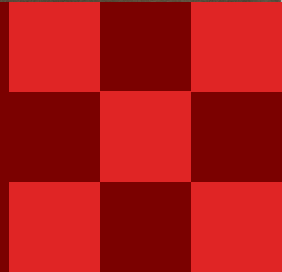




Indiana  
State  
Teachers  
Association



# INDIANA'S NEW EDUCATOR GUIDE

OUR KIDS. OUR SCHOOLS. OUR FUTURE.

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# Congratulations on your new teaching position!

It's a daunting and exciting time as you begin your professional career. The Indiana State Teachers Association (ISTA) has compiled resources to help you in the first weeks and months of your career.

This book offers guidance on what you need to know as you step into your classroom. From valuable classroom management best practices to how to be successful on your first evaluation.

ISTA and the local association are responsible for negotiating your teacher contract, representing members at discussion with administration, advocating for the profession at the Statehouse, providing mentorship and professional development and so much more.

Reach out to the local association representative to learn more about ISTA and the local.



Sincerely,

A handwritten signature in black ink that reads "Jennifer Smith-Margraf".

Jennifer Smith-Margraf  
ISTA President





## Who is ISTA?

The **Indiana State Teachers Association (ISTA)** is the voice of public education and educators in Indiana. Over 30,000 members — from college students to retired educators — comprise the Association. ISTA membership offers a collective voice for the education profession and public schools in our communities.

Our members teach in kindergarten classrooms, high school labs and music rooms. They coach athletes and transport students to and from schools and extra-curricular events. Members provide professional services to benefit our kids and our schools.

Our members include hundreds of local associations of teachers, education support

professionals, aspiring educators and retired educators across the state.

ISTA is an affiliate of the National Education Association (NEA). The resources from NEA and ISTA enable local associations across the state to advocate for their members on issues such as compensation, working conditions, professional development and the well-being of their students.





## Mission

The Indiana State Teachers Association is a professional association organized to sustain quality public education, improve students' educational opportunities and advance the professional status of educators.

## Purpose

To develop and organize members as leaders, professionals and active citizens to improve the professional status of educators and educational opportunities for Hoosier kids.

## Goals

**Unified voice** — we are stronger together.

**Economic security and professional working conditions** for educators.

Premier public education system that **serves all kids regardless of ZIP code, culture or ability.**

## Strategic Priorities

1. Build strong locals.
2. Increase membership and engagement.
3. Advocate for educational issues.
4. Fight for racial and social justice.





### Rising Educators

***Future educators are supported as they begin to explore the teaching profession and consider teaching as a career.***

ISTA is the Indiana partner of the Educators Rising program, which offers high school students an opportunity to explore the education profession through mentorship, professional development and education planning.



### Aspiring Educators

***College students preparing to be educators are supported through membership in ISTA.***

ISTA provides aspiring educators with resources and support to prepare for their future career.



### Early Career Educators

***Educators within the first seven years of their teaching careers have access to support, career planning and leadership opportunities.***

ISTA is building a network of early career educators to engage and empower educators to become successful, active and visible in their profession and community through collective action.



### Career Educator

***ISTA supports over 30,000 members by advocating for our kids, our schools and our future.***

ISTA strives to embody the values of integrity, fairness, leadership and collective action. Experienced professionals from classroom teachers to education support professionals enjoy benefits related to professional development, career protection and advocacy advancement.



### Retired Educators

***ISTA-Retired supports post-career educators by working for the future of education.***

ISTA-Retired members advocate for public education professionals to unite our members and communities to ensure students in every ZIP code have a great public education.



### Make your voice heard.

Whether you've been a teacher for one day or forty years, now is the time to band together and make ourselves heard in the halls of power. Now is the time to improve public school classrooms for ourselves and our students. Now is the time to join.

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### Enjoy what matters most.

Membership means **less worrying for you and more action from us**. With representation at the bargaining table, liability insurance and so much more, ISTA provides advice and professional advocacy on the range of issues you face: salary, evaluation support, contract compliance and enforcement and retirement.

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### Grow your network.

We're a community of experienced professionals. Through a variety of online and offline tools, you enjoy **access to valuable resources** on classroom management, lesson planning, racial and social justice and a host of other topics. Plus, you'll make connections with the educators at your school, in your district and among our 30,000+ members.

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### Reach, teach and inspire.

You're never on your own. Your membership gives you access to some of education's most sought-after authorities who provide new and innovative programs you can use in your classroom. With resources that cover classroom management and supports to more in-depth professional development provided by your local, state and national affiliates – **you have a team supporting you**.

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**Joining ISTA** means access to a local association and the National Education Association. Each level enhances your membership and has several benefits that you can receive:



### LOCAL

**Organizing Support:**

UniServ staff support local associations and members organizing efforts around local issues that impact educators, such as contract negotiations, class size and health and safety.

**Collective Bargaining:**

A local bargaining team represents you in contract negotiations to negotiate the best contract while advocating for expanded bargaining rights to improve working and learning conditions.

**Professional Learning**

ISTA offers professional development opportunities for new and experienced educators or those wishing to accelerate their skills. Conferences, workshops and online resources complement professional learning for all career stages.

### STATE

**Leadership Opportunities**

At the state level, there are numerous ways to become more involved and active in the Association. As a member, you can engage as co-president of your local Association, become a member of a governance committee, sit on the Board of ISTA or run for a state office position.

**Legal Support**

ISTA protects educators' rights and ensures due process for our members. We provide expert representation through ISTA's legal services program.

### NATIONAL

**Professional Learning**

NEA offers a variety of professional resources via workshops, conferences and online trainings.

**Benefits**

Take advantage of discounts on insurance and programs through NEA member benefits including travel, prescriptions, magazine subscriptions and retail.

**AFFILIATE:** A local union that is chartered with a state and national union or a state union that is chartered with a national union (example: Seattle Education is an affiliate of the Washington Education Association and the National Education Association). Other terms commonly used are local, chapter, and council.

**ARBITRATION:** A process for resolving disputes or bargaining impasses where an outside, neutral arbitrator determines if there was a violation of the collective bargaining agreement (grievance arbitration) or decides the outcome of contract issues that were not settled at the bargaining table (interest arbitration).

**ASSOCIATION/UNION:** A group of employees (in the NEA, education employees) who unite and have legal rights to form a democratic group that advocates for better conditions at their workplace on behalf of themselves and others. NEA comprises many state and local level unions (or associations).

**ASSOCIATION/BUILDING REPRESENTATIVE (AR):** A union member who serves as a leader at the building or campus level. An AR engages new members, organizes colleagues for collective actions, and may represent members in discussions or grievances with management. The AR is the bridge between a work site and the larger local. This role is sometimes referred to as a steward.

**BARGAINING FOR THE COMMON GOOD:** An innovative bargaining and organizing strategy where unions use collective bargaining campaigns or other forms of advocacy as an opportunity to organize local stakeholders around a set of bold demands that broaden the scope of traditional collective bargaining to benefit not just the bargaining unit, but the community as well.

**BARGAINING RIGHTS:** The legal authority of a union to negotiate a

collective bargaining agreement. The level of bargaining rights that unionized workers have is determined by a collective bargaining law in states that have one. Those rights vary from state to state.

**BARGAINING TEAM:** A group of union leaders and members who are appointed or elected to serve as the representatives of the union for the purposes of collective bargaining.

**BARGAINING UNIT:** A group of employees with a common interest who are recognized as part of a union. In states where collective bargaining is permitted, the bargaining unit would consist of union employees, both members and nonmembers, who are covered by a collective bargaining agreement.

