unless modified by mutual written consent.

Each party shall pay its own costs incurred in the course of the complaint.

Appeals under this policy shall be submitted in writing on a form provided by the program.

Copies of any documents that support the complaint should be attached to the complaint form. If the claimant does not have copies of these documents, he/she may present documents at the Level One conference. After the Level One conference, no new documents may be submitted unless the claimant did not know the documents existed before the Level One conference.

An appeal form that is incomplete in any material aspect may be dismissed, but it may be refiled with all the requested information if the refiling is within the designated time for filing a appeal.

As provided by law, a claimant shall be permitted to make an audio recording of a conference/ hearing under this policy at which the substance of the claimant's complaint is discussed. The claimant shall notify all attendees present that an audio recording is taking place.

If an appeal form is not filed within 10 days, the appeal may be dismissed, by written notice to the claimant, at any point during the complaint process. The claimant may appeal the dismissal by seeking review in writing within ten business days, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

The appeal notice must be filed in writing, on a form provided by the program, within ten days after receipt of a response or, if no response was received, within ten days of the response deadline at Level One.

If the claimant did not receive the relief requested at Level One or Level Two, the claimant may appeal the decision to Graduate Studies or Undergraduate Studies. If the claimant does not receive a response within the timeframe, the claimant may appeal the decision to the Graduate Studies or Undergraduate Studies.

Complaint / Appeal Forms and Deadlines

Complaint forms or appeal notices may be filed by hand-delivery, email, fax, or U.S. Postal Service. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Emails shall be timely filed if they are dated and time marked on or before the deadline. Fax filings shall be timely filed if they are received on or before the deadline, as indicated by the date/time shown on the fax copy. Postal Service filings shall be timely filed if they are postmarked on the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.

A "response" shall mean a written communication to the claimant from the appropriate EPP staff. Responses may be hand-delivered or sent by U.S. Postal Service or emailed to the claimant's email or mailing address of record. Postal Service responses shall be timely if they are postmarked by U.S. Postal Service on the deadline and received by the claimant no more than three days after the response deadline.

"Days" shall mean program business days. In calculating time lines under this policy, the day a document is filed is "day zero," and all deadlines shall be determined by counting the following day as "day one."

Level Three: An Appeal to Graduate Studies or Undergraduate Studies

The appeal to Graduate Studies or Undergraduate Studies must be filed within 10 days of the date the claimant first knew, or with reasonable diligence should have known, of the decision or action-giving rise to the Level Two hearing.

Graduate Studies or Undergraduate Studies or their designee shall inform the claimant of the date, time, and place of the meeting at which the complaint will be discussed.

The program's director shall provide Graduate Studies or Undergraduate Studies with copies of the complaint form, the response at Level One, the appeal notice, and all written documentation previously submitted by candidate. Graduate Studies or Undergraduate Studies shall consider only those issues and documents presented at the preceding level and identified in the appeal notice.

Graduate Studies or Undergraduate Studies will determine if they will address the claimant's appeal or refer the claimant to the Academic or Judiciary Committee or another legal .

Graduate Studies, Undergraduate Studies, Academic or Judiciary Committees must provide written notice of the decision to the claimant and the Teacher Education program director.

The EPP must retain information concerning the complaint for a minimum of three years.

Level Four: Texas Education Agency

After the claimant has exhausted all attempts at the program level to resolve a complaint that occurred within the past two years and has not received the relief sought, information on how to file a complaint with TEA can be secured from the EPP by information posted at their physical facility, on their website or, upon request, directions in writing.

The official TEA complaint process can be found at www.tea.texas.gov in the banner located at the bottom of the page and then select "Educator Preparation Programs."

The complaint process allows for an applicant or a candidate in an educator preparation program to seek redress in areas where they feel that the program did not fulfill requirements for certification or for actions that the claimant feels are wrong. Educator preparation programs may also file a complaint about the actions of other programs when it involves a clinical or intern teacher transferring into a program.

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) in Chapters 227, 228, 229, ethics (TAC 247), fingerprinting (TAC §§227,232) and certification (TAC §§230, 231, 232, 239, 241, 242).

All complaints filed with the TEA must be in writing. We do not accept complaints by phone or complaints that are submitted anonymously. A person or entity may file a written complaint with TEA by filling out the [complaint form](#) online or by mailing or faxing a hard copy to the address on the form. You may fax submission to (512) 463-9008 or email it to generalinquiry@tea.texas.gov.

To adequately review and address a complaint, TEA needs specific details. We must be able to identify a clear violation of TAC and determine whether the agency has authority to act upon the allegation.

Complaints submissions should include the following:

- The reasons you believe the issues raised in complaint are valid. You should also indicate how you believe that TEA can assist you with this matter. Remember that TEA cannot assist you in understanding contractual arrangement with the

educator preparation program, arranging for a refund, obtaining a higher grade or credit for training, or seeking reinstatement to an educator preparation program.

- Documentation to support claim when possible. For example, if you refer in complaint to an educator preparation program policy, include a copy of the policy with complaint. Helpful documentation might include letters or e-mails exchanged between the parties.

Texas Education Agency staff will send confirmation of a complaint within 30 days of receiving the submission. Remember, information the public sends to TEA by email may not be secure. Do not email sensitive information to TEA. The agency will remove confidential or sensitive information when replying by email. TEA will maintain confidentiality of information to the extent the law allows.

TEXAS ADMINISTRATIVE CODE §228. 70

**Forms to be completed and returned
to the Education Program**

Affirmation of Guidelines and Standards in the Graduate Handbook

I have read and acknowledged the guidelines and information provided for me for the sections that are applicable for the degree and educator’s certification that I am seeking. I affirm that I will comply with requirements and standard practices outlined in the Graduate Handbook as it pertains to my degree and educator’s certificate.

Signature

Date

Signed affirmation page must be returned to field supervisor for placement in records.

Affirmation of the Fingerprinting/Criminal Background Check

Sign the Fingerprinting/Criminal Background Check affirmation of notification for the following:

- An individual who has been convicted of an offense or received deferred adjudication may be ineligible for the issuance of an educator certificate upon completion of an educational program.
- TEA will conduct a national criminal history check on the candidate when the candidate applies for an educator certificate and throughout the candidate's educator career.
- Prior to application into an educational preparation program, you may apply for the criminal background check, but must be done prior to being on any school campus with the program.

If the results of the process are unsatisfactory, the candidate may petition the TEA for reconsideration of the results.

I have read and acknowledged the notification of the Fingerprinting/Criminal Background Check requirements and regulations.

Signature

Date

Signed affirmation page must be returned to field supervisor for placement in records.

Code of Ethics Affirmation

I affirm that I will comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents and members of community and shall safeguard academic freedom, as set forth by the Texas Administrative Code 247.2. As a Texas educator, in maintaining the dignity of the profession, I shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. In exemplifying ethical relations with colleagues, I shall extend just and equitable treatment to all members of the profession. In accepting a position of public trust, I shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. In fulfilling responsibilities in the community, I shall cooperate with parents and others to improve the public schools of the community. I hereby affirm that I have read and thoroughly understand the Texas Educators' Code of Ethics TAC 247.2, and shall abide by all enforceable standards of this rule.

Student Name (Printed): _____

Signature: _____

Date: _____

Signed affirmation page must be returned to field supervisor for placement in records.