



THE UNIVERSITY OF
MEMPHIS®
College of Education

Teacher Education and Clinical Practice Handbook

**College of Education
Office of Teacher Education and
Clinical Practice**

Introduction

The purpose of this handbook is to provide information and guidelines that will be helpful to you as you enter the Teacher Education Program. Candidates will adhere to the College of Education's strategic priorities.

The College of Education: Driven by Equity

VISION

Driven by a commitment to diversity, social justice and equity, the College of Education is a premier educational organization that engages in innovative and impactful research, teaching and service.

MISSION

The College of Education builds on a foundation of success in research, teaching and service by:

- fostering depth and breadth of knowledge
- conducting relevant and innovative research
- developing culturally competent leaders and practitioners
- collaborating with and providing services to diverse local, national and international partners to address
- real-world problems of practice
- advancing an environment where diversity, social justice and equity are paramount.

CORE VALUES

- **DIVERSITY:** We recognize, include and embrace all individuals ensuring intercultural relationships.
- **INCLUSION:** We actively and intentionally commit to promoting equity and social justice in every endeavor.
- **RESPECT:** We value all people, recognizing that good ideas can come from anyone, anywhere, at any time.
- **INNOVATION:** We stay on the cutting edge by identifying new ways to embrace technology and solve problems.
- **SERVICE:** We utilize our skills and attributes to enhance our practices and expand our support to others.

The UofM Teacher Education Program's primary goals:

- Prepare culturally competent, equity-minded teacher residency candidates (referred to as candidates throughout the document) so that they have a positive impact on student performance from the first time they enter the classroom.
- Work collaboratively with schools to improve outcomes for students, schools and communities.

Criteria for Choosing Mentor Teachers:

- Must have a Level of Effectiveness (LOE) of 4 or 5.
- Have a license in the candidate's desired endorsement grade level area.
- At least 3 years of successful teaching experience.

Contact Information

Office of Teacher Education and Clinical Practice

202 Ball Hall | 901.678.2377 | tecp@memphis.edu

- Dr. Nichelle C. Robinson, *Director of Teacher Education and Clinical Practice*, ncrbnson@memphis.edu
- Chainese Sly, *Clinical Placement and Induction Coordinator*, csly@memphis.edu
- Mary Lanier, *Licensing and Certification Specialist*, mlanier@memphis.edu
- LaRuth Lofties, *MAT Academic Counselor*, llofties@memphis.edu
- Ryan Mitchell, *Undergraduate COE Advisor*, wrmitch1@memphis.edu



Program Coordinators

- Dr. Torre Kelley, *Lambuth Campus*, tckelley@memphis.edu
- Dr. Tiffany Lonoza, *Lambuth Campus & MAT Coordinator*, tebates@memphis.edu
- Dr. Logan Caldwell, *Undergraduate Program and edTPA Coordinator*, lprvette@memphis.edu
- Dr. Matthew Panozzo, *Literacy Education Program Coordinator*, mpanozzo@memphis.edu
- Dr. Bryna Bobick, *Art Education Coordinator*, bbobick@memphis.edu
- Dr. Josef Hanson, *Music Education Coordinator*, josef.hanson@memphis.edu
- Dr. Todd Layne, *PETE Program Coordinator*, telayne@memphis.edu
- Dr. Rebecca Adams, *TESOL Coordinator*, radams4@memphis.edu



Seminar Instructors

- Mrs. Jennifer Bubrig, jhbubrig@memphis.edu
- Dr. Logan Caldwell, lprvette@memphis.edu
- Dr. LaSheba Hilliard, lhllard2@memphis.edu
- Dr. Torre Kelley, tckelley@memphis.edu
- Mrs. Marcia White, mlwhite@memphis.edu
- Dr. Crystal White, clyates1@memphis.edu