**COLLECTIVE ACTION:** A group of people taking some form of action together to achieve a common purpose or demand.

**COLLECTIVE BARGAINING:** An exchange of ideas between unions and management who must negotiate in good faith over the terms and conditions of employment such as salary, benefits, and working conditions. Collective bargaining can also be used to secure student-centered demands like a full-time nurse in every school, recess, or fewer standardized tests. (See Bargaining for the Common Good.)

**COLLECTIVE BARGAINING AGREEMENT (OR CONTRACT):** The resulting legal, binding agreement that codifies the language that was agreed upon in collective bargaining. It becomes effective after union members ratify the tentative agreement.

**COLLECTIVE BARGAINING STATUTE:** In the public sector, collective bargaining statutes provide the legal framework for collective bargaining in each state (or at the federal level). It provides employees and unions the right to organize and

negotiate the terms and conditions of employment and requires the employer to enter into a written agreement. A collective bargaining statute may note whether strikes are permitted or prohibited.

**Duty of Fair Representation (DFR):** In states with a collective bargaining statute, it is the legal responsibility of the union (or association) to represent all members of the bargaining unit in collective bargaining and grievances, not just its dues paying members.

**Exclusive Representation:** When a group of employees organize for the purposes of collective bargaining, they elect or authorize a union to represent them in contract negotiations, grievances, and other employee and labor relations matters. For an association to become the exclusive representative, it must be certified by the labor board and/or formally recognized by the employer.

**GRIEVANCE:** Generally, a violation of the collective bargaining agreement where a formal written complaint is filed with the employer by the grievant (employee or association). Grievance procedures are negotiated and included in the collective bargaining agreement. If unable to resolve at an early step in the process, the dispute is typically resolved in binding arbitration.

**IMPASSE:** A stalemate in collective bargaining negotiations typically triggers a mandatory dispute resolution or impasse procedure. Impasse procedures vary by state, but they usually start with mediation where a state or federal mediator is brought into negotiations to attempt to broker a deal on the unresolved issues. If mediation does not result in an agreement, one or more of the following impasse procedures may be in effect: fact finding (where an outside, neutral party makes recommendations on contract issues that neither side must accept); interest arbitration (see arbitration); and a strike (see strike).

**LABOR BOARD/LABOR COMMISSION:**

Impartial government agency responsible for administering and enforcing the collective bargaining law. Often referred to as a Public Employee Relations Board, or PERB, the labor board/commission conducts union representation elections, oversees and administers bargaining impasse procedures, and decides on unfair labor practices and other proceedings under the bargaining law.

**LABOR-MANAGEMENT**

**COLLABORATION:** Structures and processes for joint problem solving and decision making. Associations and employers may use interest-based bargaining for contract negotiations and collaborative approaches for meet-and-confer processes where bargaining does not take place. They may use interest-based processes to guide labor-management committees.

**MEET AND CONFER:** In a state where an employer is not legally required to collectively bargain with a union and chooses not to, they may discuss issues and solicit input.

**MEMORANDUM OF UNDERSTANDING (MOU):**

A signed agreement that can be either a stand-alone agreement or a supplement to the existing collective bargaining agreement. Such an agreement can also be referred to as a memorandum of agreement (MOA).

**RATIFICATION:** The formal process in which union members vote to approve the newly negotiated tentative agreement. (The employer must approve the tentative agreement as well through its own approval process).

**RECOGNITION (OR CERTIFICATION):**

The process of a union being formally certified, or recognized, as the representative of an employee bargaining unit. In states with statutes, typically the employer can either choose to voluntarily recognize the union when

a significant amount of interest to establish a union is shown by the employees or, the more common process, a secret-ballot election is held. In non-statute states, the employer must voluntarily recognize the union.

**REPRESENTATIVE ASSEMBLY (OR RA):**

The annual meeting where elected delegates vote to decide the policy, priorities, and budget of the union. This may also be called a convention in some unions.

**RIGHT TO WORK:**

Laws that prohibit unions from negotiating contract provisions that require all employees covered by a collective bargaining agreement to join or pay for the cost of union representation, often called agency fees. In 2018, the U.S. Supreme Court ruled in *Janus vs AFSCME* that agency fee provisions were unconstitutional for public sector employees.

**STRIKE:** An authorized employee work stoppage, most frequently associated with local collective bargaining, over economic items and/or other contract provisions. Strikes sometimes occur in protest of unfair labor practices.

**STRIKE AUTHORIZATION:**

A process where local association members vote to approve a strike or to give the bargaining team the authority to call a strike.

**SCOPE OF BARGAINING:** Defined by statute, case law, or precedence in states where a collective bargaining law exists. Subjects of bargaining are designated as:

- **Mandatory:** issues that both parties are legally obligated to negotiate in good faith;
- **Permissive:** issues that can be brought to the bargaining table by either party but that neither party is legally obligated to negotiate; and

- **Prohibited:** issues that cannot legally be negotiated or included in a collective bargaining agreement and are not legally enforceable by law.

**TENTATIVE AGREEMENT (TA):**

An agreement reached by the union and employer bargaining teams. Both sides must ratify the TA before it can become effective. The terms of the existing collective bargaining agreement that are not affected by the TA remain in full force and effect.

**UNFAIR LABOR PRACTICE (ULP):**

A violation of the collective bargaining statute. A bargaining law gives employees the right to join a union and engage in union activities without fear of retaliation for doing so. It also requires unions and employers to bargain in good faith. ULPs are filed with the labor board, which determines if rights were violated or if duties and obligations were not met.

**UNION:** See association/union.

**UNISERV DIRECTOR:**

Term NEA and its affiliates use for a staff person who supports the state and local union and individual union members through varying roles and responsibilities such as collective bargaining, contract enforcement, member representation and upholding employee rights, member organizing, and political action. Your UniServ Director is your first line of defense should an incident occur, that might threaten your reputation, certification, or even your livelihood. This type of staff position is also commonly referred to as a labor relations consultant or field/business representative.



# Developing a Healthy Work/Life Balance

The first few weeks and months of school will have many new demands on your time. It can become stressful if you don't establish and follow habits that will allow you to deal with stress positively. Use these suggestions to start off right.



## Leave Your Stress at School

We know you will have homework, but leave the stress of the day behind.

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## Recognize and Accept Your Limits

Many of us can set unreasonable and perfectionist goals for ourselves. But we can never be perfect (or even come close), so we often have a sense of failure or inadequacy no matter how well we perform. Are your goals achievable?

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## Find a Friend

This could be someone in your work site who can be a trusted listener.

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## Exercise

Regular exercise, like walking, helps keep the body and mind clear.



### Get Plenty of Sleep

Go to bed early if you are tired.

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### Be Good to Yourself

What could do more for your self-esteem than to take yourself out to dinner or buy yourself a treat? Always have something to look forward to — this will lift your spirits.

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### Don't Schedule All of Your Leisure Hours

You live by a schedule all day long. Leave yourself some open space on your calendar.

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### Don't Feel You Have to Do Everything

You can't and you won't.

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### Observe Good Eating Habits

Eat a healthy diet of vegetables, fruit and protein.

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### Don't Procrastinate

Do the things you have to do.

It's important to **make all students in the classroom feel seen, heard and supported.** When having difficulty with addressing certain topics, holidays, etc. in the classroom, visit [NEA's resource library](#).

