

PARTICIPANT JOURNAL

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TABLE OF CONTENTS

Overview & Structure.....	vi
---------------------------	----

MODULE 1 - Teacher & Student Personal Boundaries

PowerPoint Slides	M1-3
Performance Task.....	M1-31
Journal Reflection Activity.....	M1-35
Assessment.....	M1-39

MODULE 2 - Educator-Student Interaction, Including Social Media

PowerPoint Slides	M2-3
Performance Task.....	M2-33
Journal Reflection Activity.....	M2-39
Assessment.....	M2-43

MODULE 3 - Student Discipline & Teacher Anger Management

PowerPoint Slides	M3-3
Performance Task.....	M3-33
Journal Reflection Activity.....	M3-37
Assessment.....	M3-41

MODULE 4 - Teachers as Role Models: Conduct Outside of School

PowerPoint Slides	M4-3
Performance Task.....	M4-29
Journal Reflection Activity.....	M4-35
Assessment.....	M4-39

MODULE 5 - Confronting & Reporting Borderline Behavior

PowerPoint Slides	M5-3
Performance Task.....	M5-29
Journal Reflection Activity.....	M5-33
Assessment.....	M5-37

MODULE 6 - Role of Administrators in the Prevention & Intervention of Inappropriate Behavior

PowerPoint Slides	M6-3
Performance Task.....	M6-27
Journal Reflection Activity.....	M6-31
Assessment.....	M6-35



OVERVIEW & STRUCTURE

Overview

The purpose of the Texas Educators' Ethics Training is to provide Texas educators and administrators, as well as other school personnel, with an understanding and awareness of what behavior constitutes inappropriate educator conduct, as well as strategies to recognize, prevent, and respond to inappropriate conduct.

The training is designed to strengthen educators' knowledge of appropriate conduct regarding interactions and relationships with students within the classroom and community, as well as provide context and processes that encourage acquiring, refining, and sustaining learning and resources related to educator ethics.

Structure

- Module 1 – Teacher and Student Personal Boundaries
- Module 2 – Educator-Student Interaction, Including Social Media
- Module 3 – Student Discipline and Teacher Anger Management
- Module 4 – Teachers as Role Models: Conduct Outside of School
- Module 5 – Confronting and Reporting Borderline Behavior
- Module 6 – Role of Administrators in the Prevention and Intervention of Inappropriate Behavior

Each module includes PPT slides, a video scenario, reflections, a performance task, and an assessment. Ideally, the modules are presented together as part of a six-hour training, but each module can be presented as a standalone one-hour training as well.



Teacher & Student Personal Boundaries

Teacher & Student Personal Boundaries

PowerPoint Slides


MODULE 1

PowerPoint Slides

MODULE 1


PowerPoint Slides

Slide 1




TEXAS
EDUCATORS'
ETHICS TRAINING

Teacher & Student
Personal Boundaries




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Slide 2



Create an awareness of educator/student boundaries that maintain a safe, healthy, and secure learning environment for all students.



2

MODULE 1

PowerPoint Slides

Slide 3

Stimulating Thinking

How does the educator/student relationship evolve appropriately to impact student learning?



3

Slide 4

Participants will

- develop an understanding of proper and improper educator/student relationships and the life-changing impact they have on a student;
- discuss strategies to avoid a boundary violation;
- know and understand educator/student boundaries; and
- identify acceptable and unacceptable behaviors when developing a relationship with a student.



4

Slide 5

In the News

Cases of improper relationships between teachers and students are on the rise nationwide.



Slide 6

BREAKING NEWS

**Inappropriate Teacher-Student Relations
in Texas Kept Going Up in 2015**

MODULE 1

PowerPoint Slides

Slide 7

**BREAKING
NEWS**

**Texas Teacher, Student Seen
in Sex Tape to Appear on Dr. Phil**

7

Slide 8

**BREAKING
NEWS**

**Teacher Charged, Says She ‘Fell in Love’
With 15-Year-Old Student**

8

Slide 9

**BREAKING
NEWS**

**Teacher-Student Sex Rampant in Texas:
Lawmakers Seek Solutions**

9

Slide 10

**Former Seguin High School Teacher
Who Pleaded Guilty to Having
Sex with a Student
Lands on “Most Wanted” List**





Photo: Guadalupe County Jail

10

MODULE 1

PowerPoint Slides

Slide 11

Somber Headlines

Improper Teacher-Student Cases on Track to Break Texas Record



11

Slide 12

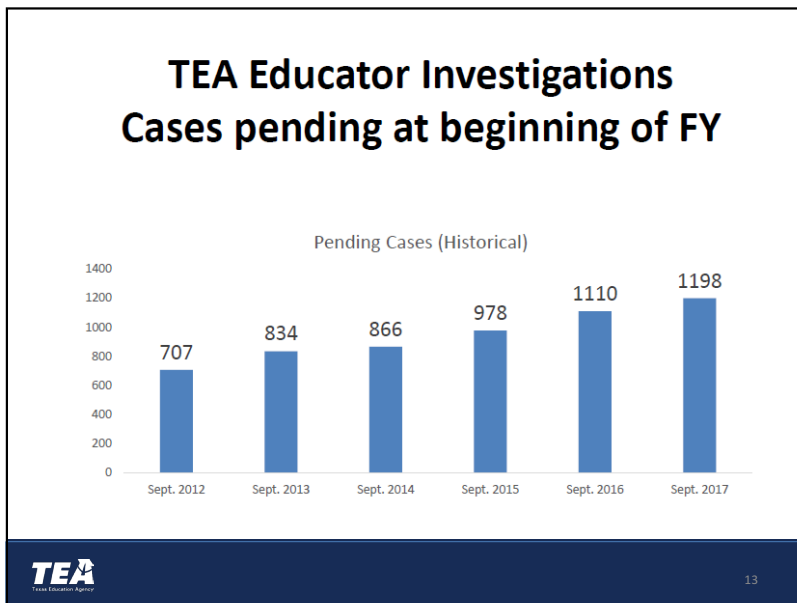
Current Statistics for Texas Public Schools

In FY 2017, the Texas Education Agency opened 302 cases related to inappropriate relationships for the ninth consecutive year of growth.



12

Slide 13



Slide 14

Common sense should prevail, but “*The absence of reason is usually at the heart of inappropriate relationships.*”

Common sense is not so common.

—VOLTAIRE

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14

MODULE 1


PowerPoint Slides

Slide 15

- What is happening?
- Why are there more cases each year?




The illustration shows two stylized black figures sitting at a table. Above them is a blue-outlined thought bubble with the words "Table Talk" in red text.


15

Slide 16

Video Scenario



The video scenario shows a man and a woman in a hallway. The man is holding a small object, possibly a phone or a key, and they are both looking at it. In the background, there is a red sign that says "EMERGENCY GAS" and a white sign that says "PLEASE DO NOT TOUCH HERE. - THANK YOU -" with a Texas state outline.

16

Video Scenario Debrief



Slide 17

Enough is enough!



Slide 18

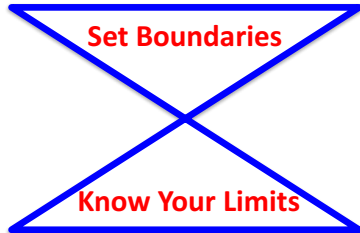
MODULE 1

PowerPoint Slides

Slide 19

Professional Boundaries

Parameters describe the limits of a relationship between an educator and a student.



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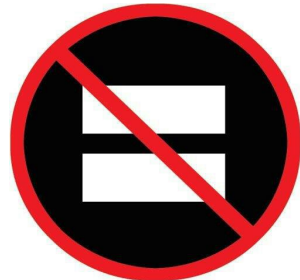
19

Slide 20

Professional Boundaries

The educator/student relationship is not equal.

(Bird, 2015)

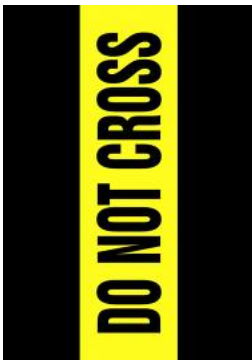


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20

Slide 21

Boundary Violations



- Emotional
- Relationship
- Communication

Slide 22

Emotional Violations

- “Playing favorites” with certain students
- Using subtle forms of control
- Showing preferential treatment



MODULE 1

PowerPoint Slides

Slide 23

Relationship Violations

- Forming intimate relationships with students
- Having a romantic relationship with a student
- Meeting a student alone outside of school



(Teacher Registration Board, 2015)



23

Slide 24

Communication Violations

- Providing a student with advice on personal matters
- Using social media to communicate romantically or sexually



24

Slide 25

Boundary Violations

- Emotional
- **Relationship**
- Communication



Slide 26

The Teacher/Student Relationship

The overwhelming majority of educators in Texas exercise their professional responsibility with care and conviction.



MODULE 1

PowerPoint Slides

Slide 27

Not all sexual misconduct cases begin with the intention to victimize a student.

Some teachers fall prey to the slippery slope of misconduct.



Slide 28

Unintentional Boundary Violation

Some educator/student relationships may initially be appropriate and well-intentioned, but at some point they can shift to serving the needs of the teacher and not the needs of the student.



Slide 29

Table Talk

A teacher's conversation with a student after class:

Teacher: *Maria, I've noticed that you've been absent for the last three days. I'm glad you are here today. Is everything OK?*

Student: *No, my father walked out on us and my boyfriend broke up with me. I wish more guys were like you.*

How would you respond to the student's comment?



29

Slide 30

Intentional Boundary Violations

Some teachers intentionally groom a student for the purpose of engaging in sexual misconduct.



30

MODULE 1

PowerPoint Slides

Slide 31

A Student's Response

Actual statement submitted by a student to the Texas Education Agency Division of Educator Investigations:

"I'm writing this letter not to stir up drama or controversy, but because I now have the confidence and courage to say that Mr. Benedict is a predator. He gains the trust of female students and slowly makes advances at them. He exploits his power and authority as a teacher to manipulate female students."

(Name has been changed.)



31

Slide 32

Sexual Grooming

Finding a vulnerable student and engaging in inappropriate boundary invasions



32

Slide 33

Grooming Process: Phase 1

Picking a student



Slide 34

Grooming Process: Phase 2

Engaging with a student in student-like behaviors



MODULE 1

PowerPoint Slides

Slide 35

Grooming Process: Phase 3

Desensitizing the student to touch



35

Slide 36

Grooming Process: Phase 4

Isolating the student



36

Slide 37

Grooming Process: Phase 5

Making the student feel responsible



Slide 38

What are the teacher behavior expectations on your campus?



MODULE 1

PowerPoint Slides

Slide 39

Maintaining Professional Boundaries

No significant learning can occur without a significant relationship.

- James Comer



39

Slide 40

Maintaining Professional Boundaries

Professional boundaries can be maintained by making them **transparent**, **approved**, and **timely**.



40

Slide 41

Maintaining Professional Boundaries



Slide 42

Maintaining Professional Boundaries

Build a supportive relationship by being a teacher and not a friend.

We **listen**, **guide**, **praise**, **correct**, **respect**, **honor**, **discipline**, and **TEACH** effectively.



42

MODULE 1

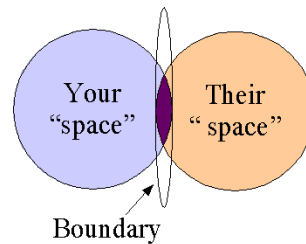
PowerPoint Slides

Slide 43

Guideline Expectations

Don't have one-on-one meetings behind closed doors or personal social media exchanges.

Do listen, praise, and guide your students.

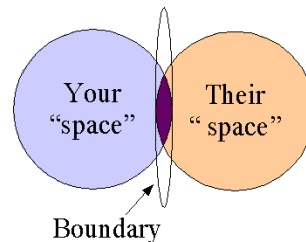


Slide 44

Guideline Expectations

Don't have meetings with your students away from school, and don't exchange personal gifts.

Do respect, discipline, and honor your students.

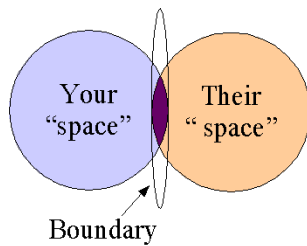


Slide 45

Guideline Expectations

Don't have physical contact with your students.

Do correct and teach your students.



Slide 46

**PERFORMANCE
TASK**

MODULE 1

PowerPoint Slides

Slide 47



Slide 48



Slide 49



Slide 50

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MODULE 1

PowerPoint Slides

Slide 51

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- 19. Tex. Admin. Code §247.1.



Teacher & Student Personal Boundaries

Performance Task

MODULE 1

Performance Task

SCENARIO 1

As a group, discuss the scenarios and respond to the questions. Please be specific in identifying recommended actions.