Administration

- Dr. Sandra Cooley-Nichols, *ICL Department Chair*, smcooley@memphis.edu
- Dr. Leigh Harrell-Williams, *Interim Assistant Dean, Student Success*, lmwillm14@memphis.edu
- Dr. Stephen Zanskas, *Associate Dean*, szanskas@memphis.edu
- Dr. Michael T. Miller, *Dean*, mtmiller6@memphis.edu

InTASC Standards & COE Focus Areas

InTASC STANDARDS	COLLEGE OF EDUCATION'S STRATEGIC PRIORITIES/FOCUS AREAS
<p>Standard 1: Learner Development: The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional and physical areas and designs and implements developmentally appropriate and challenging learning experiences.</p>	<p>RESEARCH AND SCHOLARSHIP The College of Education engages in innovative scholarly research that is published in refereed journals. This research is accomplished in a manner that engages and addresses problems of practice and the expressed needs of the public and the research community. This scholarship may be interdisciplinary and fosters collaboration with colleagues, students and external constituents. The College of Education seeks to increase opportunities for undergraduate and graduate students to collaborate with faculty in conducting and publishing research in refereed journals and presenting at major regional, national and international conferences.</p> <p>COMMUNITY ENGAGEMENT AND PARTNERSHIPS The College of Education actively engages our community, including alumni, to cultivate partnerships that promote effective, cross-disciplinary communication and engaged scholarship with internal and external stakeholders. This communication and collaboration foster productive and meaningful relationships among faculty, students, staff and partners, including other colleges, school districts, neighborhoods, agencies and non-profits.</p> <p>EXCELLENCE AND ACCOUNTABILITY The College of Education strives to achieve excellence by engaging in on-going, transparent self-evaluation of its standards, processes, procedures and assessments by professional and/or accrediting agencies. Effectiveness is measured through collection and utilization of feedback received from students, colleagues and external constituents. The College of Education focuses on the holistic evaluation of our current students and graduates and their impact on the community. In addition, the quality of the internal climate and culture is used to</p>
<p>Standard 2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.</p>	
<p>Standard 3: Learning Environments: The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning and self-motivation.</p>	
<p>Standard 4: Content Knowledge: The teacher understands the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners.</p>	
<p>Standard 5: Applications of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.</p>	
<p>Standard 6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress and to guide the teacher's ongoing planning and instruction.</p>	

<p>Standard 7: Planning for Instruction: The teacher draws upon knowledge of content areas, cross-disciplinary skills, learners, the community and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.</p>	<p>determine the existence of an effective and efficient work environment.</p>
<p>Standard 8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to access and appropriately apply information.</p>	<p>STUDENT SUCCESS AND INSTRUCTIONAL PROGRAMMING</p> <p>The College of Education promotes an environment that respects the diverse academic needs of our students and supports the enhancement of student progress to degree completion and beyond.</p>
<p>Standard 9: Reflection and Continuous Growth: The teacher is a reflective practitioner who uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families and other professionals in the learning community), and adapts practice to meet the needs of each learner.</p>	<p>Administration, faculty and staff are dedicated to academic excellence in preparing high- quality professionals who engage in culturally responsible research, teaching, learning and leadership. We are also committed to inclusive and diverse recruitment and retention of today’s future leaders and practitioners. Our programs are responsive to the needs of our students and constituents so that graduates possess the knowledge, skills and attributes to address the needs of a changing and multicultural society.</p>
<p>Standard 10: Leadership and Collaboration: The teacher collaborates with students, families, colleagues, other professionals and community members to share responsibility for student growth and development, learning and well-being.</p>	

Educator Dispositions Assessment

CAEP, the UofM College of Education’s accreditor requires education programs to address and assess candidates’ dispositions throughout their coursework and during field experiences. Dispositions are the attitudes, values, and behaviors that shape how educators interact with students, colleagues, and families in their work guiding P-12 student learning and development. The Educator Dispositions Assessment (EDA) was created by the University of Tampa and validated with over 700 hours of work. It is a reliable instrument. It is housed in *Student Learning and Licensure System (SLL)* which also houses assessment and field placement information for UofM Candidates.

