



Seidel School of Education and Professional Studies

INTERNSHIPS IN EDUCATION
ELEMENTARY & EARLY CHILDHOOD CANDIDATES



A Handbook for Salisbury University Interns and School Personnel
Cooperating in the Internship Program

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FOREWORD

The education of a teacher at Salisbury University has many facets. In general education courses a candidate acquires knowledge and skills in subject fields as well as professional understandings. Through their coursework and from their professors and peers, the candidates develop attitudes which ready them for field experiences in public schools and agencies. All of these lead to a planned internship experience with a mentor teacher whose competency and understanding help complete the transition from candidate/intern to teacher.

In the Department of Early and Elementary Education all curricula are four-year programs approved by the Maryland State Department of Education. Each curriculum leads to a bachelor's degree and teaching certificate and includes a planned sequence of professional and required liberal arts courses, field experiences, and culminates in a supervised teaching internship.

Interns in all fields at Salisbury University participate in a 100-day Extensive Internship. This handbook is intended as a guide for interns, mentor teachers and university supervisors in this experience.

As you work with the handbook, I hope you will test its usefulness in the light of the actual classroom experiences and share your comments with the Department of Early and Elementary Education. In this way we can continue our cooperative efforts to improve the preparation of tomorrow's teachers.

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Maryland PDS Terminology

Candidate. SU student enrolled in education foundation courses or an SU student who has been accepted into the teacher education program.

Collaborative Internship. A teaching model involving two or more teachers in which planning, instruction, and management duties are shared. The roles of lead and support teacher are key components in this model.

Extensive Internship. A minimum of 100 days over two consecutive semesters in which interns are engaged in learning to teach in the PDS school community.

Intern. A candidate in the teacher education program who participates in an extensive internship in a PDS. Formerly known as a “student teacher”.

Lead teacher. In a co-teaching setting this person holds the main responsibilities for instruction and is the primary voice in the classroom.

Liaison. SU faculty member who serves as the point person for the university in the PDS partnership working collaboratively with the site coordinator to achieve the Maryland PDS standards.

Mentor. A master teacher whose primary role is to guide and facilitate the intern’s experience in his/her classroom. Formerly known as a cooperating teacher, a mentor must be tenured and professionally certified and is responsible for collaborating with the SU supervisor to provide individualized support to a PDS intern.

PDS. A Professional Development School is a collaboratively planned and implemented partnership for the academic and clinical preparation of interns and the continuous professional development of both school system and university faculty. The focus of the PDS partnership is improved student performance through research-based teaching and learning. PDS may involve a single or multiple schools, school systems and universities and may take many forms to reflect specific partnership activities and approaches to improving both teacher education and P-12 schools.

Site Coordinator. Designated school-based person, usually a mentor, who serves as the point person for the school in the PDS partnership working collaboratively with the SU liaison to achieve the Maryland PDS standards.

Supervisor. An SU faculty member responsible for the implementation, monitoring and supervision of the intern’s experience. Supervisors maintain a close working relationship with mentors.

Support teacher. In a co-teaching setting, this person supports the “lead” teacher. Support roles may include modeling instructional assignments, assisting individual students, working with small groups, and/or monitoring student work.

The 100-day Extensive Internship

Elementary & Early Childhood interns achieve their 100-day Extensive Internship by completing courses in Block C and Block D of their program. Double Early Childhood and Elementary Ed. majors complete Blocks D and E during their internship year. The internship is achieved in the following manner:

