

First Class

A Success Guide for Teachers Beginning Their Careers



Important Contact Information

School and District Names and Numbers

District central office: _____
School: _____
Mentor: _____
In-class emergency: _____
Substitute request: _____
Classroom repairs: _____
Curriculum supervisor: _____
Professional development office: _____
Personnel office: _____
Payroll and benefits office: _____
Athletic office: _____
Discipline problem: _____
Security problem: _____
Injury or medical problem: _____
Vandalism: _____
Credit union: _____



My Association Team

Local President: _____
UniServ Coordinator: _____
Building ACTION Team:
Advocate: _____
Communicator: _____
Teacher Leader Organizer: _____
District Leader Organizer: _____

Tennessee Education Association

801 Second Avenue North | Nashville, TN 37201
800.342.8367 | 615.259.4581 (Fax)
www.teateachers.org

National Education Association

1201 16th Street, N.W. | Washington, D.C. 20036
202.833.4000
www.nea.org

To report child abuse or neglect: 877.237.0004

Other important numbers: _____

A Welcome from the Tennessee Education Association

Congratulations! You did it. You set your sights on becoming a teacher, and now, after years of hard work, you join thousands of other Tennesseans in calling yourself “teacher.” There’s no word we treasure more and no work that serves our nation better. We’re proud to welcome you to our profession.

If you want to know what it’s like to take care of a sick patient, you ask nurses and doctors. If you want insights on the best plants for your yard, you ask a landscape architect. And if you want to know how to have a successful first year of teaching, well...you ask teachers. This booklet is the Tennessee Education Association’s collection of strategies and tips for having a great first class.

We want you to know that the TEA supports you. When we say “we,” we don’t just mean the educators who are elected by their peers to TEA’s Board of Directors. “We” includes tens of thousands of TEA members and 3.1 million school employees across the country who belong to the National Education Association. We stand with you and beside you.

Many changes in education are occurring in Tennessee. During such times, it is vital that the voice of education practitioners is heard, that our interests are protected, and that our expertise contributes to the discussion. TEA and NEA represents educators in the development of related policies at the state and local levels. TEA members, staff, and elected leaders provide guidance as important decisions are made.

TEA offers top-flight professional growth opportunities for all educators and provides local TEA staff in your “neighborhood” who offer professional assistance and counsel to members when needed. No other education organization is more involved in improving and supporting the education profession in Tennessee.

We hope you will not only choose to join TEA, but also to become actively involved in the Association. We’re sure you’ll see things about your classroom and your profession that you’d like to work to improve. That’s what TEA is all about—putting the voices and energies of thousands of educators behind the changes we want for our students and ourselves.

For more information about TEA, contact your local Association president, TEA

Board member, or UniServ coordinator. You can find their names at TEA’s website, www.teateachers.org. Or, feel free to contact us at 800-342-8367.

Have a wonderful year. We know how challenging and exciting a first year can be, because we’ve been there.

We look forward to working with you this year and throughout your career.

You set your sights on becoming a teacher and now, after years of hard work, you join thousands of other Tennesseans in calling yourself “teacher.” We’re proud to welcome you to our profession.



Beth Brown

Beth Brown
President
Tennessee Education Association

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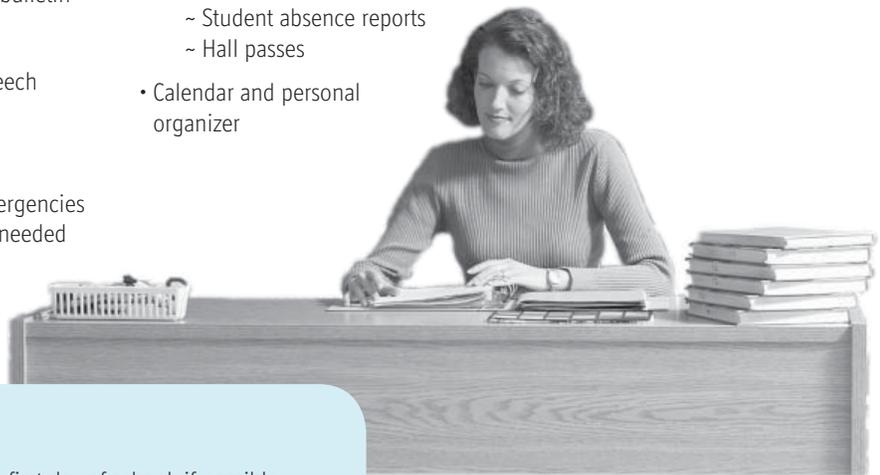
Being Prepared

What you need to know

- School hours for students and for teachers
- Your classroom and curriculum duties and responsibilities
- Additional duties and responsibilities such as bus, hall and lunch duty
- District and school policies for:
 - ~ Assigning homework
 - ~ Make-up work
 - ~ Dispensing medication
 - ~ Using email and technology
 - ~ Using copyrighted materials
 - ~ Students leaving class
 - ~ Grading
 - ~ Collecting money/accounting policy
- The school procedure for:
 - ~ Duplicating materials
 - ~ Purchasing
 - ~ Taking sick and personal leave
 - ~ Reading something over the intercom
 - ~ Getting classroom supplies
 - ~ Putting information in the daily bulletin
- The policy for referring students for:
 - ~ Special education, including speech
 - ~ Gifted and talented classes
 - ~ Title 1 assistance
 - ~ Section 504 services
- Who to contact in case of classroom emergencies when CPR, first aid or security might be needed
- When faculty, team, grade level, department and other regular meetings are held
- How and when to fill out progress reports and report cards
- How to fill out school forms: what information should be included on each and when they are due
- How and when you are paid
- What insurance coverage you have
- Information about your retirement system (TCRS)

What you need to have

- Required district forms like your W-2, insurance enrollment, teaching license, physical examinations (keep copies of all forms you submit)
- Grade book or other student record forms
- Lesson plan book
- The forms you may need during the first week of school, such as:
 - ~ Student accident forms
 - ~ Student absence reports
 - ~ Hall passes
- Calendar and personal organizer



First Things First

1. Join your local Association/TEA/NEA — before the first day of school, if possible — and arrange for convenient payment of your dues. If you're already a Student TEA member when you begin teaching as a full-time teacher, contact your local Association to upgrade your membership to Active status so you will have the benefits and protection you need as a teacher with full responsibility for students.
2. Review the tips in this guide and use it as a reference throughout your first year(s) of teaching. This guide can also be accessed in the Resources section of the TEA website, www.teateachers.org.
3. Sign up to attend a TEA-sponsored "I Can Do It" training to strengthen your classroom management skills. Check out the dates for this year's offerings in the Conferences section of the TEA website, www.teateachers.org, or check with your local association for when this session will be offered in your local or region.
4. Plan to request your NEA Student member rebate before May 1 of your first year of teaching. See page 5 of this guide for details.

Becoming a Member

Association membership — local, state and national — represents your opportunity to do more for public education, your students, and yourself than you could ever do alone. When you join your local Association, you are joining forces with tens of thousands of educators across Tennessee and more than 3 million educators across the nation who care deeply about public education. Among Association members, you'll find classroom teachers at every grade level, media specialists, school counselors, instructional assistants,

TEA supports members and local affiliates through training and conferences, licensure and instructional support, research and communications programs. TEA provides training and publications to help members understand the requirements of the annual teacher evaluation system. TEA also assists members who wish to appeal their evaluations.

Members have access to outstanding professional development workshops, conferences and award-winning publications. Some of these resources are available free or at reduced rates for members, and some are not available at all to non-members. You are holding one of these resources, *First Class: A Success Guide for Teachers Beginning Their Careers*, in your hands. You can learn about many other resources and opportunities on the TEA website, www.teateachers.org.

TEA defends members against unfair treatment through legal services, liability protection and UniServ. TEA attorneys and UniServ staff provide professional staff assistance wherever our members and local affiliates are located. UniServ coordinators are skilled professionals who assist local affiliates in all program areas and work with individual members on evaluation concerns, licensure issues and employment questions. You can find the UniServ coordinator working in your area by asking your local Association president or going to www.teateachers.org/staff.

Whenever and wherever decisions are made about public education, you'll find TEA and NEA representing educators and standing up for children.

Working together as Association members, we can do more than any of us can as individuals. Together, we send a powerful message as advocates for students and public schools. Together, we can influence the profession and the policymakers who make decisions affecting our classrooms and schools.

To Join TEA

Join online at www.TEATEACHERS.org/join, or complete a membership form and return it to your school's Association Representative or local president. That person can also answer your questions about services and benefits of TEA membership, confirm your dues amount and advise you on how to arrange for convenient payment of your dues. You may also contact your UniServ Coordinator at www.teateachers.org or call TEA Membership at 800.342.8367.

school secretaries, bus drivers, school psychologists, cafeteria workers, custodians, school nurses, teacher assistants, principals and other administrators, college and university faculty, and students preparing to become teachers. TEA has 138 local affiliates representing educators in public school districts and state special schools in Tennessee.

Don't miss out on these valuable member benefits:

TEA advocates for Tennessee's teachers, public schools and students. We do this through our member activists, registered lobbyists, a legislative contact team and state board of education contact team comprised of members, our full-time released president and professional staff. TEA advocates at the state level in the legislature and with the Tennessee Department of Education, the state board of education, the Tennessee Consolidated Retirement System and state advisory committees. At the district level, local affiliates advocate through collaborative conferencing, political action and communications programs.



Applying for Extra Cash

When you joined the Student Tennessee Education Association (STEA) while in college, you also became a member of the National Education Association Student Program (NEA-SP). If you were an STEA member at any time while in college and then join the Association in your first year as a teacher, you are eligible for a cash rebate in the first year you teach.

You can apply for the rebate only during your first year of teaching, and must apply prior to May 1 of that year.

You'll receive \$20 back for each year you were an NEA Student member, up to \$80 for four years. In order to claim your rebate



for the years you were a student member visit www.nea.org and search "Student Rebate" to download the rebate form.

NEA will verify your student membership and active membership status and mail you a rebate check by the end of the summer. For more information about the student

program rebate, contact TEA Instruction and Professional Development, 800.342.8367, ext. 3219.

Receive \$20 back for each year you were an NEA Student member.

Important Note

If you are a current Student TEA member at the time you are employed as a classroom teacher, be sure to upgrade your membership immediately to Active status. It is important to do this so you receive the benefits and protection you need as a teacher with full responsibility for students. To accomplish this task and arrange for convenient payment of your dues, see your Association Representative or Local Association president.

Organizing Your Professional Life

Every educator should maintain a professional file containing papers and documents related to one's employment. Keeping good records can help clear up misunderstandings before they become problems. Proper documentation can help with your evaluation and help ensure you're paid correctly.

Consider keeping these documents in your professional records file:

- Teaching license
- Letter of employment
- College transcripts
- Updated resume
- Teaching contract, including contracts for supplemental duties
- Years of service
- Local negotiated collaborative conferencing Memorandum of Understanding (MOU), if any
- Retirement benefit records
- Insurance records, including your Association — provided liability policy
- Leave records (include dates / reasons for leave)
- Teaching schedule and other assignments (retain for several years)
- Salary schedule and yearly salary notice
- Correspondence to and from the administration
- Letters of praise or complaint
- All evaluation records, including student claiming information for TVAAS
- Awards, honors and commendations
- Records of job-related workshops and seminars
- School system policies



Portraying a Professional Image

Carry your work with you — to the laundromat, doctor's office, beauty salon. Grade papers and prepare lessons while you're waiting. Consider it a chance to let people know how much you enjoy teaching.

Refer with pride to the fact you are a teacher. While you may share your frustrations with friends and family, also include the ways you and other teachers are working to improve those situations — what the school is doing to reduce absences or improve family engagement, for example. Let people know that you believe in public education.

Display your degrees and certificates. It's good for those times when adults visit your classroom. Think about the positive effect it can have on your students.

Honor the school day. Arrive on time every day and don't leave campus early. Use sick days and personal days wisely and honestly.

- Records of incidents of student discipline
- Records of student referrals
- NEA Member Benefits information
- Proof of membership in the Association
- Correspondence to and from families
- Brief summaries of family conferences
- Brief summaries of conferences with supervisors

Starting the School Year

Make a detailed schedule for yourself for the first week. At the elementary level, include times for each subject, restroom and lunch breaks and other times your students will leave the room. At the secondary level, include times of assemblies, each day's schedule and times of faculty or department meetings. Also include time for paperwork and a breather for yourself.

Plan the drive to school. Make the drive at least once to check traffic patterns and find the best route before school starts. Allow extra time for rush hour traffic.

Get to school early. You'll have time to ask any last-minute questions, go over final plans, put out materials and relax before students arrive. Before class begins, write your name on the board along with the day's schedule, procedures and class rules.

Familiarize yourself with the school building. Locate the exits, office, gym, health room, cafeteria, supply room, faculty work room, lounge and media center.

Set up furniture and equipment in your classroom to encourage the kind of learning environment that is welcoming and suits your teaching style. The classroom arrangement should promote individual and group learning with supplies, equipment and resources being easily accessible.

Enter student names in your grade book in pencil. Some teachers maintain a temporary grade book for the first week or so while student schedules are being finalized. Some teachers also wait to issue textbooks for the same reason.

Create lesson plans for the first week. Plan at least twice as much as you think you'll have time to cover.

Welcoming Students Who are English-Language Learners

Learning to "do school" in America requires time, trial and error and lots of help from other students and sensitive adults. Here are some ideas for easing students' transition during their first days and weeks of school in this country:

- Speak at a normal rate and volume. We tend to speak louder when speaking to people who use a language other than our own. This may actually impede comprehension. Consistently use an extended wait time.
- Assign a student as a peer ambassador. Ask this student to sit beside the ELL student and demonstrate routines. Have the peer take the student on a tour of the school, identifying people and places, especially bathroom and cafeteria routines.
- Introduce the student to the class as (name) who speaks (language), not as someone who does not speak English — which stresses inability rather than abilities. Call students by their real names, avoiding nicknames that may be easier for Americans to pronounce. Students need to keep their identities in a completely strange-feeling situation.
- Be sure the student has all the materials needed for classroom activities and recognize that families may not understand or be able to provide materials requested from home.
- Incorporate the student's native language by posting a greeting or map or labels. Try to get any announcements to be sent home translated into the student's language.
- Establish consistent routines and language describing these activities.



- Provide examples of required work.
- If you have several students who speak the same language, allow them to interact in their native language to provide a sense of belonging. Those who speak more English can help others understand.
- Teach students a standard phrase (such as, "Repeat, please!") or a non-verbal cue to use when they don't understand.
- Remember that being accepted by others is a priority. Create opportunities for students to share a classroom task and work together.

Write down everything, including procedures. Give work at which all students can be successful and which you can quickly grade. Plans should be aligned to state content standards and include assessments of student learning.