UofM instructors and clinical supervisors as well as mentor teachers assess the UofM Candidate with whom they work using the EDA. The EDA has performance descriptors for each of the 9 rows. All UofM faculty and mentor teachers complete training on how to complete the EDA to ensure that the scoring is calibrated. The training video assists with understanding the expectations and nuances of the rubric. The form can be accessed for completion in *SLL*. The form with 4 indicators is used with candidates in early field experiences. The form with 9 indicators is used during the residency year or clinical teaching semester and completed by course instructors as a key assessment across EPP programs.

The EDA is utilized to identify disposition issues that may arise with candidates within courses and in-the-field. To ensure that the EDA is utilized fairly and candidates receive due process, the Office of Teacher Education & Clinical Practice (OTECP) has identified a Disposition Concerns Process. This process can be utilized with all initial licensure candidates (undergraduate and MAT).

OTECP Disposition Concerns Process:

- The EDA and Disposition Concerns Process will be introduced to all teacher candidates upon being admitted to TEP.
- The EDA and Disposition Concerns Process will be discussed with teacher candidates in every education course taken and all orientations.
- Course Instructors, Supervisors, or Mentor Teachers can complete the EDA if candidates exhibit dispositional concerns.
- One completed EDA is a warning. The candidate and person who completed the EDA meet to discuss the concerns.
- The completed warning EDA will be submitted to the OTECP and filed.
- If two EDAs are completed on a teacher candidate, the teacher candidate must meet with the EDA Committee.
- The committee for candidates who receive two EDAs will consist of the Director of Teacher Education, program coordinators, faculty, and other administrators as needed.
- The committee will be convened by the Director of Teacher Education.
- The candidate and all EDA committee members will receive a copy of the meeting notes after the meeting is completed.
- Once the teacher candidate meets with the committee, a formal decision letter will be sent to the candidate.
- Candidates will be informed that they can appeal the committee decision with the Office of the Dean.
- The representative of the Dean's Office will receive the decision letter as well as the notes taken at the EDA committee meeting.
- The candidate will have 2 weeks to appeal the committee's decision with the Office of the Dean. A meeting will be scheduled with the candidate if requested by them.

For access to the rubrics, please visit the Professional Disposition pages on the OTECP website [here](#).

Tennessee Teacher Code of Ethics

The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct. The Tennessee Code of Ethics provides guidelines for professional conduct as it relates to a teacher's obligation to students, and to the Education professional. View the Tennessee Code of Ethics [here](#).

Field Experiences

Field Experiences

- Experiences related to courses
- Students will observe excellent teaching conducted by a mentor teacher

Pre-Residency

- Participation in clinical placement one day each week.
- Site Coordinator will monitor and supervise teacher candidates.
- Mentor teachers will support teacher candidates by adopting a co-teaching model

Residency

- Year-long placement with the same mentor teacher.
- The candidates will participate at their school site 1-3 days for the entire semester.
- Second semester, candidates return to the same class 5 days per week.

Clinical Teaching

- Candidates participate at their school sites daily
- The co-teaching model will be utilized during this experience.
- Candidates will attend a professional seminar.



Role of the Candidate

Conduct

- While completing the placement, candidates should conduct themselves in a professional manner.
- Upon entering the placement, the candidates agree to follow the rules of each school system as well as the university's policies.
- Candidates should view this experience as an opportunity to demonstrate what they can do as a teacher.
- Actions and words during placement should be carefully considered, as they will affect both the evaluation and the written and verbal recommendations given to the candidate by the mentor teacher, clinical supervisor, school administrators, and the Office of Teacher Education and Clinical Practice (Office of TECP).
- The **Educator's Disposition Assessment (EDA)** will be completed on candidates demonstrating behaviors and dispositions unbecoming a teacher.
- Removal of a candidate will only be done for compelling reasons. The Director of Teacher Education and Clinical Practice along with the Assistant Dean for Student Success and teacher prep faculty/administrators will consider removal of a candidate collaboratively.
- All candidates must sign and abide by the Memorandum of Understanding (MOU).