<p>Block C (<i>Internship I</i>) Elementary and Early Childhood</p> <p><i>Internship I Requirements</i></p> <p>Documentation required</p> <p>Block D (<i>Internship II</i>) requirements Documentation required</p>	<p>Courses in math, science and social studies</p> <p>One 1/2 day per week in a PDS site throughout the semester, plus during weeks 9 - 12 of the semester full time in their placement classroom. Interns assume increasing responsibilities and perform course specific tasks in the classroom. The interns may be assigned to one mentor or a team of teachers during the semester. Daily practicum log and an electronic evaluation completed by the mentor teacher. Begin use of the 100 Day Intern Calendar Sixteen full weeks in an early childhood, primary or upper elementary setting or combination of settings</p> <p>Assumption of full “lead teacher” duties on a schedule determined by mentor, intern and supervisor. Intern Evaluation Form (found in LiveText) Completed 100 Day Intern Calendar</p>
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I. Materials for Mentors:



Mentor Assessment Tools

Our assessments are housed in the Field Experience Module (FEM) in LiveText, a web based management system. You will receive information regarding the internship assessments and your log in credentials from “fem.com”, not directly from SU.

Information regarding our program, including the intern handbooks and Professional Dispositions form, can be found under the “Mentor Tools” link on the Salisbury University Regional PDS webpage. Please bookmark this page in your browser: <http://www.salisbury.edu/pds/>

Contact Paul Gasior, plgasior@salisbury.edu or 410-543-6277, if you need assistance.

Mentor Evaluation of Intern

The mentor evaluation of intern allows us to determine how well our programs are preparing interns for a career in teaching. Please complete this form at the midterm and at the final evaluation points. Make sure that you schedule a 3-way conference for the final evaluation.

Mentor Teacher Credentials

SU needs to be able to report your credentials. The intent of the Mentor Teacher form is to find out more about your background. Fill out this form if you have not completed it before or if there is a change in you contact information.

Mentor Evaluation of University Supervisor

Mentor teachers should evaluate the SU supervisor assigned to your intern. We use this information to provide feedback to supervisors and to insure that SU interns receive the best possible supervision.

The Mentor Teacher

STEP ONE:

The Personal Service Agreement form (mentor contract) included in the mentor teacher packet should be completed and returned to the university **BY THE END OF THE FIRST WEEK OF THE ASSIGNMENT.** This promptness will ensure payment of the stipend by the end of the experience.

NOW THAT YOU'RE GOING TO GET PAID:

Salisbury University in conjunction with our PDS partners work together to select mentor teachers who have demonstrated that they have a positive impact on student learning. Studies have shown that the most important element of a teacher preparation program is the internship experience. During the internship, techniques, attitudes and educational philosophies of the intern will be formed in part by the association with the mentor teacher. The success of the intern as a future teacher depends largely upon the degree to which the mentor teacher establishes honest, friendly communication and effective supervisory practices. SU selects mentor teachers who have demonstrated that they have a positive impact on student learning.

Guiding a prospective teacher requires heavy demands on time and energy, but most mentor teachers find the effort stimulating and rewarding. The following suggestions may help to clarify the mechanics so that more time can be spent on the professional aspects of the experience.

- Collaborative teaching is expected of both the mentor and the intern. The mentor will begin as the LEAD teacher, and co-plan with the intern to act as co-teacher in the beginning of the experience. Gradually, the intern becomes the LEAD teacher, while the mentor assumes the role of co-teacher. The sequence of accepting greater responsibilities may be different for each intern. The decision is based on readiness, and the period of LEAD teaching may be for as long or as short of a duration as is advisable.

- Page 23 presents collaborative strategies used by mentors and interns to maximize the effectiveness of two teachers in the classroom.
- Page 24 presents roles and responsibilities for mentors and interns working together in a collaborative internship.
- Time should be set aside EACH DAY to critique the lessons taught and to co-plan for the following day/week.
- Since good planning is basic to good teaching, each intern is expected to plan and to reflect on lessons. Through university coursework, interns have been exposed to a variety of short and long term planning formats; however, interns are expected to adhere to specific school/county lesson plan formats. This handbook provides a sample collaborative lesson plan format in the *Collaborative Internships* section.
- Open communication is vital to the growth of the intern. Feedback delivered in an open, honest, constructive manner is a necessary part of learning. While interns may react when plans or behaviors are critiqued, they realize the importance and value of constructive comments. The sooner and earlier feedback is given in the experience and/or after the teaching event, the more learning can occur and the more time there will be for improvement.
- The Mid-Experience Evaluation should be completed online with the intern during the third to fifth week. This report is considered a formative mid-progress report and, therefore, is not used in the intern's credential file. The intern, mentor teacher, and university supervisor must hold a three-way conference at this time to discuss individual perceptions.
- During the last week of the experience, a Final Evaluation Form will be completed online and a three-way conference with the intern, the mentor teacher and the university supervisor. Prior to this, the intern should have an opportunity to share his/her self-evaluation.

