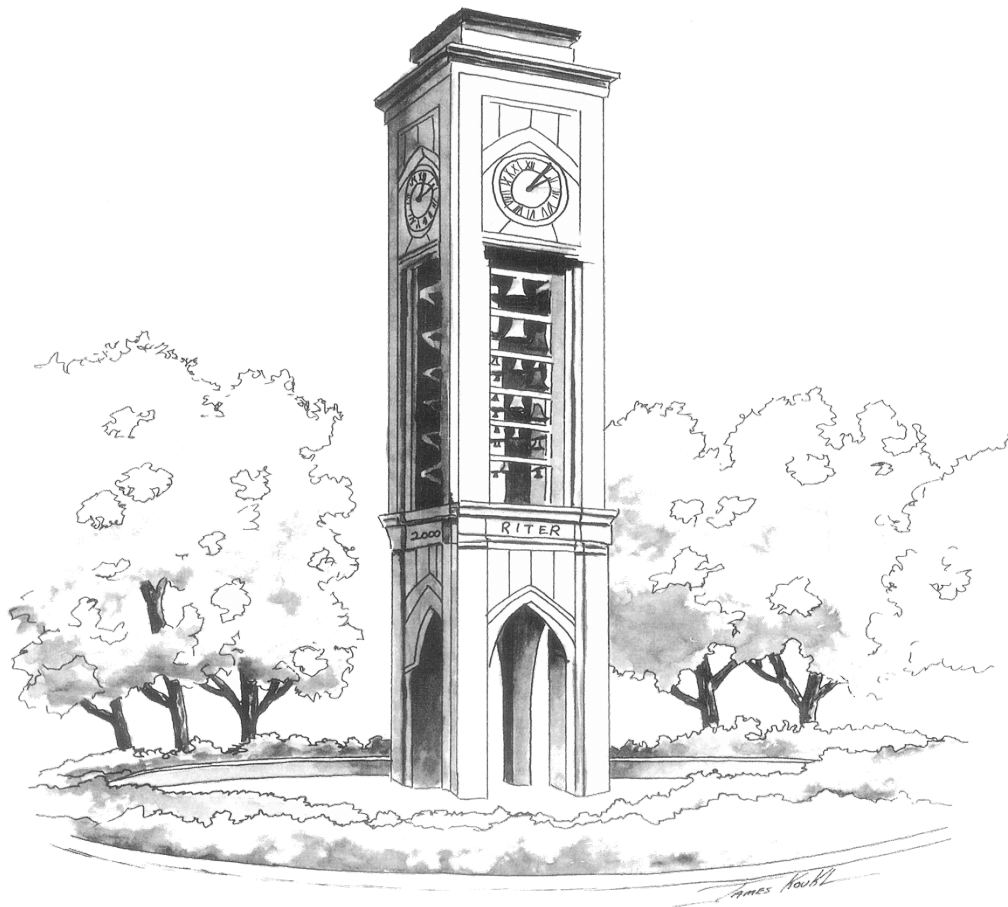


**The University of Texas at**  
**TYLER**

**Educational Leadership Program**  
**School of Education**  
**College of Education and Psychology**



**Student Handbook**  
**For**  
**Principal Preparation**

Revised November 2020



## Introduction

**The University of Texas at Tyler** is part of the University of Texas System that includes 14 institutions located throughout the state. Founded in 1971, UT-Tyler today enrolls more than 10,000 students, consists of seven colleges, and maintains regional campuses in Palestine and Longview, as well as a location in Houston. Representing students from nearly 60 countries, the University of Texas at Tyler offers more than 80 bachelor, master, and doctoral degree programs. Among these is the [Master of Education in Educational Leadership](#). This 100 % online degree program prepares students for TEA's *Principal as Instructional Leader (268) Exam* and *Performance Assessment for Schools Leaders (PASL)*.