Plan several extra individual activities in case some or all students zoom through scheduled activities more quickly than expected.

Put up bulletin board displays and posters. Leave room for student work and allow displays to reflect diversity.

Decide how to deal with interruptions such as office announcements and personal emergencies.

Familiarize yourself with emergency procedures for fire drills, severe weather and lockdown drills.

Establish classroom rules and routines with your classes. Practice routines and post rules in the first days of the school year.

Model appropriate behavior demeanor and dress. Your students are always watching.

Succeeding on the First Day

First-day tips for elementary teachers

Greet the children at the door and point them to their desks where you have already placed two easy-to-read name tags, one for them to wear and one to leave on their desks.

Plan a get-acquainted activity to help students (and you) learn each others' names. Explain procedures for entering the room each morning: where to hang coats, when to be in their seats, how much conversation is allowed.

Tell how you will start each day. Then have students practice it and tell them whether their behavior met your expectations. Describe how the lunch count, attendance and other daily tasks will be handled. Explain procedures for absences and late arrivals.

Explain each activity before it occurs and review the procedure as soon as you complete it.

Read the rules for behavior along with consequences and rewards. Point out the poster, bulletin board or area where these are posted. (See page 14 for suggestions.)

Give students a tour of the room and show them materials they may use. Establish a specific location on the chalkboard or bulletin board for daily schedules, homework assignments and reminders of events and deadlines.

First-day tips for middle and high school teachers

Introduce yourself, including your background and special interests. Then have the students introduce themselves to you and one another in a similar manner. Post your school website if there is one.

Have students write on note cards their addresses, phone numbers, names of families/guardians, email address and one interesting fact about themselves.

Hand out any notices from the school office and have students complete any required forms.

Outline your procedures for recording attendance and tardiness, giving assignments, collecting papers, making up work and issuing hall passes.

Post rules for classroom behavior on a bulletin board, poster, or — for the first few days — on a dry-erase board. You may want to have the class help make the rules. Remember that they have no choice about some rules — so don't pretend they do.

Establish a uniform heading for papers. Check with team or department members for consistency.

Explain how you will determine students' grades. Send home this information and ask parents to sign and return.

Take students on a tour of the school, pointing out restrooms, the lunchroom, the office, the gym, the playground and library.

Schedule a restroom break early in the morning the first day and explain procedures for walking to and from the restroom.

If you give homework, give some the first night, making it simple and easy to grade.

Vary activities and the pace of lessons every day. Students' attention spans are shorter than you may expect.

Demonstrate the procedures for getting out materials and putting them away. Explain what students should do if they finish their work early.

Tell your class what is about to happen before they leave for physical education, lunch or other outside activities. Tell younger children how you want them to line up and have them practice a couple of times.

Reserve the last 15-20 minutes the first day to clean up and review what has been covered. Hand out any notices for parents, or tape them on younger children.

Explain procedures for dismissal and bus loading. Be sure to allow enough time for the latter. This procedure may be confusing at first, and buses must leave at scheduled times.

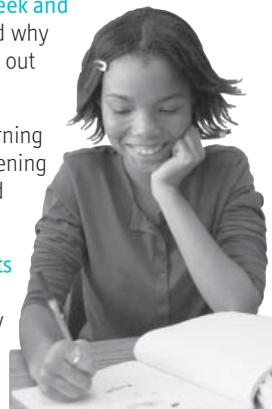
If you give homework, give some the first night, making it simple and easy to grade. This will give you an opportunity to determine if students understand your procedures for heading papers, posting assignments, turning in homework, etc.

Explain how you will determine students' grades. Send home this information and ask parents to sign and return.

Tell the class your objectives for the week and year. Tell them what they will study and why it will be interesting and relevant. Hand out course syllabus, if appropriate.

Review routines for ending class by turning in assignments, clearing desks, straightening the room—including lab equipment and computers—for the next class, etc.

Allow a short period of time for students in each class to ask questions about what is expected of them and about any of the established procedures.



Staying Healthy

Remember how stressed you got during finals? Most educators would say that stress was just practice for your career. Stress itself isn't the problem. In fact, a little stress can be good for you, motivating you to organize and do your best. But too much stress is debilitating.

Your challenge as a teacher is to make good decisions about how you deal with the countless demands on you. People who don't make good decisions about stress become ill. Migraines, ulcers, backaches, constipation, sore throat, weight gain or loss and heart attacks can be physical manifestations of stress.

Many experienced teachers have found ways to keep their optimistic outlook and avoid getting burned out. Try these techniques to help you form good habits that will keep you happily teaching for a long and productive career:

Exercise: Shake off the day. A brisk walk or workout clears the mind and heals a tired body.

Eat right: A balanced diet gives your body all it needs. When stressed, the body calls on nutrients for energy. Eat wholesome foods and watch your vitamin and mineral supplements.

Work hardest when strongest: You probably know if you are a morning person or an evening person. Decide if it makes more sense for you to arrive early, work late or take work home. Try not to do all three.

Communicate: Find a friend, mentor, spouse, clergy member or counselor who is a trusted listener. The problems may not go away, but talking them out can relieve tension. Talk in private where you can't be overheard and misunderstood. Consider keeping a private journal where you can be self-reflective and recognize patterns.

Call on TEA's Member Assistance Program

When you need special support beyond what family and friends can provide, call the TEA Member Assistance Program. The program is free to members, completely confidential and available 24 hours a day, seven days a week. Call 651.0676 (Nashville area) or 800.752.4929 toll free.

Stop procrastinating: Make a "to do" list. Prioritize activities on the list and then do them. Having something hanging over your head can create more tension than the activity is worth.

Be good to yourself: A bubble bath or creative date with your spouse or a friend or child can perk you up. Keep notes of appreciation you receive in a box or file and read them when you've had a bad day. Find hobbies that you enjoy to help you escape.

Plan, plan, plan: Disorganization breeds stress. Develop your style of getting things done in a calm, orderly way. The time required to plan will result in more available time.

Learn to say no: You don't have to volunteer to do everything, no matter what strengths you have. You don't have to work with every committee, club or group you're asked to join.

Sleep: If you're tired, go to bed early. Take naps. Don't rush out of bed on the weekends. You need more sleep when you are stressed.

Quit worrying: A study shows that only two percent of things people worry about actually deserve worry and 40 percent of things people worry about never even happen. So, quit worrying about how you should have handled Joshua in class.



Surviving the First Year

The following tips are drawn from advice given by first-year and veteran teachers.

Plan relentlessly.

Instructional plans should include activities, materials, measurable goals and assessments. Plans should be aligned to state content standards and age appropriate. Create back-up plans and plans for teaching students of varying abilities.

Set high and consistent expectations.

Reinforce positive behavior and academic performance expectations constantly. Notice and say something when students meet your goals. Get to know your students well as individuals.

Teach and model respect.

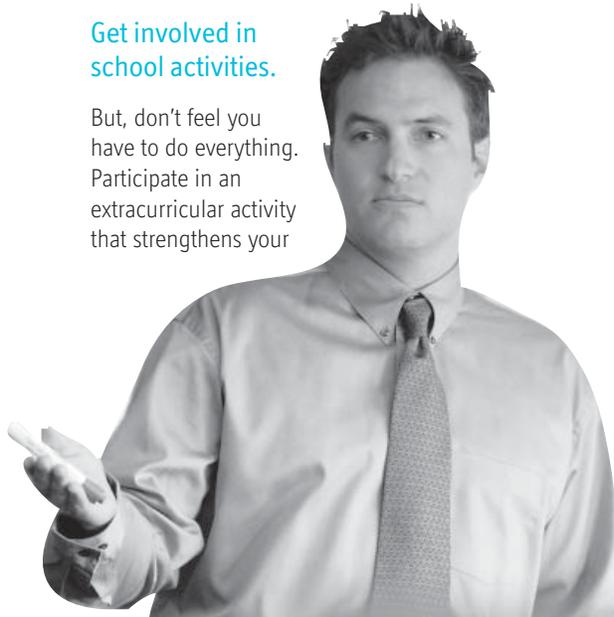
Teach respect and model it at all times in the classroom and outside of the classroom — always!

Reach out for support early and often.

Don't wait for a problem to get out of hand. Communicate with families early, even before the school year begins. Ask your local education association for help. Document everything and let administrators in the school know about problems before they escalate.

Get involved in school activities.

But, don't feel you have to do everything. Participate in an extracurricular activity that strengthens your



relationships with colleagues, families and students and that you enjoy. On the flip side, know when to say no. You — and your students — will be better off if you have a life outside your career.

Support one another and seek wisdom from others.

Look for team teaching assignments and opportunities to work with other first-year teachers so you can support one another.

Find a mentor if you don't have one assigned.

Mentors can be lifesavers. They can also help you keep your perspective. (See page 23 for ideas.)

Be flexible and roll with the punches.

Surprises can be fun. Not only can they be enriching, but you can take pride in knowing you were flexible enough to meet new challenges.

Work closely with other school personnel.

Work closely with counselors and other school staff who can respond to your students' academic and social problems. Get to know your school secretary, custodian and other support personnel. All of these colleagues have a positive impact on school climate and student success.

Take care of yourself.

Block out time in your calendar to take care of yourself physically, mentally, emotionally and spiritually. (See page 9 for suggestions.) Treat yourself the way you treat your students: with patience, compassion and respect.

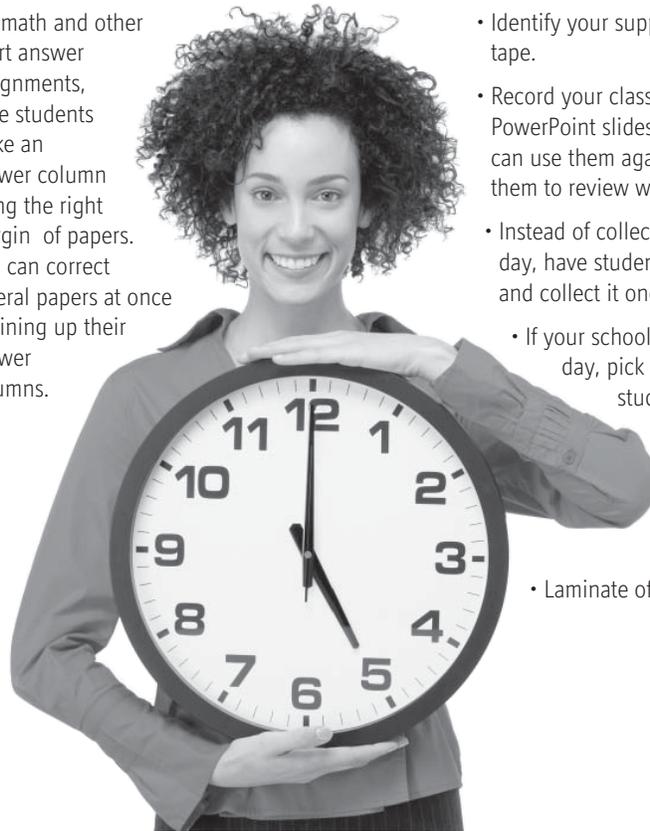
Love learning, love your students and love teaching!

More First Year Teaching Tips

These tips from first-year and veteran teachers are from "What to Expect Your First Year of Teaching," U.S. Department of Education. For the complete 42-page booklet, go to www.ed.gov/PDFDocs/whatexpect.pdf.

Managing Your Time

- Make a “to do” list every morning. Check off tasks as you complete them.
- Establish routines for regular activities. Have students hand papers in right side up, with their names at the top. Have a basket for each subject or class so papers are sorted.
- Assign each student a partner. When students are absent their partners gather handouts and assignments for them.
- If students check each others’ papers, ask checkers to sign their names at the bottom. Students are more careful when their names are on the checked paper.
- Assign each student a number that corresponds to the number in your grade book. Ask students to put their number on their papers. You or a student can easily put papers in order. This helps you check for missing papers and quickly enter grades.
- For math and other short answer assignments, have students make an answer column along the right margin of papers. You can correct several papers at once by lining up their answer columns.
- Ask for clerical help from families. Choose tasks families can do at home like typing newsletters, preparing teaching materials and preparing book orders.
- Start class without wasting time. While you take attendance:
 - ~ Put answers on a PowerPoint slide to have students check homework.
 - ~ Designate one spot in the room where you post what students should do as they enter.
- Write frequently used directions on a chart. When needed, hang the chart on the board. Use for: assignment guidelines, book report outlines, paper heading, studying for a test.
- Design your own lesson plan book. Take a page from your book and put in everything that does not change from week to week. Duplicate this page and you’ll only have to add the lessons for the week.
- Identify your supplies with a piece of colored tape.
- Record your class notes and presentation on PowerPoint slides instead of the board. Then you can use them again and absent students can use them to review what they missed.
- Instead of collecting checked homework every day, have students keep assignments in a folder and collect it once a week for recording.
 - If your school does not have a designated day, pick one day each week to send student work home to families.
 - Use one calendar to keep track of future events.
 - Teach students to do as many clerical tasks as possible.
- Laminate often-used materials for reuse.



Managing Student Behavior

In Poor Richard's Almanac, Benjamin Franklin wrote, "An ounce of prevention is worth a pound of cure." The same goes for student behavior. Here are some proven techniques for preventing behavior problems:

Be clear. Be clear about your standards and expectations. Set up a system of rewards and punishments and make sure students understand it. Enforce the system fairly, which may not mean treating every student the same. See page 14 for pointers about rules and consequences.

Establish a routine. Establish a procedure for routine tasks, including attendance, pre-class work, distributing and collecting materials, dismissal and class transitions. Post the procedures to remind students what they are.

Offer choices. Give students the opportunity to help design their own curriculum and choose among several options for learning and showing what they have learned.

Help students see the relevancy of what they learn. Make the curriculum meaningful to the student's current needs. Include community service and work opportunities.

Be flexible. Recognize when students have not grasped material and change your approach. Learning is not easy to segment into predetermined time blocks, especially since students learn at different rates.

Recognize student differences. Students have different learning styles. Administer a learning styles or interest inventory to get to know your students better and to enable you to adapt your methods so that they connect with each student. Vary activities and schedules to accommodate student differences. Remember: your goal is not teaching; it's learning.

Learn to recognize stress. Illness, compulsive behaviors, daydreaming, moodiness and fidgeting can all signal student stress, which may prevent learning and result in behavior problems.