Placement

- The OTECP works with specific school districts to develop and maintain mutually beneficial partnerships.
- Grade preference, location, and special circumstances are considered but not guaranteed.
- If a placement change is needed due to special circumstances, the placement change will occur after Residency I and before Residency II. Candidates are not allowed to be in the same school where they work and/or where their family members attend school, work, volunteer, etc.

Attendance

- During the Fall and Spring semester placements, candidates are required to follow their school's placement schedule for all holidays and breaks.
- Candidates are required to follow their mentor teacher's schedule and attend all in-service days with their mentor teacher.
- Candidates are expected to arrive early and depart beyond established dismissal times. Typically, candidates should plan to arrive at least 30 minutes early and leave at least 30 minutes beyond the dismissal time (more time may be required at a particular school).
- Expected arrival and dismissal times should be discussed with the mentor teacher.
- During the Residency I semester, teacher candidates will be allowed 2 excused absences and will make up all days over 2 and all unexcused absences.
- **All absences should be reported to the mentor teacher and clinical supervisor.**
- During the Residency II/clinical teaching semester, teacher candidates will be allowed 5 excused absences and will make up all days over 5 and all unexcused absences.
- Excused absences include but are not limited to extenuating circumstances related to COVID and other illnesses, emergencies, death in the family, etc. Students will use the make-up day attendance log to record the days that are made up and submit this form to Mrs. Jasmine Osborn, jlosborn@memphis.edu.

- Snow days or other unexpected school closing days must be made up unless the Office of TECP declares an exception.
- Document all absences on the time log.

Professional Dress

- Candidates are required to dress in professional attire and must adhere to the teacher dress code at the assigned school.
- It is acceptable to wear school spirit shirts on appropriate days given the administration's approval.

Outside Commitments

- Work or family/personal commitments cannot be excuses for failing to meet the commitments of the placement and professional seminar.
- If such interference occurs, the candidate will be given the choice of withdrawing from their placement or making the personal adjustments necessary to give full attention to the program.
- It is highly recommended that candidates do not work during the placement.

Substitute Teaching / Teaching Assistant

- Candidates may not serve as substitute teachers.
- A substitute teacher must be provided by the school should the mentor teacher be absent.
- Candidates may teach in the assigned classroom in the presence of a substitute teacher.
- If you are currently employed as a teacher assistant, please reach out to Dr. Nichelle Robinson, ncrbnson@memphis.edu to discuss any placement concerns.

Corporal Punishment

- Candidates may not administer corporal punishment, nor may they serve as a witness if or when licensed school personnel administer corporal punishment.

Job Interviews/Job Fairs (Clinical and Residency II Only)

- Clinical and Residency II candidates are permitted one full day or two ½ days for the purpose of job interviewing or attending job fairs.
- Candidates must obtain advanced leave approval from both the mentor teacher and clinical supervisor.
- Music candidates are permitted to use this day for the purpose of graduate school auditions.

School Day Commitment

- Candidates are assigned a classroom to get the hands-on experience needed to become an effective teacher.
- The candidate's role is to co-teach, solo teach, assist, work in groups, etc.
- The experience is not observational and always requires constant participation.
- Please note that candidates are not allowed to work on lesson plans, edTPA, etc. except before or after school or during planning periods.

Technology Policy

- Candidates must follow the cell phone policy for the teachers in the assigned school and should **never** use them while class is in session.
- Candidates should only bring their laptop/tablet to school when it is approved by their mentor teachers and it is being incorporated into a lesson.

- Candidates are not allowed to bring devices for personal use or to work on coursework, pay bills, etc.

Field Trips

- Candidates may assist with the planning and chaperoning of field trips for his/her assigned class in conjunction with the mentor teacher.
- Candidates may not transport students in his/her personal vehicle.