The program curriculum consists of 30 credit hours in 10 courses covering leadership theory and practice using a variety of evaluative, investigative, quantitative, and qualitative research methods in meeting the variety of challenges facing current campus leaders, all in an effort to foster school improvement. All courses are taught in the Spring and Fall semesters. During the Summer semester, all courses are taught with the exception of the practicum courses. Students must complete two practicum courses, write an action research project on the topic of their choice, and take the *Principal as Instructional Leader (268) Exam* administered by the Texas Education Agency. Selected action research projects are published in the program's online student journal [The EDLR Practitioner Review](#).

Applicants need a valid teaching certificate, at least two years of verifiable teaching, and be currently employed by a Texas school. A Graduate Record Examination score is required if the applicant's GPA is below 3.25 over their last 60 hours of coursework. Prospective students must complete an application for admission, submit a reference, pass a criminal background test, and complete an online admission screening survey. Bachelor's degrees earned from a non-US institution may qualify a student for admission only if approved by an academic committee. In addition, a total TOEFL iBT score of 79 with a speaking subsection score of 26 or higher is necessary for admission.

The Commission on Colleges of the Southern Association of Colleges and Schools (SACS) regionally accredits UT-Tyler. Our program is a member of the University Council for Educational Administration, a collective of top research institutions with programs in educational leadership and policy studies. In addition, our educational leadership program is ranked #24 in the country for online programs by Best Colleges and #47 out of 50 by Intelligent.



**Master of Education with Standard Principal Certification  
(For Texas Educators Only)**

The Masters of Education (M.Ed.) is an online 30 graduate program. Course work includes a concentration study in public school leadership and practicums. The M.Ed. degree may be earned while completing certification requirements.

**Admission Requirements:**

To be admitted to the Master of Education in Educational Leadership and Standard Principal certification program, a prospective student must:

- Hold a bachelor's degree from an accredited institution.
- Possess a valid Texas Education Agency Teacher Certification (any field).
- Have at least two years of verifiable teaching experience.
- Employed by a Texas school.
- Have a minimum 2.5 overall GPA or last 60 hours of coursework.
- Complete the application submission process.

**Application Submission Process:**

- Complete the [application for admission](#).
- Complete the [Reference Form](#) questionnaire.
- Send all of the following documents directly to the [Office of Graduate Admissions](#) at the address below:
- Official transcripts from undergraduate and graduate institutions attended.
- Official scores on the Graduate Record Examination (GRE). This can be waived if your last 60 hours of coursework is a 3.25 or higher and will be determined once all transcripts have been submitted to the [Office of Graduate Admissions](#)
- Copy of your teacher certification.
- Copy of your teacher service record from each district you have taught (this can be obtained from district Human Resources offices).

The Office of Graduate Admissions, ADM 345  
The University of Texas at Tyler  
3900 University Blvd  
Tyler Texas 75799

You may also email documents to [ogs@uttyler.edu](mailto:ogs@uttyler.edu)

- Once all application materials have been submitted, complete the [Admission Screening](#) survey.
- When all materials have been received and processed and admission criteria met, you will receive an offer of admission.

**Criminal History Acknowledgment:**

As required by Texas HB1508, applicants need to be aware of the following:

1. In order to receive a principal certification, you must pass a criminal history background check.
  2. If you have been convicted of an offense that is considered not appropriate for a principal, you could be ineligible to earn this certification from the state of Texas.
  3. You have a right to request a criminal history evaluation letter from the Texas Education Agency. The Texas Education Agency currently charges a \$50 fee for this criminal history evaluation.
- For more information, refer to [Preliminary Criminal History Evaluation](#).

**Additional Information:**

In addition to the requirements listed above, the following elements are used to calculate an admission score for the Master of Education Degree in educational administration program. A student must receive a total of 5 or more points using the following criteria:

<b>GRE*</b>	<b>GPA - Last 60 Undergraduate Hours</b>
287+V/Q Combined - 5 points	3.00+ GPA - 3 points
153+ Verbal - 5 points	2.75+ GPA - 2 points
285+ V/Q Combined - 4 points	2.50+ GPA - 1 point
284+ V/Q Combined - 3 points	
146+ Verbal - 3 points	
283+ V/Q Combined - 2 points	

\*GRE is waived for students with a 3.25 or above on the last 60 hours of coursework.