Ms. G is a popular secondary school teacher. She runs the high school guitar club and organizes the annual talent show. Students like to hang out in Ms. G's class during their breaks and sometimes after school. She plays music and talks with them about school, friends, and their home life. A male student frequently looks for Ms. G when she is alone for casual conversation during and after school hours.

If YOU were Ms. G, how would you handle this situation to avoid the escalation of a boundary violation? Be specific with your actions.

Actions

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on its right side, suggesting it's resting on a surface.

MODULE 1

Performance Task

SCENARIO 2

As a group, discuss the scenarios and respond to the questions. Please be specific in identifying recommended actions.

Ms. M is a veteran teacher who is well liked by her students. She often helps students after school, so it's not uncommon to see students visiting her classroom after the school day has ended. She has tutored one of her students, Barbie, for the last several months. During that time, Ms. M has emailed Barbie from her personal email address and texted her cell phone. The exchanges were very general, sometimes unrelated to schoolwork. Recently, Barbie has begun to text her teacher about more personal feelings.

If YOU were Ms. M, how would you handle this situation to avoid the escalation of a boundary violation? Be specific with your actions.

Actions

[illegible]

Teacher & Student Personal Boundaries

Journal Reflection Activity

MODULE 1

Journal Reflection Activity

JOURNAL REFLECTION ACTIVITY

Please respond to the reflection question below:

How can teachers build professional relationships with students without finding themselves on the slippery slope of boundary violations? Please provide specific examples below.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

MODULE 1

Journal Reflection Activity

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Teacher & Student Personal Boundaries

Assessment

MODULE 1

Assessment

Select the best answer choice for each item below.

1. Which statement is not true?
 - a. When interacting with students, teachers must always use good judgment.
 - b. In a student's life, not many people yield more power than a teacher.
 - c. Teachers should be encouraged to connect on a personal level to help students succeed academically.
 - d. Sometimes the lines between a teacher and a student can become invisible.
2. All of the following are examples of types of boundary violations except:
 - a. Emotional
 - b. Relationship
 - c. Communication
 - d. All three are boundary violations
3. Engaging in a romantic and/or sexual relationship with a student (current or former) is an example of violating a:
 - a. Communication boundary
 - b. Power boundary
 - c. Relationship boundary
 - d. Emotional boundary
4. When maintaining personal boundaries, teachers should:
 - a. Make it transparent
 - b. Make it approved
 - c. Make it timely
 - d. All of the above
5. Teachers should implement all of the following practices except:
 - a. No meetings with students behind closed doors
 - b. No exchanging personal gifts with students
 - c. No praising students
 - d. No frequent touching of students

MODULE 1

Assessment

6. True or False: One way to maintain professional relationships with students is to avoid putting yourself in a position where you have to defend, explain, or justify your behavior or actions.
- True
 - False
7. All of the following are recommended guidelines that were discussed in the training except:
- Use verbal praise and reinforcement – NOT physical contact.
 - Do not attend extracurricular events where your students are participating.
 - Do not meet with students alone behind a locked door.
 - Maintain a professional barrier between you and your students. You are the adult, the teacher, and the professional; act like the expert at all times.
8. True or False: Teachers must maintain current knowledge and understanding of state and district policies that protect students from harm/abuse.
- True
 - False
9. What strategies can you use to build a strong, professional relationship with your students?

10. Five inappropriate behaviors are:

***This assessment may be conducted as a follow-up to be submitted after completion of training. Districts may use this assessment as proof that the participant completed the module and to award CPE credits.**

Educator-Student Interaction, Including Social Media

Educator-Student Interaction, Including Social Media

PowerPoint Slides

MODULE 2

PowerPoint Slides

Slide 1





TEXAS EDUCATORS' ETHICS TRAINING

Educator-Student Interaction,
Including Social Media




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Slide 2

Purpose

The session will focus on interactions between educators and students, with a special emphasis on the utilization of social/electronic media.





2

MODULE 2

PowerPoint Slides

Slide 3

Stimulating Thinking

- How does social media influence my work with students?
- How do interactions with students influence laws and policies?



3

Slide 4

Participants will

- articulate effective uses of social media to enhance student learning;
- gain an understanding of appropriate and inappropriate social media interactions;
- identify social media grooming actions used to initiate inappropriate teacher - student relationships; and
- make connections between social media utilization guidelines, recommendations, and educator misconduct consequences.



4

Slide 5




Positive Impact of Social Media
Enhancing Learning Outcomes

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Slide 6



How can the utilization of social media by educators cross serious teacher-student boundaries?

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6

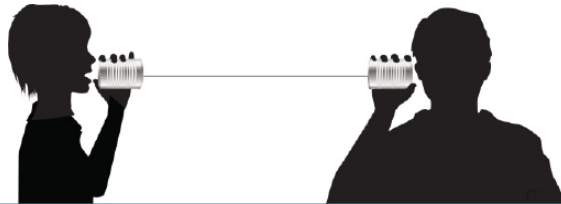
MODULE 2

PowerPoint Slides

Slide 7

Social Media Boundary Crossings

What begins with an innocent string of social media communications (intentional or not) can soon lead to a strong emotional connection with a student.



7

Slide 8

An Inappropriate Relationship Begins

Voluntary statement given to law enforcement:

"I began playing Words With Friends with several students before the end of the school year, including Gabriella. I often chatted with students about the game. My conversations began innocently, but after school let out in June my conversations with Gabriella became more intense."

(Name has been changed.)



8

Slide 9

An Inappropriate Relationship Ends

Voluntary statement given to law enforcement:

"I told my wife that I had an emotional relationship with Gabriella and it moved beyond an appropriate boundary between a teacher and student. My wife was angry and demanded that I terminate contact with Gabriella entirely. I then emailed Gabriella and asked her to not try and contact me or my wife and I apologized for any emotional harm I had caused her."

(Name has been changed.)

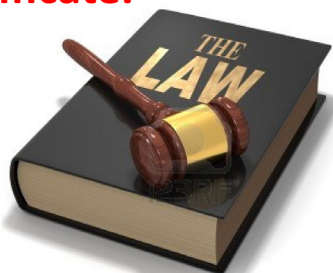


9

Slide 10

Outcome of This Case

The teacher voluntarily surrendered his teaching certificate.



10

MODULE 2

PowerPoint Slides

Slide 11



Slide 12



Slide 13

Is Social Media to Blame for Inappropriate Student-Teacher Relationships?



13

Slide 14

The Impact of Social Media

In Texas, social media and text messaging continue to be the driving factors in the number of sexual misconduct cases investigated.



14

MODULE 2

PowerPoint Slides

Slide 15

Technology Tools and Platforms



Today's Tools

...and more!

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15

Slide 16

Social media leaves a digital footprint.



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Slide 17

Video Scenario



Slide 18

Video Scenario Debrief



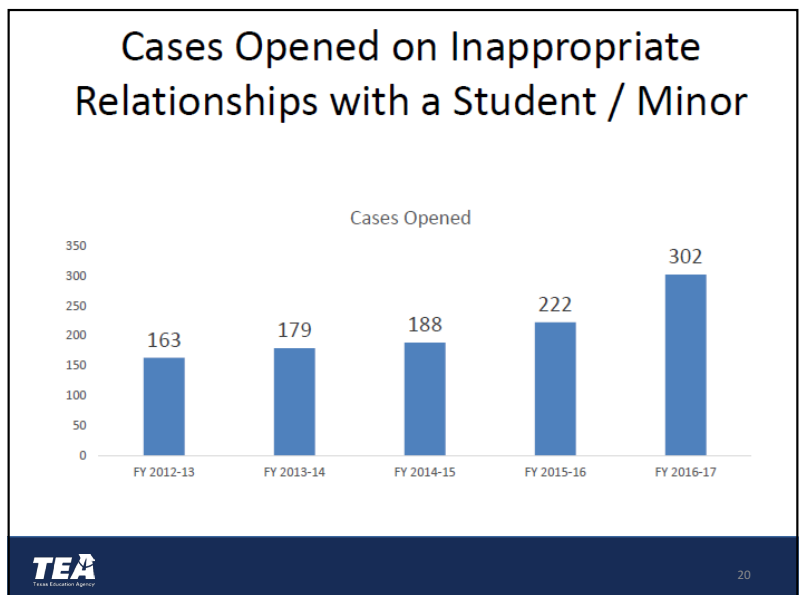
MODULE 2

PowerPoint Slides

Slide 19



Slide 20



Slide 21



Slide 22

Educators and Social Media

- Four out of five educators use social media for personal communication. However . . .
- More than 62% of educators surveyed have had minimal or no training in the area of interacting with students and parents through social media.

(University of Phoenix College of Education, 2015)

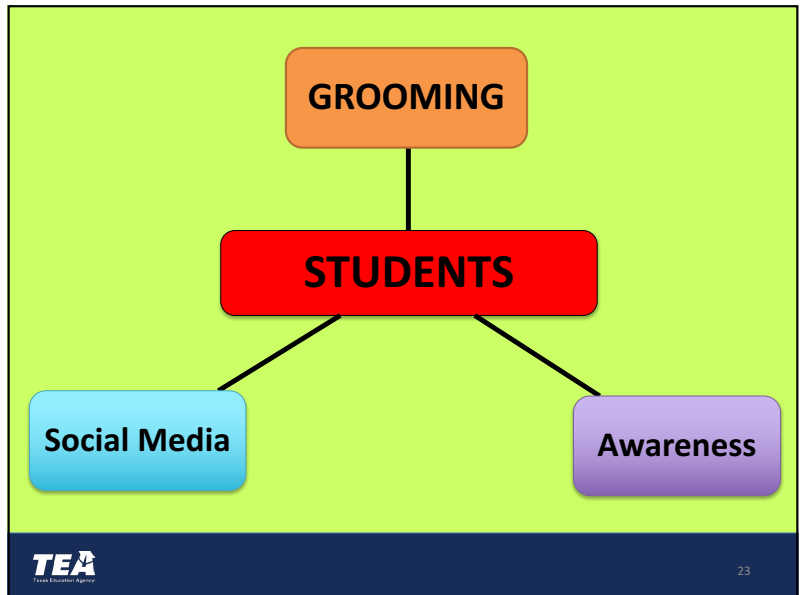
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22

MODULE 2

PowerPoint Slides

Slide 23



Slide 24

Actions That Can Appear as Grooming Through the Use of Social Media



- Frequently calling or sending text messages just to check in
- Sending pictures, jokes, or information that is inappropriate
- Sending messages that are becoming increasingly friendly or sexual in nature
- Conducting social media interactions in secrecy

The slide features a white gift box with a red ribbon bow on the left side. To the right of the gift box is a list of four actions that can appear as grooming through the use of social media. The TEA logo is in the bottom left corner.