- When there has been continuous dialogue throughout the internship experience, a discussion of the Final Evaluation should not be difficult. Ideally the mentor teacher should have a record of the feedback provided during the experience and should be familiar with intern strengths and weaknesses as well as being aware of improvements that have been made. The intern should have some input into this final evaluation. All of the items on the final evaluation should have been discussed during the internship period. This is not the time for surprises.
- In completing all evaluation forms, please evaluate the intern within the framework of a beginning teacher. A question to ask yourself may be: “Is this intern where I think he/she should be at this time?”
- The NEA Code of Ethics of the Education Profession appears later in this text. Reference to this section reminds interns of professional responsibilities as they make the intern-to-teacher transition.

II. Materials for Interns:



Intern Assessment Tools

All assessment tools can be found under the “SU Candidate Tools” link on the Salisbury University RPDS webpage. Please bookmark this page in your browser: <http://www.salisbury.edu/pds/>

Contact Paul Gasior, plgasior@salisbury.edu or 410-543-6277, if you need assistance.

[Intern Evaluation of Mentor Teacher and School Placement](#)

The intern evaluation of their mentors and the school sites allows us to determine how well our **programs** are preparing interns for a career in teaching. Please complete this form by the end of *Internship II*.

[Intern Evaluation of University Supervisor](#)

The intern evaluation of their supervisor/supervisors allows us to determine how well our **interns are being supported by their supervisors**. Please complete this form by the end of *Internship II*.

[Intern Program Evaluation](#)

The intern program evaluation provides candidates the opportunity to provide feedback about their professional program preparation. Please complete this form at the end of *Internship II*.

The Intern

An intern enters the experience with enthusiasm as well as some apprehension. Interns bring to the experience a unique personal and educational background and have an intense desire to succeed in this beginning teaching experience.

To make the induction into full-time teaching as smooth as possible, an intern should become thoroughly familiar with the Internship Handbook. At the beginning of the internship these suggestions should be discussed with the mentor teacher and the university supervisor. Out of these discussions an experience planned specifically for the individual intern should be developed. These added suggestions will help the intern with the necessary routines:

- Make the university supervisor aware of your schedule each week in whatever form works best for the two of you (by e-mail, phone, etc.)
- Dress in appropriate, professional attire at all times during the internship.

Appropriate



Not so much



- In case of absence, **both mentor teacher and university supervisor must be informed immediately.** A text message or phone call is preferable to an e-mail.
- Begin a collection of illustrative materials, pictures, and learning activities that can be used in your internship and professional portfolio.
- Be available to meet with the mentor teacher daily to discuss strengths and weaknesses of lessons observed and to plan for the next day or week.
- Be familiar with the expectations of the internship. Page 24 presents roles and responsibilities for mentors and interns in a collaborative internship.
- Plan accordingly, page 25 provides a sample collaborative lesson plan template. This suggested lesson plan template can be used as a communication tool between mentor and intern for co-planning purposes. The intern is ultimately responsible for writing and recording all lesson plans. Additional school/county lesson plan formats may be required by the mentor.
- Attend any school meeting which regular faculty must attend. Attend all internship seminars, ELED 411.
- Reread the Salisbury University Student Handbook Code of Conduct as it pertains to all interns. Read the NEA Code of Ethics of the Educational Profession as it pertains to all practicing educators and can be found on page 29.
- Check with the Office of Career Services to make sure your credential file is up to date.
- Notify the Office of Career Services when you receive your first teaching contract. This will ensure accurate information on all of your university records.