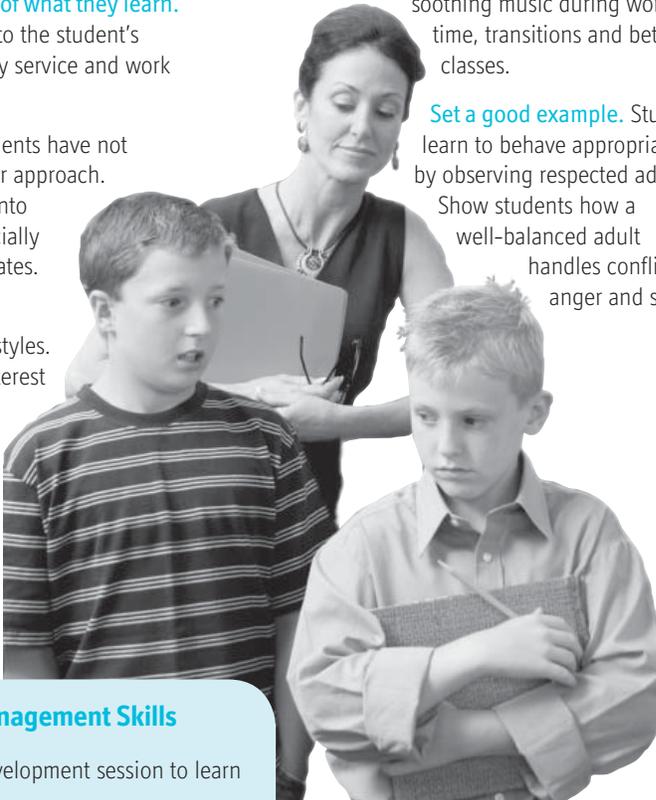
Give written instructions. Be explicit. Remember that students may misunderstand or forget oral directions.

Eliminate surprises. Test only information that you have taught and avoid pop quizzes. If you know of disruptions to the schedule, tell students in advance. Let students know how long you expect to work on a topic. Post daily and weekly activities. Have a definite seating chart and insist that students sit in assigned seats.

Use humor. Inject this best-known stress buster through nonsense answers, puns, laughter at yourself and sharing funny stories. Of course, avoid humor at someone else's expense and sarcasm. Make your classroom a fun place for students and for yourself.

Play music. Set the tone for class by using soft, soothing music during work time, transitions and between classes.

Set a good example. Students learn to behave appropriately by observing respected adults. Show students how a well-balanced adult handles conflict, anger and stress.



Strengthen Your Classroom Management Skills

Attend a TEA-sponsored professional development session to learn best practices from experience.

Check with your local president for when professional development will be offered in your local Association or region, or check the Events / Conferences section of the TEA website at www.teateachers.org.

Responding to Behavior Problems

All teachers have students with behavior problems, even teachers with the best prevention techniques. Some students will choose to disregard rules and test the limits. Know school and district policies for dealing with specific behavior issues or rule violations. When that happens, remember that all discipline problems are not alike. Effective teachers match approaches to problems. Here are some approaches you may want to try:

Eye contact

Simply looking a student in the eye for prolonged contact while you continue your lesson sends a non-verbal message: "I saw what you did, and I want it stopped."

Proximity

Continue your lesson while you move around the room, pausing near trouble spots. This lets students know that even though they are not near your desk, they are still expected to demonstrate appropriate behavior.

Pause

The continuous sound of teacher talk can provide students with a noise screen for their own conversation. A few seconds of silence can bring an off-task student back into focus.

Touch/gesture

For younger students, add this to give emphasis to your eye contact, proximity and pauses. Be highly mindful of appropriate touch, gestures and interactions with students.

Ask for a response

Hearing our name can be attention getting, even if we're not paying attention. To help preserve the student's dignity, say the name first and then ask a question. The purpose is to get the student's attention, not to embarrass.

Active participation

Having students respond to a question or become involved in an activity can eliminate undesired behavior. Ask for a show of hands, have students perform a physical activity or ask

each student to write a quick answer to a question. Thumbs up, thumbs down or individual white boards are ways to quickly assess learning and participation.

Reinforcement

Reward students with an enjoyable activity that is contingent on appropriate behavior from the whole class. For example: "If we finish this chapter by 9:45, we'll have time to play the map game." Peer pressure will help reinforce your expectations. Give incentives for positive behavior rather than taking away privileges.

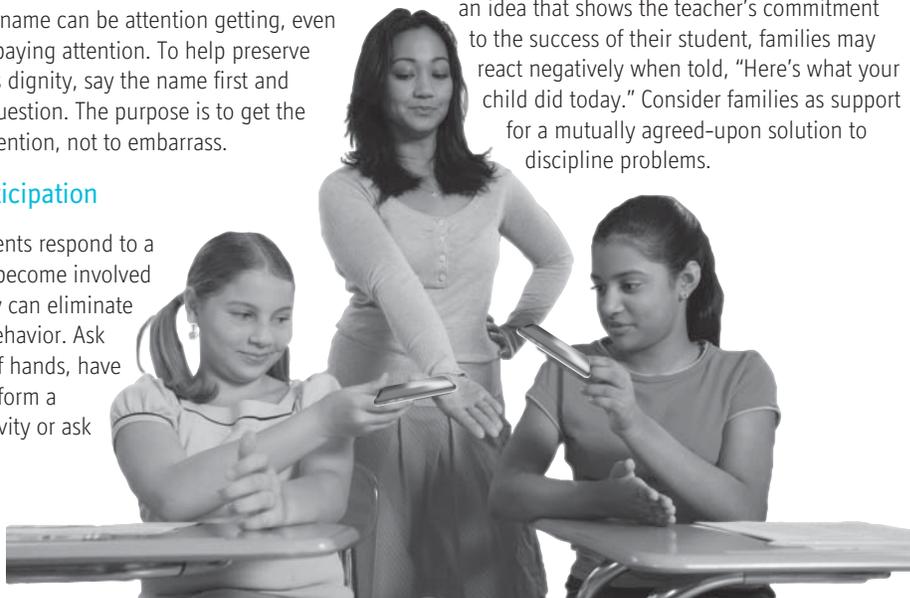
Severe discipline problems

Even though you may have planned your day to avoid down time, developed a stimulating lesson and taught the rules, you may still encounter a situation with severe misbehavior.

Consequences, whether for major or minor problems, should be logical, natural and related to the infraction. Now is the time to think about your options:

- Can you keep students after school?
- Does the school have a supervised suspension room?
- What is the procedure for getting assistance from the office?
- In what cases should the principal be involved in discipline?

Enlisting the assistance of parents/families is an important strategy. Your approach will depend upon the level of cooperation you might receive. While few families object to a teacher approaching them with an idea that shows the teacher's commitment to the success of their student, families may react negatively when told, "Here's what your child did today." Consider families as support for a mutually agreed-upon solution to discipline problems.



Establishing Rules, Rewards and Consequences

Like other instructional activities, rules have to be taught, reviewed and reinforced if they are to be remembered. Introduce each rule and discuss the variety of behaviors it might include. Reinforce students who are following the rules. In elementary grades, reinforcement can be done aloud; in upper grades, thank students quietly and privately.

Be sure your classroom discipline policies are consistent with school and district policies. Consider giving a copy of your rules to your principal.

Tips for rules

1. Limit yourself to three to six rules
2. State rules in positive terms when possible
3. Remind the class of the rules at times other than when someone has misbehaved
4. Keep rules short, precise, succinct and easy to understand
5. Post rules and send copies home
6. Teach the rules. Consider using role play or a quiz
7. Enforce the rules in ways that preserve student dignity

Sample rules for all levels

1. Enter class quietly
2. Walk in the halls and classroom
3. Listen when the teacher talks
4. Raise hands to talk
5. Bring materials to class

Sample elementary rules

1. Be polite
2. Let others work
3. Work quietly

Sample middle school rules

1. Work quietly
2. Respect the rights of others

Sample high school rules

1. No put downs
2. Respect others

Tips for consequences

1. Be clear and specific
2. Have a range of alternatives
3. Relate consequences to the rule
4. Don't threaten consequences you can't reinforce
5. Make consequences natural, logical and progressive

Like other instructional activities, rules have to be taught, reviewed and reinforced if they are to be remembered.

Sample consequences

1. Students retrace their steps, walking
2. Students describe the appropriate behavior
3. Students who come to class prepared receive rewards
4. Don't respond to student who doesn't raise hand to talk
5. Students not following rules are the last dismissed for lunch or recess

Sample rewards

Allow deserving students to:

1. Pass out papers or books
2. Choose the music played during study time
3. Be first in line for lunch or recess
4. Get extra computer time
5. Play word games or number games
6. Get media-center pass

Accentuating the Positive

Most people respond better to positive feedback than negative. Your students will too. Oral and written feedback are equally important. Students can learn to give high-quality feedback to one another.

Negative:	Don't run.	Positive:	Let's walk. Thanks for observing the speed limit.
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Negative:	Get quiet. Shut up. Hush.	Positive:	Is everyone quiet? If you have to talk, do so quietly. Let's be thoughtful of others. Are we using our inside voices? Everyone, listen carefully.
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Negative:	Don't interrupt. Don't talk.	Positive:	We can all talk, but we must wait our turn.
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Ways to Say "Very Good"

While everyone knows a little praise goes a long way, it should be something more than the same few phrases repeated. Students need more than the traditional "good job." Here are some possible options to consider using in connection with a specific action identifying what deserves the compliment. (For example: "Bingo. You got all ten multiplication problems right.")

All right	Amazing	Beautiful	Bingo	Bravo	Cool
Creative	Delightful	Exceptional	Fantastic	First class	Great idea
Hurray	I'm proud of you	Imaginative	Interesting	Looking good	Much better
Neat	Outstanding	Phenomenal	Priceless	Quality work	Right on target
Stunning	Stupendous	Superb	Superior	Terrific	That's a winner
Tops	Tremendous	Way to go	Wonderful	Wow	You've got it

Examples of high quality academic feedback which are specific, tied to instruction and support student learning:

- These are outstanding sentences because they include our new vocabulary words.
- That's a very good observation. How can you connect it to the theme?
- I'm glad to see you have figured this formula out.
- That's an interesting point of view. Does someone else have another point of view to share?

Writing

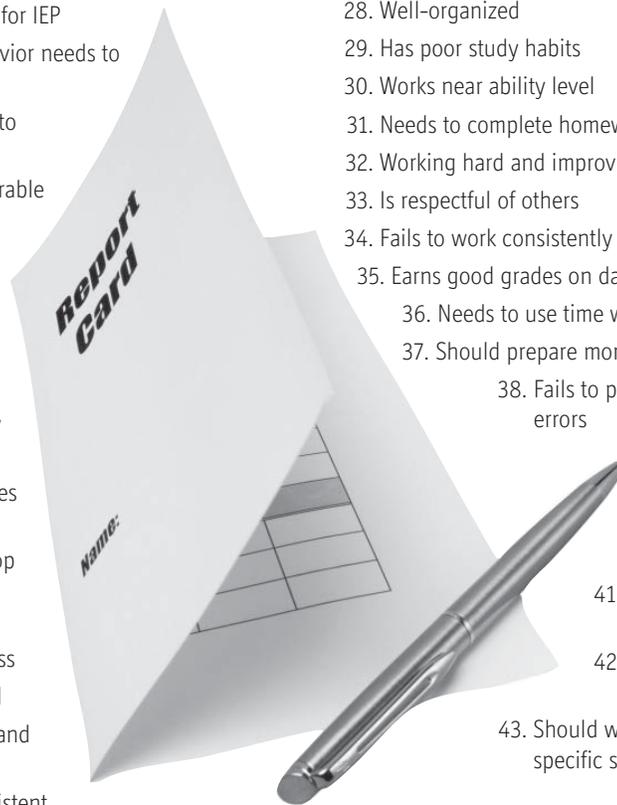
Comments and Communicating Progress

Many school systems require narrative comments on report cards and progress reports, whether they are prepared online or in more traditional form. Other districts advise teachers not to put anything in writing on the report card. **Be sure to follow your district's policies regarding report card comments.**

Generally, report card comments should be short, easy to understand and avoid jargon. Include no more than two or three. If you write negative comments, make sure you can provide students and families with specific examples of the problem you cite.

Consider using some of these comments:

1. A library book is overdue
2. Grade modified for IEP
3. Classroom behavior needs to improve
4. Low grade due to absences
5. Displays undesirable class conduct
6. Follows directions
7. Needs to complete work on time
8. Lacks necessary class habits
9. Makes low grades on major test
10. Needs to develop listening skills
11. Needs to pay attention in class
12. Shows potential
13. Talks too often and loudly
14. Displays inconsistent effort
15. Needs to review (list specific skill or knowledge)
16. Follows directions
17. Starts work on time
18. Needs to learn (list specific skill or knowledge)
19. Has potential to improve
20. Wastes valuable work time
21. Respects authority
22. Family conference requested
23. Grade modified for ELL student
24. See ELL report for grade
25. Low grades on daily assignments
26. Displays desirable class conduct
27. Is a pleasure to have in class
28. Well-organized
29. Has poor study habits
30. Works near ability level
31. Needs to complete homework/assignments
32. Working hard and improving
33. Is respectful of others
34. Fails to work consistently
35. Earns good grades on daily work
36. Needs to use time wisely
37. Should prepare more for tests
38. Fails to proofread/correct errors
39. Stays on task
40. Shows above average interest/effort
41. Shows interest/effort
42. Shows positive work attitude
43. Should work to improve (list specific skill or behavior)



Valuing Diversity in Your Classroom

The world becomes more diverse every day. Even if your classroom appears to be homogeneous today, it may be less so tomorrow. Also, your students may someday live near people who don't look or sound like them and come from other cultures. You'll want to help prepare them.

Questions to ask

Ignoring ethnic, religious or other differences among students in your class may send the wrong message. Ask yourself these questions:

- Will this activity in any way either promote or inhibit religion? If so, dump the lesson.
- How does this activity serve the goals of the course or the mission of the school?
- Will any student (even just one) or any family feel like an outsider, not a full member of the community, because of this activity?
- Am I prepared to teach the meaning of holidays to enrich students' understanding of history and cultures, not merely as a religious celebration?

Unintentional slights

Are you hurting any of your students by your assignments or language? See how you're doing:

- Am I giving important tests or assignments that can't be made up on a religious holiday when some students will be away from school?
- What is the Halloween policy at my school? If some kinds of costumes are not allowed, have I shared the policy with families?
- When discussing Thanksgiving traditions like what people have at dinner, will all students have an elaborate meal?
- Can my students name any African-American leader besides Dr. Martin Luther King, Jr.? Do they know current leaders who are African-American? Hispanic? Asian?
- Do I allow my students to use derogatory terms?
- Do I help students feel comfortable with differences that exist among them? Is my classroom safe for all students?
- How will students from single-parent families be impacted if I assign an art project for Mother's Day or Father's Day?

Things to avoid

- Misrepresenting. Don't use activities and books about Mexico to teach about Mexican-Americans, books about Japan to teach about Japanese-Americans or activities about Africa to teach about African-Americans.
- Stereotyping. Don't use images that assume that all people of color are poor, that all Native Americans lived in the past or that all people from outside the United States dress in traditional attire.
- Disconnecting. Don't read books about people of color only on special occasions or teach about other cultures in isolation from the entire curriculum.
- Tokenism. One black-character book among many white-character books or one ethnic bulletin board is not sufficient.
- Trivializing. Don't organize all multicultural activities around holidays or food or involve families from other cultures only for holidays or cooking.