Appropriate vs. Inappropriate



Slide 25

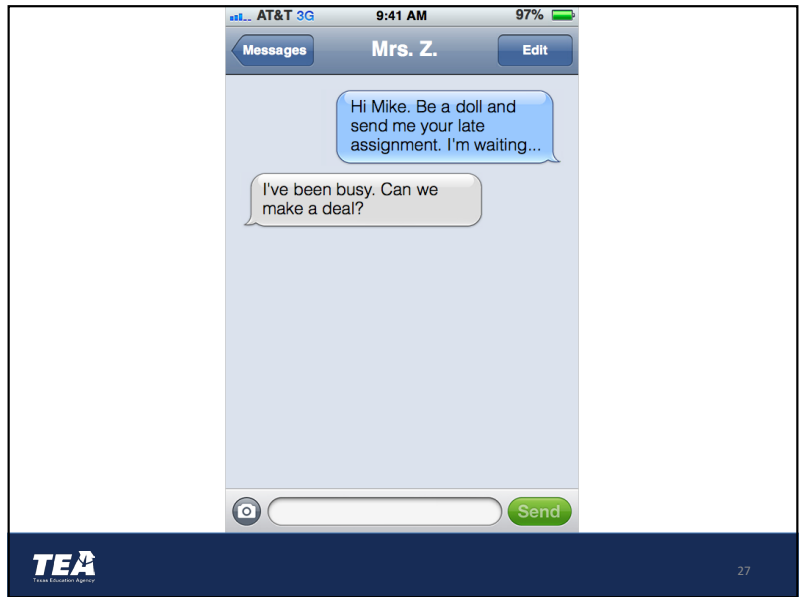


Slide 26

MODULE 2

PowerPoint Slides

Slide 27



Slide 28



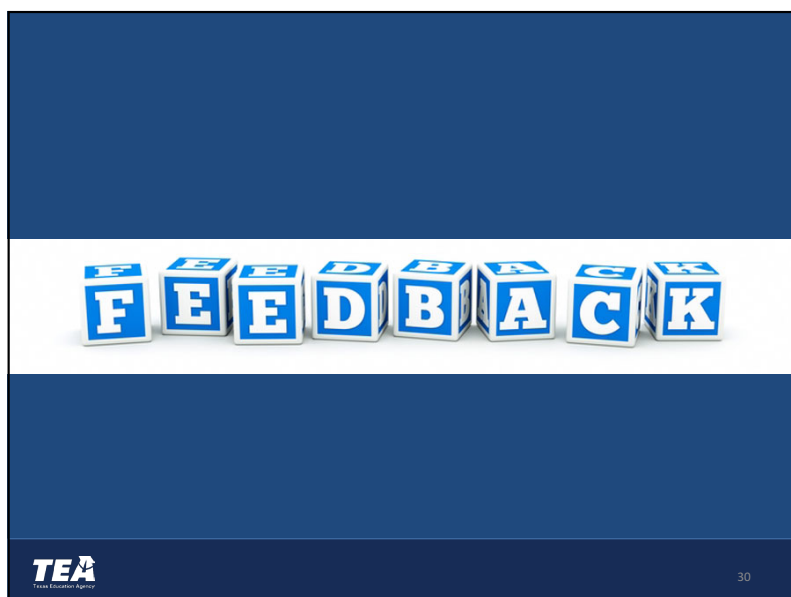
MODULE 2

PowerPoint Slides

Slide 29



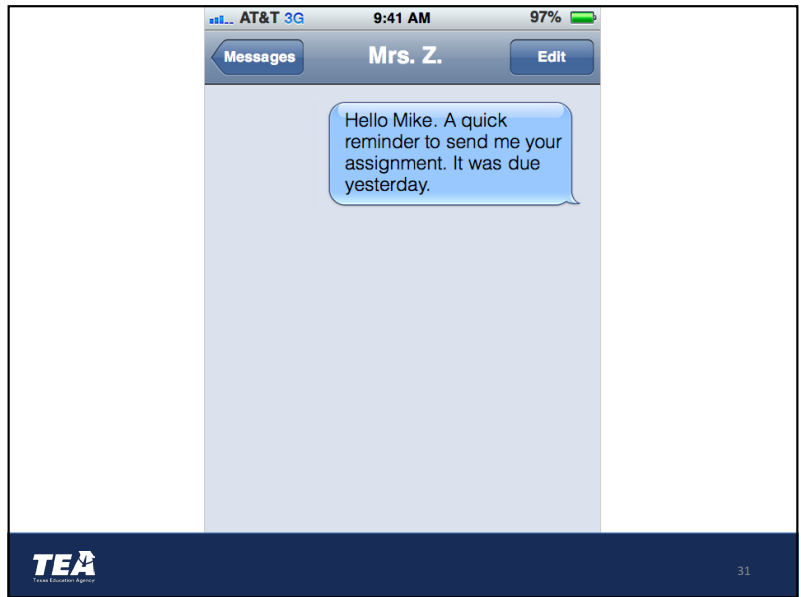
Slide 30



MODULE 2

PowerPoint Slides

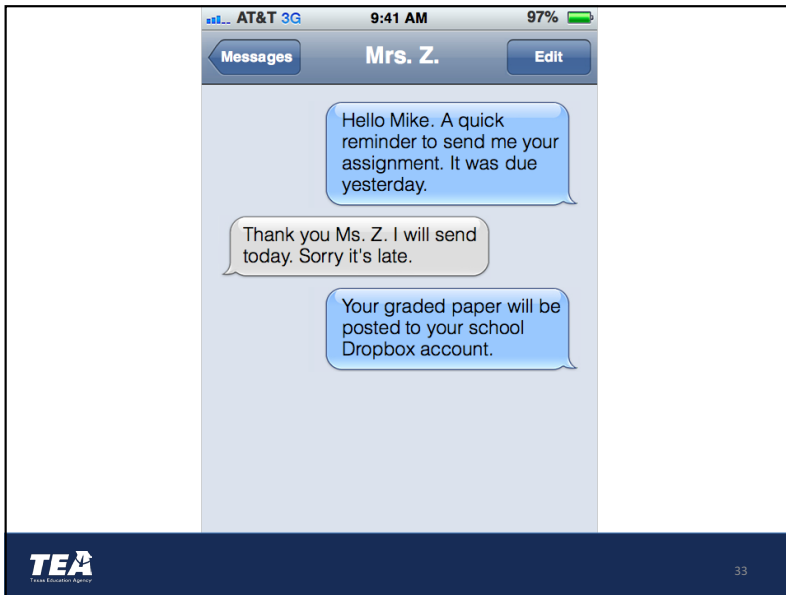
Slide 31



Slide 32



Slide 33



Slide 34



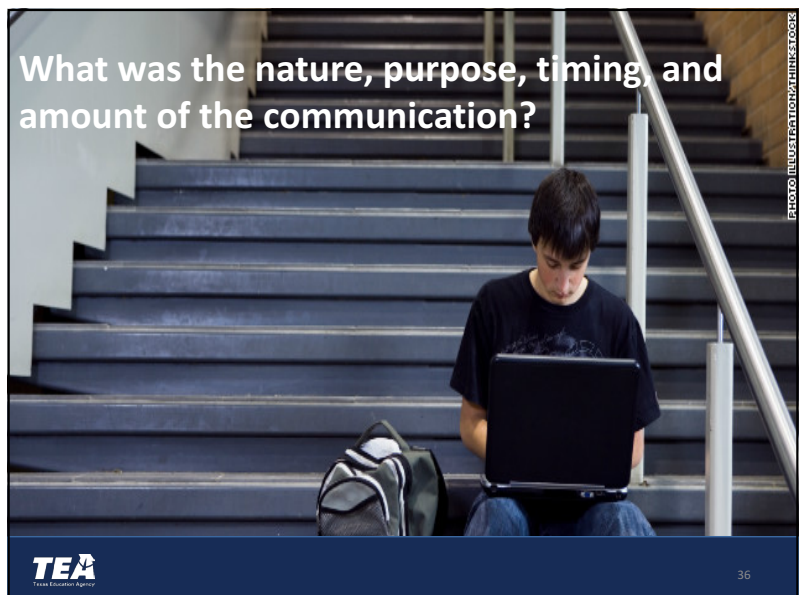
MODULE 2

PowerPoint Slides

Slide 35



Slide 36



Slide 37

Was the communication made openly, or did the educator attempt to conceal it?

SECRET

Slide 38

Could the communication be interpreted as soliciting contact or a romantic relationship?

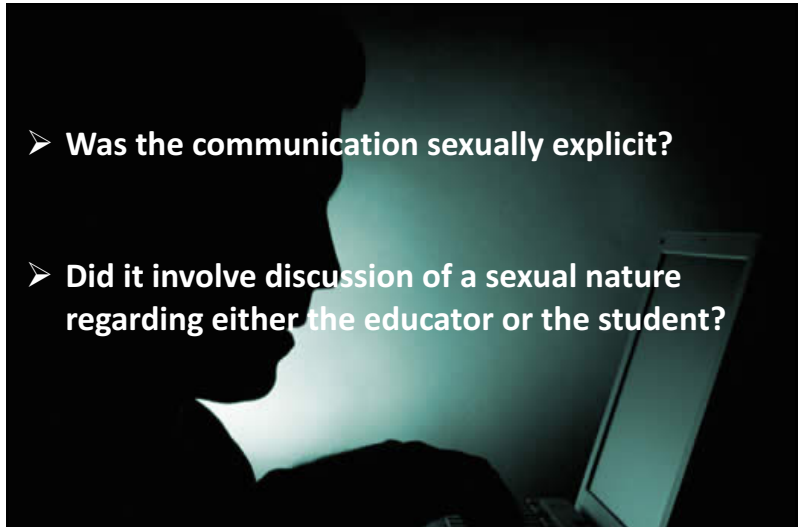
MODULE 2

PowerPoint Slides

Slide 39

➤ Was the communication sexually explicit?

➤ Did it involve discussion of a sexual nature regarding either the educator or the student?

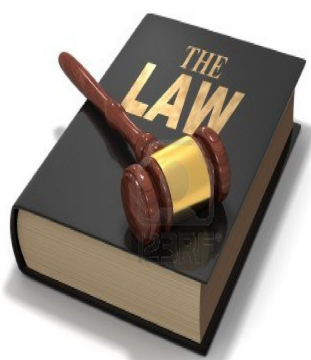


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39

Slide 40

The Law and the Consequences



- Loss of Career
- Loss of Freedom

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40

Slide 41



Slide 42

Social Media Utilization Guidelines

- Be aware of what you post online. You represent not only yourself, but also your school district.
- Follow your district's policy for electronic and online communication.
- Be transparent by maintaining openness, visibility, and accountability.

(O'Donovan, 2012)

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42

MODULE 2

PowerPoint Slides

Slide 43

Social Media Utilization Guidelines

- Consider all electronic communication to be accessible and a matter of record.
- Choose appropriate subject matter and words that are courteous, grammatically correct, and professional.

(O'Donovan, 2012)



43

Slide 44

Would your online account pass muster?



44


Slide 45



Slide 46

Strategies to Decrease Incidents

- Provide educator ethics training that focuses on appropriate use of social media.
- Strengthen and communicate district social media utilization policies and guidelines.



A graphic of a red and white target with three blue darts hitting the bullseye. The darts are positioned at the top right of the target, with their tips pointing towards the center. The target is a circular bullseye with concentric rings. The background is a solid white rectangle. In the bottom left corner, there is a small logo for TEA (Texas Education Agency). In the bottom right corner, the number 46 is visible.

MODULE 2

PowerPoint Slides

Slide 47

Strategies to Decrease Incidents

- Report suspected incidents consistently and in a timely manner.
- Expand accountability for withholding information.
- Acknowledge that schools will enforce a zero-tolerance policy.



Slide 48

**PERFORMANCE
TASK**

Slide 49



Slide 50



MODULE 2

PowerPoint Slides

Slide 51



Slide 52

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52

Slide 53

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MODULE 2

PowerPoint Slides

Educator-Student Interaction, Including Social Media

Performance Task

MODULE 2

Performance Task

Work with your group at your table. Select only one scenario. Address the following items for the scenario your group selects:

1. Discuss the possible ethical issues of the situation.
2. Determine if the safety or well-being of anyone is at stake.
3. What advice, strategy, or policy would you recommend to schools based on this scenario?

Social Media Interaction #1: The Invitation

Mr. C, an elementary teacher, sent a private Snapchat message to one of his fifth-grade students on the last day of school. He asked her to send him pictures of herself throughout the summer so he could keep up with her fun activities. He sent her two pictures of himself playing basketball with his peers. Within a week of the initial contact, Mr. C sent several more pictures to the student, as well as text messages to her cell phone to see how her summer was going. During the third week of summer, he sent the student a picture of himself wearing swim trunks and an invitation to meet him at his house for a swim. Mr. C's Snapchat message stated, "Come over any time—I have a great pool."

What ethical issues are involved in this scenario?

[illegible]

Performance Task

Performance Task

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This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on its right side, suggesting it's resting on a surface.

Social Media Interaction #2: Picture Portfolio

Ms. R, the campus counselor, communicated frequently with a couple of male students from the high school where she worked via Facebook, text messages, Snapchat, and Instagram. She sent the students pictures from her modeling portfolio. Several of the pictures were sexually suggestive. She asked the students to comment on the pictures. The students forwarded several of the pictures to their friends via text messages. They also posted Ms. R's pictures to several social media sites. The pictures went viral. Colleagues, parents, board members, and community members viewed the inappropriate pictures.

What ethical issues are involved in this scenario?

MODULE 2

Performance Task

Is the safety or well-being of anyone at stake?

What advice, strategy, or policy do you recommend?

Educator-Student Interaction, Including Social Media

Journal Reflection Activity

MODULE 2

Journal Reflection Activity

JOURNAL REFLECTION ACTIVITY

Please respond to the reflection question below:

How can a teacher balance the use of social media for instruction without crossing personal and inappropriate boundaries with students? Please provide specific examples below.

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MODULE 2

Journal Reflection Activity

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Educator-Student Interaction, Including Social Media

Assessment

MODULE 2

Assessment

Select the best answer choice for each item below.