**Course Rotation:**

- View the course rotation by semester [here](#).

**Course Syllabi:**

- View course syllabi [here](#).

**For Program information:**

- Dr. Gary Miller  
[gmill@uttyler.edu](mailto:gmill@uttyler.edu)  
(903) 565.5675

**For Admission Information:**

- 903.566.7087  
[SOEgraduate@uttyler.edu](mailto:SOEgraduate@uttyler.edu)
- Also see [Standard Principal Certification](#)

**For complaints:**

- Follow the policy outlined in the [Certification Program's Complaint Policy](#).



### **Policy for Candidate Admission Screening Survey**

When a candidate completes the survey, it will automatically trigger the survey responses to the following emails:

[SOEGraduate@uttyler.edu](mailto:SOEGraduate@uttyler.edu) (tracked when completed)

[CEPImageNow@uttyler.edu](mailto:CEPImageNow@uttyler.edu) (imaged to student's ImageNow folder)

In addition, it will trigger an email to [ogs@uttyler.edu](mailto:ogs@uttyler.edu) where it will note that the

screening survey has been completed and to remove from the student's to do list. They will not get the actual survey responses.

Once the assigned reviewer receives the survey responses, at the bottom he or she will see a link that says "Rating Scale & Recommendation." By clicking on that link, a secondary survey opens for the reviewer to rate the responses. The reviewer can have the email with the responses and rating scale open at the same time. At the conclusion of the survey, the reviewer sees the total score for the responses and will select either "acceptable" or "refer to departmental committee" for further review. When that survey is submitted, an email will be triggered to SOEGraduate and CEPImageNow with the rating and overall recommendation.



### **Policy for Taking Principal as Instructional Leader (268) Exam**

Passing TEA's state exams is a state requirement for certification; therefore, policies and procedures are in place to encourage and support students at The University of Texas at Tyler. Texas certification candidates must meet all Texas Education Agency requirements and obtain a satisfactory score, as determined by the program, on the diagnostic screening instrument used to qualify to take the state examinations. Upon satisfactory performance on the diagnostic screening instrument, the program coordinator will send a clearance communication, with instructions to request state examination approval to register, to the candidate.

The UT-Tyler College of Education and Psychology certification officer receives the approval request from the candidate and will reply to the candidate with official information and instructions for registering for the appropriate TExES examination. Upon successful completion of all testing requirements and program and/or degree completion, candidates will be instructed to complete application for certification with the Texas Education Agency.

Texas State Board for Educator Certification (SBEC) TAC §230.21 Educator Assessment policy stipulates that candidates are allowed up to four re-takes of state certification examinations. If a candidate fails to pass a certification examination after five total attempts, he or she must apply to SBEC for an exception to this policy.

Candidates must pass all appropriate state exams and apply for the appropriate state certifications with the State Board for Educator Certification/Texas Education Agency within six months of the completion of their clinical/student teaching, practicum, or program.

#### **Late Applications:**

If a student allows the six-month period to go by without passing all state exams and applying for certification, additional preparation will be required for recommendation for approval to test. This additional preparation may include one or more of the following:

- Re-taking and passing a TExES practice examination.
- Completing instructional review modules.
- Re-taking one or more courses approved by the program coordinator. This may involve being re-admitted to the university as a special program student.

- Re-apply for admission to the university and, upon acceptance, re-take the entire certification program. This last option applies automatically to any former candidates who have waited four years or more to apply for and/or complete state certification testing.

If fewer than four years have passed after program completion, the program coordinator in consultation with the School of Education director will determine the amount of additional preparation required for UT-Tyler approval to take the state examinations. Considerations may include the length of time since program completion, changes in program course content and field experience expectations, changes in TEA certification levels, and changes in state certification tests.