III. Materials for Supervisors:



Supervisor Assessment Tools

Our assessments are housed in the Field Experience Module (FEM) in LiveText, a web based management system. You will receive information regarding the internship assessments and your log in credentials from “fem.com”, not directly from SU.

Information regarding our program, including the intern handbooks and Professional Dispositions form, can be found under the “Supervisor Tools” link on the Salisbury University Regional PDS webpage. Please bookmark this page in your browser: <http://www.salisbury.edu/pds/>

Contact Paul Gasior, plgasior@salisbury.edu or 410-543-6277, if you need assistance.

Supervisor Evaluation of Intern is completed on [LiveText](#)

The supervisor evaluation of intern allows us to determine how well our programs are preparing interns for a career in teaching. Please complete this form at the final evaluation points. Make sure that you schedule a 3 way conference for the final evaluation.

Supervisor Evaluation of Mentor Teacher

We ask supervisors to evaluate the mentors who were assigned to your intern. This information is used to provide feedback to mentors and to insure that SU interns receive the best possible collaborative partners.

The University Supervisor

The university supervisor serves as the link between the university, the PDS site and the Coordinator of Field Experience. In fulfilling the responsibilities of the internship, the intern is directly responsible to the mentor teacher. However, the university supervisor gives counsel and assistance as a member of the classroom “team” to strengthen the quality of the experience. The university supervisor’s specific responsibilities are:

- Become familiar with all aspects of the Internship Handbook specifically noting the expectations for the collaborative internship.
- Assist the mentor teacher in guiding an intern.
- Visit the intern weekly, scheduling at least four formal observations per experience. (8 total) ○ Observations should be long enough to:
 - ✓ review lesson plans
 - ✓ observe a significant period of instruction
 - ✓ confer with the mentor teacher and intern to evaluate specifically the strengths and the areas in need of improvement.
- The first visit should be during the first week of the internship and should help the supervisor to: ○
 - ✓ become familiar with the school administration and staff.
 - ✓ clarify roles and responsibilities with the mentor teacher and the intern.
 - ✓ exchange contact information (i.e.-cell phone numbers)
- Assist interns in appraising their personal and professional competencies. In instances where an intern is not having a successful experience, a supervisor should follow the procedure outlined below:
 - ✓ Notify the Coordinator of Field Experience.
 - ✓ Complete the Professional Dispositions Field Experience Report.
 - ✓ Request the Coordinator of Field Experience and/or other faculty member to observe the intern.

- In addition, the supervisor may request additional observations by appropriate school personnel.
- Use the Mid-Experience Evaluation form, completed by the mentor only, as the basis for a conference with the intern and the mentor teacher. At this conference a specific plan for improvement should be outlined in writing.
- Ask appropriate personnel designated above to observe again if progress is not evident.
- Assess the final grade after consultation with the mentor teacher and others who have observed.
- If concerns about the intern's progress arise potential actions are:
 - ✓ Call together the mentor teacher, the Coordinator of Field Experience, and the Chair of the Department of Early and Elementary Education to reach a joint decision on whether or not the intern should be assigned to a second experience.
 - ✓ Develop a contract agreed upon by the mentor teacher and the intern specifying the conditions requisite to the intern's continuance and successful completion of the internship.
 - ✓ If circumstances warrant, and if all available measures have been exhausted, recommend to the Coordinator of Field Experience that an intern be terminated for cause.

II. Collaborative Internships:



Overview & Rationale

Collaborative Internship Practices for Mentors and Interns

Collaborative internships provide a win-win situation for university and school partners alike. This collaborative/co-teaching approach improves the student-teacher ratio, increases instructional interactions, permits for more differentiated instruction, encourages more ambitious lessons and simultaneously serves as a more realistic orientation to teaching for interns.