1. The number of inappropriate educator-student relationship investigations in Texas has increased by what percentage in the past seven years?
 - a. 25%
 - b. 99%
 - c. 35%
 - d. 10%

2. What are examples of types of boundary violations?
 - a. Emotional
 - b. Relationship
 - c. Communication
 - d. All of the above

3. Which of these social media actions can appear as grooming a student?
 - a. Conducting social media interactions with a student under a cloak of secrecy
 - b. Sending a student inappropriate jokes or pictures
 - c. Sending a student frequent text messages to check on him/her or just to chat
 - d. All of the above

4. If a teacher receives inappropriate messages from a student, he/she should:
 - a. Explain to the student that the messages are inappropriate and must stop immediately.
 - b. Notify a school administrator to seek help and support.
 - c. Read self-help books in order to address the situation.
 - d. A and B only

5. True or False: If the relationship is consensual, an improper sexual act between an educator and a student is legal.
 - a. True
 - b. False

MODULE 2

Assessment

6. True or False: Two major consequences an educator could face because of an inappropriate relationship with a student are the loss of his/her career and the loss of his/her freedom due to incarceration.
 - a. True
 - b. False
7. Standard 3.9 of the Educators' Code of Ethics identifies factors that may be considered in assessing whether a social media communication is inappropriate. The factors include, but are not limited to:
 - a. Whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship
 - b. Whether the communication was sexually explicit
 - c. The type of electronic or online social media platform used
 - d. A and B only
8. True or False: When communicating online with a student, you represent not only yourself, but also your school district.
 - a. True
 - b. False
9. Suggested social media utilization guidelines include which of the following?
 - a. Consider all electronic communication to be accessible and a matter of record.
 - b. Follow the district's policy for electronic and online communication with students.
 - c. Choose appropriate subject matter and words that are courteous and professional.
 - d. All of the above
10. List two strategies schools can implement to decrease and/or eliminate educator misconduct cases:

***This assessment may be conducted as a follow-up to be submitted after completion of training. Districts may use this assessment as proof that the participant completed the module and to award CPE credits.**

Student Discipline & Teacher Anger Management

3


Student Discipline & Teacher Anger Management

PowerPoint Slides

MODULE 3

PowerPoint Slides

Slide 1



Texas Educators' Ethics Training

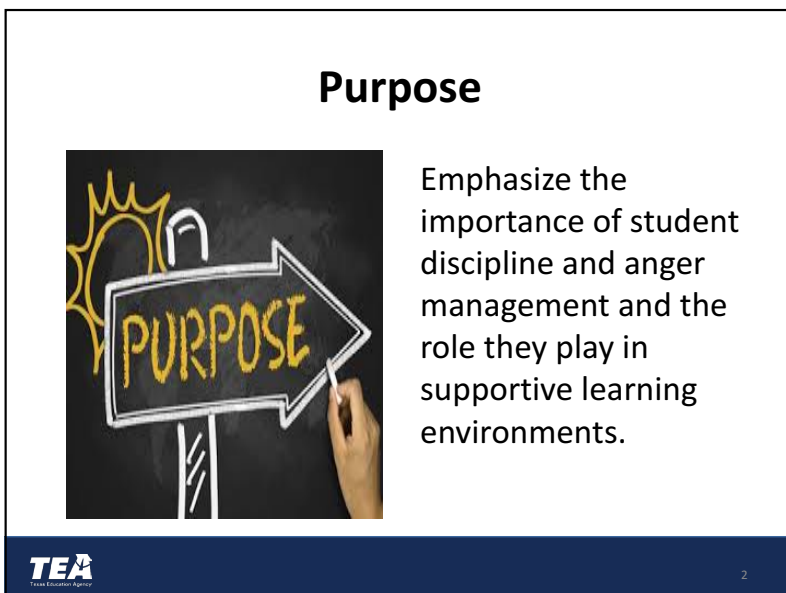
TEXAS EDUCATORS' ETHICS TRAINING

Student Discipline & Teacher Anger Management


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Slide 2



Purpose



Emphasize the importance of student discipline and anger management and the role they play in supportive learning environments.

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MODULE 3

PowerPoint Slides

Slide 3

Stimulating Thinking

1. How does student behavior impact teacher behavior?
2. How does teacher anger impact student achievement?



3

Slide 4

Participants will

- explore strategies to create a supportive learning environment;
- identify techniques that can de-escalate confrontations; and
- identify techniques that disengage challenging behavior.



4

Slide 5

Goal of the Educators' Code of Ethics

To protect the safety and welfare of Texas schoolchildren and school personnel

19. Tex. Admin. Code §247.1.



5

Slide 6

At the Heart of the Matter



Teachers are **ROLE MODELS**



6

MODULE 3

PowerPoint Slides

Slide 7



Slide 8

How did this real-life incident make you feel?

Heart  to Heart

Slide 9

Our Responsibility

Educators **MUST** put an end to any verbal or physical abuse that they witness or suspect is happening.



9

Slide 10

What We Know

Because of a small minority of teachers, there is an undercurrent of harmful conduct toward students that exists and does damage to students, colleagues, and the public's faith in schools.



10

MODULE 3

PowerPoint Slides

Slide 11

Compassionate Teachers Transform Lives



11

Slide 12

How Do We Create a Supportive Learning Environment?



12

Slide 13

Texas Education Code § 37.083

(a) Each school district shall adopt and implement a discipline management program to be included in the district improvement plan.



13

Slide 14

1st Strategy: Define Acceptable Behavior



Establishing clearly defined parameters of acceptable behavior is a critical part of classroom discipline.



14

MODULE 3

PowerPoint Slides

Slide 15

Student Discipline Management

Creating a **safe learning environment** that contains **clear**, **consistent**, **fair**, and **flexible boundaries** is a primary requirement for all classrooms.



Slide 16

A classroom without a management plan is a classroom on the verge of chaos.



Slide 17

What is the **second** most important aspect in creating supportive learning environments?



2nd Strategy: Engage Students



MODULE 3

PowerPoint Slides

Slide 19

3rd Strategy: Model Positive Behavior

Creating a positive environment where students feel safe and cared for is an important component of a successful learning environment.



When I grow
up I want to
be just like you.



19

Slide 20

As a Reminder

- Implement a classroom management plan
- Create authentic student engagement
- Model positive behavior



Which strategy is most difficult to implement?

Which strategy is the one that is missing from many classrooms?



20

Slide 21



Slide 22



MODULE 3

PowerPoint Slides

Slide 23

How does the loss of control happen?



Slide 24

Loss of Control

When faced with students who are extremely disruptive, **ANGER** is usually the emotion that rises to the top.



Slide 25

Loss of Control

Anger is a normal, healthy human emotion. Out-of-control anger becomes destructive. It can ruin lives.



Slide 26

Loss of Control

Two or three disruptive students can consume a large portion of instructional time. The frustration is REAL.



MODULE 3

PowerPoint Slides

Slide 27

Video Scenario



27

Slide 28

Video Scenario Reflection



28

Slide 29

Anger Management

The key is to control anger before anger controls you.



Slide 30

Anger Management

- Count to 20 before you respond.
- Manage your thoughts.
- Consider the facts of the situation.



MODULE 3

PowerPoint Slides

Slide 31

Anger Management

- Listen effectively.
- Be assertive, NOT aggressive.



31

Slide 32

Avoid the Power Struggle



32

Slide 33

De-escalating Behavior

The primary objective is to remain calm and quickly assess the situation.



Slide 34

De-escalating Behavior

Avoid questioning the student.

Avoid arguing with the student.



MODULE 3

PowerPoint Slides

Slide 35

De-escalating Behavior

Avoid raising your voice, intimidating the student, or using phrases that can escalate the problem.



Slide 36

De-escalating Behavior

Do not block escape passages. Show accepting body language. Never place your hands on the student.

(Wright, 2013)



Slide 37

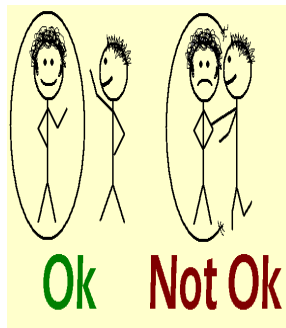
De-escalating Behavior

Keep appropriate personal space.

Provide reassurance.

Be aware of cultural differences.

(Wright, 2013)



Disengaging Challenging Behaviors



MODULE 3

PowerPoint Slides

Slide 39

Disengaging Behavior

Disengaging tactics allow the teacher to keep his or her cool in order to manage the conflict situation in an appropriate manner.

(Wright, 2013)



39

Slide 40

Disengaging Behavior

Keep cool under pressure.

Respond in a neutral and calm tone.

Keep dialogue brief.

Use non-confrontational words.

(Wright, 2013)



40

Slide 41

Disengaging Behavior

Divert the student's attention.

Provide an opportunity to cool down.

Offer the student a path to saving face.

Removal from the classroom for a brief time may be needed.



(Wright, 2013)

Slide 42

WARNING!

These strategies should be used when the behavior:

- is primarily verbal;
- shows no signs of escalating; and
- does not represent a safety risk.



(Wright, 2013)

MODULE 3

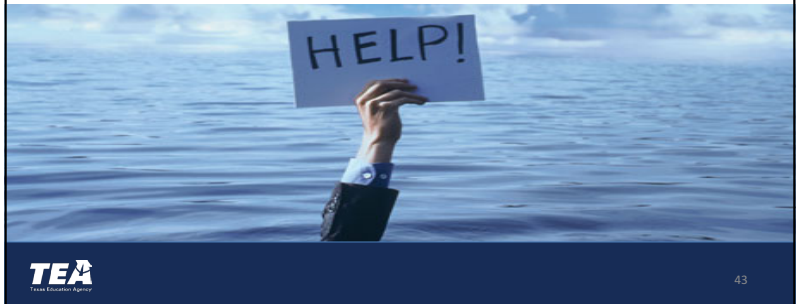
PowerPoint Slides

Slide 43

CAUTION!

If the student is suspected of presenting a safety risk to self or others, the teacher should call for immediate assistance.

(Wright, 2013)



Slide 44

Losing Control

What are the
CONSEQUENCES
?



Chapter 249.3

(1) Abuse—Includes the following acts or omissions:

- (A) Mental or emotional injury to a student
- (B) Causing a situation in which the student sustains a mental or emotional injury
- (C) Physical injury
- (D) Sexual conduct



19 Tex. Admin. Code §249.3



45

Slide 45

State Board for Educator Certification (SBEC) Sanctions

Disciplinary action can include

- restriction,
- reprimand,
- suspension, and
- revocation or surrender of certificate.



46

Slide 46

MODULE 3

PowerPoint Slides

Slide 47



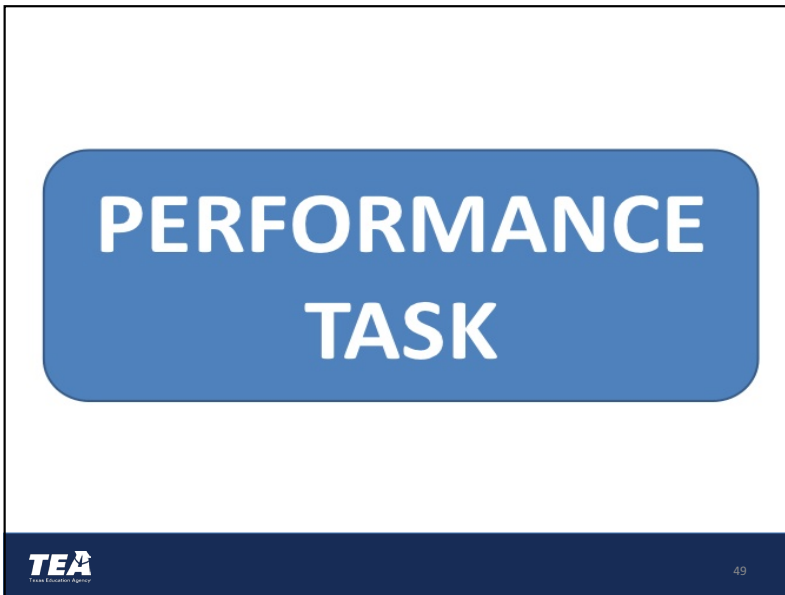
Slide 48

"I've come to the frightening conclusion that I am the decisive element in the classroom."

Haim Ginott (1965)
Between Parent and Child

A rectangular image showing a sunset or sunrise over a body of water. The sky is filled with vibrant orange, red, and yellow clouds. The water in the foreground is dark with white-capped waves. Overlaid on the image in white, bold, sans-serif capital letters is the text "I AM THE DECISIVE ELEMENT". In the bottom left corner is the TEA logo (Texas Education Agency). In the bottom right corner is the number 48.

Slide 49



Slide 50



MODULE 3

PowerPoint Slides

Slide 51



Slide 52



Slide 53

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Slide 54

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MODULE 3

PowerPoint Slides

Student Discipline & Teacher Anger Management

Performance Task

MODULE 3

Performance Task

Work with your group to respond to each scenario below. Be specific in your responses.

1. Discuss the possible ethical issues of the situation.
2. Determine if the safety or well-being of anyone is at stake.
3. What advice, strategy, or policy would you recommend to schools based on this scenario?

Scenario 1:

Raul, a ninth-grade student, is usually quiet in class. He often refuses to complete the assignments presented each day. On Wednesday, when you ask him to complete his assignment, he tells you to shut up and leave him the “f---” alone. This is not usual behavior for Raul. You ask him to leave the class and report to the office, and he refuses. List three strategies to de-escalate the situation and three ways you should respond to the misbehavior.