**Principalship:**

Candidates must attempt and pass the Certify Teacher Practice Exam, which is a representative test of the Principal as Instructional Leader (268) Exam, before being allowed to take this exam administered by the Texas Education Agency. The practice exam is taken by students enrolled in EDLR 5333. Upon passing the practice exam, students are eligible to take the Principal as Instructional Leader (268) Exam during enrollment in EDLR 5371. For those students not passing the practice exam, remediation assignments are provided through the Certify Teacher program based on specific domains and competencies. It is the student's responsibility to meet the testing requirements of the UT-Tyler College of Education and Psychology and the Texas Education Agency.





### **Certify Teacher Practice Exam**

Before being permitted to register and take the Principal as Instructional Leader (268) Exam administered by the Texas Education Agency (TEA) during EDLR 5371, students must first take the Certify Teacher Practice Exam in EDLR 5333 as the Mid-Term Exam (passing the practice exam is not a requirement of the Mid-Term Exam). However, students must either pass the practice exam or complete a remediation program if a passing score is not achieved in order to register with TEA for the Principal as Instructional Leader (268) Exam while enrolled in EDLR 5371.

### **How Does Certify Teacher Work?**

The Certify Teacher Promo Code for The University of Texas at Tyler students is **TYLER4728**. The Promo Code will only work when students create an account during the purchase with Certify Teacher using their campus email domain name *@patriots.uttyler.edu*

#### **Student instructions:**

- Go to [Certify Teacher](#) .
- Select the study guide you wish to purchase – make sure to select the online version option. Remember – access to the program is granted until you receive a passing grade from the state.
- Click Login under the Apply Promo Code option in the My Shopping Cart page.
- Click Sign In under “I Don’t Have an Account Yet” to create your account – make sure to use your UT-Tyler student email address when creating the account – the promo code will not work for any other email.
- Enter the Promo Code **TYLER4728** when prompted. The price will drop to the discount price after entering the promo code (\$165.00 compared to \$180.00).
- Complete the purchase transaction by providing your credit card information. You will be able to access your online readiness review solution seconds after the purchase
- transaction is complete.



## **SBEC/TEExES Framework for Principal Certification (268) Exam**

The following SBEC Principal Domains, Competencies and supporting standards represent the knowledge, skills and dispositions principal candidates should master as practitioners. The information provides the framework to prepare for the TExES Principal exam.

### **DOMAIN I — SCHOOL CULTURE (School and Community Leadership)**

Competency 001: The entry-level principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).

- A. Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals
- B. Uses emerging issues, recent research, knowledge of systems (e.g., school improvement process, strategic planning, etc.), and various types of data (e.g., demographic, perceptive, student learning, and processes) to collaboratively develop a shared campus vision and a plan for implementing the vision
- C. Facilitates the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision
- D. Aligns financial, human, and material resources to support implementation of a campus vision and mission
- E. Establishes procedures to assess and modify implementation plans to promote achievement of the campus vision
- F. Models and promotes the continuous and appropriate development of all stakeholders in the school community, to shape the campus culture
- G. Establishes and communicates consistent expectations for all stakeholders, providing supportive feedback to promote a positive campus environment
- H. Implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture
- I. Creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students

- J. Facilitates the implementation of research-based theories and techniques to promote a campus environment and culture that is conducive to effective teaching and learning and supports organizational health and morale

Competency 002: The entry level principal knows how to work with stakeholders as key partners to support student learning.

- A. Acknowledges, recognizes, and celebrates the contributions of all stakeholders toward the realization of the campus vision
- B. Implements strategies to ensure the development of collegial relationships and effective collaboration
- C. Uses consensus-building, conflict-management, communication, and information-gathering strategies to involve various stakeholders in planning processes that enable the collaborative development of a shared campus vision and mission focused on teaching and learning
- D. Ensures that parents and other members of the community are an integral part of the campus culture

## **DOMAIN II — LEADING LEARNING (Instructional Leadership/Teaching and Learning)**

Competency 003: The entry level principal knows how to collaboratively develop and implement high-quality instruction.