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### Black History Month

If you're commemorating Black History Month in your classroom consider preparing by reviewing these [resources](#).



### Hispanic Heritage Month

To help celebrate and educate about these contributions, NEA offers the following list of [resources](#).



### Women's History Month

Teach about the challenges and accomplishments of women throughout history with [these lessons](#), activities and more.



### Racing Up!: Talking About Race in the Classroom

As educators, it is our job to continually challenge and dismantle implicit bias as the expense of Black, Indigenous and people of color (BIPOC) students and educators. [Talking about racial justice](#) in the classroom can be difficult.



### Classroom Resources to Celebrate the Freedom to Read

Posters, bookmarks, stickers and more to support the freedom to teach and [avoid censorship](#) in the classroom.



### Veteran's Day in the Classroom

[Resources](#) for educating and discussing Veteran's Day in the Classroom.



# 13 Ways to Beat Your First-Day Jitters

**Your classroom is part of a larger community** of hundreds or even thousands of individuals engaged in teaching and learning in buildings scattered across a city, town or region. To be efficient and effective in a classroom, you must be able to navigate the system.

1

## FIND OUT WHERE

The place to start is your work site. Familiarize yourself with the building and learn as much as possible about the layout, location of your classroom, storage areas, work areas, fire exits, lounge, cafeteria, gymnasium, auditorium, restrooms, offices, phones, media center, computer facilities, guidance office and nurse's office.

3

## INTRODUCE YOURSELF

Meet the teachers around you. They can be especially helpful in the first few weeks of school. Take time to say hello to your other colleagues as well — the librarians, counselors, school nurses, cafeteria workers, office workers and custodians.

2

## KNOW THE RULES

Get acquainted beforehand with school policies and procedures, such as opening and closing hours, attendance procedures, fire drill regulations, lunchroom regulations, e-learning, etc. Set up a binder to hold official notices, policies and schedules.

4

## DECORATE YOUR ROOM

Make sure your classroom is friendly and inviting for opening day.

5

## USE TRADITIONAL SEATING

Start with the traditional arrangement of desks until you've established procedures and know your students' names. Keep traffic patterns and safety in mind when arranging desks, work areas, etc.

**6****HAVE ALL MATERIALS**

You'll need supplies for getting your classroom ready – paper, pencils, books, etc. Obtain blank forms, such as hall passes. Test your equipment to make sure it works. If you are a floating teacher, prepare a means of moving materials from room to room. Shop ISTA ReSupply for new and used classroom supplies at an upcoming ISTA professional development conference.

**7****STORE SUPPLIES**

Go through the storage and filing cabinets and decide where to store things and to which files students will have access and to which files only you will have access.

**8****SCHEDULE YOUR TIME**

Make a detailed schedule for the first few days, including times for each subject, restroom and lunch breaks, etc.

**9****PLAN, PLAN, PLAN**

Create lesson plans for the first few days. Plan at least twice as much as you think you can cover. Write down everything. Detailed plans will provide you with a feeling of security when facing the class for the first time.

**10****GET THERE EARLY**

On the first morning, arrive early so you will have time to ask any last-minute questions, go over final plans and relax before the students arrive.

**11****GREET YOUR STUDENTS**

Be in your room when the students arrive. Have your name written on the board. Greet them with a smile and a pleasant greeting. Encourage them to be seated and arrange their space.

**12****GO OVER THE RULES**

Introduce your students to classroom rules and procedures on the first day, such as getting books and materials, sharpening pencils, entering and leaving the room and so forth.

**13****START THE LEARNING**

Make the first day of school a real one. Accomplish some constructive learning with your students. A good start yields big dividends later.

# What to Ask in the First Weeks of School

**Learn how your school works to feel prepared.** To make the first few months easier, find the answers to these questions by the end of the first weeks of school. Put the information in a place where you can easily retrieve it.







## Supplies

- Where and how do I secure supplies?
  - Where can I get free or inexpensive materials?
  - What machines are available for me to use (copier, computer, DVD player, LCD projector, SMART Board, etc.)?
  - With whom should I consult as I make decisions on the use of supplemental materials?
  - How do I check out regular and supplemental texts?
- 



## Procedures

- How do I sign my class up for the library, computer lab or other common areas?
  - What is my school district's policy for the acceptable use of technology for staff and students?
  - What are the procedures for taking a class to an assembly?
  - How do I arrange a field trip?
    - What do I do with any money I collect?
  - When am I responsible for locking my room?
  - What should I do if I must leave my room during class?
  - How do I use electronic data systems for reporting?
  - What are the grading guidelines for the school system? What documentation must I provide?
  - What student records must I maintain in cumulative folders?
  - What should I do in case of a medical emergency in my classroom?
  - What are the procedures for emergency situations such as fire drills, lockdowns, tornadoes or inclement weather?
- 



## Classroom Management

- What procedures do other teachers in my school follow for contacting parents by letter, phone or email?
  - What should I expect from a parent conference?
  - How do I report a disciplinary problem?
  - How do I handle a fight between students?
- 



## Personnel

- What is my personnel file, and where is it?
  - What is my salary, and what deductions are taken?
  - How do I apply for personal, professional, vacation or sick leave?
  - How do I arrange for a substitute?
-

# Licensure Information and Tips

The **Indiana Department of Education (IDOE)** shared information on securing and maintaining your license as a certificated educator.

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## Maintaining a valid license is your responsibility.

### Communications and Navigating the LVIS System

**Communication regarding your certification is done mainly through email.**

- Use a personal email account for your primary email.
- To verify or change the email in your LVIS account, log into your LVIS account and click Edit Profile on the right-hand side.
- Do not use your university or college account. Sometimes the universities end your ability to use their email system after graduation.
- Do not use a school employer account. You may not always be employed by that district or corporation.

**When you are setting up your LVIS account, pay attention to where the verification email lands in your email.**

- What if the email ends up in your junk/spam folder?
  - You should add the email address to your contacts or safe senders.
- If you've set up your account and haven't received emails, contact the IDOE at **licensinghelp@doe.in.gov** or **317-232-9010**.

- If you've missed an email that was sent, log into your LVIS account and click on Email Log on the right-hand side.

Check the status of your application by logging into your LVIS account and click on Application Status on the right-hand side.

### Extending or Converting Your License

**Options for continuing or converting a two-year initial practitioner license.**

1. If you do not have two years of full-time teaching experience, you can renew for another two years. This may be done twice. After the second renewal (total of six years), you must complete a 90-point Professional Growth Plan.
2. If you have verification of two years of full-time teaching experience in the content area of your license (on school letterhead and signed), you may convert to a five-year practitioner license. You have two options for converting your license — Indiana Mentor and Assessment Program completed over two years with your principal or Professional Growth Plan with approval by your school principal.



**Once you have a five-year license, you may:**

- Renew for another five years by completing and submitting an approved 90-point PGP, completing six semester hours of coursework from a regionally accredited institution or securing National Board Certification.
- If you obtain your master's degree or National Board Certification, you can professionalize and renew with the same application. You will also have to meet one of the renewal options.

If you wish to add to your license, most content areas can be added to a valid instructional license by passing the corresponding Indiana CORE Assessment content exam. To determine which areas can be added with your testing, visit **[bit.ly/2W9HCZU](https://bit.ly/2W9HCZU)**. Some areas may have additional requirements so please review the notes column.