De-escalation Strategies (Responses will vary)

How should you respond to the misbehavior? (Responses will vary)

MODULE 3

Performance Task

Scenario 2:

During your fifth-grade math class, you turn off the lights so students can see the PowerPoint you created for the day's lesson. Each time the lights are turned completely off, a couple of the students start throwing pencils and making animal sounds. You turn on the lights and tell the students that their behavior is inappropriate. You try again and turn off the lights, and a couple of students begin making animal sounds. You cannot identify the students. You are very upset. How should you handle the situation? Be specific and list three strategies to remedy this situation.

De-escalation Strategies (Responses will vary)

How should you respond to the misbehavior? (Responses will vary)

Student Discipline & Teacher Anger Management

Journal Reflection Activity

MODULE 3

Journal Reflection Activity

JOURNAL REFLECTION ACTIVITY

Please respond to the reflection questions below:

1. How well does my classroom management plan work?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Journal Reflection Activity

[illegible]

Student Discipline & Teacher Anger Management

Assessment

MODULE 3

Assessment

Select the best answer choice for each item below.

1. The goal of the Educators' Code of Ethics is:
 - a. To create positive learning environments for public schools
 - b. To protect the safety and welfare of Texas schoolchildren and school personnel
 - c. To create a system for stakeholders to be assured of professional behavior
 - d. To help teachers understand the importance of being a teacher
2. What emotion usually occurs when students are extremely non-compliant, verbally abusive, and behaviorally agitated?
 - a. Sadness
 - b. Confusion
 - c. Anger
 - d. Frustration
3. The ultimate goal of anger management is to:
 - a. Punish a student who is misbehaving.
 - b. Let the student know who is boss.
 - c. Remove the student from the classroom.
 - d. Learn how to control your reactions when students increase your frustration and anger levels.
4. True or False: Students often imitate behaviors modeled by their teachers.
 - a. True
 - b. False
5. Which of these are strategies that model positive behavior?
 - a. Count to 20 before you respond.
 - b. Consider the facts of the situation so you can calm your anger reactions.
 - c. Listen effectively.
 - d. Be assertive, not aggressive.
 - e. All of the above

MODULE 3

Assessment

6. True or False: Not all classrooms need to have a discipline plan in place.
 - a. True
 - b. False

7. The most important objective for a teacher when faced with defiant or violent behavior from a student is to:
 - a. Get out of the classroom.
 - b. Remain calm.
 - c. Defend yourself.
 - d. Show the student who is in charge.

8. Abuse is defined by the Texas Administrative Code as:
 - a. Mental injury
 - b. Emotional injury
 - c. Physical injury
 - d. All of the above

9. Three strategies that help create a supportive learning environment are:

10. How does your behavior in the classroom impact your students' behavior?

***This assessment may be conducted as a follow-up to be submitted after completion of training. Districts may use this assessment as proof that the participant completed the module and to award CPE credits.**

**Teachers as Role Models:
Conduct Outside of School**

4

Teachers as Role Models:

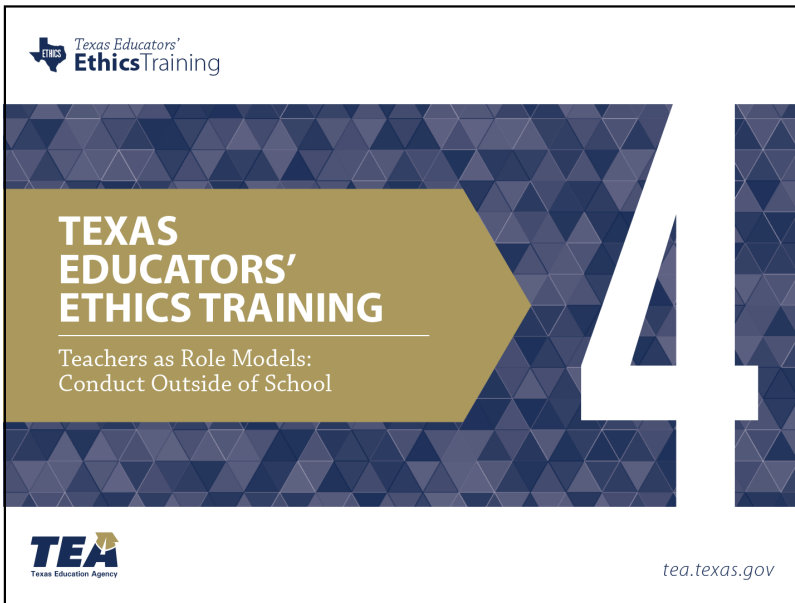
Conduct Outside of School

PowerPoint Slides

MODULE 4

PowerPoint Slides

Slide 1



Texas Educators' Ethics Training

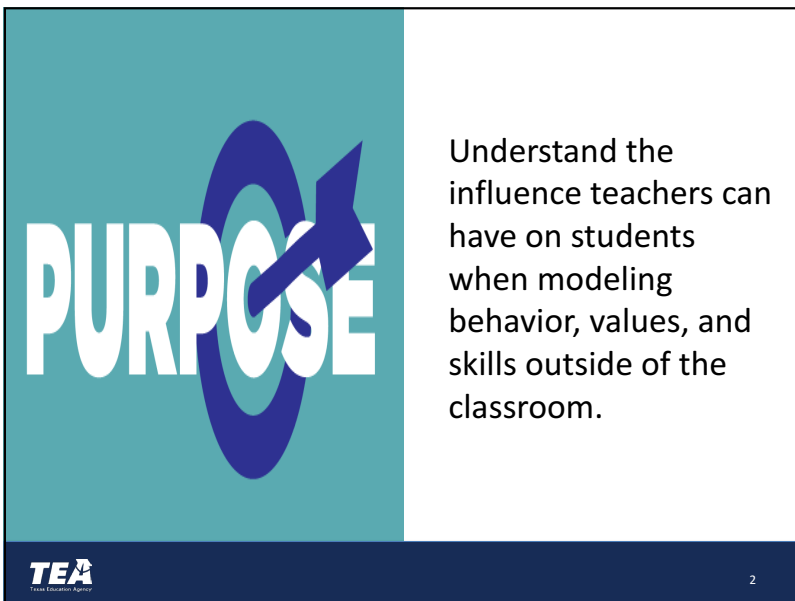
TEXAS EDUCATORS' ETHICS TRAINING

Teachers as Role Models:
Conduct Outside of School

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Slide 2



PURPOSE

Understand the influence teachers can have on students when modeling behavior, values, and skills outside of the classroom.

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MODULE 4

PowerPoint Slides

Slide 3

Stimulating Thinking

1. What responsibility do educators have to their profession outside of the regular school day?
2. How can educators strike a positive balance between their personal and professional lives?



3

Slide 4

Participants will



- analyze how educator actions reflect directly on the status of the education profession and the community at large;
- identify characteristics and responsibilities of being a role model for students outside of school;
- generate a list of red flag areas of vulnerability educators should be aware of regarding behavior outside of school; and
- review consequences of actions from negative out-of-school educator conduct.



4

Slide 5

“Example is not the main thing
in influencing others;
it is the only thing.”

Albert Schweitzer



5

Slide 6

Student Perspective



6

MODULE 4

PowerPoint Slides

Slide 7

Student Perspective




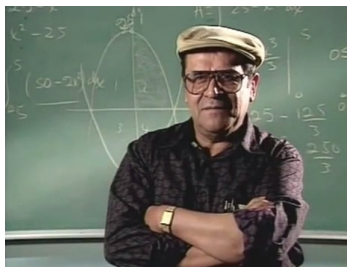
- Passion and Ability to Inspire
- Clear Set of Values
- Commitment to Community
- Selflessness and Acceptance of Others
- Ability to Overcome Obstacles

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7

Slide 8

Positive Educator Role Models



What we do matters both inside and outside of school.

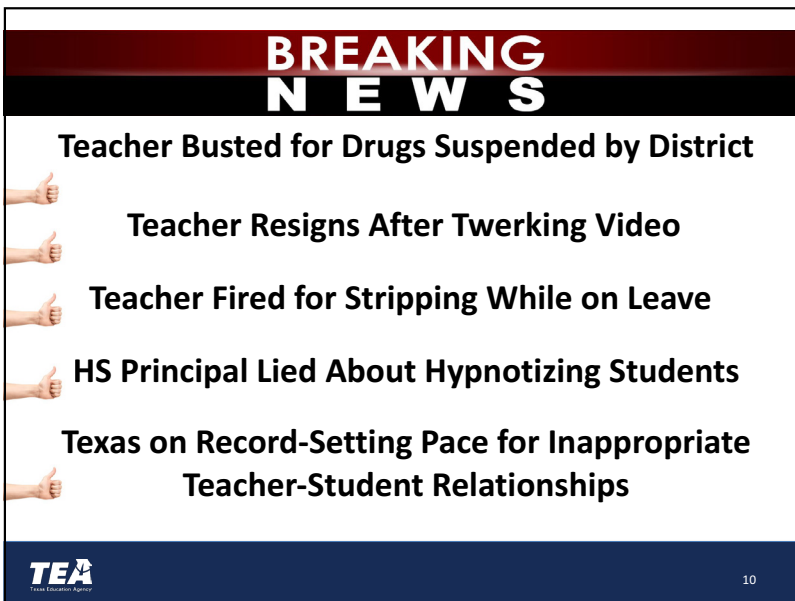
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8

Slide 9



Slide 10



MODULE 4

PowerPoint Slides

Slide 11



Slide 12

TOP NEWS

A Thank You to the Teacher
Who Saw What No One Else Did

**Eleven Education Leaders Had Their
Lives Changed by Amazing Teachers**

Assistant Principal Organizes
Fundraisers for Students

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12

Slide 13

Video Scenario



Slide 14

Video Scenario Reflection



MODULE 4

PowerPoint Slides

Slide 15

Life Under a Microscope



Slide 16

Our Private Lives Aren't So Private Anymore...



Slide 17

The Impact of a Personal Online Post



Slide 18

Consequences of Actions

OUTCOME

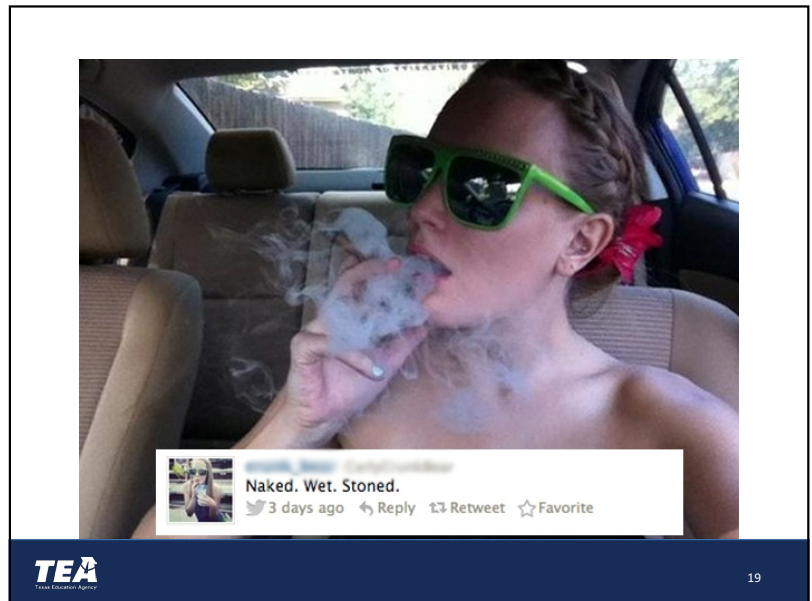


- ★ The professional relationship with his principal became strained.
- ★ The principal lost respect and trust for the teacher.

MODULE 4

PowerPoint Slides

Slide 19



Slide 20

Consequences of Actions

OUTCOME

- ★ Loss of respect and credibility from colleagues, administrators, students, parents, board members, and community.
- ★ Loss of employment.
- ★ Loss of future employment/certification.

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20

Slide 21

Can you teach good judgment?



Slide 22

Ramifications




MODULE 4

PowerPoint Slides

Slide 23

Educators as Role Models



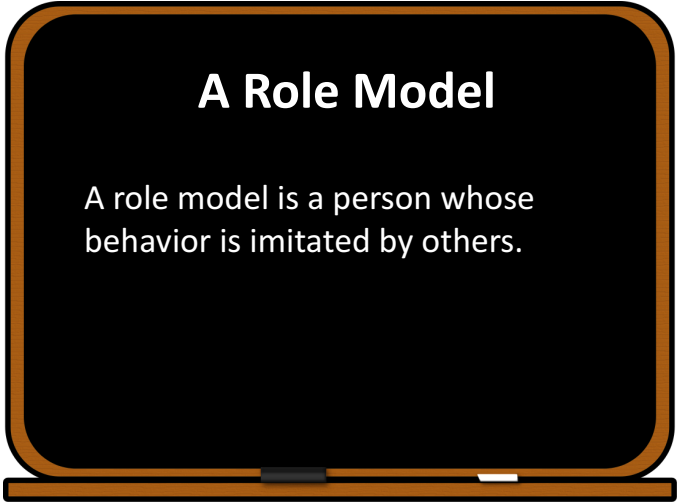
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23

Slide 24

A Role Model

A role model is a person whose behavior is imitated by others.