Professional Liability Insurance

- **Candidates are required to have professional liability insurance (one million dollars coverage minimum) in place for the duration of their placement.**

Injury Policy

- Candidates are strongly encouraged to maintain a current health insurance policy.
- In the event of an injury sustained at a school site, notify your building administrator and the Office of TECP.
- Please be sure to complete an injury report with the school system and seek medical attention if necessary.

Lesson Plans

- Teacher candidates will follow the lesson plan format provided and they must be given to the mentor teacher **two teaching days prior to teaching the lesson (before the start of the school day)** in order to provide time for feedback from the mentor teacher.
- If the teacher candidate is responsible for teaching the lesson on the day, he/she is absent, the teacher candidate must provide a copy of the lesson plan and all related materials to the mentor teacher.
- Please note that most districts have pacing guides and their own lesson plan format. Teacher candidates must use the University of Memphis format.
- It is the teacher candidates' responsibility to upload the lesson plan to the assessment system.
- Teacher candidates must provide hard copies of lesson plans to their supervisors and mentor teachers if requested.
- Lesson plans are a vital part of teaching and you must have a lesson plan for every lesson you teach.

Role of the Principal

The principal is the instructional leader of the placement site and is expected to:

- Work closely with the clinical supervisor in placing candidates with appropriate, credentialed mentor teachers.
- Ensure that faculty and staff adhere to the policies and regulations of the University and the partnership agreement.
- Embrace candidates as faculty members and clearly articulate district and building policies to them.
- Notify the Director of Teacher Education and Clinical Practice of any concerns with candidates.

Role of the Mentor Teacher

The primary responsibilities of the mentor are to engage the candidate in using the co-teaching model within the classroom and to co-evaluate lesson plans and instruction with the clinical supervisor. Mentor teachers are expected to:

- Work collaboratively with the candidate to plan, deliver, and assess instruction consistent with the co-teaching model and consistent with the candidate's progress through the teacher education program.
- Provide time for instructional events during which candidates can conduct course assignments.
- With the assistance of the clinical supervisor, will guide in the growth of all areas of instruction and professionalism.
- Consult formally and informally with the clinical supervisor about the candidate's progress during classroom visits.
- Attend an initial orientation and complete informal and formal observations of the candidate.
- Attend University-sponsored professional development sessions and trainings.

Role of the Clinical Supervisors

A clinical supervisor will be assigned to the candidate's school and will be a regular presence on the school campus. The clinical supervisor is expected to:

- Conduct regular visits in the mentor teachers' classrooms.
- Collaborate and plan with the mentor teachers to ensure that the co-teaching model is being utilized by the mentor teacher and candidate.
- Seek input from the mentor teacher regarding the candidate's progression improving planning, pedagogy and instruction.
- Provide information sessions for candidates and mentor teachers.
- Document all forms of communication including emails, phone calls and face-to-face visits.
- Report any concerns or issues to the Director of Teacher Education and Clinical Practice.
- Ensure candidates are aware of their grade status.
- Be aware of any issues between the candidate and their mentor teacher.
- Make sure all evaluation forms are completed by them and the mentor teacher.
- Attend initial orientation and teacher candidate orientation.

Role of the Office of Teacher Education and Clinical Practice

The Office of Teacher Education and Clinical Practice (OTECP) works collaboratively with all teacher preparation programs in scheduling and implementing the placements. OTECP also collaborates with school partners to arrange and schedule the placements while also advising and mentoring candidates. The OTECP will:

- Implement all approved standards and policies that pertain to the placement.
- Check placement applications of all candidates and determine that applicants meet qualifications for placements.

- Work with candidates, supervisors and site administrators in the placement of candidates.
- Collect all necessary forms related to the placement.
- Coordinate and facilitate orientations and end-of-year celebrations.
- Regularly communicate with district staff, school leaders, mentor teachers, supervisors and candidates.