- A. Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research
- B. Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, cocurricular, and extracurricular programs to fulfill academic, development, social, and cultural needs
- C. Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment
- D. Implements a rigorous curriculum that is aligned with state standards, including college and career-readiness standards
- E. Facilitates the use and integration of technology, telecommunications, and information systems to enhance learning

Competency 004: The entry level principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

- A. Monitors instruction routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction
- B. Analyzes the curriculum collaboratively to guide teachers in aligning content across grades and ensures that curricular scopes and sequences meet the particular needs of their diverse student populations (considering sociological, linguistic, cultural, and other factors)
- C. Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement
- D. Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap
- E. Supports staff in developing the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions

### **DOMAIN III — HUMAN CAPITAL (Human Resource Management)**

Competency 005: The entry level principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.

- A. Communicates expectations to staff and uses multiple data points (e.g., regular observations, walk-throughs, teacher and student data, and other sources) to complete evidence-based evaluations of all staff
- B. Coaches and develops teachers by facilitating teacher self-assessment and goal setting, conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities
- C. Collaborates to develop, implement, and revise a comprehensive and ongoing plan for the professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information/data
- D. Facilitates a continuum of effective professional development activities that includes appropriate content, process, context, allocation of time, funding, and other needed resources
- E. Engages in ongoing and meaningful professional growth activities, reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow
- F. Seeks assistance (e.g., mentor, central office) to ensure effective and reflective decision making and works collaboratively with campus and district leadership

Competency 006: The entry level principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.

- A. Invests and manages time to prioritize the development, support, and supervision of the staff to maximize student outcomes
- B. Facilitates collaborative structures that support professional learning communities in reviewing data, processes, and policies in order to improve teaching and learning in the school
- C. Creates leadership opportunities, defines roles, and delegates responsibilities to effective staff and administrators to support campus goal attainment
- D. Implements effective, appropriate, and legal strategies for the recruitment, screening, hiring, assignment, induction, development, evaluation, promotion, retention, discipline, and dismissal of campus staff

## **DOMAIN IV — EXECUTIVE LEADERSHIP (Communication and Organizational Management)**

Competency 007: The entry level principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.

- A. Understands how to effectively communicate a message in different ways to meet the needs of various audiences
- B. Develops and implements strategies for systematically communicating internally and externally
- C. Develops and implements a comprehensive program of community relations that uses strategies that effectively involve and inform multiple constituencies
- D. Establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals

Competency 008: The entry level principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.

- A. Demonstrates awareness of social and economic issues that exist within the school and community that affect campus operations and student learning
- B. Gathers and organizes information from a variety of sources to facilitate creative thinking, critical thinking, and problem solving to guide effective campus decision making
- C. Frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions
- D. Develops, implements, and evaluates systems and processes for organizational effectiveness to keep staff inspired and focused on the campus vision
- E. Uses effective planning, time management, and organization of work to support attainment of school district and campus goals

## **DOMAIN V — STRATEGIC OPERATIONS (Alignment and Resource Allocation)**

Competency 009: The entry level principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.

- A. Assesses the current needs of the campus, analyzing a wide set of evidence to determine campus objectives, and sets measurable school goals, targets, and strategies that form the school's strategic plans
- B. Establishes structures that outline and track the progress using multiple data

points and makes adjustments as needed to improve teacher effectiveness and student outcomes

- C. Allocates resources effectively (e.g., staff time, master schedule, dollars, and tools), aligning them with school objectives and goals, and works to access additional resources as needed to support learning
- D. Implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment

Competency 010: The entry level principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.