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24

Slide 25



Slide 26

A general principle of the law states that...

An educator's good moral character constitutes the essence of the role model that the educator represents to students **both inside and outside the classroom.**


19 TAC §249.5



MODULE 4

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Slide 27



Community Expectations for Educator Actions Outside of the School Day

EXPECTATIONS

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27

Slide 28



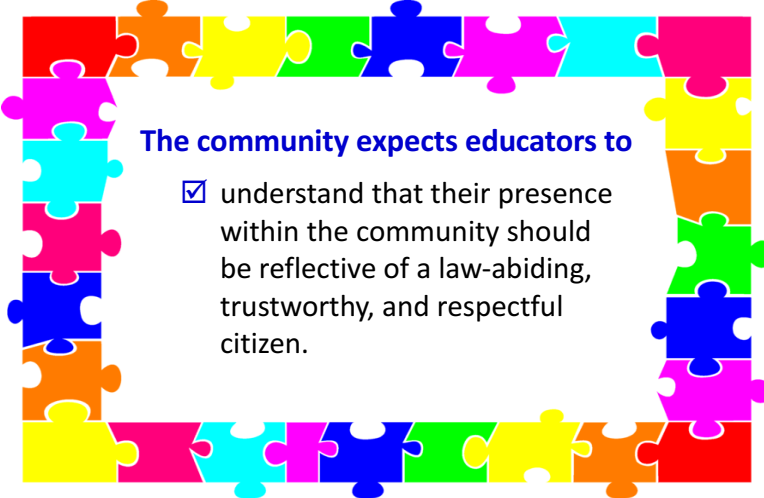
The community expects educators to

- ☒ be keenly aware that their actions reflect on the profession and the schools they represent;
- ☒ demonstrate the highest level of professional judgment inside and outside of the school day; and

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28

Slide 29



The community expects educators to


- ☒ understand that their presence within the community should be reflective of a law-abiding, trustworthy, and respectful citizen.

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29

Slide 30

Discuss the challenges of being a role model for students outside of school.



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30

MODULE 4

PowerPoint Slides

Slide 31



Slide 32



Slide 33

Areas of Caution and Vulnerability

Attire

- ☐ Professional or casual vs. inappropriate attire

Language

- ☐ Appropriate vs. inappropriate or vulgar language



Slide 34

Areas of Caution and Vulnerability

Social Media – Private/Public Posts

- ☐ Pictures or posts that are viewed as inappropriate, lewd, etc.

Use of Alcohol

- ☐ Social drinking vs. out-of-control drinking that adversely impacts behavior and driving



MODULE 4

PowerPoint Slides

Slide 35

Areas of Caution and Vulnerability

Part-Time Employment/Hobbies Outside of Teaching

- ☐ Is this employment/hobby viewed as appropriate by my community? When in doubt, ask your administrator.

Involvement in ANY Illegal Activity

- ☐ Drugs
- ☐ Assault
- ☐ Theft



35


Slide 36

Consequences of Actions



36

Slide 37



- Reprimand
- Suspension
- Termination
- Loss of Certification
- Incarceration

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Slide 38

Chapter 247: Statement of Purpose:
The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character.

Code of Ethics
19 TAC § 247.1

How do you define good moral character?

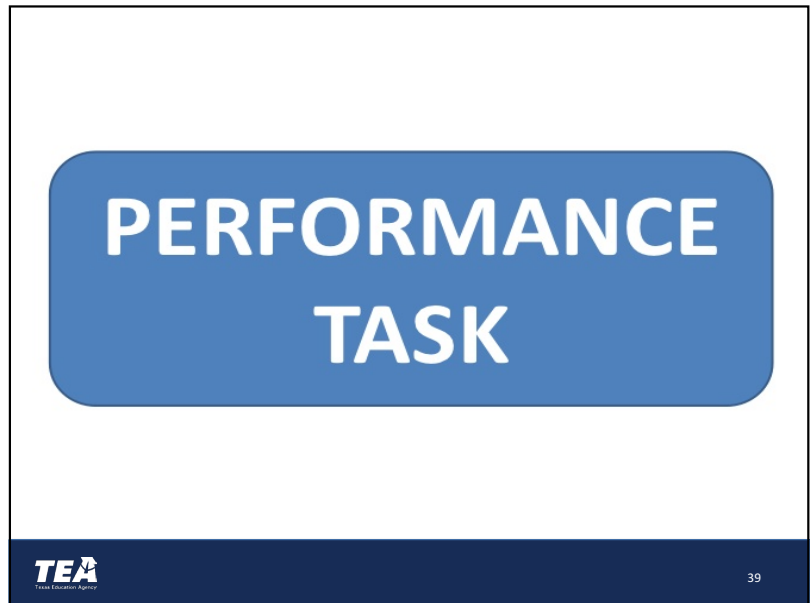
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38

MODULE 4

PowerPoint Slides

Slide 39



Slide 40



Slide 41



Slide 42



MODULE 4

PowerPoint Slides

Slide 43

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43

Slide 44

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44

Slide 45

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MODULE 4

PowerPoint Slides

Teachers as Role Models:

Conduct Outside of School

Performance Task

MODULE 4

Performance Task

SCENARIO 1

As a group, discuss the scenario and review the Perspective Focus questions below. Include your group's perspective for each question under the Perspective Analysis column

Mr. Sailor, a teacher, played a round of golf with his friends from his previous job at a local refinery. When they finished the round of golf, the group decided to have a few drinks and grill burgers at the lake. After a few hours of being at the lake, some of the students from Mr. Sailor's high school approached the group. It was evident that the students had been drinking since they had an ice chest of beer with them. The students joined Mr. Sailor and his friends and continued to drink until late in the evening. Mr. Sailor and the students engaged in a very friendly banter during the time they spent together at the lake.

Perspective Focus	Perspective Analysis
1. What are your concerns in this scenario that demonstrate how quickly the lines can blur in the teacher-student relationship?	

MODULE 4

Performance Task

Perspective Focus	Perspective Analysis
2. What are the potential consequences for the teacher, school, and the school’s community?	
3. What response or action would have been more appropriate on the part of the teacher?	

SCENARIO 2

As a group, discuss the scenario and review the Perspective Focus questions below. Include your group's perspective for each question under the Perspective Analysis column.

The elementary Parent Education Foundation purchased an expensive utility cargo vehicle for the teachers to transport equipment to and from the new outdoor classroom and discovery areas. The principal, who lived in close proximity to the campus, would drive the cargo vehicle to her home on weekends to transport building materials for a horse barn she and her family were building on their 10-acre property. During one of the weekends, the cargo vehicle was stolen from her house during the night. The principal did not report the incident.

Perspective Focus	Perspective Analysis
1. What issues/concerns arise from this scenario?	

MODULE 4

Performance Task

Perspective Focus	Perspective Analysis
2. What are the potential consequences for the principal and the school?	
3. What response or action would have been more appropriate on the part of the principal?	

Teachers as Role Models:

Conduct Outside of School

Journal Reflection Activity

MODULE 4

Journal Reflection Activity

JOURNAL REFLECTION ACTIVITY

Please respond to the reflection question below:

As a result of this training module and group discussion, has your viewpoint changed regarding the influence you have on students outside of school? Please explain your answer.

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MODULE 4

Journal Reflection Activity

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Teachers as Role Models:

Conduct Outside of School

Assessment

MODULE 4

Assessment

Select the best answer choice for each item below.

1. The purpose and scope of the Educators' Code of Ethics is:
 - a. To maintain the dignity of the profession
 - b. To respect and obey the law
 - c. To demonstrate personal integrity
 - d. All of the above
2. In the results of the research study, students listed the number one attribute of a role model as:
 - a. Work ethic
 - b. Content expertise
 - c. Ability to inspire
 - d. Punctuality
3. An inappropriate social media post can generate which possible outcome?
 - a. Loss of respect
 - b. Loss of trust
 - c. Suspension or loss of employment
 - d. All of the above
4. All are examples of behavioral "red flags" except:
 - a. Controlled social drinking
 - b. Inappropriate or vulgar language
 - c. Use of illegal substances
 - d. Inappropriate use of social media
5. True or False: Students often imitate behaviors modeled by their teachers.
 - a. True
 - b. False
6. True or False: Texas Administrative Code, Chapter 249.5 addresses good moral character INSIDE and OUTSIDE of school.
 - a. True
 - b. False

MODULE 4

Assessment

7. True or False: The public holds teachers to a higher standard inside and outside of the classroom.
- a. True
 - b. False

8. Which statement is false?
- a. There is more to teaching than effective planning and delivery of instruction.
 - b. Whether I want to be or not, I am a role model for my students.
 - c. I cannot lose my certification for something that occurred after hours.
 - d. My personal actions reflect directly on my profession and the school I represent.

9. List three things the community expects from educators outside of the school day.

10. List three possible consequences an educator could face because of inappropriate or illegal behavior outside of the school day.

***This assessment may be conducted as a follow-up to be submitted after completion of training. Districts may use this assessment as proof that the participant completed the module and to award CPE credits.**

Confronting & Reporting Borderline Behavior



Confronting & Reporting Borderline Behavior

PowerPoint Slides

MODULE 5

PowerPoint Slides

Slide 1



Texas Educators' Ethics Training

**TEXAS
EDUCATORS'
ETHICS TRAINING**

Confronting & Reporting
Borderline Behavior

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Slide 2



Purpose

Explore the responsibility of educators in identifying and reporting inappropriate behaviors.



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2

MODULE 5

PowerPoint Slides

Slide 3

Stimulating Thinking

What is my role in reporting inappropriate behavior?



3

Slide 4

Participants will

- identify lack-of-judgment decisions;
- identify responsibilities for reporting educator misconduct; and
- review and discuss district reporting policies that ensure a safe and ethical climate.



4

Caring and Committed Educators



Slide 5

Impact of Educator Misconduct

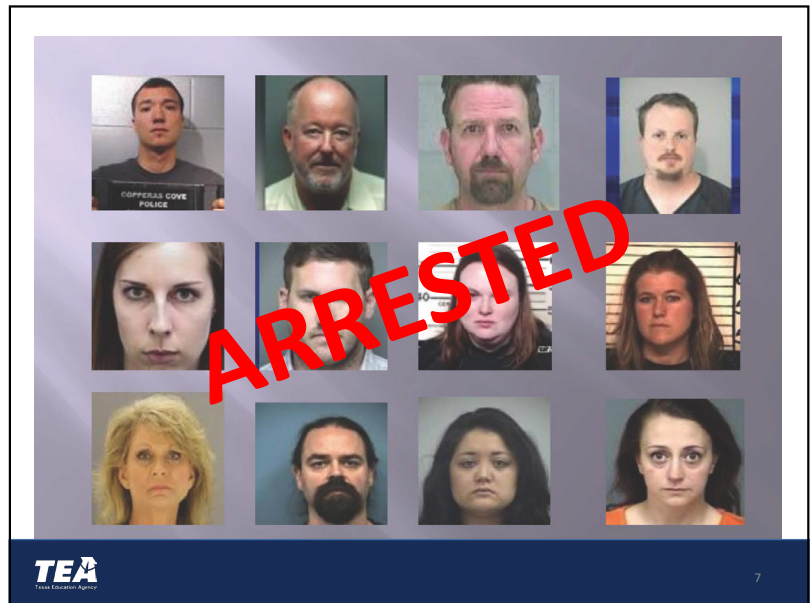


Slide 6

MODULE 5

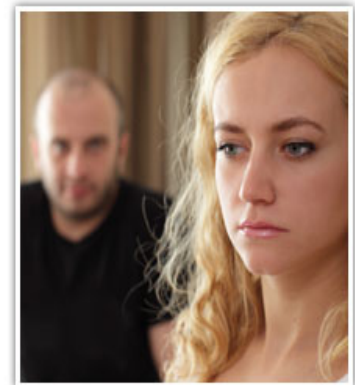
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Slide 7



Slide 8

What does
borderline
behavior
mean?



Slide 9

Video Scenario



Slide 10

Video Scenario Debrief



MODULE 5

PowerPoint Slides

Slide 11

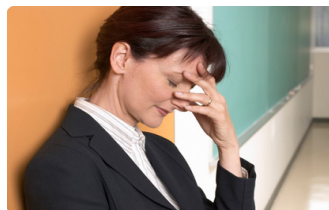


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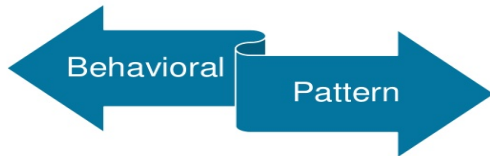
A Common Occurrence

"When I talk to teachers in a school where an educator has been arrested, I hear admissions that they suspected something but, because they were not completely sure, did not want to say anything."