Co-Teaching

- Co-teaching allows the mentor teacher and teacher candidate an opportunity to work collaboratively with groups of students sharing the planning, organization, implementation and assessment of instruction and classroom.
- The mentor teacher is expected to work side-by-side with the candidate and allow opportunities for solo teaching.
- The candidate can learn and implement effective teaching strategies from an expert classroom teacher.
- Together, this should be an opportunity to engage in a partnership that allows the sharing of resources and mutual support.

There are a variety of co-teaching strategies that have shown to be effective when both the mentor teacher and candidate co-plan and co-teach. Studies have shown that implementing the variety of different strategies have a benefit for the mentor teacher, candidate and students.

One Teach, One Observe – Either the mentor teacher or candidate has the primary instructional responsibility while the other collects specific information on the students or focuses on the one who has primary instructional responsibility.

One Teach, One Assist – Either the mentor teacher or candidate has primary instructional responsibility while the other assists students, monitors student behaviors or corrects assignments.

Station Teaching – Both mentor teacher and candidate split the instructional content into sections and students are divided into groups. Each instructs one of the groups and then rotates so that the students have the opportunity to participate in both groups.

Parallel Teaching – Both mentor teacher and candidate instruct half of the students. Both address the same instructional content and use the same teaching strategies while reducing the student to teacher ratio.

Supplemental Teaching – Either the mentor teacher or candidate work with students at their expected grade level, while the other works with students who need extension or remediation.

Alternative or Differentiated Teaching – Both mentor teacher and candidate teach the same content with the same learning outcome, however both use a different approach of teaching.

Team Teaching – Both mentor teacher and candidate are active participants in teaching the lesson with no clear leader. Both share the teaching, interject information, assist the students and answer questions.

Terms and Definitions

Time Log – Teacher Candidates will be required to provide documentation to verify accuracy of their attendance. Attendance will be logged weekly using the Time Log in Student Learning and Licensure System. Days present and absent should be documented.

Clinical Supervisor – Instructors assigned to supervise, coach, and evaluate teacher candidates during the clinical or residency teaching year. Supervisors function as links between schools and the university program.

edTPA – The edTPA is a “performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure and support the skills and knowledge that all teachers need from Day 1 in the classroom. For each handbook field, the placement is a Pre-Kindergarten to 12th grade classroom. The edTPA is a subject specific assessment that includes versions for 27 teaching fields. The assessment features a common architecture focused on three tasks: Planning, Instruction, and Assessment. <http://www.edtpa.com/>

Office of Teacher Education and Clinical Practice (OTECP) – This office is located on the second floor of Ball Hall. This office is responsible for all Clinical placements for Teacher Candidates in our Teacher Education program. Dr. Nichelle Robinson is our Director of the OTECP.

Mentor Teacher (MT) – The K-12 classroom teachers in the partner school district who have agreed to have a teacher candidate in their classroom.

Memorandum of Understanding (MOU) – This document is an explanation of teacher candidate's expected behavior during the placement.

Teacher Education Program – The Teacher Education Program at the University of Memphis is a clinically rich undergraduate teacher preparation program that includes a year-long residency. The foundational framework of the program emphasizes the following:

- Mutually beneficial partnerships with west Tennessee school districts
- Intensive mentoring by Mentor Teacher (MT)
- Demonstration of research-based instruction
- Strong content knowledge
- Utilizing co-teaching as a basis for teaching
- Clinically intensive school-based practices
- Capstone nationally scored performance-based assessment referred to as edTPA.

Site Coordinator (SC) – UofM clinical faculty member assigned to supervise, coach and evaluate teacher candidates during the Junior I and Junior II year. Site Coordinators are TEAM/TEM trained by the state of TN. Site Coordinators function as links between schools and the university program.

Professional Development (PD) – In-service sessions highlighting best practices for teaching.