**The following content areas can only be added to a valid instructional license by completing testing and coursework through an approved program:**

- Early childhood education
- Elementary education
- English as a new language
- Exceptional needs (mild intervention, intense intervention, blind and low vision, deaf and hard of hearing)
- Fine arts content areas (visual arts, vocal and general music, instrumental and general music and theater arts)
- High ability

**How to Complete Your PGP**

**Tips for Professional Growth Plan (PGP):**

- PGPs are separate from applications, but they must be completed, submitted and approved prior to completing an application.
- PGP points can be entered at any time. The points will stay in LVIS unless you remove them.
- Your principal will approve your PGP. Clarify with your principal what they may or may not approve.



**Get additional information regarding PGPs**







**Over 30,000 educators  
strong. Together, we can.**  
ISTA is fighting for our kids,  
our schools and our future.  
For more information on  
membership benefits, visit  
**[ista-in.org/JoinNow](http://ista-in.org/JoinNow).**





# Classroom Management Tips

**All teachers share the same goal** – help students monitor and govern their own behavior in ways that help them learn. There are things you can do to promote positive interactions and expectations in the classroom. Start by following your district’s adopted discipline policies and procedures. Be the kind of person students respect and trust — firm, fair, friendly, courteous, enthusiastic and confident. Above all, keep your sense of humor.

## **Before problems arise:**

- Get to know your students. This will help you anticipate problems.
- Show courtesy to every student and display trust and confidence in all of them.
- Be consistent in the application of discipline and be fair in your requirements and assignments.
- Teaching strategies and an attractive classroom reinforces a mutually respectful relationship with your students.
- Give clear verbal and written directions.
- Keep your classroom cheerful and orderly.
- Make learning fun, interesting and relevant to students’ lives.
- Establish no more than five classroom rules with student ownership — and enforce them.
- Be fully prepared every day.
- Provide a list of expectations and consequences to parents and students. Make sure they are consistent with district and building policies.
- Begin class on time and in a precise manner.
- Let the students know you care. Show interest in what they say, whether it pertains directly to the lesson or not.
- Keep your voice at a respectful level.
- Grade assignments and return them as soon as possible.
- Make sure all students can easily see you when you are presenting information. Ensure that all students can see you as you deliver instruction.
- Keep potential distractions — such as windows, doors or animals — in mind.
- Leave plenty of room around desks so you can get to each student easily while you are monitoring individual work.
- Diversion and restructuring are great tools. When one activity has gone too long, students



- get bored and restless. Stay alert, anticipate trouble and change your strategy even if it requires some flexibility in scheduling.
- Some students may encourage each other to get into trouble. Regrouping the students immediately without comment is key.
  - Provide hurdle help. Sometimes when a student cannot proceed with a task in which they are experiencing difficulty, you may provide an explanation or hint that enables the student to go on.
  - It is sometimes helpful to remind students to control their impulses when they may be tempted to misbehave. Show encouragement. Tell the student, "This has been such a good day; you read so well this morning...Come on, let's keep that up." Students work better if they anticipate some positive activity or experiences as a reward. However, the promise should be extra, rather than the only incentive for good behavior. Class goals and rewards can provide encouragement (i.e. extra free time).





### After problems arise:

- Allow a student to tell you their side of the situation. Be willing to consider mitigating circumstances.
- If you've made a mistake, admit it and apologize.
- Make sure consequences are appropriate for the misbehavior.
- Signal a student through gesture or look that their actions are unacceptable.
- Provide a transition period of drawing, singing, etc. that releases tension after an exciting or tense experience.

- Sometimes a student may do something impulsively and is not quite sure what the teacher will do as a consequence. React with humor and understanding — the student will be greatly relieved and assured of being accepted.
- When a student is about to explode in anger, tears or uncontrolled laughter, they may need to be removed from the situation so that they can gain control. You may use some pretext such as asking the student to run an errand, help with some task or get a drink of water.
- Don't talk about the problems encountered except to those who have a right to know.
- Don't argue with students.
- Don't accuse, threaten or humiliate a student.
- Don't use school work as punishment.
- When attractive nuisances, such as yo-yos or balls, are confiscated, it is wise to tell the student that the situation is temporary and that the student can reclaim their possession later when it is not distracting the class.
- Constructive criticism should focus on what is required for improvement.
- When teasing becomes more painful than playful or a free-for-all develops, a clear cut, "No," may provide a welcome stoplight to a student who is getting further into trouble than they intend. The teacher substitutes their authority for the student's self-control, which is temporarily out of commission. The effectiveness of this strategy increases if it is used only rarely.

**If you feel classroom management has been a disaster the first couple of weeks, don't worry — you still have time to try other practices which may work for your classroom environment.**





# Making Families Your Partner

**Families can be your best allies.** Educators know what an important difference family involvement can make in a child's education. But what can you do to show family members the role they play and make them a strong and lasting school ally?

**The NEA Foundation asked educators involved in successful dropout prevention programs nationwide how they enlist and energize families as partners.**

- Take the initiative to involve families. They want to be active in their child's education.
- Schedule one-on-one conversations and ask parents/guardians what they want to know. Then share your knowledge, guidance and support.
- Encourage families to spend time at school.
- Give families a chance to share their talents and experiences in the classroom or on field trips.
- Remember to say thank you with a call or note to families for their efforts.
- When parents are not available, reach out to grandparents, foster parents or community volunteers who are serving as mentors to your students.
- Publish a newsletter to keep families informed.
- Share positive as well as negative feedback.
- Give families a hands-on role by requiring a signature on homework and permission slips for activities.
- Turn back-to-school night into family night and invite students and families to come together to discuss what will be expected of students, families and teachers.
- Encourage families to provide their children with a quiet study area, a good breakfast, a time to read together and supervision over television viewing.
- Send a letter to families to begin the year. Often building principals will expect to see a copy of any letter before sending it home with students.

## Responding to Parent Concerns

Parents care deeply about their kids and how they are doing in school. Most often, parents are reasonable, respectful and cooperative when communicating with teachers. However, when problems arise, here are some basic guidelines to follow.

**Ask questions.** Check to see if the district has a policy on parent complaints.

**Try not to be defensive.** You share a common goal with parents — to help their children succeed in school. Try to approach every conversation with that in mind.





**Respond to unreasonable requests.** If a parent makes an unreasonable request, respond in a friendly, firm manner and try to work it out. For example, a parent wanting you to call every night to report on a child's performance can be informed, "I'm sure you understand I have 90 students and am not able to provide nightly updates. However, I have a suggestion..." Or, if a parent shows up at the door of your classroom, politely explain that you can't talk right now and suggest they call back after classes and make an appointment.

**Protect yourself.** Keep a log of all parent contacts (phone calls, visits, letters, etc.), noting date, time, place and what was discussed. Keep copies of all documents. If a parent complains to you, consider going to the association representative at your work site or your principal.

**Maintain confidentiality.** Don't talk about other students to any parent and discourage parents from doing so. Never mention other students' names, even if in their child's social group. Talk about their child's behavior only.

## Tips for Family Conferences

**Contact families early in the year.** Outline your curriculum and expectations, and let families know how they can reach you.

**Invite both parents.** But, be sure to find out first if a student comes from a single-parent home and if both parents should be invited or if the appropriate guardian is someone other than a parent. You will also want to be aware of any joint custody arrangements, which require dual notification.

**Allow enough time in the conference.** If you are scheduling back-to-back conferences, give yourself a cushion of time in between.

**Prepare in advance to answer specific questions.** Parents may have questions about their child's ability, skill level and achievements. Sending a simple questionnaire home prior to the conference asking parents if there's a specific concern can help you to be prepared and not be caught off guard.