Gender bias

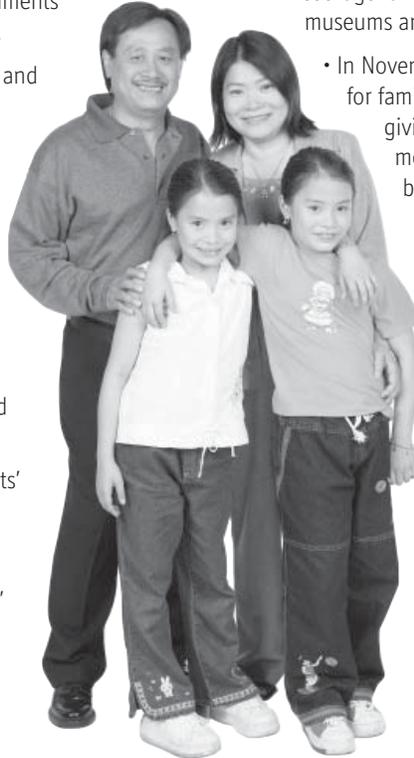
Studies have shown male or female favoritism in some classrooms. To help avoid gender bias:

- Model gender balance by what you say and do in the classroom.
- Use inclusive language. While "you guys" may be a popular way of addressing a group, it's also an example of gender bias (unless there are no females in the group).
- Maintain the same expectations for all students. Both genders can succeed in math, science and language arts.
- Avoid stereotypical classroom jobs for students. Ask both boys and girls to clean up and to carry things.
- Review books, posters and other classroom material for gender balance. Use supplementary materials to provide balance.
- Make the classroom atmosphere one where both girls and boys are encouraged, questioned and reinforced.
- Never use gender to group students and suggest alternatives to self-segregation by gender.

Engaging Families

In focus groups, teachers and families were asked what they meant by “family engagement.” Families thought that meant we wanted them to come to school and volunteer lots of time. Teachers actually wanted families to work with their children at home. Remember to be specific about how families can help their children learn:

- Make sure families know what homework or family assignments to expect students to have.
- If possible, inform families and students of a week’s worth of homework so they can schedule it when there are fewer other family obligations.
- Suggest ways families can help with homework.
- Ask families to read to the child and listen to the child read.
- Ask families to sign students’ homework.
- Encourage families to drill students on math, spelling, social studies facts, etc.
- Encourage families to ask children to talk about school activities.



- Suggest things that families and students can do together at home— alphabetize items, balance a checkbook, measure distances in the home, etc.
- Send suggestions for games or group activities related to schoolwork.
- Invite families to the classroom to see how you teach the child.
- Encourage families to take children to libraries, museums and zoos.
- In November, send home a list of books for families to consider for holiday giving. Send home a similar list each month for those students who have birthdays that month.
- Ask relatives to write or record a few memories that relate to the topic you are studying.
- Send a welcome letter to new students’ families, especially those entering your class mid-year. Include a copy of behavior policies, learning goals and homework expectations.

Resources to Assist

Free Parent brochures from TEA are available in the Parent Center on the TEA website, www.teateachers.org/parent-center. All the brochures are available in English; some are also available in Spanish. TEA members can order single or bulk copies to distribute to parents.

Parent guides, learning checklists and more free materials are available from the Education Publications Center at the U.S. Department of Education. For a complete listing of available materials, many of which are shipped free of charge, go to www.ed.gov/pubs/edpubs.html.

PTA National Standards for Family — School Partnerships are available at www.pta.org/nationalstandards

Communicating With Families

When asked how they made calls to families, a group of first-year teachers paused. Finally, one spoke up and said that, as she dialed the phone she thought to herself, “Please don’t answer. Please don’t answer.” Communicating with families can be intimidating.

Families want to be on your side. Here are some ways to start the relationship on the right foot and keep it there throughout the year.

How to communicate

1. Use technology whenever possible.
2. Think through what you are going to say.
3. Be professional and avoid gossip.
4. Be assertive, yet flexible enough to take suggestions.
5. Be direct and clear.
6. Be friendly and positive.
7. Involve families in decision making.
8. Use plain English and avoid jargon.

Communication pointers

1. Be sure your communications are directed to the legally appropriate person(s) for each student. Consult with your principal should you have any doubt as to whom this is.
(Note: it may be a grandparent or it may be two sets of adults, neither of which share the student’s last name.)
2. Keep a log of all family communications.
3. If you have any doubts about communication with families, discuss it first with a colleague or principal.
4. Inform the principal of any problem as soon as you suspect it. Don’t let her/him hear about any problem first from families.

Phone calls

1. Call families early and often. Calling with good news first makes it easier to call later with not-as-good news.
2. Write down all the things you want to include in your call: who you are, why you are calling, behaviors (not opinions or value judgments), solutions and family suggestions.
3. Find a diplomatic way to finish the call.
4. Let families know when and how they can reach you.

Email

1. Ask families for email addresses and whether they want to communicate through email.
2. Use email for very short, frequent notes: “Sonya taught the whole class a math solution today.”
3. Do not put anything in email that you would not say in person.
4. Keep email short and clear.
5. Invite face-to-face or phone communication.
6. Don’t communicate serious problems through email. Save those for face-to-face conferences.
7. Never send email when you are angry. Save the message and wait until you cool off to decide whether to send it.

Written communication

1. Regularly send home good news notes, even to students who have problems. Pace yourself so all your students get at least one good-news note during the year.
2. Consider sending short “What we did this week/month” newsletters or post on the school’s dedicated website.
3. Make sure every note is legible. Use correct grammar and spelling. Ask another teacher to proofread it.
4. As soon as you know the class and school calendars, send them home.
5. Keep copies of all correspondence.
6. Include a place for families to write their own comments and return messages to school.
7. Involve students. Ask them what they think families should know about what is going on in the class. Include student quotes.

Holding Family Conferences

Communicating with families is one of the most important things we teachers do. Working toward common goals, we can improve the student's chances of achieving. Consider student-led conferences.

Make contact early: Contact families early in the year, perhaps with information about your class sent home through a newsletter, memo or email. Let families know how and when they can contact you.

Allow time: Give families options for when to meet. First, contact those who need the conference most. You want them to come, so make it convenient. Make sure you schedule enough time. Twenty to 30 minutes is usually adequate. Allow ten minutes between back-to-back conferences. Use this time to make notes about the conference just completed and to prepare for the next one.

Anticipate: Be prepared for questions families may ask:

- ~ What is my child's ability?
- ~ Is my child working up to that ability?
- ~ What gives my child problems?
- ~ What does my child do best?
- ~ Does my child behave?
- ~ How well is my child accepted by his/her peers?

Organize: Come prepared with a printout or grade book, textbook, grading policy, course objectives, samples of student work and student's locker number. Organized teachers impress families. Protect other students' privacy if you show families grade sheets. Have examples of textbooks and other instructional materials. If in a self-contained setting, label each desk with students' names per seating arrangement.

Explain goals: When you request a conference, make clear its purpose. Also state the purpose at the beginning of the conference:

- ~ Getting information
- ~ Giving information
- ~ Solving problems together
- ~ Developing mutual trust

Early in the conference, also tell families your specific reason for requesting a conference.

Location, location, location: Plan where you will meet so you have adult chairs for the adults and you are not behind your desk. Use a conference table arrangement if possible. Make sure the family knows how to get to the meeting and that it is private but not isolated.

Open on a positive note: Make sure you get the families' names right (which may not always be the student's name) and open on a warm, positive note to help everyone relax. Try to maintain that atmosphere throughout the conference.

Never assume: Don't assume that an adult's relationship to the child is birth family. Try to get a realistic picture of the home situation before you make any suggestions. Ask questions to assess whether the family can realistically carry out any suggestions you have.

Ask: Ask families at least as many questions as they ask you. Find out their ideas about the child's strengths and weaknesses. As much as possible, state your own observations in terms that are similar to the family's thoughts. Thank families for their helpful information.

Be specific: Families may not understand if you speak in generalities or jargon. Pin down issues with specific examples. Show student work when it helps illustrate your points.

Speak up: Don't let a family berate you. If a family becomes verbally abusive, simply say that you do not think the objectives of the conference are being met and that you believe another time would be more beneficial. Then schedule the next conference in the office with an administrator present.

End on a positive note: Try to end the conference on a happy note, mentioning things on which the family and you agree. Remind them of follow-up actions to which you have agreed. Follow up with a copy of the written plan of agreed-upon actions.

Involving Families of English-Language Learners

How can you involve families who are English-language learners? Remember that these families care deeply about their children and may have come to this country seeking greater opportunities. They can become active in their children's education with a caring, enlightened program to involve them.

Factors affecting family involvement

Every family entering the school system is unique. Some generalizations, however, can be helpful. Differences in levels of involvement may be influenced by:

1. Length of residence

Newcomers will likely need considerable orientation to understand school expectations for both students and families. Schools in their native countries may have been considerably more autocratic and less individualistic than American schools. Native language communication, cultural orientation sessions and the support of others who have less recently arrived in this country can help families during this extremely stressful period.

2. English proficiency

Families with limited English may find it intimidating to communicate with school, to help with school activities or to help their children with homework. These families can participate successfully when they receive information they can understand. Make sure you see they receive such information and that they know you appreciate their efforts. Face-to-face communication is often more effective than written communication. Because of the situations in

some countries from which your students come, the families may not be literate in their native language. Reach out to the ESL teacher and others in their community to assist with family communication.

3. Availability of support groups and bilingual staff

Native language family groups, bilingual school staff and community groups can make the difference in family participation. These services can assure that families understand information and demonstrate that schools really do want their involvement.

4. Prior experiences

Language-minority families differ widely in the extent to which they are familiar and comfortable with the concept of family engagement in school. Some may have been actively involved in their native country. Other cultures may view education the sole business of school staff and may not want to "interfere" with the school's authority. Still others may want to work with their children at home but never contact the school. Asking families about their expectations and views can help you see how best to engage them.

5. Economic need

Families who are barely surviving may believe their children's school attendance is a hardship. They may hold to the belief that their children could improve the family's financial situation by working if they did not have to go to school.

Promoting Home Language Use

Because many cultures are very family-oriented, the home may be an excellent place for students to develop language skills. Families and teachers should remember:

- Developing children's skill with their home language strengthens — rather than impedes — a child's ability to learn English. Increased literacy in any language will enhance literacy in English.
- Reading with children and listening to children read is exceptionally valuable, in whichever language(s) the family feels comfortable.
- Children should be given opportunities to write in journals using both English and their native language.
- The best language development programs are built into the daily lives of families.

Resource to Assit

A guide for engaging ELL families is available at <http://www.colorincolorado.org/>.



Working With Colleagues

- Get to know your colleagues and your Association representative(s). Be personable and open but not pushy. You don't need to meet everyone at once.
- Talk about positives and avoid gossip.

The school secretary, custodian, teacher assistants and cafeteria manager can save your life in innumerable ways. ... Never underestimate their abilities and contributions.

- Ask co-workers for suggestions. It helps you and makes them feel good.
- Become familiar with the professionalism rubric in your district's evaluation model.
- Offer to help others but don't offer lots of suggestions unless solicited.
- Participate in school activities.

Breaking the ice

1. Avoid alienating new co-workers by criticizing the school or the way things are handled.
2. Avoid constantly saying, "At the school where I student taught..." Many people are annoyed when someone new comes in and immediately tries to change things, or when someone new seems to think someplace else does things much better.
3. Ask another teacher to help you solve a specific problem.
4. Ask someone who works nearby and who is experienced at your school about school routines and procedures.
5. Try to cultivate one friendship at a time.
6. Avoid spending lots of time in the teachers' lounge if it's where teachers go to gossip and talk negatively.
7. Keep working at getting to know other staff in your school and district. In a few months when you all get to know each other, you'll wonder why you felt so intimidated at first.
8. Prioritize your most important goals and choose your issue carefully before fighting an established policy.
9. Remember that you are still learning. Be patient with yourself and others.

Working with the administration

1. Remember that your administration hired you and believes you are qualified for the job. Be confident.

2. Ask questions to make sure you know what the administration expects.
3. Ask your principal to recommend another teacher for you to work with.
4. Never gossip or become involved in small talk concerning your administration. You don't know connections among people yet or who may repeat what you say.
5. Be cooperative and respect opinions.
6. Be open to advice, suggestions and constructive criticism.
7. Make the administration aware of special situations with students and families. Never let them be surprised by a comment from a family.
8. Be prompt to school and to all meetings.
9. Deal with discipline problems on your own as much as possible. This builds your confidence and the confidence of your administrators.
10. Seek to understand the evaluation process, including timelines for observations and what you are expected to do each step along the way. (See page 32 for more information.)

Working with education support professionals

If you think the principal runs the school, think again. The school secretary, custodian, teacher assistants and cafeteria manager can save your life in innumerable ways. They may have deep ties to the community and can help you understand your students and their families. They usually have lots of information about the entire school — who does what, how to get things done and where things are stored.

Education support professionals share your dedication to your students and want to work with you to do what's best for students. Many of them may be as well educated as you, having taken college courses and earned a degree. Don't underestimate their abilities and contributions.



Learning From Your Colleagues

You'll soon discover that your colleagues are among your most valuable resources. You can learn much from educators in your school and district, as well as teachers across the state and nation, who've confronted many of the same challenges you'll be facing.

At the Tools & Ideas section on www.nea.org, you'll find:

Lesson plans and activities — Use the custom lesson plan search to explore thousands of lesson plans from across the Web, hand-picked by the NEA search editor.

Classroom management tips — Expert advice on organizing and setting up your classroom, character education, discipline and behavior management.

School life — Articles written by educators about how to manage and navigate day-to-day school culture.

Teaching strategies — Get access to teaching strategies that work and will help you as an educator.

Advice and support — Answers to your toughest problems from thousands of pros—educators like you.

Works4Me — Browse nearly 2,000 practical classroom tips and ideas, written by teachers for teachers and culled from NEA's popular Works4Me email newsletter. Subscribe to receive tips weekly.

Go to www.nea.org/Tools and Ideas.html.

A sampling of tips from teachers currently posted in the Works4Me archives:

Utilizing Your State-Funded Teacher Supply Money

Don't dip into your own pocket to purchase supplies for your classroom until you've spent the money provided by the state for this purpose. Each year, the state sends \$200 per K-12 teacher to each school district through the state's Basic Education Program (BEP) expressly for purchasing instructional supplies.

