

## Professionalism

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### Professional Dispositions:

Job-embedded teachers should present themselves as a professional educator and conduct themselves in a manner that adheres to the Model Code of Ethics for Educators. If JE teachers are unsure of appropriate professional behavior or encounter a problematic situation, they should consult their university supervisor, principal or other school personnel as soon as possible for guidance and assistance.

In all actions and interactions, JE teachers should demonstrate the highest level of professionalism. Job-embedded teachers are hired on a year-to-year basis. JE teachers should view this experience as an opportunity to develop and demonstrate their teaching skills.

Job-embedded teachers agree to follow the rules of the school district as well as policies of Clemmer College of Education and Human Development and East Tennessee State University, including those pertaining to the professional dispositional skills located below.

Job-embedded teachers' professional dispositions will be measured throughout the school year on the ***Educator Disposition Assessment (EDA)***. Job-embedded teachers complete the EDA self-assessment at the beginning of each school year, and then again at the end of each school year. University supervisors complete the EDA at the end of each Semester using information gathered from the administrator.

Professional Dispositions	Performance Expectations
<b>Demonstrates Effective Oral Communication Skills</b>	JE teachers use professional language, grammar, and word choice and encourage participatory behaviors. All interactions are respectful, demonstrating sensitivity for the feelings and thoughts of others.
<b>Demonstrates Effective Written Communication Skills</b>	JE teachers communicate respectfully with colleagues, parents/guardians, or with k-12 students (e.g., email, letters, assignments); that is, the text maintains a relatively formal tone/word choice and almost never includes errors in punctuation and usage.
<b>Demonstrates Professionalism</b>	JE teachers arrive early and are prepared to contribute meaningfully to all teaching responsibilities, school-related commitments, and collaborative meetings. JE teachers communicate in a timely and appropriate manner if an emergency arises. JE teachers respond to email requests for information within 24 hours. All lesson plans are submitted by school required deadline. JE teachers' dress is professional and models' appropriate attire for a safe and focused professional learning environment, and is in accordance with school policy.

<p><b>Demonstrates a Positive and Enthusiastic Attitude</b></p>	<p>JE teachers try new ideas and activities and actively seek solutions to problems without complaint. JE teachers consistently accept responsibility for the outcomes of their actions, and are responsive to feedback. JE teachers have a positive affect with students using verbal/nonverbal cues.</p>
<p><b>Demonstrates Preparedness in Teaching and Learning</b></p>	<p>JE teachers consistently demonstrate drive, initiative, determination, and a commitment to hard work. JE teachers show steady effort and a desire to produce high quality products or performance. JE teachers treat setbacks as opportunities to learn. JE teachers do not give up when things do not go as planned or when there is uncertainty about a task or situation; instead, JE teachers try again. JE teachers are able to problem-solve and complete multiple complex tasks independently.</p>
<p><b>Exhibits an Appreciation of and Value for Cultural and Academic Diversity</b></p>	<p>JE teachers embrace diversity through inclusive activities and behaviors and create a safe classroom with zero tolerance of negativity.</p>
<p><b>Collaborates Effectively with Stakeholders</b></p>	<p>JE teachers are engaged and supportive colleagues. JE teachers demonstrate flexibility and maintains a respectful tone during difficult situations and accepts decisions. JE teachers proactively share teaching strategies through collaboration.</p>
<p><b>Demonstrates Self-Regulated Learner Behaviors and Takes Initiative</b></p>	<p>JE teachers recognize their own weaknesses and actively seek solutions to problems before consulting with others. JE teachers research and implement effective teaching styles.</p>
<p><b>Exhibits the Social and Emotional Intelligence to Promote Personal and Educational Goals/Stability</b></p>	<p>JE teachers demonstrate appropriate maturity and self-regulation when discussing sensitive issues. JE teachers are compassionate and empathetic with social awareness. JE teachers are sensitive to the school's policy on confidentiality as related to the children/schools/school districts in which they are placed. JE teachers follow the school districts' policies on photographing or video recording students in the classroom, and understands that disclosing student information (e.g., academic progress, student records, private personal issues) violates the student's right to privacy.</p>
<p><b>Workplace Policies &amp; Codes of Conduct</b></p>	<p>JE teachers follow all state and local school/district policies that govern the ethical, moral and legal practices of teachers. JE teachers request and review faculty and student handbooks (if available). JE teachers follow district and school policies related to attendance,</p>

	discipline, crisis management, emergency, and evacuation procedures, and mandatory reporting.
<b>Social Media &amp; Technology</b>	JE teachers manage social media presence and communication in a professional manner and refrain from posting information, photos, or personal commentary on social networking sites. JE teachers are comfortable learning new technologies and troubleshooting technology breakdowns. The use of cell phones and other electronic devices not related to instruction is prohibited in the classroom.

**Code of Ethics:**

The Model Code of Ethics for Educators (MCEE) serves as a guide for future & current educators faced with the complexities of K-12 education. The code establishes principles for ethical best practice, mindfulness, self-reflection, and decision making, setting the groundwork for self-regulation and self-accountability. The establishment of this professional code of ethics by educators and for educators honors the public trust and upholds the dignity of the profession.

**Professionalism Concerns:**

If JE teachers consistently fail to adhere to the job-embedded guidelines, university supervisors or administrators should contact the Program Coordinator or Department Chair and the Educator Preparation Coordinator to schedule a meeting to discuss their concerns. If necessary, a Student Support Meeting with the JE teacher, program coordinator, Ed. Preparation Coordinator, Director of Field Experience and Residency and any other applicable stakeholders will be scheduled to develop a **Student Support Initiative** to improve their professional dispositions. A follow-up meeting to review JE teachers’ progress should be held in two to four weeks. During the follow-up meeting, JE teachers’ progress and/or additional concerns will be discussed, and a recommendation will be made for how to proceed with the Job-embedded teacher.

**Termination or Resignation:**

In the event the school or school district has to terminate employment for a job-embedded teacher due to poor performance or professional dispositions, a meeting will be scheduled with the Director of Field Experiences and Residency, university supervisor, program coordinator and/or department chair to discuss concerns and determine next steps. A termination of employment may result in removal from the Job-embedded pathway, and may result in removal from the program and/or a failing grade.

In the event the job-embedded teacher considers resigning from their teaching position this must be discussed with the Advisor/Program Coordinator, Educator Preparation Coordinator, and any other applicable stakeholders and the school district prior to submitting a resignation. After this meeting if the JE teacher decides to move forward with the resignation, the following responsibilities must be met.

- Provide at least 2 weeks’ notice
- Provide substitute plans if requested

Failure to meet the following requirements may result in the job-embedded teacher’s change in status to ‘Off track’ or ‘no longer affiliated’ with the Educator Preparation Program:

- Satisfactory progress through the planned program of studies
- Minimum GPA of 3.0/Maintain Good Academic Standing
- Satisfactory evaluations of teaching by the university supervisor and administrator
- Maintain employment within the school system
- Demonstration of ethical and professional dispositions and practice