The Collaborative Internship is a value-added program beginning with the assumption that the teachers of tomorrow will be collaborators who will need to plan, teach, manage, assess and support students in coordination with other educators.

The internship assumes that the nearly continuous presence and coordinated efforts of intern and mentor will produce a greater potential for student learning. In today's high stakes testing atmosphere of the public schools it is important that master mentor teachers remain engaged in instruction and provide continual modeling of best practices for interns. The Department of Early and Elementary Education recognizes that public and parental confidence in schools is crucial, and that the large numbers of SU interns in schools every semester mandate that every effort be made to ensure that instruction and student learning continue without disruption.

The collaborative internship defines two instructional roles that the intern and mentor play: lead teacher and support teacher. Initially the mentor serves as the lead teacher with principal responsibility for instruction as the primary voice in the classroom. At this stage the intern plays the role of support teacher under the direction of the lead teacher/mentor. Support roles may include modeling instructional assignments, assisting individual students, working with small groups, and/or monitoring student work.

Gradually, the intern assumes lead teacher responsibility for more of the instructional day with the mentor moving into the support teacher role. On occasion, the chosen co-teaching strategy may find both intern and mentor with equally active roles in classroom instruction and management. The mentor remains actively involved in instruction throughout the internship and may use the support

role to focus on special instructional challenges. The mentor's support role will occasionally cause him/her to leave the classroom thus allowing the intern the opportunity to experience the dynamics of handling a class of students independently.

Some practices that mentor teachers have found useful in helping interns be successful are presented on page 24. This list is not exhaustive, in rank order or importance, nor always suited to particular occasions. However, the list may serve to guide the mentor teacher who asks, **“What is expected of me when I am assigned an intern?”**

A Comparative Look at Internship Styles

	TRADITIONAL STUDENT TEACHING CIRCA 1996	COLLABORATIVE INTERNSHIPS CIRCA 2012
Assessment Climate...	MSPAP-driven instruction in grades 3,5,8; public school curriculum independence	High stakes testing in many grades; state curriculum mandates
SU Field experiences...	Two 7-week placements in contrasting sites	100-day Extended Internships, including 16 wks of full-time teaching
Field Supervision...	Mostly part-time adjunct supervisors	More full-time faculty actively involved in field
Where interns are placed...	Virtually any school in the 3-state region, including many on the western shore	Internships must occur in established PDS sites
SU message to host mentors...	Disengage yourself from planning/instruction and let student teacher take over	Remain involved in planning/instruction while you and intern co-teach
Implicit goal of internships...	Prove that student teacher can function autonomously	Build self-efficacy in teacher-candidates, including collaboration with colleagues

Collaborative Classroom Strategies

- **Grazing** - strategic placement throughout the classroom during lead teacher instruction, assisting students & maintaining order.
- **Graze + Tag** - “lead teacher” role shifts between 2 parties during instruction, with the other grazing.
- **Modeling** - the second teacher assumes role of a student and models appropriate behavior, asks questions, and facilitates instruction while “lead teacher” conducts the class.
- **Parallel Teaching** - Both teachers conduct similar lessons simultaneously with smaller groups.
- **Think-alouds** - both teachers contribute alternative solutions and approaches during instruction.
- **Role play** - both teachers prepare in advance to assume roles that will enrich instruction, such as historical characterizations, debates, and problem-solving scenarios.
- **1 on 1** - While “lead teacher” conducts instruction, the second teacher supports individual learning through assessments, tutoring, conferencing, make up work or enrichment.
- **Pullouts** - the second teacher may use an adjacent room, lab or media center for small group instruction.
- **Technology Applications** - ambitious technology usage (and troubleshooting) can be facilitated through collaborative efforts.
- **Compacting** - encourages teachers to assess and accelerate instruction for those students needing challenges.
- **Co-op learning** - Many cooperative learning structures become more manageable with two active teachers involved in planning, preparation and monitoring.
- **Tiered instruction** - Used in conjunction with other strategies, two teachers can meet the needs of different levels appropriately.
- **Project Based Instruction** - From science fairs to community service, ambitious projects can be tackled more readily with two fully involved teachers.