**Get organized before the conference.** Assemble your grade book, test scores, student work samples and attendance records.

**Plan ahead.** Have in mind a general, but flexible, outline of what you're going to say, including a snapshot of student progress, review of student's strengths and needs and proposed plan of action.

**Greet parents at the door.** Also, you'll help parents feel welcome and relieve their anxiety if you greet them by name. Check records in advance to make sure you have names correct.

**Avoid physical barriers.** Don't sit behind your desk or ask parents to perch on uncomfortable chairs.

**Open on a positive note.** Begin conferences on a warm, positive note to relax everyone. Start with a positive statement about the child's abilities, schoolwork or interests. Show some of the child's work.

**Structure the session.** As soon as the parents arrive, review the structure of the conference — the why, what, how and when — so you'll both have an agenda. Remember, parents often come with their own agendas or questions they want answered, so you'll need to be flexible.

**Be specific.** Your comments and suggested course of action should reflect the needs of their child.

**Offer a suggested course of action.** Parents appreciate being given some specific direction. If a student is demonstrating immature behaviors, it might be helpful to suggest that the parents give their child a list of weekly chores, allow them to take care of a pet or give them a notebook to write down assignments to build responsibility. When you offer advice, ask parents if they've noticed the same behavior at home and for any suggestions they may have.

**Forget the jargon.** Try not to use edu-babble and acronyms, because it sounds like doubletalk to most parents.

**Hear parents out.** In routine parent conferences, it's unusual to run into parents who are abusive and hostile. But it can happen. Try not to be rude, whatever the provocation. Hear out the parents in as pleasant a manner as possible, without getting defensive.

**Ask for parents' opinions, even if the comments are hostile or negative.** Thank them for offering input and feedback.

**Focus on strengths.** It's very easy for parents to feel defensive, since many of them see themselves in their kids. It is helpful if you review the child's strengths and areas of need, rather than dwelling on criticism or stressing weaknesses.

**Use body language.** Non-verbal cues set the mood of the conference. Smile, nod, make eye contact and lean forward slightly. You'll be using your body language to let parents know you're interested and approachable.

**Stress collaboration.** Let the parent know you want to work together in the best interest of the child. A statement like, "you need to see me as soon as possible to discuss Johnny's poor study habits," only arouses hostility, while, "I'd like to discuss with you how we might work together to improve Johnny's study habits," gets the relationship off on the right foot.



**Listen to what the parents say.** Even though we spend nearly a third of our lives listening, most adults are poor listeners. We concentrate on what we're going to say next, we let our minds drift off to other concerns or we hear only part of what a speaker is saying. You'll get more out of a parent conference if you really listen to what parents are saying.

**Ask about the child.** You don't want to pry, of course, but remember to ask parents if there's anything they think you should know about the child (such as study habits, relationships with siblings, any important events in their life), which may affect their schoolwork. Ask about hobbies or interests that can be connected to throughout the school year (writing topics, etc.).

**Focus on solutions.** Ideally, all parent conferences would focus only on positive events. Realistically, many conferences are held because there's an issue or concern somewhere. Things will go smoother if you focus on solutions, rather than on challenges. Discuss what you and the parents can do to help improve the situation. Plan a course of action together.

**Don't judge.** It may not always be possible to react neutrally to what parents say — their values may be different from your own — but communicating any judgement of parents' attitudes or behaviors can be a roadblock to a productive relationship with them.

**Summarize.** Before the conference ends, summarize the discussion and what action you and the parents have decided to take to support the student.

**Finish on a positive note.** When you can, save at least one encouraging comment or positive statement about the student for the end of the conference.

**Meet again, if needed.** If you feel you need more time, arrange another meeting later, rather than trying to rush everything before the conference time concludes.

**Keep a record of the conference.** You may find it helpful later to have a brief record of what was said at the conference, what suggestions for improvement were made and so forth. Make notes as soon as possible after the conference, while details are fresh.



# Trauma-informed Support for Students

ISTA has been a leader in advancing a trauma-informed model of education in Indiana. Schools should have the resources to support all our students. **Safe and supportive schools are healthy learning and working environments**, and educators must be empowered to create and implement dynamic trauma-informed schools, where all students, including those who have been affected by trauma, can learn and thrive.

## What are ACES?

**Adverse childhood experiences (ACES) are traumatic experiences that can inhibit a students' learning. Examples of ACES include:**

- Frequent socioeconomic hardship
- Parental divorce or separation
- Parental death
- Parental incarceration
- Family violence
- Neighborhood violence
- Living with someone who is mentally ill or suicidal
- Living with someone who has a substance abuse problem
- Racial bias

According to the National Child Traumatic Stress Network, when children do not have consistent safety, comfort and protection in their homes



and communities they often develop coping mechanisms that help them survive in stressful and traumatic environments. Should the stress and trauma continue for extended periods of time, these coping mechanisms can inhibit a child's ability to develop cognitively, socially or physically.

## Symptoms of Trauma

### Cognitive Delays

A delay in normal brain development process.

### Inability to Process Relationships and Emotions

Difficulty forming or maintaining relationships.

### Inability to Predict and Make Inferences

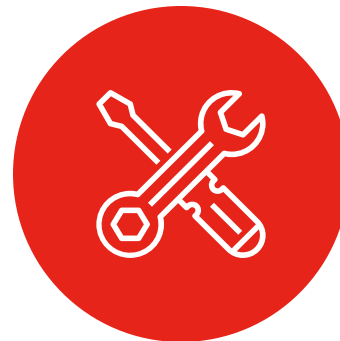
Difficulty understanding cause and effect.

### Wariness of the Future

The future feels unpredictable and out of control.

## How to Support Students Who Have or Are Experiencing Trauma

- Create a safe space and nurture healthy relationships for students.
- Help kids identify their emotions as a first step toward getting calm and centered.
- Use exercises that build mind-body connections to help kids manage their emotions.
- Help students learn self-regulation strategies to calm down during a trigger experience.
- Notice changes in student behavior and work with a guidance counselor or school social worker to bring in additional support.
- Champion healthy, trusting relationships by connecting each student to at least two other caring adults.
- Help students understand how their brains work so they can be aware of how they learn.
- Help students build a vocabulary for the emotions they feel themselves and observe in others.



## Resources

### Adverse Childhood Experiences



*Centers for  
Disease Control*



*Indiana State  
Department of Health*

### Adversity in Childhood & Childhood Trauma



*Substance Abuse  
and Mental Health  
Services Administration*

### Trauma-sensitive Classrooms in General Education Settings



*Indiana Department  
of Education*



# Identifying and Reporting Suspected Child Abuse

Recognizing the fears and sensitivities of our kids is very important for today's education employees. Kids who have been or are currently being subjected to abuse outside of school will be more likely to misinterpret actions that other students would not. A child who shows no outward signs of abuse may still be living in terror of being touched or may have an emotionally devastating reaction to a simple verbal reprimand.

Being aware of the signs of abuse may save you and the child from unnecessary turmoil resulting from an innocent action or statement.

There are several behavioral clues that may lead you to suspect that a student is being abused. Of course, one sign or symptom does not necessarily indicate child abuse, but there are some clues that may lead you to suspect it.

## Reporting Requirements

A school employee who has reason to believe that a student is a victim of child abuse or neglect must immediately make an oral or written report to the Department of Child Services (DCS) or to the local law enforcement agency (IC 31-33-5-1, -2). After making the report, the school employee

is then required to notify the individual in charge of the school to let them know a report was made (IC 31-33-5-2).