(Shakeshaft, 2013)



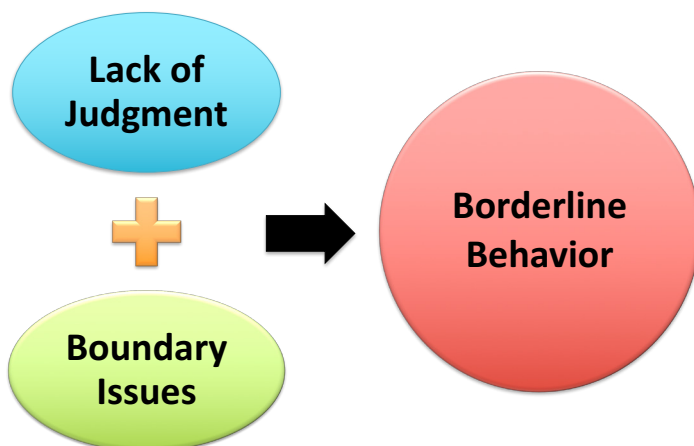
Slide 13



Educators can confront misconduct, specifically sexual misconduct, in schools if they know how to recognize and respond to suspicious patterns.

(Shakeshaft, 2013)

Slide 14




MODULE 5


PowerPoint Slides

Slide 15

Lack-of-Judgment Pattern



- Don't initially set out to harm students
- End up in relationships with students to meet emotional needs

15


Slide 16

The Slippery Slope

Voluntary statement given during investigation:

"Why did I act this way? I honestly don't know. I think it had a lot to do with two things: extreme loneliness and severe depression."

"Basically, I have no friends, certainly none in this town. This is probably the reason I'm so depressed. I started to feel closeness with her and was drawn to it. I don't know what I was thinking."

16

Slide 17



Slide 18

Reporting is Everyone's Responsibility

"I typically remain in my classroom until 5:30 or 6 most afternoons to grade papers, gather lesson resources, etc.

Walking to my car, I frequently observed a teacher leaning against her car engaged in conversation with one of my eighth-grade students. I often left feeling uneasy. It didn't appear appropriate for this teacher to be chatting with the student in this manner. Their proximity seemed flirtatious. Usually, there were only two cars left in the parking lot: mine and hers.

Two months later, the teacher was suspended for having an inappropriate relationship with the student. Ultimately, she lost her job, and the student transferred to another school. I should have reported what I had observed to my principal. Now it's too late."

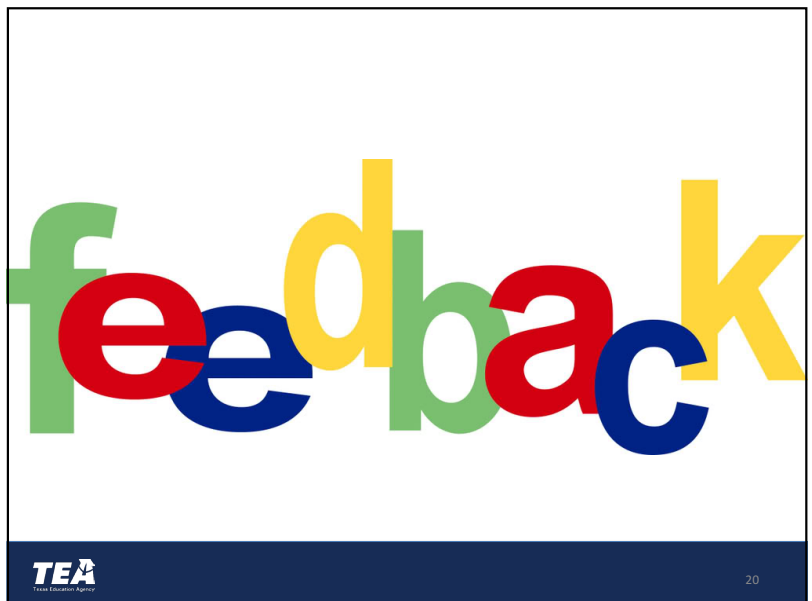
MODULE 5

PowerPoint Slides

Slide 19



Slide 20



Slide 21

Rise in Cases of Educator Misconduct



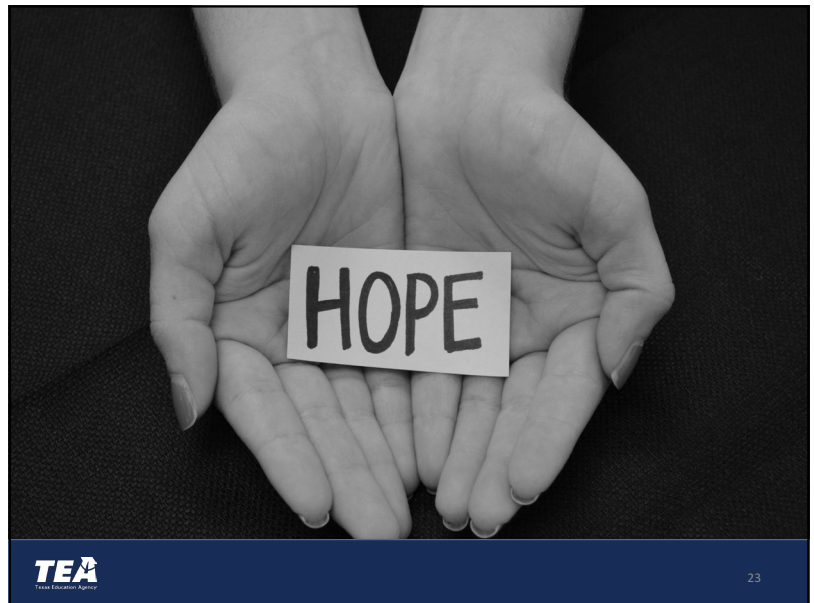
Slide 22

INVESTIGATIONS PENDING as of Sept. 1, 2017					1,198
INVESTIGATIONS OPENED	Q1	Q2	Q3	Q4	FY17 YTD
Number Opened:	251	290	372	289	1202
Percent Investigations Opened on a Report of Sexual Misconduct, Violence, Sexual Harassment or Inappropriate Relationship with a Student or Minor:	60%	53%	64%	56%	59%
Opened by Case Code:	Q1	Q2	Q3	Q4	FY17 YTD
1 - Sexual Misconduct	25	21	41	24	111
2 - Violence	67	62	85	64	278
3 - Drugs	39	70	70	70	249
4 - Sexual Harassment	2	8	3	0	13
5 - Official Misconduct	2	0	4	6	12
6 - Fraud	15	15	10	15	55
7 - Burglary	5	3	3	2	13
8 - Theft	19	17	18	14	68
9 - Hazing	0	0	0	0	0
10 - Inapp. Rel. w Student/Minor	56	64	109	73	302
11 - Miscellaneous	20	28	29	20	97
12 - Failure to Report (249.14)	1	2	0	1	4

MODULE 5

PowerPoint Slides

Slide 23



Slide 24



Slide 25

Many students become victims of some type of educator misconduct.



Slide 26

"If I reported and I was wrong, I would have ruined the life of another teacher."



(Shakeshaft, 2013)

MODULE 5

PowerPoint Slides

Slide 27

“If I didn’t report and this person had abused, I’d have ruined the life of a student.”



27

Slide 28

**How do I distinguish
between what is and
isn’t a reportable
offense?**




28

Slide 29

Question to Ponder

Why do cases of educator misconduct go unreported?



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29

Slide 30



Findings

Reasons some educators give for not reporting suspected educator misconduct:

- Lack of recognition of characteristics associated with inappropriate/abusive behavior
- Lack of awareness of legal responsibilities
- Fear of negatively affecting the school or educator's job

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30

MODULE 5

PowerPoint Slides

Slide 31



Findings

Reasons some educators give for not reporting suspected educator misconduct:

- Lack of sufficient evidence
- Belief that the student will be harmed more than helped if reported
- Fear of retaliation and litigation



31

Slide 32

If you suspect or know something . . .



32

Slide 33

What do we need to know about the reporting process?



Slide 34

District Reporting Protocol




MODULE 5

PowerPoint Slides

Slide 35

District Reporting Protocol



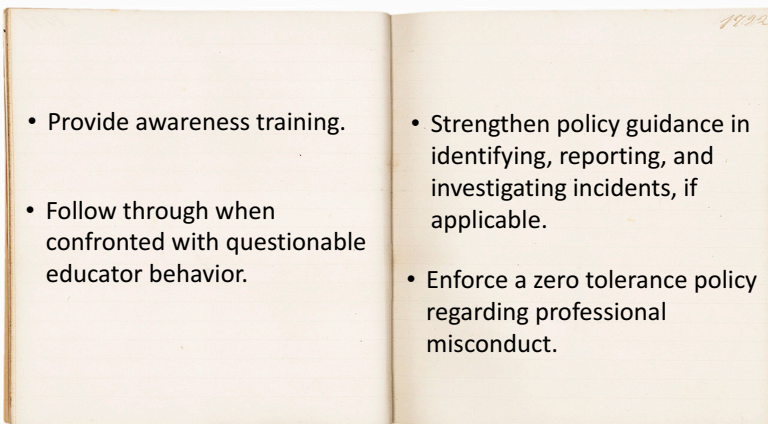
Follow district reporting policies and procedures to ensure all appropriate steps are followed.

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35

Slide 36

Supporting a Safe and Ethical Climate



- Provide awareness training.
- Follow through when confronted with questionable educator behavior.
- Strengthen policy guidance in identifying, reporting, and investigating incidents, if applicable.
- Enforce a zero tolerance policy regarding professional misconduct.

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36

Slide 37



Slide 38

Superintendent SBEC Reporting Requirements

Within 7 business days, a superintendent must report

- educator misconduct that results in termination or resignation; and
- a reported criminal history of an applicant for or holder of a certificate or permit issued by SBEC.

TEA Texas Education Agency 38

MODULE 5

PowerPoint Slides

Slide 39



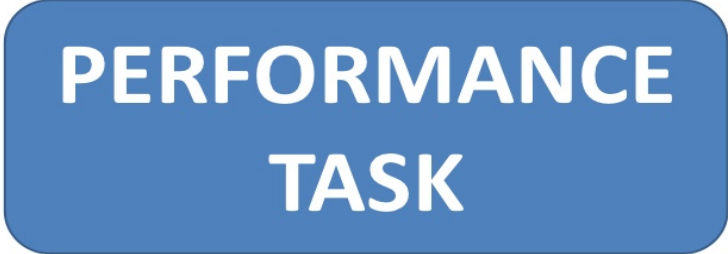
OUTCOMES

- ✓ Become knowledgeable about the importance of reporting requirements.
- ✓ Create a safe and ethical climate.
- ✓ Send a strong message that misconduct will not be tolerated.
- ✓ Trust your instincts




39

Slide 40



PERFORMANCE TASK



40

Slide 41



Slide 42



MODULE 5

PowerPoint Slides

Slide 43



Slide 44

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Slide 45

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MODULE 5

PowerPoint Slides

**Confronting & Reporting
Borderline Behavior**
Performance Task

MODULE 5

Performance Task

PERFORMANCE TASK

Discuss each scenario listed below with your group and determine if it is a reportable violation. Place a checkmark in the first or second column indicating your group's decision to report or not report each incident [**R: Report**; **DNR: Do Not Report**]. Explain your justification in the third column.

SCENARIO	R	DNR	JUSTIFICATION
You're monitoring instruction. A student's phone is on her desk. A text from a teacher pops up that says, "Hey, what's up?"			
You see two single colleagues out on a date.			
You see a teacher change an answer on a state assessment.			
You see a male teacher hug a female student and then rub her shoulders.			

MODULE 5

Performance Task

R: Report; DNR: Do Not Report

SCENARIO	R	DNR	JUSTIFICATION
You walk into a teacher's classroom. He is giving each of his students a gift bag with a candy bar, a pencil, and a journal.			
You see a fellow teacher at a local pub who is heavily intoxicated.			
You hear two students talking about a friend who frequently goes over to his teacher's house. The female teacher is single.			
You see a fellow teacher shooting hoops with several of his students at the nearby park shortly after school lets out. Another teacher arrives to shoot hoops as well.			
You attend an evening meeting at the local university. On your way to your car, you see one of your colleagues sitting very closely on a bench with one of his high school students.			
You walk by a colleague's classroom at the end of the day. You hear loud giggling. You peek through the window and observe the teacher holding a female student closely while practicing a self-defense technique.			

**Confronting & Reporting
Borderline Behavior**
Journal Reflection Activity

MODULE 5

Journal Reflection Activity

JOURNAL REFLECTION ACTIVITY

Please respond to the reflection question below:

From your perspective, has your campus made strides to support a safe and ethical climate?