Mentor & Intern Roles and Responsibilities Checklist

<u>Mentor Teacher</u>	
___	Remain engaged in instruction throughout the internship experience
___	Continual modeling of best practices
___	Take an active role in planning on a daily basis
___	Provide school and district mandated information
___	Offer guidance on format for lesson plan documentation
___	Provide access to resources such as curriculum guide, available materials, technology, manipulatives, work space, etc.
___	Mutually co-plan establishing lead role/support and “bounce” ideas off of one another
___	Encourage initiatives and risk-taking
___	Assist intern in being an active part of the school and community culture
___	Provide immediate and useful feedback on a daily basis
___	Communicate openly and be supportive
___	Become acquainted with the intern’s background (for guidance & support)
___	Orient intern to all policies/procedures for both classroom and school
___	Work and communicate closely with the university supervisor and/liaison
___	Schedule times for the intern to observe other classrooms as appropriate
___	Conduct a formal midterm and final evaluation with the intern and the university supervisor

<u>Intern</u>	
___	Arrive on time, be prepared and ready to accept daily challenges
___	Become an active part of the school and community culture
___	Communicate openly with mentor
___	Share classroom responsibilities (exposure to all)
___	Request feedback and make changes accordingly
___	Take an active role in planning on a daily basis
___	Document lesson plans thoroughly according to school and district mandates
___	Mutually co-plan establishing lead role and support role
___	Demonstrate a willingness to take risks and be creative
___	Become acquainted with mentor’s background
___	Work and communicate closely with the university supervisor/liaison
___	Participate in all school functions and assigned duties
___	Engage in a formal midterm and final evaluation process
___	Complete video analysis of your teaching
___	Complete the professional portfolio of LiveText