Tennessee Education Acceleration Model (TEAM) – The UofM has identified domains from TEAM that will be the focus of the clinical experience when teacher candidates are teaching and facilitating lessons. You learn all domains and indicators in the TEAM model.

TEM 3.0 – The Teacher Effectiveness Measure (TEM) is the teacher evaluation system implemented in Memphis Shelby County Schools (MSCS) system. The purpose of the TEM evaluation system is to ensure that all educators receive honest feedback about their practice to enable continuous improvement in their practice and ultimately high- quality instruction for our students.

Teacher Candidate (TC) – A teacher candidate is a student admitted into the Teacher Education Program at the University of Memphis.

The University of Memphis ID Badge – The teacher candidate is required to wear the University identification badge while on a school campus.

Teacher Education Program (TEP) – The name of the teacher education program at the University of Memphis located in the College of Education.

Appendix

The guides below consist of program-specific calendars, information, forms, and documentation.

- Tennessee Teacher Code of Ethics, p. 15
- Forms Page, www.memphis.edu/tep/forms/index.php
- FAQ Page, www.memphis.edu/tep/faq/
- Residency Guide Infographics (Each item below links to the infographic)
 - [Teaching All Learners, Art and TESOL](#)
 - [Human Development and Learning/Early Childhood Education](#)
 - [Physical Education](#)
 - [Music Education](#)
 - [Integrative Studies: Secondary Math](#)
 - [Residency Mentor Teacher](#)
- Clinical Practice Guide Infographics (Each item below links to the infographic)
 - [Clinical Teaching Semester](#)
 - [Clinical Mentor Teacher](#)
 - [Clinical Supervisor](#)



Tennessee Teacher Code of Ethics

49-5-1001. Short title.

This part shall be known and may be cited as the "Teacher Code of Ethics."

History

Acts 2010, ch. 916, § 1.

49-5-1002. Legislative findings.

The general assembly finds and declares that:

- (1)** An educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. An educator accepts the responsibility to adhere to the highest ethical standards; and
- (2)** An educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct.

History

Acts 2010, ch. 916, § 1.

49-5-1003. Educator's obligations to students.

- (a)** An educator shall strive to help each student realize the student's potential as a worthy and effective member of society. An educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.
- (b)** In fulfillment of this obligation to the student, an educator shall:
 - (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; or
 - (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; and
- (19) Maintain a professional approach with the student at all times.

History

Acts 2010, ch. 916, § 1; 2018, ch. 937, § 1.

49-5-1004. Educator's obligations to the education profession.

- (a) The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service. In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions which attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.
- (b) In fulfillment of this obligation to the profession, an 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; and
 - (9) Use illegal or unauthorized drugs.
- (c) In fulfillment of this obligation to the profession, educators shall:
 - (1) Administer state-mandated assessments fairly and ethically; and
 - (2) Conduct themselves in a manner that preserves the dignity and integrity of the education profession.

History

Acts 2010, ch. 916, § 1; 2018, ch. 937, §§ 2, 3.

49-5-1005. Public access to teacher code of ethics.

The state board of education shall post the teacher code of ethics on its web site.

History

Acts 2011, ch. 214, § 1.

49-5-1006. Report of breach of teacher code of ethics -- Failure to report.

(a) An educator who has personal knowledge of a breach by another educator of the teacher code of ethics prescribed in §§ 49-5-1003 and 49-5-1004 shall report the breach to the educator's immediate supervisor, director of schools, or local board of education within thirty (30) days of discovering the breach.

(b) Failure to report a breach of the teacher code of ethics, or to file a report of any criminal activity or other misconduct that is required by federal or state law, is a breach of the teacher code of ethics.

History

Acts 2018, ch. 937, § 4.

49-5-1007. Professional development training concerning teacher code of ethics.

LEAs must conduct annual professional development training concerning the teacher code of ethics and its requirements. The professional development training shall address what constitutes unethical conduct.

History

Acts 2018, ch. 937, § 5.