Indiana law requires that the school employee contact DCS or police first, and then inform the principal. Additionally, the law prohibits a school corporation from making any policy that restricts or delays the duty of a school employee to report to DCS or police (IC 31-33-5-5). A school employee who fails to make a report commits a Class B misdemeanor carrying a fine of up to \$1,000 or 180 days in jail (IC 31-33-22-1). Failure to report suspected abuse to DCS may also leave you open to a large civil liability suit.

The requirement to report includes such things as physical abuse, emotional abuse and neglect.



### Watch for Signs of Abuse

- Child appears nervous, disruptive or hyperactive.
- Child has a pattern of unexplained injuries or an inordinate number of explained ones.
- Child comes to school inappropriately dressed for the season.
- Child is habitually late or often absent from school.
- Child arrives early or leaves late because they are reluctant to go home.
- Child is unusually fearful of adults and other children.
- Child is unusually shy, withdrawn or passive.
- Child goes to the bathroom with difficulty.
- Child is constantly tired, thin or shows evidence of malnutrition.

### Protect Yourself from Potential Allegations of Child Abuse

- Never leave your classroom unattended.
- Never be alone with a student.
- Don't meet with students behind closed doors.
- Make sure all students understand your classroom rules, especially those related to safety.
- Make sure students are adequately supervised when out of the classroom or on field trips.
- Never transport students in your personal vehicle.
- Never allow students to place themselves in personal danger.
- Never act in anger and always follow the school board's policy when dealing with student discipline.
- Never kick students or their desks.
- If you must physically restrain a student in a disciplinary situation, use only reasonable force.
- A hug or pat-on-the-back may be fine for primary-aged children, but always refrain from touches that may be misinterpreted by older students.
- Know your district's policy on corporal punishment. Many physical abuse charges stem from corporal punishment.



# What Is Red For Ed?

ISTA began the Red For Ed movement in 2018, and with the advocacy of educators, parents, students and public school advocates, we achieved significant investments in public education and a commitment to raise professional teacher salaries. ISTA is now working to ensure the significant investments in K – 12 education get to where the funding was intended – into classrooms and to attract and retain quality educators.

Even through the pandemic, educators found their voice. Taking actions locally, partnering with school boards and administrators and advocating for full and equitable funding, restoring bargaining rights and increasing teacher pay. With wins on educator vaccinations, full funding

through the pandemic and increased funding and teacher pay, educators showed once again they are putting the future of kids first.

## How Can You Participate?

Many of the Red For Ed priorities impact new and early career educators directly from career earnings to retirement savings capacity to student loan repayment. Your voice is valuable and meaningful to reflect the experiences of all educators.

Connect with your local association leaders, Red For Ed coordinator or work site leader to get connected with what your local is doing in your community.



Visit **[InvestInEducationIN.org](https://InvestInEducationIN.org)** to learn more and join the movement.



# Resources

FOR NEW & EARLY  
CAREER EDUCATORS



It's our mission to ensure educators have a seat at the table. Whether it's advocacy at the Capitol, representation at the bargaining table or legal career support, we're here for you. Join at [ista-in.org/JoinNow](https://ista-in.org/JoinNow).



We're raising our voices to protect public schools. To support every student, we're wearing **Red For Ed**. Let's stand together. Join the movement at [InvestInEducationIN.org](https://InvestInEducationIN.org).



Our members receive legal protection of rights and representation, if needed. Our members are automatically covered by an NEA professional liability policy. More at [ista-in.org/legal-benefits](https://ista-in.org/legal-benefits).



Access high-quality professional development and attend ISTA conferences—including the Good Teaching Conference with content tailored for new and early career educators. More at [ista-in.org/events](https://ista-in.org/events).



NEA's School Me series features tips, advice and life hacks to help you feel confident in your first years on the job. Listen to the podcast at [nea.org/schoolme](https://nea.org/schoolme).



Micro-credentials are competency-based credentials focused on classroom practices. They count toward your Professional Growth Plan. Explore at [ista-in.org/our-profession](https://ista-in.org/our-profession).



Student loan debt can feel overwhelming, but we've put together resources to help you make the best decisions about your financial future. Find info at [neamb.com/student-loan-debt](https://neamb.com/student-loan-debt).



[www.neadjustice.org](https://www.neadjustice.org)



EdJustice engages and mobilizes activists in the fight for racial, social and economic justice in public education. Learn more at [neadjustice.org](https://neadjustice.org).



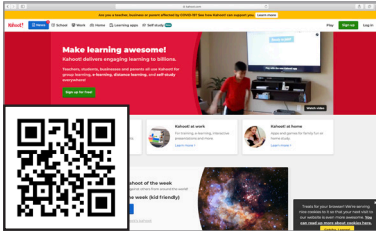
Whether you're planning a well-deserved vacation, purchasing a vehicle or shopping, NEA Member Benefits is there to help maximize your hard-earned dollars. Save at [NEAMB.com](https://NEAMB.com) and [ista-in.org/ISTAMB](https://ista-in.org/ISTAMB).



**Our kids. Our schools. Our future.**

Join ISTA at [ista-in.org/JoinNow](https://ista-in.org/JoinNow).

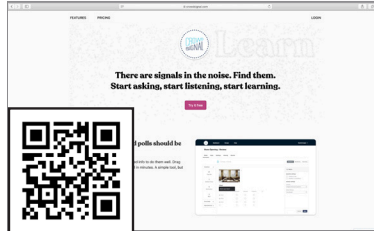
## Additional Tools and Resources



### Kahoot

A free, game-based learning platform that makes learning fun for any subject, in any language, on any device for all ages.

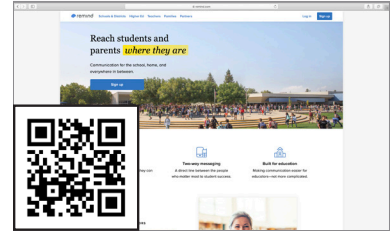
***kahoot.com***



### Crowd Signal

Quickly and easily set up a survey or poll for your students. You can see the answers instantly — no tallying required.

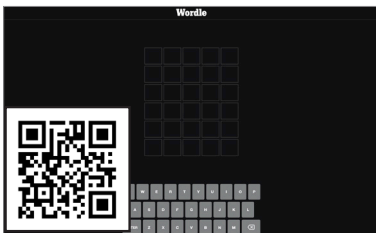
***crowdsignal.com***



### Remind

Free text messaging app that helps teachers, students and parents communicate quickly and efficiently.

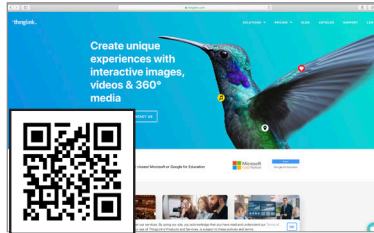
***remind.com***



### Wordle

Type in verbiage and see a visual interpretation of all the words used.

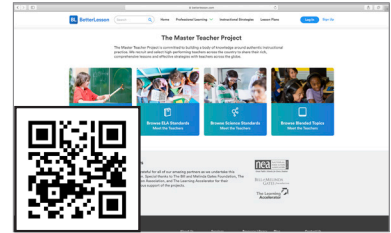
***wordle.net***



### Thinglink

Turn a picture into a visually appealing cluster of links. Tag people in a photo and link to articles about them or cover an infographic in links for further information. Then post the image to your class's web page!