Half of the annual allocation — \$200 per teacher — is to be spent as the individual teacher directs. The remaining \$200 per teacher is pooled for the benefit of the school and spent as determined by a committee of teachers. The purpose of this pool is to permit purchase of items or equipment that may exceed \$200 in value to benefit the instructional program for all teachers in the school.

The individual teacher allocation should be used to enhance the instructional program. Examples of appropriate purchases include paperback books for a classroom library, reading work sheets, periodicals, supplies for experiments, maps, bulletin board materials, software, etc. Remember that any materials purchased with BEP money must stay at the school if you leave.

Thanks to TEA legislative efforts, teachers should now receive their \$200 annual teacher supply money allocation by October 31.

Make-up work notebook

Here's a great way to recycle and put responsibility on the students for making up absent work. I highlight the names of my students on the daily absentee sheet we receive in the morning. In the blank area at the top, I list what we did that day (it matches what I put up for students to copy into their agendas). If there are any worksheets for the day, the lab partner puts the absent student's name on the top and places it behind the sheet. The sheets are placed in a notebook. Each new day's sheet goes on top, so the current date is what they open the notebook and see first. Students know they are responsible for checking this notebook at the front of the room and turning the make-up work in within the allowed time. If any students ask me what they need to make up, I just tell them to check the notebook. It's amazing how many times they think they turned in work, to end up finding their name on a sheet in the make-up work notebook!

— *Lois Finney, middle school science teacher
Shafer Middle School, Gallatin*

Parental involvement homework

I help parents connect with their child's school experience by sending home weekly parental involvement homework. Each Wednesday night, the only homework is a short activity that involves others at home. This activity could be a family graph, a short interview with an adult on his/her experience with a certain math or science concept, a math partner game, etc. The parent or guardian must sign the paper or the child's assignment log upon completion of the activity.

— *A special education teacher*

Excursion behavior

Before a field trip or special event, I have the students verbally provide what they think are proper manners and behaviors for the event. They usually provide a more complete list than I would. Creating this list helps students take ownership of their actions...

— *An intermediate school teacher*

Working With a Mentor

When asked how they survived their first year, most teachers talk about the students they taught and the teachers with whom they worked. A good mentor can make the difference between a good year and an awful year.

Tennessee law urges that each new teacher be assigned a mentor. In some schools this is done formally, with another teacher assigned to assist you. More often, in Tennessee, however, mentoring is informal, with experienced teachers volunteering to help new teachers learn the ropes and with new teachers themselves seeking out assistance.

Seek out mentors

Even if you have not been assigned a mentor, seek help from other teachers. You can have many mentors: one whose classroom management you admire, one whose grasp of subject matter is top-notch, one who is especially sympathetic and another who is in the second or third year of teaching and remembers well. With a large supporting cast, you'll always find someone who can help.

Be specific

When you ask for help, be as specific as you can. Don't just say, "I'm having trouble with discipline." Instead ask, "Can you give me some ideas for getting my students to work as soon as they enter the classroom?" Sometimes you may just want someone to listen and hear your story, without giving advice or making suggestions. At other times you may want very concrete help with a technique or a second opinion on whether you are seeing the same thing.

Observe

If you and your mentor have different planning times, ask to observe her/him during your planning time. Talk with your mentor in advance to learn on what the class will be working. Then watch for only two or three things, like how she distributes papers or how he manages cooperative groups.

Be observed

Invite your mentor to sit in on your class. Plan a lesson that may show one of the things on which you'd like help, so the mentor can see firsthand what is causing you difficulty. Also ask your mentor to teach a short lesson to your class, so you can observe how he/she handles a similar situation.

Use variety

Communicate with your mentor(s) in various ways. Consider creating a joint journal that you both write in and exchange periodically. Consider using email to reduce the amount of time you have to squeeze in for face-to-face conversations. Some things are easier said in email. Sometimes two-minute conversations in the hall can be very helpful. All mentoring does not have to take place in formal conferences.

Learn together

Find out what workshops your mentor is planning to attend this year and ask if you can go along. Sit together and discuss how you will use what you learn. After you've begun implementing what you learned, share your successes and challenges with your mentor.

Teach

Remember that you have lots to share with your mentor. Your enthusiasm for teaching and fresh outlook can be a real shot in the arm, helping mentors remember why they love teaching. By the end of the year, your relationship should feel more like a partnership of peers than a mentoring relationship.

Pass it on

The best thanks you can give those who help you during your first years is to help those who enter the profession after you. You'll find that you learn as much mentoring others as being mentored. And, of course, the students will ultimately benefit from better teaching.

Preparing for a Substitute

Face facts. You're not going to be at school every day. This is the ideal time to plan for a substitute since she or he will have a lot of the same questions you have now.

- Prepare a sub folder ahead of time with everything the substitute may need.

Place the folder so it is easily visible. Provide the daily schedule, classroom rules, class seating chart(s) and information about children with special needs.

- Consider not asking the sub to follow your regular lesson plan. Many teachers have several stand-alone lessons that are easy to follow, prepared just for subs and left in the substitute folder. Once a sub has used such a lesson, take it out of the folder so other subs won't use the same lesson.
- On a day you know you'll have a sub, be cautious about incorporating manipulatives, lab supplies or other objects you don't want to disappear.
- Don't assume the substitute will know your subject.
- Include plans for short activities in case the substitute is left with unfilled time.
- Find out if you can request a specific substitute. Ask colleagues for recommendations.
- Try to avoid absences on Mondays or Fridays when there are fewer subs available.
- Pair up with a colleague to welcome and assist each other's substitutes. When you return, check with your partner to see how effective the sub was.
- Remember that you don't control what the substitute does or does not do during the day. Don't judge your effectiveness by someone else's performance.

Create a "Sub Tub" in Your Classroom

You never know when you will suddenly need to be absent. The tub can hold review and activity packets for students to use throughout the year in the event of your absence.

- Substitutes are people, too, and often feel alone. Make them feel welcome. Call them by their name. Don't say, "Oh, you must be Ms. Smith today."
- If you know in advance you will be absent, prepare your students for your absence.

Preview the day's assignment and expectations for behavior while you are away. Let them know you are confident that they can handle your not being there. Include in the sub folder a letter from you which your substitute can read to your students at the start of the school day or at the beginning of each class during the day if you teach multiple groups of students.

You're not going to be at school every day. This is the ideal time to plan for a substitute since she or he will have a lot of the same questions you have now.

- Leave money in the sub folder and invite your substitute to get a snack or drink in appreciation for taking your class. He/she will do a better job knowing you appreciate him/her and may be more likely to volunteer to sub for you in the future.
- Use a digital camera or cut pictures from last year's yearbook to put student pictures on your seating chart so student names are easier for the substitute to learn.
- When you return, ask the students how the day went and then put it behind you.
- If you are not satisfied with a substitute's performance, discuss this with your principal. You may want to request other substitutes in the future.
- If you are attending a workshop on a school day, do not go to school during the lunch break. It will unsettle both the students and the substitute.

If you must go by school, do it either before or after the students are there.

Tapping Valuable Resources

Sources of free instructional help

Tennessee's academic standards for every course in every academic area at each grade level can be found online at <https://www.tn.gov/education/topic/academicstandards>.

Federal Resources for Educational Excellence (FREE) offers hundreds of federally-supported teaching and learning resources at www.free.ed.gov. New teaching and learning resources are added regularly.

NEA Teacher Toolkit is a suite of Web-based classroom tools designed by NEA members for teachers. Included in the basic toolkit — free of charge to NEA members — are class roster, attendance and behavior logs, IEP tools and curriculum tools. Advanced tools are available for a modest annual subscription fee. Check out the Teacher Toolkit at sites.nea.org/academy/teachertools/teachertoolkit.html.

Ed Communities offers professional development opportunities for all content areas and grade levels at <https://www.mynea360.org/login>.

Highlights for High School, ocw.mit.edu/high-school, is an online site created by the Massachusetts Institute of Technology offering free video, audio and print

lectures and course material targeted for K–12 math and science teachers and students. Some of the material is assembled for specific high school classes such as Advanced Placement biology, calculus and physics. Teachers can also search by topic for faculty lectures and assignments.

District Teacher Resource Centers. Many school systems are available in that offer professional development materials and allow teachers to check out teaching and learning materials.

The Smithsonian Center for Education and Museum Studies offers lesson plans, educational resources aligned to Tennessee standards, over 400,000 images from the Smithsonian Institution's collections and other materials available free or nearly free from the Smithsonian Institution's many museums. Contact www.smithsonianeducation.org/educators/.

National Geographic Xpeditions offers lesson plans for grades K-12, activities, maps and free resources for teachers at www.nationalgeographic.com/xpeditions/.

The Children's Book Council offers reading lists, teacher materials, reading encouragement materials and author read-alouds online at www.cbcbooks.org/.

TEA Spring Symposium

This annual statewide event addresses instructional strategies and professional issues and features Tennessee and national experts. You'll be educated, entertained and refreshed. For information, call your local Association president, visit the Conferences section of the TEA website at www.teateachers.org.



Taking a Field Trip

Field trips are great opportunities to use the community as a resource for teaching and learning. While you'll want to develop your own checklist to meet specific needs, the lists that follow are good places to start.

- Review and follow any district guidelines for field trips
- Identify educational objectives
- Obtain administrative approval
- Complete and confirm transportation arrangements
- Complete insurance clearance
- Schedule supervisory/chaperon help
- Collect signed consent forms for each student
- Inform other faculty of schedule changes and list of students participating
- Make arrangements for any non-participating students
- Have family home, work and cell phone contact information for each student on trip (most situations can be dealt with if a parent/guardian can be contacted quickly)
- Note any special physical, allergy or dietary needs a student may have
- Confirm that any student on medication has the medicine he/she needs for the trip
- Establish roommates and lodging rules for overnight trips
- Hold a family meeting prior to overnight trips to review expectations and rules
- Pack bags for garbage and illness when traveling by bus
- Pack first-aid kit
- Complete restroom arrangements
- Complete eating arrangements
- Plan follow-up activities
- Communicate arrangements with principal

Information for parent/guardian consent form

- Date of trip
- Destination and purpose of trip
- Departure time
- Return time
- Host information
- Cost, access to gift shops or additional expenditures
- Mode of travel
- Eating provisions
- Student medical needs and preferred physician
- Emergency medical aid release
- Space for signature and date
- Space for emergency phone numbers and contacts

Discuss with students before trip

- Make-up academic assignments for missed classes
- Itinerary/agenda
- Safety rules
- Student conduct (language, respect for property, etc.)
- Use of electronics
- Food and drink regulations
- Provisions for students with physical challenges
- Money for eating
- All school and district rules apply and will be enforced while on field trips
- Appropriate dress for students as representatives of your school



Working With Students with Special Needs

Federal law, the Individuals with Disabilities Education Act (IDEA), governs how schools and families educate children with special needs. In addition, state law and local board policy determine how IDEA is implemented.

IDEA clarifies that special education is a service, not a place. It may occur in schools, homes, hospitals and other locations. Special education is instruction designed specifically to meet the unique needs of students with special-needs, aged three to 21. Children with disabilities are expected to progress and participate in the general curriculum and extracurricular activities as fully as appropriate.

Referring a student

The process begins when a teacher or family refers a student, who is then evaluated by qualified professionals. To qualify for special education services, children must meet criteria in at least one of 13 categories of disabilities.

Creating the educational plan

Once a child qualifies for special education, a team develops an Individualized Education Plan (IEP) for that child. The team includes a family or family member, at least one general education teacher (if the child is going to be in general education), a special education teacher, a school district representative, someone to interpret evaluation results, others requested by the family or school board and the child, when appropriate.

The IEP team must consider the child's strengths, family concerns, evaluation results and other factors.

The written IEP must include:

- The child's present level of performance
- Instructional accommodations and modifications
- Annual goals
- How the child will participate in state testing
- Short-term objectives
- Needed transition services (mandatory by age 16)
- Special education and related services
- Explanation of any reasons why the child will not participate in general education

Get Help

TEA Instructional Advocacy can provide materials and assistance with IDEA. Contact TEA at 800.342.8367. You may also find these websites helpful:

<https://tn.gov/education/topic/specialeducation>
www.fape.org

An IEP is a federally mandated and legally binding document. All school personnel must carry out the requirements of an IEP. Families and teachers should request an IEP meeting any time they feel a change in services is needed. In addition, a family who does not agree with an IEP may request a due process hearing which is conducted by a hearing officer appointed by the state department of education.

Tennessee is unique in that gifted and talented students are also covered by IEPs. (This is a state option not mandated by IDEA.)

Not all students with special needs require specialized instruction (and an IEP). For students with disabilities who do not require specialized instruction but need the assurance they will receive equal access to public education and services, a 504 Plan is created to outline their specific accessibility requirements. Like the IEP, a 504 Plan should be updated annually to ensure the student is receiving the most effective accommodations for his/her situation.

Disciplining students with special needs

School personnel can remove students with special needs who have IEPs and who commit serious offenses for up to ten school days. A suspension for more than ten days constitutes a change in placement and requires a change in the IEP.

A student who possesses a weapon or drugs at school can be placed in an interim alternative setting for up to 45 days if school personnel determine that the current placement is likely to result in harm or injury to the child or others. While a student is in an alternative setting, the IEP must continue to be implemented.

If discipline problems persist and a short suspension has not helped, the school district should conduct a functional behavior assessment and implement a behavior intervention plan. This plan must be completed once a student has been suspended for ten days.

It is extremely important for you to keep accurate anecdotal records of the student's behavior as well as the strategies you have used to change the behavior. Also keep the family informed about the behavior and your strategies. TEA encourages you to talk to other teachers, families, principals and counselors for advice in behavior management strategies.

Understanding the ABCs of Education and TEA

Along with the job of delivering quality instruction to every student, educators are faced with another task: learning a new language.