If your response is **yes**, what strategy or strategies have fostered a safe and ethical climate at your campus?

If your answer is **no**, what recommendation can you offer to create a safe and ethical climate?

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Journal Reflection Activity

Journal Reflection Activity

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**Confronting & Reporting
Borderline Behavior**
Assessment

MODULE 5

Assessment

Select the best answer choice for each item below.

1. If you suspect an incident of educator misconduct has occurred, you should:
 - a. Try to gather more information to make sure.
 - b. Talk to your teacher friends and ask what you should do.
 - c. Report it to your administrator immediately.
 - d. Stay out of it.
2. True or False: Adult bystanders contribute to an unsafe school environment by remaining silent.
 - a. True
 - b. False
3. True or False: Reporting suspected educator misconduct can prevent inappropriate educator-student relationships.
 - a. True
 - b. False
4. True or False: The campus administrator should be the first point of contact for reporting an allegation of misconduct against an educator.
 - a. True
 - b. False
5. A district can foster a safe and ethical climate by:
 - a. Providing awareness training for all school personnel
 - b. Acting and following through when confronted with questionable educator behavior
 - c. Enforcing a zero tolerance policy for professional misconduct
 - d. All of the above
6. Within how many days are superintendents required to report educator misconduct to the Texas Education Agency?
 - a. 10 calendar days
 - b. 5 calendar days
 - c. 7 calendar days
 - d. 30 calendar days

MODULE 5

Assessment

7. True or False: Educators must be knowledgeable of their district's reporting policies and procedures.
 - a. True
 - b. False
8. What important considerations should be noted when distinguishing between reportable and non-reportable incidents?
 - a. You must prepare to conduct a complete investigation of the incident.
 - b. You must determine if the student is in danger of being harmed in any way.
 - c. You must determine if the action or behavior exhibited by the colleague is appropriate.
 - d. B and C only

9. List three reasons educators give for not reporting inappropriate educator behavior.

10. What is the most common reason educators become involved in an inappropriate educator-student relationship?

***This assessment may be conducted as a follow-up to be submitted after completion of training. Districts may use this assessment as proof that the participant completed the module and to award CPE credits.**

Role of Administrators in the Prevention & Intervention of Inappropriate Behavior

**Role of Administrators
in the Prevention & Intervention
of Inappropriate Behavior**
PowerPoint Slides

MODULE 6

PowerPoint Slides

Slide 1



**TEXAS
EDUCATORS'
ETHICS TRAINING**


Role of Administrators in the
Prevention & Intervention of
Inappropriate Behavior




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6

Slide 2



Describe the role of
administrators in the
prevention and
intervention of
inappropriate behaviors.



2

MODULE 6

PowerPoint Slides

Slide 3

Stimulating Thinking

1. What is the role of administrators in the prevention and intervention of inappropriate behavior?
2. How can teachers and staff support them in this endeavor?



3

Slide 4

Participants will

- understand how district and campus leaders can develop an ethical culture;
- identify strategies to prevent inappropriate behaviors; and
- identify methods to intervene in any observed or reported inappropriate behavior.



4

Slide 5

Inappropriate Behavior

How often do we read or see news stories about a teacher who has had an inappropriate relationship with a student?



Slide 6

“A 14-year-old student wrote his cell number on a classroom chalkboard because he wanted a classmate he liked to call him. The student was contacted—not by the girl, but by his 32-year-old teacher. Within days, the two were involved in a sexual relationship.”



MODULE 6

PowerPoint Slides

Slide 7

"A 33-year-old teacher began flirting with a 17-year-old student at a school dance. The teacher then sent the student texts, photos, and a video of herself performing lewd acts. The relationship escalated. The teacher pleaded guilty to sexual assault."



Slide 8

"A 54-year-old teacher exchanged more than 1,800 text messages with a student, many of them sexually explicit, before the teacher was convicted and sentenced to prison."



Slide 9

In 2015, the *Washington Post* wrote:

“Texas is home to the largest number of teacher sexual misconduct cases in the country. Investigations into alleged inappropriate teacher-student relationships has grown 27 percent over the past three years.”



Slide 10

Tabletalk

Could the previous incidents have been prevented? If so, how?

What strategies could these districts/campuses have implemented to prevent them from happening?

MODULE 6

PowerPoint Slides

Slide 11

Video Scenario



Slide 12

Video Scenario Reflection



Slide 13



Slide 14

Building and Maintaining Educator Ethics

Addressing inappropriate behavior should be:

PROACTIVE NOT REACTIVE.



MODULE 6

PowerPoint Slides

Slide 15

Building and Maintaining Educator Ethics

Maintaining an ethical workplace is essential.



15

Slide 16

Administrator's Role

It is important that the campus leaders monitor what is appropriate and what is inappropriate at their campuses.



16

The Concept of Leadership

At the core of most definitions of leadership are two functions: **providing direction** and **exercising influence**.



Slide 17

Providing Direction and Exercising Influence Begins with Culture



Slide 18

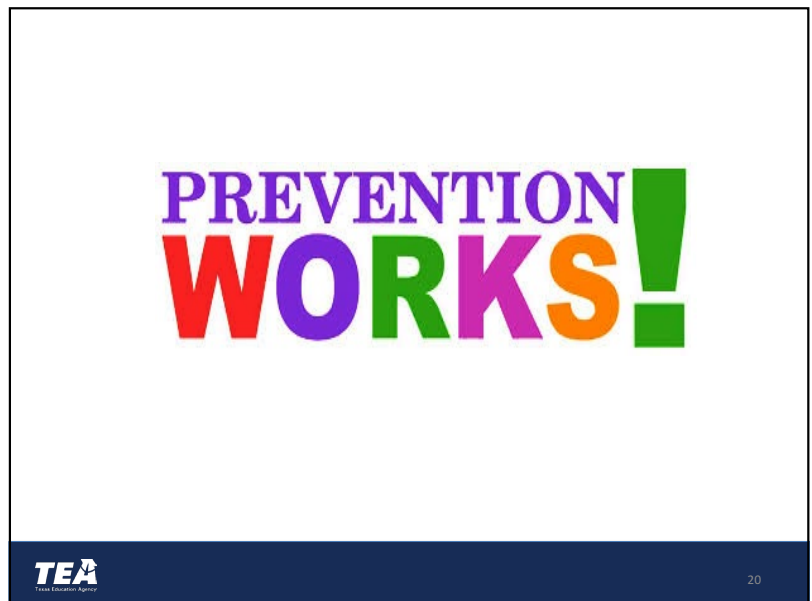
MODULE 6

PowerPoint Slides

Slide 19



Slide 20



Slide 21


Prevention Practices


District/Campus	Teacher/Staff
<p>Practice: Implement Policies and Practices</p> 	<ul style="list-style-type: none"> Familiarize yourself with all policies and practices. Know all district/campus expectations.


21

Slide 22

Prevention Practices

District/Campus	Teacher/Staff
<p>Practice: Develop Staff Understanding</p> 	<ul style="list-style-type: none"> Receive training on <ul style="list-style-type: none"> – building appropriate relationships; – social media; – professionalism; – district/campus ethical expectations; and – recognizing inappropriate relationships and reporting to administration.


22


MODULE 6


PowerPoint Slides

Slide 23

Prevention Practices

District/Campus	Teacher/Staff
Practice: Develop Staff Understanding	<ul style="list-style-type: none">• Receive training on<ul style="list-style-type: none">– effects of inappropriate relationships;– slippery slope;– grooming students; and– safeguarding students AND teachers.







23

Slide 24

Prevention Practices

District/Campus	Teacher/Staff
Practice: Put Controls in Place	<ul style="list-style-type: none">• Practice internal controls to avoid inappropriate behavior.• Participate in routine audits.





24

Slide 25

Prevention Practices

District/Campus

Practice: **Build an Ethical Culture**



Teacher/Staff

- Practice
 - transparency;
 - openness; and
 - communication.



25

Slide 26

Prevention Practices

District/Campus

Practice: **Acknowledge that Exploitation Exists**



Teacher/Staff

- Beware of bias.
- Pay attention.
- Educate parents and students on appropriate behavior.



26

MODULE 6

PowerPoint Slides

Slide 27

RECAP

- **Practice**

- Familiarize yourself with all policies/practices.
- Receive training.
- Be transparent, be open, and communicate.
- Beware of bias.
- Pay attention.
- Educate parents/students.



27

Slide 28

Key Questions

THINK
About It.

What is our campus doing to **prevent** inappropriate behavior?

Is there anything else that we could do to to **prevent** inappropriate behavior?



28

Slide 29



Slide 30

A green rectangle with a black border containing the word "intervene" in white, lowercase, sans-serif font.

Once an investigation has occurred and it has been determined that inappropriate behavior occurred....

TEA
Texas Education Agency

30

MODULE 6

PowerPoint Slides

Slide 31

Intervention: Respond Immediately

Action should be taken immediately to stop the behavior that was reported or observed.



Slide 32

Intervention: Clarify Expectations

Expectations should be clear, concise, and in writing and leave no room for misunderstanding.

EXPECTATIONS



Slide 33

Intervention: Clarify Consequences

Consequences for continued borderline behavior should be clear, concise, and in writing.



33

Slide 34

Intervention: Monitor Closely

The employee and the situation should be monitored closely.



34

MODULE 6

PowerPoint Slides

Slide 35

Intervention: Follow Up

Formal conferences and informal observations should continue to ensure the behavior does not occur again.

Follow Up
Follow Up
Follow Up



35

Slide 36

To Intervene or Not to Intervene



- Teacher has lunch with a student alone in his/her classroom.
- Teacher gives all students candy to reward their good behavior.
- Teacher provides a ride home to an individual student.
- Teacher is "touchy feely" with students.
- Select group of male students meets at female teacher's home for tutoring.
- Teacher meets a student at Barnes and Noble for coffee and to talk.
- Teacher sends a text to remind students of a test the following day in violation of school policy.
- Teacher meets with an individual student in a locked classroom.



36

Slide 37

EVERYONE'S Responsibility

**IF YOU SEE
SOMETHING,
SAY SOMETHING.**



37

Slide 38

**PERFORMANCE
TASK**



38

MODULE 6

PowerPoint Slides

Slide 39



Slide 40



Slide 41



Slide 42

References

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MODULE 6

PowerPoint Slides

**Role of Administrators
in the Prevention & Intervention
of Inappropriate Behavior**
Performance Task

MODULE 6

Performance Task

PERFORMANCE TASK

Work with your group to respond to the questions below. Be prepared to share.

Perspective Focus	Perspective Analysis
What are five strategies your campus can utilize to prevent inappropriate behavior?	

MODULE 6

Performance Task

Perspective Focus	Perspective Analysis
What are 3-5 actions an administrator should take to intervene when inappropriate behavior is observed or reported?	
What does an ethical culture look like at a campus?	

**Role of Administrators
in the Prevention & Intervention
of Inappropriate Behavior**
Journal Reflection Activity

MODULE 6

Journal Reflection Activity

JOURNAL REFLECTION ACTIVITY

Please respond to the reflection question below:

My campus can benefit from this information. Our next steps should be . . .

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

MODULE 6

Journal Reflection Activity

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**Role of Administrators
in the Prevention & Intervention
of Inappropriate Behavior**
Assessment

MODULE 6

Assessment

Select the best answer choice for each item below.

1. Administrators should build an ethical culture at their campus by:
 - a. Providing clear policies and practices
 - b. Modeling the behavior that is expected of all adults in the school
 - c. Training staff, students, and parents in ethical behavior
 - d. All of the above

2. At the core of most definitions of leadership are two functions. They are:

3. True or False: Prevention strategies can most likely decrease inappropriate behavior.
 - a. True
 - b. False

4. An ethical culture should be built on:
 - a. Transparency
 - b. Openness
 - c. Communication
 - d. All of the above

5. Once an administrator is made aware of inappropriate behavior, he/she should:
 - a. Respond immediately.
 - b. Call an attorney.
 - c. Report the teacher to the State Board for Educator Certification (SBEC).
 - d. Ask other teachers if they have seen or heard anything concerning this behavior.

6. True or False: Every school should acknowledge that exploitation does exist.
 - a. True
 - b. False

MODULE 6

Assessment

7. Ethics training should be conducted:
- a. At the beginning of school year
 - b. During the school year
 - c. Often
 - d. All of the above
8. Which statement is false?
- a. A transparent culture can help prevent inappropriate behavior.
 - b. It is not the teacher's job to report when inappropriate behavior occurs.
 - c. Cultural management is difficult; it must be nurtured within the workplace.
 - d. Openness and communication can help build a culture of ethical behavior.
9. What is the difference between reactive action and proactive action?

10. What is the role of the administrator in building an ethical culture?

***This assessment may be conducted as a follow-up to be submitted after completion of training. Districts may use this assessment as proof that the participant completed the module and to award CPE credits.**

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