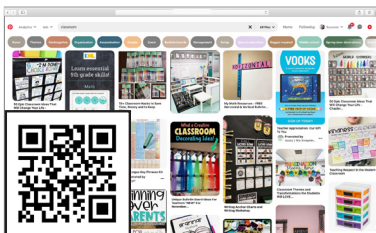
***thinglink.com***



### Master Teacher Project

The Master Teacher Project is committed to building a body of knowledge around authentic instructional practice. High-performing teachers across the country are selected to share their rich, comprehensive lessons and effective strategies with teachers across the globe.

***bit.ly/3f3azhm***



### Pinterest

Teachers post free print outs, pictures of beautiful classrooms and links to resources.

***pinterest.com***

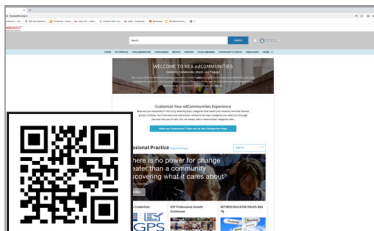




## Works4Me

Looking for advice? The School Me podcast brings you advice from educators who have been there, done that.

**[www.nea.org/professional-excellence/student-engagement/school-me-podcasts](http://www.nea.org/professional-excellence/student-engagement/school-me-podcasts)**



## EdCommunities

Connect, collaborate, share and engage in an online community of educators.

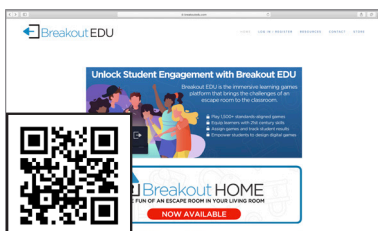
**[mynea360.org](http://mynea360.org)**



## Class Dojo

A safe and simple communication app for teachers, parents and students.

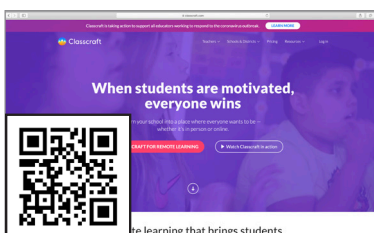
**[classdojo.com](http://classdojo.com)**



## Breakout Edu

Bring all the excitement of an escape room to your classroom in a small wooden box with this immersive learning games platform.

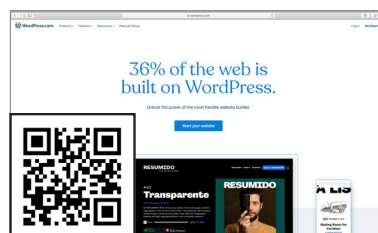
**[breakoutedu.com](http://breakoutedu.com)**



## Classcraft

Helps teachers manage, motivate and engage their students by transforming their classroom into a role-playing game.

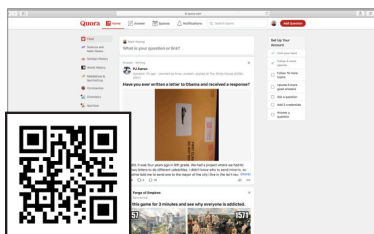
**[classcraft.com](http://classcraft.com)**



## Wordpress

Make your own page using Wordpress. If your students subscribe, they'll receive an email every time you post something new.

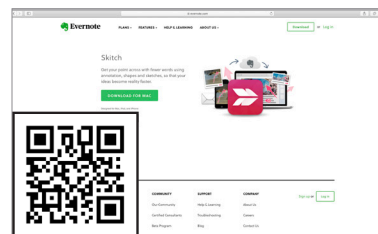
**[wordpress.com](http://wordpress.com)**



## Quora

If you have a question, Quora has an answer.

**[quora.com](http://quora.com)**



## Skitch

Skitch is a quick and easy photo-editing application.

**[evernote.com/products/skitch](http://evernote.com/products/skitch)**

# ISTA Supports New and Early Career Educators

ISTA offers professional development conferences, leadership development, professional credentialing and networking aimed at building the confidence and skillset of our newest educators. **It's our goal to get you started right** and support you throughout your career.



## Professional Development Conferences

Learn more and find upcoming events at **[ista-in.org/events](https://ista-in.org/events)**. Our conferences provide you an opportunity to earn PGP points for licensure.



## Micro-credentials

Micro-credentials are designed to support you in both the development of skills and the acquisition of knowledge. NEA micro-credentials are created and assessed by teachers and are focused on classroom practices that support student success.

NEA micro-credentials are free, regardless of membership status with NEA. Each micro-credential submission is equivalent to 15 PGP points. Explore the micro-credential options at **[nea.certificationbank.com/Indiana](https://nea.certificationbank.com/Indiana)**.



## Leadership Development

ISTA has programs for new and early career educators to develop leadership skills and learn more about the Association. Find more information at **[ista-in.org/emerging-leaders](https://ista-in.org/emerging-leaders)**.

# Preparing for Your Evaluation

As professionals, we have an ongoing responsibility to stay up to date in our field and to sharpen and improve our skills. To help meet this responsibility, we need expert feedback on our performance.

**Evaluations can result in a positive experience**, which opens lines of communication and improves the quality of your instruction and/or job performance.

Through the evaluation process, specific strengths as well as areas for improvement can be identified in positive ways, encouraging growth and professional development. Everyone is more successful when an effective evaluation system is in place and used effectively.

## Before the Evaluation

**Assemble and review the following materials:**

- Negotiated collective bargaining agreement/board policy and procedures for evaluations
- Your job description
- Previous observations and evaluation reports
- Notes on lessons observed
- Letters of recommendation — save all recognition and praise
- Positive examples of what you are doing
- Other data on which you want to focus

Consult your work site's association representative to find out how supervisors conduct conferences, what types of improvement plans are proposed and how supervisors generally write up conferences.

## During the Evaluation

**Conduct yourself in the following ways:**

- Come to the conference clearly having in mind what you want to accomplish.
- Keep accurate notes, especially important positives and negatives.
- Situate yourself physically so you are comfortable.
- Guide the discussion with your supervisor when appropriate.
- Establish the initial premise early in the conference. If not indicated by the supervisor, establish this yourself by stating, for example, "It appears that my overall performance continues to be highly satisfactory, and it appears that this is your conclusion, too."
- Listen attentively.
- Clarify by questioning when desired and when necessary.
- Expect and request positive reinforcement and constructive suggestions.

*"Never put in electronic form anything that you wouldn't want viewed by a million people, including your colleagues, students and supervisors — and your mother."*

**Michael D. Simpson, NEA Office of General Counsel**

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# Tips to Protect Yourself and Your Career Online

With the rise of technology, educators have many new opportunities to use the internet to communicate in ways we never thought possible. However, with new technology comes pitfalls. As a school employee, you must exercise extreme caution when you engage in social media or other forms of internet communication.

Keep in mind that your First Amendment rights can be limited by virtue of your position as a school employee. The general rule is 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. And it wouldn't be too difficult to make that case if the teacher's social media includes sexually explicit or other inappropriate content and is widely viewed by students. Consequences can be severe, from a written reprimand to a suspension or termination of employment to suspension or revocation of one's teaching license.