The field of education is a culture and, like any culture in the world, it has its own language. Comprised of acronyms, abbreviations, initials and alphabet soup, this language represents educators' professional way of life. Common terms used often by many educators in Tennessee include:

ACT	College admissions test produced by the American College Testing Program	LEA	Local Education Agency/Agent
ACTE	Association of Colleges for Teacher Education	LEP	Limited English Proficiency
ADA	Average Daily Attendance	LRE	Least Restrictive Environment
ADA	Americans with Disabilities Act	MAC	Minority Affairs Committee
ADM	Average Daily Membership	MIP	Moderate Intervention Program
ADD	Attention Deficit Disorder	M-Team	Multidisciplinary Team
ADHD	Attention Deficit Hyperactivity Disorder	NABSE	National Alliance of Black School Educators
ADP	American Diploma Project	NAEP	National Assessment of Educational Progress
AEW	American Education Week	NAESP	National Association of Elementary School Principals
AP	Advanced Placement	NASSP	National Association of Secondary School Principals
AR	Association Representative	NBCT	National Board Certified Teacher
AYP	Adequate Yearly Progress	NBPTS	National Board for Professional Teaching Standards
BEP	Basic Education Program	NCATE	National Council for the Accreditation of Teacher Education
CAI	Computer-Assisted Instruction	NCLB	No Child Left Behind
CCSS	Common Core State Standards	NEA	National Education Association
CEU	Continuing Education Unit	NRT	Norm-Referenced Test
CLD	Culturally and Linguistically Diverse	Para	Paraprofessional
CRT	Criterion-Referenced Test	PD	Professional Development
CTE	Career-Technical Education	PDK	Phi Delta Kappa
CUMS	Cumulative Records	PDPs	Professional Development Points
DEAP	Distinguished Educator Awards Program	PECCA	Professional Educators Collaborative Conferencing Act
EE	Exemplary Educator	PLAN	Pre-ACT test given during fall of sophomore year
EIR	Educator Information Record	PTA	Parent Teacher Association
ELL	English-Language Learner	PTSO	Parent Teacher Student Organization
EOC	End-of-Course Exam	RA	Representative Assembly
EPNA	Education Professional Negotiations Act	RAA	Read Across America
EPP	Education Preparation Provider	RTTT	Race to the Top
ERIC	Educational Resources Information Center	RTI	Response to Intervention
ESEA	Elementary and Secondary Education Act	SACS	Southern Association of Colleges and Schools
ESL	English as a Second Language	SAT	College admissions test administered by the College Board
ESP	Education Support Professional	SBE	State Board of Education
ESSA	Every Student Succeed Act	SCORE	State Collaborative on Reforming Education
ETS	Educational Testing Service	Sect. 504	Civil Rights Law Protecting Individuals with Disabilities
EXPLORE	ACT's college-readiness test for 8th and 9th graders	SEL	Social and Emotional Learning
FERPA	Family Educational Rights and Privacy Act	SES	Supplemental Education Services or Socio-Economic Status
FTA	Future Teachers of America	SIP	School Improvement Plan
GED	General Education Development diploma	SLA	Summer Leadership Academy
GR	Government Relations	SPED	Special Education
GREAT	Grass Roots Education Action Team	STEM	Science, Technology, Engineering and Mathematics
HBCU	Historically Black Colleges and Universities	S-TEAM	School Support Team
HCR	Human and Civil Rights	SREB	Southern Regional Education Board
HQT	Highly Qualified Teacher	SRO	School Resource Officer
HR	Human Relations or Human Resources	STEA	Student Tennessee Education Association
HOUSSE	Highly Objective Uniform State Standard of Evaluation	TASL	Tennessee Academy for School Leaders
IB	International Baccalaureate	TCA	Tennessee Code Annotated
IDEA	Individuals with Disabilities Education Act	TCAP	Tennessee Comprehensive Assessment Program
IEP	Individualized Education Program	TCRS	Tennessee Consolidated Retirement System
ILL-A	Instructional Leadership License-Aspiring	TDOE	Tennessee Department of Education
ILL-B	Instructional Leadership License-Beginning	TDP	Tennessee Diploma Project
INTASC	Interstate New Teacher Assessment and Support Consortium	TEA	Tennessee Education Association
IPD	Instruction and Professional Development	TEAC	Teacher Evaluation Advisory Committee
ISI	In-School Isolation	TEAM	Tennessee Educator Acceleration Model
ISLCC	Interstate School Leaders Consortium	TESOL	Teachers of English to Speakers of Other Languages
ISS	In-School Suspension	TFA	Teach for America
iTEAM	Innovative Teachers Engaging All Members	TLO	Teacher Leader Organizer
LD	Learning Disability/Disorder	TLN	Teacher Leader Network
		TOSS	Tennessee Organization of School Superintendents
		TRTA	Tennessee Retired Teachers Association
		TSBA	Tennessee School Board Association
		TSSAA	Tennessee Secondary School Athletic Association
		TUEAC	Tennessee Urban Education Association Council
		TVAAS	Tennessee Value-Added Assessment System
		UniServ	Unified Services program
		WLTP	Women's Leadership Training Program

Being Smart About Technology

Students today are very tech-savvy. They have the ability to disseminate your postings to their friends and your employer. As a new teacher, carefully monitor your online presence and learn to use proper boundaries when integrating technology into the classroom and your personal life. Be mindful of district policies on Internet use and social media.

School computers and email

The school board is the owner of all technology equipment purchased with public funds, donated to the system or received through grants. Lists of Internet sites visited on a computer can be harvested by the school system. SMTP (simple mail transport protocol) mail is downloaded on the system's server and can be easily monitored.

Other personal email accounts — even home email — read over the Internet at school can be monitored by the school system. This mail is stored on the computer and can be retrieved by the district or law enforcement.

Email sent over a school system computer is subject to reading, copying or printing by the employer.

Email messages can be used against an employee in court or during a school board hearing.

In short, you should be very cautious if using your school computer for personal Internet use. This

Social networking sites can be very detrimental to your career as a teacher. Practice caution and NEVER allow students to view personal blogs or pages.

should not be done during time when you should be working, including your planning time. The best policy is to

check personal email and conduct personal online business from your own computer outside the school day using your wifi and data plan.

Social networking

Some employers "Google" potential applicants. Your online blogs, social media profiles or websites may be viewed. There have been many examples of applicants being turned down for jobs due to inappropriate online material. Teachers have lost their jobs due to material posted online. Examples that have caused trouble for teachers include posting candid photos of students, sexually explicit writing, inappropriate photos and references to alcohol and drugs.

Social networking sites can be very detrimental to your career as a teacher. Practice caution and NEVER allow students to view personal blogs or pages. Do NOT write about events at school or students on your blogs or social media platforms. Courts have ruled that school employees can be disciplined for off-duty conduct if the school district can show that the conduct had an adverse impact on the school or the teacher's ability to teach.

Cell phone and email communication with students

Refrain from communicating with students via cell phone or text messaging. Although many see this as a rapid way to communicate with groups of students, text messaging can be easily misconstrued. You should never text your students and you should refrain from giving out your cell phone number. Use your school provided technology and email address when communicating with students and parents.

Email communication with students should be limited to school work.

If conversations and emails are strictly about school work, then the communication is probably appropriate. Practice caution in any outside communication with students and know what your district policy says. Use services like "Remind Me" where there is one way communication. It's available at <https://www.remind.com>.

Other technology tips

Familiarize yourself with the capabilities of all software programs required by your district (electronic grade books, attendance software, etc.). Determine who to consult in your building if you encounter software issues.

Be sure to back up your data in several locations.



Maintaining Your License to Teach

Educators employed in Tennessee public schools **must** hold a valid teaching license. Online management tools can be found at <https://tdoe.tncompass.org>. This site allows Tennessee educators to submit renewals, add additional endorsements, keep personal contact information current, PDPs and view evaluation data. In order to access your personal information, you need the following: your username and password. The information is available only to you and authorized personnel in the Tennessee Department of Education and in the human resource departments in each school district. Potential employers use this site to verify: license status, universities and conferred degrees, years of service, areas of endorsements, correspondence documentation, and PRAXIS scores. **You should verify your information annually since it is your responsibility to keep the information current and to maintain your license.**

The State Board of Education (SBE) sets all policies, standards, and rules concerning licensure including issuance, suspensions, denials, revocations, and reprimands (see <https://www.tn.gov/sbe.html>). While local boards have the authority to employ educators and award tenure, it is the SBE that has jurisdiction over your license and licensure standards. The SBE currently issues the following types of licenses:

- **Practitioner License:** Initial three-year teaching license issued to applicants who hold a bachelor's degree, are enrolled in or have completed a preparation program approved by the State Board, and have verified content knowledge as defined in State Board policy. This license may be renewed once.
- **Professional License:** A six-year license issued upon meeting licensure expectations at the practitioner level and completion of an approved educator preparation program. This license is renewable.
- **Non-Public School Teacher License:** A ten-year license issued to individuals who qualify for or hold a valid Tennessee teaching license, have current certification from the National Board of Professional Teaching Standards, or hold a valid license from another state. Although this license is renewable, it only allows an educator to work in a nonpublic school.
- **JROTC Teacher License:** A five-year license issued to active or retired military personnel to serve as JROTC teachers. Must have certification of preparation by the military. Although this license is renewable, it does not entitle an individual to teach any other courses, and no teaching endorsements may be added.
- **Adjunct License:** A one-year license issued to applicants who teach no more than three classes in subject areas of critical shortage, as designated by the State Board of Education. Must have a bachelor's degree, verified knowledge of the teaching content area, completed a preservice preparation program approved by the State Board, and must meet other criteria under State Board Rule 0520-02-03-.02(2)(e)1.-8. This license is renewable nine times.
- **International Teacher Exchange License:** This is a time-limited license designed to allow eligible teachers from other nations to teach in Tennessee schools for up to three consecutive years. Other criteria must be met under State Board Rule 0520-02-03-.02(f)1.-6. This license is nonrenewable.
- **Administrative Licenses:**
 - ~ **Instructional Leadership License-Aspiring (ILL-A):** Initial three-year instructional leader license issued to candidates who are enrolled in an instructional leader preparation program. This license is nonrenewable.
 - ~ **Instructional Leadership License-Beginning (ILL):** Initial three-year instructional leader license issued to candidates who have completed an instructional leader preparation program and submitted a qualifying score on the required licensure assessment. This license is renewable.
 - ~ **Instruction Leadership License-Professional (ILL-P):** Six-year instructional leader license issued to educators who have met licensure expectations for advancement from the ILL. This license is renewable.
- **School Service Personnel Licenses:**
 - ~ **Practitioner School Service Personnel License:** Initial three-year license issued to applicants upon completion of a preparation program, leading to endorsement as a school counselor, school psychologist, school social-worker, educational interpreter, school food-service supervisor, school speech-language pathologist, or school audiologist. Applicants must have also submitted qualifying scores on the state required licensure assessment. This license is renewable once.
 - ~ **Professional School Service Personnel License:** A six-year license issued to applicants upon meeting licensure expectations at the practitioner level, as a school counselor, school psychologist, school social-worker, educational interpreter, school food-service supervisor, school speech-language pathologist, or school audiologist. This license is renewable.
- **Occupational Licenses:**
 - ~ **Practitioner Occupational Education License:** Initial three-year license issued to applicants who have met endorsement requirements and have had content verification provided by the Tennessee Department of Education. This license is renewable once.
 - ~ **Professional Occupational License:** A six-year-license issued to applicants upon meeting licensure expectations at the practitioner level, completing coursework covering the professional education standards, and additional requirements as defined in State Board of Education policy. This license is renewable.

Questions about licensure? Contact your TEA UniServ Coordinator or TEA's Instructional Advocacy staff at 800.342.8367. Also, go to <https://www.tn.gov/sbe/licensure.html> for more information and to obtain the forms to apply for or renew your license, or contact the Tennessee Department of Education, Office of Educator Licensing at 615.532.4885.

Navigating Your Evaluation

All Tennessee teachers are evaluated annually either under the state model evaluation system or an approved alternate evaluation system that meets the minimum standards adopted by the State Board of Education. Teachers with individual growth scores follow a different process than those without individual growth scores.

Teachers with Individual Growth Scores. Fifty percent of the evaluation is composed of student achievement data—35% student growth as represented by the Tennessee Value-Added Assessment System (TVAAS), or some other comparable measure if no TVAAS data is available, plus 15% additional measure of student achievement chosen through mutual agreement of the educator and evaluator. If the educator and evaluator cannot agree, then the educator shall choose the achievement measure. The other 50% is determined through qualitative measures, such as teacher observations, student perception surveys and personal conferences.

If an educator's student growth data reflects an attainment of a specific achievement level, to be recommended by the teacher evaluation advisory committee and adopted by the State Board, then the educator may choose to have the student growth data comprise 50 % of his or her evaluation.

If an educator's student growth data reflects attainment of an achievement level demonstrating an effectiveness level of "above expectations" (4) or "significantly above expectations" (5), then, at the discretion of the LEA and upon request of the educator, the student growth data may comprise 100 % of the educator's evaluation score.

- For the 2016–17 school year, the student-growth data generated by assessments in 2015–16 shall account for only 10% of the overall evaluation criteria.
- In 2017–18, student-growth data generated by assessments in the 2016–17 and 2017–18 school years shall account for 20% of the overall evaluation criteria.
- For 2018–19 and thereafter, student-growth data shall account for 35% of the overall evaluation criteria.
- The most recent year's student-growth evaluation composite shall account for 35% if such use results in a higher evaluation score.
- For 2015–16 through 2017–18, student-growth evaluation composites generated by assessment in 2015–16 shall be excluded from the 35% if such exclusion results in a higher evaluation score for the teacher. The qualitative portion of the evaluation shall be increased to account for any necessary reduction to the student-growth measure.

Teachers without Individual Growth Scores. Thirty percent of the evaluation shall be composed of student achievement data with 15% of the evaluation criteria based on student growth data as represented by TVAAS. But for the 2015–16 school year, none of the 35% student-growth data shall be based on TVAAS unless the inclusion of that data results in a higher evaluation score for the teacher. For 2016–17, no more than 10% of the evaluation criteria shall be based on TVAAS data. The qualitative portion of the evaluation shall be increased to account for any necessary reduction to the student-growth measure. The State Board of Education has the ultimate authority to determine, identify, and adopt measures of student growth that are comparable to TVAAS. By the 2019–20 school year, in order to provide individual-growth scores to teachers in nontested grades and subjects, LEAs shall use at least one appropriate growth model that has been approved by the State Board of Education.

The 15% student achievement component is selected from a menu of options approved by the state. Guidance on student-achievement measures may be found at <http://team-tn.org/achievement>. Additional measures for non-tested grades/subjects are being developed.

All teachers are observed each school year. Those teachers who have a practitioner license and whose previous year individual growth or overall effectiveness level is a 1–4 will have a minimum of six domains observed with a minimum of three domains observed in each semester. At least one-half of all observations will be unannounced and a minimum of one observation shall be announced. Those with a level 5, however, will have a minimum of one unannounced formal observation covering all domains during the first semester with two walk-throughs the second semester. Districts may elect to base pacing on a teacher's previous year's individual growth or overall effectiveness level in accordance with local-board policy. They may also choose to allow observers to combine domains during classroom observations provided the requisite minimum time, semester, distribution, and notice (announced versus unannounced) are met. A suggested pacing chart may be found at <http://team-tn.org/evaluation/teacher-evaluation>.

Teachers are to receive feedback from their observations within one week of each observation. The state has developed user-friendly, manageable forms to document observations and personal conferences.

A teacher's overall evaluation rating is calculated by combining scores on the three components into a single rating on a five-category scale. Each teacher receives a final effectiveness rating each year: significantly below expectations (1), below expectations (2), at expectations (3), above expectations (4), or significantly above expectations (5).