Mentor/Intern Collaborative Lesson Plan Sample

Mentor _____ Intern

Theme _____ Date

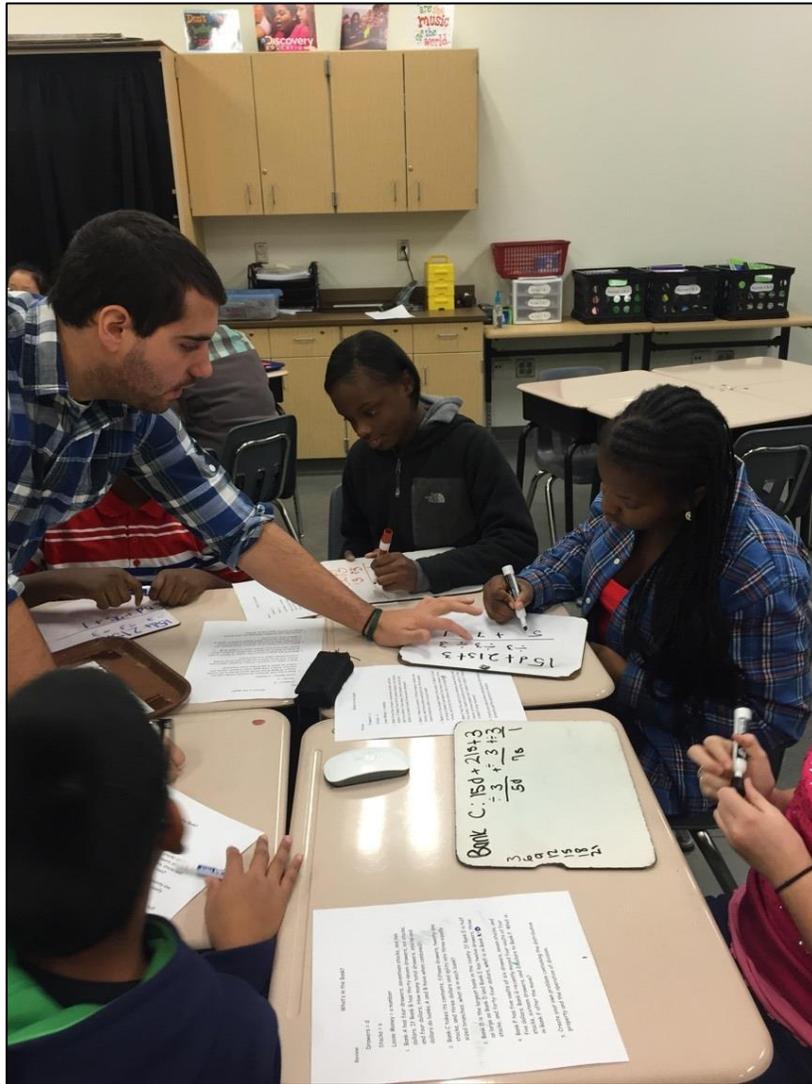
Grade & Subject

MD State Standards supported by this lesson:

Objective(s):

Mentor Responsibilities	Intern Responsibilities
Warm-Up Activity: ____lead ____support	____lead ____support
Procedures: ____lead ____support	____lead ____support
Plans for Differentiation:	
Closure Activities and Questions	
Next Time:	

III. Supplementary Information:



Student Impact Study

This project combines action research practices with student learning objectives (SLOs). The intern will collaborate with the mentor teacher to define an Academic Problem then develop a plan of action. They will then implement the plan for action, collect data, and reflect on what they have learned. At the end of the semester the intern will present their Student Impact Project in some format at their school.

FREQUENTLY ASKED QUESTION (FAQ's)

In general, interns are “teachers” and are expected to follow guidelines established for faculty in the cooperating school. These FAQ's merely clarify specific areas in which questions are often raised.

What's the length of an intern's day?

At a minimum, follow the arrival and departure time of mentor teachers, and be available before and after school for a sufficient time for conferences with the mentor teacher.

What happens when an intern needs to miss a day due to an emergency?

Notify the university supervisor and the mentor teacher of any absence. This should be done the night before, if possible. If not, notification should be made before 7:30 a.m. on the day of the absence. The intern should make certain that the teaching plans and materials to be used on that day are sent to the school for the mentor teacher to use.

What if an intern needs to drop out of school?

Be aware that the intern's registration does not fit the normal drop/add and schedule adjustment period of the regular semester. There will be a drop/add deadline date for each internship experience. If an intern decides to drop and meets the deadline date, a grade of “W” will be given. At this point in the interns' career, most interns will not contemplate dropping from the experience. University regulations require that this information be given to college students to whom it may apply.

What responsibilities does an intern have beyond the regular school day?

Interns are expected to attend faculty meetings, parent-teacher meetings, parent conferences, and any other special programs (example; Back to School Night).

What is appropriate dress for an intern?

Interns are to dress professionally for their assignment. No clothing or accessories should be worn that are distracting to students or impede the learning process. Simply put, the intern should follow the dress code for teachers at the school they are placed in.



Code of Ethics of the Education Profession Preamble

The National Education Association believes that the education profession consists of one education workforce serving the needs of all students and that the term ‘educator’ includes education support professionals. The 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. The educator accepts the responsibility to adhere to the highest ethical standards. The 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. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct. The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than one specifically designated by the NEA or its affiliates.

Principle I Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

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

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student’s progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly—
 - ✓ Exclude any student from participation in any program
 - ✓ Deny benefits to any student
 - ✓ Grant any advantage to any student
7. Shall not use professional relationships with students for private advantage.

8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

Principle II Commitment to the Profession

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 that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

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

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a non-educator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

—Adopted by the 1975 Representative Assembly, amended 2010

<http://www.nea.org/home/30442.htm>

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