- A. Implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment
- B. Applies strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns, including developing and implementing a crisis plan
- C. Applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs (e.g., student services, food services, health services, and transportation)
- D. Collaboratively plans and effectively manages the campus budget within state law and district policies to promote sound financial management in relation to accounts, bidding, purchasing, and grants
- E. Uses technology to enhance school management (e.g., attendance systems, teacher grade books, shared drives, and messaging systems)
- F. Facilitates the effective coordination of campus curricular, cocurricular, and extracurricular programs in relation to other school district programs to fulfill the academic, developmental, social, and cultural needs of students
- G. Collaborates with district staff to ensure the understanding and implementation of district policies and advocates for the needs of students and staff
- H. Implements strategies for student discipline and attendance in a manner that ensures student safety, consistency, and equity and that legal requirements are met (e.g., due process, SPED requirements)



## **DOMAIN VI — ETHICS, EQUITY, AND DIVERSITY**

Competency 011: The entry level principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

- A. Implements policies and procedures that require all campus personnel to comply with the Educators' Code of Ethics (TAC Chapter 247)
- B. Models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors
- C. Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community
- D. Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn
- E. Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation)
- F. Facilitates and supports special campus programs that provide all students with quality, flexible instructional programs and services (e.g., health, guidance, and counseling programs) to meet individual student needs
- G. Applies legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, and discrimination) to protect the rights of students and staff and to improve learning opportunities
- H. Articulates the importance of education in a free, democratic society



**Texas Administrative Code**

**TITLE 19**

EDUCATION

**PART 7**

STATE BOARD FOR EDUCATOR CERTIFICATION

**CHAPTER 247**

EDUCATORS' CODE OF ETHICS

**RULE §247.2**

**Code of Ethics and Standard Practices for Texas Educators**

Enforceable Standards.

1. Professional Ethical Conduct, Practices and Performance.
  - a. Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.
  - b. Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
  - c. Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
  - d. Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.
  - e. Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
  - f. Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.
  - g. Standard 1.7. The educator shall comply with state regulations, written local school board

policies, and other state and federal laws.

- h. Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
- i. Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
- j. Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.
- k. Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.
- l. Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.
- m. Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

## 2. Ethical Conduct Toward Professional Colleagues.

- a. Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
- b. Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.
- c. Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.
- d. Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.
- e. Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.
- f. Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

- g. Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

### 3. Ethical Conduct Toward Students.

- a. Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
- b. Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.
- c. Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.
- d. Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.
- e. Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.
- f. Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.
- g. Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.
- h. Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:
  - i. the nature, purpose, timing, and amount of the communication;
  - ii. the subject matter of the communication;

- iii. whether the communication was made openly or the educator attempted to conceal the communication;
- iv. whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- v. whether the communication was sexually explicit; and
- vi. whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

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



**Faculty Agreement Form  
Code of Ethics and Standard Practices for Texas Educators**

I hereby understand and agree to adhere to the enforceable standards found in the *Code of Ethics and Standards Practices for Texas Educators* (Texas Administrative Code, §247.2).

Signed

\_\_\_\_\_  
Instructor's Name

Print Name

\_\_\_\_\_  
Instructor's Name

**Please Return Signed Form To:**

Gary Miller, Ed.D.  
Associate Professor  
M.Ed. & Principal Certification Program Coordinator

University of Texas at Tyler  
School of Education  
Educational Leadership  
3900 University Boulevard  
Tyler, Texas 75799

Campus Email: [gmillers@uttyler.edu](mailto:gmillers@uttyler.edu)  
Campus Phone: (903) 565-5675



**Student Agreement Form  
Code of Ethics and Standard Practices for Texas Educators**

I hereby understand and agree to adhere to the enforceable standards found in the *Code of Ethics and Standards Practices for Texas Educators* (Texas Administrative Code, §247.2).

Signed

\_\_\_\_\_  
Student's Name

Print Name

\_\_\_\_\_  
Student's Name

Date

\_\_\_\_\_

**Please Return Signed Form To:**

Gary Miller, Ed.D.  
Associate Professor  
M.Ed. & Principal Certification Program Coordinator

University of Texas at Tyler  
School of Education  
Educational Leadership  
3900 University Boulevard  
Tyler, Texas 75799

Campus Email: [gmillers@uttyler.edu](mailto:gmillers@uttyler.edu)  
Campus Phone: (903) 565-5675