Observations will be conducted by trained staff. All observers, regardless of evaluation model, must be trained in order to conduct teacher observations. All observations should follow the guidelines set forth by the State Board of Education.

How will your evaluation scores be used? The primary function of your annual evaluation is to help improve instruction by developing instructional skills, increasing collaboration and communication, determining needed assistance and differentiating professional development to meet your needs.

State law requires evaluations to be used as a factor in personnel decisions, including professional development, tenure attainment, promotion, compensation and dismissal. Except for future tenure decisions, guidance has not been provided by the state regarding exactly how evaluations will affect other personnel decisions. (See the next page for information on the evaluation system's impact on tenure.)

If your evaluation is not properly completed: For the first time in Tennessee, you have the right to file a grievance regarding your end-of-year evaluation for one of two reasons: if the data used in the quantitative portion of the evaluation (either student growth or other measure of student achievement) is not accurate, or if the state's evaluation procedures are not followed. A three-step grievance procedure is defined in the state's evaluation policy, beginning with an appeal to the evaluator and ending with an appeal to the local board of education.

When your district offers training on the evaluation process for teachers, be sure to attend so you are familiar with the timelines, forms, observation rubric, etc. before the process begins. Also, if your district is using the state's model evaluation plan, be sure to take advantage of the online portal as a resource to help you improve your practice in any areas identified as areas for refinement by your evaluation observer(s). Access the NIET Best Practices Portal at <https://www.nietbestpractices.org>.

Knowing the Basics of School Law

Tennessee law about schools, students and teachers fills volumes. Below is a summary of a few high points of the laws that relate directly to you.

Personnel files

- Usually maintained in the central office, although principals often keep evaluation records at the school
- Public records under Tennessee Public Records Act, which means that any citizen can see the contents. Exceptions to the Public Records Act include:
 - ~ records containing the results of individual teacher evaluations administered pursuant to State Board policy
 - ~ home telephone and personal cell phone number
 - ~ residential information
 - ~ bank and savings account information
 - ~ individual health account information
 - ~ retirement and pension account information
 - ~ Social Security number
 - ~ driver license information (except when operating a vehicle is part of an employee's job)
 - ~ any of the same information pertaining to the employee's immediate family or house
- Must be made accessible to the teacher at any reasonable time; a reasonable cost for reproduction of documents may be charged if copies are requested

Transfers

A director of schools has the authority to transfer a teacher from one location to another and from one type of work to another. The type of work must be work for which the teacher is qualified and licensed. The transfer must be necessary for the efficient operation of the school system and made according to board policy.

Dismissal of a teacher

Under Tennessee law, a teacher can be dismissed only for specified reasons:

- Incompetence
- Inefficiency (which may be determined by a teacher's evaluations, should such evaluations demonstrate an overall performance effectiveness level "below expectations" or "significantly below expectations.")
- Insubordination
- Neglect of duty

- Conduct unbecoming a member of the teaching profession

Tenure

To gain tenure, a Tennessee teacher must:

- Have a degree from an approved four-year college or, if a career or technical teacher, have the equivalent amount of training established and licensed by the state board of education
- Hold a valid teacher license issued by the State Board of Education based on training covering the subjects or grades to be taught
- Have completed a probationary period of five school years or not less than forty-five months within the last seven-year period, the last two years having been employed as a regular teacher (not in an interim position)
- Have received evaluations demonstrating an overall performance effectiveness level of "above expectations" or "significantly above expectations" during the last two years of the probationary period
- Be reemployed by the director of schools for service after the probationary period
- Once eligible for tenure, the teacher shall be recommended for tenure or nonrenewed; provided, however, that the teacher cannot be continued in employment if tenure is not granted by the board of education.

Due process for tenured teachers

Teachers gaining tenure after July 1, 2011, have a number of rights:

- Retention of the "status" of tenure unless the teacher resigns, retires, is dismissed, or receives for two consecutive years evaluations demonstrating an overall performance effectiveness level of "below expectations" or "significantly below expectations" (the poor evaluations result in the teacher being returned to probationary status)
- If dismissal is sought, written notice specifying the offense(s) with which the teacher is being charged and the signature of the person(s) making the charge(s)
- If dismissal charges are approved by the board of education, a full and complete hearing before an "impartial" hearing officer if the teacher requests a hearing in writing within 30 days of the teacher's receipt of the approved charges

(continued on the next page)

Knowing the Basics of School Law

Due process for tenured teachers (cont.)

- The right to be represented by counsel, the right to call and subpoena witnesses, the right to examine all witnesses, the right to have testimony given under oath and the right to submit relevant evidence even if objected to by the opposing party
- The right to bar witnesses from the hearing except as they are called to testify. The hearing may be private at the request of the teacher or in the discretion of the impartial hearing officer.
- The right to file briefs, proposed findings of fact and conclusions of law, and proposed initial or final orders, in the discretion of the impartial hearing officer
- The right to a written decision by the impartial hearing officer within ten days of closing the hearing
- The right to appeal the hearing officer's decision, first to the board of education and then to the chancery court of the county in which the school system is located. The court's review shall be a de novo review on the record of the hearing officer and the board of education.

Non-reelection

A non-tenured teacher who is not rehired for another year of teaching has no due process rights, but is entitled to:

- Written notice that the teacher will not be rehired. (The notice does not have to contain reasons.)
- The notice must come from the director of schools.
- The teacher must receive notice within five business days following the last instructional day for the school year to be applicable to the next school year.

Abolition of position

A non-tenured teacher's position may be abolished by a board of education after June 15 based on the following:

- The action taken by the board of education shall be for sufficient, just and nondiscriminatory reasons.
- The non-tenured teacher shall be notified in writing of the reasons for the abolition of the position.
- The non-tenured teacher shall be entitled to the next position the teacher is qualified to hold that opens within the school system during the remainder of the school year.

- The determination of "qualified for an open position" is made by the director of schools and the teacher's most recent evaluations may be a factor.

When it becomes necessary to reduce the number of teaching positions in the system because of a decrease in enrollment or for other good reasons, the local board is empowered to dismiss such teachers based on their level of effectiveness. Teachers are entitled to written notice of their dismissal explaining fully the circumstances or conditions making the dismissal necessary. Teachers rated in the three highest evaluation categories shall be placed on a list for reemployment. The director of schools has the power to determine the filling of any vacancy on the basis of the director's evaluation of the teacher's competence, compatibility, and suitability to properly discharge the duties required for the vacant position considered in the light of the best interest of the students in the school where the vacancy exists. Although the director of schools has the power to fill a vacant position, a principal can refuse to accept the teacher that the director of schools is placing in or referring to the principal. The teacher's most recent evaluations shall be a factor in such determination."

Due process for non-tenured teachers

Non-tenured teachers who are recommended for dismissal during a school year have these rights:

- Written notice of the charge(s) against them
- Non-tenured teachers may be dismissed for the same reasons that a tenured teacher may be dismissed: incompetence, inefficiency, insubordination, improper conduct or neglect of duty.
- A full and complete hearing before an impartial hearing officer selected by the board of education
- Representation by counsel
- The right to call and subpoena witnesses and to have witnesses testify under oath
- Written factual findings and a decision within ten working days following the close of the hearing
- The right to appeal, first to the board of education, then to the chancery court of the county in which the school system is located. The review of the court shall be de novo on the record.

Need Guidance

If you have questions or need legal advice, contact the TEA UniServ coordinator who works with your local Association. See www.teateachers.org/staff for the name and contact information of your UniServ coordinator.

Protecting Yourself

Avoid being sued

You could be held responsible if someone is injured during a school-related activity. To reduce your chances of being sued:

- Never leave students unsupervised.
- Be familiar with and follow school and school district policies and board procedures.
- Notify your principal if you find hazards.
- Get permission slips for all students participating in field trips. Make sure there are enough adults to supervise students.
- Keep a record of all incidents that have the potential of creating problems while details are fresh in your mind.
- Keep your own records of any unusual problems with students or families.
- Be familiar with Section 504 and IEP requirements.

Report suspected child abuse

- Teachers have a mandatory duty to report suspected child abuse. Failure to do so can subject a teacher to a criminal charge.
- See page 36 of this Success Guide for more information on recognizing abuse. To report child abuse or neglect, call 877.237.0004 24 hours a day.

If called into a disciplinary meeting

- Seek the presence of a witness, preferably a local Association representative or TEA UniServ coordinator.
- Make sure you understand of what you are being charged.
- If your request for representation is denied, you may have to attend the meeting without a representative to avoid a charge of insubordination. If this happens, take careful notes and limit your responses. Following this meeting, speak with your UniServ coordinator and check your local collective bargaining agreement, if any, for potential violations that could be grieved.
- Immediately after the meeting, if you have not yet been able to speak to your TEA UniServ coordinator, give him/her a call. This experienced professional is on your side and can advise you what to do next.
- Your UniServ coordinator will see that you have legal advice when you need it.

Responding

- If the administration requests your side of the story, inform them that you will provide it after you consider the charges and reflect on the sequence of events.
- Submit only statements that your UniServ coordinator has reviewed. Keep copies of all documents you receive and submit.

- Keep all correspondence related to your situation, including the envelopes containing information mailed to you. If information is hand-delivered, note when you receive it and who gives it to you.

Get representation

- Arrange for an Association representative to accompany you to meetings. The representative may be your Association Representative, a grievance committee member, an Association officer, your UniServ coordinator or a lawyer. Your UniServ coordinator can help decide who is most appropriate for your situation.
- Whoever accompanies you should commit to testify for you in any administrative hearings or court proceedings, if necessary.

Beware

- Beware of solutions offered by administrators. Do not agree to any proposals without first checking with your Association.
- If offered an “opportunity to resign,” do not submit a resignation without first conferring with your UniServ coordinator. Listen more than you speak.
- Don’t make public statements about your situation.
- Do not seek to change the accuser’s view of what happened.
- Share your situation with as few people as possible. Be very cautious about saying anything except to your closest family member, Association representative and most trusted friend.

Be conscious of the potential dangers of new technology

- Most students have cell phones and may be taking pictures or sound/video recordings at any time.
- The Internet should be used with care. Do not make any online commentary regarding your employment or your students. If you have a Facebook page, make it private. Do not “friend” your students. Try to avoid any Internet contact with students, as well as cell phone calls and text messages to and from students.
- See page 30 of this Success Guide for more tips on appropriate use of technology.

You Have Professional Rights

Tennessee Code Annotated Section 603 states you have rights to representation if you are called to a meeting that may result in disciplinary action, before going into a meeting simply state:

“If this discussion could in any way result in my being disciplined, I respectfully request that my association representative be present at the meeting. Prior to an investigatory interview, I wish to be informed on the subject matter of the interview. Following such disclosure, I am requesting a pre-interview conference with my association representative.”

Protecting Your Students

Reporting suspected child abuse

Taking action when you suspect one of your students may be abused could well save that child from further physical and emotional pain.

1. As it concerns “child abuse,” Tennessee law requires that any person who has knowledge of or is called upon to render aid to any child who is suffering from or has sustained any wound, injury, disability, or physical or mental condition shall report such harm immediately if the harm is of such a nature as to reasonably indicate that it has been caused by brutality, abuse or neglect or that, on the basis of available information, reasonably appears to have been caused by brutality, abuse or neglect. That person must report the abuse to at least one of the following:

- The judge having juvenile jurisdiction over the child.
- The Department of Children’s Services (DCS), either by contacting a local representative of DCS or by utilizing its centralized intake procedure, where applicable.
- The sheriff of the county where the child resides.
- The chief law enforcement official of the municipality where the child resides.

Failure to do this can result in a conviction of a misdemeanor. To report suspected child abuse 24 hours a day, call 877.237.0004.

2. To encourage reporting of suspected child abuse, the law provides immunity from liability if the report is made in good faith.

3. For your own protection — as well as that of the child — report any suspicions you may have right away.

4. You should also check your school district policy about reporting child abuse. If you are not sure what the policy requires, contact your TEA UniServ coordinator.

Reporting suspected child sexual abuse

Any person who knows or has reasonable cause to suspect that a child has been “sexually abused” shall immediately report such knowledge or suspicion to the local office of DCS responsible for the investigation of such reports or to the judge having juvenile jurisdiction or to the office of the sheriff or the chief law enforcement official of the municipality

where the child resides. Failure to report will result in a conviction of a misdemeanor.

Recognizing abuse

A child may show no physical signs of abuse. One sign or symptom may not necessarily indicate child abuse, but if you see many clues, consider your suspicions carefully. Watch for a child who:

- Appears nervous, disruptive or hyperactive
- Has a pattern of unexplained injuries or an inordinate number of “explained” injuries
- Constantly comes to school inappropriately dressed for the season
- Is habitually late or often absent
- Arrives early or leaves late and seems reluctant to go home
- Is unusually fearful of adults or other children
- Is unusually shy, withdrawn or passive
- Goes to the bathroom with difficulty
- Is constantly tired or thin or seems malnourished
- Has a sudden drop in school grades or participation in activities
- Acts out in stylized ways, such as sexual behavior that is not normal for his/her age group
- Refuses to take off outerwear

Suicide Prevention

You could save a child from attempting suicide if you learn to recognize the warning signals. Recognizing signs of distress can also prevent violence in the school.

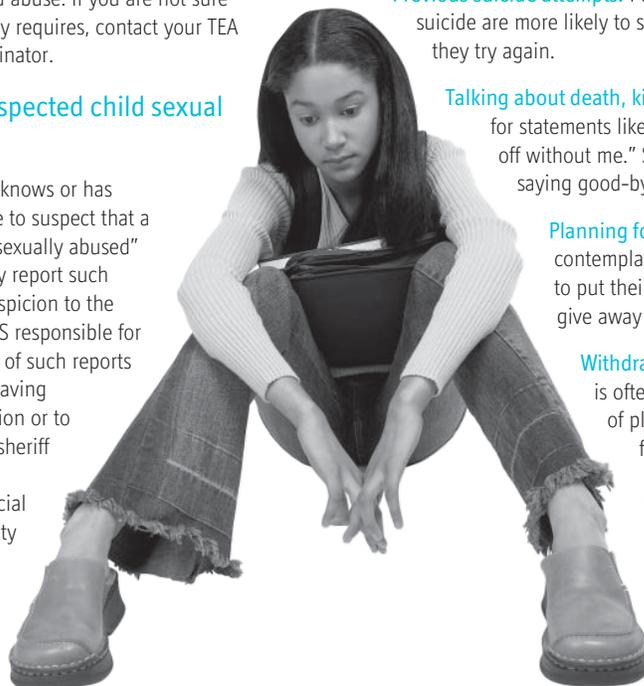
While some suicides and violence appear without warning, most do not. Take these signs seriously:

Previous suicide attempts. People who have attempted suicide are more likely to succeed when they try again.

Talking about death, killing and suicide. Be alert for statements like “My family would be better off without me.” Such talk can be a way of saying good-bye or going away.