## Tips for Online Communication

1. What you post on the internet is, for all intents and purposes, there forever. If you have questionable content on the internet, remove it NOW. Be wary, though, that once you have removed content from the internet, it might still be there preserved by an image-capturing historical documentation site which takes daily screen captures of random sites on any given date and time. Also, removing something from the internet doesn't mean someone else hasn't printed it or taken a screenshot and saved it prior to your removing it.
2. Minimize the risk associated with online communication by limiting access to your blog, social network or website using a "friends only" or similar restrictive setting. If you are using Facebook, review the privacy options and choose the most restrictive ones. This will make sure only trusted individuals can see the information you are posting. Use extreme caution when "friending" relatives or other individuals who may have connections



to students. You may need to revise their access privileges to your site or social network while you have students connected to them in your school.

3. Don't "friend" students and NEVER GIVE A STUDENT ACCESS TO YOUR SOCIAL NETWORKING SITE. Most districts have policies or directives that prohibit staff from inviting or accepting invitations from students to be "friends" on a social network. Check your district's policies and make sure your internet habits comply. Review the policies with your UniServ Director. As social networks become more integrated into daily life and learning, some schools are starting to allow this, make certain to maintain separate networks for your personal life and your classes — and never allow the two to commingle.
4. If visitors can post to your blog or website, monitor postings constantly and remove any that are inappropriate. Most blogging sites give blog authors and administrators the ability to review and approve blog comments before they are posted. We recommend you use this option if it is available to you.
5. Do not blog or post about your job duties, colleagues, supervisors or students, even in passing. This will reduce the danger that you might disclose confidential information, share information about a private workplace complaint or otherwise carelessly or unintentionally engage in speech which could affect your future employment.
6. If you choose to blog or post as a citizen about a non-job-related matter of public concern (i.e., the elections, terrorism or environmental issue), take care that what you say will not impede your employer's effectiveness or efficiency or otherwise disrupt the workplace.
7. If you are blogging or posting about innocuous information (i.e., your favorite football team or family genealogy), you still must be careful not to engage in comments that could adversely affect your employer (i.e., damage the employer's reputation) or interfere with your ability to carry out your job duties.
8. Do not blog or post about personal subjects (i.e., dating, romance or drug or alcohol use). Your blog or website should not contain any references to sexual subjects or contain vulgar, graphic or profane language. If your blog or webpage were a movie, it should be rated "G."
9. Blogging and posting anonymously does not protect you. Names of bloggers, website authors and other users can be discovered through litigation.
10. Be very careful about posting pictures of yourself or family online. Scrutinize every photo before deciding to post it. Avoid party photos. If others have tagged you in questionable photos on their social networks or websites, ask them to remove them immediately. On Facebook, you also have the option of blocking tags identifying you, even on someone else's page. If you are allowed to maintain a site or social media profile for classroom purposes, before posting any student photos, make sure you follow district procedures and/or seek written permission from those in photos before posting them.

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**Disclaimer:** This document is not meant to be comprehensive or a substitute for common sense when using social networking sites, and it is not intended to provide legal advice. For additional information, contact your UniServ Director.

# Following the Model Code of Educator Ethics



This is an abbreviated presentation of the Model Code of Educator Ethics. To explore more deeply, visit [nasdtec.net/page/MCEE\\_Doc](https://nasdtec.net/page/MCEE_Doc).

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## Principle I: Responsibility to the Profession

The professional educator is aware that trust in the profession depends upon a level of professional conduct and responsibility that may be higher than required by law. This entails holding one and other educators to the same ethical standards.

- The professional educator demonstrates responsibility to oneself as an ethical professional.
- The professional educator fulfills the obligation to address and attempt to resolve ethical issues.
- The professional educator promotes and advances the profession within and beyond the school community.

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## Principle II: Responsibility for Professional Competence

The professional educator is committed to the highest levels of professional and ethical practice, including demonstration of the knowledge, skills and dispositions required for professional competence.

- The professional educator demonstrates commitment to high standards of practice.
- The professional educator demonstrates responsible use of data, materials, research and assessment.
- The professional educator acts in the best interest of all students.

### **Principle III: Responsibility to Students**

The professional educator has a primary obligation to treat students with dignity and respect. The professional educator promotes the health, safety and wellbeing of students by establishing and maintaining appropriate verbal, physical, emotional and social boundaries.

- The professional educator respects the rights and dignity of students.
  - The professional educator demonstrates an ethic of care.
  - The professional educator maintains student trust and confidentiality when interacting with students in a developmentally appropriate manner and within appropriate limits.
- 

### **Principle IV: Responsibility to the School Community**

The professional educator promotes positive relationships and effective interactions with members of the school community, while maintaining professional boundaries.

The professional educator promotes effective and appropriate relationships with parents/guardians by:

- The professional educator promotes effective and appropriate relationships with colleagues.
  - The professional educator promotes effective and appropriate relationships with the community and other stakeholders.
  - The professional educator promotes effective and appropriate relationships with employers.
  - The professional educator understands the problematic nature of multiple relationships.
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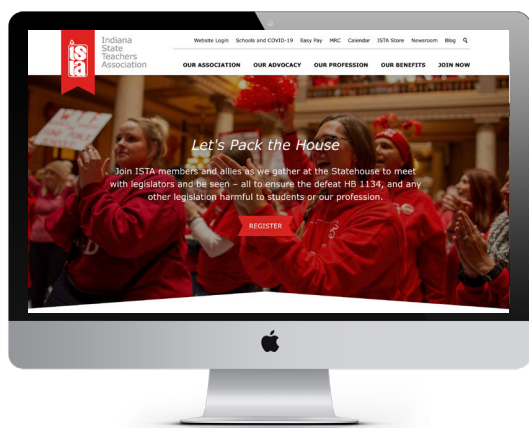
### **Principle V: Responsible and Ethical Use of Technology**

The professional educator considers the impact of consuming, creating, distributing and communicating information through all technologies. The ethical educator is vigilant to ensure appropriate boundaries of time, place and role are maintained when using electronic communication.

- The professional educator uses technology in a responsible manner.
  - The professional educator ensures students' safety and well-being when using technology.
  - The professional educator maintains confidentiality in the use of technology.
  - The professional educator promotes the appropriate use of technology in educational settings.
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# More About ISTA

ISTA has a variety of resources for you to learn more about your Association. **Check out these resources.**



## ISTA Website

[ista-in.org](http://ista-in.org)

## ISTA on Social Media



Instagram

[instagram.com/istamembers](https://www.instagram.com/istamembers)



Facebook

[facebook.com/indianastateteachers](https://www.facebook.com/indianastateteachers)



Bluesky

[bsky.app/profile/istamembers.bsky.social](https://bsky.app/profile/istamembers.bsky.social)



Pinterest

[pinterest.com/istaindiana](https://www.pinterest.com/istaindiana)



LinkedIn

[linkedin.com/company/Indiana-state-teachers-association](https://www.linkedin.com/company/Indiana-state-teachers-association)

## NEA edCommunities

[mynea360.org](https://mynea360.org)

## NEAToday School Me

[neatoday.org/school-me](https://neatoday.org/school-me)



# Contact the ISTA Member Resource Center.

## Have membership questions?

**CALL****E-MAIL****CHAT**

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Our dedicated ISTA Member Resource Center (MRC) team is available to answer your membership questions. **The MRC is available:**

**MONDAY TO THURSDAY: 7 A.M. - 5:45 P.M. ET**

**FRIDAY: 7 A.M. - 4:45 P.M. ET**

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**CALL: 844-ASK-ISTA • EMAIL: [ASKISTA@ISTA-IN.ORG](mailto:ASKISTA@ISTA-IN.ORG)**

**CHAT: [ISTA-IN.ORG/ASKISTA](https://ista-in.org/askista)**