Planning for suicide. People contemplating suicide often arrange to put their affairs in order. They may give away articles they value.

Withdrawal. Serious depression is often expressed as a loss of pleasure or withdrawal from activities that were enjoyable to the person before.



Maintaining Proper Conduct

Accusations of sexual misconduct lead to more teachers being fired than any other single issue. Just being accused of sexual misconduct can jeopardize your career. The police may investigate you, your school district may fire you and the state may revoke your teaching license.

Think ahead

Thinking about how you deal with students and making good decisions in advance can help avoid

Certain situations increase the danger of allegations. Being alone with a student or small group of students creates fertile ground for accusations.

problems. Since some sexual misconduct involves words only, plan not to make remarks that a student could misconstrue.

Do not remark on students' physical attributes. Confine praise and criticism to academics and behavior.

Age and gender matter

As you think about whether and how to touch students, consider their age. In primary grades, you don't need to avoid hugging students. Young children need and demand physical affection.

As children age, hugging becomes less appropriate. Hugging secondary students is considered suspicious. Take particular care with prepubescent females. Females of this age are more likely to make charges and to perceive a neutral touch as improper.

Also consider the gender of students and your own gender. More than 90 percent of teachers accused of sexual misconduct are male. If you are male, be doubly cautious about touching students of either gender.

Not just your imagination

Some teenagers do make advances to teachers. Flirting is a social skill that students are learning and will practice with their teachers. It is never appropriate to flirt in return. A teacher should never date a student. When an adult dates anyone younger than 18, it can lead to criminal charges. Never confide in students or share personal problems regarding your family or yourself.

High risk jobs

Consider your job responsibilities. Coaches, band directors, physical education teachers and school counselors are particularly vulnerable and should be especially careful.

Types of touch

There are various kinds of touching. It is risky to touch students anywhere except the back, shoulders or arms. Many allegations stem from touching the thigh or knee, slapping the bottom in gym and massaging shoulders. Authorities take these kinds of touching very seriously. Avoid frontal hugs with students. Touching adolescent girls anywhere can be risky.

Girls this age are starting to mature physically and may view these touches as sexual.

Sensitive situations

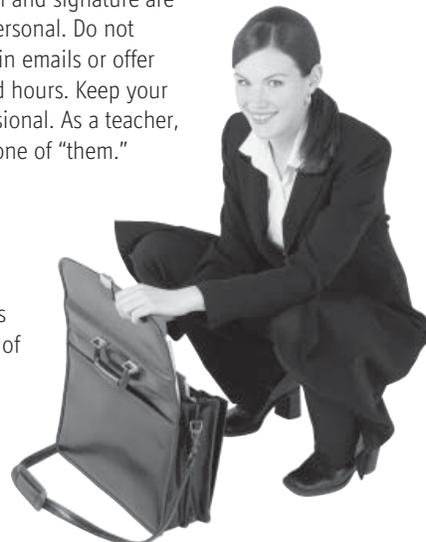
Certain situations increase the danger of allegations. Being alone with a student or small group of students creates fertile ground for accusations. Charges may also arise when teachers transport students in their cars. Don't put yourself in jeopardy. Always keep your door open when meeting with students and leave the driving to families or the school district.

Other risky events include social activities, especially if you invite students into your home. If such activities are part of your reward system, make sure you don't single out one student for special attention and make sure other adults who are not related to you are always present.

Giving a student affectionate cards or gifts can also lead to problems, particularly if the teacher has a special relationship with the student. Be sure your salutation and signature are professional, not personal. Do not chat with students in emails or offer "counseling" at odd hours. Keep your relationship professional. As a teacher, you are no longer one of "them."

Technology tips

See page 30 of this Success Guide for advice and cautions on appropriate use of technology.



Following Test Security Guidelines

Each year, standardized tests required by federal and state law are administered to students in Tennessee.

Tennessee's test security law provides serious penalties for failure to comply with test security guidelines, including suspension, dismissal and revocation of one's license to teach. Prohibited actions include:

- making or distributing unauthorized copies of the test
- altering a grade or answer sheet
- providing copies of answers or test questions
- otherwise compromising the integrity of the testing process

Test security guidelines

All public, state-special, and non-public schools are required to:

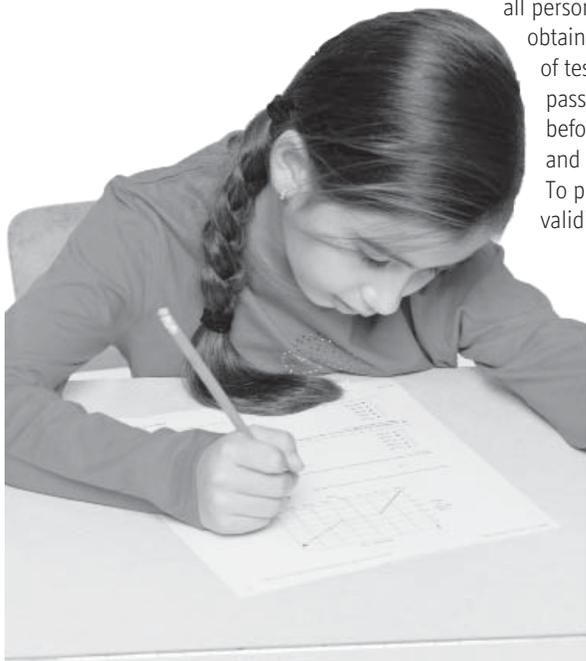
1. Adopt a locally monitored test security policy that incorporates, at a minimum, the State Test Security Guidelines. This policy should include a Testing Code of Ethics for personnel to sign and leave at the district office for documentation.
2. Train all personnel involved in the testing process on State Test Security Law, security guidelines, local policy, and test administration procedures; retain training documentation for system records.
3. Implement check-in, check-out, and quantity verification procedures for all test materials at the system level, at the school level, and for each test session.
4. Restrict handling of test materials to authorized personnel at all times.
5. Implement policies and procedures to prohibit

all personnel from obtaining knowledge of test items or passage content before, during and after testing. To protect the validity of the test,

discussion of the test content or specific test items with students, parents, or professional colleagues is prohibited.

6. Return test materials immediately after each test session and when the entire administration is completed.
7. Create a secure, yet positive, environment for testing. Place appropriate signage outside of test setting to limit interruptions (e.g., Do Not Disturb — Testing in Progress).
8. Conceal or remove all instructional or reference materials in the test setting that are related to the content area being assessed, such as maps, posters, student samples, bulletin board items, and familiar study aids such as graphic organizers, models, or number lines that relate to subject content.
9. Turn off all electronic communication devices (cell phones, pagers, PDAs, etc.) in the test setting.
10. Ensure proper calculator use as outlined in the Test Administration Manual, making sure calculators are cleared before and after administration of each test.
11. Confirm each student is the person named on the answer document for every testing session. A photo ID may be required if test administrators are not responsible for normal classroom instruction.
12. Require test administrators and proctors to carefully adhere to all test administration and accommodation instructions, following appropriate schedules and time limits outlined in all test directions.
13. Require test administrators and proctors to remain with the students and be observant and non-disruptive throughout the testing session.

Tennessee's test security law provides serious penalties for failure to comply with test security guidelines, including suspension, dismissal and revocation of one's license to teach.



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Following Test Security Guidelines

Test security guidelines (cont.)

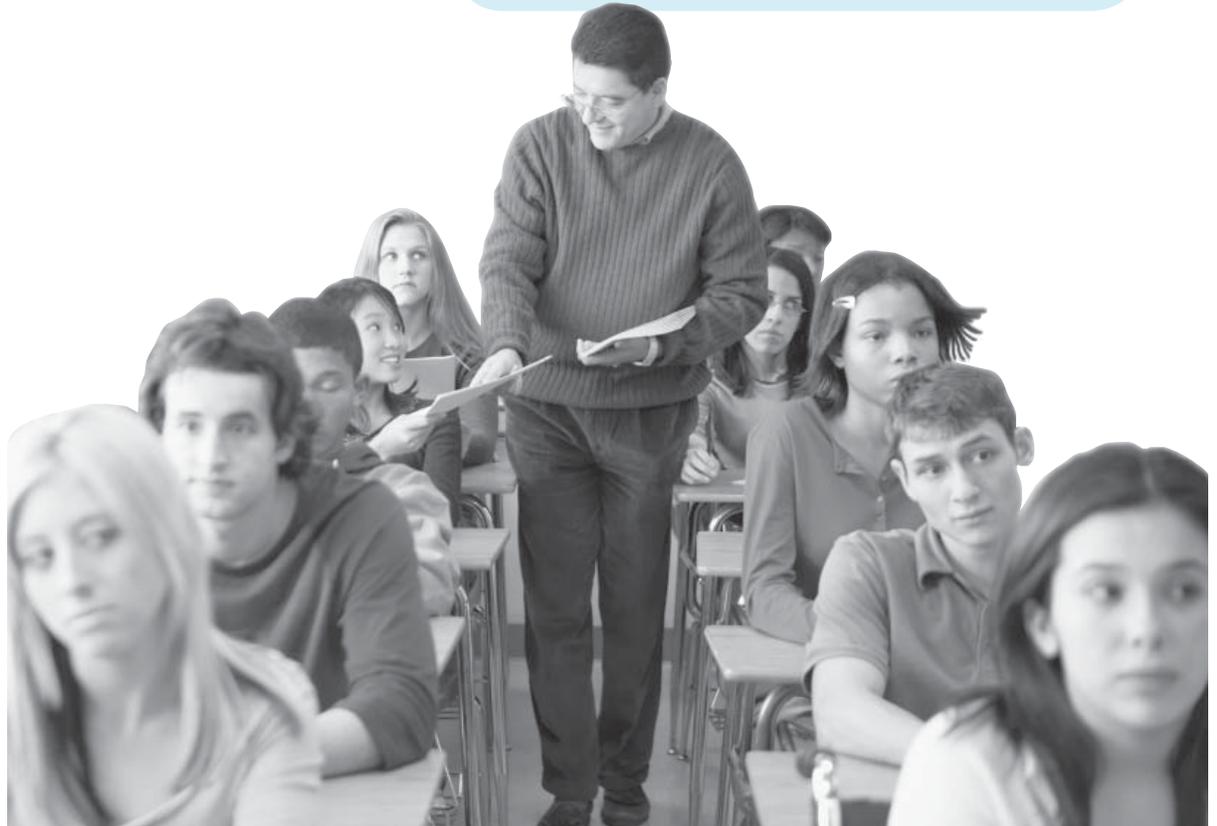
14. Prohibit coaching students in any way during state assessments. Ensure students respond to test items without assistance from anyone.
15. Prohibit reading test items and passages by anyone other than the students being tested, unless indicated in test instructions or accommodations. Secure assessment materials (including pilot or field test materials) shall not be read, reviewed, or analyzed at any time before, during or after test administration.
16. Ensure test items are not reproduced, duplicated, or paraphrased in any way, for any reason, by any person. Standard copyright laws must be maintained at all times.
Test materials shall not be copied, filed, or used directly in instructional activities. Specific excerpts from the test or paraphrased portions of the test may not be used to create study guides or classroom resources.
17. Maintain confidentiality of student-specific accountability demographic information and test results at all times.
18. Document test security concerns, including missing materials, on the Breach of Testing Security Report form.
19. Failure to report a breach of security compromises the integrity of the testing process and should be treated as a breach of testing security.

Practice assessment items

Beginning in 2012, the Tennessee Department of Education (TDOE) increased access to practice assessment items to better prepare students for state assessments. Teachers may access existing practice tests and item samplers in a new online application that does not require a password. The new format allows teachers to administer questions online, provide automatic grading, and generate score reports.

Tips for Teachers

- Be sure to read and strictly adhere to the Test Security Guidelines detailed above.
- Do not allow students to take any part of the test twice.
- Never erase student responses from the student answer document.
- Utilize the practice tests and item samplers to prepare your students for the actual tests.



Code of Ethics

of the Education Profession

Principle I Commitment to the Students

In fulfillment of the obligation to the student, the educator —

1. Abide by all applicable federal and state laws.
2. Not unreasonably restrain the student from independent action in the pursuit of learning.
3. Provide the student with professional education services in a nondiscriminatory manner and in consonance with accepted best practices known to the educator.
4. Respect the constitutional rights of the student.
5. Not unreasonably deny the student access to varying points of view.
6. Not deliberately suppress or distort subject matter relevant to the student's progress.
7. Make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
8. Make reasonable effort to protect the emotional well-being of the student.
9. Not intentionally expose the student to embarrassment or disparagement.
10. Not on the basis of race; color; creed; disability; sex; national origin; marital status; political or religious beliefs; family, social, or cultural background; or sexual orientation, unfairly:
 - (A) Exclude the student from participation in any program.
 - (B) Deny benefits to the student.
 - (C) Grant any advantage to the student.
11. Not use the educator's professional relationship with the student for private advantage.
12. Not disclose information about the student obtained in the course of the educator's professional service, unless disclosure of the information is permitted, serves a compelling professional purpose, or is required by law.
13. Not knowingly make false or malicious statements about students or colleagues.
14. Ensure interactions with the student take place in transparent and appropriate settings.
15. Not engage in any sexually related behavior with the student, whether verbal, written, physical, or electronic, with or without the student's consent. Sexually related behavior includes, but is not limited to, behaviors such as making sexual jokes or sexual remarks; engaging in sexual kidding, sexual teasing, or sexual innuendo; pressuring the student for dates or sexual favors; engaging in inappropriate physical touching, groping, or grabbing; kissing; rape; threatening physical harm; and committing sexual assault.
16. Not furnish alcohol or illegal or unauthorized drugs to the student.
17. Strive to prevent the use of alcohol or illegal or unauthorized drugs by the student when the student is under the educator's supervision on school or LEA premises, during school activities, or in any private setting.
18. Refrain from the use of alcohol while on school or LEA premises or during a school activity at which students are present.
19. Maintain a professional approach with the student at all times.

Principle II Commitment to the Profession

In fulfillment of the obligation to the profession, the educator shall not —

1. Deliberately make a false statement or fail to disclose a material fact related to competency and qualifications in an application for a professional position.
 2. Misrepresent the educator's professional qualifications.
 3. Assist entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
 4. Knowingly make a false statement concerning the qualifications of a candidate for a professional position.
 5. Assist a noneducator in the unauthorized practice of teaching.
 6. Disclose information about colleagues obtained in the course of professional service unless the disclosure serves a compelling professional purpose or is required by law.
 7. Knowingly make false or malicious statements about a colleague.
 8. Accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions.
 9. Use illegal or unauthorized drugs.
- In fulfillment of the obligation to the profession, educators shall —
1. Administer state-mandated assessments fairly and ethically.
 2. Conduct themselves in a manner that preserves the dignity and integrity of the education profession.



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